Teaching Portfolio:
Promoting Learner Autonomy

A PLAN B PROJECT
SUBMITTED TO THE FACULTY OF THE GRADUATE SCHOOL
OF THE UNIVERSITY OF MINNESOTA
BY
Kamille Kolar

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF
MASTERS OF ARTS IN ENGLISH AS A SECOND LANGUAGE

January 2012

Accepted as a Plan B Project:

[Signature]

Project Supervisor

Date 1/16/12
Abstract

This portfolio summarizes the teaching experiences in an intensive English program at the University of Minnesota. Focusing on learner autonomy, it encompasses reflection on the planning and preparation of grammar courses at various levels, insights gained from teaching, descriptions of interactions with students and colleagues, and evidence of professional activity. An in-depth section centers on how the instructor’s attitude about expectations of students has changed as it has been informed by experience, and how this change in attitude has transformed interactions with students. The portfolio concludes with an integrative statement and statement of teaching philosophy.
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Autobiography</td>
<td>1</td>
</tr>
<tr>
<td>Planning and Preparation</td>
<td>8</td>
</tr>
<tr>
<td>Teaching a Class</td>
<td>12</td>
</tr>
<tr>
<td>Student and Program Evaluations</td>
<td>15</td>
</tr>
<tr>
<td>Interactions with Students Outside of Class</td>
<td>19</td>
</tr>
<tr>
<td>Interactions with Colleagues</td>
<td>22</td>
</tr>
<tr>
<td>Professional Activities</td>
<td>24</td>
</tr>
<tr>
<td>Expansion: Balancing Accountability and Support</td>
<td>26</td>
</tr>
<tr>
<td>Integrative Statement</td>
<td>33</td>
</tr>
<tr>
<td>Philosophy of Teaching Statement</td>
<td>38</td>
</tr>
<tr>
<td>References</td>
<td>41</td>
</tr>
<tr>
<td>Appendices</td>
<td>A1-F5</td>
</tr>
</tbody>
</table>
Teaching Autobiography

My decision to become a teacher is an ironic one. When I graduated from high school, I wasn’t sure which career path I wanted to follow, but teaching was one that I had sworn I would never take. The responsibility of disciplining children in addition to teaching them didn’t appeal to me in the least, and I was unaware that one could teach adults without a Ph.D.

I began my freshman year of college with an undeclared major. I knew that I wanted to get a minor in Spanish because I was going to receive retroactive credits for previous study, because it was something that I knew I could get an A in, and because I thought that it might set me apart from other individuals in the job market. And so, in my first semester I enrolled in a Spanish course with an instructor who also taught at the English as a Second Language (ESL) Institute at my university and also at the local community college. I was intrigued to find out that this instructor did not have her Ph.D., but was teaching at the college level. When this instructor told me about the opportunity to tutor ESL students whose native language was Spanish, I jumped at the chance to use my second-language skills.

Every Tuesday and Thursday evening a van would leave from the university and make the 45-minute drive to the small farming community where the ESL students lived and worked. While we college students commuted, the English teacher introduced new topics so that by the time we arrived, the ESL students would be ready to practice. This experience was the one that most influenced my decision to pursue a career as an ESL teacher. I had never before met such motivated students; they actually wanted to be in class! Even though sometimes I felt too tired or too bogged down by schoolwork to make the trip, I always felt energized when the class came to an end. I wanted to have that same feeling when I left my job, and so I decided to pursue a minor in Teaching English to Speakers of Other Languages (TESOL).
The first class I took as part of the TESOL minor was made up of both native-English speaking students and ESL students. It was in this class that I wrote my first formal lesson plan. In addition to taking classes, I was required to complete a certain amount of internship credits at the ESL Institute on campus. Interns at the ESL Institute taught the lab portion of ESL classes. The students got credit for attending classes taught by TESOL students, but their performance in the class did not affect their grades. During the spring of 2005, I co-taught a pronunciation lab with a fellow student in the TESOL minor program. I was really thankful to be co-teaching with my classmate because she was majoring in education and had a little more background in planning lessons and teaching than I did. We were observed by our mentors and by the program director once or twice per quarter, but aside from providing us with textbooks and CDs, we didn’t receive much guidance.

The next fall I applied to be the teaching assistant in the American Culture class that I had taken just a year before. I was simultaneously taking a Spanish phonetics class, which gave me a lot of insight into teaching English pronunciation, a class which I would have the opportunity to teach again during the summer of 2006. In addition to teaching pronunciation on my own for the first time, I also taught a TOEFL preparation class. I taught these same courses during the fall of 2006 and in the summer of 2007.

After graduation, I decided that I wanted to teach English abroad. I had a friend who worked at a university in Bogotá, Colombia. She helped me get in touch with the director of international programs there, and I was offered a position as an English Language Assistant for one school year. A student who had graduated from my university a year before me had been an English Language Assistant in the same program the year before and had taught his own classes. When I arrived, however, the English department was under new administration, for the next ten
months my duties were limited to teaching portions of lessons and promoting and organizing an English conversation club which no one attended.

The experience wasn’t a total loss, however. As an employee of the university, I was able to enroll in classes at no cost. I decided to take a Spanish linguistics course. During the first class, the teacher gave an assignment which required students to find out some information and bring it back to class to report on it. As the teacher explained the assignment, I envisioned myself going to the university library to use books, periodicals, and the internet to answer the questions the teacher had posed. The other students were stupefied. “Where can I find this information if it’s not in the book?” they asked. They didn’t know how to use the library and although they had experience using the Internet for email and entertainment, it seemed that they had no idea how to use it for research. There was a small age difference between me and some of the students; I had completed my degree and they had only just begun, but knowing how to look for information wasn’t something I learned in college. I never would have survived college had my high school teachers not cultivated me into being an independent learner. I left the class feeling incredibly grateful for the high school education I had received, and inspired to encourage autonomy in my future students.

Upon my return from Colombia, I started working as a tutor for students who were preparing to take the GED exam in Spanish. Students would complete diagnostic tests to identify the areas where they had weaknesses, and the tutors would assign readings and practice problems based on these trouble spots. Students would work independently and then tutors would provide feedback, answer questions, and talk through any incorrect answers. Seeing the students complete a goal that would help them move on to the next step in their lives was a really rewarding experience.
After being abroad, my original plan was to work for about six months before I began a graduate program at American University in Washington, D.C. This program offered the opportunity to spend two years teaching in the Peace Corps, which I thought was a terrific way to have an adventure and gain teaching experience. However, I realized that paying for tuition at an out-of-state university was going to put me in more debt than I was comfortable with, considering the fact that I didn’t know if I’d be able to secure anything more than an adjunct position upon graduation. In addition, I was nervous about going abroad again after being somewhat disappointed by my experience in Colombia. In the end, I decided to look for other graduate schools which would offer an opportunity to gain teaching experience while enrolled in the program. I applied to the MA ESL program at the University of Minnesota in the summer of 2009 with the hopes of being accepted and able to start in the fall of 2010. As luck would have it, a spot in the 2009 cohort was offered to me, and I graciously accepted the opportunity to take the next step in my career.

When I moved to Minnesota to begin graduate school, I got a job teaching Spanish at the International Institute of Minnesota in St. Paul. I taught a beginning-level Spanish class for three quarters. This was a challenging experience for me because the class only met one night per week, and the curriculum didn’t allow much time for review. As a non-native speaker of Spanish, I was able to offer some insight that a native speaker might not have been able to offer, but speaking only Spanish in the classroom seemed so unnatural in a room full of people whose native language was the same as my own.

During the spring of 2010, I began my practicum (SLS 5722) at the Minnesota English Language Program at the University of Minnesota. It was the first semester that Academic Skills for the American University had been offered, so it presented a unique opportunity to develop a
course from scratch. Because the content of the class was so practical, finding and using authentic materials was such an enjoyable part of preparing for and teaching the class.

Observing my mentor in all steps of the teaching process has inspired me to try to be as deliberate as possible when making decisions about the content of the class, and always keeping the best interests of the student in mind when making these decisions. Practicum encouraged me to think about presenting material, planning activities, and assessing students in ways that would ensure student success.

In June of 2010, I accepted a position as the coordinator of an adult education program at a community-based organization in St. Paul. Although the majority of my responsibilities are administrative, I am expected to teach classes when I don’t have a volunteer to cover the class. My ability to improvise and plan efficiently has improved since having to substitute at this job. In addition, one of my responsibilities is to observe volunteer teachers and provide feedback, which is a skill I would like to develop in the future.

Since my practicum, I have taught grammar for four terms at the Minnesota English Language program. The first class I taught was during the 2010 Summer Intensive Program. I taught Level A, which is the lowest level at MELP in the summer. The text we used was the third edition of Basic English Grammar (2006) by Azar and Hagen. I enjoyed using this book because it challenged me to bring in outside materials and create communicative activities that would help students meet the objectives.

During the fall of 2010 I co-taught Level 3 Grammar using the third edition of Focus on Grammar 4 (Fuchs & Bonner, 2005) with one of the other students in my cohort. The co-teaching aspect was challenging, but the group of students in our class was really supportive of each other and naturally inquisitive. I taught the same level in the spring of 2011 on my own.
We were able to get through more in the spring than in the fall because there was only one teacher and because the group of students was less inclined to ask questions. I don’t necessarily think that the students from the fall semester felt that they had missed out on anything, but I do think that the students in the class during spring semester appreciated the fact that we had covered a great deal of material.

During the summer of 2011 I taught an English for Academic Purposes course at Hamline University. Hamline University doesn’t currently have an intensive or an academic English program for non-native speakers of English, which made planning and preparing materials more challenging than working in a program that already has a framework. These students were in class for six hours each day: three hours in the morning and three hours in the evening. I split the teaching responsibilities with another graduate student in my cohort. She focused mostly on listening and speaking, and I focused mostly on grammar, reading and writing. We were hired to teach this class only about two weeks before the class began, and we were told that the students would begin as freshmen in the fall. We assumed that the students’ proficiency level would be very advanced, and we chose two texts designed for students in academic English programs. When the students arrived, however, they were less proficient than we had expected. There were only four students in the class, and they were all from China. The small number of students and the fact that they all came from the same culture was quite a different experience from what I had encountered in the past.

I am currently teaching level 2 grammar at the Minnesota English Language Program. I am excited to have the opportunity to teach three of the four levels of grammar at MELP and to see the stepping stone between levels 1 and 3. I’ve been told that this is the level where improvement is most apparent; I’m looking forward to seeing some of the hard work my students
Because I began my journey to becoming a language teacher by being a language learner, I think it’s important for me to reflect on my own language learning experiences to better understand why I may feel compelled to teach in a certain way. In general, my Spanish teachers used a deductive approach to teaching grammar, and then had us practice the grammar using communicative activities. While I do my best to try a more inductive approach I tend to use the same format that my Spanish teachers used.

As a Spanish major, one of the requirements for graduation was to submit a portfolio of the written work I’d done as a student at my university. It wasn’t necessary that all the writing be completely perfect. My teachers had identified the errors, but I was expected to analyze the errors and determine for myself which grammar points I struggled with the most. I think that this reflective process was beneficial to me as a language learner, and I like to give similar assignments to my students to help develop their sense of autonomy.
Planning and Preparation

During my practicum, I learned a lot about creating a new course and course syllabus, deciding which parts of the text were most valuable and in which order they might be used, and finding authentic supporting materials. However, because the course was a new one, there wasn’t a curriculum to go off of, so I didn’t realize that one existed until the middle of my first term teaching my own class (Appendix A1).

In order to prepare for my level A grammar course during the summer of 2010, I used the shared files to find syllabi and course materials developed for the class by other instructors. However, we were using a new book, so I couldn’t use their exact plan. I found out by talking to other teachers which subjects I should focus on and begin with.

Once I found out about the curriculum, it made big-picture planning a bit easier. The diagnostics tests that I give out at the beginning on each term also help me plan which topics I’ll cover and which ones I’ll skip (Appendix A2). If the majority of students were scoring 80% or higher on a particular section, I would save it until the end of the term, even if it was listed as part of the curriculum for that level. Because the diagnostic indicated that they already had an above-average understanding of the topic, if we didn’t get it to it, or we could only spend a short time on it, it wasn’t the end of the world.

At the beginning of each term, I created a survey and for students to rank how confident they felt with a list of grammar topics (Appendix A3). Before I knew about the curriculum, the list was based on topics covered in the book. After I found out about the curriculum, I included the topics I found there. I would allow them to use their books if they were unclear about what each of the constructions were named. While some students may not be very adept at identifying their own strengths and weaknesses, the survey provides them with opportunity to reflect on
what they do well and what things they still need to work on, which is an important part of developing learner autonomy.

The information I gathered using the survey is another piece which helps me decide which topics I will cover. For example, in Level 2, phrasal verbs are not high on the priority list for the curriculum, but they were a topic of high interest for my students. The other teacher in Level 2 who was teaching section 1 of the same grammar class and I were trying to start and end units around the same time so that we could coordinate certain activities and assessments. At one point in the semester, my class was ready to take a test about four days before the other section. I decided that I would use the time after my students took their test and before the other section took their test to give my students a taste of phrasal verbs. Because the topic wasn’t in the curriculum, we didn’t spend a lot of time on it and I didn’t make the assessment worth very many points, but I planned some activities which I think were engaging and memorable for students.

In my syllabi, I usually give students an idea of the topics that might be covered, but I don’t provide them with a calendar of when tests are going to be or when projects are going to be due until the term actually begins (Appendix A4). Once I have a better understanding of the pace my students are comfortable with, I can plan approximate test dates and due dates. I usually choose two possible days for a test and get student feedback about which day works best for their schedules. As I become more experienced and teach the same level more than once, I would like to be able to provide students with a tentative calendar at the beginning of the term.

My communication with students about what my expectations are of them has become more explicit in the past four terms. Sometimes I will not only explain what the expectations are, but I go even further and explain why I want students to do things a certain way. In MELP,
students are expected to attend 90% of their classes. Teachers debate about whether or not it’s a good idea to tell students how many days they can miss before their grade begins to suffer because some students may interpret this as permission to miss a certain number of days. Some teachers say that typically one student in the class will calculate the number of days can be missed and then share this information with other students. Even though expectations about attendance are explained to students many times by many different people, there always seems to be an element of surprise when I’ve warned students that they are getting close to having missed the maximum number of days. This semester, in order to remedy this problem, I told students the exact number of hours that they could miss or be late to class. I also used a sign-in sheet as a way to take attendance. I would collect it after ten minutes, and those who came in after that would be counted late. I would write *late or absent* next to their names under that day and highlight it. At the end of each week, I would total the number of days missed and write that next to their name. This way, it’s harder for students to claim that they are unclear about expectations.

Teaching grammar can be a challenge because we only have a fifty-minute class period. For the most part, I’ve found ways to assign less-communicative activities as homework, but sometimes explanation of form, meaning, and use (Celce-Murcia & Larsen-Freeman, 1999) can take up to 30 minutes. I try to make an effort to give students time limits for each activity and to stick to those time limits. One thing that I have learned that I need is to write out actual times instead of number of minutes. For example, instead of making a note that students should get 10 minutes to complete a task, it’s easier for me to concentrate on teaching and paying attention to the language students are producing if I jot down 9:05-9:15.

As far as day-to-day planning goes, my style has changed with experience. When I first
learned about lesson-planning, I was often writing a plan for an imaginary class and had to include a great amount of detail in order to create a context. When I first began lesson planning for a real class, I often had to write out exactly what I wanted to say to the class. In time, I've learned not to be so dependent upon a script.
Teaching a Class

Over the course of four post-practicum terms at MELP, I have only had one evaluative observation. The Director of the Minnesota English Language Program conducted my observation during the Summer of 2010. I was teaching Level A Grammar, which is the lowest level in the Summer Intensive English Program. I remember feeling extremely nervous for the observation, but after the first few minutes, I forgot that I was being observed. The director’s feedback was really affirming, which was a relief as a new teacher. One thing that he suggested was to have students use the target language in many different contexts, especially connected to other things that they were doing in the program (Appendix B1).

During the spring of 2011, all MELP teachers were required to observe a class led by one of their peers. No one asked if they could observe my class, although the teacher who was teaching section 1 of the same class said that it would have been nice to have the opportunity to see what one another was doing in the classroom. However, since we had class at the same time, this was not really a viable option.

At the end of each term, evaluations are administered to all University of Minnesota classes. Students are given the opportunity to provide written feedback as well as fill in bubble sheets expressing their anonymous opinions of the course. Usually the comments that students write in are the most useful.

