**March 26, 2015**

**TEACHING INDEPENDENT VOCABULARY STRATEGIES:**

* Duquesne University: Students with limited academic vocabulary and writing issues, not good readers so they have limited encounters, not as internally motivated
* Ss need to be exposed to a words and their collocations 7 times before they actually learn it, according to research
* Ss can function well in a well-controlled environment, but need to be able to function with expanded, free environment
* Ss bring laptops to class for several sessions, can be messy
* We use two words with the following websites
* Extract students from translation mechanisms on their phones
* Use 10 things in a row that are a pattern of collocations- from wordandphrase.info, like “pejorative connotation” or “pejorative meaning” or exacerbated + by is super common.
* Do 2 words in class and some for homework.
* CHART: has original context (could be sentence or just where you got it from), meaning, synonyms, collocations, and new (original) sentence use. ADD COLLOCATIONS to my graphic organizers.
* To test them, put 5 words from each of their lists, it’s individualized. You can divide students into groups; one person is collecting 5 words from each person and writes the quiz for another person.
* How do you quiz the chart since everyone has different words- teacher chooses students’ own lists and quizzes them individually on their lists.
* Students choose words and they should be meaningful to them.
* Teacher corrects the sentences only in the charts before she gives the quiz.
* RESOURCES:
	+ [www.onelook.com-](http://www.onelook.com-) you type in the word at the top and choose any type of dictionary. Sound is available. There is a quiz.
	+ [www.vocabulary.com](http://www.vocabulary.com)
	+ [www.wordandphrase.info-](http://www.wordandphrase.info-) it shows frequency lists, what types of writing the word is used for, and primary collocations (especially noun). Right underneath the entry there is part of speech, and the student can check which one they want.

**TEACHING VOCABULARY THROUGH ANNOTATED LEARNING:**

* Social media is especially interesting and helpful for ELLs- they are even MORE interested in using technology to improve literacy skills. They prefer YouTube more than anything. They DON’T want to use Facebook for learning purposes with their teachers.
* Kids/teens love film-related images- watching movies, shows, music videos, or sports games more than anything else (even Facebook)
* They use video to learn academic vocabulary- they can actually learn more academic discourse and grammar.
* Annotate videos with highlighted vocabulary words, and then students mock that video with their own video
* This works well for students with low SES and Latinos
* Video screening, explanations, and debate
* When showing the video, the teacher stops and explains the target words. Teacher stops around 5 times to highlight and explain language topics.
* Debating using low-frequency words or vocab words of the day.
* Students record words in book
* Record debate
* Show a model debate video that’s annotated, and then students act it out
* After the debate, you transcribe what the students said and they read it. They can also write about it using the vocabulary words.
* “Type-token ratio”- give students more points/rewards for using these words and for the variety
* RESOURCES:
	+ [www.serp.org](http://www.serp.org)
	+ [www.wordgeneration.com](http://www.wordgeneration.com)
	+ http://[www.lextutor.ca/vp/eng/http://tesl-ej.org/ej31/m2.html](http://www.lextutor.ca/vp/eng/http%3A//tesl-ej.org/ej31/m2.html)

