



**THE TEACHER AS REFLECTIVE PRACTITIONER IN
ELT CLASSROOMS**

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ABSTRACT

The practice of writing a reflective journal by the students is intended to instil in them scientific temper and to develop their skills for independent enquiry and critical thinking. Writing a reflective journal has been made mandatory in the foundation program implemented by the Ministry of Health Oman. In order to derive the full benefits of reflective learning by students, it is imperative that the teachers should transform themselves into reflective practitioners in the classroom. This paper critically examines the application and practice of reflective learning in the context of the foundation programme and the role of the teacher as a reflective practitioner. Finally, the effectiveness of reflective learning in the foundation programme is analyzed and evaluated by conducting interviews, surveys and by observing learners in ELT classrooms.

KEYWORDS

Reflective learning, ELT Classrooms, Teacher, Learner and Practitioner