

Reflection Essay

This semester in English 101 I have learned a bountiful amount of tips to help my writing techniques. In high school I always thought of myself as a fairly good writer. The one thing I think I lacked was supporting details. This course has helped me to always think when I make a statement. After my statement I make sure to put extra input or additional definitions to make what I am saying crystal clear. Also, in this course, I have learned how to use rhetoric in my papers. Different rhetoric techniques like ethos, logos, and pathos have made some of my pieces so much better.

Ethos, pathos, and logos were all new to me. Learning about the three has taught me a couple of things. It has taught me different ways to reach different audiences. Sometimes getting to an audience with emotion will do the trick, but in other situations a more factual approach works. Having this new knowledge of the different types of ways to catch the audience's attention has and will in the future improve my writing.

Before this course I was completely unaware of how to write a formal argument. Now I feel that I have the knowledge and the experience to write a very successful argument. I felt confident in writing my final project due to all of the information I have gained from this course.

The readings that we did in class were extremely insightful as well as interesting. They taught me to see different all different groups of people in totally different ways than what might be expected. The readings opened my eyes and allowed me to see the world in different

Reflection Paper English Class

Jiyuan Zhang



Reflection Paper English Class:

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

Fostering Comprehension in English Classes Raymond Philippot, Michael F. Graves, 2009-01-01 This valuable research based guide gives middle and secondary English teachers the tools they need to improve the comprehension skills of all their students Core chapters explain specific practices for fostering learning from texts leading students to a thorough lasting understanding of subject matter nurturing meaningful responses to literature explicitly teaching comprehension strategies and engaging students in higher order thinking An additional chapter highlights vocabulary instruction Throughout attention is given to building comprehension skills in a diverse range of students from high achievers to struggling readers and English language learners A wealth of hands on materials are featured including lesson plans scaffolded reading experiences and a richly detailed example of a teaching unit that shows how all facets of comprehension instruction can be brought together in the classroom

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 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 **English Teaching Forum** ,2000 The Habit of Passionate Teaching: Reflections on Teaching For Learning Deborah Rickey,Randall Wisheart,2024-04-10 Deborah Rickey and Randall Wisheart 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

Performance

Standards: High school New Standards (Organization),1997 *Service Learning and Literary Studies in English* Laurie Grobman,Roberta Rosenberg,2015-02-01 Service learning can help students develop a sense of civic responsibility and commitment often while addressing pressing community needs One goal of literary studies is to understand the ethical dimensions of the world and thus service learning by broadening the environments students consider is well suited to the literature classroom Whether through a public literacy project that demonstrates the relevance of literary study or community based research that brings literary theory to life student collaboration with community partners brings social awareness to the study of literary texts and helps students and teachers engage literature in new ways In their introduction the volume editors trace the history of service learning in the United States including the debate about literature s role and outline the best practices of the pedagogy The essays that follow cover American English and world literature creative nonfiction and memoir literature based writing and cross disciplinary studies Contributors describe a wide variety of service learning projects including a course on the Harlem Renaissance in which students lead a community writing workshop an English capstone seminar in which seniors design programs for public libraries and a creative nonfiction course in which first year students work with elderly community members to craft life narratives The volume closes with a list of resources for practitioners and researchers in the field

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

Codeswitching in University English-Medium Classes Roger Barnard,James McLellan,2013-12-11 In the multilingual societies of the 21st century codeswitching is an everyday occurrence and yet the use of students first language in the EFL classroom has been consistently discouraged This volume begins by examining current theoretical work on codeswitching and then proceeds to examine the convergence and divergence between university language teachers beliefs about codeswitching and their classroom practice

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The Portfolio Organizer Noreen Carol Rolheiser-Bennett,Barbara Bower,Laurie Stevahn,2000 This ultimate guide to portfolios makes the process of developing and using portfolios easier and more rewarding for you and your students Clear steps guide you through critical decisions in 10 major categories Hands on activities discussion questions and planning tools help you anticipate and address every key issue Practical samples and easy to use templates and forms ensure that the portfolio process is meaningful to students and manageable for you Publisher

