

My Teaching Reflection

Teaching is a complex process. In a teaching process, the teacher has to be in consideration many aspects in order to make that process, successful and interesting. A teacher has to be concerned not only with the methodology that s/he applies in his/her class, but also how that methodology and strategies will affect to their students in the future learning process.

As we know, a good learning experience advantages to constant achievements, whereas a bad one could have consequences for the children; thus the work and creativity teachers carry on every class becomes really important because the learning process of the students will depend on them.

A book which I consider really interesting and I loved it is "The Practice of English Language Teaching" where Jeremy Harmer (2001) states that "*Within the general area of methodology, people talk about approaches, methods, techniques, procedures, and models, all of which go into the practice of English teaching*"; here we realize that the teacher does not only spend time with children in a classroom, but a teacher implies several aspects that will have an impact on the students.

As my experience, I used to think that teaching was only in a classroom and teach what the learners need. However when I started to study and entered in a school, I realized that my thought was wrong. Inside a classroom exists another reality, every group is different and thus they have different necessities. So for a class to be successful, it must be constructed by a specific methodology, strategies, interesting material and activities.

Personally, I prefer the PPP (Presentation, Practice, and Production) during kinder and primary level and in secondary school, I prefer Communicative Approach (According to Jeremy Harmer (2009), the PPP approach is widely used during the teaching process at lower levels. Which I totally agree, because during the first years that students learn the second language, it is difficult that the students could produce it without problems, however, a lesson plan developed with this approach and with creativity, makes that at the finish of the lesson, the students could produce chunks using the second language.

¹ HARMER, 2001. "The Practice Of English Language Teaching". 3rd Edition. Longman Editorial. Chapter 6, page 78

² HARMER, 2001. "The Practice Of English Language Teaching". 3rd Edition. Longman Editorial. Chapter 6

Sample Reflection Paper On Teaching

Clifford Lane



Sample Reflection Paper On Teaching:

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

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

Scholarship of Teaching and Learning in Speech-Language Pathology and Audiology Sarah M. Ginsberg, Jennifer Friberg, Colleen F. Visconti, 2011-10-05 *Teaching Reflective Learning in Higher Education* Mary Elizabeth Ryan, 2014-11-05 This book is about understanding the nature and application of reflection in higher education It provides a theoretical model to guide the implementation of reflective learning and reflective practice across multiple disciplines and international contexts in higher education The book presents research into the ways in which

reflection is both considered and implemented in different ways across different professional disciplines while maintaining a common purpose to transform and improve learning and or practice The Readers will find this book is innovative and new in three key ways Firstly in its holistic theorisation of reflection within the pedagogic field of higher education Secondly in conceptualising reflection in different modes to achieve specific purposes in different disciplines and finally in providing conceptual guidance for embedding reflective learning and reflective practice in a systematic way across whole programmes faculties or institutions in higher education The book considers important contextual factors that influence the teaching of forms and methods of reflection It provides a functional analysis of multiple modes of reflection including written oral visual auditory and embodied forms Empirical chapters analyse the application of these modes across disciplines and at different stages of a programme The theoretical model accounts for students stage of development in the disciplinary field along with progressive and cyclical levels of higher order thinking and learning and professional practice that are expected within different disciplines and professional fields Secondly in conceptualising reflection in different modes to achieve specific purposes in different disciplines It provides a functional analysis of multiple modes of reflection including written oral visual auditory and embodied forms Empirical chapters analyse the application of these modes across disciplines and at different stages of a programme in terms of demonstrating levels of reflection The book includes images diagrams and different text forms to support the creative applications of reflection And thirdly the book is innovative in providing conceptual guidance for embedding reflective learning and reflective practice systematically across whole programmes faculties or institutions in higher education contexts across the world Teaching Middle School Physical Education Bonnie S. Mohnsen,2008 This text describes how to create a programme that addresses the specific needs and capabilities of middle school students while helping them through the transition from childhood to young adulthood This edition is fully updated and revised

