

REPORT

Reflective Teaching: A Case Study of a Korean English Teacher

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Reflective teaching, which refers to teachers subjecting their beliefs and practices to self-analysis, has been promoted as a desirable practice. However, there appears to be no clear understanding as to exactly what can be accomplished by reflective teaching. After defining reflective teaching, this paper explores one approach to promote reflective practice that includes a combination of discussions, classroom observations by a trusted other, and journal writing. It also reports on a case study of a reflective experience where a Korean teacher of English met with the author regularly to reflect on the former's teaching. The paper reports on the way the reflective process was set up, the process of reflection, and the results.