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SLS 480P: Practicum

December 12, 2016

Practical Portfolio

Introduction

This portfolio is a collection of the creative works that I have done throughout this practicum course. What I have selected showcase my best efforts and useful pieces that I plan to continue using going forward into the language teaching profession. The first thing that is included in this portfolio is my answers and thoughts to practicum homework and a discussion question from our Reflective Teaching Textbook. This also includes a write-up of the practicum agreements between me and my cooperating teacher. The next section is five excerpts from my Teaching Journal. I chose these five excerpts and chronologically ordered them from the start to end of practicum. My hope is that it gives a narrative of my development, and to share some of my personal insights of my teaching and my beliefs *of* teaching.

The latter half of this portfolio includes screenshots of three Observations Reports. I chose to include the feedback provided from my advisor for a more balanced look into my own observation through the eyes of a more experienced educator. Next up is my two lesson plans that I have constructed and revised using feedback from colleagues and cooperating teacher, and used to teach learners in a classroom that I helped with in this practicum.

Following the lesson plans are five class activities. The first two are activities that my cooperating teacher uses. These two activities are effective, and the students seem to enjoy them very much so. I plan to incorporate these two, along with the other activities that are included, into the future classroom(s) that I'll teach. I believe these activities, implemented together, represent what I want to teach: grammar, four skills (reading, writing, listening speaking), vocabulary, reading fluency, and that writing can be fun. Lastly, I included practical and ready-to-use items: helpful websites that provides tools for teaching, a rubric for essay writing, and a list of Writing Feedback Symbols

from my cooperating school that I helped teach at. As you may have noticed, the right margin has inserted commentary, in so that I can share more insight and reflection.

Practicum Homework and Discussion Questions from Course Textbook

Discuss each vignette (pg.36) and explain what you would have done in each case.

- Oliver: Had an ideal student-teacher situation, in which his cooperating teacher was very helpful and provided a lot of help in teaching an unfamiliar subject. The Internet is full of information about other cultures. I would most definitely read upon the unfamiliar culture. Oliver had a great awareness that he had to learn quickly in two arenas: material, and the new culture. The students at his classroom can also be a resource for him, in learning the new culture.
- Mark: I still feel like a newbie in the SLS and language-teaching field, in a sense that I don't think I am at the level of Mark's, wherein he catches himself speaking too technical. I may be the opposite, in which I need to elaborate more when explaining things instead of assuming that a short phrase used is simple AND getting the message across.
- Walter: Seems he had complete trust from his cooperating teacher to be given the freedom to decide how to conduct a lesson and to try something new (in his own words: experiment). Walter sounds very competent and confident in his abilities. I would strive to be in his shoes. First and foremost, I would have asked permission and show to the cooperating teacher beforehand the ideas of running an activity.

Elaborate and expand how the practicum will be conducted: "ROLE" in class

After a lengthy conversation with my cooperating teacher, my roles and responsibilities are as follows:

- *Small group discussion participant*

Being a native speaker of English is a valuable resource for the students in the class. My role in the small group discussions is to facilitate speaking in the tasks/exercises, and try to elicit responses that are connected to the topic or content of the class. I serve as a model of English conversational speech.

- *Aid in teaching*

There will be writing exercises where the students are to correct a prior assignment using feedback already provided and written from the cooperating teacher. My role is to track student's attention on writing tasks, and to verbally explain the written feedback for their understanding when needed. I am able to provide correction of errors only if I am able to explain the grammar rules. I am to default and refer to the feedback already provided for the student.

In other exercises/class activities, I may be able to aid in the facilitation of these activities by: providing feedback to the students, help guide the attention of the students from one activity to another, answer general questions regarding the tasks at hand. By permission and confidence from the cooperating teacher, I am able to gradually have an active role within the classroom.

A rough lesson plan, lesson handouts, and a brief guideline/explanation of the lesson(s) will be provided for me, by email, before my practicum days. I will do my practicum days every Tuesday from 1:20pm – 3:25pm, with the exception of any holiday. I am expected to meet with my cooperating teacher 15-20 minutes prior to the start of class, at her office, to go over the highlights of the lesson plan and to be updated on the development of the students. At the start of class, I will be helping out in rearranging the desks and chairs of the students. At the end of the class, time-permitted, there will be a brief discussion about the class.

