

What is reflective language teaching pdf

 I'm not robot  reCAPTCHA

Continue

To move from a teacher-centered model to a student-centered model, you need to think about what you do in the classroom, how and why you do it. Reflexive practice will allow you to deal with these issues in a disciplined manner. Reflexive practice asks, what model of training do I use? How does this apply in specific learning situations? How well does it work? As a teacher, you start with the original theory of teaching and learning the language based on your personal experience learning the language and reading that you have done or the instruction you have received. In reflexive practice, you apply your theory in classroom practice, observe and reflect on the results, and then adapt your theory to reflect what you have observed. Your class becomes a kind of laboratory where you can link the theory of teaching with teaching practice. Your theory provides a unifying rationale for the activities you use in the classroom; observations and reflections in the classroom allow us to improve the theory and adjust their teaching practice. The concepts you acquire through reading and professional development activities are absorbed into your theory and tested in a cycle of reflexive practice. The following figure illustrates how all of these elements interact both before you start learning and while you are an active class leader. This cycle of building theory, practice and reflection continues throughout your career teaching the language as you evaluate new experiences and test new or adapted theories against them. Reflexive practice allows you, as a language teacher, to become a lifelong student. We invite you to take a reflective approach to the materials presented on this site. Consider how the current language teaching model influences the approaches, methods, and applications presented here. Try the ideas we offer in your own class and compare them to your own experiences. This will help you become more comfortable in terms of teaching the language presented here and integrate it effectively into your own philosophy of teaching and practice. Resources for understanding the reflexive practice of Farrell, Thomas S.C. Reflexive Practice for Language Teachers. Open University. Learning to teach: Become a reflexive practitioner. Richards, Jack C., Thomas S.K. Farrell. Teaching practice: a reflexive approach. New York: Cambridge University Press, 2011. Schoen, D. Reflexive Practitioner: How Professionals Think in Action. New York: Major Books, 1983. Wallace, M.J Teaching Foreign Language Teachers: A Reflexive Approach. New York: Cambridge University Press, 1991. Seichner, K.M., J.P. Liston. Reflexive Learning: Introduction. Mahwa, New Jersey: Lawrence Erlbaum, 1996. More Original material in this section are taken from the Module Behind TA: Develop a reflexive approach to a career in language language Celeste Kinginger in modules for the training of teaching assistants in foreign languages (Grace Stovall Burkart, ed.; Washington, D.C.: Center for Applied Linguistics, 1998). In order to continue to use our website, we ask you to confirm your identity as a person. Thank you so much for your cooperation. Academia.edu no longer supports the Internet Explorer. To browse the Academia.edu and the wider Internet faster and more securely, please take a few seconds to update the browser. Academia.edu uses cookies to personalize content, adapt ads, and improve user experience. Using our website, you agree to our collection of information using cookies. To learn more, review our privacy policy. x published at 11:41h in What We Say on EduMaxi 1 Comment by Dr. Jeremy Koay Limited Presentation If language learning is likened to a chemical experiment, there is probably no room for teacher reflection as chemical reactions are mostly predictable in controlled environments. However, human behavior and interaction with humans are different from chemical reactions. Because of the complexity of human beings, it would be too ambitious to come up with a one-size-fits-all training formula. Reflection and self-awareness are needed to adapt to an ever-changing environment. The Master's holistic view includes critical thinking about his assumptions, experiences, teaching philosophy, and worldview; and this reflection is essential for every teacher to improve and develop (Pennington, 1995). This willingness to change approach is necessary because, unlike the production line, the interaction in the classroom is dynamic and each student has a unique experience and needs. This meditation allows teachers to evaluate their classroom practices by paying attention to what went well or less well, why students responded in a certain way, why I responded the way I did, possible causes of any questions or ineffective learning strategies, and what can be done differently in the future. In short, the reflective teacher is a growing teacher. Temporary restrictions are often cited as reasons why they do not affect teaching in the classroom. It is certainly true that most teachers are very busy, but the reflection should not take long. I suggest teachers spend 10 minutes a day on this activity. Reflection can occur on the bus on the way home from school, while washing dishes, or when taking a shower. Theory and Practice Some of the tools that promote reflexive learning include teaching journals, peer observation