

Sample Reflective Essay

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I have been a student at California State University Channel Islands (CI) for 5 semesters, and over the course of my stay I have grown and learned more than I thought possible. I came to this school from Moorpark Community College already knowing that I wanted to be an English teacher; I had taken numerous English courses and though I knew exactly what I was headed for-was I ever wrong. Going through the English program has taught me so much more than stuff about literature and language, it has taught me how to be me. I have learned here how to write and express myself, how to think for myself, and how to find the answers to the things that I don't know. Most importantly I have learned how important literature and language are.

When I started at CI, I thought I was going to spend the next 3 years reading classics, discussing them and then writing about them. That was what I did in community college English courses, so I didn't think it would be much different here. On the surface, to an outsider, I am sure that this is what it appears that C.I. English majors do. In most all my classes I did read, discuss, and write papers; however, I quickly found out that that there was so much more to it. One specific experience I had while at C.I. really shows how integrated this learning is. Instead of writing a paper for my final project in Perspectives of Multicultural Literature (ENGL 449), I decided with a friend to venture to an Indian reservation and compare it to a book we read by Sherman Alexie. We had a great time and we learned so much more that we ever could have done from writing a paper. The opportunity to do that showed me that there are so many ways that one can learn that are both fun and educational.

The English courses also taught me how powerful the written word and language can be. Words tell so much more than a story. Stories tell about life and the human condition, they bring up the past and people and cultures that are long gone. Literature teaches about the self and the world surrounding the self. From these classes I learned about the world, its people and its history; through literature I learned how we as humans are all related. By writing about what we learn and/or what we believe, we are learning how to express ourselves.

I know that my ability to write and express my ideas, thoughts and knowledge has grown stronger each semester. I have always struggled to put my thoughts on paper in a manner that is coherent and correct according to assignments. I can remember being told numerous times in community college to "organize your

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The Rhetoric of Reason James Crosswhite, 2012-11 Responding to skeptics within higher education and critics without James Crosswhite argues powerfully that the core of a college education should be learning to write a reasoned argument A trained philosopher and director of a university wide composition program Crosswhite challenges his readers teachers of writing and communication philosophers critical theorists and educational administrators to reestablish the traditional role of rhetoric in education To those who have lost faith in the abilities of people to reach reasoned mutual agreements and to others who have attacked the right or wrong model of formal logic this book offers the reminder that the rhetorical tradition has always viewed argumentation as a dialogue a response to changing situations an exchange of persuading listening and understanding Crosswhite s aim is to give new purpose to writing instruction and to students writing to reinvest both with the deep ethical interests of the rhetorical tradition In laying out the elements of argumentation for example he shows that claiming questioning and giving reasons are not simple elements of formal logic but communicative acts with complicated ethical features Students must learn not only how to construct an argument but the purposes responsibilities and consequences of engaging in one Crosswhite supports his aims through a rhetorical reconstruction of reason offering new interpretations of Plato and Aristotle and of the concepts of reflection and dialogue from early modernity through Hegel to Gadamer And in his conclusion he ties these theoretical and historical underpinnings to current problems of higher education the definition of the liberal arts and especially the teaching of written communication

Response To Student Writing

Dana R. Ferris, 2003-02-26 Synthesizes critically analyzes research on response to L2 student writing and discusses implications of the research for teaching specifically written oral teacher commentary error correction and peer response Intended for comp researchers

The ESL/ELL Teacher's Survival Guide

Larry Ferlazzo, Katie Hull Sypniewski, 2022-04-12 Maximize the educational potential of your ESL ELL class with this singular resource The ESL ELL Teacher s Survival Guide Ready to Use Strategies Tools and Activities for Teaching English Language Learners of All Levels 2nd Edition offers readers a comprehensive range of instructional strategies and educational resources for teaching English The newly revised 2nd Edition includes brand new chapters on Working with Long Term English Language Learners Teaching English internationally Teaching Elementary Age ELLs Teaching Adult ELLs Teaching ELLs with learning challenges Culturally Responsive Instruction Effective online instruction Working with co teachers and para professionals In addition to the new chapters The ESL ELL Teacher s Survival Guide contains updated material on topics including math science social studies Common Core Standards the Next Generation Science Standards and 150 pages of new highly engaging content An essential resource for anyone involved in teaching English as a Second Language to students of all ages this book is perfect for general education teachers and ESL specialists for students in grades six through twelve It s also highly instructive for teachers of adult ESL classes elementary and teacher educators and resource specialists

