

A REFLECTIVE ESSAY

The grand end of instruction ... is not to stamp our minds irresistibly on the young but to stir up their own; not to make them see with our eyes but to look inquiringly and steadily with their own; not to give them a definite amount of knowledge but inspire a fervent love of truth; not form an outward regularity but to touch inward springs.

-Rev. William Channing

Education is not the filling of a pail, but the lighting of a fire.

-W.B. Yeats

As a student, I always had the greatest respect for those teachers who could teach me not by telling me the answer but by showing me that either I already knew it, or that I could find it myself. It was certainly easy and addictive to accept a straightforward explanation to a question and get on with the day, but I came to find that true learning sprang only from the interaction of the inquisitive mind and the thoughtful teacher who was careful enough not to provide the answer but the path to it.

Since I became a teacher in 1996, I have tried to instill in myself these qualities that I held in such high esteem in my own teachers. I have always had compassion for students, recognizing they all come with their own vision and expectations, their own skills and knowledge, some well-developed and some needing improvement. Through this, I have adopted several tenets that guide my personal approach to teaching:

Believe in beneficence. I have come to believe that in general, most all students are inherently good. Particularly at the level of pharmacy school, they have a deep desire to learn and become professionals, though their outward demeanor may not always reflect this attitude. Though some students may seem distracted, uninterested, or challenging in nature, at their heart most students possess an inquisitive nature, and a need to succeed, though they may define their own level of success. As a good teacher, it is my job to find and inspire this desire in all students. I recall having several students who entered the rotation viewing it as little more than just a requirement, but exited expressing a newfound love of the profession or desire to do more. I encourage this attitude by letting students know on the first day of a rotation that a very

English Reflection Paper Example

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Reflective Practice in English Language Teaching Steve Mann, Steve Walsh, 2017-06-27 Offering a unique data led evidence based approach to reflective practice in English language teaching this book brings together theory research and practice in an accessible way to demonstrate what reflective practice looks like and how it is undertaken in a range of contexts Readers learn how to do and to research reflective practice in their own settings Through the use of data dialogue and appropriate tools the authors show how reflective practice can be used as an ongoing teaching tool that supports professional self development

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Doing Reflective Practice in English Language Teaching Thomas S. C. Farrell, 2021-12-29 This practical and engaging book introduces readers to reflective practice in English language teaching Assuming no background knowledge Thomas S C Farrell clearly and accessibly walks through ways that teachers can integrate and implement reflective practice in the classroom and in other contexts to benefit their teaching and their own professional development Each chapter covers an important dimension of reflective practice and features many ready to use activities that are designed to empower teachers and allow them to overcome challenges they ll face throughout their careers Covering many types of reflection and the many purposes it serves this book addresses written reflection lesson planning classroom observation classroom management group communication and more This resource is ideal for preservice and early career language teachers and is an important supplement to courses in language education and applied linguistics programs

English and Reflective Writing Skills in Medicine Clive Handler, Charlotte Handler, Deborah Gill, 2011 Teaches medical students and all medical and paramedical staff to write reflective essays and less formal reflective pieces clearly concisely and accurately

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Teaching and Learning English in Japanese

Classrooms Darren Elliott,2023-05-19 This book shows how English language instructors in Japan explored the questions and issues which most closely affected them and their students in the language learning process Each of the teacher researchers had a puzzle After reviewing existing literature each writer found a way to adjust their practice and in these chapters they report on the results Topics include educational technology learner autonomy feedback and novel approaches to listening reading and writing instruction Although the contributors are working in Japan classroom practitioners from the wider international language teaching community can benefit from the practical teaching approaches and accessible descriptions of practitioner research to be found in this book A secondary audience of educational managers and teacher trainers will also find value in chapters which outline the ways in which an environment conducive to practitioner research can be facilitated

40 Sample Papers for CBSE Class 12 Physics, Chemistry, Mathematics & English Core 2020 Exam Disha

Experts,2019-11-01 **Online Education for Teachers of English as a Global Language** Hyun-Sook Kang,Dong-shin Shin,Tony Cimasko,2020-06-01 This collection offers a critical examination of online language teacher education programs OLTE looking at a range of issues which have informed their development and the challenges and opportunities in their implementation from a TESOL perspective Positioning itself uniquely amongst the growing literature at the nexus of technology and language learning the book focuses on language teacher education programs designed for academic and professional credentials in online environments Introductory sections provide a brief historical overview of the OLTEs as we know them today with examples from a global range of programs toward demonstrating their theoretical and philosophical foundations The second section of the book explores the paradigm shifts borne out of OLTE in the modes media and tasks employed and their subsequent impact on instructional efficacy Subsequent chapters turn a critical lens on OLTE in raising questions around accessibility its implementation in less technologically developed environments issues of quality measures and accreditation and practicum concerns Taken together this collection is a state of the art of online language teacher education programs and lays the groundwork for future research on the nexus of online education teacher education and applied linguistics