During Fall of 2010 and Spring of 2011, I taught level 3 grammar. Students reported that playing grammar games in class, practicing in groups, and correcting errors they made on tests were the things that most facilitated their learning (Appendix B2).
The first time I taught Level 3 grammar, I co-taught the class. My co-teacher and I taught on alternate days, which made planning and preparation a bit challenging. In the evaluations for the fall, one of the students wrote in a comment that read, “The teacher should be more prepared for class. Over all she did a good job!” In that class, almost 70% of the class, or 9 students, strongly agreed that I was prepared for class; 23% percent of the class, or 3 students, agreed that I was prepared for class, and 7% somewhat agreed. Thirteen students completed the evaluation, so only one student responded that he/she somewhat agreed that I was prepared (Appendix B3). In the Spring, however, nearly 88% of the class, or 14 students, strongly agreed that I was prepared for class, and only two students either agreed or somewhat agreed (Appendix B4).

Once in a while students seem to contradict themselves in their comments. For example, one student wrote that “good explanation” was something that the instructor did to help him/her learn, but his/her additional comments asked for more detailed explanations (Appendix B5). Another student wrote that “detailed instruction” was something that helped him or her to learn (Appendix B2). In the Fall of 2010, nearly 62% of the class, or 8 out of 13 students said that they strongly agreed that I had presented the subject matter clearly (Appendix B3). In the Spring of 2011, more than 81% of the class, or 13 out of 17 students strongly agreed that I had presented the subject matter clearly (Appendix B4). I’m sure that part of the reason that fewer students thought that the material was explained clearly was because of a lack of continuity between co-teachers. In addition, it was the first time I had taught level 3 grammar, so I’m sure that my rating improved the second semester that I taught because I had more experience with the text and the material.
While the end-of-term evaluations are helpful if one is teaching the same class in the future, I’ve found the feedback I receive on mid-term evaluations to be much easier to incorporate into the classroom. This semester, for example, I had students fill out a mid-term evaluation (Appendix B6). One student suggested they have more time to ask questions, and so I made a point to dedicate 5-10 minutes at the beginning of each class to answering questions about homework. One student suggested that we mix things up a little in the lab, and so I took his or her advice. During the first half of the semester, I had given students a lot of time to work independently and then ask specific questions of me. The student thought that he or she could just as easily have done these types of activities at home. Although at home students wouldn’t be able to ask immediate questions of me, I agreed that the time might better be spent interacting with classmates. After reading the evaluations, I decided to plan out more communicative activities using the Mac DiLL software for lab days.
Student and Program Evaluations

The value of assessing students in a variety of ways in order to give them all an opportunity to be successful was one of the most important lessons I learned from my practicum experience. Students have different strengths, and taking a multiple-choice or fill-in-the-blank test might not be one of them. While I do administer these types of assessments, I also give students a chance to write reflectively, work in groups, and demonstrate what they know about grammar by giving a presentation.

At mid-term, in an effort to foster learner autonomy, I’ve asked students in both level 3 and level 2 to assess themselves rather than administer a mid-term exam. A grammar log is an example of one tool that I’ve asked students to use to evaluate their progress. Students chose ten different types of errors that they’d made—either in Grammar or Reading/Composition. The students had to provide a correction and then make a comment or ask a question about this error. I think this assignment provides students with the opportunity to reflect on what they’ve learned and ask questions about things they might still be unclear about. This is an idea I borrowed from the MELP shared files (Appendix C1). My hope is that students learn to do this type of reflection on their own and begin to identify patterns in the errors that they make so that they may learn from them.

Another self-assessment activity which encourages learner autonomy is re-taking the diagnostic test at the end of the term. The students write a reflection in which they compare the results from the beginning of the term with the score they received at the end of the term and find out what things they’ve mastered and what things they still need to work on. I give students points for their reflection, and not for the actual score they get on the diagnostic (Appendix C2).
I think that this kind of assignment can be good for a student at any level. Even if a lower-level student can only produce a few sentences in English about what he or she has learned or what he or she still needs to work on, the time spent reflecting is still worthwhile.

An additional way in which I've encouraged students to be independent learners is an activity which students have given me positive feedback about. After each exam in level 3, I asked students to correct the errors they made on their exams. I'll go through and mark the errors, but I won't identify the correct answer. I like to have students not only correct their errors, but also give a reason for the correction. In the past, students have often cited specific pages in the text when giving reasons for their corrections.

In addition to having students make corrections to their tests, I've also had students correct errors they've made during activities in class or on their homework assignments. I typically gives students individualized feedback on their assignments unless I see many students making the same mistake. I will write these problem sentences on the board and have students make corrections as a warm-up. One day during my level 2 class, we had about ten minutes left and the activity I had planned was going to take a bit longer. Instead of letting the students leave early, I asked them to write a sentence in the simple past, present perfect, or present perfect progressive that was true about them, for example, I moved here in 2009; I've lived here since 2009; I've been living here since 2009. The students handed in their pieces of scrap paper and the students tried to guess who had written each statement. I realized during this activity that students were still making a lot of mistakes, so I saved the scrap pieces and compiled them on one sheet of paper, made copies, and distributed it as homework. Students had to correct the errors they and/or their classmates had made or write no error if the sentence was grammatically correct. I think that this and other similar peer- and self-editing activities help students to
develop a sense of awareness when it comes to grammar, which will help them develop their independence the future.

In general, when I hand back an assignment, I encourage students to take it home, think it over, look at the book, and talk to classmates about errors I’ve marked. Unless the student finds I’ve made an error in adding up total points, I usually don’t answer questions about errors marked on student assignments until the following day. I’ve explained to students that I am more than happy to answer questions, but I prefer to answer thoughtful questions.

Another way I like to evaluate students is to have them do presentations about one of the units in the book (Appendix C3). I’ve given this assignment to students in level three and I think this assignment is really valuable because it gives students the opportunity to show off the skills they’ve been developing in their Oral Skills class all semester long and it challenges them to work in groups, which they will undoubtedly have to do once they’re admitted to the university.

At the beginning of each term, one of the first activities in most classes is a review of the syllabus. Although this activity is extremely important, it can seem tedious. With a new group of students, a teacher may be unfamiliar with the level of comprehension, and on the first day students usually just smile and nod and don’t ask any questions. In order to be sure that students understand what is written in the syllabus, I like to give a syllabus quiz. I’ve typically given an open-book quiz that students can work on in class the day after we review the syllabus (Appendix C4). Some semesters I’ve allowed them to work with a partner; other times I’ve asked them to do it on their own. This semester one of the other teachers in my section decided that she wanted to give her students a syllabus quiz. Because the information on most syllabi is similar, I didn’t want to give a syllabus quiz in my class as well, but I wanted to be sure that
students understood. I decided to do a more informal assessment of the students' understanding by applying a tool I had learned about in my Language Teaching and Technology course: iClickers. I created a Power Point presentation that displayed the same type of multiple choice or true/false questions I might have asked in the syllabus quiz (Appendix C5). Each student received a clicker and was able to anonymously vote for the answer they thought was correct. Instead of only getting answers from the most vocal students or seeming like I was picking on anyone, I got answers from each student. Using this method facilitated a discussion about which answers were correct and where to find the answers in the syllabus.
Interactions with Students Outside of Class

Each week I have a set time where students can come to see me in the office if they have any questions, and I encourage students to make an appointment with me if they cannot make it during that office hour. However, students do not often take advantage of this time to ask questions. Typically students ask me questions immediately before or after class, or during class when I open up the floor for questions. While I am happy to answer questions related to the current unit during class and I don’t mind answering other grammar questions immediately before or after class, I know that the students and I might not feel so rushed if we met during office hours instead.

When I taught level A (the equivalent of Level 1 during the Summer Intensive Program at MELP), I don’t believe I ever had a student come to my office hours with a question or concern. I think that these students were unaccustomed to the idea of office hours, which is why they didn’t come. It is ironic that the students who may benefit the most from attending office hours are usually the ones who are the least likely to attend. Conversely, those students who attend are often the most motivated and the most autonomous.

One of my level 2 students, who has needed a lot of coaching as to how to be a more independent learner, took an important first step in his journey and told me that he was going to stop by during my office hours. This student had visited both the Reading/Composition and Oral Skills teachers during their office hours to give reasons about why he had a hard time attending classes, so I had assumed that this was the reason he was coming to talk with me. However, when he came to office hours he didn’t mention attendance until the very end of the meeting, and even then just had questions for me, not explanations. When I asked the student what is was he wanted to talk about, he seemed sort of surprised that I hadn’t prepared anything. Despite the
fact that it was after midterm, the student asked a question about a topic which we covered in the first week of class. Then he asked some frantic questions about the grammar featured in the units the students would be having a test on the following week. The meeting I had with this level 2 student didn’t seem very productive to me. I don’t want to discourage students from asking questions or from coming to my office hours, but I want students to ask thoughtful questions when they do make an appointment with me. After this office hours experience, I realized that I need to be more explicit about the purpose of office hours and the amount of preparation that should be done beforehand.

I know that if students take the Academic Skills for the American University class at MELP, they will get a lot of information about office hours including what they are designed for and how to prepare for them. However, next semester I hope to make these things clear to my students regardless of whether or not they’ve taken the class. I want students to see office hours as an opportunity to clear up any confusion they may have that they haven’t been able to clear up during class and I want to encourage them to be timely about their visits. However, I do not want them to think that if they come to office hours, all of their problems will be solved.

Another way in which I interact with students outside of class is via email. In my most recent syllabus, I included a sample email to encourage students to communicate with me in this way and also to model an appropriate style (Appendix A4). I think that email is a convenient way for students to contact the teacher at any hour of the day and even on the weekends, if teachers are willing. When I taught level A, the email communication I did with students was mostly about attendance. In one email, a student let me know that he was going to be late to class because of a meeting with his sponsor (Appendix D1). I thanked the student for letting me know and reminded him that we would be in the lab that day. In another email to a student from
level A, I expressed concern for a student who had not attended class for two days and who was close to reaching the maximum number of days that a student could be absent. He hadn’t communicated with me via email about the absences, and I wanted to check in with him (Appendix D2). He never responded to my email, and ended up not receiving a certificate for attendance that summer— but at least I can say I tried.

When I taught Level 3 during the Spring of 2011, I had quite a few student emails at the beginning of the semester. One returning student was concerned because she thought that having many Chinese students in her class would be detrimental to her learning, and wanted to switch to the other section (Appendix D4). I let her know that I had to check with the rest of the teachers in the level, but then had to report back to her that we would not be allowing students to switch sections that semester. That same week I had a student email me about the fact that she had not received the book yet (Appendix D3). She was worried that she would need the book and the key for the online component and was wondering if she could borrow a book. I assured her that I would have an alternate activity planned for those students who had not bought their books yet (the bookstore was sold out that semester).

This semester in Level 2, I actually had a student email me about some grammar questions that came up while she was working on the online component (Appendix D5). She also apologized for an incident that I did not even notice.

Another capacity in which I have interacted with students has been at the many social events that are planned by MELP staff and students. The first term I taught at MELP, I attended all except two of the activities planned by the committee. I think that these activities offer a unique opportunity to get to know students better and to build rapport (Appendix D6).
Interaction with Colleagues

The atmosphere at MELP is a very supportive one. The teachers truly have the needs of the students in mind and are always willing to collaborate and share materials that they’ve created. If someone is feeling under the weather or is planning to attend a conference, it isn’t difficult to find someone who is willing to cover for another teacher in exchange for covering for that person in the future. Everyone is willing to brainstorm and share reference materials in order to answer those grammar questions that seem to come out of left field.

As I mentioned before, when I first began solo teaching in MELP in the summer of 2010, I didn’t even know that a curriculum existed. I relied on the advice of others who were teaching grammar that summer. When I started teaching level 3, in the Fall of 2010, I started using more materials that people had posted to the shared files. In the Spring of 2011, I shared materials with a teacher who was teaching the other section of level 3 grammar. This semester the teacher who taught level 2 grammar in the spring gave me access to the course website so that I could import some materials from the course website for level 2 grammar.

Each week teachers who are working with students in the same level meet to talk about challenges they’re having with students and also about successes. If possible, they align topics and try to avoid having projects, papers, and presentations due all on the same day. A few times each term, teachers meet according to the skill they teach in order to talk about the articulation of the curriculum across levels. I have found this type of collaboration to be a very worthwhile way to interact with colleagues.

Another way in which I have attempted to interact with colleagues is by attending professional development activities. In the Fall of 2011, I attended a swap-shop for the College Interest Section of MinneTESOL, despite the fact that I am officially a member of the Adult
Interest section. Only three other people attended, all of whom were from MELP, but I thought it was a good way to interact with them outside of the work setting. In addition, the event provided me with the experience of preparing materials for a swap shop (Appendix E1).

Co-teaching is a form of interaction with colleagues that I have found to be extremely challenging. In my experience, there is often a gap in expectations of students and also in teaching styles. In addition, it made planning extremely difficult when I had to alternate days with the other teacher. Working collaboratively in planning and classroom management is something that I still need to work on. The upside to co-teaching, I found, was that I kept meticulous notes about what I did in class each day to share with my co-teacher. I continued this habit when I taught during the Spring of 2011. I remember one of my colleagues commenting on how detailed the retrospective syllabus was. She said that a person could probably teach an entire class directly from my retrospective syllabus (Appendix E2). This is something that I uploaded to shared files. I know that everyone has a different style, so I’m not sure if it would be useful for everyone, but I included reflections about what activities were really successful or which activities the students really enjoyed- and also those I thought were less successful or less useful for student learning. If nothing else, I will be able to look back on it when I teach Level 3 again.
Professional Activities

During the orientation to the MA ESL program, incoming graduate students sign up for different committees, including the Orientation Planning Committee, ESL Forum, and ESL Service Auction committee. Because I wanted to get experience planning an event and soliciting donations, I signed up to be a part of the ESL Service Auction Committee. Every year the committee auctions off goods and services donated by faculty, students, alumni, and friends, and the proceeds go to ESL Forum to pay for graduate students to attend MinneTESOL, among other things.

In my first semester as a graduate student, ESL Forum provided us with the opportunity to attend the annual MinneTESOL conference (Appendix F1). It was the first professional conference I had ever attended. During one of the sessions different Interest Sections meet; for example, the College Interest Section, the Adult Interest Section, the K-12 Interest Section). I chose to become part of the Adult Interest Section, which focuses on adult learners who are not enrolled in Intensive English Programs, but attend English classes in their communities. While I am interested in working with both groups, I chose the Adult Interest Section because I thought that there would be more opportunities for employment in the community than at the college level.

The summer between my first and second year as a graduate student, I began working as the adult education coordinator at a community-based organization in St. Paul. I was offered many opportunities for professional development through this job. In August of 2010, I attended the Summer ABE Institute in St. Cloud, Minnesota. Attending this conference made it possible for me to make suggestions to ESL Forum about which presenters we could invite to our Wednesday lunch-hour seminars.
The fall of 2010 was a busy one for me in terms of conference attendance. In September I attended the Transitions Conference offered by Hamline’s ATLAS program (Adult Basic Education Teaching and Learning Advancement System) and the Minnesota Department of Education. I also attended the MWALLT (Midwest Association for Language Learning Technology) conference. I attended the pre-conference workshops for MinneTESOL and also volunteered to do tech support at the conference (Appendix F2).

After getting my feet wet as a tech support volunteer at MinneTESOL, I felt confident about volunteering at the Summer ABE Institute in August of 2011 and also at the international Low-Education Second Language and Literacy Acquisition conference in the fall of 2011 (Appendices F3 and F4). This year I read and rated proposals intended for those in the Adult Interest Section for the MinneTESOL conference, and was elected to join the Executive Committee for the organization as the third vice-president (Appendix F5). This is a two-year commitment in which I will work with a team to plan the 2012 and 2013 MinneTESOL conferences. Becoming involved in professional development activities has allowed me to learn from some really inspirational people in the field and to network with people from all over the state. During my first MinneTESOL conference, I must admit that I was a bit intimidated. Now I think that if I had the time to dedicate to preparing a presentation, I would feel confident about sharing what I know with my peers— even if I’m not an expert. Presenting at a professional conference is definitely a goal of mine for the future.
Expansion: Balancing Accountability and Support

Throughout this portfolio, I’ve focused on the theme of learner autonomy. In this section, I’ve decided to focus on my struggle to strike a balance between holding students accountable and being sensitive to the fact that they may need some additional support in order to succeed. I want learners to be independent because I know it will help them in the future; however, even if they aren’t autonomous yet, it is still my responsibility to provide the support they need to do the best that they possibly can.

Grammar as a Means to Autonomy

Trends in language teaching are constantly evolving. With the popularization of communicative methods in the late 1970s, explicit grammar instruction was deemphasized. Recent research has shown that in order for learners to attain accuracy, explicit grammar instruction is necessary. In the 2004 *Annual Review of Applied Linguistics*, Nassaji and Fotos provide a comprehensive review of the current research on the teaching of grammar.

