

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

Lamont Foster Hodge, Arthur Lee

English Reflection Paper:

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

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

Innovation and change in English language education Ken Hyland,Lillian L C Wong,2013-06-19 Questions about what to teach and how best to teach it are what drive professional practice in the English language classroom Innovation and change in English language education addresses these key questions so that teachers are able to understand and manage change to organise teaching and learning more effectively The book provides an accessible introduction to current theory and research in innovation and change in ELT and shows how these understandings have been applied to the practical concerns of the curriculum and the classroom In specially commissioned chapters written by experts in the field the volume sets out the key issues in innovation and change and shows how these relate to actual practice offers a guide to innovation and change in key areas grounded in research relates theory to practice through the use of illustrative case studies and examples brings together the very best scholarship in TESOL and language education from around the world This book will be of interest to upper undergraduate and graduate students in applied linguistics language education and TESOL as well as pre service and in service teachers teacher educators researchers and administrators keen to create and manage teaching and learning more effectively

Multimodality in English Language Learning Sophia Diamantopoulou,Sigrid Ørevik,2021-12-30 This edited volume provides research based knowledge on the use production and assessment of multimodal texts in the teaching and learning of English as an Additional Language EAL The book reflects growing interest in research on EAL with increasing numbers of learners of English worldwide and the growing relevance of EAL to numerous education systems The volume examines

different aspects of English from a multimodal perspective showcasing empirical research from across five continents and all three levels of education Applying frameworks based on Multimodal Social Semiotics and Systemic Functional Linguistics chapters focus on the use and affordances of multimodal texts in pedagogy literature culture text production assessment and curriculum development connected to EAL Directing attention to the significance of modes beyond speech and writing in EAL the volume provides a wide range of perspectives and experiences that can be applied more widely and inspire other practices in the global and diverse field of EAL teaching learning and assessment This collection will be of interest to scholars in multimodality language education and teacher education

Practical papers on English composition and essay writing, by S.E. Skerry and W. Cromb George Edward Skerry,1889 English Nicholas Lee BK,Jey L Burkhardt,2023-03-15

English Critical Lessons for Teachers by Teachers is an educational and inspiring must read for any English language teacher looking to inculcate inclusivity in diverse classrooms It contains suggestions for improving English language coursebooks a new way of teaching English grammar lessons from multicultural classrooms a study on multimodality lessons positive psychology and language teaching reflections of a Nyonya author and a story of teachers from the perspective of a dyslexic student This book was specially written in honour of English language academic Professor Dr Stephen J Hall

Elementary English, Spoken and Written Lamont Foster Hodge,Arthur Lee,1928 Handbook of Research on Interdisciplinary

Preparation for Equitable Special Education Slanda, Dena D.,Pike, Lindsey,2022-12-27 Collaborative approaches to special education that seek to provide innovative creative and novel ways to disrupt current structures and practices are necessary to move the field towards a more inclusive model for educating students with disabilities

Multiple professionals are involved in interdisciplinary and multidisciplinary teams to develop and implement individualized education programs IEPs for students with disabilities extending the pool of stakeholders in special education far beyond the special education teacher

Achieving a strong understanding between the multiple professions involved in IEP development and implementation will improve data based individualization the fidelity of program implementation and the sustainability of practices and services

The Handbook of Research on Interdisciplinary Preparation for Equitable Special Education explores and highlights interdisciplinary personnel preparation to advance special education and enhance outcomes for students with disabilities

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academicians practitioners scholars instructors and students **Introductory Text-book of English Composition, Based on Grammatical Synthesis** Walter Scott Dalgleish,1872 Sessional Papers - Legislature of the Province of Ontario

Ontario. Legislative Assembly,1915 German and English. vi, 1087 p Christoph Friedrich,1880 **English Mechanic and Mirror of Science** ,1872 English Mechanic and World of Science ... ,1882 English Mechanics and the World of

Science ,1880 **The Monthly Packet of Evening Readings for Members of the English Church** ,1882 English
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Thomas Arnold,1879 *A Catalogue of Books in English Literature and History* Bernard Quaritch (Firm),1915

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