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# **1. Needs Analysis 1& 2**

# Needs Analysis 1 (Teachers)

## Questionnaire on English Education at Middle / High School Level

### A. BACKGROUND INFORMATION

Please circle the appropriate response and/or fill in the blanks below:

1. Sex: Male / Female
2. Age: 20s 30s 40s 50s 60s
3. Education: Associate / Bachelor / Master
4. How many years have you been teaching: ( ) number of years
5. What grade do you currently teach & how many students: Grade ( ) & number of students ( )
6. Experience of teaching English  
At middle/high school ( ) number of years
7. English proficiency: TOEIC score ( ), TOEFL score ( ), N/A
8. Which of the following statements best describe your English ability. Please choose one:
  - 1) I have sufficient ability to teach at the elementary school level.
  - 2) I do not think it is sufficient enough, but I have no problem conducting lessons.
  - 3) I am not confident enough with my English, and I am anxious about teaching English.
  - 4) I am not confident at all, and I feel pressure to teach English.
9. Are you currently studying English to improve your proficiency? Yes (go to a.) / No (go to b.)
  - a. If you answered “Yes,” how are you studying English? (i.e., English language school, KBS TV course, etc.)
  - b. If you answered “No,” are you thinking about starting English study? No (go to 10) / Yes (if “Yes,” how would you study English?)
10. How many hours of English lesson do you conduct per year?
11. Have you received teacher training before concerning English education at middle/high school?  
Yes (go to a.)
  - a. If you answered “Yes,” what did you learn at the training? (i.e. We learned classroom English, we learned new English games at the in-house teacher training, and etc.)

## B. ENGLISH EDUCATION AT MIDDLE/HIGH SCHOOL

**1. Please circle each and every activity that you conduct in your English lessons to help your students learn more effectively. Please describe in the space provided if you use any other activities:**

- 1) Playing English games
- 2) Singing English songs
- 3) Playing with words, sentences, paragraphs
- 4) Memorizing and performing simple conversations and skits
- 5) Role-playing (i.e., salesperson and customer)
- 6) Reading English books
- 7) Introducing various languages (i.e., greetings, sayings, etc.)
- 8) Introducing other countries' holidays and festivals (i.e., Halloween, Christmas, etc.)
- 9) Introducing various foreign foods (i.e., showing pictures, tasting, etc.)
- 10) Exam practice
- 11) Other: \_\_\_\_\_

**2. Please circle each and every activity that you have not tried but would like to try in your future lessons. Please describe in the space provided if you use any other activities:**

- a) Playing English games
- b) Singing English songs
- c) Playing with words, sentences, paragraphs
- d) Memorizing and performing simple conversations and skits
- e) Role-playing (i.e., salesperson and customer)
- f) Reading English books
- g) Introducing various languages (i.e., greetings, sayings, etc.)
- h) Introducing other countries' holidays and festivals (i.e., Halloween, Christmas, etc.)
- i) Introducing various foreign foods (i.e., showing pictures, tasting, etc.)
- j) Exam practice
- j) Other: \_\_\_\_\_

Please indicate how strongly you agree or disagree with each of the statements listed below.

1. Disagree                      2. Slightly Disagree                      3. Slightly Agree                      4. Agree

**3. Frankly speaking, I feel the following about teaching English at MIDDLE/HIGH school level:**

- a) I like English, and I enjoy teaching English to my students. .... 1 2 3 4
- b) It is pleasure that I can learn new things with my students. .... 1 2 3 4
- c) I have a bigger burden in preparation due to the additional subject. .... 1 2 3 4
- d) I am struggling to teach English because it is not my specialty. .... 1 2 3 4
- e) Other: \_\_\_\_\_

**4. Have you changed through experience of teaching English?**

- a) My feelings of resistance to English have decreased. .... 1 2 3 4
- b) I improved my pronunciation and listening ability..... 1 2 3 4
- c) I became interested in foreign countries. .... 1 2 3 4
- d) I gained communication skills with foreigners. .... 1 2 3 4
- e) I dislike English now. .... 1 2 3 4
- f) Other: \_\_\_\_\_

**5. To teach English, I would like to improve the following skills:**

- a) Pronunciation. .... 1 2 3 4
- b) Speaking skills..... 1 2 3 4
- c) Listening skills. .... 1 2 3 4
- d) Reading skills. .... 1 2 3 4
- e) Writing skills. .... 1 2 3 4

**6. I believe that I need these proficiency skills to teach English:**

- a) Language proficiency to be able to speak with foreigners in daily life. .... 1 2 3 4
- b) Knowledge of simple classroom English expression is enough. .... 1 2 3 4
- c) Native-like pronunciation. .... 1 2 3 4
- d) If I can communicate with foreigners, the Korean accent is not a problem. .... 1 2 3 4

e) English proficiency is not so important. .... 1 2 3 4

**7. To teach English more effectively, I would like to know/learn the following better:**

a) Useful games. .... 1 2 3 4

b) Easy English songs. .... 1 2 3 4

c) Useful lesson plans. .... 1 2 3 4

d) Culture of foreign countries. .... 1 2 3 4

e) English activities suitable for the developmental stages of children. .... 1 2 3 4

f) Websites for useful teaching materials. .... 1 2 3 4

g) How to make a one-hour lesson plan..... 1 2 3 4

h) How to link units and lessons across classes. .... 1 2 3 4

i) How to develop a one-year curriculum. .... 1 2 3 4

j) Introduction to second language acquisition theory. .... 1 2 3 4

k) Various English language pedagogy. .... 1 2 3 4

l) Methodology of cross-cultural understanding. .... 1 2 3 4

m) English language pedagogy that suits young learners. .... 1 2 3 4

n) Useful teaching materials & tools (i.e., picture books & videos) and how to use them. 1 2 3 4

o) How to choose materials. .... 1 2 3 4

p) How to develop materials. .... 1 2 3 4

q) The meaning and the purpose of English education at elementary schools..... 1 2 3 4

r) Other:

**8. What are some of your strengths when you conduct English lessons?**

(i.e., I know the abilities of each student; I can share my experiences abroad and have my students become interested in foreign countries; etc.)

**9. What are some of the lessons that your students liked and that you felt were successful?**

**10. What are some of your concerns or challenges regarding lesson preparation?**

**11. What are some of your concerns or challenges about teaching English lessons?**

**12. Please express any additional comments about your experience with English education in MIDDLE/HIGH Schools.**

Adapted from:

NEEDS ANALYSIS: DEVELOPING A TEACHER TRAINING PROGRAM FOR ELEMENTARY SCHOOL HOMEROOM TEACHERS IN JAPAN YOKO KUSUMOTO University of Hawai'i at Mānoa  
(accessed Dec 23 2013 at [http://hawaii.edu/sls/uhwpe/sl/26\(2\)/Kusumoto.pdf](http://hawaii.edu/sls/uhwpe/sl/26(2)/Kusumoto.pdf) )

## Needs Analysis 2 (Students)

### Starter Course: Part 1

Name: \_\_\_\_\_

ID: \_\_\_\_\_

Class: \_\_\_\_\_

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#### 1. Learning

##### 1.1 What do you expect from your course?

In pairs, discuss (no writing)

- a. Are you good at learning languages? Why or why not?
- b. What do you think is the best way to learn a new language? Why?

##### 1.2 What sort of Language learner are you?

Please work alone.

Please tick ✓ your answers.

	Usually	Sometimes	Almost Never	Don't Know
a. Did/do you get good results in grammar tests?				
b. Do you have a good memory for new words?				
c. Do you hate making mistakes?				
d. In class, do you get annoyed when the teacher doesn't correct your mistakes?				
e. Is your pronunciation better when you read aloud than in a conversation?				
f. Do you wish you had more time to think before speaking?				
g. Do you enjoy being in a class?				
h. Do you find it difficult to learn more than 3 words while travelling abroad?				
i. Do you like to learn new grammar rules, words, etc. by heart?				

**1.3 Why do you need or want to learn English?**

Please work alone.

What is your purpose?	Skills needed						
	Situation	Vocabulary	Grammar	Listening	Speaking	Reading	Writing

**1.4 How much do you know/can you do already?**

Please work alone.

**1 = What do I want? (my goal)**  
**5 = Furthest point from my goal.**

Please circle one number in each column.

Vocabulary	Grammar	Listening	Speaking	Reading	Writing
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5

**1.5 What are your priorities?**

Please work alone.

**1 = highest priority**  
**6 = lowest priority**

Skill	Priority Rating
Vocabulary	
Grammar	
Listening	
Speaking	
Reading	
Writing	

**1.6 What resources can you access to reach your goals?**

Please work alone.

- a. How many of the following resources can you use, either in KMU or outside? Tick ✓ the ones that are available to you.

- Self- access center
- Listening/video/pc room
- DVD player
- Video Camera
- MP3 recording device
- Computer
- Library
- English Language Radio
- English Language TV/Movies
- English Language Bookshops /Stores
- English Language Clubs

**1.7 How much time do you have to learn English?**

Please work alone.

- a. Try to calculate the approximate amount of time you spend doing the following things in a *typical day*:

Activity	Time (approx.)
Sleeping	.....
Getting up (shower, dress...)	.....
Preparing for and eating meals	.....
Short breaks (snacks, coffee, etc.)	.....
Your routine time in work/at school	.....
Travel to and from work/school	.....
Homework for school/work	.....
Total time	.....
How much time does this give you for learning English in a typical day?	.....
Is the time available more or less than you expected?	More / Less
If less, are there any activities you could give up or spend less time doing?	Yes / No

- b. How is the amount of time available to you going to affect your language learning?
- c. Are you being realistic about what you can achieve?

### 1.8 How do you organize your time?

Open class discussion

- a. Do you have time to review your language learning?

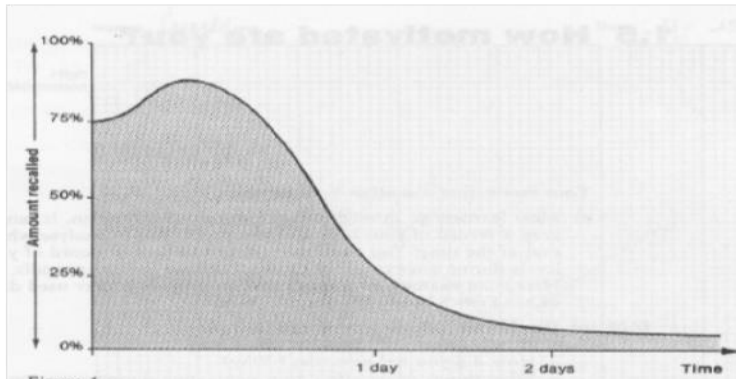
Note: It is important in our class to review what you have learned 3 times a day.

Morning = 3 minutes

After class = 3 minutes (10 minutes after class has ended)

Evening = 3 minutes

Please take a look at the example Memory Charts below.



**1.9 How motivated are you?**

Open Class Discussion

- a. How motivated do you feel now? Why?
- b. What things might affect your motivation during the semester?

Motivation Chart

Please work alone.

High Motivation																				
Low motivation																				
	M	A	E	M	A	E	M	A	E	M	A	E	M	A	E					
	Monday			Tuesday			Wednesday			Thursday			Friday							

Day	Why do you feel motivated or not on this day/time of day?
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

## **2. Productive Language Skill – Writing**

## **2. Productive Language Skill – Writing**

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1. Ascertaining Goals and Institutional Constraints
2. Deciding on Theoretical Principles
3. Planning Content
4. Weighing the Elements
- 5. Drawing up a Syllabus**
6. Selecting Material
7. Preparing Activities and Roles
8. Choosing Types and Methods of Feedback
9. Evaluating the Course
10. Reflecting on the Teacher's and Student's Experience
11. Paragraph Rubric
12. Written Feedback

## **1. Ascertaining Goals and Institutional Constraints**

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### **A. What do your students need to do?**

These Questions should be discussed in small groups. Ask the questions, discuss, give opinions and share findings with your class.