Arguments against Explicit Grammar Instruction

Arguments against explicit grammar instruction were motivated by cognitive psychologists who questioned whether “language learning occurs through conscious manipulation of information or primarily through unconscious processes when learners are exposed to language input” (Nassaji & Fotos, 2004, p. 126). It was believed that explicit grammar instruction would lead to “declarative knowledge of grammar structures” and not the “procedural ability to use the forms correctly” (Nassaji & Fotos, 2004, p.127). Studies on the acquisition of English morphology supported this position, especially those which found that speakers or different first languages learn English morphemes in a similar order (Nassaji &
Fotos, 2004, p. 127). The results of these studies led to claims the process of learning of second languages is much like learning one’s first language. The assumption was that because L1 learners do not require formal instruction, neither should L2 leaners (Nassaji & Fotos, 2004, p. 127).

Arguments in Support of Explicit Grammar Instruction

Most of the current SLA research regarding grammar instruction indicates that "noticing or awareness of target forms plays an important role in L2 learning" (Nassaji & Fotos, 2004, p. 128). In their chapter, Nassaji and Fotos cite studies which reveal the inadequacies of teaching approaches where the emphasis is on meaning-focused communication and grammar is not addressed (2004; p. 128). In addition, Nassaji and Fotos refer to research which has found that learners cannot process target language input for both meaning and form at the same time, and therefore learners fail to process and acquire the forms.

In addition to the evidence showing that approaches which attend only to meaning are not effective at developing grammatical accuracy, studies which indicate that there are positive effects to grammar teaching strengthen the argument in support of explicit instruction. Nassaji and Fotos cite an analysis conducted by Norris and Ortega (2000) of 49 studies on the effectiveness of L2 instruction. The results of this analysis concluded that “explicit instruction results in substantial gains in the learning of target structures in comparison to implicit instruction alone, and that these gains are durable over time” (Nassaji & Fotos, 2004, p. 129).

How Should Grammar Be Taught?

Although there is no perfect formula guaranteeing that students will accurately acquire grammatical forms, Nassaji and Fotos (2004; p. 137) conclude that the following conditions are essential:
1) learner noticing and continued awareness of target forms

2) repeated meaning-focused exposure to input containing the forms

3) opportunities for output and practice.

Nassaji and Fotos note that because the acquisition of grammar is “affected by internal processing constraints, spontaneous and accurate production will not be instantaneous, but requires time as learners move toward mastery” (p. 137).

Promoting Autonomy in the Grammar Classroom

Learners see the need to communicate accurately, meaningfully and appropriately outside the classroom (Celce-Murcia, 1999; 6). Using grammar in different contexts in the classroom is good practice for situations students will encounter outside of the classroom. Increasing students’ awareness of grammatical forms and encouraging them to monitor their own grammar in speaking and writing can develop both their confidence and their sense of autonomy.

In the Focus on Grammar series, each grammar unit begins with a short reading featuring the target structure, followed by comprehension questions. The next section shows how to form sentences, yes/no questions, wh-questions, and short answers with the target form. A set of Grammar Notes follow, which describes the meaning and use for the grammar topic. In level 3, I’ve had students read these sections at home and come to class ready to discuss what they read. In an effort to promote learner autonomy, I’ve often had level 3 students do a jigsaw activity with these grammar notes. The jigsaw activity has two steps. The students start out in an “expert group” that works together to become experts on a specific topic. In our case, it was a specific grammar note. In the second step, new groups are formed with one member from each expert group and the experts share what they know about their topic. Of course, students may
ask questions of me during or after the jigsaw activity, but it helps to prevent the class from becoming too teacher-centered. I’ve tried this activity with level 2 students as well, but I’ve found it to be less successful.

In my first semester as a graduate student I took a *Language Teaching and Technology* course as an elective. The class had both online and in-the-classroom components. The class exposed me to many Web 2.0 tools that could be used by students in the classroom, in addition to tools like iClickers and the Digital Language Learning Lab (DiLL). I occasionally use the iClickers in class, and I used Google Forms to create the mid-term evaluation that students did this semester, but the tool I use most often in the lab is the DiLL. Students can be paired and can practice speaking to other students who are halfway across the room. Teachers can purposefully pair specific students or students can be grouped randomly. Teachers can listen in on different groups to ensure that students are on topic or to listen for errors to give feedback on later. I like to use this tool in grammar class because so often we focus on writing when we talk about grammar, and it gives us the opportunity to focus on speaking and listening in an unconventional way. The students are forced to focus on accuracy in their grammar, pronunciation, and intonation because they aren’t able to rely on body language or written language when they’re using the DiLL. This situation mimics that of communicating over the phone, which can be a challenging real-life hurdle for language learners. It is my hope that providing them with this practice will help students develop the skills and confidence it takes to communicate in English in like situations outside the classroom.
Grammar Assignments that Promote Learner Autonomy

In both level 2 and level 3, I've tried to spend at least twenty minutes of each short class period on exercises which require students to find errors and edit them or on communicative activities. In general, the weekly graded assignments I give students have required at the very least writing questions or sentences so that I have something meaningful to give feedback on. In addition to graded assignments, I also give the students ungraded daily practice activities. I typically choose fill-in-the-blank or multiple choice activities and post the answers on the class website. Students can complete these activities, check their own answers, and bring questions to class if they have them. I hope that this activity is another which fosters learner autonomy.

I believe that as a teacher, my role in the classroom is one of facilitator. As often as possible, I try to do most of my work outside of the classroom, for example, creating a variety of activities for students to practice the language and providing feedback on assignments. Students should be the ones doing most of the work in the classroom. Most ESL students expect teachers to correct their mistakes; however, considering that fact that one day they will move on from MELP, I prefer to help students learn how to identify and correct their own mistakes.

Modifying Expectations about Learner Autonomy

In my own experience as a student, I've always had teachers who maintained high expectations for their students in order to motivate them and maintain fairness and consistency. Because this system always motivated me, I began my practicum experience with a similar idea about holding students accountable. I thought that presenting students with expectations and the consequences for not meeting the expectations should be enough, and that because I was working with adult students, they were the ones responsible for ensuring that these requirements
were met. If students have questions about either the requirements or the consequences for not fulfilling these requirements, they should be free to ask the teacher, but once they know what the expectations are, they must rise to them, and if they fail to do so, suffer the consequences. While I still challenge my students to meet high expectations now so that they’re more likely to be successful later, I’ve become a bit more flexible over the past few semesters.

While I was in Practicum, I witnessed an interaction between my mentor and a student, who I’ll call Samantha, that altered my attitude about the amount of support teachers are responsible for providing. About a month into the class, Samantha began attending class less and less frequently; in addition, my mentor noticed that Samantha also seemed less engaged during class. My mentor decided to invite the student to come in to talk during office hours to determine what the problem was and if there was anything she could do to encourage Samantha to attend regularly and to engage in the material. Samantha confessed to my mentor that as a student preparing to enter graduate school, she felt outnumbered by those students who were about to enter the university as undergraduates, and felt as though the course material wasn’t as relevant to her. Once my mentor had this feedback, she was able to make a conscious effort to include materials that were relevant to both undergraduate and graduate-level students, and to group Samantha with other students in the same situation when appropriate. In the end, although Samantha’s attendance wasn’t perfect, it did improve, as did her level of engagement in the course. She made decisions about which assignments she would complete depending on the perceived relevance to her, and seemed to have gotten something out of the class by the end of the term. My own initial attitude toward the situation was that Samantha was an adult and that she had made a decision not to come to class, despite knowing the consequences of poor attendance. Making this decision was her prerogative, and I didn’t consider that having a simple
conversation might change her mind. This experience inspired me to be more inquisitive about why students aren’t meeting expectations as a way to show that I really do want them to succeed.

Throughout the MA program, the other students in my cohort and I have had many opportunities to observe other teachers. I recall one of the other MA students sharing her experience observing one of the teachers in MELP. One of the students approached the teacher and told her that he or she had completed the assignment that was due, but had forgotten it at home. The teacher patiently said, “Ok, I believe you,” and gave the student permission to hand in the assignment at a later time. I have tended to be strict about due dates and taking off points for late work, but since hearing about this incident, I’ve tried to exercise a patience similar to that displayed by this teacher and a willingness to give students the benefit of the doubt. If we truly want our students to be successful, sometimes we will have to modify our policies and expectations.

In my desire to maintain fairness and consistency, I tend to maintain high expectations for my students. However, I’ve also come to realize that expecting all students to be autonomous if it’s a skill they’ve never used before, can also be unfair. Just as I respect the fact that my students come from different countries and cultures and have different native languages and motivations for learning English, I must also be mindful of the fact that they’ve had differing educational experiences.
As I complete my fourth term as a graduate teaching assistant, I feel more confident about teaching grammar and managing a classroom. While this confidence has come from practicing each day, I know that having a strong foundation in theory has helped me along each step of the way.

*Methods in Teaching ESL* was a course that exposed us to a variety of activities that we might encounter as ESL professionals, including evaluating texts, observing classes, writing lesson plans, and participating in a swap shop. In addition to practical things, we also talked a lot about theory, including the idea that English has become a hegemonic language. While I do think that the topic is an important one to consider when dedicating one’s life to teaching a hegemonic language, it made me question whether or not I had made an ethical choice. While I had no doubt about whether teaching English was something I *could* be passionate about, I did wonder if it was something I *should* be passionate about. Of all of the articles that we read about the politics of teaching ESL, the one I remember most was Alastair Pennycook’s (1989) “The Concept of Method, Interested Knowledge, and the Politics of Language Teaching.” This article really got me thinking about who the researchers are in the field (mostly men, according to Pennycook) and who the practitioners are (mostly women, according to Pennycook). The researchers are often the ones who are dictating what the practitioners should be doing in the classroom, even though the actual time spent in the classroom may be limited. In the classes I teach, I try to ensure that the students’ needs are what dictate what is being done in the classroom.
I took the Language Assessment course in my first semester because I had already completed the linguistics requirement as an undergrad. This course provided an opportunity to think critically about all kinds of assessments, and prepared me to reflect on exactly what skills are being evaluated by the assessments I give in my classes. Coincidentally, the assessment that I developed for the class was a grammar assessment. I worked on the project with a second-year student from our program, and I feel really fortunate to have had the opportunity to work with him. When it came time to develop items for our assessment, I had no idea where to start. He gave me some terrific ideas about how to get started with the writing of test items for a grammar assessment. In addition, he already had contacts in MELP, and after speaking with the teachers, we decided we would create an assessment to test the students’ ability to use gerunds and infinitives. The students had studied this topic a few weeks prior, and the teachers in MELP were kind enough to let us use three class periods to administer the pilot, the actual assessment, and then to provide the students with feedback. While I don’t have time to do this sort of intensive work for each grammar test that I administer to students, the project was good preparation for creating tests items that asked students to do tasks that were similar to those they had practiced in class. In addition, I try to make the time to analyze the results after students have taken a test. At the very least I try to identify which items caused problems for the greatest number of students so that we can review the concept as a class.

The two semesters of Language Analysis prepared me to teach even advanced grammar topics to ESL students. In this class, we used The Grammar Book (Celce-Murcia & Larsen-Freeman, 1999), which encourages grammar teachers to consider form, meaning, and use when explaining grammar to students. Reading and using this book has impacted my teaching of grammar significantly. These classes provided me with ideas for activities that I could use in the
classroom and introduced me to corpora. I know that I would not feel as confident about teaching grammar had I not taken these courses. This is not to say that I can answer every grammar question without doing a little research, but at least I am operating with some background knowledge, rather than just native-speaker intuition. Although I haven’t used corpora in my own classroom yet, I know another grammar teacher in level 3 has, and I’m interested in looking at the project her students did for use with my own students in the future. Using corpora can be a great way for students to gather information about grammar independently.

Practicum was another course which prepared me for my career as an ESL teacher. This course provided us with a great opportunity to be reflective in all aspects of our teaching and a platform in which to talk about any anxieties we may have had. I think that my practicum experience was an especially unique one for a couple of reasons. The first reason is that it was a class that had never been taught at MELP before. There wasn’t a curriculum for the course and the book was also new to the program. Not only was I practicing my skills in teaching, developing materials and assessments, and providing feedback, but I was also learning how to develop an entire course.

Another way in which my practicum experience was especially unique was that we had three undergraduate students who were volunteering as assistants in the class in order to fulfill a requirement for the TESL minor course. Considering that the topic of the MELP class was Academic Skills for the American University, having these students in the class was a great resource for the students. The graduate student experience is much different from that of an undergraduate student, and since I didn’t complete my undergraduate degree at the University of Minnesota, there were some questions that I wasn’t able to answer for the students. The
undergraduate assistants, however, were able to offer their perspective on a wide variety of topics associated with student life at the U of M. My first reaction to the idea of having three additional bodies in the classroom was, as a nervous practicum student, to be horrified. However, my mentor helped me see how fortunate we were to have them as resources, native-speaker models, and leaders for conversation groups. She helped me to see that it really was the best thing for the students, and making sure that we’re always doing what’s best for the students is the teacher’s number one responsibility. Because of her deliberate nature, my mentor was a great role model for me as a teacher.

One of the things that really stuck with me after taking the *Basics of Second Language Acquisition for Teachers* course were the different stages in which learners acquire certain constructions, for example, questions. I thought that this type of information was really useful as a teacher because it can give clues about what sort of feedback and input to provide. In addition, it helps teachers have realistic expectations of their students and not get frustrated if they teach a grammar structure and learners still can’t produce it in natural speech or writing. The project that I did for the class made me consider the ways in which students may or may not interact with one another, and as a result, I’ve made a more conscious effort to ensure that students have the opportunity to work in groups and pairs with different people.

In addition to the required courses for the MA, I also took a series of one-credit online courses regarding adult literacy. Some of the courses satisfied both the requirements for the Adult Basic Education Licensure and elective courses toward the MA; others were simply taken for elective credit. The titles of the courses I took included: *Introduction to the Undereducated Adult, Adult Literacy in the Workplace, Adult Literacy in the Community, Methods of Teaching Beginning and Intermediate Adult Literacy, and Formal and Informal Assessment of Adult*
**Literacy.** I found the approaches to teaching alphabets, fluency, and other skills to emergent readers presented by some of the readings for these courses to be extremely interesting and useful in my work with immigrant and refugee students. In addition, the studies that I read about adult learners and their motivations have reinforced my commitment to promoting learner autonomy in my classroom.

Promoting learner autonomy has been a priority of mine since I began teaching adult learners. Through the past four terms I’ve learned the importance of being explicit about expectations and being sensitive to the fact that although my students are adults, some of them will need some extra support in order to be successful.
Philosophy of Teaching Statement

Teaching English to non-native speaking adults is a rewarding experience for me because the students tend to be motivated and because I enjoy learning about other cultures and languages.

I believe that my role as teacher is one of facilitator. Ultimately, I believe that the student is responsible for his or her own learning. My students are adults who are entitled to make decisions about their education. This being said, I am responsible for engaging my students in the material and presenting the material in a variety of ways and using a variety of approaches to assessment so that students with different learning styles have the opportunity to succeed.

I believe in maintaining high expectations as a teacher and challenging students to meet these expectations. I strive to provide my students with explicit guidelines for being successful in the classroom.

I believe in making deliberate decisions about my teaching so that I may answer the questions, “Why are we doing this?” and “How will it help me in my future/daily life?” For me, this means having clear, measurable learning objectives.

As a student, one of the greatest things my teachers ever taught me was how to be an independent learner. If I want my students to be resourceful as well, it is my responsibility to provide them with the tools and strategies they need to know where to look if they don’t know the answer. Constantly serving as a fountain of knowledge won’t help my students to function outside of class.

I believe in using authentic materials both in the classroom and in assessment because they are most effective in motivating and engaging students. If I give students the opportunity in
class to show that they can use the language they’ll need to complete communicative tasks in the real-world, hopefully they’ll feel more confident about communicating in those same situations when they encounter them outside of class.

I am very sensitive to my students’ needs and I am open to their suggestions. Although as the teacher I have the authority to make decisions for the class, I like to let the student make decisions once in a while, too.

Building rapport with my students is one of my top priorities. I want my students to feel comfortable asking me questions both in and outside of class. One thing that I do to build rapport with my students is to learn their names, their home countries, and their native languages. I also like to find out what they are interested in studying. I expect my students to know one another’s names as well and I make an effort to have them work in groups with students who do not share their native language. After I get a sense of which students are close friends and spend a lot of time together outside of class, I try to separate these students once in a while as well.