We have also discussed about my practicum requirements and my own expectations, using the Practicum Guidelines handout provided. I have informed my cooperating teacher of future mini-lessons that is required for me to do. A time-line was given, but we will discuss in details later in the practicum. Also, I am to abide to Kapiolani Community College rules, ethics, FERPA, and to uphold the standards of professionalism of teachers on campus.

Journal Entry Excerpts

ENTRY #2: *Teacher Development Group*

Within our 480P classroom meetings, time will be dedicated to our: Teacher Development Group. We as a class discussed what constitutes and defines a Teacher Development Group. In our first session, the questions in which Priscilla provided for our talking points were very helpful. We shared with one another our excitement and anxiety in our particular settings. I appreciated Henry in sharing with us the challenges and

difficulties in his school. The topic in discussion moved to the more fundamental and philosophical reasons for teaching.

I shared a story that happened last week that I deemed may be valuable for other classmates in our Teacher Development Group. At Kapiolani Community College, where I work as a Writing Tutor. I am sometimes sent to classrooms, either to promote the use of tutors as resource or requested by teachers to help out in peer reviews.

I remember giving a speech to around 15 students. The instructor and my supervisor giving me the spotlight to address the class. As I was doing my presentation, I panned around the room, looking at every individual student, seeking some sort of feedback to know that whatever is coming out of my mouth is making any sense. Most students paid little-to-no-attention to me. As I panned my head, some students stared at the floor, some looked past me and scanned the room (the room may have been more interesting to what I had to say), and some gave me a passive look which evoked disinterest and boredom.

Out of all the students, only one female gave me her full attention. Since I was addressing the class as a whole, I continued to span to each and every student. As what Kenton said: "Teaching can be a thankless job" and tying in to Catherine's notion of knowing that we have benefited at least one person in a class, I will not ever forget that feeling of having the full attention of a person, even it is a single person from a class. When my presentation was over, I was immensely appreciative of that one student listening intently to me. That exact feeling I get *is*, and *will* be, my **fuel** for teaching and to continue to pursue teaching. That is a special feeling, a sort of a sense of accomplishment, that my efforts made some impact on another person. One person. That's all it took.

ENTRY #3: *First Week/day of Practicum*

Pam sent me an email prior to the start of class. It was attached with a rough lesson plan, the day's handout of assignments. We met 20 minutes prior to the start of class, and we discussed about my participation of the class. We also talked about her class challenges, struggles and frustrations. I came to realize after the day was done, that in doing the practicum: the cooperating class teacher's challenges are also my own challenges as well.

ENTRY #11: Upcoming Mini-lesson

I did a practice run of my lesson today. It went well overall. No nerves at all!

ENTRY #18: *What I should have done better*

- Give more details in explanation of how an activity is to be done, prior to start.
- Repeat instructions briefly throughout the activity
- Give a variety of "praise" feedback when students attempt answers. Instead of just, "good!" or "nice try," use CT's: "that's a good idea!"
- **Memorize student's names!**

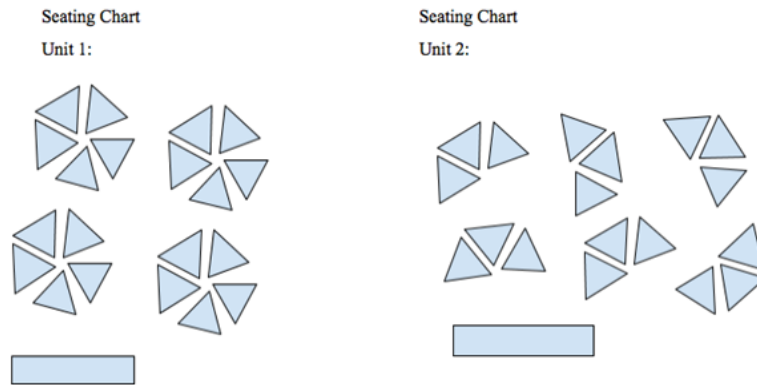
ENTRY #24: *Elections and Politics in the classroom*