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WAC and Second Language Writers Terry Myers Zawacki,Michelle Cox,2014-05-14 Editors and contributors pursue the ambitious goal of including within WAC theory research and practice the differing perspectives educational experiences and voices of second language writers The chapters within this collection not only report new research but also share a wealth of pedagogical curricular and programmatic practices relevant to second language writers Representing a range of institutional perspectives including those of students

and faculty at public universities community colleges liberal arts colleges and English language schools and a diverse set of geographical and cultural contexts the editors and contributors report on work taking place in the United States Asia Europe and the Middle East

Cross-Cultural E-mail Exchange between Non-Native English Speakers EFL 王 佩 珊 Weng Pei-shi, 2017-01-03

Translingual Pedagogical Perspectives Julia Kiernan, Alanna Frost, Suzanne Blum Malley, 2021-09-01

Translingual Pedagogical Perspectives addresses the movement toward translingualism in the writing classroom and demonstrates the practical pedagogical strategies faculty can take to represent both domestic and international monolingual and multilingual students perspectives in writing programs Contributors explore approaches used by diverse writing programs across the United States insisting that traditional strategies used in teaching writing need to be reimagined if they are to engage the growing number of diverse learners who take composition classes The book showcases concrete and adaptable writing assignments from a variety of learning environments in postsecondary English medium writing classrooms writing centers and writing programs populated by monolingual and multilingual students By providing descriptive and reflective examples of how understanding translanguaging can influence pedagogy Translingual Pedagogical Perspectives fills the gap between theoretical inquiry surrounding translanguaging and existing translingual pedagogical models for writing classrooms and programs Additional appendixes provide a variety of readings exercises larger assignments and other entry points making Translingual Pedagogical Perspectives useful for instructors and graduate students interested in engaging translingual theories in their classrooms Contributors Daniel V Bommarito Mark Brantner Tania Cepero Lopez Emily Cooney Norah Fahim Ming Fang Gregg Fields Mathew Gomes Thomas Lavalle Esther Milu Brice Nordquist Ghanashyam Sharma Naomi Silver Bonnie Vidrine Isbell Xiqiao Wang Dan Zhu

International Perspectives on Critical English Language Teacher Education Ali Fuad Selvi, Ceren Kocaman, 2024-05-16

This book showcases how teacher educators from diverse backgrounds contexts and realities approach English language teacher education with a critical stance Organized into nine parts that explore different facets of English Language Teaching each section opens with theoretical considerations chapters and features 24 practical application chapters Written by renowned scholars including Graham Hall Lili Cavaleiro and Mario Lopez Gopar among others the theoretical considerations chapters offer concise insights into current issues and controversies in the field point out opportunities for criticality and discuss implications for teacher education Written by critically oriented teacher educators researchers from various parts of the world including Brazil Germany Morocco Sweden Turkey and the USA among others the practical application chapters exhibit various ways to incorporate critical approaches in reshaping current teacher education practices ranging from critical and queer pedagogy to translanguaging to multilingualism along with a critical reflection of the potentials and the challenges involved in their application

Principles and Practices for Response in Second Language Writing Maureen S. Andrade, Norman W. Evans, 2013

Based on the assumptions that students expect feedback and want to improve and that improvement is possible

this book introduces a framework that applies the theory of self regulated learning to guide second language writing teachers response to learners at all stages of the writing process This approach provides teachers with principles and activities for helping students to take more responsibility for their own learning By using self regulated learning strategies students can increase their independence from the teacher improve their writing skills and continue to make progress once the course ends with or without teacher guidance The book focuses on the six dimensions of self regulated learning motive methods of learning time physical environment social environment and performance Each chapter offers practical activities and suggestions for implementing the principles and guidelines including tools and materials that teachers can immediately use

Preparing Every Teacher to Reach English Learners Joyce W. Nutta,Kouider Mokhtari,Carine Strebel,2020-07-29 2013 Outstanding Book Award American Association of Colleges for Teacher Education AACTE Preparing Every Teacher to Reach English Learners presents a practical flexible model for infusing English learner EL instruction into teacher education courses The editors outline the key steps involved in this approach winning faculty support assessing needs and developing capacity and share strategies for avoiding pitfalls The central chapters feature sample courses illustrating how EL content can be incorporated into standard courses human development learning disabilities and social foundations and across subject areas and topics math science social science physical education and classroom management Most preservice teacher candidates report that they feel unprepared to work with English learners This practical flexible model for infusing EL content into teacher education will provide an invaluable resource in shaping the next generation of teachers

