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Reflective Practice to Promote Learning Transfer in English as Additional Language

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Abstract

Students, nowadays, should be able to transfer acquired knowledge from familiar to more remote contexts and reflect on that process during problem-based activities or collaboration with peers. The present study examined the effects of reflective practice on knowledge transfer in a blended English as Additional Language (EAL) course which exploited Content and Language Integrated Learning (CLIL) approach in authentic learning environments. The study included three levels (No/Low/High) of reflective practice and proved that knowledge transfer and critical reflection on individual student writing assignments and on their social activity whether inside or out of school occurred during the course which offered the highest level of reflective practice.

Keywords: Reflective practice; learning/knowledge transfer; English as Additional Language (EAL); Collaboration; Reflection.