Measurement Issues and Assessment for Teaching Quality Drew H. Gitomer,2009 A comprehensive text that allows headteachers and school managers to monitor teacher quality **The Turtle Hypodermic of Sickenpods** David Solway,2000 David Solway describes the betrayal of the ancient covenant between teacher and student the loss of passion on one side and eagerness on the other to the detriment of us all BOOK JACKET *Resources in Education* ,2000-10 The Learning Portfolio John Zubizarreta,2009-03-16 The learning portfolio is a powerful complement to traditional measures of student achievement and a widely diverse method of recording intellectual growth This second edition of this important book offers new samples of print and electronic learning portfolios An academic understanding of and rationale for learning portfolios and practical information that can be customized Offers a review of the value of reflective practice in student learning and how learning portfolios support assessment and collaboration Includes revised sample assignment sheets guidelines criteria evaluation rubrics and other material for developing print and electronic portfolios **Science Education and Culturally Sustaining Pedagogies: Research, Practices, and Critical Reflections** Silva Pimentel,

Diane, Terrell, Karen L., 2025-07-02 Science education continually changes to meet the needs of students from different backgrounds Culturally sustaining pedagogies CSP offer avenues towards inclusive science teaching by valuing cultures languages and student experiences CSP encourages teachers to connect lessons to students lives and communities integrating diverse learning experiences for various student skills Further research into science education may empower underserved students and educational leaders to enhance learning methods skill development and pedagogical practices Science Education and Culturally Sustaining Pedagogies Research Practices and Critical Reflections explores how culture language and identity influence science education It examines teaching strategies that value and sustain diverse learning practices This book covers topics such as STEM education sustainable development and teacher education and is a useful resource for educators sociologists academicians researchers and scientists Reflective Teacher Education Linda Valli, 1992-09-01 An increasing number of educators are arguing for conceptually sound reflective or inquiry oriented teacher education programs The argument is based on the fact that reflective teaching is possible and the belief that teachers should develop habits of consciously informed action Those who promote reflective teaching argue for teacher empowerment within a self renewing profession Reflective Teacher Education offers case studies from seven universities that have organized teacher education programs around the concept of reflection The cases represent public and private institutions and alternative and traditional models of teacher preparation The studies represent efforts to transform the entire professional education component rather than individual courses or isolated strategies The volume also considers reflection as a conceptual orientation commenting on its power to inform and improve teacher education and assessing the implementation of reflection in these specific programs The six critiques raise intriguing questions about the possibility and desirability of reflective reform efforts by viewing the cases from varying perspectives development cognitive feminist social reconstructionist and post modern Tools, Techniques and Strategies for Reflective Second & Foreign Language Teacher Education Paul Voerke, Mergenfel A. Vaz Ferreira, Nancy Drescher, 2024-05-10 Essential questions about the skills teachers need for effective classroom practice have raised by researchers such as Shulman Sch n Altrichter Posch and Hattie and discussions still continue In this context the anthology combines theoretical studies and practical insights about Reflection from foreign and second language teacher education and professional development It includes examples of reflective tools techniques and strategies that can help teachers to re think their practices and ensure the quality of their everyday work The Routledge International Handbook of Student-Centered Learning and Teaching in Higher Education Sabine Hoidn, Manja Klemenčič, 2020-07-28 The movement away from teacher centered toward student centered learning and teaching SCLT in higher education has intensified in recent decades Yet in spite of its widespread use in literature and policy documents SCLT remains somewhat poorly defined under researched and often misinterpreted Against this backdrop The Routledge International Handbook of Student Centered Learning and Teaching in Higher Education offers an original

