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Published at 11:41h in What We Are Talking about on EduMaxi 1 Comment by Dr. Jeremy Koay Limited Presentation If language learning is likened to a chemistry experiment, there is probably no place for a teacher to reflect 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 write down events and ideas they might think about 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 meet informally to share and discuss what they have written 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 lead to that some students and teachers will feel uncomfortable. Links to Pennington, M.C. (1995). Teacher change cycle. TESOL quarterly, 29(4), 705-731. 705-731. J.K. 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 468 更新时间:2006-8-24 Kathleen M. Bailey of the Chinese University of Hong Kong and monterey Institute of Language Education This article combines the research tradition of literature review and the literary device of memories, in the form of vignettes, to explore the concept of reflexive learning. The document answers four questions: (1) What is reflexive learning? (2) How does reflexive teaching differ from what we have always done? (3) How does reflexive teaching differ from action research? and (4) Why do you have to do reflexive teaching? Examples from the author's professional history are used to illustrate three concepts of teaching (Freeman, 1996): teaching how to do (behavioral view), teaching as reflective language teaching

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