Yesterday was Election Day. Knowing that my CT is political, her enthusiasm in teaching American Civil Rights, it is obvious that she would be deeply affected by the outcome of the election. As such, at the last minute, CT has sent a grim-toned email stating that she decided to cancel class and the scheduled quiz. CT has stated that she took the initiative, regardless of the institution's policy, to have a whole class period dedicated to discussion of the election. And that class is optional, meaning absence would not be counted if a student does not show up. Yes, I am sure that CT cannot hide her disdain, and will affect the mood and drive to teach, and is in need to address the elephant (pardon the pun) in the room. I am very torn about the depth of politics to bring to the classroom. Especially a language classroom of foreigners. Should the class be language-focused? This course is: Language learning *through* American Civil Rights, not Language learning *with* American Civil Rights. As an educator, we do have the responsibility to decide the extent of how much we embed ourselves, our own beliefs and values, into the classroom.

Observation Reports

September 27, 2016

Observation Report #1



Above are two different seating arrangements of the class I am observing. The seating arrangement on the left is of the first 2-3 of class. The seating arrangement on the right is of the following weeks. Since the course is taught through film, groups are separated by characters from the film. These groups are sometimes referred as “character group.” In Unit 1, the CT assigned the characters to the students, ideally with each group having an uncommon L1 background with similar proficiency in English. In Unit 2, I was given the honor to assign new character groups; the difference this time being is that characters be assigned randomly.

The major difference from a larger group setting to smaller groups is that the discrepancy between the high-achieving and lower-achieving students being more visible. Weaker students are either helped from their group members, or hidden within a larger group. In smaller groups of three, the weaker students are more hesitant in practice. CT noticed that, and considered smaller groups for the next unit. Class discussions are more engaging within smaller groups, as there is more ample time in language practice. One drawback to smaller groups is that monitoring and teacher-to-student feedback is more time consuming.

Interesting Observation, Scott. I hope it was worthwhile for you. I encourage you to do all kinds of focused observations in order to develop as a teacher. PRiscilla

Comment [PF1]: Can you explain more please? I don't quite understand.

Observation Report #2*Opening of class:*

It is usual that my CT and I walk into the classroom right when the class meeting time starts. Immediately, upon walking through the doorway, my CT addresses and greets the whole class, smiling, with: "Hello everyone/class! Good afternoon all!" If there are students with their head down or napping, CT has the nearest student of the napping student to tap or wake up his/her classmate. Instruction given is as such: "Hey, could you remind X that class is going to begin? You can give X a tap on the shoulder, or just wake X up. Thank you." Sometimes there are more than one student with their head down, but upon seeing CT give the instruction to one student brings others to wake up nearby classmates. I was reminded that this is somewhat typical in a long afternoon class. Attendance is then quietly taken by the CT. No roll-call. Either a quick recap of the previous day's lesson is given, or the class agenda is explained afterwards to initiate the start of class. In any day of observing, what is mentioned above is what is done typically in the opening of the class.

Closing of class:

With time-permitting, the last 5 minutes of class is an activity called: Exit-Ticket. In this exercise, students are instructed to individually write on a provided square graphic, using no writing aids (electronic dictionaries or translators, cell-phones). Topics to write on is generated on the spot by the CT, usually the topic being something specific to the curriculum of the day, self-reflection. Students can then leave after submission of the said ticket. During students writing, CT goes to the board and writes down new and/or difficult vocabulary words or concepts from what was heard in the movie part. Definitions, synonyms, or brief explanations are provided. She also writes down reminders of upcoming days and lists presenters under each day. Having students do an activity, while reviewing words or concepts and giving reminders, is very time-efficient.

If there are no presentations, all students tend to leave the classroom while CT is powering down equipment and closing up. If there are presenters for the next day, the presenters are required to stay behind. Reminder of which students need to stay behind is given either in the start or during the middle of class. The meeting with two presenters is brief, and just to ensure the students made the necessary preparations and ready for the next day.

In comparison with other observation days, their are only few differences. The curriculum has students always working in variety of group sizes: groups of 5, 4, 3, or pairs. CT (and myself), are surprised that students always adjust and move the tables accordingly before the start of class. The class knows to sit with their group or partner, prior to the start of class. This is not explicitly said or expected of them, but I have learned from this class on way to be time-efficient for class instruction.

