REFLECTIVE PRACTICE IN ENGLISH CLASSROOM

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ABSTRACT

The job market rejects a vast majority of graduates for their poor communication skills in English, and the ESL teacher gets the blame for it. Thus, voices of concern about the quality of ESL teaching are raised both from outside the system of higher education (by the stakeholders) and from inside (by the teachers themselves). The image of the ESL teacher who employs development strategies such as reflection, self-assessment, inquiry, and practitioner research and who has, therefore, the potential to meet the demands of the times is captured by the teacher-as-thinker metaphor which is emerging in the teacher education literature. This paper deals with the voices of six ESL teachers of heterogeneous group.

KEY WORDS: inquiry, journal writing, peer observation, professional development, Reflection, self-assessment, video recording.