**ASSESSMENT, PLACEMENT, EXIT TESTING- LANGUAGE TESTING INTERNATIONAL LTI**

* Language testing international LTI
	+ Exclusive provider of ACTFL assessments
	+ Online delivery systems
* American Council on the Teaching of Foreign Languages- ACTFL
	+ Globally accepted proficiency standards including USA
* Secure, available anytime, you proctor it, online, or secure webcam proctoring in a Skype fashion
* Listening and reading can be automated
* K-12- assessment called AAPPL:
	+ Tests 4 skills in 3 modes- Interpersonal, presentational, interpretative
	+ Stimulated video chat to test relaxed, interpersonal oral skills.
	+ Completely online
	+ Performance test, gives level, and description of level per skill
	+ Does not test to superior, not a proficiency test or exit test
	+ Seal of biliteracy- Award credit for native languages and English
	+ Academic language and classroom language
* The proficiency tests
* Good alternative to WIDA and ELPA, especially for speaking
	+ AAPLE can be speaking test only- get the speaking test feedback- students can record their spoken responses with the grades, without having to do an individual face to face interview with each student
* CHARTS: Interpersonal Listening and Speaking, Presentational Writing, Interpretive Reading, Presentational Speaking
* Assessments have undergone a rigorous accreditation review
* Doesn’t need a live tester- internet delivered
* Quick turnaround- within 2 weeks
* It’s a brand new test, fully online, teachers don’t have to do face to face interviews and they feel like they are, truly able to record the natural relaxed speech, it does away with test anxiety, measuring all 3 modes- interpersonal, presentation, interpretative, online tool to manage assessment program, data can be exported to a spreadsheet, audio recordings
* ACTFL Assessments:
	+ Profluent Plus- webcam proctored OPI
	+ Oral Proficiency Interview (OPI)
	+ Writing, Listening, reading, and Listening Proficiency Test
	+ Listening/Reading Computer Adaptive Test
	+ AAPPL
	+ Piloting is available
* RESOURCES:
	+ DEMO: <http://www.aappl.org>
	+ OPIc DEMO: <http://opicdemo.actfltesting.org>
	+ blaquercia@languagetesting.com (contact Brett Laquercia)
	+ [www.languagetesting.com](http://www.languagetesting.com)

**I WANT TO PUBLISH:**

* Calls for books or series or just chapters- TESOL press- you can write about a topic that already been proposed
* TESOL press does accept unsolicited manuscripts
* Information for authors- Books- Call for Contributions- Voices from the TESOL Classroom Series- Submission Guidelines- TESOL Book Proposal Form
* CONTENT FOR PROPOSAL:
	+ Proposal- Title (subject to change)
	+ Who are you
	+ Topic
	+ Purpose
	+ Rationale
	+ Proposed audience/market
	+ Landscape study/environmental scan (competition)
	+ Table of contents- how will you organize your book? Length? Anything extra?
	+ Timeline
	+ Draft chapters- How well do you write for a varied audience? Is the balance between theory/research and practice appropriate? How are you organizing the chapters?
	+ What is the book about
	+ Why do teachers need this book
	+ Why should TESOL Press publish it?
	+ What are your qualifications for submitting this proposal and writing this book?
	+ WHY ARE YOU THE PERSON TO WRITE THIS BOOK? Include your CV.
	+ What other books are similar to this?
	+ How does your book differ from those books?
	+ Which of those books is the most popular?
	+ Are you SURE there is nothing else like this?
* TIMELINE from start to finish- no more than a year and half.
* TO SELL THE BOOK:
	+ Marketing Launch Questionnaire
	+ Internal Marketing- web banner ads, house print ads, electronic publications, email blasts
	+ External Channels- social media, amazon, international distribution
* Sometimes it’s better to have a little competition to expand and improve on the idea.
* ADVICE:
	+ Know your field and what it is you want to talk about- know what others have said.
	+ Go to TESOL press and see what’s already been published
	+ Know your audience and tailor your language to who you’re trying to address
	+ Balance between theory and practice
	+ Know the guidelines for what’s required of the proposal
	+ Rejection- 16% acceptance rate- appreciate that they take time to read them, and you learn from rejection.
	+ Take it step by step so it’s manageable and not overwhelming
	+ Things take longer than you realize
	+ Let go of perfectionism because it kills the creativity
	+ Give yourself a page limit, not a time limit, for writing daily
	+ Proposals need to have market research knowledge, and need to be strong because it’s your first ticket into the door
	+ Insanity is doing the same thing over and over again and expecting different results- if they give you advice after you send it out to be published, take it.
	+ Proposal- brag about yourself
	+ PARALYSIS BY ANALYSIS- NO!
	+ How can I teach this on Monday morning?? Think of that. How much can I transit my theory into practice?
* RESOURCES:
	+ “Bird by Bird” by Anne Lamont
	+ TESOL Press Booth
	+ Santillana
	+ liontas@usf.edu- spirited guy