Researching Contexts, Practices and Pedagogies in English for Academic Purposes L. Blaj-Ward,2014-08-26 This book is a point of reference for EAP professionals planning to conduct or commission research into learning teaching professional development or quality assurance in EAP It draws on academic and professional debates to inspire further research and practical initiatives to enhance EAP provision

The Habit of Passionate Teaching: Reflections on Teaching For Learning Deborah Rickey,Randall Wisehart,2024-04-10 Deborah Rickey and Randall Wisehart have spent more than 80 years in the field of education as teachers and administrators In The Habit of Passionate Teaching they share what they have learned from their students in middle school high school and teacher preparation programs The motivation for this book comes from the authors deeply held belief that it is crucial for teachers to share their knowledge about teaching their craft knowledge so that every generation of teachers can build on what has worked in the past Based on interviews with dozens of experienced teachers and with the addition of their own experience the authors describe and explore what teachers said about becoming effective and passionate teachers and how the practices became a habit The teachers whose voices are shared throughout the book have found success in teaching over a span of five ten even twenty and more years They have bucked the trend that has seen so many teachers leaving the profession after three years or fewer The authors sought to discover why these teachers chose to stay in the profession The emerging answer to the question is that these teachers

learned and employed practices of passionate teachers and honed the practices until they became a habit a habit of passionate teaching The authors highlight the importance of practices that veteran teachers shared during interviews and focus group sessions One practice is reflecting Teachers reported the importance of reflecting before during and after teaching in order to help them focus on student learning Another practice is nurturing relationships Teachers shared that building positive relationships with their students was an essential practice The practice of engaging in an action research mindset was also listed as an important practice Teachers were clear that having a question or wondering about student learning was crucial Yet another practice is seeking the perspective of their own students in their journey to the habit of passionate teaching Seeking the student perspective was an essential element of their teaching practice Teachers shared how they sought and acted on the student perspective in both formal and informal ways Finally the practices of listening and questioning were described as being threaded throughout these teachers professional lives Listening was crucial in understanding the student perspective and helped create a classroom culture that led to teachers and students being partners in learning Questioning was described in a very specific way in the context of this book Teachers explained the importance of asking questions they did not know the answer to as an important way to emphasize that answers lay in exploration not in the teacher s head Learning and employing practices of passionate teachers is not an easy process Teacher anecdotes and examples clearly demonstrated a commitment of these veteran teachers to being lifelong learners The teachers whose words are shared throughout this book were clear that being a good teacher means always inquiring about what is working and what isn t and making the necessary adjustments This book is built around stories and insights of teachers who have made a commitment to the habit of passionate teaching This book includes important ideas that teachers reported were key to filling them with hope and helping them understand what it means to be a good teacher In addition the teachers and authors share specific strategies practices and protocols that can be adapted for elementary secondary and post secondary classrooms This book describes the craft knowledge of the authors and veteran teachers in hopes that other educators can build on the ideas and in the future share their own craft knowledge

Faces of English Education Lillian L. C. Wong, Ken Hyland, 2017-04-28 Faces of English Education provides an accessible wide ranging introduction to current perspectives on English language education covering new areas of interest and recent studies in the field In seventeen specially commissioned chapters written by international experts and practitioners this book offers an authoritative discussion of theoretical issues and debates surrounding key topics such as identity motivation teacher education and classroom pedagogy discusses teaching from the perspective of the student as well as the teacher and features sections on both in and out of class learning showcases the latest teaching research and methods including MOOCs use of corpora and blended learning and addresses the interface between theory and practice analyses the different ways and contexts in which English is taught learned and used around the world Faces of English Education is essential reading for pre and in service

teachers researchers in TESOL and applied linguistics and teacher educators as well as upper undergraduate and postgraduate students studying related topics **Promoting Reflection on Language Learning** Neil Curry, Phoebe Lyon, Jo Mynard, 2023-09-12 This book brings together a wide range of studies practical applications and reflective accounts written by academics working at a university in Japan to present a cohesive overview of their collaborative efforts to promote learner reflection within their institution The book contributes to a shift in language education towards promoting learner responsibility and ownership of their learning through developing a deeper sense of awareness of and motivation for the learning process It makes a convincing case for showing that not only is promoting reflection possible but it can also be effectively integrated into language learning activities with significant benefits to the learners The chapters are highly practical for researchers and practitioners with the research chapters containing instruments which make them ideal for replication studies The text includes a wealth of practical tools and activities for practitioners who will be able to experience first hand how to facilitate student success and increase satisfaction

English Reflection Paper Example Book Review: Unveiling the Magic of Language

In an electronic digital era where connections and knowledge reign supreme, the enchanting power of language has become more apparent than ever. Its ability to stir emotions, provoke thought, and instigate transformation is truly remarkable. This extraordinary book, aptly titled "**English Reflection Paper Example**," compiled by a very acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound effect on our existence. Throughout this critique, we shall delve into the book's central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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