Beyond the Traditional Essay:

Increasing Student Agency in a Diverse Classroom with Nondisposable Assignments Melissa Ryan, Kerry

Kautzman, 2022-07-12 This volume offers a range of responses to the problem of disposable assignments essays written just for a grade and then thrown away The scholars collected here explore how renewable assignments can contribute to public knowledge eliciting student work that is shared across networks of learning that does something that transcends the teacher's grade Although there is significant interest in such innovative teaching practices particularly in this year of pedagogical experimentation there are few resources for teachers that collect in one place both scholarly context and practical advice for implementing renewable assignments in the classroom The essays in this volume range widely from demonstrating how digital tools engage and empower reluctant learners to raising theoretical questions around intellectual property to measuring the success of renewable assignments through outcomes assessment

Teaching ESL Composition Dana R. Ferris, John Hedgcock, John S. Hedgcock, 2004-09-15 In keeping with the spirit of the first edition Teaching ESL Composition Purpose Process and Practice Second Edition presents pedagogical approaches to the teaching of ESL composition in the framework of current theoretical perspectives on second language writing processes practices and writers The text as a whole moves from general themes to specific pedagogical concerns A primary goal is to offer a synthesis of theory and practice in a rapidly evolving community of scholars and professionals The focus is on providing apprentice teachers with practice activities that can be used to develop the complex skills involved in teaching second language writing Although all topics are firmly grounded in reviews of relevant research a distinguishing feature of this text is its array of hands on practical examples materials and tasks which are presented in figures and in the main text The synthesis of theory and research in a form that is accessible to preservice and in service teachers enables readers to see the relevance of the field's knowledge base to their own present or future classroom settings and student writers Each chapter includes Questions for Reflection pre reading questions that invite readers to consider their own prior experiences as students and writers and to anticipate how these insights might inform their own teaching practice Reflection and Review follow up questions that ask readers to examine and evaluate the theoretical information and practical suggestions provided in the main discussion and Application Activities a range of hands on practical exercises such as evaluating and synthesizing published research developing lesson plans designing classroom activities executing classroom tasks writing commentary on sample student papers and assessing student writing The dual emphasis on theory and practice makes this text appropriate as a primary or supplementary text in courses focusing on second language writing theory as well as practicum courses that emphasize or include second language writing instruction or literacy instruction more generally New in the Second Edition updated research summaries consider new work that has appeared since publication of the first edition revised chapter on research and practice in the use of computers in second language writing courses covers recent developments streamlined number and type of Application Activities focus on hands on practice exercises and critical analysis of primary research and revisions

throughout reflect the authors own experiences with the text and reviewers suggestions for improving the text **Journal of International Students, 2019 Vol. 9 No 4** Krishna Bista,2019-11-17 The Journal of International Students JIS an academic interdisciplinary and peer reviewed publication Print ISSN 2162 3104 Online ISSN 2166 3750 publishes scholarly peer reviewed articles on international students in tertiary education secondary education and other educational settings that make significant contributions to research policy and practice in the internationalization of higher education

Methodologies for Effective Writing Instruction in EFL and ESL Classrooms Al-Mahrooqi, Rahma,2014-10-31 Educators continue to strive for advanced teaching methods to bridge the gap between native and non native English speaking students Lessons on written forms of communication continue to be a challenge recognized by educators who wish to improve student comprehension and overall ability to write clearly and expressively Methodologies for Effective Writing Instruction in EFL and ESL Classrooms brings together research and practices for successful written communication teaching among students of diverse linguistic backgrounds With technological advancements and resources educators are able to implement new tools into their lesson plans for the benefit of their students This publication is an essential reference source for professionals educators and researchers interested in techniques and practices for written communication in English language teaching geared towards non native English speaking students A Student's Guide to First-year Composition Meg Smith,2005