1. Do your students have to pass exams that values writing to a formula and rewards above all accuracy of grammar, spelling, and punctuation?
2. Do they even have to compose at all, or just write sentences, judge grammatically, or pick from multiple-choice responses?
3. Do you want your students to write to demonstrate mastery of form, or to experiment with language, record experiences and reactions, and generate and communicate ideas?
4. Or do you simply want to increase their confidence in themselves as writers?

Answering questions like these is a necessary first step in designing a course.

And different answers will lead in different directions.

### **B. What happens when students write or speak in English?**

Most times they feel worried, embarrassed, hampered by barriers, restrictions and fears. They feel their voice is monotonous.

*Some student responses:*

“I’m not the real me.”

“I feel like I’m choking on a word that won’t come out.”

“Inside of me I feel stupid and dumb.”

*These were owing mainly, it seems, not to the difficulty of writing itself but to the difficulty of doing it in a new language.*

### **C. What happens when students write in their own language?**

*Some student responses:*

“I feel comfortable, free, self-assured, open, loud, and positive.”

“I feel more like me.”

“I can write with feelings and anger.”

“Words just come out from my brain on paper.”

*We can see that taking direction from these students and addressing comfort, confidence, and fluency as a goal would lead to a very different course from one that sees its goal the production of an academic essay with an introduction, three points, and a conclusion, and effective use of transition words.*

### **D. What if an imposed curriculum or textbook stresses only rhetorical form and grammatical accuracy? What is the teacher to do?**

If institutional constraints limit our goals and what we see as the student’s goals, a few courses of action are open to us:

- We can work politically to change the constraints. We can join and form committees, we can make proposals, and we can run pilot programs.
- We can make only a part of the course address the test or the assigned curriculum.
- We can vary our means of working towards the prescribed ends (example a 30 minute essay on a prescribed topic – the whole course doesn’t have to consist of 30 minute writing tasks)

### 3. Deciding on Theoretical Principles

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Principled teaching will always reveal principled theoretical underpinning.

What we decide to emphasize in the classroom is not just a practical matter of choosing an activity to fill the next day's lesson plan.

As teachers we have the choice of presenting a text structure as a given, as some kind of "standard," as a form to be learned and imitated, or going beyond that and exploring in our classes the notion that what writers do reflects an entire system of values and beliefs, with strong connections between the writing process and the beliefs of a culture.

For example:

1. Take a **Topic Sentence** – a typical standard form in an English composition class.

To someone Chinese for instance, this concept of a topic sentence stating the main idea of a paragraph right there up front is "symbolic of the values of a busy people in an industrialized society". (Fan Shen p.462 1989) In Chinese, writers try to "reach a topic gradually and systematically". Sandra McKay claims that we need to examine the "social practices that surround academic discourse" (1993, p. 74), and we can do that by discussing openly in our classes the differences in approaches to writing and reading and critically examining the text forms that appear in our textbooks and curricular guides.

2. Another example of a writing-class decision that has clear links to theory is the choice of focus on content or form. A commitment to content, fluency, personal voice, and revising is often called process writing. A process approach to teaching writing can be used with personal and with academic content, with literature and with nonfiction. And in a process approach, of course the product and accuracy and grammar are important-they are just not the first and only thing that is important. A principled process approach always pays serious attention to the product-but at an appropriate stage in the process.

*So, as teachers, we need to confront our ideological position and recognize our perceptions of the relationship between the type of writing we teach and the roles we are preparing students for in academia and the wider world of work.*

To help us and our students, we could ask ourselves:

1. Why am I doing this activity in my class?
2. How does it fit into what I know about language and language learning?
3. What will my students learn from it?
4. What is it worth learning for?

## **4. Planning Content**

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### **1. What can we use in a writing class?**

Can we use personal experience, social issues, cultural issues, literature, or the content of other subject areas?

There is no right answer to what we should use in a writing class, but there is one wrong answer.

The wrong answer is that the content of a writing course takes a back seat to practice in prescribed models of paragraph or essay form; that is, that it does not matter what you write about as long as it conforms to an accepted rhetorical model.

Writing is for discovery of learning, not just demonstration of learning.

Writing allows us to, put words on paper before we present it to an audience. We can read it, re-read it, revise it, alter it, write it again, give ourselves feedback, learn as we go, make changes and corrections.

If we just copy, analyze and imitate given texts, we are not allowing student to struggle for that fit between content and form, that all writers need to struggle with.

### **2. What content do we need?**

We need content that will encourage students to use writing as a tool for learning and for communication and to become engaged enough with their writing to have an investment in examining it, improving it, and eventually revising it for readers.

Students need topics that allow them to generate ideas, find the forms to fit the ideas, and invite risk taking.

### **3. Discuss and suggest**

In small groups, can we suggest some topics that will generate ideas and keep students motivated enough to take responsibility for their own writing?

## 5. Weighing the Elements

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Writing consists of many parts. As teachers, we need to consider which parts are most important.

Content, organization, originality, style, fluency, accuracy?

We cannot do everything, so we have to form priorities and weight the elements according to students' needs and our own philosophy.

Writing is messy, chaotic. We try to focus on neat systems as teachers, to impose order on it by focusing on grammar, rhetorical modes, and models of academic discourse, to provide ourselves with neat systems to teach.

It is helpful to do a needs analysis on the first day, balancing institutional goals with what students say they need to learn and what they need to use writing for; then we can weight the elements so that the chaos of writing is somewhat reduced for the students, since they can focus on one or two things at a time.

For example:

My course would usually address themes (5 of them...chosen by students), and within each theme and task, students focus on critical reading, generating ideas and expressing them with a brainstorm, initial sentence, topic sentence, reasoning, support, conclusion, using learned vocabulary, phrases, expressions.

The initial focus is more on fluency, getting ideas out, rather than perfect grammar (this comes later through editing, revising etc...)

Review:

- What do your students need to do?
- How can we get around institutional constraints?
- Why am I doing this activity?
- What content can we use in a writing class?
- How can we motivate them to like what they do?
- Which writing elements are important, and which are not?

## 6. Drawing up a syllabus

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Over the next few classes, we will look at 6 writing skills, normally found in writing courses.

For each writing skill, we will look at what this skill means and what we can use to teach it.

In Week Two of our course (Teaching Skill Application - Writing), we will look at how to teach each skill using a variety of activities. (**Extra Handouts** will be given in Week Two)

### Productive Writing Skills

- ① Structural Writing
- ② Skills and Processes Writing
- ③ Functional Writing
  - a. Definition Paragraphs
  - b. Process Analysis Paragraphs
  - c. Descriptive Paragraphs
  - d. Opinion Paragraphs
  - e. Narrative Paragraphs
- ④ Topical Writing
- ⑤ Situational Writing
- ⑥ Tasks

## ① Structural Writing

Writing courses, particularly at beginning level can be organized around grammar and sentence patterns. A present tense paragraph one day, a past tense paragraph and so on. Structural courses nowadays are often organized by patterns of writing forms or genres: paragraphs with topic sentence, descriptions, analyses and so on.

### Example 1: Paragraph Structure

Topic Sentence

The Body

- a supporting sentence
- a supporting sentence
- a supporting sentence

The Concluding Sentence

#### a. Topic Sentence

### My Sundays

I enjoy being at home on Sunday. I feel comfortable and peaceful at home. I clean up my bedroom and take care of my dog. On Sunday, I have enough time to talk with my mom about my friends and school life. I like to be alone in my bedroom. I read books, draw pictures, and listen to music there. My Sundays are not too exciting, but I am happy with my quiet Sundays.

#### b. The Body: Supporting Sentences

1. Saturday is my favorite day.
  - a. Every Saturday, I play soccer with my friends outside.
  - b. Sometimes I go to the movies.
2. Seoul is an important city.
  - a. It is the capital of Korea.
  - b. Its population is about 15 million.

3. My brother has very good study habits.
  - a. He has a set time to study every day.
  - b. He has a set place to study.

c. The Concluding Sentence

**My Healthy Grandfather**

My grandfather cares about healthy eating. First of all, he tries to choose a diet with plenty of vegetables, fruits, and grain products. He is also careful about cutting down on sugar and salt. In addition, he rarely eats food that has a lot of fat and cholesterol. Like many of his friends, my grandfather tries to keep in shape and stay healthy.

## ② Skills and Processes Writing

Skills and processes such as generating ideas, organizing ideas, revising, writing fluently, writing effective beginnings and endings, and developing an argument to convince a reader.

### Example 1: Planning a Paragraph

#### a. Prewriting

#### My Favorite Teacher

Jung, Lee	long, black hair	told interesting stories
34 years old	energetic	cared about students
tall and thin	excellent	talked to students a lot
walked around	funny	helped us to present school plays
put energy into teaching	taught us to love literature	loved classical music
single	played jokes	liked color black



Jung, Lee	My Teacher	excellent	<ul style="list-style-type: none"> <li>• taught us to love literature</li> <li>• helped us to present school plays</li> </ul>
		energetic	<ul style="list-style-type: none"> <li>• walked around</li> <li>• put energy into teaching</li> </ul>
		funny	<ul style="list-style-type: none"> <li>• played jokes</li> <li>• told interesting stories</li> </ul>
34 years old		caring	<ul style="list-style-type: none"> <li>• loved students</li> <li>• talked to students a lot</li> </ul>
single	long, black hair	<ul style="list-style-type: none"> <li>• loved classical music</li> <li>• liked color black</li> </ul>	

b. Outlining

**My Favorite Teacher**

Example 1:

<b>Life</b>	taught Korean	34 years old	single	loved classical music	liked color black
<b>Character</b>	energetic	walked around	funny	put energy into teaching	
	played jokes	told interesting stories	caring	talked a lot to students	
	excellent	taught us to love literature			
<b>Appearance</b>	tall and thin	long, black hair			

Example 2:

	<b>My Favorite Teacher</b>
<b>Life</b>	taught Korean 34 years old
<b>Appearance</b>	tall and thin long, black hair
<b>Character</b>	a. energetic – put energy into teaching
	b. Funny – played jokes, told interesting stories
	c. excellent – taught us to love literature
	d. caring – talked to students a lot

c. The First Draft

**My Favorite Teacher**

My favorite teacher was Jung, Lee. He was 34 years old and taught Korean. He was a tall, thin man. He had black hair. In the classroom, he was energetic. He wore thick glasses. When he teaching he put his energy into teaching. He was also funny. He told jokes and interesting stories in class. He was also an excellent teacher. He taught us love literatre. Mr. Lee cared a lot of for his students too. He had time to talk to students. He helped us to present a school play every year about their problems. I miss him very much.

d. Revising

**My Favorite Teacher**

My favorite teacher was Jung, Lee. He was 34 years old and taught Korean. He was a tall, thin man. He had black hair. He wore think glasses. In the classroom, he was always energetic. When he teaching he put his energy into teaching. He was also funny. He told jokes and interesting stories in class. He was also an excellent teacher. He taught us love literatre. He helps us to present a school play every year. Mr. Lee cared a lot of for his students too. After school He had time to talk to students about their problems. I miss him very much.

e. Proofreading

**My Favorite Teacher**

Jung, Lee is a teacher to remember. He was a tall, thin man with black hair. He wore think glasses. In the classroom, he was always energetic. When he teaching he put his energy into teaching. He was also funny. He told jokes and interesting stories in class. He was an excellent teacher. He taught us love literatre. He helps us to present a school play every year. Mr. Lee cared a lot of for his students too. After school He had time to talk to students about their problems. I hope I can meet him again someday and somewhere.

f. The Final Draft

**My Favorite Teacher**

**A Teacher to Remember**

Jung Lee is a teacher to remember. He was a tall and thin man with black hair, and he wore think glasses. In the classroom, he was always energetic. When he was teaching, he put his energy into teaching. He was also funny. He told jokes and interesting stories in class. He was an excellent teacher. He taught us to love literature and helped us to present a school play every year. Mr. Lee cared a lot for his students too. After school, he had time to talk to students about their problems. I hope I can meet him again someday and somewhere.

