

Promoting Reflective Practice in Initial English Language Teacher Education: Reflective Microteaching

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Reflective practice is based on the belief that teachers can improve their understanding of their own teaching by consciously reflecting on their teaching experiences. One way of promoting such reflective practice among preservice language teachers is to have them engage in reflective microteaching. Microteaching has as its main purpose the practice of specific skills of teaching during short simulated lessons. Over the years within the field of Education, microteaching has evolved from a training view of teacher education to a reflective approach, and this relatively new stance has been reviewed as having a favorable impact on the development of preservice teachers' teaching skills. However, within the field of TESOL, although there has been agreement that this reflective microteaching is desirable, not many studies have been reported on the impact of this reflective approach to microteaching. The purpose of this paper is to explore the impact of a reflective microteaching assignment in an initial English language teacher education program. Results indicate that if the purpose and requirements of the microteaching assignment are clearly articulated to the preservice teachers, they can have a positive impact, both real and perceived, on the development of English language teachers.

Introduction

In recent times, teachers have been encouraged to reflect on every aspect of their teaching (Farrell, 2004, 2007), because many are often unaware of what they do when they teach and how their teaching influences (both positively and negatively) their students' levels of learning. It is now common practice in many second language teacher education