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

Flipping Your English Class to Reach All Learners Troy Cockrum,2013-12-17 Learn how flipping your English language arts classroom can help you reach students of different abilities improve classroom

management and give you more time to interact with each student This practical book shows why flipped classrooms are effective and how they work You will find out how to flip your instruction in writing reading language and speaking and listening while meeting the Common Core State Standards A variety of step by step lesson plans are provided **Outcomes of High-Quality Clinical Practice in Teacher Education** Diane Yendol-Hoppey, David T. Hoppey, 2018-07-01 For decades teacher education researchers organizations and policy makers have called for improving teacher education by creating clinically based preparation programs e g CAEP 2013 Goodlad 1990 Holmes 1986 1995 National Association for Professional Development Schools 2008 National Council for the Accreditation of Teacher Educators 2001 2010 Zeichner 1990 According to the NCATE Blue Ribbon Report 2010 this approach requires extensive opportunities for prospective teachers to connect and apply what they learn from school and university based teacher educators Similar to preparing medical professionals clinical practice in teacher education requires the complex and time intensive work of supporting teacher candidate ability to link theory research and practice as well as on going inquiry into best pedagogical practices Therefore clinically intensive programs expect prospective teachers to blend practitioner and academic knowledge throughout their programs as they learn by doing NCATE 2010 p ii However most of the literature to date on clinical practice has been conceptual and often relies on describing program design The purpose of this book is move past description to study and understand what teacher education programs are learning from research about innovative clinical models of teacher education Each book chapter highlights research about how programs are studying a variety of outcomes of clinical practice After an introductory chapter that helps to define and situate clinical practice in teacher education the book is organized into four sections 1 Outcomes of New Roles 2 Outcomes of New Practices 3 Outcomes of New Coursework Fieldwork Configurations and 4 Outcomes of New Program Configurations The book wraps up with a discussion that looks across the chapters to find common themes share implications for teacher educators and set the course for future research *Growing Up Wired* Queena N. Lee-Chua, Nerisa C. Fernandez, Michelle S. Alignay, 2017-11-01 In a groundbreaking study the authors draw from well known international studies and personal experiences and testimonials by Filipino subjects on why our children have totally different and distinct behaviors and values in response to modern technology *Transformative L2 Teacher Education Innovations* Karen E. Johnson, Paula R. Golombek, Jacob Rieker, 2024-12-17 Transformative L2 Teacher Education Innovations features empirical research studies informed by Vygotskian Sociocultural Theory VSCT that are explicitly and intentionally designed to transform second language L2 teacher reasoning and thinking as well as L2 teaching practices and pedagogical choices With contributions from scholars and practicing teacher educators each chapter highlights a designed innovative professional development experience that has created a new social situation of development with a clearly articulated ideal for L2 teachers to embrace and or achieve Each study articulates the rationale and unique design features of the innovation the intentionality behind the choices made when designing and enacting the innovation and the quality character and outcomes

of the intervention for L2 teachers Furthermore each study documents the forms of mediation that are offered to support L2 teacher professional development such as conceptual tools goal directed activities and or social relations interactions The book offers insight into the internal logic of VSCT informed L2 Teacher Education and provides concrete examples of how L2 teacher educators can adopt a Vygotskian informed pedagogical stance in their teacher education practices The edited collection is especially applicable for scholars and teacher educators in language education applied linguistics TESOL and bilingual education who engage with Vygotskian Sociocultural Theory

Enhancing Beginner-Level Foreign Language Education for Adult Learners Ekaterina Nemtchinova, 2022-12-30 This book is an authoritative text that explores best classroom practices for engaging adult learners in beginner level foreign language courses Built around a diverse range of international research studies and conceptual articles the book covers four key issues in teaching language to novice students development of linguistic skills communicative and intercultural competence evaluation and assessment and the use of technology Each chapter includes teaching insights that are supported by critical research and can be practically applied across languages to enhance instructional strategies and curriculum designs The text also aims to build intercultural competence harness technology and design assessment to stimulate effective learning in formal instructional settings including colleges universities and specialist language schools With its broad coverage of language pedagogy at the novice level this book is a must read for graduate students scholars researchers and practitioners in the fields of language education second language acquisition language teaching and learning and applied linguistics

Examining and Facilitating Reflection to Improve Professional Practice Ann Shelby Harris, Benita Bruster, Barbara Peterson, Tammy Shutt, 2010-09-16 Examining and Facilitating Reflection to Improve Professional Practice is specifically designed and organized to be used throughout a teacher education program from an introductory foundations course continuing through content specific methods classes to graduate level theory seminars and ultimately onto professional development workshops Harris and her co authors provide a method for directly instructing students on the practice of reflection and the understanding and identification of the developmental phases of reflection supported by theory drawn from research By moving students beyond their commonly held belief that reflection is simply keeping a journal or summarizing the days activities Examining and Facilitating Reflection to Improve Professional Practice enables them to use increasingly sophisticated reflection practices that help them grow in their reflective process ultimately improving their instructional practice Closely aligned with the reflections standards set by INTASC NCATE and NBPST this book is essential as universities and colleges seek to have reflection as a standard skill set for classroom teachers and educational administrators Using this text as an easily accessible resource a discussion and activities guide and a support for professional development Education Departments reflection goals and objectives are met and students enter the classroom confident in their ability to think in diverse ways meet the challenges of the classroom and respond to changing educational environments

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