### ③ Functional Writing

#### a. Definition Paragraphs

##### What is a definition paragraph?

A definition paragraph defines something. The word definition comes from the verb to *define*, which means “to state the meaning of a word or to describe the basic qualities of something.” In a definition paragraph, the writer’s main purpose is to tell you what something is.

##### A definition paragraph

- Explains what something is
- Gives facts, details, and examples to make the definition clear to the reader

##### Example Definition Paragraph

###### Gumbo

The dictionary definition of gumbo does not make it sound as delicious as it really is. The dictionary defines gumbo as a “thick soup made in south Louisiana.” However, anyone who has tasted this delicious dish knows that this definition is too bland to describe gumbo. It is true that gumbo is a thick soup, but it is much more than that. Gumbo, one of the most popular of all the Cajun dishes, is made with different kinds of seafood or meat mixed with vegetables such as green peppers and onions. For example, seafood gumbo contains shrimp and crab. Other kinds of gumbo include chicken, sausage or turkey. Regardless of the ingredients in gumbo, this regional delicacy is a tasty dish.



### Tips for Good Definition Paragraphs

1. Start your paragraph with a dictionary or other authority's definition of the word or phrase you are writing about.
2. Add another point, your own, to this definition.
3. Tell your reader one thing that mother's day is not.
4. Choose another point and explain it here.
5. Choose one of the other points you can think of, and explain it here.
6. Choose another point and explain it here.
7. If you have another point, explain it here.
8. Finish with a conclusion, which reflects all that you mentioned in your paragraph.

**Here is an example. See if you can find all of the steps above in this example:**

Webster's II New Riverside University Dictionary defines mother's day as "A day for honoring mothers and motherhood, observed annually on the second Sunday in May." Actually, mother's day is a celebration, but it is much more too. For the family, it is not a normal day, busy with chores and work around the house, and empty of excitement. It is a day when children get up earlier than usual, and excitedly try to keep their plans for celebration secret from their mothers. It is a day when mothers pretend not to hear the kids excitement and preparations, and show absolute surprise when they, smiling and parading down the hall, carefully and awkwardly bring orange juice and overdone toast for her breakfast in bed, as a sign of love. Mother's Day is a day for remembering - a happy day for people who warmly think of their mothers, a sad day for those who no longer have them, and a day for most of the world to celebrate a very special member of the family - the mother. It is a day when kids and adults buy all kinds of gifts for their special women - from jewelry to food, to cards and flowers, and restaurants are full of families trying to give their mothers a day off from the kitchen.

## b. Process Analysis Paragraphs

### **What is a Process Analysis Paragraph?**

In a process analysis paragraph, you divide a process into separate steps. Then you list or explain the steps in chronological, or time, order. Special time words or phrases allow you to tell the reader when a particular step occurs. The process analysis paragraph ends with a specific result – something that happens at the end of the process.

#### **A process analysis paragraph**

- Explains a sequence or process
- Presents facts and details in chronological order
- Uses time words or phrases
- Ends with a specified result

### **Example Process Analysis Paragraph**

#### **Applying to an American University**

Although the process for applying to an American university is not complicated, it is important to follow each step. The first step is to choose several schools that you are interested in attending. Next, write to these schools to ask for information, catalogues, and applications. You may also want to visit the schools' websites. After you have researched several schools, narrow the list to three to five. Then mail all the required forms and documents only to your final list of three to five schools. If the school of your choice requires you to take a standardized test such as the SAT, ACT or TOEFL, be sure to do so early. In addition, ask various school officials and teachers to write letters of recommendation for you if the university requires them. Finally,

almost all schools have an application fee. This should be sent in the form of a check or money order. One last piece of advice is to start early because thousands of high school students are all applying at the same time.

### Some helpful language

First stage	Next stage	Last stage
The first/ initial stage/ step/ part of the process is...	At this point...	Finally...
To start with...	The next step...	The last/ final step is....
At the beginning/ start of the process,...	Subsequently...	To bring the process to a close,...
First of all...	After/ Following that...	The process concludes with/ by...
Firstly,...	The following step is.... , and	
To begin with...	then... , after which...	
Initially...	After + ing, ...	
The process/ cycle starts with...	After having + PP,...	
The start of the process/ cycle is...	When that stage is finished/ completed,...	
At first...	Once ...	
	Having completed..., the... moves on to...	
	As soon as...	
	This is followed by...	
	Then...	

### c. Descriptive Paragraphs

#### **What is a Descriptive Paragraph?**

A descriptive paragraph describes how something or someone looks or feels. It gives an impression of something. If you only wanted to explain to someone what a *samovar* is, for example, you could write a *definition* paragraph because a definition paragraph does not include how the writer feels. However, if you wanted to tell about the feelings you had when you drank a cup of Russian tea that was made in a samovar, you would write a descriptive paragraph.

#### **A descriptive paragraph**

- Describes
- Gives impressions, not definitions
- “shows” the reader
- Creates a sensory\* image in the reader’s mind

\* related to the five senses: hearing, taste, touch, sight, smell

## Example Descriptive Paragraph

### Samovar Memory

Every time I have a cup of strong Russian tea, I remember my sweet grandma and her magical samovar. When I was a little girl, my grandmother would make tea for me in this giant, gleaming tea urn. I was fascinated by the samovar and its tasty contents. Its copper sides were decorated with beautiful red and black swirls. Grandma told me that the intricate decorations were painted by skilled craftsmen from her village. I can still remember the smell of the dark tea that my grandma made using the urn. Its leaves always filled her tiny apartment with an exotic aroma, and the rich brew tasted like liquid velvet.



#### d. Opinion Paragraphs

##### **What is an Opinion Paragraph?**

An opinion paragraph expresses the writer's opinion. A good writer will include not only opinion, but also facts to support his or her opinion. For example, if a writer says "Smoking should not be allowed anywhere," the writer must give reasons for this opinion. One reason could be a fact, such as "Thirty thousand people died in the United States and Canada last year because of lung cancer - a known result of smoking." This fact supports the writer's opinion.

##### **An opinion paragraph**

- Gives the writers opinions about a topic
- Interprets or explains facts
- Is often about a controversial issue
- Makes the reader think
- Considers both sides of the argument

## **Example Opinion Paragraph**

### **Dying with Dignity**

The U.S. government should support the legal use of ‘medicide,’ which happens when people with terminal diseases choose to end their lives rather than continue living. One reason the government should do this is because people should not be forced to continue living if they are in severe pain and cannot live with it. A second reason is that staying in the hospital for a long time often causes a financial burden on the family. Terminally ill people often worry about the hardship that this will casue their families. Finally, people who are dying sometimes lose hope. Even if they are alive, they can often only lie in bed, and for some people, this is not “life.” In the end, while many people believe that medicide is an “unnatural way to die” and should remain illegal, the government should allow sick people the legal right to end their lives if they want.

## e. Narrative Paragraphs

### **What is a Narrative Paragraph?**

The narrative paragraph can be fun to write because you tell a story or relate an event. Narratives have a beginning, a middle, and an end. Any time you go to a movie or read a fiction book, you are looking at a narrative. Narrative paragraphs often describe events from the writer's life.

#### **A narrative paragraph**

- Tells a story
- Gives background information in the opening sentence(s)
- Has a beginning, a middle, and an end
- Entertains and informs

### **Example Narrative Paragraph**

#### **My Macy's Nightmare**

I will never forget the first time I got lost in New York City. I was travelling with my parents during the summer vacation. We were in Macy's department store, and I was so excited to see such a huge place. Suddenly, I turned around to ask my mom something, but she was gone! I began crying and screaming at the top of my lungs. A salesclerk came up to me and asked if I was okay. She got on the public address (P.A.) system and notified the customers that a little boy with blue jeans and a red cap was lost. Two minutes later my mom and dad came running toward me. We all cried and hugged each other. Every time I see a Macy's, I am reminded of that terrified boy.

## ④ Topical Writing

Themes: housing, health, education, or abstractions such as success or courage - Content course writing.

### Example 1: Health

#### The Black Death

The difference between an epidemic and a pandemic is the distance they cover. An epidemic is a contagious disease that spreads throughout a community. A pandemic, on the other hand, spreads over a larger area, sometimes across many countries. Based on these definitions, we can categorize the “Black Death,” which devastated Europe in the 1300s, as a pandemic. By the time it ended, it had killed about 25 million people – roughly a third of Europe’s population. This terrible disease, also called the plague, began in Asia and was brought to Europe through an act of war.

### Example 2: Courage

#### Courage

Courage is mental and moral strength to venture, persevere, and withstand danger, fear or difficulty. It is the firmness of mind and will in the face of danger or extreme difficulty. It suggests an ingrained capacity for meeting strain with fortitude and resilience. A person who is mentally and physically strong, is normally found to be courageous.

Courage is of two kinds: physical and moral. Physical courage depends upon one's physical strength. A weak person is rarely physically courageous. But the beasts are sometimes seen to be physically courageous. Physical courage is needed in the event of any danger for bringing immediate relief or protection to the victim, as in the case of fire or war.

Moral courage belongs to an honest person. Even a physically weak person can have moral courage. It is really rare and found in one in a million. A person possessing physical courage may be able to save a victim from drowning or burning, by jumping courageously into the scene of accident.

But there are a few in the society to verbally protest against unfair or unjust deeds they come across. A person of moral courage is not a coward. He always revolts against injustice and wrong-doings.

Moral courage comes from conviction and purity of character. A person of moral courage sticks to his own principles, and does not compromise with evil forces. He is ready to sacrifice any kind of self-interest for his moral character.

## ⑤ Situational Writing

Situational transactions, such as applying for a job, complaining to a landlord, writing letters to the newspaper, writing a business memo, TOEIC...or writing essays to pass a course.

### **Example 1: Applying for a Job (Cover Letter)**

Dear Sir/Madam:

I am writing to apply for the upcoming position available within your department. I am interested in the position of European Studies visiting English language professor, which I found advertised online at [www.daveseslcafe.com](http://www.daveseslcafe.com), dated 12<sup>th</sup> June 2009. I was also made aware of this position from one of your colleagues, a Mr. Jones, who works with your advertising department.

I would particularly welcome the opportunity to work for your University and as you will notice from my attached curriculum vitae, the position you are offering matches both my personal and professional interests. I believe that I have obtained a vast amount of worthwhile experience from my years in teaching. I am sure that this, together with my understanding of the needs and expectations of your University and students, would be extremely relevant to the position. I am a dedicated teacher and I have a responsible attitude to my work and have the organisational skills to cope with the necessary tasks ahead. Along with this I am always open for self-development, listening to the advice, suggestions and help of others. I am well able to work alone and take responsibility for all aspects of course development and teaching and I relish the opportunity to achieve this with your department. As a person and as a teacher, I hope that my experience, skills and personality can be of use to you and your students.