I also use humility as a strategy for building rapport with students. Teachers are human and we do not always have all the answers. I think it is acceptable to admit that I don’t know the answer, and to follow through when I say I will find out more and bring the information in the next day. I also believe my ability to laugh at myself when I’ve made a mistake makes me more approachable and relatable.

I believe that grammar should be taught explicitly and that students should have the opportunity to use the target forms in communicative practice. Even though not all students like grammar, most of them recognize its importance in their language learning process and want to learn more about it. While I don’t think that having a separate grammar class is detrimental to
students. I do see the value of integrating grammar with other skills. Without context, grammar is void of meaning or purpose. I believe this is the case both for students in an intensive English program and for students of Adult ESL.
References


### COURSE OBJECTIVES / COMPETENCIES

#### 1 Simple Present
- Verb form (-s)
- General truths/habits
- Question formation (Yes/No & Wh-)
- Use with adverbs of frequency
- Contrast with present progressive
- Imperative
- Control of tenses in discourse, including tense shifting

#### 2 Simple Past
- Verb form (-ed)
- Completed actions
- Question formation
- Used to

#### 3 Present Progressive
- Verb form (-ing)
- -ing spelling rules
- Things happening NOW/ ongoing actions
- Contrast w/ present simple
- Future meaning
- Question formation
- Adverbials (*since, for*)

#### 4 Past Progressive
- Verb form (-ing)
- Contrast with simple past
- Use of *while* and *when*

#### 5 Present Perfect
- Verb form (has + participle)
- Indefinite past
- Contrast with simple past
- Finished/unfinished time periods
- Contrast with present perfect progressive
- Adverbials (*since, for, already, yet*)

<table>
<thead>
<tr>
<th>#</th>
<th>COURSE OBJECTIVES / COMPETENCIES</th>
<th>ESL 110</th>
<th>ESL 210</th>
<th>ESL 310/3101</th>
<th>ESL 410/3102</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Simple Present</td>
<td>D</td>
<td>D</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Simple Past</td>
<td>D</td>
<td>D</td>
<td>P</td>
<td>P</td>
</tr>
<tr>
<td>3</td>
<td>Present Progressive</td>
<td>D</td>
<td>D</td>
<td>P</td>
<td>P</td>
</tr>
<tr>
<td>4</td>
<td>Past Progressive</td>
<td></td>
<td>D</td>
<td>P</td>
<td>P</td>
</tr>
<tr>
<td>5</td>
<td>Present Perfect</td>
<td></td>
<td>I</td>
<td>D</td>
<td>P</td>
</tr>
<tr>
<td>#</td>
<td>Topic</td>
<td>I</td>
<td>D</td>
<td>I/D</td>
<td>P</td>
</tr>
<tr>
<td>----</td>
<td>-------------------------------------------</td>
<td>----</td>
<td>----</td>
<td>-----</td>
<td>----</td>
</tr>
<tr>
<td>6</td>
<td><strong>Past Perfect</strong></td>
<td></td>
<td></td>
<td>I/D</td>
<td>P</td>
</tr>
<tr>
<td></td>
<td>• Verb form (had + participle)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Adverbials (already, yet, ever, never, just)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• By, by the time</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td><strong>Future</strong></td>
<td>I</td>
<td>D</td>
<td>P</td>
<td>P</td>
</tr>
<tr>
<td></td>
<td>• <em>be going to</em>, present continuous, &amp; will contrasted</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Predictions vs. plans</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td><strong>Gerund / infinitive</strong></td>
<td>I</td>
<td>D</td>
<td>D/P</td>
<td>P</td>
</tr>
<tr>
<td></td>
<td>• Gerunds and infinitives after verbs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Gerunds and infinitives as subjects and delayed subjects</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Use of infinitives for future events</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Patterns for <em>make, let, have, help</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Infinitive complements of nouns &amp; adjectives</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td><strong>Prepositions</strong></td>
<td>D</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Use of prepositions before countries, streets, building numbers, floors</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Use of prepositions before months, seasons, years, days of the week, dates, times of day</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Understanding how prepositions are or are not used with particular nouns, verbs, and adjectives (<em>e.g. Contact your advisor; contact with your advisor is important.</em>)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td><strong>Adjectives and Adverbs</strong></td>
<td>I</td>
<td>I/D</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Comparatives</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Superlatives</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Word Order</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Types of descriptive adjectives (shape, opinion, age, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td><strong>Possessive Adjectives &amp; Pronouns; Whose; Demonstratives</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----</td>
<td>-------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Identifying poss. adj. &amp; pronouns in texts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Identifying when to use poss. adj. and when to use poss. pronoun (focus on presence or absence of noun)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- <em>Who's</em> vs. <em>Whose</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Identifying when to use <em>this</em>/that*/these*/those*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I</td>
<td>I</td>
<td>D/P</td>
<td>I/---</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>12</th>
<th><strong>Reflexive and Reciprocal Pronouns</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Use and meaning</td>
</tr>
<tr>
<td></td>
<td>- Reflexive pronoun to emphasize a noun</td>
</tr>
<tr>
<td></td>
<td>- <em>Be</em> and <em>by</em> + reflexive pronouns</td>
</tr>
<tr>
<td></td>
<td>- <em>Each other, one another</em></td>
</tr>
<tr>
<td></td>
<td>I</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>13</th>
<th><strong>Modals &amp; similar expressions</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Ability (<em>can, could, be able to</em>)</td>
</tr>
<tr>
<td></td>
<td>- Permission (<em>can, could, may, do you mind if</em>)</td>
</tr>
<tr>
<td></td>
<td>- Requests (<em>can, could, will, would, would you mind</em>)</td>
</tr>
<tr>
<td></td>
<td>- Advice (<em>should, ought to, had better</em>)</td>
</tr>
<tr>
<td></td>
<td>- Suggestions (<em>let's, could, why don't, why not, how about</em>)</td>
</tr>
<tr>
<td></td>
<td>- Avoiding errors with modals (e.g. misuse of <em>should, could, and be supposed to</em>)</td>
</tr>
<tr>
<td></td>
<td>- Modal perfects</td>
</tr>
<tr>
<td></td>
<td>I</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>14</th>
<th><strong>Nouns &amp; Articles</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- count vs. non-count, general vs. specific, definite vs. indefinite</td>
</tr>
<tr>
<td></td>
<td>- A vs. an</td>
</tr>
<tr>
<td></td>
<td>I</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>15</th>
<th><strong>Phrasal Verbs</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Which phrasal verbs are separable/ inseparable?</td>
</tr>
<tr>
<td></td>
<td>- Degrees of formality</td>
</tr>
<tr>
<td></td>
<td>- Common Idioms</td>
</tr>
<tr>
<td></td>
<td>- Transitive/ intransitive</td>
</tr>
<tr>
<td></td>
<td>I</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>16</th>
<th><strong>Adjective / Adverbial / Noun / Relative Clauses</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Restrictive clauses:</strong></td>
</tr>
<tr>
<td></td>
<td>- Identifies a member of a group</td>
</tr>
<tr>
<td></td>
<td>- Use and meaning of <em>who, that, whose, and which</em></td>
</tr>
<tr>
<td></td>
<td>- Misuse of residual subject pronouns</td>
</tr>
<tr>
<td></td>
<td>- Degrees of formality</td>
</tr>
<tr>
<td></td>
<td>- Reduced adj. clauses (can never leave out whose)</td>
</tr>
<tr>
<td></td>
<td>I</td>
</tr>
<tr>
<td>17</td>
<td><strong>Passive Voice</strong></td>
</tr>
<tr>
<td>----</td>
<td>------------------</td>
</tr>
<tr>
<td></td>
<td>Use passive when you want to avoid mentioning the agent, or don’t have that information</td>
</tr>
<tr>
<td></td>
<td>Can mention agent “by”</td>
</tr>
<tr>
<td></td>
<td>Can use modals</td>
</tr>
<tr>
<td></td>
<td>Passive causative (Have/ get + object + past participle)</td>
</tr>
<tr>
<td></td>
<td>Control of voice choices regardless of tense</td>
</tr>
<tr>
<td></td>
<td>Lexical grammar</td>
</tr>
<tr>
<td></td>
<td>Participial adjectives &amp; related words (e.g. bore, bored, boring)</td>
</tr>
<tr>
<td></td>
<td>Passive infinitives and gerunds</td>
</tr>
<tr>
<td></td>
<td>Passive sentences with phrases like <em>is said to be</em></td>
</tr>
<tr>
<td></td>
<td>Voice as it relates to topic in a paragraph</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>18</th>
<th><strong>Conditionals</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><em>If</em> clause + result clause (order can be reversed)</td>
</tr>
</tbody>
</table>
Unreal conditional:
- “If” clause + result clause (order can be reversed)
- Use of verb tenses in each conditional tense
- “If I were you...” giving advice
- Understanding connections between context/belief and conditionals
- Factual conditionals (in which if is like when) as well as hypothetical and counterfactuals

<table>
<thead>
<tr>
<th>Reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matching the type of reporting with the type of utterance reported (e.g. questions, commands, compliments)</td>
</tr>
<tr>
<td>Links among reporting, gerunds and infinitives, and noun clauses</td>
</tr>
<tr>
<td>Word order in indirectly reported questions</td>
</tr>
<tr>
<td>Problematic verbs: Say, tell, advise, suggest, recommend, etc.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sentences; Connectors &amp; Punctuation; Parallelism</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sentences:</td>
</tr>
<tr>
<td>Patterns associated with verbs (e.g. verbs with one or two objects, verbs with prepositions, linking verb patterns such as look like)</td>
</tr>
<tr>
<td>Sentence types (minimal)</td>
</tr>
<tr>
<td>Connectors &amp; Punctuation:</td>
</tr>
<tr>
<td>Conjunctive adverbs for all areas of meaning</td>
</tr>
<tr>
<td>Expressing the same idea with different grammar, e.g. conjunctive adverb, subordinating conjunction, prepositional phrase</td>
</tr>
<tr>
<td>“Expanding” connectors: in addition (to), as a result (of), in spite of (to expand however)</td>
</tr>
<tr>
<td>Avoiding run-ons, comma splices, and fragments</td>
</tr>
<tr>
<td>Avoiding overuse of conjunctive adverbs</td>
</tr>
<tr>
<td>Parallelism:</td>
</tr>
<tr>
<td>Understanding and avoiding problems like <em>It takes too much money and not efficient</em></td>
</tr>
<tr>
<td>Using coordination to write concisely</td>
</tr>
</tbody>
</table>

Using Resources
An important part of the course is learning to use resources—mainly the text and summary handouts—to learn grammar and solve grammar problems. Students often get feedback like *See Yule p. 10 #4 and “See the pink tense overview, #5. Though Yule is particularly well-suited to this, the same approach is possible even without it.*
Appendix A2

Part I: Future

Directions: Complete this conversation by circling the correct words.

A: Graduation ceremonies were this afternoon. I can't believe this year is over already.
B: Me neither. Do you realize that in September we'll live / we'll have been living in this apartment for two years?
A: Amazing! And you'll have been studying / you'll be studying here for four years.
B: I know. Next year at this time I'll have been graduating / I'll have graduated already.
A: So, what'll you be doing / what'll you have done next June? Any plans?
B: That's easy. Next June I'll be looking / I'll have been looking for a job. How about you?
A: I won't have graduated / I'll have graduated yet. I plan to go home at the beginning of July next year, so during June I guess I'm going to be getting ready / I'll have gotten ready to travel to Greece.
B: Lucky you. Next summer you sit / you'll be sitting on beautiful beaches while I go / I'll go to job interviews.
A: But just think. By the time I'll be getting back / I get back you'll find / you'll have found a good job. So while I'm learning / I will learn all about verb tenses in grammar class, you start / you'll be starting your career.

Part II: Negative Questions and Tag Questions, Additions and Responses

Directions: Circle the letter of the correct response.

1. John lives in L.A.
   a) So does Alice.  
   b) Neither does Alice.  
   c) But Alice does.  
   d) Alice doesn't either.

2. -Didn't he used to live in New York?
   - ________________ .  He lived in Boston.
   a) No, he didn't.  
   b) Yes, he did.  
   c) Neither did he.  
   d) But he did.

3. Alice got married two years ago.
   a) Neither did John.  
   b) So does John.  
   c) So did John.  
   d) But John did.

4. -Alice is going to China, isn't she?
   - ________________ .  She's flying there on Friday.
   a) No, she isn't.  
   b) Yes, she is.  
   c) But she is.  
   d) But she isn't.

5. Doesn't John work for A. Linden & Co.?
   a) He doesn't neither.  
   b) Neither does he.  
   c) Yes, he is.  
   d) Yes, he does.
Part III: Gerunds and Infinitives

Directions: Complete these sentences with the correct form of the words in parentheses. The first one is done for you as an example.

1) My daughter’s teacher _____________ wants her to work _____________ harder. (want/she/work)

2) She _____________ questions when she doesn’t understand. (urge/Alicia/ask)

3) The teacher always _____________ after class to ask questions. (let/students/stay)

4) She _____________ the class. (my daughter/record/the class)

5) Alicia _____________ patient. (appreciate/the teacher/be)

Part IV: Phrasal Verbs

Directions: Rewrite the sentences that have underlined words. Use the correct form of the appropriate phrasal verbs in the box to replace the underlined words.

<table>
<thead>
<tr>
<th>blow up</th>
<th>come up</th>
<th>give up</th>
<th>leave out</th>
<th>let down</th>
</tr>
</thead>
<tbody>
<tr>
<td>point out</td>
<td>show up</td>
<td>throw away</td>
<td>turn down</td>
<td>turn in</td>
</tr>
</tbody>
</table>

1. A question arose about the science project.

2. Keep all your old notes. Please don’t discard them.

3. The teacher rejected my topic proposal.

4. All forms must be submitted by April 8th.

5. Be very careful when working with these chemicals. They could explode.
Part V: Adjective Clauses

Directions: Complete these sentences by circling the correct words.

1. The neighborhood that / who I grew up in was very friendly.

2. There were a lot of people who / which liked to do things together.

3. Mrs. Morris, that / who lived across the street, was one of my mother's closest friends.

4. She lived in a big old house, where / which I spent many happy hours.

5. I played there every day with her daughter, which / whose name was Katy.

Part VI: Modals Review

Directions: Complete this conversation with past modal. Use the correct form of the verbs in parentheses. Choose between affirmative and negative. The first one is done for you as an example.

A: I got a C on my math test. I should have done better than that.

B: Don't be so hard on yourself. It _____________ your fault. Perhaps it was just a difficult test.

A: No, it couldn't have been that difficult. The rest of the class did pretty well. I _____________ harder.

B: Well, what could you have done differently?

A: Well, for one thing, I ________________ that day of class.

B: You missed a day? Did you get the notes?

A: No. I _______________ them. Some of the problems that I got wrong must have come from that day.

Part VII: Passives

Directions: Circle the letter of the correct word(s) to complete each sentence.

1. Reggae music is ________________ at Jamaica's Sunsplash Festival.
   a) perform  b) performing  c) performed  d) performs

2. This wonderful festival ________________ be missed.
   a) isn't  b) wasn't  c) shouldn't  d) hasn't
3. Music lovers from all over the world can ________ found at the festival.
   a) be  b) have  c) been  d) were

4. Swimmers and divers ________ Jamaica's beautiful beaches.
   a) are enjoyed  b) enjoy  c) enjoys  d) are enjoyed by

5. Go deep-sea fishing, and get your picture ________ with your catch.
   a) taken  b) taking  c) took  d) be taken

Part VIII: Conditionals

Directions: Rewrite each sentence or group of sentences as a wish. The first one has been done for you as an example.

1. I want spring vacation to last six months.
   
   I wish spring vacation lasted six months.

2. I didn't buy business-class tickets. I'm sorry I didn't.

3. The in-flight movie is Back to the Future IV. I hate that one.

4. I'm sorry that we went to Disney World on vacation.

5. The beach is a better place to go.

6. Florida is nice. I'd like to live there.
Read this draft of a news story. There are nine mistakes in the use of direct and indirect speech and embedded questions. The first mistake is already corrected. Find and correct eight more. Don’t forget to check punctuation. Mistakes with quotation marks count as one mistake for the sentence:

Motorists returning home during last night’s snow storm were pleasantly surprised. Early yesterday afternoon, forecasters had predicted that Route 10 would close because of high winds. However, all major highways remained open last night. One woman, stopping for a newspaper on Woodmere Avenue at about midnight, told this reporter that she and her cousin have almost decided to stay with a friend tonight, rather than drive home. Her cousin told me that I had just arrived from Detroit, where the storm hit first. He said “that it had been a big one.” School children seemed especially pleased. Yesterday morning, most schools announced that they will close at 1:00 p.m. Several kids at James Fox Elementary reported that they are planning to spend that afternoon sledding and having snowball fights.

