

A Case Study on EFL Teachers' Experience with Reflective Practice in a Professional Development Course in Kuwait

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Abstract : There is no doubt that reflective practice has become a stable component in continuous professional development (CPD) courses around the world for the purpose of promoting teacher development, meaningful learning, and deliberate teacher personal and professional growth. However, while there is much research on the benefits of integrating reflective practice in teacher CPD courses, not enough research explores EFL teachers' experiences with engagement in reflective practice in the CPD from their own perspectives. This research employed a case study approach to explore the experience of 7 EFL teachers with engaging in reflective practice in a CPD course that took place in Kuwait. The participating EFL teachers engaged in collaborative dialogue reflections and completed reflection journal entries as part of the course. Data was collected through semi-structured interviews and analyzed thematically. Findings indicate that the participating teachers' positive experience with reflective practice is associated with their engagement in collaborative dialogue reflections, while challenges and negative feelings are associated with writing their reflection journal entries. Accordingly, the study offers recommendations for CPD courses to help improve EFL teachers' experiences with engagement in reflective practice.

Keywords : Collaborative dialogue reflections, continuous professional development, EFL teachers, reflection journals, teacher reflective practice

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