I would like to take this opportunity to thank you for considering me for the position available within your University. I would be pleased to discuss with you my curriculum vitae and any other queries you might have in more detail. In the meantime, please do not hesitate to contact me if you require further information. I look forward to hearing from you soon.

Respectfully yours,

Seanan Clifford

## ⑥ Tasks

Problem-solving activities, such as producing a class magazine of accounts of student trips; comparing the structure of texts written for different audiences and purposes; writing, editing and producing a play; and examining the difference between ESL textbook situations and the expectations of the students culture.

### Example 1: A class magazine

Class projects can be an excellent way to focus the whole class and get them working together towards a common goal.

Taking some 'time out' from regular classes and doing something completely different can really help group dynamics and you may also give quieter or less able students a chance to shine. Making a class magazine is a project that will appeal to most groups as it allows individuals to work on what interests them. Starting a project from scratch can seem a little daunting to begin with so here's a simple step-by-step guide on how to make a class magazine.

### Planning

- Bring in some magazines. Let your students have a look through them. You could do a class survey on magazines at this stage or simply chat to your class about the type of magazines they like.
- On the board brainstorm the different sections that magazines have. Try to include as much variety as possible so there's something for everyone. (Horoscopes, beauty tips, sports pages, film reviews, cinema news, fashion, photo stories, comic strips, puzzles, technology pages, music, interviews with famous people, recipes, jokes, problem pages etc. etc.)
- Ask your students if they would like to make a magazine in English. Hopefully they'll be keen to! Ask students for ideas for a name for the magazine and hold a class vote to decide on the name.

### Organising the project

- Now you need students to choose who they want to work with (pairs or small groups) and what section they want to produce. Make a list of what everyone is going to do, in case you, or they, forget by the next class.
- Set the deadlines and plan the sections. Negotiate with your students about how long they will need to produce their section and allow sufficient class time for you to be able to help each group with their section and provide language input and error correction. You can also encourage students to look for information at home, on the internet etc. Set a date where everyone must bring their completed work to class and try to stick to it. Having said that, if your students get really into it and are producing good work you could always extend the deadline if you think their time is being well spent.

- Collect all the sections and work with your class to decide on the order they will go in. Students can now make a contents page and a cover for their magazine.
- Put the magazine together with a book spine or by stapling it. Before you do this you may want to make several copies of the magazine. If you have the facilities to do so, one for each student could be really nice and they can take it home to show their parents. If that's not possible, make a couple of copies and hang them in the classroom for other students to look at.

### **Exploiting the magazine**

- If you teach several classes of a similar level you can take the magazines in to show your other groups and make some activities based around it or simply let the students read it and do the puzzle pages. You may even inspire your other groups to make one too.
- If you have access to a computer room you could really make a professional looking magazine but don't worry if you don't, a homemade looking one can be just as good.
- Having an end product to work towards can be really motivating for a class. Making a class magazine should be an enjoyable experience for you and the students and it will also give you a chance to stand back a little and observe your students in action. You should be available to guide them and offer support and advice but it will also give you a chance to find out more about their interests which will help you to plan for following lessons.

## 7. Selecting Material

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When selecting materials for your students, the following **7 features** may be of help:

1. Topics. Will they engage students' interests? What are they based on – experience, materials in the book such as readings and pictures, activities and inquiries beyond the classroom, or out-of-the-blue random topics? Are the topics culturally appropriate for your students? Is the content relevant and engaging?
2. Types of writing. Are the students writing essays, letters, paragraphs? Is that what they need to be writing?
3. Opportunities for and instruction in methods of generating ideas. Which of the following are included: brainstorming, free writing, listing, mapping, outlining? Which are appropriate for your students?
4. Instruction on principles of rhetorical organization. What information is provided to help students organize various types of writing –letters, description, narration, exposition, and argument, for example – and which type do your students need to practice?
5. Opportunities for collaboration. Is group work a part of the activities? If so, how are collaborative activities viewed in your culture?
6. Opportunities for revision. Are students encouraged and directed to write drafts? Does the book provide instruction on what to do at various stages? Does your curriculum allow for revision of essays?
7. Instruction in editing and proofreading. What can students learn from the book about how to edit their own work? What instruction is provided in finding and editing grammatical errors?

## **8. Preparing Activities and Roles**

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When planning what we want our students to do, we should not just focus on imparting information and bank on students comprehending it. We should become students ourselves, be part of the activities, take roles, demonstrate, participate; learn from doing, what your students might feel about the activity and the role they are playing. Get your hands dirty so to speak! Put yourself in their shoes.

## 9. Choosing Types and Methods of Feedback

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**First:** In the case of large classes, not every piece of writing has to be corrected or even seen by the teacher. Students can do journal writing, response logs to reading, or free writing in which the aim is to generate ideas, and so increase fluency rather than accuracy.

This writing can be for the student's eyes only, or students can read each other's work, with clear guidelines from the teacher about what to look for – not for accuracy, but for a response as a reader. If the teacher is to read the writing, the possible roles can be specified and distinguished: general reader, helper, copy editor, or examiner. Then the teacher will not have to look for and comment on everything all at once, in one draft.

**Second,** whoever responds has a variety of physical methods of responding: a comment to or a conversation with the writer; an interlinear response with computer software, using such features as the “Comment” capability and redlining; an audiotaped response; or a written response. If you choose a written response, you can write a note to the student on a separate sheet of paper or on adhesive “Post-it notes”; you can write comments on the page; you can use an analytical checklist, or guidelines. But students have to understand what you are doing and why, and what you are *not* doing and why – and also what you will do on a later draft.

**Third,** you have to select the type of response you prefer to give, with time and class size being important factors in the decision. Some teachers do the following:

- They evaluate by giving a grade.
- They locate, indicate the nature of, and/or correct the student's errors.
- They make suggestions for changes: “I think you need to rewrite the sentence about your boss so that we understand his point of view more clearly.”
- They reflect – and subtly correct as they do so: “I'm not surprised that your

grandmother felt upset.” (The student had actually written: “My grandmother *feeling* upset.”)

- They rewrite passages: “I am easy to change a fuse.”→“Changing a fuse is easy.”
  - They comment on strategies: “It might be useful to define the term *success*.”
  - They ask questions: “Where was your grandmother born?”
  - They emote: “What a terrible experience!” “I feel this way, too.”
  - They criticize: “The conclusion is weak. It introduces new points.”
  - They describe: “You start out by mentioning four ways in which language learning is beneficial. Then you provide two specific examples.”
  - (less frequently) They praise: “The paragraph about your aunt’s language learning experience makes its point very strongly through the story you tell.”
- I used to type up student sentences with errors in them for the whole class to edit. Now, to emphasize the positive, I type up those that work well and we discuss these “winners.”

**Fourth**, you and your students need to agree on the purpose of the response. The key question here is: What are the students supposed to do next? Does the feedback help them do that? If we fail to make our expectations clear, we have only ourselves to blame if the

## 10. Evaluating the Course

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Teachers use sentence tests and essay tests to evaluate students' progress. They use the results of these tests in addition to questionnaires and their own reflective logs to evaluate their own success as teachers. One form of evaluation that is becoming increasingly popular in writing courses actually helps to combine student evaluation and course evaluation: the use of portfolios. All semester students work on multiple drafts of their writing, which are guided by their instructor but not graded. At the end, they select three or four specified types of writing to include in the portfolio, both in-class writing and revised work. They write a cover letter assessing their work and their progress and what they have learned in the course. The portfolio is then evaluated by another instructor in the program, who assigns a grade. So the original instructor is coach, not evaluator. These portfolios lead students to want to revise, to present their best work. They also provide a valuable ongoing teacher-training tool, since teachers continually discuss appropriate assignments and the qualities of acceptable and good writing. They also see what colleagues assign and how they respond to student writing – a salutary lesson.

Probably, enough problematic considerations about planning a writing course have been presented to give you food for thought for a while. But let's round off our steps with one last, vital step.

## 11. Reflecting the Teacher's Experience

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Goals, theories, content, focus, syllabus, materials, activities, feedback, and course evaluation are substantive matters that we have to address whenever we design a writing course, but they pale into insignificance beside one thing: ourselves and our experience. In fact, we should begin – not end – with that. Teachers do not always consider themselves researchers. But any teacher who ponders why one class or activity works and another does not, any teacher who tests out a new approach and notes its effects, is a researcher, theorist, and practitioner – a busy person. We need to have confidence in what is called variously “the wisdom of practice” (Shulman, 1987, p. 11) or “a teacher’s sense of plausibility about teaching” (Prabhu, 1990, p. 172). The best way for a teacher to record this sense of plausibility and analyze it is, of course, through writing. A key component of any teacher-training course should therefore be a massive amount of writing: reflective teaching logs, reports, essays, research papers, and responses to other teachers’ and students’ writing, with the hope that teachers in writing courses will then write along with their students and present their own writing for discussion. That way, we will keep in the forefront what we and our students learn and experience as we work together, and we will let that set the framework for the other nine steps in planning a writing course.

## 12. Paragraph Rubric

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### Paragraph Rubric

	5 points	4 points	3 points	2 points
Topic Sentence	There is a topic sentence that captures the reader's attention and provides the subject and focus of the paragraph.	There is a topic sentence that provides the subject and focus but does not capture the reader's attention.	There is a topic sentence that provides the subject but the focus is unclear.	There is a topic sentence that does not really relate to the paragraph.
Support Statements and Details	There are sufficient supporting details which relate to the topic.	There are some supporting details which relate to the topic	There are insufficient supporting details. Some details do not relate to the topic.	There are only 1 or 2 support statements, which do not all relate back to the topic.
Transition Words	Transition words are used between all support statements and ideas.	Transition words are used between support statements, and almost all ideas.	Transition words are used between most support statements, but transitions are sometimes clumsy, or wrongly used.	Transition words are not used between support statements.
Conclusion	There is a conclusion that wraps everything up smoothly restates the topic, and contains no new evidence.	There is a conclusion that wraps everything up, restates the topic, and contains no new evidence.	There is a conclusion that restates the topic and contains no new evidence.	There is a conclusion that doesn't relate back to the topic, but brings up no new evidence or restates the topic, but contains new evidence.

## 13. Written Feedback

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### **Responding to Students' Writing**

-Students greatly appreciate and value teacher feedback, considering teacher commentary extremely important and helpful to their writing development.

-Students see value in teacher feedback on a variety of issues, not just language errors.

-Students are frustrated by teacher feedback when it is illegible, cryptic, or confusing

-Students value a mix of encouragement and constructive criticism and are generally not offended or hurt by thoughtful suggestions for improvement.

### Written Feedback

#### **Form**

1. Is the feedback clear and easy for the students to understand?
2. Did I use the system and symbols that I made the students aware of?
3. Have I consistently marked the same error or types of errors?
4. Have I only marked errors that I told the students I would, or that I covered in class?
5. Have I marked anything not gone over in class? Why?
6. Will the student know what to do with the feedback?
7. Did I correct the errors or mark it for the students to correct? Why?

## **Content**

8. Is the feedback clear and easy for the students to see and understand?
9. Did I use the system and symbols that I made the students aware of?
10. Have I consistently marked the same error or types of errors?
11. Have I made only negative comments or did I also add some praise?
12. Did I rewrite student words? Why?
13. Did I make any specific comments or ask direct questions? Why?

14. Are the comments I wrote specific to content and problems that we are covering or have covered in class?

### **Comments for Feedback on Content**

I like this very much.

This is a good example.

