

Reflective Teaching Practices towards Professional Self-development

Arivarasy Muthulingam

Department of English Language Teaching, University of Jaffna

<arivarasy13@gmail.com>

Abstract – Reflective practice is a form of mental processing to reflect on one's actions. Reflective practice continuously engages one in a process of continuous learning. It plays a crucial role in teachers' professional development to achieve some anticipated outcome. Reflective practices involve a cyclic process involving planning, acting, observing, and then reflecting. They enhance the optimal adaptability towards becoming reflective adaptive participants. This study aims to investigate the significance of reflective practices in developing the professional practices of English language teachers. This study is based on the descriptive and interpretive approach which aims to describe and analyse the reflective practices of teachers. Fifteen senior lecturers who teach first year Arts students from University of Jaffna are selected for this study. Classroom observation, questionnaire and interviews are the major data collection tools. The teachers' responses are analysed in order to investigate the various dimensions of reflective practices. Findings attempt to suggest that reflective practices are used as a means to explore themselves thereby leading to the professional development. This study shows that reflective practitioners enable to ensure the quality of teaching by self-inquiry and self-improvement. But teachers are inadequate in their skill to critically evaluate their own practices. University based training programs and guidance are needed to develop the culture of reflective practices among teachers. This research analyses the reasons on why English language teachers should involve in reflective practice. It concludes with a set of activities as suggestions on the transformation of English language teachers into reflective practitioners.

Keywords: practitioners, reflective practice, learning