Scott, another nice observation task. Any reflections on how your CT opens and closes the class lesson? Does this seem like a good way to do it? Something that you might do yourself? 3/3

Comment [PF1]: Can you give more details or examples? What kind of topics? How long do they write?

Observation Report #3: Classroom Management

The topic of classroom management is a good topic to write about at the end of my practicum. I am glad to have practiced some of the techniques that I have watched and picked up from her. In the previous observation reports, I have described in length about the opening of class, closing of class, and seating. Those three can be considered ways of classroom management, but I will explain more of the latter: the reasoning behind some of the seating of students. There are many other classroom management techniques my CT utilizes, and are not limited to what I mention. In so, the scope and focus of this report are more the highlights of the classroom management techniques I have observed.

In any given language classroom, it is often the case that there is a dominating student. In our classroom, this student was also talkative, disruptive, and inquisitive. My CT always had to carefully think of his placement and seating within groups and pairing. We keep our eyes and ears open whenever he is in a group, so that other members have their fair share of speaking practice.

In the beginning of the semester, this student was called into CT's office after class to confront his behavior in class. A few months into the semester, there was a particular day in which this student was very disruptive, talking over fellow students, and pestered questions to CT and I. In the middle of an individual writing exercise, while CT and I were having our own private discussion, this student kept calling us over. CT then said: "Student X's name, I am having a discussion with Scott here, do not interrupt others when they are speaking please. You have to wait a moment until we are done." It was the first time CT raised her voice and to confront a student in-class like that. In this case, I think it was a good call to make. Taking this situation to explain his behavior. To reinforce her point, CT told this student to have another one-on-one meeting in her office when the class was over.

Comment [PF1]: My cooperating teacher

Comment [PF2]: at length

Comment [PF3]: "but in this paper, I will explain..."

Comment [PF4]: ... it is often the case...

Comment [PF5]: and me

Comment [PF6]: What do you think of this approach? Does it seem effective?

Coincidentally, after randomly mixing students into groups, this student sat with his group **on a table** that is directly in front of the podium where the CT usually lectures. CT then realized how better he behaved being that close to the teacher, where he does not have to be disruptive in order to get attention from CT. My CT then decided it was best that this student sits **on that particular table** for the rest of the semester.

Comment [PF7]: at a table..

There are two students who are low-achieving students in the class. One of the two, a girl **is lazy** and does not put much effort in her work. The other, a guy, puts tremendous effort in his work despite having the lowest English proficiency of the class. I was concerned when they were paired together for a presentation, but CT's reasoning was so that these two students work together instead of hindering or not contributing to work if paired with other **students**. Though there is an English-only policy, CT does not enforce that rule only for these two low achieving students in so that they are **scaffolded** to complete activities and projects. **Keeping in mind the development of individual students, and their personalities, is important in pairing and group activities.**

Comment [PF8]: at that particular table

Comment [PF9]: this is a strong evaluation and may, in fact, be true. However, when describing this kind of thing I would maybe leave out the "is lazy" and just keep the "does not put much effort..." part to describe her.

Comment [PF10]: And how did it go? Did the two work effectively together?

Comment [PF11]: Nice commentary

To create a language-learning environment, the class atmosphere needs to be of ease and openness for students to practice expressing their thoughts. The class can get very enthusiastic in an activity, bringing up the class volume. To end the activity, or to have a group or pair of students end their discussion. CT, gently says, **"hello, class."** Or, **"hello, student's name(s)."** She speaks in a loud, but unthreatening way. This is effective. I have also learned that she ends activities and exercises when around 75% of the students complete the activity to manage the class **time**.

Comment [PF12]: Nice observation

Lastly, another effective way I have seen CT and other language teachers do during a class exercise when eliciting responses is to ask for volunteers first, then only pick on individual students only if there were no volunteers. Also, since everyone is separated into small groups, CT would point to a table and ask for a volunteer from that single table. Singling out tables like this brings more effective participation in elicitation and minimizes the interruption of dominating **students**.

Comment [PF13]: Nice commentary and observation. It would be nice to have a few summary ending sentences at the end of the paper.