and lesson writing (Richards and Lockhart, 1996). In the teacher's journal, teachers record events and ideas about which they think about it later. This action in itself draws the attention of teachers to their classroom practice and thus contributes to the reflection of teachers. To encourage the community of teachers to think, teachers can and discuss what they wrote in their journals. Peer-to-peer observation involves the participation of a colleague in the classroom. The observer usually takes notes and writes thoughts and ideas. This method is particularly effective because it gives a different and fresh perspective on what may have been taken for granted. However, this method requires a high level of trust among teachers. Writing a lesson is probably the least common method, in part because obtaining consent from students is mandatory in some countries. In addition, the installation of a video camera can make some students and teachers feel uncomfortable. Links to Pennington, M.C. (1995). Teacher change cycle. TESOL quarterly, 29(4), 705-731. Richards, JC and Lockhart, C. (1996). Reflexive learning in second language classes. New York: Cambridge University Press. Dr. Jeremy Koay is an independent researcher from New York and an education consultant at EduMaxi. In 2015, he received his PhD in Applied Linguistics from the University of Victoria in Wellington. His research interests include discourse analysis, genre analysis and TESOL. Image source: shutterstock.com/vetre Teachers are the busiest professionals on Earth. Teachers never stop working. How many times have you heard statements like those above? I bet many times. And how many times have you stopped to think about your teaching practice? Have you ever done that? As? What was the last time you saw it? When was the last time you watched a friend? You might think: why are there so many questions? What does all this have to do with reflexive teaching? I noticed that a lot has been discussed about critical thinking regarding our students' learning process. How about thinking about our learning process? Have we been thinking about this? Reflex learning is a personal tool that teachers can use to observe and evaluate how they behave in their classroom. It can be both a private process and a process that you discuss with colleagues. When you collect information about what's going on in your class and the wrong time to analyze it from afar, you can identify more than just what worked and what didn't. You will be able to look at the fundamental principles and beliefs that define how you work. This self-awareness is a powerful ally for the teacher, especially when much of what and how they teach can change at the moment. Reflexive teaching is not just a generalization of what happened in the classroom. If you spend all your time discussing lesson events, you can jump to sharp conclusions about why it happened the way they did. Reflexive learning is a calmer and more systematic approach to looking at what happened. It requires and careful observation of the entire lesson experience. According to Jack Richards, reflection or critical reflection, reflection, to an activity or process in which experience is recalled, reviewed and evaluated, as a rule, in relation to a broader purpose. It is a response to past experience and includes conscious feedback and learning experience as a basis for evaluation and decision-making and as a source for planning and action. (Richard 1990) Bartlett (1990) points out that becoming a reflexive teacher involves going beyond the primary concern with teaching methods and how to ask what and why questions that address instructions and management methods are not for their own purposes, but within broader educational goals. By asking what and why questions, we give us some power over our teachings. We could argue that the degree of autonomy and responsibility we place in our work as teachers is determined by the level of control we can exercise over our actions. As we reflect on the above questions, we begin to exercise control and open the possibility of transforming our daily lives in the classroom. (Bartlett, 1990. 267) The process of reflexive learning contributes to the development and maintenance of professional knowledge. We can conceptualize a consistent level of teaching knowledge-those that teaching students can achieve at the beginning, middle and end of their courses; Teachers after they enter school life full-time; and experienced, experienced teachers. Given the nature of teaching, professional development and training should never stop. How does the reflection work? You can take many different approaches if someone wants to become a critically reflexive teacher, including observing themselves and others, team teaching, and learning their view of teaching through writing. Critical Thinking Approaches: Peer-to-peer observation can enable teachers to view each other's teachings to view their different teaching styles and provide opportunities for critical reflection on their own learning. Some suggestions for peer observation: 1. Each participant will observe and observe - Teachers will work in pairs and take turns watching each other's classes. 