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Welcome

We are excited to welcome you to our CEFL Journal for EFL, ESL, ELT, EAP, TEFL and TESOL teachers, which we publish once every semester. This journal aims to share and publish innovative teaching ideas.

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The Power of Open-Mindedness in Academic Pursuits: Embracing Diverse Perspectives

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Main objectives of teaching

UK universities have been working with international students in large numbers for a generation or more, and hence International Foundation Courses (IFCs) continue to flourish. However, students from cultures with very different approaches to teaching and learning typically find cultural assimilation difficult,

The Power of Inspirational Quotes in Learning

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Teaching Objecting

The use of quotes in the classroom can have a positive impact on enhancing learning and promoting a deeper understanding of the subject. A quote from an influential figure, a historical leader, or an expert in a field can motivate and inspire students. A quote can provide co3q0 g a 0.021F243(p)-3 co2 (m)-3(p)-3 text co3q0 c(e)6(p)-3rt nd

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Activity 2: Reflection and Goal Setting

Setting Smart Goals

I ask students to reflect individually on their academic aspirations and their personal goals. Then students consider how they wish to achieve their goals within the next few months.

Prompt questions:

- Can you think of any specific achievements or improvements that you would like to see?
- Is this a long-term goal for you? How

Advantages and Limitations

The use of inspirational quotes can motivate and inspire students to develop a positive mindset, encouraging them to approach challenges with optimism and resilience. Students also develop critical thinking skills by analysing inspirational quotes and reflecting on their meaning, context, and applicability. Furthermore, students enhance their language skills by discussing quotes and expressing their thoughts about them. The use of quotes also provides opportunities for students to reflect on their own experiences, values, and goals. However, using quotes in lessons has several limitations. Complex issues may be oversimplified by quotes, leading to potential misconceptions and a lack of understanding by students. Additionally, students may not properly comprehend a full and structured lesson if they rely solely on inspirational quotes. In order to maximize the benefits of inspirational quotes, a comprehensive and contextually relevant teaching approach should be used in conjunction with them. The selection and application of quotes by educators needs to consider the diverse backgrounds and learning needs of their students.

References

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Enhancing Reflective Writing Skills as Part of an In-sessional Academic Skills

The session should naturally start with a necessary introduction to reflective writing, defining it and stressing its significance in academic and personal development. Students are exposed to the features and purpose of reflective writing in order to construct their own meaning of the genre. The emphasis is on the differences between reflective writing and other forms of academic writing, as well as understanding that reaction to and analysis of an experience is more important than the actual experience itself. Realising that tutors require engagement in reflection in order to relate theories to real-life situations enables students to better understand its purpose.

The next stage focuses on the structure of reflective writing and this is best achieved by introducing established models of reflective writing. A good place to start would be Rolfe *et al* (2001) Framework for Reflective Practice, for the simple reason that it condenses the reflective process into three easy-to-understand questions: What? So what? Now what? A large number of my in-sessional students in recent years have been from the School of Nursing and Health Education, and as Rolfe *et al* originally developed their critical reflection framework for nurses and healthcare workers, it has been the model with which they are most familiar. Along these lines, the structure of reflective writing remains pared down and clear. The first section of a piece of reflective writing is a brief description of the experience itself
most important part of the reflection, the where the
writer analyses the experience. The final section of the reflection is then the outcome which focuses on what has been learnt by the experience and how the writer could do things differently in the future.

Equipped with this basic understanding, I

reflective model. This has been the model that the majority of my in-sessional students from other faculties have been required to use in their assignments. It is more complex than Rolfe *et al* and divides the reflective process into six stages: description, feelings, evaluation, analysis,

to engage students in peer review activities to exchange feedback on their reflective writing pieces. The importance of revising and refining reflective writing based on feedback received should also be stressed.

The final stage of the lesson is a reflective activity where the students are encouraged to reflect on what they have learnt during the session and how they could do things differently if the session were repeated at another time. The purpose of this is to link the theories (models) learnt with real-time practice.

Advantages and Limitations

The structured approach outlined above offers several advantages for teaching reflective writing. Firstly, the use of established models provides students with a clear framework for structuring their reflective writing, reducing ambiguity and confusion.

Secondly, by guiding students through the reflective process, the approach encourages the development of critical thinking skills essential for academic and professional success. Furthermore, engaging in reflective writing exercises helps students improve their written communication skills, promoting clarity, coherence and precision in expression. Finally, peer review activities foster collaboration and peer learning, allowing students to benefit from diverse perspectives and feedback.

Teaching Conditional Sentences Using Cognitive Grammar

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the help of puzzle pieces, learners will gain an understanding of this concept. Each piece illustrates a different aspect of language: phonology (speech sounds), semantics (use of words), grammar (rules of a language), morphology (understanding words), syntax (structure of sentences), and pragmatics (using language). Putting together the puzzle pieces into one whole is like how a language's structure is organized to produce complex sentences when they are connected properly (Slide 3). In the next step, learners will discuss and reflect on their knowledge of conditional sentences by sharing their ideas (Slide 4). This step will expand students' background knowledge and address areas and issues that might be identified during the analysis (Slides 5-8).

As a next step, students will be asked to make predictions and establish cause-and-effect relationships related to conditional sentences. To understand the grammatical components of conditional sentences, learners will watch a clip based *What would have happened if the Titanic hadn't sunk?"* (Slide 9). Using the above question as a prompt, the instructor will elicit and brainstorm possible answers. By viewing this video, learners will be able to correlate conditional sentences to the film they are familiar with

cognitive skills to complete the task, they must consider the following mental steps:

1. Think about background knowledge.

2.

Publish your teaching innovations!

Often, we overlook the possibility of publishing our teaching innovations in journals. However, have you ever thought about transforming a teaching innovation into a teaching article?

Innovative teaching means developing new learning methods through teaching materials, course design, and classroom design. Tutors across the world are welcome to submit ideas that will help them improve their competences in teaching ELT/EFL/ESL/EAP/TESOL/TEFL.

Teaching Academic Writing, Language Testing, Introduction to Research Skills, Second