Scott,

Very thoughtful. I can tell that you were paying close attention to your cooperating teacher and picked up several very good techniques from her that hopefully you can, or already did, apply! In terms of your writing style, I'm sorry to correct your grammar but I think it would make your writing more polished (maybe try the grammar/spell check?). You also need a summary ending to the paper to wrap up your thoughts. Also, for this type of paper, it is most interesting and worthwhile when you provide many comments and elaboration on whether the technique is worthwhile or effective or what you think about it. Well done. 3/3

Lesson Plans

Lesson Plan: Passive Voice

Student Context: College-age students in their first year of ESL instruction in the US with L1's of Japanese, Korean, and Chinese. Content-base ESL teaching through American civil-rights, pre-college level course focusing on writing and grammar. ESOL 197 is an Intensive English program designed for international non-native speakers of English with a TOEFL iBT score of 32-60 or equivalent, who are interested in pursuing a degree at Kapiolani Community College.

English Level: Pre-Intermediate to Intermediate

Class size: 18 students
In-Class time required: 45 minutes to 1 hour
Preparation Time Prior to Class: 30 minutes?

Materials: whiteboard, marker(s), Handout modeling active and passive voice construction based on characters from the *North Country* film, PowerPoint.

Handout link: [Passive Voice Lesson handout \(GoogleDocs\)](#)
PPT link: [Passive Voice Lesson.ppt \(GoogleDocs\)](#)

Goal: Students learn how and when to use the passive voice.

Objectives: Students will be able to form the passive voice.
 Students will be able to differentiate between the passive and active voice.
 Students will be able to recognize and use the passive voice.

Procedure:

1. Warm-up Activity (5 minutes):
Show Ss a picture. Then ask them a question about the picture, which elicits an active-voice response. Write down that answer on the board, and tell Ss that there is another way to answer the question (using the passive voice). An example of a passive voice will then be given.
2. Introduction (5 minutes): Using the passive voice sentence examples, Ss will be asked to label Object and Subject under the appropriate parts.
Ss will take notes on the space provided in the handout on the when the passive voice is used, explanation of the differences between the active and passive voice.
Also, Ss will be shown how to construct passive voice with explicit explanation from T.
3. Group Work (10 minutes): Ss in groups of three. With the handout of given active voice sentences, together Ss will re-write them into passive voice sentences.
4. Class Discussion / Share with Class *Round 1* (10 Minutes): One member from each group will be asked to write a passive sentence of a movie character on the board. T will guide Ss on the errors made and solicit changes to be made (address the class with: "is anything wrong with this sentence?"). Go through a few answers on the handout. Review of passive-voice sentence construction.
5. Group Work (10 minutes): Still in their groups of three, Ss write new active and passive sentences of each group member using the prompts on the handout.
6. Class Discussion / Share with class *Round 2* (10 minutes): One member from each group will be asked to write a passive sentence of a classmate on the board. T will guide Ss on the errors made and solicit changes to be made.

7. Post Activity (10 minutes): Ss individually write new passive voice sentences using the characters from the movie and writing prompts given. If time runs out, this can possibly be assigned as part of homework.

Follow-up Options:

- a) *Individually.* Ss continue to write passive sentences using either classmates or movie characters. Label the parts (subject, object, past-participle) that make up as passive voice sentence.
- b) *Individually.* Ss go through a piece of writing that they've done, and find five cases where they used the active voice that can be changed into the passive voice. Label the parts (subject, object, past-participle) that make up as passive voice sentence.
- c) *Race Game.* Divide the class into two teams. Each team forms a single file in front of the chalkboard with an active voice sentence written on a paper. Once the instructor says, "GO", each student must write their sentence on the board in the passive voice. The first team to go through each member wins. Once the game is over, look at a few sentences on the board to ensure that the class understands the passive voice.
- d) *Partner work.* Give Ss a picture and tell them to describe the picture to a classmate in the passive voice. Then, Ss stand up and describe his or her picture in the passive voice.
- e) *Partner work.* Give each pair of student a newspaper or magazine article and ask them to find passive voice sentence and explain to the class why the writer used the passive voice instead of the active voice.
- f) *Group work.* Put Ss in groups of three. Ask Ss to provide collectively examples of passive voice sentences when the subject is unknown or unimportant, when the action is more important, and when the writer wants to emphasize the object. Then, Ss exchange answers with classmates.