Voices, Identities, Negotiations, and Conflicts: Writing Academic English Across Cultures Le-Ha Phan,Bradley Baurain,2011-01-27 Provides insights into the process of knowledge construction in EFL ESL writing from classrooms to research sites from the dilemmas and risks NNEST student writers experience in the pursuit of true agency to the confusions and conflicts academics experience in their own writing practices **Integrating Writing Strategies in EFL/ESL**

University Contexts Jennifer Lynn Craig,2012-08-21 Clearly explaining writing across the curriculum WAC pedagogy for English language teachers in university settings this book offers an accessible guide to integrating writing and speaking tasks across the curriculum and in disciplinary courses Teachers will find this book useful because its direct practical advice can be easily incorporated in their classrooms to help their students develop advanced disciplinary English skills in writing oral presentation and graphical presentation Enhancing its usefulness and relevance each chapter includes coverage of the use of technology for teaching and learning ways in which teachers can effectively and efficiently assess writing and speaking and vignettes or examples to illustrate writing strategies or assignments in different contexts Pulling together the key features of writing across the curriculum in one volume this book is an efficient resource for busy EFL ESL teachers worldwide *The Role of the Learner in Task-Based Language Teaching* Craig Lambert,Scott Aubrey,Gavin Bui,2023-05-03 This comprehensive forward looking text is the first holistic research overview and practical methods guide for researching the role that affective and conative factors play in second language learners task performance and language acquisition It provides a long overdue update on the role of the learner in task based language teaching TBLT The book brings together

theoretical background and major constructs established and innovative methodological and technological tools cutting edge findings and illuminating suggestions for future work A group of expert scholars from around the world synthesize the state of the art detail how to design and conduct empirical studies and authoritatively set the agenda for future work in this critical emerging area of language learning and instructional design With a variety of helpful features like suggested research discussion questions and recommended further readings this will be an invaluable resource to advanced students and researchers of second language acquisition applied linguistics psychology education and related areas

Collaboration and Co-Teaching Andrea Honigsfeld, Maria G. Dove, 2010-08-10 Help ELLs achieve success with an integrated collaborative program Teacher collaboration and co teaching are proven strategies for helping students with diverse needs achieve academically Now this practical resource provides a step by step guide to making collaboration and co teaching work for general education teachers and English as a second language ESL specialists to better serve the needs of English language learners ELLs The authors address the fundamental questions of collaboration and co teaching examine how a collaborative program helps ELLs learn content while meeting English language development goals and offer information on school leaders roles in facilitating collaboration schoolwide Featuring six in depth case studies this guide helps educators Understand the benefits and challenges of collaborative service delivery Choose from a range of strategies and configurations from informal planning and collaboration to a fully developed co teaching partnership Use templates planning guides and other practical tools to put collaboration into practice Evaluate the strategies success using the guidelines self assessments and questionnaires included Collaboration and Co Teaching helps ESL ELL and general education teachers combine their expertise to provide better support for their ELLs

Academic Writing in a Second or Foreign Language Ramona Tang, 2012-01-12 It can be a challenge writing in a language that is not your native tongue Constructing academic essays dissertations and research articles in this second or foreign language is even more challenging yet across the globe thousands of academics and students do so some out of choice some out of necessity This book looks at a major issue within the field of English for Academic Purposes EAP It focuses on the issues confronting non native English speaking academics scholars and students who face increasing pressure to write and publish in English now widely acknowledged as the academic lingua franca Questions of identity access pedagogy and empowerment naturally arise This book looks at both student and professional academic writers using qualitative text analysis quantitative questionnaire data corpus investigations and ethnographic approaches to searchingly examine issues central to the EAP field

Applications of CALL Theory in ESL and EFL Environments Perren, James, Kelch, Ken, Byun, Jin-suk, Cervantes, Seth, Safavi, Setareh, 2017-08-11 Blended learning has recently been gaining popularity within educational fields Examining the impact that computer assisted techniques have on foreign language education will provide more effective ways to enhance learning techniques for educators and students alike Applications of CALL Theory in ESL and EFL Environments is a pivotal reference

source that discusses recent advances relating to online teaching and learning of foreign languages Highlighting relevant topics such as electronic portfolio assessments corpus linguistics flipped learning models and student engagement this scholarly resource is ideal for educators academicians students and researchers that are interested in staying current on the latest technologies and methodologies in foreign language learning *Content-Based College ESL Instruction* ,