Tell me more about this.

Can you think of another example?

Do you have a personal example about this?

Can you make this clearer?

Can you think of another way to say this?

Why do you think so?

Is this paragraph complete?

Do you think this is necessary? Why or why not?

Should this paragraph be divided?

Is your thesis clear?

Are your topic sentences clear?

You are repeating yourself here.

I am not sure what you mean.

**3. Teaching Skill Application –  
Writing 1 (Productive Activities)  
&  
Writing 2 (Fluency/Accuracy  
Activities)**

### 3. Teaching Skill Application – Writing 1

---

(**HANDOUTS** will be given to you in class.)

We will look at **HOW** to teach the following:

- a. Structural Writing– **Fly, Finger, Worm, Korea** (Activity)
- b. Skills and Processes Writing– **My Favorite Teacher** (Activity)
- c. Functional Writing
  - i. Definition Paragraphs – **A Gruffalo** (Activity)
  - ii. Process Analysis Paragraphs – **The Letter** (Activity)
  - iii. Descriptive Paragraphs – **Hershey’s Kisses** (Activity)
  - iv. Opinion Paragraphs – **Oreos and Hamburgers** (Activity)
  - v. Narrative Paragraphs – **The Magic Sword** (Activity)
- d. Topical Writing – **The Winter Olympics** (Activity)
- e. Situational Writing – **Application Letter** (Activity)
- f. Tasks – **A Class Magazine** (Activity)

### 3. Teaching Skill Application – Writing 2 (Fluency and Accuracy Activities)

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a.

Carlos:

**BE INTO** Jazz (o), rock and roll (x)

Carlos is into jazz, **but** he isn't into rock and roll.

**ENJOY PLAYING** Football (o), tennis (o)

Carlos enjoys playing football **and** tennis.

**LIKE** Pizza (o), fish (x), grapes (o)

Carlos likes pizza **and** grapes, **but** he doesn't like fish.

**BE INTERESTED IN** Talk shows (x), dramas (x)

Carlos isn't interested in talk shows **or** dramas.

LIKE Cabbage ( ), carrots ( ), onions ( )

---

BE INTERESTED IN cars ( ), motorcycles ( ), fashion ( )

---

ENJOY DRINKING beer ( ), soju ( ), whiskey ( )

---

BE INTO rock ( ), pop ( ), hip-hop ( )

---

b.

Like (sports) \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,

---

Enjoy (movie genres) \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,

---

c.

### Useful Transition Words

Be Careful! Many of these require context to be taught and used correctly!

#### Signalling words

##### *1. Time/order*

at first, eventually, finally, first, firstly, in the end, in the first place, in the second place, lastly, later, next, second, secondly, to begin with

##### *2. Comparison/similar ideas*

in comparison, in the same way, similarly

##### *3. Contrast/opposite ideas*

but, despite, in spite of, even so, however, in contrast, in spite of this, nevertheless, on the contrary, on the other hand, still, whereas, yet

##### *4. Cause and effect*

accordingly, as a consequence, as a result, because, because of this, consequently, for this reason, hence, in consequence, in order to, owing to this, since, so, so that, therefore, thus

##### *5. Examples*

for example, for instance, such as, thus, as follows

##### *6. Generalization*

as a rule, for the most part, generally, in general, normally, on the whole, in most cases, usually

##### *7. Stating the obvious*

after all, as one might expect, clearly, it goes without saying, naturally, obviously, of course, surely

##### *8. Attitude*

admittedly, certainly, fortunately, luckily, oddly enough, strangely enough, undoubtedly, unfortunately

##### *9. Summary/conclusion*

finally, in brief, in conclusion, in short, overall, so, then, to conclude, to sum up

##### *10. Explanation/equivalence*

in other words, namely, or rather, that is to say, this means, to be more precise, to put it another way

##### *11. Addition*

apart from this, as well as, besides, furthermore, in addition, moreover, nor, not only...but also, too, what is more

##### *12. Condition*

in that case, then

##### *13. Support*

actually, as a matter of fact, in fact, indeed

14. *Contradiction*

actually, as a matter of fact, in fact

15. *Emphasis*

chiefly, especially, in detail, in particular, mainly, notably, particularly

Complete the lines with information that fits with the given signal words.

My parents were very .....

For example, .....

In fact, .....

As a result, .....

..... is a big problem in Korea.

Namely, .....

Consequently, .....

Despite this, .....

I do not like .....

To be more precise, .....

Admittedly, .....

However, .....

a.

## Building Fluency

### Poems

-Poems allows students to write powerful messages in a short space.

-Students can play with vocabulary and grammar

-pre-established patterns give students support and focus

### Acrostic/Alphabet poems

-good for introducing a topic

-teacher can request certain grammatical pattern

**P**eople are walking, talking, and napping (present continuous)

**A**ngry children are fighting

**R**ollerbladers are skating swiftly

**K**indergarten students are traveling in long lines

**S**enior citizens are playing gateball

**B**.....

**E**.....

**A**.....

**C**.....

**H**.....

b.

Stem/Frame Poems

I enjoy \_\_\_\_\_ because \_\_\_\_\_

I enjoy \_\_\_\_\_ because \_\_\_\_\_

Diamante

\_\_\_\_\_ (noun)

\_\_\_\_\_, \_\_\_\_\_ (adjectives)

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ (adverbs)

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ (gerunds)

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ (adverbs)

\_\_\_\_\_, \_\_\_\_\_ (adjectives)

\_\_\_\_\_ (noun)

Metaphor Generators

To \_\_\_\_\_

You are \_\_\_\_\_ (food)

You are \_\_\_\_\_ (weather)

You are \_\_\_\_\_ (animal)

You are \_\_\_\_\_ (plant)

C.

Letters Back and Forth

- Read an article to the students
- Students then write their opinion of the article
- Students then exchange letters and write about why they agree or disagree with each other's letters

Letters of Inquiry

- Students write a letter requesting some kind of information, students then reply to each other's letters

Advice Column

- Students write a letter describing a problem they have, students then exchange letters and reply with advice

**Using Pictures**

Describing Pictures

- Give students a picture and a time limit to write down as much as they can. Provide vocabulary support if needed.

Multiple Objects

- Give students a variety of pictures but have them describe only one of them. Students exchange papers and try to identify the picture that they described.

d.

#### Postcards

-Give students a postcard scene and have them write a postcard.

#### Portraits

-Students look at a portrait and then write a letter to that person asking many questions. Other students will respond to that letter as the person in the portrait.

-Students could also assume the identity of the person in the portrait and write a diary entry.

#### Story Tasks

-Students look at a dramatic picture and write about what happens next.

-Students are given pictures of objects (a ball, a fire place, a watch, an airplane) and write story that somehow connects them.

-Students are given a sequence of pictures that show a story and then write the story.

-Students are given a picture with a headline then write a story that goes with them.

#### Complete the sentence

My favorite time of day is...

I really can't stand...

Yesterday was really...

e.



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---

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f.

Daily Weather Forecast

Students report on how they feel that day like a weather report.

**Using Music**

-Listen to some music and write down the words that come to mind

-Listen to music and write down what the composer was trying to describe or how the composer felt that day

-Imagine that the music is for a movie. Students write about the scene that goes with music.

-Give students the first line of a story:

"The man turned and looked at the woman."

Then play some music.

Students continue the story by writing what happens next.

Then students turn their paper over and write the same sentence, but listen to a different piece of music. This will inspire a different story. Partners can read to each other and try to guess which music inspired each story.

a.

## Improving Accuracy

### Copying

Why copy?

- improves concentration and attention to detail
- improves spelling
- practices handwriting
- reinforces grammar, punctuation, and capitalization rules

"Class, you must write each word 5 times"



How can we make it interesting and meaningful?

b.

Disguised Copying

-Have students rewrite the words in different kinds of order.

1. alphabetical order

2. easiest to hardest

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

Astrophysics	Pharmacology	Law	Accounting
--------------	--------------	-----	------------

Alphabetical

Difficulty

Pay

1.

1.

1.

2.

2.

2.

3.

3.

3.

4.

4.

4.

c.

Give sentences that students rewrite in the appropriate box.

My family and I had lots of fun last summer. We swam in the ocean. We went on a roller coaster. We saw a concert. We collected shells. We ate cotton candy. We made a sand castle. I hope we can do it all again next summer!

The Beach

The Amusement Park

--	--

Students rewrite certain aspects of the text

An old-fashioned desk with brass drawer handles waits patiently for me in front of the window, its wood full of nicks from many careless moves and two once-teething puppies. May I introduce you to Ralph, my friendly computer, who sits on top of the desk? When I turn him on, he'll crackle "hello" and blink an inviting amber command on the screen. That's my dog Chico under the desk, his raised ears are asking me to take him out for a walk.

Copy the phrases that use personification. (5)

-----

-----

-----

-----

d.

#### Copying from the board

Write words or sentences on the board and give students a minute or so to study them. Erase the board and have students rewrite it. Partners can compare their writing.

#### Delayed Copying

Students have a paragraph that they must copy. They look at a phrase, try to remember it, then copy it without looking at the original.

#### Note Taking

Students read a text and then copy certain words from the text.

-verbs

-place names

-adjectives

#### Whisper sentences

1. Teams of 3~5 students sit in rows.
2. The first student has 30 seconds to memorize a sentence. Spelling and grammar are important.
3. That student then must write that sentence from memory and pass it to the next student who will do the same thing.
4. The last student brings their sentence to the teacher to check for correctness.

e.

### Running dictation

Choose a short text at the right level for your group or class.

Photocopy several examples of the text depending on the size of your class. Pin the examples up on the walls of the room where you are working. The challenge for each group is for them to reproduce a written form of the text you choose. For an extra challenge, cut up the text so that the students must also figure out the correct order.

Explain that each group or pair must choose one person to write down a text.

Depending on the size of your groups, explain that the other members of the group will leave take turns to go and read the text you have pinned up on the wall. It is very important that only one person from each group is reading and memorizing at any one time.

That person memorizes as much as s/he can and then returns to the group to dictate what they have remembered to the other members of the group. The student chosen to do the writing must write down what it is said as accurately as possible. When the person reading and running has come to the end of what they have remembered, the next person in the group sets off.

Continue like this until the group has written down the whole version of the text.

The group that finishes first is the winner!

## Structured Writing

a.

### Text Conversion

One hot afternoon in Africa, a lion was walking very slowly through the tall, yellow grass. It was hunting. The lion saw a baby buffalo that was sleeping while its mother drank water at the river. This looked like an easy meal for the lion.

The lion was just about to catch the baby buffalo while it slept, but a tall giraffe saw him and shouted, "Run everyone! There's a lion!"

When the baby buffalo heard this, he screamed, "Mommy, help me!"

The baby buffalo's mother and aunts and uncles came running from the river. They formed a circle around the baby buffalo and pointed their sharp horns toward the lion.

The lion was very hungry, but it knew that it was too dangerous to attack all of the strong buffalo. The lion shouted angrily, "Next time I will bring my family, too!" And then the lion turned around and ran away.

-Rewrite the story in the present tense

-Rewrite the story from the point of view of the baby buffalo/giraffe/mother buffalo/lion

-Rewrite the story by changing "a lion" to "some lions"

-Rewrite the story supplying adjectives for "water", "baby buffalo", "giraffe", "circle"

-Rewrite the story using reported speech



a.

## Cooperative Writing

**Here are some of the second language learning principles that we should using in our writing classes.**

Learner Autonomy: Giving students some choices in the classroom. Making them feel responsible their own learning and their classmates' learning.

Cooperative Learning: Students work together to complete a task.