LESSON PLAN for Nov 15: *Conditionals Review Activity & Writing Practice*

Student Context: College-age students in their first year of ESL instruction in the US with L1's of Japanese, Korean, and Chinese. Content-based ESL teaching through American civil-rights, pre-college level course focusing on writing and grammar. ESOL 197 is an Intensive English program designed for international non-native speakers of English with a TOEFL iBT score of 32-60 or equivalent, who are interested in pursuing a degree at Kapiolani Community College.

English Level: Pre-Intermediate to Intermediate

Class size: 18 students

In-Class time required: 45 minutes to 1 hour

Preparation Time Prior to Class: 30 minutes?

Materials: whiteboard, marker(s), PowerPoint, paper or handout, pen, pencil

PPT link: [Conditionals & Writing Practice.ppt](#)

Handout link: [What if? Activity sentence writing prompts](#)

Goals: Students will review Conditionals

Students will practice the writing format for the placement test.

Procedures:

1. Warm-up Activity (5 min per round ~ 15 min total): **WHAT IF GAME!**
Pass out paper strips or have Ss provide their own paper. Ss are given a sentence prompt with blank. Ss are to individually fill in blank. Ss are to rip that portion of paper to make a small strip.
2. T collects finished strips of paper, or ripped piece of paper and place them into a bowl or cup. Once all strips are completed, mix them up and randomly distribute to each student.
3. Ss individually each read aloud their sentence. Another way to play this game is to have a modified reading chain: first student reads aloud top line (prompt) of his/her strip, second person reads aloud second line (filled blank) and then prompt. The chain has each student answering with the filled blank and prompts the following person.
4. A round can be practiced for each particular Conditional. T leads review through PowerPoint.

Prompts:

If I live in America,

I will _____ (first conditional)

If my English improves,

I will _____ (first conditional)

If I became president

I would have _____ (second conditional)

If I had won a million dollars,
I would have _____ (third conditional)

- 5) Individual Writing Activity (15 min): Ss choose a topic from the prompts practiced. They are able to use writing aids such as electronic dictionary, notes, peers, teachers, etc.
- 6) Introduce KCC's ESL Placement Test format:
 - use of pen only
 - no scratch-paper
 - no writing aids
- 7) Individual Writing Activity (15-20 min): Ss choose *another* topic from the prompts practiced. Ss are not to choose the same topic that was practiced previously.

Follow-Up Options:

a) Class Discussion: **SUPERSTITIONS (BAD LUCK)**

Ss share from their superstitions from their culture, or superstitions they know *using Conditionals*. Ss take notes of their classmate's superstitions writing Conditionals.

In Hawaii, it is bad luck to take sand from the beach.

If you take sand from the beach, you will have bad luck.

In Hawaii, it is bad to pick red Ohia flower from the tree (Ilima building)

If you pick a red Ohia flower from the tree, it will rain.

b) Individual work: SUPERSTITIONS (BAD LUCK) part 2

Ss are given 10-15 minutes to write about their superstitions.

c) Class Activity: WHAT IF? Part 2

Ss individually come up and write their own sentences using Conditionals. Then play with 'reading chain.' The sentences and statements are not to make sense. Purpose of this way of playing is for humor and fun, while practicing the form tenses.

Project 1: Teacher's Toolbox

Class Activities

Exit Ticket

Levels	Intermediate and above
Aims	Students reflecting and practicing writing
Class time	5- 10 minutes
Preparation	0 minutes

This activity is used in either two ways: for students to reflect on their own language development, or to review and reinforce important or particular concept of the day's lesson. Students are given a timeframe to write. They are to use no writing aids such as: dictionaries, online translators, or their peers. This is in part to show to themselves and their teacher of any improvement. Also, this exercise can be done daily to reinforce the importance of goal-setting in language learning. This activity is to be done at the end of class instruction.

PROCEDURE

1. T reminds students the guidelines and rules to this activity. T distributes Exit Tickets to Ss. T gives a specific topic of the day, or for students to write about their language development.
2. Ss are given 5 minutes to quietly and individually write sentences to fill the ticket, using no writing aids.
3. Ss are excused to leave class after this activity is done.
4. T collects Exit Tickets, and corrects grammatical errors for Ss.
5. T distributes Exit Tickets back to Ss the next day for Ss to keep.

