

Reflective language teaching - from research to practice

Continuum - Reflective Language Teaching: From Research to Practice, ELT Journal

Description: -

-

German ballads and songs

Connecticut River Watershed.

Freshwater biology -- New Hampshire -- Connecticut River Watershed.

Liu, Dabai, -- 1881-1932

Genetics

Heredity

Sermons, English -- Scotland.

Dominican Republic -- Church history -- 20th century.

Jesuits -- Dominican Republic -- History -- 20th century.

Fuel -- Congresses

Ssü shu

Lü, Liu-liang, -- 1629-1683

German language -- Dictionaries -- Bulgarian

Nationalism -- China

China -- History -- 1900- -- Sources

China -- Politics and government -- 1900- -- Sources

Science in literature.

Science -- England -- History -- 16th century.

Shakespeare, William, 1564-1616 -- Knowledge -- Science.

Watercolor painting.

South America -- Foreign relations -- 1948- -- Congresses.

Geopolitics -- South America -- Congresses.

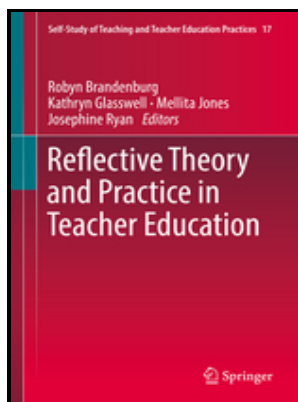
National security -- South America -- Congresses.

Language and languages -- Study and teaching
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#From #Research #to #Practice

Reflective Language Teaching: From Research to Practice, ELT Journal

The subtitle of the book raised an immediate question for me: Why would a book about teaching and for teachers use research as a point of departure? Without reflection, collaboration is of little value. He is co-author with Tony Wright of Trainer Development and with Brian Tomlinson of Discover English. This book will be invaluable to postgraduate students of TESOL and applied linguistics, and in-service language teachers.

Reflective Language Teaching

While it covers some of the same terrain as that traversed by a book I did co-author Bailey et al.

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Reflective Language Teaching: From Research to Practice

Reflection has probably been a part of good teaching for a long time but has recently gained its own nomenclature and body of research.

Reflective Language Teaching: From Research to Practice by Thomas S.C. Farrell

The subtitle of the book raised an immediate question for me: Why would a book about teaching and for teachers use research as a point of

departure? The author is based in Canada, but also draws on his experience as a teacher and trainer in other contexts. Farrell's book is packed with practical tools and techniques for research, collaboration and reflection and copious cases and examples from practice which enable even the novice teacher to grasp the importance to all teachers of this basic outlook on the profession. The need for ongoing teacher development has been a recurring theme in the field of TESOL in recent years.

Thomas Farrell: Reflective Language Teaching: From Research to Practice.

He also edits Folio, the journal of the Materials Development Association This is one of the most recent additions to the literature on reflective practice.

Related Books

- [Emergency medical management - the twenty-first Hahnemann symposium.](#)
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- [Foreign tales and traditions - chiefly selected from the fugitive literature of Germany.](#)
- [Against the stranger - lives in occupied territory](#)
- [Bei ming suo jian qian Qin zhi Sui chu de Guangzhong bu zu](#)