-Teacher chosen groups: It can be beneficial for the teacher to pair or group students.

-Team building: Some ice breaking activity may be required

- Group autonomy: There is a feeling of group responsibility, but also diminished burden.

-Simultaneous Interaction: It's less stressful for students and teachers. All students have a lot of speaking time.

-How do we ensure equal participation and prevent lazy partners?

-Divide the labor between group members but each member must complete the final task -Each student takes a turn to read or speak

-Teacher randomly selects group members to explain their work

-Positive interdependence: Each student feels like a part of the group and has an important role.

-Sit close together

Make group roles such as:

- Dictionary user
- Language monitor
- Group representative to read, visit other groups, write on the board
- Evaluator
- Keep groups together for more than one class
- Use subjects relevant or interesting to the students.

When groups are too noisy:

1. Assign one member to be the "volume monitor"
2. Designate a special "group work voice"
4. Use a special signal like the lights or a bell to
5. Use Green, Yellow, and Red cards

When groups finish early:

1. Check the group's work
2. Compare with other groups
3. Have groups evaluate their cooperation (L1)
4. Prepare "sponge activities"
5. Set flexible time limits
6. Successful early finishers can split up and help other groups
7. Free study

### Dictogloss /Dictocomp

-Can be used to focus on a grammar structure, writing purpose, organizational structure, vocabulary, etc...

1. Teacher conducts a pre-reading discussion of the topic
2. The teacher reads the text aloud once at normal speed as students listen but do not write. The text can be selected by teachers from newspapers, textbooks, etc., or teachers can write their own or modify an existing text. The text should be at or below students' current overall proficiency level.
3. The teacher reads the text again at normal speed and students take notes. Students are not trying to write down every word spoken; they could not even if they tried, because the teacher is reading at normal speed.
4. Students work in groups of two-four to reconstruct the text in full sentences, not in short notes. This reconstruction seeks to retain the meaning and form of the original text but is not a word-for-word copy of the text read by the teacher. Instead, students are working together to create a cohesive text with correct grammar.
5. Students, with the teacher's help, identify similarities and differences in terms of meaning and form between their text reconstructions and the original.

### Blackboard Composition

Teacher and students agree on a topic for writing. Class members raise their hands to contribute sentences to the composition and the teacher writes them on the board. If the sentence is incorrect, the teacher and class correct it together. After the composition is finished, the teacher erases the board and the students try to rewrite it from memory.

### Shared Essay

Assign an essay topic to a group of three to five students. Each student is responsible for writing one paragraph of the essay. They will have to generate ideas and plan the essay together.

a.

## Writing Storms

The idea of this exercise is to get students to quickly write about a topic they choose/or that the teacher assigns. These short presentations are then used in two manners; to generate spontaneous conversations on a wide range of topics, and to take a look at some common writing problems.

**Aim:** Working on common writing mistakes - generating conversation

**Activity:** Short intensive writing exercise followed by discussion

**Level:** Intermediate to upper-intermediate

**Outline:**

- Each student will receive a different topic, and will have exactly five minutes (reduce or extend the writing time as you feel is appropriate) to write about the topic.
- Students shouldn't worry about writing style, but, should focus on quickly writing down feelings about the assigned topic.
- Each student will then read what he or she has written to the class (or group). Other students will write down two questions based on what they hear.
- Students then ask questions about what they have heard.
- During the course of this exercise, teacher will take notes on common mistakes that occur in writings.
- At the close of this exercise, common mistakes will be discussed. In this manner, no student feels singled out and all students benefit from learning about typical writing mistakes.

### Writing Storms – Possible Topics

The best thing to happen to me today	The worst thing to happen to me today	Something funny that happened to me this week	What I really hate
What I really like	My favorite thing	A surprise I had	A landscape
A building	A monument	A museum	A memory from childhood
My best friend	My boss	What is friendship?	A problem I have



**Student 1 subject:**

Question 1:

Question 2:

**Student 2 subject:**

Question 1:

Question 2:

**Student 3 subject:**

Question 1:

Question 2:

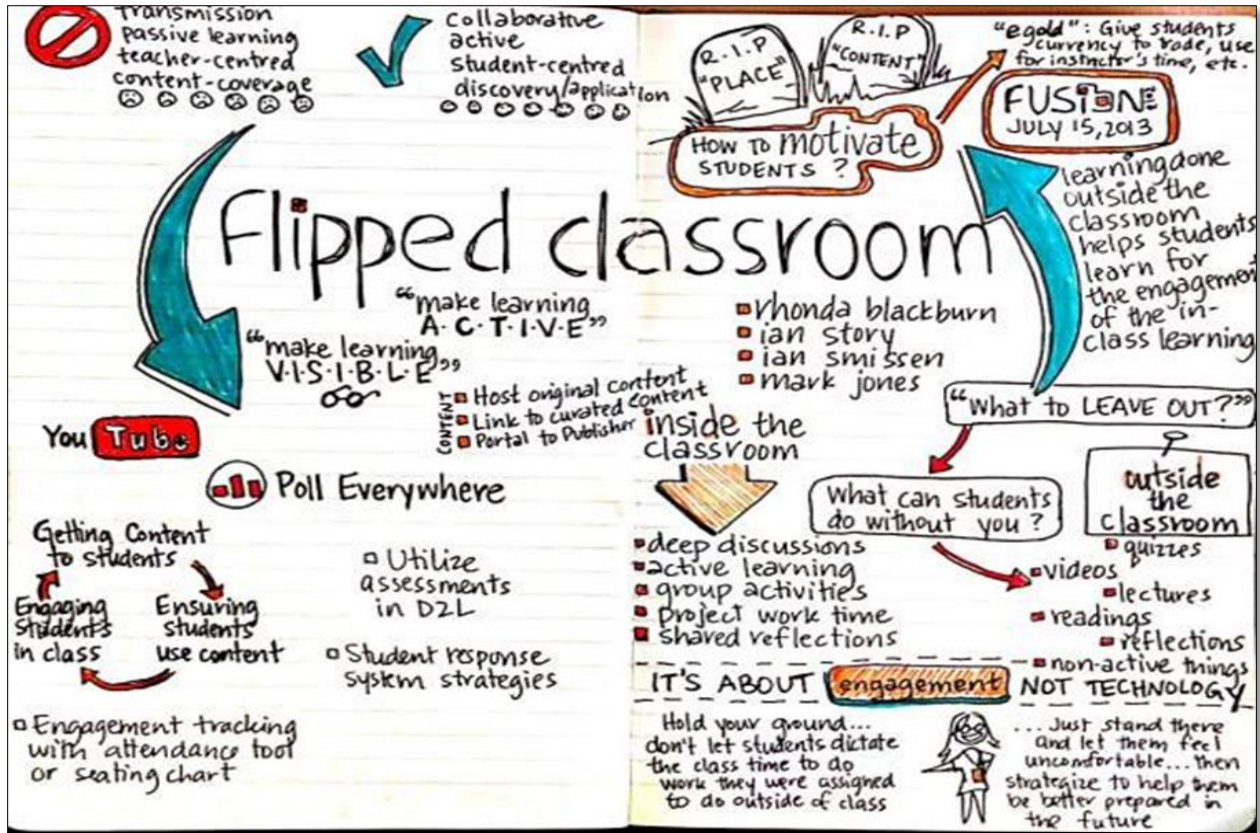
**Student 4 subject:**

Question 1:

Question 2:

## **4. Flipped Learning**

# Flipped Learning

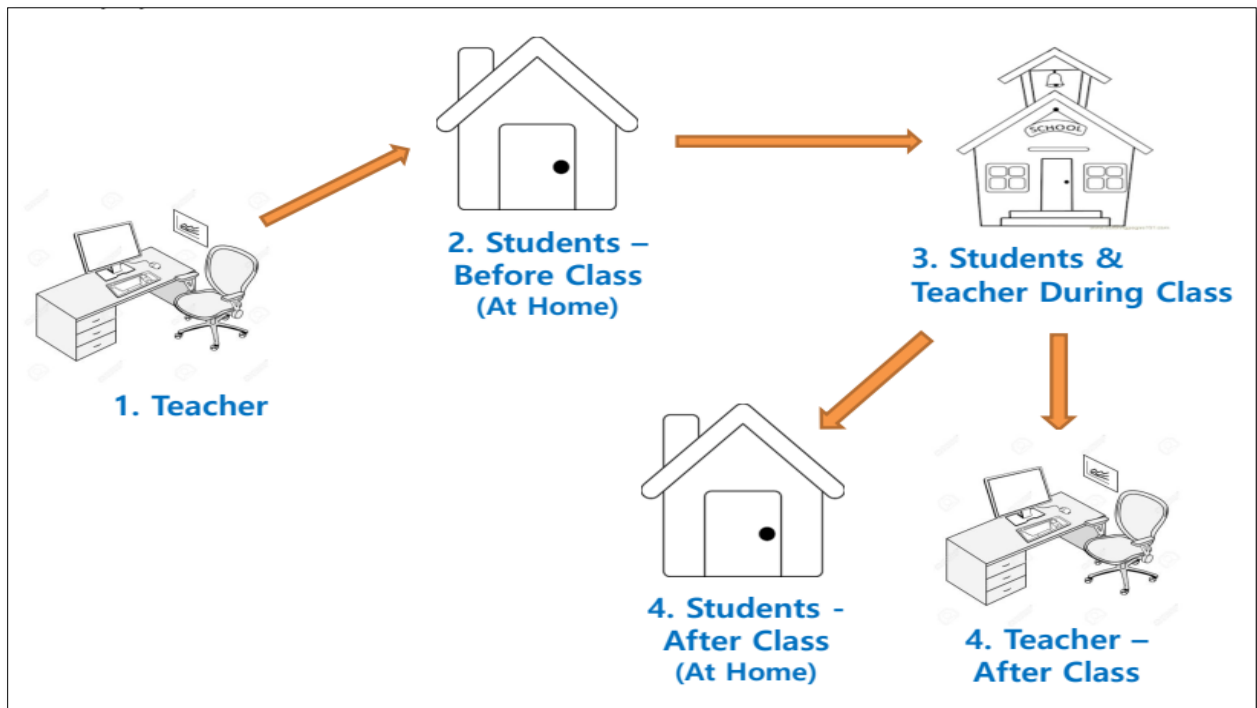
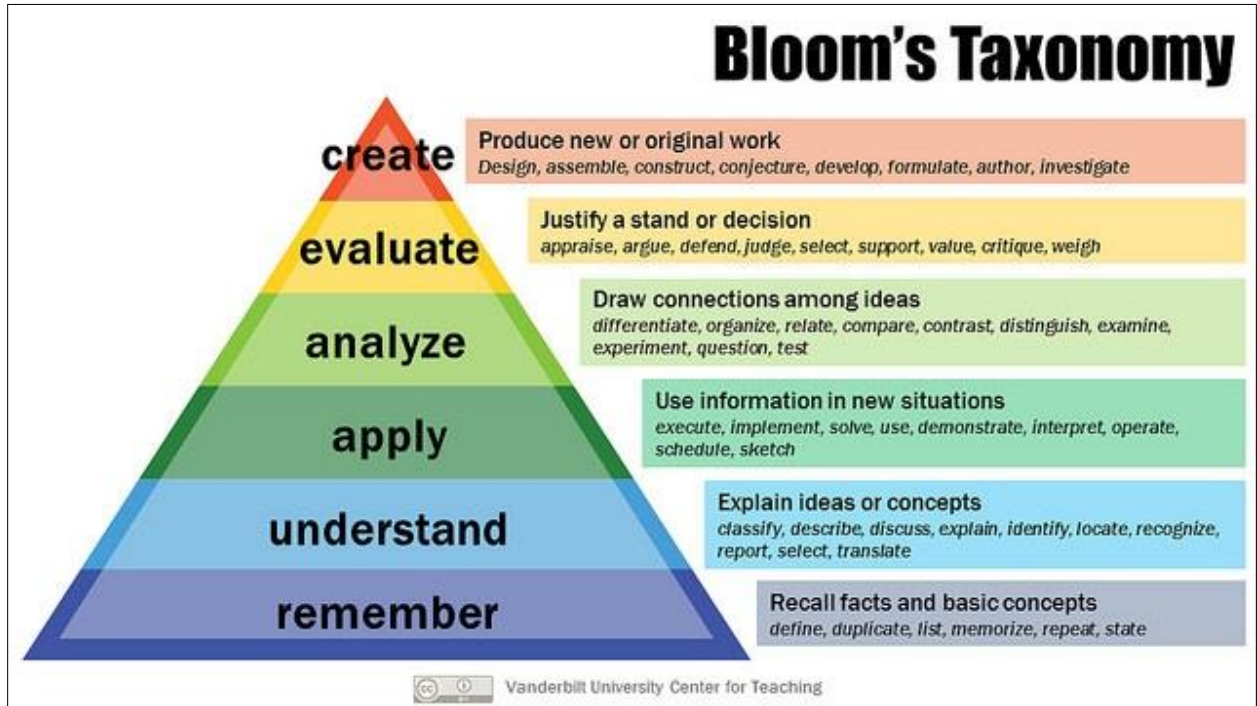