Grammar Accuracy Presentation

Levels	Intermediate and above
Aims	Students learn grammar and grammatical errors with their classmates
Class time	5 minutes per presentation
Preparation	15 minutes

Grammar Accuracy Presentation is a follow-up of the Exit Ticket activity. This is another activity where the teacher takes a step off the stage and has a student front and center. Students are to share their mistakes and to use their peers as resource, building the sense of community in the classroom.

PROCEDURE

1. T explains to students guidelines of Grammar Accuracy Presentation
2. T distributes to Ss their Exit Tickets with grammatical feedback.
3. T sets up a weekly presentation schedule, listing individual students.
4. Set aside class time for presentations

5. Ss are required to meet up with T the day prior to presentation date in office hours or after class, to discuss presentation preparation or questions on grammatical feedback on their Exit Tickets.
6. On presentation day, S writes on board their ungrammatical sentence. S is to lead class discussion on how to correct sentence.
7. S is to explain why he/she made that error(s) and explicitly explain grammar rules.
8. T is to provide assistance in any explanation of grammar rules.

Word of the Day Presentation

Adapted from Anne Jund and Kelly Kennedy

Levels	All
Aims	Teach one vocabulary word in depth to the class
Class time	10 minutes per presentation
Preparation	35 minutes

It is common for language teachers to emphasize to their students the importance of vocabulary building. Instead of the typical approach of students studying a list of words for vocabulary quizzes, this activity gives each student of the class the responsibility of providing a vocabulary word for all classmates. This is to promote learner autonomy and perpetuates the view that the class is a community of learners, and everyone contributes to learning.

PROCEDURE

1. T explains Word of the Day is a project to build English vocabulary by exploring many different aspects of one word each class day.
2. Model the first Word of the Day for students so that they understand the expectations for the activity.
3. Encourage students to utilize diverse contexts as potentially rich sources of interesting and challenging words, such as textbooks, novels, songs, movies, famous quotes, cartoons, video games, and other classmate's writing.
 - a. Show students how to access academic word lists, corpuses, online ESL-friendly dictionaries
 - b. Remind students to consider their audience of classmates and to choose a word that is likely unknown to others in order to maximize learning for everyone.
4. Provide students with a planning tool in the form of a list of questions about their word.
 - a. What is the word? How do you spell it?
 - b. How do you pronounce the word?
 - c. Where did you read or hear the word?

- d. What is the part of speech of the word?
 - e. What are the parts of the word (prefix, root word, suffix), if any?
 - f. What is the meaning of the word in the context where you found it?
 - g. Give a clear and easy-to-understand definition of the word.
 - h. What are other possible meanings of the word?
 - i. What are the synonyms and antonyms, if any?
 - j. Share a picture, story, or any other creative way to understand and remember the word
5. Determine a schedule for Word of the Day, using sign-up sheet or other method.
 6. Ask students to complete their planning tool and consult with you before presentation.
 7. Dedicate time during each class for students Word of the Day presentations. Ask audience to take notes during the presentation. Facilitate questions and discussions that arise, and support any additional meanings or understandings that may emerge
 8. Use a rubric to assess work and give feedback.

CAVEATS AND OPTIONS

1. If it is more practical, a weekly (Word of the Week) basis works well.
2. In a large class, consider giving students the option to work in pairs.
3. Include additional assessments such as a culminating vocabulary quiz, game, writing project that uses all Words of the Day.

Finding Wild Mind

Adapted from Christine B. Root

Levels	Beginning and above
Aims	Practice free-writing by focusing on ideas rather than mechanics
Class time	15 minutes
Preparation	0 minutes

The idea behind this activity is to give ESL students to practice free-writing by helping them to relax, get their thoughts to flow, and to write with confidence. Free-writing, in this case, is to write whatever comes to mind, to focus on content, and not to worry about form.

