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CURRICULUM AND INSTRUCTION

CULTIVATING THE CAPACITY FOR REFLECTIVE PRACTICE: A
PROFESSIONAL DEVELOPMENT CASE STUDY OF L2/EFL TEACHERS (179 pp.)

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This study explores a purposeful sample of L2/EFL teachers' current understanding of reflective practice in Taiwan as well as discovers how these L2/EFL teachers grew professionally and personally. Drawing on James Henderson's (2001) notion of reflective practice to serve as conceptual framework for this study and providing several professional development activities, the researcher (a) investigated the teachers' initial understanding of the concept of reflective practice, (b) introduced the concept of reflective inquiry to these teachers as an additional dimension of teaching English, and (c) following a workshop, collected the teachers' newly gained understanding and knowledge about the applicability of reflective inquiry in their own classrooms.

Qualitative methodology and case study provided data from participants' interviews and field observations that were converted into descriptive narrative for each participant. Findings reveal the participants' understanding of reflective inquiry, their points of view on the value of learning Henderson's (2001) reflective inquiry, and their willingness to expand its use in the future.

A variety of implications for L2/EFL teaching in Taiwan are presented in this study. As a contribution to Taiwanese English education, this study may serve as a preliminary experiment to a future introduction of transformative curriculum leadership for L2/EFL teaching and to establish a professional learning community for English language teachers in Taiwan.