Many people are wondering how could weather forecasters have made such a big mistake. Carla Donati, the weather reporter for WCSX, said that they really were not sure why this had happened? The National Weather Service has not commented.

To check your answers, go to the Answer Key on page RT-6.
Use the list of grammar topics below to fill out the chart. You may use the same topic in more than one column.

<table>
<thead>
<tr>
<th>Topics I Recognize</th>
<th>Topics I Am Comfortable With</th>
<th>Topics I Need to Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>simple present</td>
<td>simple past</td>
<td>modals</td>
</tr>
<tr>
<td>possessives</td>
<td>future tense with will</td>
<td>prepositions</td>
</tr>
<tr>
<td>subject/verb agreement</td>
<td>gerunds and infinitives</td>
<td>present progressive</td>
</tr>
<tr>
<td></td>
<td>pronouns</td>
<td>count and non-count nouns</td>
</tr>
</tbody>
</table>
ESL 310 Grammar Student Information Survey

Full Name: ________________________________
Nickname: ________________________________
Country: __________________ Native language: __________________
U of M x500 ____________________________ Major/Field of Study ____________________________

Use the grammar terms below to answer the questions.

a. Verb tenses
b. Phrasal verbs (e.g., turn on, turn in, turn up)
c. Adverb clauses
d. Adjective clauses
e. Noun clauses
f. Modals (would, could, should)
g. Conditionals

1. Which areas of grammar do you feel confident you can use correctly most of the time?

2. Which areas of grammar do you have difficulty using correctly most of the time?
## Grammar Self-Assessment Survey

<table>
<thead>
<tr>
<th>Grammar Topic</th>
<th>I Feel Confident About This Topic</th>
<th>I Feel I Need to Work On This Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simple Present</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Simple Past</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Present Progressive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Past Progressive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Present Perfect</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Past Perfect</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Present Perfect Progressive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Past Perfect Progressive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Future</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Future Progressive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Future Perfect</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Future Perfect Progressive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tag Questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adjective Clauses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Modals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Passive Voice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conditionals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indirect Speech</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Embedded Questions</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Grammar Self-Assessment Survey

<table>
<thead>
<tr>
<th>Grammar Topic</th>
<th>I Feel Confident About This Topic</th>
<th>I Feel I Need to Work On This Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simple Present</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Simple Past</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Present Progressive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Past Progressive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Present Perfect</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Past Perfect</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Present Perfect Progressive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Past Perfect Progressive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Future</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Future Progressive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Future Perfect</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Future Perfect Progressive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tag Questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adjective Clauses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Modals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Passive Voice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conditionals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indirect Speech</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Embedded Questions</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ESL 210: Intermediate Grammar Survey

Help me find out more about you!
Your username (kole012)@umn.edu will be recorded when you submit this form. Not
kole0131? Sign out
* Required

What is your name? *

What name would you like to use in class? *

Where are you from? *

What is your native language? *

How many semesters have you studied at the Minnesota English Language Program? *

How long did you study English in your home country? *

How long have you been in the United States? *

How long will you stay in the United States? *

Tell me about your current living situation. Do you live on-campus or off-campus? How
do you get to class? How long does it take you? Who are you living with? *

Which of your skills do you consider to be the strongest? *
You may choose more than one.
- Listening
- Speaking
- Reading
- Writing
- Other:

Which of your skills do you consider to be the weakest? *
You may choose more than one.
- Listening
- Speaking
- Reading
- Writing
- Other:

Tell me about your goals. What are your plans after you leave MELP? *
Is there anything else you want to share about yourself?

Do you have any questions for me?

Which of these grammar topics do you find to be easy? *
You may choose more than one.
- Simple Present Tense
- Present Progressive
- Imperatives
- Simple Past
- Past Progressive
- Future
- Reflexive and Reciprocal Pronouns
- Phrasal Verbs
- Modals
- Present Perfect
- Definite and Indefinite Articles
- Comparatives and Superlatives
- Gerunds and Infinitives

Which of these grammar topics do you find to be difficult? *
You may choose more than one.
- Simple Present Tense
- Present Progressive
- Imperatives
- Simple Past
- Past Progressive
- Future
- Reflexive and Reciprocal Pronouns
- Phrasal Verbs
- Modals
- Present Perfect
- Definite and Indefinite Articles
- Comparatives and Superlatives
- Gerunds and Infinitives

Send me a copy of my responses.
Submit
Summer Intensive English Program
ESL 105: Section 001/099: High Beginning Grammar

Instructor: Kamille Kolar  
E-mail: kola0131@umn.edu

Office Location: 101G Westbrook Hall  
Office Hours: 8am-9am and by appointment

General Information:  
This class meets Monday-Friday from 9:05-9:55am.  
Monday-Thursday we will meet in Kolthoff 134.  We  
will meet in Jones 30 on Fridays.

Required Materials:  
Basic English Grammar by Betty Azar

Class Goals:  
Our goal is to improve grammar skills in speaking and  
writing. In this class we will focus on basic structures  
at the sentence level.

We may cover the following topics: comparisons, questions, modals, verb tenses  
(simple past and simple present), and article usage.

Attendance:

Attendance and being on time are important. If you arrive more than 10 minutes  
late, if you leave more than 10 minutes early, or if you are sleeping in class, I will  
count you as missing the entire class. To pass, you need to attend 90% of the  
classes. (This means that being absent four times is too many!) Missing class  
for any reason, including illness, results in an absence on your record. A few  
exceptions may be made (for example, if you have to attend an academic  
orientation).

Grading:

Grading is S/N (satisfactory or not). To get an S, you need the equivalent of a C-  
(in percentage terms, 70%). Grades will be based on homework and quizzes.

Homework: 50%  
Late work may only be handed in if the teacher has  
not corrected and handed back the assignment to the  
rest of the class. 10% will be deducted for late work.

Quizzes: 50%  
A make-up quiz is only possible if you contact me  
before the quiz.
Classroom Behavior:

Please be respectful of your classmates and refrain from talking while they are talking. Please do not use laptop computers, cell phones, iPods, or electronic dictionaries in class.

Academic Honesty:

Cheating and copying are NOT allowed. Using your own words will help you to improve your English. If you cheat on an exam, copy a classmate's assignment, or copy something directly from the internet, you will receive a ZERO.

Email and Moodle Course Website:

All correspondence will be via your University of Minnesota email account. The Moodle course website will be used for course information, assignments and materials, grades, and other course activities. The recommended browser is Firefox.

To access the course website, go to http://moodle.umn.edu and login with your UMN internet ID (x500) and password (same as email). Be sure your computer is equipped to use the Wimba Voice Tools.

Special needs:

If you have special needs that affect your class performance (for example, a vision or hearing problem), please let me know. We can help.
ESL 210—Intermediate Grammar: Fall 2011

Instructor: Kamille Kolar
Office: 160 McNamara Alumni Center
Email: kola0131@umn.edu
Office Hours: Fridays 10:15am-12:15pm, and by appointment

General Info: Class meets in Folwell107 on Monday, Tuesday, Wednesday, and Thursday from 9:05 a.m. to 9:55 a.m. Class will meet in Jones 15 on Friday from 9:05 a.m. to 9:55 a.m.


Class Objectives: Students will build on their skills in basic grammar, adding to their range and accuracy at the paragraph level. Topics are likely to include the present perfect tense, gerunds and infinitives, modals, and comparative and superlative forms. Students study the use of word forms and grammatical structures in readings and conversations, practice in controlled speaking and writing assignments, and communicate with their classmates and teacher about topics of interest.

Grading:
Final grades will be based on daily homework, quizzes and tests, projects, presentations, and attendance.

Homework: (30%) Late work may only be handed in if the teacher has not corrected and handed back the assignment to the rest of the class. 10% will be deducted for late work.

Quizzes and Tests: (40%) A make-up quiz is only possible if you contact me before the quiz.

Projects & Presentations (30%) Instead of mid-term and final tests, you will complete a project and presentation.

Attendance:
Attendance and being on time are important. In order to pass, you must attend 90% of the classes. If you attend less than 90%, your grade will be lowered accordingly.

I will count you as missing the entire class for the following reasons:

- If you arrive more than 10 minutes late,
- if you leave more than 10 minutes early
- if you are sleeping in class
- if you refuse to work with a partner or in a group
- if you aren’t speaking English
Missing class for any reason, including illness, results in an absence on your record. If you are absent, it is your responsibility to find out what you missed from a classmate or the teacher.

The ONLY exception to this rule is missing class in observance of a University-approved religious holiday. If you are planning to miss class because of a religious holiday, you must notify me beforehand in order to make up the work.

**Special needs:**

If you have special needs that affect your class performance (for example, a vision or hearing problem), please let us know, so we can make accommodations.

**Email and Moodle:**

All correspondence will be via your University of Minnesota email account. The Moodle course website will be used for course information, assignments and materials, grades, and other course activities. The recommended browser is Firefox.

To access the course website, go to [http://moodle.umn.edu](http://moodle.umn.edu) and log in with your UMN internet ID (x500) and password (same as email). Be sure your computer is equipped to use the Wimba Voice Tools.

You should check your university email and Moodle daily.

When you e-mail me, be sure to put your name at the bottom of the message. A sample appears below.

From: astudent@umn.edu
To: kola0131@umn.edu
Date: Sept. 7, 2011
Subject: Question about assignment 3

Dear Kamille,
Do we need to type assignment #3 or is it OK to write it by hand?

Thanks,
A. Student

**Classroom Behavior:**

Please be respectful of your classmates and refrain from talking while they are talking. Please do not use laptop computers, cell phones, iPods, or electronic dictionaries in class.

**Academic Honesty:**

Cheating and copying are **NOT** allowed. Using your own words will help you to improve your English. If you cheat on an exam or copy a classmate's assignment or copy and paste text from the internet and put your name on it, you will receive a **ZERO**.
ESL 310—Advanced Grammar: Fall 2010

Instructor: Kamille Kolar
Office: 101 Westbrook Hall
Email: kola0131@umn.edu
Office Hours: Tuesdays 12:15-2:15pm

Instructor: Mary Willms
Office: 101 Westbrook Hall
Email: will1294@umn.edu
Office Hours: by appointment

General Info: Class meets in ________________________ on Monday, Tuesday, Wednesday, Thursday, and Friday from 9:05 a.m. to 9:55 a.m. Class will occasionally meet in the computer lab in Jones Hall. These dates will be announced in class throughout the semester and on Moodle.


Class Objectives: Our goal is to improve grammar skills in speaking and writing. In this class we will focus on complex structures such as adjective clauses, phrasal verbs, modals, gerunds and infinitives, tag questions, conditionals, indirect speech and embedded questions.

Grading:

Grading is S/N (satisfactory or not). To get an S, you need the equivalent of a C- (in percentage terms, 70%). Grades will be based on daily homework, quizzes, projects, presentations, and participation.

Homework: (40%) Late work may only be handed in if the teacher has not corrected and handed back the assignment to the rest of the class. 10% will be deducted for late work.

Projects
Presentations

Quizzes: (50%) A make-up quiz is only possible if you contact us before the quiz.

Participation: (10%) Participation is part of your grade. This includes:

- Attendance
- Not sleeping in class
- Taking notes
- Asking and answering questions during class
- Talking with your partner/group members during small group times.
- Using English to communicate in class
Attendance:

Attendance and being on time are important. If you arrive more than 10 minutes late, if you leave more than 10 minutes early, or if you are sleeping in class, we will count you as missing the entire class. In order to pass, you must attend 90% of the classes.

Missing class for any reason, including illness, results in an absence on your record. If you are absent, it is your responsibility to find out what you missed from a classmate or the teacher.

Special needs: If you have special needs that affect your class performance (for example, a vision or hearing problem), please let us know, so we can make accommodations.

Email and Moodle: All correspondence will be via your University of Minnesota email account. The Moodle course website will be used for course information, assignments and materials, grades, and other course activities. The recommended browser is Firefox.

To access the course website, go to http://moodle.umn.edu and login with your UMN internet ID (x500) and password (same as email). Be sure your computer is equipped to use the Wimba Voice Tools.

You should check your university email and Moodle daily.

Classroom Behavior: Please be respectful of your classmates and refrain from talking while they are talking. Please do not use laptop computers, cell phones, iPods, or electronic dictionaries in class.

Academic Honesty: Cheating and copying are NOT allowed. Using your own words will help you to improve your English. If you cheat on an exam or copy a classmate’s assignment, or copy and paste text from the internet and put your name on it, you will receive a ZERO.
Instructor: Kamille Kolar
Office: 101 Westbrook Hall
Email: kola0131@umn.edu
Office Hours: Tuesdays 10:15-11am, Fridays 10:15am-12:15pm, and by appointment

General Info: Class meets in Kolthoff 136 on Monday, Tuesday, Wednesday, and Friday from 9:05 a.m. to 9:55 a.m. Class will meet in Jones 30 on Thursdays.


Class Objectives:
Students will review and solidify their understanding and control of English grammar in writing and speaking. The focus is on grammar in context at the multi-paragraph level. Topics include verb tenses, noun clauses, the passive voice, conditionals, and adjective clauses. This knowledge is applied to development of revision and editing skills in the writing process. Written assignments and oral practice help students communicate their ideas more accurately and confidently.

Grading:
Final grades will be calculated as follows:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>95-100%</td>
<td>A/S</td>
</tr>
<tr>
<td>90-94%</td>
<td>A-/S</td>
</tr>
<tr>
<td>87-89%</td>
<td>B+/S</td>
</tr>
<tr>
<td>83-86%</td>
<td>B/S</td>
</tr>
<tr>
<td>80-82%</td>
<td>B-/S</td>
</tr>
<tr>
<td>77-79%</td>
<td>C+/S</td>
</tr>
<tr>
<td>73-76%</td>
<td>C/S</td>
</tr>
<tr>
<td>70-72%</td>
<td>C-/S</td>
</tr>
<tr>
<td>67-69%</td>
<td>D+/N</td>
</tr>
<tr>
<td>63-66%</td>
<td>D/N</td>
</tr>
<tr>
<td>60-62%</td>
<td>D-/N</td>
</tr>
</tbody>
</table>

Grades will be based on daily homework, quizzes, projects, presentations, and attendance.

Homework: (30%) Late work may only be handed in if the teacher has not corrected and handed back the assignment to the rest of the class. 10% will be deducted for late work.

Quizzes: (40%) A make-up quiz is only possible if you contact me before the quiz.

Projects & Presentations (30%)
Attendance:

Attendance and being on time are important. In order to pass, you must attend 90% of the classes. If you attend less than 90%, your grade will be lowered accordingly.

I will count you as missing the entire class for the following reasons:

- If you arrive more than 10 minutes late,
- If you leave more than 10 minutes early
- If you are sleeping in class
- If you refuse to work with a partner or in a group
- If you aren’t speaking English

Missing class for any reason, including illness, results in an absence on your record. If you are absent, it is your responsibility to find out what you missed from a classmate or the teacher.

The ONLY exception to this rule is missing class in observance of a University-approved religious holiday. If you are planning to miss class because of a religious holiday, you must notify me beforehand in order to make up the work.

Special needs:

If you have special needs that affect your class performance (for example, a vision or hearing problem), please let us know, so we can make accommodations.

Email and Moodle:

All correspondence will be via your University of Minnesota email account. The Moodle course website will be used for course information, assignments and materials, grades, and other course activities. The recommended browser is Firefox.

To access the course website, go to http://moodle.umn.edu and log in with your UMN internet ID (x500) and password (same as email). Be sure your computer is equipped to use the Wimba Voice Tools.

You should check your university email and Moodle daily.

Classroom Behavior:

Please be respectful of your classmates and refrain from talking while they are talking. Please do not use laptop computers, cell phones, iPods, or electronic dictionaries in class.

Academic Honesty:

Cheating and copying are NOT allowed. Using your own words will help you to improve your English. If you cheat on an exam or copy a classmate’s assignment or copy and paste text from the internet and put your name on it, you will receive a ZERO.
MELP Evaluative Observation Sheet

| Instructor | Kamille Kolar                | Date/Time | August 2, 2010/ 9:05-9:55 a.m. |

The observer can comment on any area, but the areas below are examples of areas of focus.

1. Clear and achievable objectives in the lesson. Achievement of those objectives. When did you see learning taking place?

I observed Kamille teaching a lesson focused on imperatives, identifying them, and using them in appropriate contexts. She provided weekly and daily student learning objectives on her lesson plan. The objectives were reasonable and achievable for the students in this class. Students demonstrated their ability to identify imperatives in several of the activities and also began to show that they could use them in appropriate contexts.

2. Choice of activities. Appropriate for getting at the objectives of the lesson?

Very appropriate activities that were focused on the grammar form being focused on and they related to the objectives of the lesson. I especially enjoyed the introductory activity which got students speaking, and thinking through the use of a recipe that they had to sort out using a kinesthetic method.

