



Reflective Teaching in Second Language Classrooms (Cambridge Language Education)

By Jack C. Richards, Charles Lockhart

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This text introduces techniques for teachers to explore their classroom experiences and for critical reflection on teaching practices. This book introduces teachers to techniques for exploring their own classroom experiences. Numerous books deal with classroom observation and research, but this is the first to offer a carefully structured approach to self-observation and self-evaluation. Richards and Lockhart aim to develop a reflective approach to teaching, one in which teachers collect data about their own teaching; examine their attitudes, beliefs, and assumptions; and use the information they obtain as a basis for critical reflection on teaching practices. Each chapter includes questions and activities appropriate for group discussion or self-study.

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Reflective Teaching in Second Language Classrooms (Cambridge Language Education) By *Jack C. Richards, Charles Lockhart* **Bibliography**

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Editorial Review

Review

'Reflective Teaching in Second Language Classrooms is a volume which will repay reading and re-reading.'
Prospect Vol 10 No 3, 1995

'If we wish to train teachers who can be self-critical and continue to develop outside and beyond the training course, Reflective Teaching in Second Language Classrooms is precisely the sort of handbook needed.' The Polish Teacher Trainer, 1995

'... teachers who wish to gain a deeper understanding of the second-language classroom and themselves as EFL teachers, will find this latest book on reflective teaching in a second-language context a goldmine of ideas for embarking on self-reflection ... The book is ... a useful guide for teachers who have some teaching experience, who are disillusioned with methodological fads and curricular prescriptions handed out to them by the "experts", and who are eager for their professional development.' Modern English Teacher, Volume 4, No. 4

I welcome this book because it should help develop the awareness and skills of teachers, as well as fostering an interest in action research. As it does not take a prescriptive approach, it is relevant in many teaching and learning situations. Maggie Mortreux, TESOL in Context, Vol 5 No1 June 1995

From the Back Cover

Reflective Teaching in Second Language Classrooms introduces teachers to ways of exploring and reflecting upon their classroom experiences, using a carefully structured approach to self-observation and self-evaluation. Teachers are encouraged to collect data about their own teaching; to examine their attitudes, beliefs, and assumptions; and then to use the information obtained as a basis for critical reflection on teaching practices. The approach is not linked to a particular method, but rather can be applied to a variety of approaches and teaching situations. Each chapter includes thought-provoking questions and activities appropriate for group discussion or self-study.

About the Author

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Users Review

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