**JIM CUMMINS KEYNOTE:**

* Evidence- based TESOL
* Ideological evidence can damage teachers and students- here are the consequences of not focusing on evidence
* USA Policies: The length of time it takes ELLs to catch up academically- 5+ years!! Conversational fluency: 2-3 years.
* NCLB gives students 1 year to catch up academically!!
* Research shows phonics is unrelated to reading comprehension after grade 1.
* **Most powerful: print access- literacy engagement- the most effective for reading comprehension.**
* Strong evidence that phonics instruction doesn’t work, only for grade 1 and lower, especially for low achieving students.
* For grades 2-6 phonics instruction doesn’t work for spelling or reading comprehension!!
* The consequences of evidence-free policy are BAD.
* **WHAT DOES WORK- WHERE THERE IS A LOT OF CONSENSUS AMONG RESEARCH:**
	+ Scaffolding meaning
	+ Activating background knowledge and connecting to prior learning
	+ Extending student’s knowledge of academic language through explicit instruction- EXPLICIT!
* **Evidence that is being ignored by policy makers, but strongly supported by research:**
	+ Literacy and reading engagement is crucial- ACCESS TO PRINT IS KEY
	+ Identity affirmation is crucial: promote identities of competence (e.g. blacks and Latinos in the USA). Students should not be punished for speaking their first language.
		- African Americans experience constant devaluation of their culture and identity in the school, which is why they consistently underperform.
* Literacy engagement plays a key role in promoting reading comprehension:
	+ Ex. What do you think is going to happen next? When a teacher is reading.
	+ Engagement in reading is CRUCIAL even from low-income backgrounds
	+ The most powerful instructional predictor is to whether students have ACCESS to print:
		- Step 1: Scaffold meaning- input and output
		- Connect to student’s lives- activate background knowledge
		- Affirm identity
		- Extend language
* Which groups of students underachieve:
	+ Ss from linguistically diverse backgrounds
	+ Low SES
	+ Marginalization
	+ Limited range of language interaction
* TEACHING THROUGH A MULTILINGUAL LENS:
	+ Encourage students to use their first language for group planning, which will be presented to the wider class in English.
	+ Bilingualism: prevents Alzheimer’s, enhances creativity
	+ Compare and contract English with their first language
	+ Writing in first language is a way of scaffolding

**GRAMMAR EXPLORER: TAKING GRAMMAR TO UNCHARTED TERRITORY:**

* Students are motivated if the material is authentic, interesting, relevant, contextualized, classroom environment is positive, affective filter is low, connected to meaning, and the teacher is excited about it also
	+ THE CONTENT IS INTERESTING AND STUDENTS CAN RELATE TO IT
* A good grammar lesson integrates all 4 skills, is connected to context, involves a lot of practice and application
	+ A LOGICAL AND EFFECTIVE PROGRESSION
* A grammar lesson is not complete if: there is an assessment task
	+ IF STUDENTS DON’T GET TO APPLY THE GRAMMAR IN OPEN SPEAKING AND WRITING ACTIVITIES
* Good grammar books represent many different countries.
* UNIT PROGRESSION:
	+ Explore- learn- practice
	+ EXPLORE- Is the content interesting? Is there personalization? Is there a clear and logical progression? Students are exposed to the grammar in context from reading first. It’s self-contained but not essential
	+ LEARN-
	+ PRACTICE- Good for editing, fill in the blanks, is contextualized, it progresses from controlled to application that is free. It starts with examples that are in a larger piece of interesting discourse. Editing activities allow them to identify mistakes and make corrections. This can also include listening activities in which they need to listen to fill in the blanks with the correct grammar.
	+ REVIEW- Practices and mixes all the things from those lessons. For example, they have to understand the target grammar in order to understand the listening.
	+ CONNECT- Write and speak- write it down and practice speaking what you wrote down, then speak freely, then writing freely, then finally a self-assess.
* BENEFITS FOR STUDENTS:
	+ Scaffolding
	+ Application
	+ High interest
	+ Authentic real world context
	+ Clear and logical structure- less prep time
	+ No need to supplement
	+ Rich content- motivates students
* Grammar is not a skill, it’s a tool for productive communication
* GOOD STRATEGY- WHAT DO YOU THINK IS THE ANSWER? DISCUSS THE ANSWER- AND THE TEACHER PROVIDES THE ANSWER.
* RESOURCES:

**APPS FOR ENGLISH LANGUAGE CLASSROOMS:**

* How can we use cell phones constructively to learn language?
* WHY TECH? Because learners improve project-based learning outcomes with strategies use of technology.
* The interactive aspect of technology leads to more authentic assessment that allows for multiple, ongoing performances that are dynamic, situated, and unique.
* Good for Bloom’s Taxonomy
* ISTE STANDARDS: <http://www.iste.org/standards>
	+ They address issues of problem solving, concepts, critical thinking, concepts, and justification of use of technology
* RESOURCES:
	+ WORDAL
	+ <http://www.iste.org/standards>
	+ Comic Life
	+ Sock Puppets- students can record and hear their voices in a funny way- great for elementary kids- it’s a 30 second discussion, it’s recorded and when it’s played out it’s in a distorted voice
	+ Toontastic- teaches the story arch (beginning, resolution)
	+ Haiku Deck
	+ Bitstrips
	+ Socrative
	+ Padlet website
	+ <http://padlet.com/profsuz/tasks>
	+ Moodle
	+ Quizlet
	+ Kahoots
	+ “Practice English Grammar” app
	+ Canvas
	+ Voice thread
	+ Quizlet
	+ Popplet- [www.popplet.com-](http://www.popplet.com-) you can use it for graphic organizers
	+ Moodle
	+ Google Docs
	+ Bitsboard- good for teaching vocab to newcomers- there are already created groups and vocabulary visuals
	+ Futaba
	+ Prezi- yuck!
	+ Padlet- <http://padlet.com/profsuz/tasks>
	+ English central
	+ Phrasal verb machine (app)
	+ Socrative
	+ Storehouse
	+ [www.Annybouma.weebly.com-](http://www.Annybouma.weebly.com-) presenter’s website
	+ TechEd

**COTEACHING AND COLLABORATIVE TEACHING RELATIONSHIPS:**

* It’s hard work
* Cannot be forced
* Scheduling and administrative support is KEY
* 5 MODELS OF COTEACHING:
	+ Have clearly defined roles
* Case study- Kindergarten push-in:
	+ 44% ELL
	+ 86% free or reduced meals
	+ Teaching flexibility, scheduling difficulties, teacher’s defined roles and negotiation of roles
	+ They were able to take the curriculum and modify it
	+ Collaborative learning provided opportunities for teacher learning and growth
	+ Bouncing ideas off of each other
	+ COMMON PLANNING TIME IS CRUCIAL
	+ Lack of consistent routine makes co-teaching difficult, when the schedule is not consistent- CONSISTENT ROUTINE ALLOWS FOR MORE PREDICTABLE ROLE
	+ When the classroom teacher is too teacher-centered, the ESOL teacher has no place to insert his/her own expertise
	+ According to the data, when you have teachers who are striving for the equal co-teaching relationship, it’s important that the administrators see the ESOL teacher as an equal contributor.
	+ GOOGLE DOCS SUPPORTED BY ADMINSTRATION
	+ Writer’s Workshop- sticky notes
	+ Shared tools
	+ ESL Programming- teachers get one class period per day for co-planning- to plan with one teacher a week at minimum

**MY BOOK IS A HIGH-INTEREST INTEGRATED SKILLS READER THAT HAS SHORT STORIES WITH A COMMON THEME THAT TEACHES LIFE, MORAL, AND SOCIAL SKILLS TO MIDDLE SCHOOL AND ADOLESCENTS.**