3. The ratio of student talk to teacher talk

In our debrief we discussed ways to get this quiet class to speak more and use longer sentences in their responses. Kamille had students participating in small group activities and a whole group activity at the beginning of the lesson. The amount of teacher talk was appropriate and we focused on discussing ways to promote more student talk such as engaging them in small talk before class and having them co-construct more grammar rules.

4. Use of classroom aids/realia/video/audio/board

This really seems to be a strength of Kamille’s teaching. She made great use of the board to support new vocabulary and topics, used a brief PPT summary in class and used playing cards as an interesting way to break students into groups. Students responded positively to all of this.

5. Clarity of instructions

Instructions were clear and Kamille has a good pace and loudness to her voice. We discussed ways to do more comprehension checks to ensure that the quiet students in class were getting the instructions, and if not how some of their classmates could explain them to the class again.
6. Checking learner understanding.

Students demonstrated their understanding through completion of the activities in class. We discussed ways to make sure all students were achieving the objectives by having more students volunteer answers and incorporating even more examples or repetition of the forms in class.


Kamille incorporated a good deal of feedback in the class. For the most part, students were using the forms correctly, so there was not a lot of need for feedback. Remember that students love to get feedback, so push them to use the target language in different contexts and then help them self-correct when they reach their limits.

8. Flexibility and sensitivity to student needs and culture

Kamille is aware that this is a quiet class in the morning, so she is using visuals, a variety of activities, and direct engagement to help students stay engaged in the materials. We brainstormed even more ways to connect the material to other things students are doing in the program. Kamille seemed very respectful of students and their cultures and students were respectful of her teaching as well. There seems to be a friendly classroom atmosphere here.

9. Overall

Kamille has a solid communicative grammar class going here. It is interactive and stimulating. It is well paced and the transitions make sense. As Kamille continues to connect with the students and push them to speak even more, I think she will see them demonstrating just how much they are getting out of the class. Kamille used great wait time in class and also made sure a variety of students volunteered answers – good job! These are skills that many newer teachers are still developing, so she is ahead of the game.

Instructor comments:

What did you learn through this observation?

<table>
<thead>
<tr>
<th>Observer’s signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instructor’s signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Background Information:
Summer Intensive English Program at Minnesota English Language Program at the University of Minnesota
Kolthoff 134
9:05am-9:55am (50 total minutes)
ESL 105: High Beginning Grammar- Level A
12 students total: native speakers of Arabic (4), Chinese (5), French, Korean, Spanish

### Course Objective:
Improve grammar skills in speaking and writing; focus on basic structures at the sentence level.

### At the End of Unit 4, SWBAT:
1. Use *should* and imperatives to give advice
2. Use *have + infinitive* and *must* to express necessity
3. Use *can, could, would, may,* and imperatives to make polite requests
4. Use *let’s* to make a suggestion
5. Use the imperative to give orders, directions, and advice

### Previous Lesson:
Polite Questions with *May, Could, Can* and *Would*; Using *Let’s*

### Teacher Objectives for this Lesson:
1. Begin the class, handle transitions, and end the class effectively. (#5)
2. Give clear and concise explanations. (#9)
3. Be mindful of the time.

### Specific Learning Objectives for Today’s Lesson:
What will students know? What will they be able to do/use?
1. Students will be able to recognize the imperative form.
2. Students will be able to give written and spoken orders and directions using imperatives.
3. Students will be able to give written and spoken advice using imperatives.
4. Students will be able to make written and spoken requests using imperatives.

### Materials Needed:
*Basic English Grammar* by Betty Azar sentence strips, Azar Teacher Resource CD or website, laptop

### To Do Before Class:
Reserve and pick up laptop, type up and cut “steps to making popcorn” into strips.

<table>
<thead>
<tr>
<th>Time Frame</th>
<th>Activity</th>
<th>Objective Reached by This Activity</th>
<th>Skill Focus</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:05-9:15</td>
<td><strong>Making Popcorn the Old-Fashioned Way</strong> (adapted from Practice 17, p. 207 AZAR Workbook)</td>
<td><strong>WARM UP</strong></td>
<td>speaking, listening</td>
<td>If not all of the students arrive on time, the teacher provides steps with the first and last step.</td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
<td>Group(s)</td>
<td>Skills</td>
<td>Notes</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------------------------------------</td>
<td>----------</td>
<td>-------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>9:15-9:20</td>
<td><strong>Presentation of Imperatives using the AZAR PPT</strong></td>
<td></td>
<td>listening, note-taking</td>
<td>Students can look at Chart 13-6 on p. 395.</td>
</tr>
<tr>
<td>9:20-9:30</td>
<td><strong>Identifying Imperatives.</strong> Teacher divides sts into four groups of three using playing cards. Each group is assigned one of the dialogues in Exercise 21 on pp. 395-396 in the book. The first one is already completed; sts look at this as a model. Each group is responsible for sharing its answers with the whole class.</td>
<td>1</td>
<td>speaking, listening</td>
<td>Group sizes/number of groups may have to be adjusted depending upon attendance.</td>
</tr>
<tr>
<td>9:30-9:40</td>
<td><strong>Giving Commands/Orders with Imperatives.</strong> Sts remain in their original groups. Each group is responsible for writing a sentence for each of the conversation balloons in Exercise 22. Groups then share their answers with the entire class.</td>
<td>2</td>
<td>speaking, listening, writing sentences</td>
<td>If short on time, each group can be assigned ONE of the conversation balloons.</td>
</tr>
<tr>
<td>9:40-9:55</td>
<td><strong>Giving Advice and Making Requests with Imperatives.</strong> (adapted from Exercise 23 on p. 397 of Azar) Sts remain in their original groups. Each group is responsible for coming up with advice using both affirmative and negative imperatives for a given situation. Groups then share their answers with the entire class.</td>
<td>3, 4</td>
<td>speaking, listening, taking notes</td>
<td>If there is extra time, groups can think of advice/requests for more than one situation.</td>
</tr>
</tbody>
</table>
Written Comments
1. What did the instructor do that most helped your learning?

The teacher gave feedback and corrected my test corrections.

Written Comments
1. What did the instructor do that most helped your learning?

The most helpful for me was correcting a common mistake in Moodle (Grammar) and some writing.

Written Comments
1. What did the instructor do that most helped your learning?

Grammar games were the best way for me to remember the rules.

Written Comments
1. What did the instructor do that most helped your learning?

She prepares fun games and encourages us to talk a lot.
Written Comments
1. What did the instructor do that most helped your learning?
   Use a good methodology for teaching grammar, like:
   games, bring newspaper, work in small groups.

Written Comments
1. What did the instructor do that most helped your learning?
   Practicing in group

Written Comments
1. What did the instructor do that most helped your learning?
   Play games and co-operate with classmates.

Written Comments
1. What did the instructor do that most helped your learning?
   Different kinds of activities related with grammar.

Written Comments
1. What did the instructor do that most helped your learning?
   The variety of activities

Written Comments
1. What did the instructor do that most helped your learning?
   She gave us a lot of assignments which are helpful
to improve my grammar.

Written Comments
1. What did the instructor do that most helped your learning?
   Answered my questions.

Written Comments
1. What did the instructor do that most helped your learning?
   Detailed instruction.
# Course Information

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Response Sheets Submitted</td>
<td>13</td>
</tr>
<tr>
<td>Number of Blank Response Sheets Submitted</td>
<td>0</td>
</tr>
<tr>
<td>Number of Non-Blank Response Sheets Submitted</td>
<td>13</td>
</tr>
<tr>
<td>Reported Enrollment</td>
<td>13</td>
</tr>
<tr>
<td>Response Rate</td>
<td>100.00%</td>
</tr>
<tr>
<td>Instructor Level</td>
<td>Non-Exempt</td>
</tr>
<tr>
<td>Class Type</td>
<td>Temporary or Casual</td>
</tr>
<tr>
<td></td>
<td>Lecture</td>
</tr>
</tbody>
</table>

# Core Items

Note: Missing "Value Numbers" and "Answer Texts" in the item summaries below correspond to responses that were not selected by any students. (Frequency is 0)

**Question:** The instructor was well prepared for class.

<table>
<thead>
<tr>
<th>Val #</th>
<th>Answer Text</th>
<th>Frequency</th>
<th>Graph</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Somewhat Agree</td>
<td>1</td>
<td></td>
<td>7.7</td>
</tr>
<tr>
<td>5</td>
<td>Agree</td>
<td>3</td>
<td></td>
<td>23.1</td>
</tr>
<tr>
<td>6</td>
<td>Strongly Agree</td>
<td>9</td>
<td></td>
<td>69.2</td>
</tr>
</tbody>
</table>

**Question:** The instructor presented the subject matter clearly.

<table>
<thead>
<tr>
<th>Val #</th>
<th>Answer Text</th>
<th>Frequency</th>
<th>Graph</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Somewhat Agree</td>
<td>2</td>
<td></td>
<td>15.4</td>
</tr>
<tr>
<td>5</td>
<td>Agree</td>
<td>3</td>
<td></td>
<td>23.1</td>
</tr>
<tr>
<td>6</td>
<td>Strongly Agree</td>
<td>8</td>
<td></td>
<td>61.5</td>
</tr>
</tbody>
</table>

**Question:** The instructor provided feedback intended to improve my course performance.

<table>
<thead>
<tr>
<th>Val #</th>
<th>Answer Text</th>
<th>Frequency</th>
<th>Graph</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Agree</td>
<td>3</td>
<td></td>
<td>23.1</td>
</tr>
<tr>
<td>6</td>
<td>Strongly Agree</td>
<td>10</td>
<td></td>
<td>76.9</td>
</tr>
<tr>
<td>Question: The instructor treated me with respect.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>---</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean: 5.92</td>
<td>Median: 6.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Std. Dev.: 0.27</td>
<td>Item Resp. Rate: 13 (100.00%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Val #</td>
<td>Answer Text</td>
<td>Frequency</td>
<td>Graph</td>
<td>Percent</td>
</tr>
<tr>
<td>----------------------------</td>
<td>-------------</td>
<td>-----------</td>
<td>-------</td>
<td>---------</td>
</tr>
<tr>
<td>5</td>
<td>Agree</td>
<td>1</td>
<td></td>
<td>7.7</td>
</tr>
<tr>
<td>6</td>
<td>Strongly Agree</td>
<td>12</td>
<td></td>
<td>92.3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question: I have a deeper understanding of the subject matter as a result of this course.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean: 5.54</td>
<td>Median: 6.00</td>
</tr>
<tr>
<td>Std. Dev.: 0.50</td>
<td>Item Resp. Rate: 13 (100.00%)</td>
</tr>
<tr>
<td>Val #</td>
<td>Answer Text</td>
</tr>
<tr>
<td>----------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>5</td>
<td>Agree</td>
</tr>
<tr>
<td>6</td>
<td>Strongly Agree</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question: My interest in the subject matter was stimulated by this course.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean: 5.38</td>
<td>Median: 6.00</td>
</tr>
<tr>
<td>Std. Dev.: 1.08</td>
<td>Item Resp. Rate: 13 (100.00%)</td>
</tr>
<tr>
<td>Val #</td>
<td>Answer Text</td>
</tr>
<tr>
<td>----------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>2</td>
<td>Disagree</td>
</tr>
<tr>
<td>5</td>
<td>Agree</td>
</tr>
<tr>
<td>6</td>
<td>Strongly Agree</td>
</tr>
</tbody>
</table>
Course Information

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Response Sheets Submitted</td>
<td>17</td>
</tr>
<tr>
<td>Number of Blank Response Sheets Submitted</td>
<td>0</td>
</tr>
<tr>
<td>Number of Non-Blank Response Sheets Submitted</td>
<td>17</td>
</tr>
<tr>
<td>Reported Enrollment</td>
<td>14 *</td>
</tr>
<tr>
<td>Response Rate</td>
<td>100.00%</td>
</tr>
<tr>
<td>Instructor Level</td>
<td>Teaching Assistant</td>
</tr>
<tr>
<td>Class Type</td>
<td>Lecture</td>
</tr>
</tbody>
</table>

* Note: The Response Rate shown above has been adjusted to equal 100 percent. This is because the number of response sheets submitted was greater than the course’s PeopleSoft enrollment. Please check your records for accurate course enrollment.

Core Items

Note: Missing "Value Numbers" and "Answer Texts" in the item summaries below correspond to responses that were not selected by any students. (Frequency is 0)

**Question: The instructor was well prepared for class.**

<table>
<thead>
<tr>
<th>Mean: 5.81</th>
<th>Median: 6.00</th>
<th>Std. Dev.: 0.53</th>
<th>Item Resp. Rate: 16 (94.12%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Val #</td>
<td>Answer Text</td>
<td>Frequency</td>
<td>Graph</td>
</tr>
<tr>
<td>4</td>
<td>Somewhat Agree</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Agree</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Strongly Agree</td>
<td>14</td>
<td></td>
</tr>
</tbody>
</table>

**Question: The instructor presented the subject matter clearly.**

<table>
<thead>
<tr>
<th>Mean: 5.69</th>
<th>Median: 6.00</th>
<th>Std. Dev.: 0.77</th>
<th>Item Resp. Rate: 16 (94.12%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Val #</td>
<td>Answer Text</td>
<td>Frequency</td>
<td>Graph</td>
</tr>
<tr>
<td>3</td>
<td>Somewhat Disagree</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Agree</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Strongly Agree</td>
<td>13</td>
<td></td>
</tr>
</tbody>
</table>

**Question: The instructor provided feedback intended to improve my course performance.**

<table>
<thead>
<tr>
<th>Mean: 5.63</th>
<th>Median: 6.00</th>
<th>Std. Dev.: 0.78</th>
<th>Item Resp. Rate: 16 (94.12%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Val #</td>
<td>Answer Text</td>
<td>Frequency</td>
<td>Graph</td>
</tr>
<tr>
<td>3</td>
<td>Somewhat Disagree</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Agree</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Strongly Agree</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>
**Question:** The instructor treated me with respect.

<table>
<thead>
<tr>
<th>Val #</th>
<th>Answer Text</th>
<th>Frequency</th>
<th>Graph</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Agree</td>
<td>2</td>
<td></td>
<td>12.5</td>
</tr>
<tr>
<td>6</td>
<td>Strongly Agree</td>
<td>14</td>
<td></td>
<td>87.5</td>
</tr>
</tbody>
</table>

**Question:** I have a deeper understanding of the subject matter as a result of this course.

<table>
<thead>
<tr>
<th>Val #</th>
<th>Answer Text</th>
<th>Frequency</th>
<th>Graph</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Somewhat Disagree</td>
<td>1</td>
<td></td>
<td>6.3</td>
</tr>
<tr>
<td>5</td>
<td>Agree</td>
<td>3</td>
<td></td>
<td>18.8</td>
</tr>
<tr>
<td>6</td>
<td>Strongly Agree</td>
<td>12</td>
<td></td>
<td>75.0</td>
</tr>
</tbody>
</table>

**Question:** My interest in the subject matter was stimulated by this course.

<table>
<thead>
<tr>
<th>Val #</th>
<th>Answer Text</th>
<th>Frequency</th>
<th>Graph</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Somewhat Disagree</td>
<td>1</td>
<td></td>
<td>6.3</td>
</tr>
<tr>
<td>5</td>
<td>Agree</td>
<td>3</td>
<td></td>
<td>18.8</td>
</tr>
<tr>
<td>6</td>
<td>Strongly Agree</td>
<td>12</td>
<td></td>
<td>75.0</td>
</tr>
</tbody>
</table>
Written Comments

1. What did the instructor do that most helped your learning?

* good explanation, exercise, and practice
* encourage students to take part in the class