## What is Flipped Learning?

(a 1 minute video)

<https://player.vimeo.com/video/70893101>

# Flipped Learning



## Flipped Learning



### 1. Teacher

1. Use existing technology to ease faculty and students into a flipped mindset  
[PPT voiceover](#)
2. Allow yourself time for experimenting with tech tools and methods  
[ED TED](#) , [WSQ](#) , [PlayPosit](#) , [Edpuzzle](#) , [ScreenCast](#) , [Youtube Channel](#) ,
3. Keep video lectures short (10-13 minutes is ideal)
4. Buddy up with one or more teaching partners / or tech-savvy students
5. Set a specific target for the flip
6. Don't try to do too much at once



### 2. Students Before Class (At home)



Videos, reading,  
introduction to concepts,  
getting familiar with terms  
and phrases



Instructions, worksheets,  
online quizzes...



Clear understanding of  
what to do in the next  
class? (bring in worksheet,  
questions, discussion  
groups, projects etc...

## Flipped Learning



### 3. Students & Teacher During Class

**In class time** is used for deeper engagement with content, while the teacher provides guidance through:

- Collaborative projects
- Individual and group problem solving
- Peer-based learning activities

**The teacher can also:**

- Clarify points the students did not understand in the video and/or engage students in discussion/interaction about the topic of the video (WSQ)
- Differentiate activities and give more one-to-one assistance



### 4. Students After Class (At Home)

**After class Students can do:**

Projects, papers, creative things, review key concepts

**They can also:**

Assess, discuss, summarize, synthesize, consolidate, evaluate, plan, reflect and prepare for the next class

## Flipped Learning



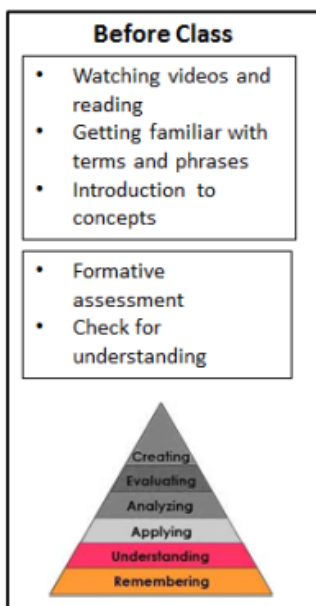
### 4. Teacher After Class

#### After class Teachers:

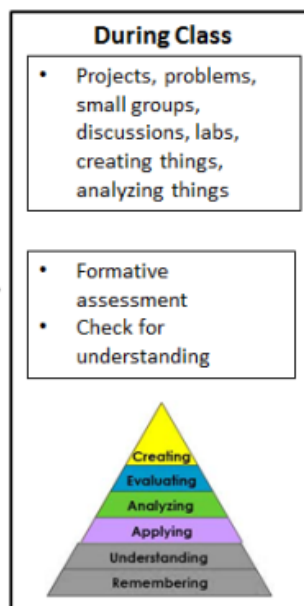
- Post any additional explanations or resources needed
- Grade
- Review
- Revise
- Repeat

### A quick review...

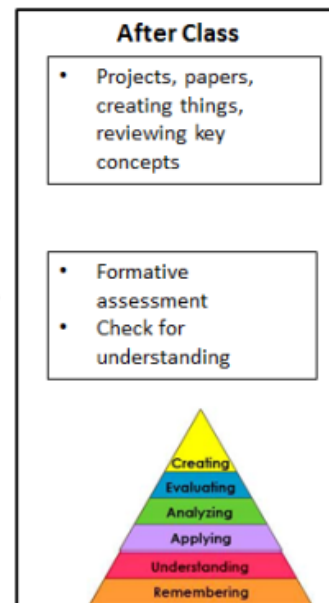
"Nice to meet you."



"Let's Do Something Together."



"Will you be my...?"



## Flipped Learning

Tool	Teacher	Student
<a href="#">Power Point Voice Over</a>	<a href="#">How to...</a>	<a href="#">Sample</a>
<a href="https://ed.ted.com/">https://ed.ted.com/</a>	<a href="#">How to...</a>	<a href="#">Sample</a>
<a href="https://www.playposit.com">https://www.playposit.com</a>	<a href="#">How to...</a>	<a href="#">Sample</a> un: jay1234q pw: 123456q
<a href="https://edpuzzle.com">https://edpuzzle.com</a>	<a href="#">How to...</a>	<a href="#">Sample</a> un: jay1234q pw: 123456q
<a href="https://screencast-o-matic.com">https://screencast-o-matic.com</a>		<a href="#">Sample</a>
<a href="http://www.youtube.com">www.youtube.com</a>	<a href="#">How to...</a>	
<a href="http://www.kmu.ac.kr">www.kmu.ac.kr</a>	<a href="#">How to...</a>	

All materials For Flipped Learning can be found online at:

[www.teflsites.com](http://www.teflsites.com) – My Classes – TESOL Winter 2018 – Flipped Learning

## **5. Classroom Management**

## Classroom Management

(Further Materials can be found online at [www.teflsites.com](http://www.teflsites.com) – My Classes – Winter TESOL 2018 – A Classroom Management Booklet and Classroom Teaching Language)

### 1. Interest The Class



In general a class that is absorbed in its work does not want to cause problems. The class members will act disapprovingly towards any of their members who try to distract their attention

### 2. Avoid Personal Mannerisms



Mannerisms of speech, dress, gesture on the part of the teacher can be intensely irritating or comic to children who have to sit and watch them, and may well lead to negative behaviour on the part of the class.

### 3. Be Fair



Real or imagined injustices can breed resentment and hostility in children. Fairness means ensuring that any loss of privileges, etc, is appropriate to the original misdeed, it means behaving towards children consistently so that they know what to expect, and it means keeping one's word. Interestingly, children of all ages rate " fairness" as one of the most desirable qualities in a teacher.

### 4. Be Humorous



This does not mean that teachers try to be knockabout comedian, but simply that they are prepared to laugh with the class (though not when the joke is on some unfortunate individual member of it), and to introduce humour into teaching material where suitable.

5. Avoid Unnecessary Threats



When threats are uttered they must be carried out. Constant offers of 'one last chance' soon weaken the teacher's standing in the eyes of the class.

6. Be Punctual



A teacher who arrives late for a class not only sets the children a bad example but also may have to quell a riot before the lesson can begin. Punctuality at the end of the lesson is of equal importance. Children soon resent being constantly late out for break or last in the lunch queue or late for the next lesson

7. Avoid Anger



Teachers who lose their temper may say and do things in the heat of the moment that they come to regret later. Certainly all teachers on occasions will feel the need to speak sharply to children, but this quite different from heated outbursts in the schools or for the state of his or her physical health

8. Avoid Over-familiarity



The line between friendliness and over-familiarity can be a narrow one, but it is better to start off rather formally with a class and become more intimate as one gets to know them better, to behave, indeed, much as one does when making any new friends

9. Offer Opportunities for responsibility



If all responsibility rests with the teacher, then it is not surprising that children behave irresponsibly when not under direct supervision. Offering children responsibility not only shows them they have the teacher's confidence, it also leads them to realize that what happens in the class is their concern just as much as it is the teacher's.

10. Focus Attention



General appeals for quiet or order in a classroom are of much less value than calling out the name of the child or children most directly involved, and thus focusing the attention of the class. In the silence that follows, the teacher can then issue further instructions.

11. Avoid Humiliating children



Quite apart from the potential psychological damage to the child or children concerned, humiliation attacks a child's status in the eyes of the rest of the class, and he or she may well use various strategies, all aimed at the teacher's authority, in order to reestablish it.

12. Be Alert



An important characteristic of teachers with good class control is that they appear to know at all times exactly what is going on in the classroom. They move frequently around the room . and insist children wait in their places when they have difficulties with their work rather than besieging the teacher who became isolated from the main action by a detachment of hand-waving children.

13. Use Positive Language



The emphasis should always be upon what we want children to do rather than upon what they refrain from doing. Thus we say " come in quietly " rather than " don't make so much noise ", " look at your books " rather than " stop turning around "

14. Be Confident



Teachers who go into the class with a hesitant, tentative manner suggest to children that they are expecting trouble and are probably accustomed to being disobeyed. Very well, the class think to themselves, the teacher will not be disappointed. If, on the other hand, teachers are able to give the impression they are used to getting on well with children, then once again the children will be included to take this at face value and offer cooperation. So even if the teacher is feeling inexperienced and apprehensive, the moral is not to show it.

### 15. Be Well-organized



Good classroom organization means:

- A- Making clear to children exactly what is expected of them in the way of getting out or putting away apparatus and equipment before they start to do it
- B- Children know where things are kept and they each have clear duties and responsibilities, both to deal with the normal running of the classroom and with the sudden emergencies when things get split or broken.
- C- Planning lessons carefully so that the practical activities are within the scope and the competence of both teacher and class and never threaten to get out of hand.
- D- A well-organized lesson with adequate material carefully prepared and with all equipment to hand and in good working order is way better than one that even the teacher concedes bears a certain resemblance to a shambles.

### 16. Show that you like children



Many people, recalling their schooldays, have stories of ogres of whom they were in awe, and of kindly, well-meaning souls whose lives they made a torment, but these stories are only remembered because they are unusual. For the most part, teachers who relate satisfactorily to children have the gift of conveying to them sympathy, understanding, and a personal delight in the job of teaching. They indicate to the class that they want children to succeed not because this demonstrates their own competence but because success is important to children. Once the class is convinced they have the teacher's support, they will respond, as in any relationship, with co-operation and esteem.