PROCEDURE

1. T explains to students guidelines and goals of activity
2. Present the following “rules” for this writing practice:
 - a. Keep your hand moving. Don’t stop. The purpose of this is to keep the editor and the creator from becoming mixed up. “If you font keep you’re

- your creator hand moving, the editor hand can't catch up with it and lock it."
- b. Lose control. "Say what you want to say. Don't worry if it's correct, polite, and appropriate. Just let it rip!"
 - c. Be specific. "Not car, Cadillac. Not fruit, but apple. Not bird, but penguin."
 - d. Don't think. Find wild mind
 - e. Don't worry about punctuation, spelling or grammar.
 - f. You are free to write the worst junk in the world.
 - g. Go for the jugular. "If something scary comes up, go for it. That's where the energy is."
3. Ss are given 10 minutes to write without stopping. T reminds students that their hands will probably hurt because this is a long time to write.
 4. Have students mine the gems of writing practice exercise to find something that they can work with and develop. Now is when students should edit, revise and rewrite so as to produce a "finished" piece.

Encouraging Extensive Reading

Adapted from Scott Shelton

Levels	Intermediate and above
Aims	To encourage extensive reading outside of class time and to create student interest in the story.
Class time	50 minutes
Preparation	10 minutes

There are no shortages of language acquisition and literacy experts that extol the benefits of extensive reading. The basic idea being that the more a learner reads, the more skillful and fluent they become. A lesson that promotes extensive reading is one where students read something they can easily understand and have an interest in. This lesson provides practice of other reading skills such as: identifying main idea and key details, and summarizing. Also, through small group and pair work, this lesson provides speaking opportunities to apply the Communicative Language Learning approach.

PROCEDURE

1. T reminds Ss the benefits of Extensive Reading
2. T writes title and author on board. In small groups, Ss predict possible storyline and then report to the whole class.
3. T writes questions on the board to build context, guide their reading, activate schema.
4. T reads beginning of story while students read along silently.
5. Pair work: Ss discuss the questions on board and refer to the text if necessary
6. T elicits answers and justification or reasoning for answers.

7. Ss listen to taped reading while on their second reading of text.
8. Pair Work: Ss discuss what they understood about the story, and come up with new discussion questions for the class
9. Pair work: Ss summarize the text.
10. Tt asks students to finish reading at home.

Helpful Websites

- Vertex42.com
 This website provides ready-to-use Excel Spreadsheet templates for many teacher efficiency tools that can be used in various teaching contexts, such as:
 - Gradebook
 - Course Syllabus
 - Attendance Log
 - Lesson Plans
 - School calendar
 - http://www.eslkidstuff.com/esl-teachers-resources.htm#.V_v_W4WK3V0
 - o Awards/certificates – elementary
 - o Lesson plan, attendance templates

Essay Writing Grading Rubric

of Words: _____

of Correct Sentences: _____

Total sentences: _____

Accuracy	# correct sentences ÷ total sentences = _____%
Fluency	# of Words = _____
Complexity/ Modification	Total Words ÷ total sentences = _____%

Writing Feedback Symbols



Use the following list of symbols to understand the feedback that you receive on your writing. If you don't understand any of the feedback that you receive on any assignments, please ask.



Spelling: correct the spelling of the word.

P.O.S.

Part of Speech: change the part of speech of a word. (eg. Change from a verb to a noun, v. > n.)

S+V Agree.

S + V Agreement: check the Subject and Verb Agreement of sentence. (S+ V Agreement = I go..., You go..., She goes..., We go...)

Tense

Verb Tense: check the verb tense in the sentence.

Sing. or Pl.

Change the word to Singular (sing.) or Plural (pl.).

Incomp.

Incomplete Sentence: make a complete sentence S+V (+O)



V

Add a word: a word is missing, so you need to add a word.

a

Change the case of a letter. (eg. Capitalize the letter a > A)

(Phrase)



Unnecessary words or phrase. Phrase *can* be removed.

~~word~~ or word

Words *need* to be deleted or removed.

Clarify or ?

Try to explain your idea more clearly. Rephrase your sentence.

Run-on or Cm. Splice

Your sentence is a *run-on* sentence or *comma splice* so you must appropriately divide your sentence.

Punc.

Change the punctuation symbol (.,; ? etc.) in your sentence.



WC

Word choice. Change your word choice to a more appropriate vocabulary.