

## ***Using a Suggested Model of Reflective Practice for the Professional Development of EFL Teaching Practice Advisors***

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### *Abstract*

This study aimed at identifying the effect of using a suggested model of reflective practice on the professional performance of EFL teaching practice advisors. The subjects of the study were five teaching practice advisors working in the Curriculum and Methodology Department, College of Education, University of Qatar. They were directed to use reflective practice and ongoing performance-based assessment over two semesters: the autumn and spring semesters of the academic year 2000/01. For identifying the various aspects of their professional performance, the study made use of a variety of performance-based assessment types: self, peer and student teacher. The subjects' professional performance was pre- and post-tested using the assessment checklists of teaching practice advisors' professional performance designed by the researcher. Due to the nature of the study and the small size of the sample, the Wilcoxon Signed Ranks Test was used as a non-parametric test for the statistical treatment of the data obtained. Findings of the study showed that there was a statistically significant difference between the means of scores obtained by the subjects of the study in the pre- and post-testing of their professional performance. This indicates the contribution of the suggested model of reflective practice in the professional development of EFL teaching practice advisors. The study presented some recommendations in the light of the results to benefit from this model in the professional development of not only EFL teaching practice advisors, but also all the parties concerned in teacher education programs. The study also suggested some topics for further research.