Research Anthology on Instilling Social Justice in the Classroom Management Association, Information Resources,2020-11-27 The issue of social justice has been brought to the forefront of society within recent years and educational institutions have become an integral part of this critical conversation Classroom settings are expected to take part in the promotion of inclusive practices and the development of culturally proficient environments that provide equal and effective education for all students regardless of race gender socio economic status and disability as well as from all walks of life The scope of these practices finds itself rooted in curriculum teacher preparation teaching practices and pedagogy in all educational environments Diversity within school administrations teachers and students has led to the need for socially just practices to become the norm for the progression and advancement of education worldwide In a modern society that is fighting for the equal treatment of all individuals the classroom must be a topic of discussion as it stands as a root of the problem and can be a major step in the right direction moving forward *Research Anthology on Instilling Social Justice in the Classroom* is a comprehensive reference source that provides an overview of social justice and its role in education ranging from concepts and theories for inclusivity tools and technologies for teaching diverse students and the implications of having culturally competent and diverse classrooms The chapters dive deeper into the curriculum choices teaching theories and student experience as teachers strive to instill social justice learning methods within their classrooms These topics span a wide range of subjects from STEM to language arts and within all types of climates PK 12 higher education online or in person instruction and classrooms across the globe This book is ideal for in service and preservice teachers administrators social justice researchers practitioners stakeholders researchers academicians and students interested in how social justice is currently being implemented in all aspects of education **Resources in Education** ,1998 [Futuristic and Linguistic Perspectives on Teaching Writing to Second Language Students](#) Hancı-Azizoglu, Eda Başak,Kavaklı, Nurdan,2020-12-11 The aptitude to write well is increasingly becoming a vital element that students need to succeed in college and their future careers Students must be equipped with competent writing skills as colleges and jobs base the acceptance of students and workers on the quality of their writing This situation captures the complexity of the fact that writing represents higher intellectual skills and leads to a higher rate of selection Therefore it is imperative that best strategies for teaching writing speakers of other languages is imparted to provide insights to teachers who can better prepare their students for future accomplishments *Futuristic and Linguistic Perspectives on Teaching Writing to Second Language Students* examines the theoretical and practical implications that should be put in place for second language writers and offers critical futuristic and

linguistic perspectives on teaching writing to speakers of other languages Highlighting such topics as EFL ESL composition digital storytelling and forming identity this book is ideal for second language teachers and writing instructors as well as academicians professionals researchers and students working in the field of language and linguistics Beyond Outcomes Richard Haswell,2001-05-30 Writing assessment programs help place entering and mid career students in composition courses at the appropriate level monitor the progress of those students and assist in placing them in writing courses throughout their undergraduate careers These same universities also have writing instruction programs which might include writing centers writing across the curriculum initiatives and freshman and advanced composition programs At many institutions though writing assessment is not necessarily considered fundamental to writing instruction and there is little communication between the assessment program and the composition program This book demonstrates that writing assessment and instruction programs may be successfully integrated The contributors analyze the development of the writing assessment and instruction program at Washington State University which is nationally recognized for its success In doing so they provide guidance to other institutions planning to develop similar integrated programs The volume argues that writing assessment and instruction should inform and influence each other that they should evolve together and that they should be developed locally By tracing the success of the WSU program the authors directly challenge the use of national packaged assessment programs such as standardized placement tests **Handbook for Teaching Reflectively in Grades K-12** William Reed Martin,Jason J. Majesky,Kay Eckler,2003 This useful handbook will assist beginning and experienced teachers by helping them build on their ability to think and act reflectively in the classroom The book focuses on the following three areas planning delivering instruction to a diverse student body and managing and disciplining in today s classrooms Features Useful lists points and ideas for self direction on reflective teaching in the big three areas Conversational style information with a touch of humor and metaphor from the world of sports Real journal entries from pre service and on the job teachers Formats and graphics A glossary providing vocabulary on reflective practices Eight useful appendices to assist reflective teaching and thinking Handbook for Teaching Reflectively in Grades K 12 will provide the novice and expert educator in teaching a legitimate way of approaching their work through a reflective teaching model This model will assist the novice teacher in developing their own reflective model while assisting the experienced teacher in modifying or adding to their present best practice

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