

Cambridge Elements[≡]

Elements in Language Teaching

edited by

Heath Rose

Linacre College, University of Oxford

Jim McKinley

University College London

REFLECTIVE PRACTICE IN LANGUAGE TEACHING

Thomas S. C. Farrell

Brock University



CAMBRIDGE
UNIVERSITY PRESS

Cambridge University Press & Assessment
978-1-009-01390-1 — Reflective Practice in Language Teaching
Thomas S. C. Farrell
Frontmatter
[More Information](#)

CAMBRIDGE UNIVERSITY PRESS

University Printing House, Cambridge CB2 8BS, United Kingdom
One Liberty Plaza, 20th Floor, New York, NY 10006, USA
477 Williamstown Road, Port Melbourne, VIC 3207, Australia
314–321, 3rd Floor, Plot 3, Splendor Forum, Jasola District Centre,
New Delhi – 110025, India
103 Penang Road, #05–06/07, Visioncrest Commercial, Singapore 238467

Cambridge University Press is part of the University of Cambridge.

It furthers the University's mission by disseminating knowledge in the pursuit of education, learning, and research at the highest international levels of excellence.

www.cambridge.org
Information on this title: www.cambridge.org/9781009013901
DOI: 10.1017/9781009028783

© Thomas S. C. Farrell 2022

This publication is in copyright. Subject to statutory exception and to the provisions of relevant collective licensing agreements, no reproduction of any part may take place without the written permission of Cambridge University Press.

First published 2022

A catalogue record for this publication is available from the British Library.

ISBN 978-1-009-01390-1 Paperback
ISSN 2632-4415 (online)
ISSN 2632-4407 (print)

Cambridge University Press has no responsibility for the persistence or accuracy of URLs for external or third-party internet websites referred to in this publication and does not guarantee that any content on such websites is, or will remain, accurate or appropriate.

Reflective Practice in Language Teaching

Elements in Language Teaching

DOI: 10.1017/9781009028783
First published online: April 2022

Thomas S. C. Farrell
Brock University

Author for correspondence: Thomas S. C. Farrell, tfarrell@brocku.ca

Abstract: This Element examines the concept of reflective practice in language teaching, reconsidering a framework for a holistic approach to language teacher reflection and reflective practice. It includes a brief description of reflective practice and how it is operationalized by two of its main protagonists, John Dewey and Donald Schön, as well as some of the limitations of their conceptions. This Element is used as an introduction to how the author developed Dewey and Schön's ideas when creating a five-stage framework of reflective practice for language teachers. The author then presents an in-depth case study of the reflections of an English as a foreign language (EFL) teacher working in Costa Rica as he moved through the five stages of the framework. The author then outlines and discusses how reflective practice may be moved forward and calls attention to the importance of emotions in the process of reflection for language teachers.

Keywords: reflective teaching, language teaching, language teachers, John Dewey, Donald Schön

© Thomas S. C. Farrell 2022

ISBNs: 9781009013901 (PB), 9781009028783 (OC)
ISSNs: 2632-4415 (online), 2632-4407 (print)

Contents

1	Background	1
2	“Standing on the Shoulders of Giants”: Dewey and Schön	8
3	Reflective Practice in Action	23
4	Moving Forward with Reflective Practice: Possibilities for Further Dialogue	41
5	Conclusion	46
	References	48