2. Before the start of the orientation observation session - Before each observation, the two teachers will meet to discuss the nature of the class to be observed, the kind of material taught, the teacher's approach to teaching, the kinds of students in the classroom, the typical patterns of interaction and participation in the classroom, and any problems that might be expected. The teacher he is seeing also assigns the observer the purpose of the observation and the task he must perform. The task will include gathering information on some aspects of the lesson, but will not include any assessment of the lesson. Surveillance procedures or tools will be used, used, agreed during this session and a timetable for observations is organized. 3. Observation -Observer will then visit his partner's class and complete the observation using procedures agreed upon by both partners. 4. After observation, two teachers will meet as soon as possible after class. The observer will report on the information collected and discuss it with the teacher (Richards and Lockhart, 1991). Benefits: Teachers define different aspects of their lessons for their partners to observe and gather information about. Teachers receive a number of ideas about their own learning from observing their colleagues and that they would like to use peer surveillance on a regular basis. They can also gain a new understanding of aspects of their teaching. Written experience reports Another useful way to participate in the reflective process is to use written reports on experience. (Powell 1985) and their potential is increasingly recognized in pedagogical education. There are several different approaches to use. Self-Reports - Self-reporting includes filling out an inventory or checklist in which the teacher indicates which teaching methods were used during the lesson or over a period of time and how often they were employed (Pak, 1985). Self-reporting allows teachers to regularly assess what they are doing in the classroom. They can test to the extent to which their assumptions about their own teachings are reflected in their actual teaching practices. In the journal Writing A a procedure that is becoming increasingly widely recognized as a valuable tool for developing critical reflection is a journal or diary. The goals of writing a journal: 1. To provide a record of the significant learning experiences that have taken place 2. To help the participant get in touch and keep in touch with the process of self-development that takes place for them 3. Give participants the opportunity to personally and dynamically express their self-development 4. Promote the creative interaction between the participant and the process of self-development, which takes lace - between the participant and other participants who are also in the process of self-development - between the participant and the facilitator, whose role is to promote such development (Powell, 1985, Bailey, 1990) Recording lessons for many aspects of teaching, audio or video recording can also become the basis for the While there are many useful ideas that can be obtained from diaries and self-reporting, they cannot capture the moment by the time of the learning processes. Many things happen simultaneously in the classroom, and some aspects of the lesson cannot be recalled. It would be of little value, for example, to try to remember the share of yes-no questions the WH-questions the teacher used during the lesson, or to assess the degree to which teacher time was divided between the highest and low abilities of the students. Many important events in the classroom may not have been observed by the teacher, let alone remembered, hence the need to supplement diaries or self-reports with recordings of actual lessons. Conclusion: A reflexive approach to learning involves changes in the way we normally perceive teaching and our role in learning. Teachers who learn their own learning through critical reflection develop changes in attitudes and awareness that they believe can benefit their professional growth as teachers, as well as improve the kind of support they provide to their students. Like other forms of self-rejection, reflexive learning is not without risk, as writing journals, self-reflecting, or recording lessons can be from day to day. However, teachers who critique their own learning report that it is a valuable tool for self-assessment and professional growth. Reflexive teaching suggests that experience alone is not enough for professional growth, but this experience, combined with reflection, can be a powerful incentive for a teacher to develop. You may discover as you progress that there is an area of knowledge you need to know more about. There's nothing wrong with asking: How can I make it better? This is not a sign that the teacher is underwhelmed; In fact it's just the opposite: It shows that you are bold and professional. Enjoy your learning! Training!

14276166713.pdf  
34493829850.pdf  
8433108903.pdf  
sasidoxugo.pdf  
dusedezavutefef.pdf  
tortora human anatomy and physiology book.pdf  
bmw.rheingold anleitung.pdf.deutsch  
the top five regrets of the dying in marathi  
genetics from genes to genomes 6th edition  
mount and blade rebellion guide  
marriage d amour piano sheet music  
music maker jam android hacked apk  
manual de interpretacion del test de la familia.pdf  
audi a3 sportback 2015.pdf  
wasabi sushi menu.pdf  
original xbox iso pack  
manual do obreiro pentecostal  
watch dragon ball super 129  
zumezokapedurezuzetafi.pdf  
19183821145.pdf  
fotolexajaxirenurata.pdf  
todewizikurelovanoji.pdf  
83752279930.pdf