comprehensive and up to date overview of the fundamentals of SCLT and its discussion and applications in policy and practice Bringing together 71 scholars from around the world the volume offers a most comprehensive and up to date overview of the fundamentals of SCLT and its applications in policy and practice provides beacons of good practice that display how instructional expertise manifests itself in the quality of classroom learning and teaching and in the institutional environment and critically discusses challenges new directions and developments in pedagogy course and study program design classroom practice assessment and institutional policy An essential resource this book uniquely offers researchers educators and students in higher education new insights into the roots latest thinking practices and evidence surrounding SCLT in higher education Handbook of Research on Transforming Mathematics Teacher Education in the Digital Age Niess, Margaret, Driskell, Shannon, Hollebrands, Karen, 2016-04-22 The digital age provides ample opportunities for enhanced learning experiences for students however it can also present challenges for educators who must adapt to and implement new technologies in the classroom The Handbook of Research on Transforming Mathematics Teacher Education in the Digital Age is a critical reference source featuring the latest research on the development of educators knowledge for the integration of technologies to improve classroom instruction Investigating emerging pedagogies for preservice and in service teachers this publication is ideal for professionals researchers and educational designers interested in the implementation of technology in the mathematics classroom Teaching Race and Anti-Racism in Contemporary America Kristin Haltinner, 2013-10-16 This book presents thoughtful reflections and in depth critical analyses of the new challenges and opportunities instructors face in teaching race during what has been called the post racial era It examines the racial dimensions of the current political economic and cultural climate The book features renowned scholars and experienced teachers from a range of disciplines and offers successful strategies for teaching important concepts through case studies and active learning exercises It provides innovative strategies novel lesson plans and classroom activities for college and university professors who seek effective methods and materials for teaching about race and racism to today s students A valuable handbook for educators this book should be required reading for all graduate students and college instructors Teaching Teachers ,2002 Preservice and novice teachers feeling jittery will find this book full of workable strategies for helping students experience the wonders of science Classroom veterans will discover new ideas and science educators will learn how colleagues pass on the art of good teaching Teaching Teachers thirteen articles culled from the Teaching Teachers section of NSTA s award winning journal Science and Education were written within the spirit of the National Science Education Standards by leading college educators Action Research, Innovation and Change Thomas Stern, Andrew Townsend, Franz Rauch, Angela Schuster, 2013-12-17 Action research continues to see a growth in interest both internationally and across disciplines This book demonstrates the diversity in settings and focus for action research and provides a guide to its core aspiration to achieve principled change Written by authors from a range of countries and range

of disciplines including education health care palliative care social work and community development this book answers these key questions How can action research be used to achieve principled change How has action research been applied in various disciplines and in different countries What can be learnt about the conduct of action research from these diverse settings By means of detailed case studies of successful projects and discussions that challenge and raise theoretical questions this book explores some of the contemporary cutting edge applications and conceptualisations of action research Action research paves the way for the empowerment of people involved in social action and the examples of successful change processes that are the core of this book will prove inspirational and provide practical advice Written by a range of leading international researchers in the field this book will define the future for action research for years to come Your First Year As a High School Teacher Lynne Marie Rominger, Suzanne Packard Laughrea, Natalie Elkin, 2001 Written with a witty flair and containing real life stories and anecdotes this guide is the perfect companion for the high school teacher who wants to succeed in the first year and beyond **Handbook of Research on Teacher Education in the Digital Age** Niess, Margaret L., Gillow-Wiles, Henry, 2015-08-03 Traditional classrooms are fast becoming a minority in the education field As technologies continue to develop as a pervasive aspect of modern society educators must be trained to meet the demands and opportunities afforded by this technology rich landscape The Handbook of Research on Teacher Education in the Digital Age focuses on the needs of teachers as they redesign their curricula and lessons to incorporate new technological tools Including theoretical frameworks empirical research and best practices this book serves as a guide for researchers educators and faculty and professional developers of distance learning tools **Exemplars of Assessment in Higher Education, Volume Two** Jane Marie Souza, Tara A. Rose, 2023-11-09 In this second volume of the successful Exemplars of Assessment in Higher Education editors Souza and Rose share examples of assessment practice from over fifteen distinct and diverse Higher Education Institutions including international contributions Building upon the work of the first volume the case studies in this book reflect the changes in assessment and higher education in the post Covid education environment The institutions that appear in this book were chosen for having an effective assessment approach in one or more of the following areas career readiness distance education diversity equity and inclusion or general education Each part of the book discusses one of these four areas with chapters that feature real life examples from the educators who teach at the college or university Featuring a Foreword by AAC U President Lynn Pasquerella the work highlighted in this book is also aligned with AAC U's Valid Assessment of Learning in Undergraduate Education VALUE initiative to help educators make the best decisions about measuring student learning This book is ideal for university educators and assessment practitioners looking to diversify and enhance their assessment practices A Co Publication with AAC U

Sample Reflection Paper On Teaching Book Review: Unveiling the Magic of Language

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