Written Comments

3. Additional Comments

* I think more detail exploration could have made the class better
* exciting class.
<table>
<thead>
<tr>
<th>Timestamp</th>
<th>What activities do we do in class that help you learn best?</th>
<th>Sample Question 2</th>
<th>What things we do in class (that we aren't already doing) that would better help you to learn?</th>
<th>Is there anything you would change about this class?</th>
<th>What things should stay the same?</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/22/2011 14:14:18</td>
<td>An activity which helps me learn very well English is when the teacher give us a lot of words on sheets of papers and we have to put the words with the correct definition. Moreover, because we did many exercises in class, it has strongly helped me to be prepared to the grammar exam and also I learnt high level English.</td>
<td>I think, when we read a text on the grammar book, it will be a good idea that the teacher writes the difficult words on the blackboard. It permits to all the students in class to memorize and note them on a note book for instance.</td>
<td>If there is one thing that I could change it would be to do presentation in group in front of the class. As a result, we would speak English and improve our grammar skills because we would have to prepare our presentation beforehand.</td>
<td>I like the exercises we do in group because we have to speak English to one another and it help us improve our English. I like also when the teacher writes all the correction of the exercise on the blackboard. Moreover, I like the fact that we have often exercises to do at home because it helps us to be more successful on grammar. I would like to add that I am satisfied to have grammar tests once or twice a month because it help us very much to improve our skills!</td>
<td></td>
</tr>
<tr>
<td>10/22/2011 21:49:45</td>
<td>when we bring questions from the book.</td>
<td></td>
<td>make it more than one hour and not in the morning. have more quizzes</td>
<td>how much homework we take.</td>
<td></td>
</tr>
<tr>
<td>10/22/2011 23:50:41</td>
<td>Group discussion, because I have to pay the attention to my classmates' opinion, and combine my opinion. In this way, I can have a good effect.</td>
<td>Maybe we can have discussion in the beginning of our class, it can help me fresh my mind.</td>
<td>I will more positive on class</td>
<td>Maybe I will sleepy on class, you can remind me or give me some questions</td>
<td></td>
</tr>
<tr>
<td>10/23/2011 11:03:56</td>
<td></td>
<td></td>
<td>Miss Kamille, I really appreciate your classes. They are very interesting, I am improving my Grammar.</td>
<td>The activities in the book and the quizzes.</td>
<td></td>
</tr>
<tr>
<td>Timestamp</td>
<td>Sample Question 2</td>
<td>What things could we do in class that would better help you to learn?</td>
<td>Is there anything you would change about this class?</td>
<td>What things should stay the same?</td>
<td></td>
</tr>
<tr>
<td>-----------------</td>
<td>------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------</td>
<td>-----------------------------------------------------</td>
<td>----------------------------------</td>
<td></td>
</tr>
<tr>
<td>10/6/2011 19:50:26</td>
<td>this is just a test First, we always review the topics in the book. Second, we practice in groups the books exercises. Finally, the teacher always tries to find funny exercises that improve the interest in the class.</td>
<td>just checking</td>
<td>ignore this one!</td>
<td>test 1 2 3</td>
<td></td>
</tr>
<tr>
<td>10/21/2011 12:27:43</td>
<td>Discussing with our group, as well as changing groups every week or two weeks. writing on the board lead to be more aware about our mistakes and others too, and competing with other classmates help understand very well. Furthermore, the lab day play an effective role in our learning and understanding.</td>
<td>I think all it's good, ohh maybe we missed some minutes in order to not exceed the finish hour.</td>
<td>Not, only the previous topic that I mentioned.</td>
<td>The schedule is good, I studied in my country and is so different all the topics are good.</td>
<td></td>
</tr>
<tr>
<td>10/22/2011 10:21:35</td>
<td>More activities on the board and games.</td>
<td>Actually I just prefer to do more activities to avoid mistakes in tests and home works.</td>
<td>Lab day, home works, activities with groups and board, and group discussion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Timestamp</td>
<td>What activities do we do in class that help you learn best?</td>
<td>Sample Question 2</td>
<td>What things could we do in class (that we aren't already doing) that would better help you to learn?</td>
<td>Is there anything you would change about this class?</td>
<td>What things should stay the same?</td>
</tr>
<tr>
<td>-----------------</td>
<td>------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>10/23/2011 15:23:20</td>
<td>The homework sheets that you often passed out.</td>
<td>Write a daily diary once for a week, and review a incorrect grammar. I am not doing that now, though.</td>
<td>I think the friday in the lab class is neccessary to change a little. Because that can be done by myself at home.</td>
<td>I think you can give us more time to ask question. No if you can we can make it longer because I feel that the time is not enough</td>
<td>The homework sheets, another homeworks on the book, the process to finish each chapters on the book.</td>
</tr>
<tr>
<td>10/23/2011 19:49:50</td>
<td>Do the quiz i think it is the best way to help me to study grammar</td>
<td>Do the practice in testbook</td>
<td>Do more practice and more quiz</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/23/2011 20:13:26</td>
<td>group work games</td>
<td>more games maybe movies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/23/2011 21:04:07</td>
<td>Learning as a game</td>
<td>Make group of 2 or three and make kind of competing in the class. Make a small quizzes which not grades to make students challenge themselves.</td>
<td>Nothing</td>
<td>Every things</td>
<td></td>
</tr>
<tr>
<td>10/23/2011 22:42:02</td>
<td>We have a unit test every week for evaluate proficiency. This is good method for improve English skills.</td>
<td>I'm satisfied with this class now. So, nothing to say.</td>
<td>One thing would like to change. Time! Garammar class time is too short.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/23/2011 23:17:38</td>
<td>when we work as group because we can share together and learn.</td>
<td>I have no idea</td>
<td>work together at least 2 or 3 times a week.</td>
<td>I have no idea</td>
<td></td>
</tr>
<tr>
<td>Timestamp</td>
<td>What activities do we do in class that help you learn best?</td>
<td>Sample Question 2</td>
<td>What things could we do in class (that we aren’t already doing) that would better help you to learn?</td>
<td>Is there anything you would change about this class?</td>
<td>What things should stay the same?</td>
</tr>
<tr>
<td>------------------</td>
<td>------------------------------------------------------------</td>
<td>-------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>10/23/2011 23:30:21</td>
<td>3 activities: - when you bring back our homework, we can realize what is right and what is wrong. - Summarize the grammar. - A class before the test, just about our doubts. help us to fix the wrong grammar that we often make mistake in class.</td>
<td>I really don’t know. But when I have to learn a new expression, or something like phrasal verb, it’s important for me to remember an image/picture. Or I need to link a new expression with something usually happen with me. If I just memorized word, after 4 weeks I didn’t remember the meaning or how I should have to use that. I think, it’s an individual/personal necessity.</td>
<td>No, there isn’t. No, just practice more about grammar that we have learned in class.</td>
<td>Everything.</td>
<td></td>
</tr>
</tbody>
</table>
What is a grammar log?

A log is a record. A grammar log is a record of learning opportunities that come up when you get feedback on your work. The goal is to identify learning opportunities that arise from mistakes so that you can avoid the mistakes. For example, suppose you wrote this:

*Most of students are very busy.

Suppose you got feedback indicating that “of” should be omitted. What’s the learning opportunity? What should you try to remember? Of the four below, which is the most reasonable learning point to remember?

a. Never use of. It’s an evil word.
b. Don’t say most of. Instead, say most.
c. Most of students is wrong; most students is right.
d. Don’t say most of Xs; instead, say most Xs.

Obviously, (a) is nonsense, and (b) is not much better (most of is actually correct sometimes). (C) is not bad; at least it’s a good thing to remember. (D) is the best. In (d), Xs represents any plural noun, like issues, products, or people. It is the most useful comment because it accurately describes what you need to avoid, and not just when using the word students.

How can a grammar log be useful?

- Deciding which problems to put into your log forces you to review your work and think carefully about which mistakes are learning opportunities.

- You can use the process to review and improve your awareness of your grammar.

- You can get feedback on the log itself. (Sometimes you might have a mistaken idea about what the correction should be, or your comment will reveal another problem. I can help with this.)

Keeping a grammar log

When you are recording your grammar log, in some cases you may not what correction or revision to make. No problem! Leave a blank space, and ask the teacher (or someone else) to help you.

The idea is to learn from feedback that teachers give you. In order to learn from feedback, you have to pay attention to it and think about it.
Choosing what to include

You can get errors to include in your log from any feedback you get on written work but especially from feedback you get in grammar and composition classes. If you find it useful, you can add material from handouts or your text. You can find sentences (not mistakes, usually) in anything you read or hear.

Choose problem sentences carefully. These kinds of errors are especially useful to include:

- lexical grammar errors (if the word is a useful one)
- errors that led you to a new understanding
- recurrent errors

It’s usually not so useful to include careless mistakes. (But if you find many, then you obviously need to start editing more carefully).

Finally, remember that you don’t have to choose just errors. You can choose sentences that represent a new strategy you are trying to learn (like using the colon or combining sentences).

You can also use sentences that you read or hear. For example:

A sentence I read in the Minnesota Daily: “Thanks to an anonymous donor, the University’s Institute of Technology is $10 million richer.”
Comment: I never saw this way of using thanks before. It looks useful.

A sentence I heard in a movie: “That’s more like it!”
Question: What does it mean?

The idea is to learn from feedback—and also from things you read and hear.

Making sure that your focus is clear

Before putting a sentence into your log, fix all the problems except the one you want to focus on. You can also include just a sentence part, if a part is enough to show the problem clearly. (But remember that sometimes a longer part is needed. See below.)
ESL 310/3101: Advanced Grammar Log
Spring 2011

The importance of context

You may need to copy a whole sentence, or even more, in order to show what the problem was. Usually it’s important at least to copy more than just one word. After all, what can you learn from an error log like the one below? Not much!

<table>
<thead>
<tr>
<th>1</th>
<th>Problem: (Put it in the empty box below.)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a</td>
</tr>
<tr>
<td></td>
<td>Revision: (Put it in the empty box below.)</td>
</tr>
<tr>
<td></td>
<td>an</td>
</tr>
<tr>
<td></td>
<td>Comment or question: Problem: (Put it in the empty box below.) Etc.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2</th>
<th>Problem:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>to walk</td>
</tr>
<tr>
<td></td>
<td>Revision:</td>
</tr>
<tr>
<td></td>
<td>walking</td>
</tr>
<tr>
<td></td>
<td>Comment or question:</td>
</tr>
</tbody>
</table>

This style, with a little context, is more useful, because it will help you avoid the problem in the future.

<table>
<thead>
<tr>
<th>1</th>
<th>Problem: (Put it in the empty box below.)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A honest person.</td>
</tr>
<tr>
<td></td>
<td>Revision: (Put it in the empty box below.)</td>
</tr>
<tr>
<td></td>
<td>An honest person.</td>
</tr>
<tr>
<td></td>
<td>Comment or question: Problem: (Put it in the empty box below.) Etc.</td>
</tr>
<tr>
<td></td>
<td>The “h” is silent, so we use “an” just as if the word began with a vowel.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2</th>
<th>Problem:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I avoid to walk.</td>
</tr>
<tr>
<td></td>
<td>Revision:</td>
</tr>
<tr>
<td></td>
<td>I avoid walking.</td>
</tr>
<tr>
<td></td>
<td>Comment or question: Lexical grammar. After “avoid”, we usually use a gerund.</td>
</tr>
</tbody>
</table>
### ESL 310 Advanced Grammar - Spring 2011

<table>
<thead>
<tr>
<th>Grammar Log Rubric</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are there ten items?</td>
<td>/10</td>
</tr>
<tr>
<td>Is there adequate context for each item?</td>
<td>/10</td>
</tr>
<tr>
<td>Does each item seem to represent learnable things that are worthwhile?</td>
<td>/10</td>
</tr>
<tr>
<td>Are the revisions correct?</td>
<td>/10</td>
</tr>
<tr>
<td>Is the comment appropriate to the problem? If there is no problem is there a question?</td>
<td>/10</td>
</tr>
<tr>
<td>Total Points</td>
<td>/50</td>
</tr>
</tbody>
</table>

Last modified: Monday, January 31, 2011, 10:30 AM
ESL 310 Advanced Grammar - Spring 2011

Compare and contrast your performance on the diagnostic test with the post-test. Comment on each section and tell how many questions you missed in each section each time. Talk about which grammar topics you feel you've mastered and which topics you feel you still need to work on.

Available from: Sunday, April 17, 2011, 04:25 PM
Due date: Friday, May 6, 2011, 10:00 AM
ESL 310 Advanced Grammar - Spring 2011

Instead of having a final test in this class, you are going to give a group presentation instead.

This presentation will be on a grammar topic assigned to you by the teacher. Your group will also be assigned to you by the teacher.

This grade will count toward your Projects and Presentations grade. It is worth 100 points. You will receive a copy of a simple rubric that the teacher will use to determine your grade. If your presentation includes all elements that appear on the rubric and it is clear that some thought, time, and effort went into the preparation of the presentation, your presentation will be considered a success and you will receive a grade that makes you happy.

Your individual grade will be based on a combination of the score the teacher gave you and an average of the scores given to you by your group members and a self-assessment.

Everyone in your group will get the same grade on the presentation portion of the assignment. This means that you will have to work together to plan, prepare, and practice for the presentation. You will get a better grade if you work together and support one another.

Students are expected to contribute equally to the group. One person should not be doing all the work. You will fill out an evaluation of the work done by your peers and they will fill out an evaluation of the work done by you. The average of these scores will help determine your grade.

Grade Breakdown:

Presentation Grade: 44 possible points
Points for Completing Self and Peer Evaluations: 8 possible points
Average of Self and Peer Evaluations x 12: 48 possible points
<table>
<thead>
<tr>
<th>Comments</th>
<th>Out of 4 Points</th>
</tr>
</thead>
</table>

**Total Points**

Members of the group make appropriate eye contact and do not read.

Face and volume are appropriate.

Pronunciation is clear enough to be understood.

Vocabulary and grammar errors don’t interfere with understanding.

Adequate time is left for questions at the end.

Each person in the group contributes equally to the presentation.

The presentation is at least 20 minutes long.

The visual aid is easy to read.

The presentation is interactive.

The group is able to respond to most questions posed by classmates.

The group addresses form, meaning, and use.

4 = Excellent  3 = Good  2 = Adequate  1 = Needs work

**Group Presentation Evaluation**
If you would like to make any comments regarding your performance or the performance of the members of your group, please use the back of this sheet of paper.

Write the names of the members of your group below. Use the scale above to give them a grade. Write their grade next to their name.

<table>
<thead>
<tr>
<th>Name 1</th>
<th>Grade</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Peer and Self-Evaluation (8 points possible)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Description</th>
<th>Self-Assessment</th>
<th>Peer Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Worked hard when my group met.

I did all group meetings and I worked hard.

I did the things that I promised.

I was prepared for group meetings.

I could have spent more time preparing for group meetings.

I was on time to group meetings and work.

I was on time to group meetings but I allowed others to do most of the work.

I attended all group meetings, but I allowed others to do most of the work.

I did not leave early.

I did not leave early.

I did not leave early.

I was prepared for our group meetings.

and did not leave early.

I was on time to group meetings.

presenatation would be successful.

I did my part to ensure that this happened.
ESL 105 Syllabus Quiz

1) T F ESL 105 will meet in Kolthoff on Fridays.

2) T F If a student arrives to class 10 minutes late, he or she will be counted as ABSENT.

3) T F If a student leaves class 10 minutes early, he or she will be counted as ABSENT.

4) T F If a student sleeps during class, he or she will be counted as ABSENT.

5) T F If a student is ill, he or she will NOT be counted as absent.

6) T F It is ok to use an electronic dictionary in class.

7) T F Kamille prefers if we turn our cell phones off in class.

8) T F If a student hands in his or her assignment late, his or her grade on the assignment will be reduced by 5%.

9) T F Missing class more than three times is ok.

10) What grade will you receive if you copy the answers off your classmate's homework assignment?

11) What grade will you receive if you copy something word-for-word from the internet?

12) What grade will you receive if you cheat on an exam?

13) Is late work accepted?
   A) Yes, always.
   B) No, never.
   C) Only if the teacher has not graded and handed the assignment back to the students who completed it on time.
When can students meet Kamille in her office if they need extra help?
A) On Fridays from 10:15 until 12:15
B) By appointment only
C) On Fridays from 10:15 until 12:15 and by appointment

Where is Kamille's office?
A) Folwell
B) McNamara Alumni Center
C) Jones Hall

Can students buy used textbooks?
A) Yes
B) No

Where will class meet on Fridays?
A) Folwell
B) McNamara Alumni Center
C) Jones Hall

Can students hand in late work?
A) Yes
B) No
C) Only if Kamille hasn't yet handed it back to other students.
Will I lose points if I hand in work late?
A) No
B) Yes, 10%

Can students make up quizzes?
A) Yes.
B) No.
C) Only if he or she talks to Kamille ahead of time.

If a student misses more than 10% of the classes, he or she will be in danger of:
A) Violating the terms of his/her visa
B) Not receiving a certificate of completion
C) Having his/her grade lowered in the class
D) All of the above

What should I do if I have to miss class?
A) Email Kamille to find out what I missed and if there is any homework.
B) Email or call a classmate to find out what I missed and if there is any homework.
C) Nothing.
D) A or B.

Kamille will mark students absent if...
A) They arrive more than 10 minutes late or leave more than 10 minutes early.
B) They are sleeping in class.
C) They refuse to work with a partner or in a group and insist on speaking their native language.
D) All of the above.