## **6. Teaching Demonstration by Trainer (Writing)**

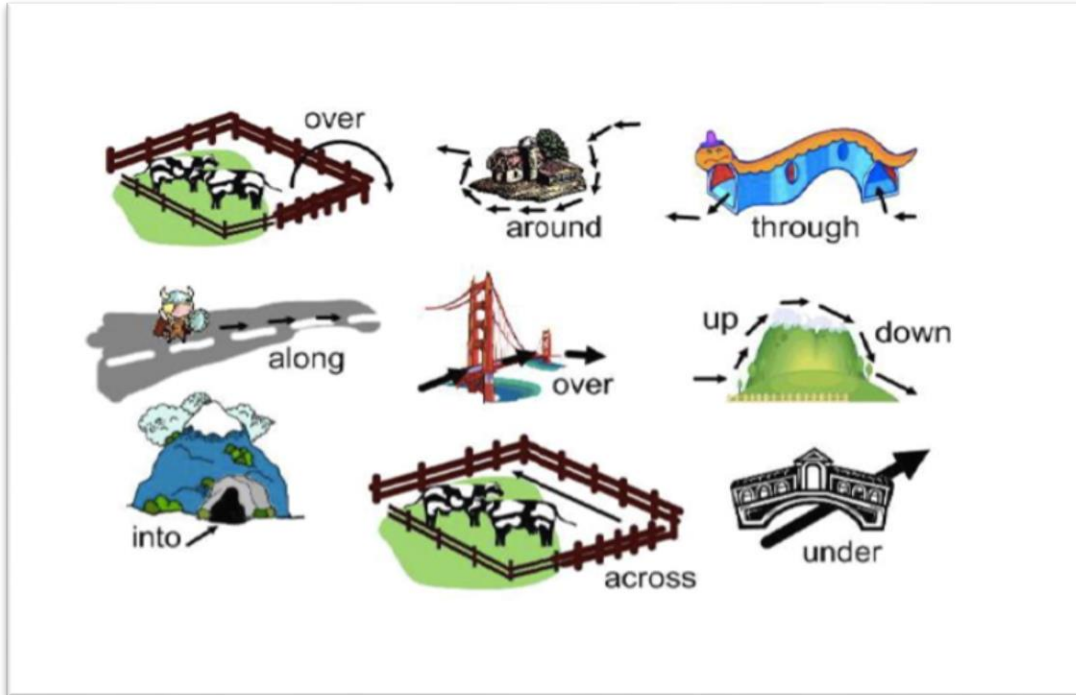
## 6. Teaching Demonstration by Trainer (Writing)

<b>Lesson Plan 1</b>		<b>Teacher: Seanan</b>
		<b>School: Middle (can be adapted)</b>
<b>Subject: Writing</b>	Students will engage in:	
<b>Date</b>	Speaking x	Independent activities
	Listening x	Cooperative activities
<b>Time</b>	Reading x	Peer tutoring
	Writing x	Visuals x
	Grammar	Other:
<b>Standards / Objective/ Aim met:</b>		
Prepositions of place and direction		
<b>Time</b>	<b>Procedures Followed</b>	<b>Materials / Text references</b>
__2__ mins	<b>Class Starter / Warm-up:</b> Prepositions – using objects in room	Objects in room
__0__ mins	<b>Review of Previously Learned Material / Lesson Connections:</b>  x	
__2__ mins	<b>Statement of Objectives:</b>  To use Prepositions of place and direction - To make a story in pairs (writing and actions) - To teach the story to another pair - To complete worksheets	
__5__ mins	<b>Presentation of new material:</b>  - Prepositions of place and direction - Story Intro	PPT
__10__ mins	<b>Guided Practice with Corrective Feedback:</b> Lego Story (teach students, and elicit repeating sentences from students- focusing on Prepositions)	Lego PPT Handout
__20__ mins	<b>Assign Independent / Cooperative Practice with Corrective Feedback:</b> - Students write a story - Students create a lego format to their story - Students teach their story to another pair - Student fill in worksheets	Worksheet A Lego Worksheet B
__2__ mins	<b>Lesson Review / Reteach:</b> Go over Prepositions of place and direction	
<b>Teachers Notes:</b>		<b>Homework:</b>

## The Magic Sword

Aim: Prepositions of Place and Direction

# Prepositions of Place and Direction



## The Magic Sword

One day a girl was walking through the forest when she met a boy. “Hello” she said “What’s your name?” she asked. “My name is Seanan” he replied. Suddenly a huge dinosaur came along. The



dinosaur grabbed the boy. “Ha, ha, ha. I am going to eat you” said the dinosaur”. “Let him go!” said the girl. “You cannot stop me, little girl. I am a dinosaur. Only the magic sword of Daegu Smaegle can stop me.” “Where is the magic sword of Daegu Smaegle?” asked the girl. “It’s in a cave in the big mountain” shouted the boy.

## The Magic Sword

So the girl set off to find the sword. She went **along** the road, **over** the fence, **across** the field, **over** the fence, **through** the tunnel, **around** the farm, **under** the little bridge, **over** the big bridge, **up** the hill, **down** the hill, **through** the dark forest and **into** the cave. She found the magic sword and went **out of** the cave and **through** the forest, **up** the hill, **down** the hill, **over** the big bridge, **under** the little bridge, **around** the farm, **through** the tunnel, **over** the fence, **across** the field, **over** the fence, **along** the road and killed the dragon. And the girl and the boy lived happily ever after.

## The Magic Sword

So the girl set off to find the sword. She went \_\_\_\_\_ the road, \_\_\_\_\_ the fence, \_\_\_\_\_ the field, \_\_\_\_\_ the fence, \_\_\_\_\_ the tunnel, \_\_\_\_\_ the farm, \_\_\_\_\_ the little bridge, \_\_\_\_\_ the big bridge, \_\_\_\_\_ the hill, \_\_\_\_\_ the hill, \_\_\_\_\_ the dark forest and \_\_\_\_\_ the cave. She found the magic sword and went \_\_\_\_\_ the cave and \_\_\_\_\_ the forest, \_\_\_\_\_ the hill, \_\_\_\_\_ the hill, \_\_\_\_\_ the big bridge, \_\_\_\_\_ the little bridge, \_\_\_\_\_ the farm, \_\_\_\_\_ the tunnel, \_\_\_\_\_ the fence, \_\_\_\_\_ the field, \_\_\_\_\_ the fence, \_\_\_\_\_ the road and killed the dragon. And the girl and the boy lived happily ever after.

## Now your turn **Pairwork**

With a partner, please create a new story, using the prepositions of place and direction. [SEP]

- Please write down your story on the worksheet provided.
- Please use the lego to visualize the story.
- Please teach your story to another pair.
- Please ask them to complete the worksheet.

# The Magic Sword



## **7. Lesson Planning**

7. Lesson Planning

<b>Lesson Plan</b>		<b>Teacher:</b>
		<b>School:</b>
<b>Subject</b>	Students will engage in:	
<b>Date</b>	Speaking	Independent activities
<b>Time</b>	Listening	Cooperative activities
	Reading	Peer tutoring
	Writing	Visuals
	Grammar	Other:
	Pair work	Group work
	Hands-on	A project
<b><u>Standards / Objective/ Aim met:</u></b>		
<b>Time</b>	<b>Procedures Followed</b>	<b>Materials / Text references</b>
____ mins	<b>Class Starter / Warm-up:</b>	
____ mins	<b>Review of Previously Learned Material / Lesson Connections:</b>	
____ mins	<b>Statement of Objectives:</b>	
____ mins	<b>Presentation of new material:</b>	
____ mins	<b>Guided Practice with Corrective Feedback:</b>	
____ mins	<b>Assign Independent / Cooperative Practice with Corrective Feedback:</b>	
	<b>Lesson Review / Reteach:</b>	
<b>Teachers Notes:</b>		<b>Homework:</b>

## **8. Feedback**

## 8.Feedback

### TEAM-TEACHING CRITERIA

**Name of Team-Teacher:**

**Date/Time:**

**Aim:**

<b>Team Evaluation</b> Lesson Design and Content Team Members:	Clear Command	Needs Improvement
<i>The aims of the lesson were clear and appropriate</i>		
<i>The procedure followed a logical sequence/progression</i>		
<i>The materials used were engaging &amp; easy to follow</i>		
<i>The activities were appropriate for the lesson aims</i>		

<b>Individual Evaluation</b> Teaching	Clear Command	Needs Improvement
<i>The teacher gave clear verbal/non-verbal instructions in English using a range of prompts where appropriate</i>		
<i>The teacher maximized student talk by using different classroom modes and techniques such group-work vs. individual work, eliciting vs. presenting etc.</i>		
<i>The teacher was efficient and well-prepared (i.e. the lesson flowed and time was well-managed)</i>		
<i>The teacher modeled tasks and activities where appropriate</i>		
<i>The teacher effectively checked for students' understanding of instructions and/or content</i>		
<i>The teacher encouraged communicative use of the target language</i>		

<b>Individual Evaluation</b> Reflection	Clear command	Needs improvement
<i>The teacher can reflect on his/her own teaching and identify areas of strength and weakness</i>		
<i>The teacher can reflect on his/her own teaching and make logical suggestions for improvement</i>		
<i>The teacher makes positive and perceptive contributions to other micro-teachers</i>		

## 9.Extras

### Writing Warm-ups

Remember to set a timer, so your thoughts and your writing are not interrupted by you having to look at the clock.

- 1. For each exercise, write in what I call 'Stream of Consciousness' and do not edit anything. Just write.*
- 2. Select an object on your desk & write about it for 2 minutes.*
- 3. Look out the window and write for 3 minutes about the first thing you see.*
- 4. Write for 5 minutes about the last book you read.*
- 5. Write for 5 minutes about your favorite recurring daydream.*
- 6. Write for 5 minutes about planting a summer garden even if you've never done it*
- 7. Write in the first person for 7 minutes about what it's like to be a pirate.*
- 8. Write 7 minutes about yourself from your pet's perspective.*
- 9. Write 8 minutes in the 1st person about your life in an 1865 log cabin.*
- 10. Write for 9 minutes about your first day of school.*

*Write 10 minutes about when you realized you wanted to be a writer.*

*If you want to be a good writer, whatever you do, don't stop writing!*

**Editing Checklist**

Use this checklist to review and revise your writing:

Does each sentence begin with a capital letter?

Do names of people and places begin with a capital letter?

Does each sentence end with a period, a question mark, or an exclamation point?

Did I use apostrophes to show possession (*Ana's desk*) and in contractions (*isn't*)?

Did I choose the correct word (*to, too, two*)?

Did I check for spelling errors?

Did I place commas where they are needed?

Are my sentences clear and complete?

**Editing Checklist**

Use this checklist to review and revise your writing:

Does each sentence begin with a capital letter?

Do names of people and places begin with a capital letter?

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Did I choose the correct word (*to, too, two*)?

Did I check for spelling errors?

Did I place commas where they are needed?

Are my sentences clear and complete?

## Proofreading Marks

Use these marks to show corrections.

Mark	Meaning	Example
✂	Take this out (delete).	I love <del>to</del> to read.
⊙	Add a period.	It was late⊙
≡	Make this a capital letter.	First prize went to maria. ≡
/	Make this a lowercase letter.	We saw a <del>B</del> lack <del>C</del> at.
—	Fix the spelling.	This is our <del>house</del> house.
^	Add a comma.	Goodnight^Mom.
∨	Add an apostrophe.	It's mine.
∨ ∨	Add quotation marks.	∨ Come in, ∨ he said.
! ? ^ ^	Add an exclamation point or a question mark.	Help! Can you help me ? ^ ^
-	Add a hyphen.	Let's go in-line skating after school. ^
( )	Close the space.	Foot ball is fun. )
^	Add a word.	<del>The</del> red pen is mine. ^
—	Underline the words.	We read <u>Old Yeller</u> .
; :	Add a semicolon or a colon.	Alex arrived at 400. Debbie came later. ; :