

## Reflecting On Our Practice

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Gaining teaching experience as a teacher is not enough to provide automatic professional development, for we do not learn much from experience as much as we learn from reflecting on that experience. Reflective practice involves teachers systematically looking at what they do, how they do it, why they do it, what the outcomes are in terms of student learning, and what actions they will take as a result of knowing all of this information. Thus experience combined with systematic reflection can lead to professional growth so that we can become more effective teachers. In this plenary I discuss what reflective practice is and how it can be accomplished.

### Bio

Thomas S.C. Farrell is Professor of Applied Linguistics at Brock University, Canada. His professional interests include Reflective Practice, Language Teacher Education & Development. He has published widely in these areas. A selection of his books include: *Reflective Practice* (TESOL, USA, 2013); *Reflective Writing for Language Teachers* (Equinox, 2013); *Reflective Practice in ESL Teacher Development Groups* (Palgrave MacMillan, UK, 2014); *Promoting teacher reflection in language education: a framework for TESOL professionals* (Routledge, 2015); *From Trainee to Teacher: Reflective Practice For Novice Teachers* (Equinox, 2016); *Sociolinguistics and Language Teaching* (TESOL, USA, 2017); *Research on Reflective Practice in TESOL* (Routledge, 2018); *Reflective Language Teaching: Practical Applications for TESOL Teachers* (Bloomsbury, 2018). *Reflection as Action in ELT* (TESOL, 2019). *Reflective Practice in ELT* (Equinox, UK, 2019). His webpage is: [www.reflectiveinquiry.ca](http://www.reflectiveinquiry.ca)

