

Sub theme:

Observation and feedback methods and techniques

English Pre-service teachers using reflection for bridging the gap between learnt theory and classroom application in their practicum

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Abstract

In 'English Pre-service teachers using reflection for bridging the gap between learnt theory and classroom application in their practicum', Mayuri Sooriyampola points out that, unlike other countries, reflective practice is not a compulsory component in teacher education in Sri Lanka.

Pre-service teachers exhibit a gap between their learnt theoretical information in ELT and what they practice in classrooms at their practicum. She describes research undertaken to look into the possibility of bridging this gap using reflective practice with the help of teacher educators. 15 English pre-service teachers, in their final block teaching spell at two different schools were used as controlled (07) and experimental (08) groups as the sample of this study. A reflective tool prepared by the author was used in assisting pre-service teachers to involve in reflection after each lesson. This was essential as pre-service teachers' knowledge of what and how to reflect needed guidance. Pre, while, post reflective guidance was provided by the teacher educator in way of discussion groups, for the experimental group. Controlled group was only given the reflective tool.

The findings showed the experimental group was able to involve in effective reflection both orally and written with the assistance of the teacher educator and this supported them to bridge the gap between their learnt theoretical information and classroom practice. This was evident in the reflective notes they wrote, their discussions with the teacher educator as their classroom practice showed a marked development.