

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

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**Hyun-Sook Kang,Dong-shin Shin,Tony
Cimasko**



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Board,2023-11-10 Description of the product Fresh Relevant with 2024 ICSE ISC Specimen Paper Fully Solved Score Boosting Insights with 500 Questions 1000 Concepts Insider Tips Techniques with On Tips Notes Mind Maps Mnemonics Exam Ready Practice with 10 Highly Probable SQPs

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

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

40 Sample Papers for CBSE Class 12 Physics, Chemistry, Mathematics & English Core 2020 Exam Disha Experts,2019-11-01

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Mnemonics Exam Ready Practice with 10 Highly Probable SQPs **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 Oswaal ISC 10 Sample Question Papers Class 12 Physics, Chemistry, Biology, English Paper-1 & 2 (Set of 5 Books) For Board Exams 2024 (Based On The Latest CISCE/ISC Specimen Paper) Oswaal Editorial Board,2023-11-10 Description of the product Fresh Relevant with 2024 ICSE ISC Specimen Paper Fully Solved Score Boosting Insights with 500 Questions 1000 Concepts Insider Tips Techniques with On Tips Notes Mind Maps Mnemonics Exam Ready Practice with 10 Highly Probable SQPs **Reflective Practice** Roger Barnard,Jonathon Ryan,2017-03-27 This book presents a series of empirical case studies illustrating many different ways of implementing the reflective practice cycle and how they can be researched by practitioners and academics This book explains a range of options for implementing the reflective practice cycle in educational settings in various international contexts Written by international academics these studies show how reflection can be interpreted in different cultural contexts The book concludes with a discussion by Anne Burns of the implications of these case studies for action research Cross-Cultural E-mail Exchange between Non-Native English Speakers EFL Weng Pei-shi,2017-01-03 **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 *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 Cavaleheiro and Mario L pez 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

Developing Reflective TESOL Practitioners Through Teacher Education Andrzej Cirocki,Mark Wyatt,Xuesong (Andy) Gao,2024-06-26 This textbook provides insights from Asian contexts into how reflective practice is nurtured on Teaching English to Speakers of Other Languages TESOL and English Language Teaching ELT teacher education programmes There is increasing recognition worldwide that given the centrality of reflective practice to teachers ongoing professional development supporting teachers to become reflective practitioners should be integral to teacher education programmes Consequently tertiary level courses in areas such as TESOL and ELT tend to promote reflective practice supported by theoretical input from the burgeoning literature on reflection much of which is produced in the West Relatively under represented in the literature are global perspectives on reflective practice there are consequently relatively few accounts as to how reflective practice is embedded in teacher education programmes in different parts of the world including Asia Hence this book addresses a gap Contributing authors from fourteen countries provide insights into the ways in which teachers are helped to grow as reflective practitioners on their teacher education programmes in their unique contexts This textbook showcases how reflective teaching practices are developed supported by frameworks for critical reflection and in interaction with local educational policies These distinctive accounts aid readers in reflecting on the ways in which reflective practice is supported in their own teacher education contexts and in considering ways of enhancing the reflective dimension of their programmes This textbook showcases innovative reflective activities and can be used as a principal text or as supplemental reading on a range of TESOL and ELT teacher education courses *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

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

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 reimaged 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 translanguageing can influence pedagogy Translingual Pedagogical Perspectives fills the gap between theoretical inquiry surrounding translanguageing 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 Lavalley Esther Milu Brice Nordquist Ghanashyam Sharma Naomi Silver Bonnie Vidrine Isbell Xiqiao Wang Dan Zhu

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

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

English and Students with Limited or Interrupted Formal Education

Luis Javier Pentón Herrera, 2022-02-25 This book examines students with limited or interrupted education SLIFE in the context of English learners and teacher preparation courses from a cultural and social lens The book is divided into five parts Part I frames the conversation and contributions in this edited volume Part II provides an overview of SLIFE Part III focuses on teacher preparation programs Part IV discusses the challenges faced by SLIFE in K 12 learning environments and Part V examines SLIFE in adult learning environments This book is unique in that it offers practical instructional tools to educators thus helping to bridge theory and practice Moreover it retains a special focus on K 12 and adult SLIFE and has an inclusive and international perspective which includes a novel theoretical framework to support the mental emotional and instructional needs of LGBTQ refugee students The book is of interest to teacher educators in service and pre service teachers English literacy educators graduate students tutors facilitators instructors and administrators working in organizations serving SLIFE in K 12 and adult learning environments

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