If a student is sick, his/her absence will be excused.
A) Yes.
B) No.
If a student cheats on an exam or copies another student's homework, or copies something directly from the Internet, he or she will receive a grade of_____, on that assignment or test.

A) 100%
B) 50%
C) ZERO
D) None of the above.

How often should students check their university email?

A) After every class.
B) After every meal.
C) Once a week.
D) At least once per day.

Using electronic dictionaries, cell phones, iPods, or laptop computers in class is ok.

A) Yes.
B) No.
permission
2 messages

Thu, Jul 1, 2010 at 8:26 AM

To: kola0131@umn.edu

hi Mme Kolar,
i am so sorry for that i cant attend the class on time because i have to do something whit my sponsor about how the can send me the money but may be i will be there before you end i am so sorry for that.

Fri, Jul 2, 2010 at 5:57 AM

kola0131@umn.edu <kola0131@umn.edu>

To: 

Ravel,

Thank you for letting me know. We have class on Friday in Jones 30. Hope to see you there!

-Kamille

[Quoted text hidden]
absences

Kamille Kolar <kola0131@umn.edu>
To: Kamille Kolar <kola0131@umn.edu>

Wed, Jul 7, 2010 at 11:09 AM

Dear Martin,

This is Kamille, your teacher for ESL 105 (grammar). You weren't in class on Friday or today, and I didn't get an email from you letting me know that you would be absent. Are you feeling alright? Remember, you can only miss three classes the entire summer and it is only the second week and you have already missed two. Please email me if you are going to continue to miss class. Otherwise I will see you in class tomorrow at 9.

-Kamille
Hi ~ Kamile It's me Julia
2 messages

이해인
To: kola0131@umn.edu

Hi Kamile It's me Julia.

I'm sorry but may I ask something ....?

Actually, I ordered my book 2 weeks ago, but I haven't recevie that yet

I think it's going to arrive tomorrow at noon or this week at least

so I think I won't bring my book tomorrow... so may I get copy one tomorrow?

I just need few parts what we are going to learn tomorrow.

I'm sorry for about this happen and .... then see you and good night:)

Kamille Kolar <kola0131@umn.edu>
To: 이해인

Julia,

Tomorrow in the lab we are going to be working on the assignments from the interactive component. If you don't have the key that comes with the book, there will be an alternate activity. I am worried that not everyone will have the book or that people will have the book but not the key for the website, so I've prepared another activity just in case.

See you tomorrow!

-Kamille
(no subject)
4 messages

To: kola0131@umn.edu

Tue, Jan 18, 2011 at 3:07 PM

Hi Kamille,

I'm the current student in your grammar class. I would like to change to section 1 class. Because I think this class has a lot of Chinese students and I'm returning student in MELP so that I have a lot of friends in section 1. I prefer to change to section 1 class. I think it is good for my English to talk with my foreign friends. Mike told me that I should ask you about that question. Can you help to change class?

Thank you,

---

Kamille Kolar <kola0131@umn.edu>

To:

Wed, Jan 19, 2011 at 9:16 AM

Hi

Do you want to switch to section 1 for all of your classes or just for grammar. I need to speak with the teachers in the other classes in section 1 and in section 2 before I can make a decision. I will let you know by the end of the week.

-Kamille

[Quoted text hidden]

---

Kamille Kolar <kola0131@umn.edu>

To:

Wed, Jan 19, 2011 at 1:30 PM

Dear

This semester we are not going to allow students to switch sections. I'm glad that you'll be staying in my class!

-Kamille

[Quoted text hidden]

---

To: Kamille Kolar <kola0131@umn.edu>

Wed, Jan 19, 2011 at 6:36 PM

Hi Kamille,

Oh, I got it~thank you for pay attention~

[Quoted text hidden]
Re: ESL 210: Intermediate Grammar Survey

To: Kamille Kolar <kola0131@umn.edu>

Hi Kamille,

First of all, excuse me for talking in the beginning of class today. But, my classmate was telling me, how is
difficult to be alone here, what she left in her country... I hope you understand me, it's difficult suddenly to
quiet the dialog.

1) Well, I was doing the Unit 1 – Present Progressive and Simple Present - Practice, and I found the follow
statement:

"In fact, I'm considering doing the same thing".

Is it right? Two "ing" together!? (considering doing)

2) And in "Unit 1 – Present Progressive and Simple Present - Listen", my doubt is about this question:

"you don't usually wear a watch?"

But, it is a question, so I think the right it will be:
Don't you usually wear a watch? / You usually wear a watch, don't you?

Have a good weekend! And for you cat, I'm sending a meow.

---

Kamille Kolar <kola0131@umn.edu>

To:

Karin-

To tell you the truth, I didn't even notice that you were talking! I understand what it's like to be in a foreign
country... I think it's great that you can support each other while you're far away from home.

As for your questions...

1) It is OK to have two -ings together because they are different things. "Considering" here is part of a
present progressive construction. "Doing" is a gerund here. After some verbs we use gerunds and after
other verbs we use infinitives. "Consider" is one of those verbs that is always followed by a gerund.

2) You're right that "You don't usually wear a watch?" doesn't take the typical question form. When I read
this question, I immediately think that the person who is saying it is VERY surprised. He/she expected the
other person to wear a watch. The other two options you provided are also correct and have a similar
meaning.

I hope you're having a very nice weekend! See you tomorrow.

-Kamille

[Quoted text hidden]
<table>
<thead>
<tr>
<th>SUN</th>
<th>MON</th>
<th>TUE</th>
<th>WED</th>
<th>THU</th>
<th>FRI</th>
<th>SAT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
</tr>
<tr>
<td>New Student Meeting 1 pm</td>
<td>English Test, 9 am New Student Meeting 11 am</td>
<td>English Test, 9 am New Student Meeting 11 am</td>
<td>Orientation, 9 am Pizza Lunch, 11 am Registration, 12-3 Nicholson 155</td>
<td>English Test, 8:30 am Mall of America 12-4 pm Meet in Westbrook 101 at 12:00 pm</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Day of Classes</td>
<td>Northrop Outdoor Concert: FREE! The Poor Nobodys Noon-1 pm</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SUN</td>
<td>MON</td>
<td>TUE</td>
<td>WED</td>
<td>THU</td>
<td>FRI</td>
<td>SAT</td>
</tr>
<tr>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td>Independence Day! Parade and Picnic Meet in Westbrook at 9:00 am</td>
<td>University Holiday NO CLASSES</td>
<td>Northrop Outdoor Concert: FREE! Café Accordion Noon-1 pm</td>
<td>Northrop Outdoor Concert: FREE! West of Aldine Noon-1 pm</td>
<td>Snacks/shakes at Annie's Parlour! Meet in Westbrook at 2:30 pm Bring $10-15 for food.</td>
<td>MELP World Cup Soccer Meet in front of Westbrook at 2:30 pm Northrop Outdoor Concert: FREE! Charanga Tropical Salsa! 7-8 pm</td>
<td>Thomas Beach at Lake Calhoun Meet in front of Westbrook at 2:30 pm Bring $ for bus &amp; snacks Aquatennial Block Party: FREE! 5-11 pm Downtown Minneapolis</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
</tr>
<tr>
<td>Northrop Outdoor Dance Concert: FREE! New Riverside Ramblers Noon-1 pm</td>
<td>Torchlight Parade 8:30-10:30 pm Downtown Minneapolis</td>
<td>U of M Information Session Ice Cream Social/Lawn Games: 1:25 -3:30 pm Nicholson 125</td>
<td></td>
<td>Baseball! St. Paul Saints vs. Sioux Falls Fighting Pheasants Meet in front of Westbrook at 5:30 pm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
</tr>
<tr>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
<td>31</td>
</tr>
</tbody>
</table>

*Note: The text appears to be partially obscured or damaged in the image.*
<table>
<thead>
<tr>
<th>SUN</th>
<th>MON</th>
<th>TUE</th>
<th>WED</th>
<th>THU</th>
<th>FRI</th>
<th>SAT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
</tr>
<tr>
<td>29</td>
<td>30</td>
<td>31</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Important Fall 2010 Dates**

- Student Orientation Week: August 30-September 3
- Fall Semester: September 7-December 22
Anyone Can Be a Poet!

One of my favorite activities for students to do in grammar class is to write poems in order to review Parts of Speech. I wish I could take credit for this idea, but I got it from Games for Language Learning, pp. 70-71. I think it’s a really useful way to link grammar and writing and it’s a great opportunity for students to show their creativity.

1) Review the parts of speech. How many are there? Can you list all of them? What is the function of each? Can you give an example of each?

2) Introduce poem formula.

Noun
adjective and adjective
verb + adverb
comparison with like
wish with if only

3) Provide an example. (This example below was written by a Norwegian student.)

Politician
phony and fake
lying desperately
like a mockingbird
if only I had a key to the birdcage

4) Ask students to choose a noun and write a poem together on the board.

5) Students follow the formula and write a poem on their own.
Anyone Can Be a Poet!

This semester in Kamille Kolar’s Level 2 Grammar class, students used the following formula to write five-line poems:

noun
adjective and adjective
verb + adverb
a comparison using “like”
a wish using “if only”

Here are examples of the great work that students turned out:

love
invisible and deep
changes our lives unexpectedly and perfectly
like a ghost traversing our souls
if only the words could express the feelings
~Ana Cecelia Arroyo Nunez, Peru

Optimism
ambitious and happy
smells of victory
like a flying bird
if only I could be that flying bird
~Sara Al Khoori, Abu Dhabi, United Arab Emirates

Strawberry
red and delicious
eating happily
like cotton candy
if only I had my own garden
~Maria Bustamante, Panama

Announcements:

• Small World Coffee Hour, Friday, September 23rd. Meet outside Kolthoff at 4:30 p.m. This week’s theme: “Welcome to Global Minnesota!” Free food & coffee, international music, fun activities, and more!

• Pay your student account in full by Wednesday, October 5th. For information on how to pay, visit: http://onestop.umn.edu/finances/pay/index.html
Week 1

Tuesday, January 18

- **Interviewing a Classmate**- The students asked questions of two classmates. They were supposed to either talk to two people they had never met or two people with different native languages from their own. I killed two birds with one stone here, because I had them ask questions normally found on a “student-information” sheet. It was a nice way to make it interactive. I will do this again in the future.

- **Syllabus**

- **Parts of Speech Review**- Students answered the questions *What are the parts of speech in English? What are some examples?* and I wrote these on the board.

- **Parts of Speech Poem**- I gave students a formula and modeled an example. Students then wrote their own parts of speech poems and handed them in so that I could choose one for Just for Fun. I love this activity. I will do it again in the future.

- **Homework: Grammar Self-Assessment Survey**- Students were given a chart with a list of grammar topics. Students identified which grammar topics they were confident about and which still gave them trouble by putting an “X” in the appropriate column. I am thinking about doing this electronically next time using Google Forms.

Wednesday, January 19

- **Diagnostic**- This took the entire class period. I created the diagnostic by taking 5 or so questions from each of the tests at the end of each Unit. I tried to choose different types of questions- multiple choice, fill in the blank, etc.

- **Homework:** Purchase the book and bring it to class

Thursday, January 20

- **Lab Day**- Students registered for the interactive website. Those students who were able to register worked on Simple Present and Present Progressive activities on the website. Those who were unable to register worked on grammar and listening activities on Moodle.

- **Homework:** Read pp.2-4 in the book and complete exercises 1 & 2

Friday, January 21

- **Comprehension Check/Review Homework**- Students didn’t have any questions about the homework or reading. Students were able to answer the comprehension questions in a large group without any problems.

- **Authentic Listening Activity**- Andrew Lam “Getting a New Name” from NPR.

- **Names Discussion**- In groups of 3 students talked about their names.

- **Name Game**- Students went around in a circle and had to say their first name and where they were from, including the names and home countries of all of those students who came before them.

- **Homework:** Editing Exercise from the workbook

*Notes/Comments:* Although I had one Chinese student complain that there were too many Chinese students in the class and she was afraid that she wouldn’t speak enough English, the students are doing really great. I hear all English all the time! I would have liked to have had the students take a syllabus quiz sometime during the week, but frankly, there just wasn’t time.
Week 2

Monday, January 24

- **Simple Present/Present Progressive Problem Sentences** - Review what are tense and aspect? Students identified the tense and aspect in three problem sentences. Then they corrected the sentence and identified the Grammar Note on p. 4 of the book that explained the rule.
- **Correct Editing Homework using transparency/overhead projector**
- **Unit 1 Grammar Notes Review**
- **Grammar in Context: Unit 2, Simple Past/Past Progressive** - Students split into four groups to read the passages about Super Couples. Each group was responsible for finding specific types of sentences in After You Read. I wrote these sentences on the board and we examined each type of sentence and whether the simple or progressive or both were used.
- **Homework**: Read pp.11-13, Complete Exercises 2&3 on pp. 14-15.

Tuesday, January 25

- **Unit 2, Discover the Grammar p.13** - Students decide if sentences on the board are T/F
- **Unit 2 Grammar Note Jigsaw** - In five groups of four students will become experts on their grammar note, and then share with other groups.
- **Checking for Understanding “Quiz”** - Students did a “quiz” on their own. Then they found someone that had the same form as they did to check their answers and they were allowed to use the book. I then went over trouble spots on the board as a large group.
- **Editing Exercise 5, p. 16** - Students did this exercise
- **Homework**: Read pp. 19-22, Complete Exercises 2 &3 on pp. 24-25

Wednesday, January 26

- **Problem Sentences** - Students identified the tense and aspect in three problem sentences. Then they corrected the sentence and stated the rule.
- **Unit 3- Grammar Presentation Using PPT**
- **Exercise 6, p. 26: What have you done so far?** - Students made a list of six tasks that they had to complete last week. Some of these tasks could be unfinished. Then they exchanged lists with their partners and asked one another whether they had finished they tasks or not.
- **Homework**: Read pp. 28-32 by tomorrow, bring access code and book

Thursday, January 27

- **Lab Day** - Interactive Website Registration and work time. If students were finished or didn’t have the access code, they worked on Unit 4 Exercises 2, 3, 4, 5, 6, 7, 8.
- **Homework**: Reflection due Monday. Students check their answers for the homework assigned throughout the week and reflect. They write 12-15 sentences and submit the assignment to Moodle.

Friday, January 28

- **From Grammar to Writing, Part I- Editing for verb forms, pp. 43-44**
- **Homework**: p. 45 Exercise 5- Grammar in Writing due Tuesday
Week 3

Monday, January 31

- Unit 4, Exercise 1 - Write on the board, students answer as a large group.
- Unit 4 Grammar Note Jigsaw - In small groups, students became experts on a specific grammar note and then shared with the whole class.

Tuesday, February 2

- Unit 4, Exercise 12, p. 41: The Night Before - Theoretically this is a great activity, but students ended up using "must", which is also totally appropriate and perhaps more natural in this situation.
- Continue Grammar Note Jigsaw

Wednesday, February 3

- Review Test Jigsaw - In five groups students became experts on their section of the test. Then they split into another group and answered one another’s questions.

Thursday, February 4 - Lab Day

- Quiz Part 1
- From Grammar to Writing Exercise 6 & 7, p. 45 due Monday - Students exchange their “phase” paragraphs with a partner, peer edit, and then post second draft to Moodle

Friday, February 5

- Authentic Materials - Student identified past and present simple, perfect, and progressive tenses in a sports news article and used different colored highlights for each.

Notes/Comments: Friday’s activity was too easy. I liked the activity, but it might have been better the first week as a sort of introduction. Also, I’m not sure that exchanging answers for the review test and answering is the best use of class time. One hour is not enough time to devote to this type of review activity.
Week 4

Monday, February 7

- Return Quiz, answer questions
- Introduce Midterm Assignment- Grammar Log
- Complete Editing Exercise #6, p. 61
- Robots of the Future, Exercise 8, p. 62
- Homework- Read pp. 52-57 and complete Exercise 1 for tomorrow, Complete Exercises 2,4,5 for Friday (check answers on Moodle and come with questions)

Tuesday, February 8

- Review Discover the Grammar, p. 57, Exercise 1
- Grammar Note Jigsaw- Future and Future Progressive

Wednesday, February 9

- Complete Exercise 1 o. p. 71
- PPT- Future Perfect and Future Perfect Progressive
- Editing Exercise 5, p. 76
- Complete Exercises 2, 3, 4, pp.72-75 on a separate sheet to hand in on Thursday

Thursday, February 10- Lab Day

- Let’s Get Together, Exercise 10, p. 64, DiLL Lab
- Information Gap, Exercise 9 pp.63 and 64, DiLL Lab
- Making Predictions about the Latehomecomer Forum
- Homework: Worksheet from the workbook, pp. 32-33, due Monday

Friday- February 11

- Review Exercise 2, 4 and 5 from Unit 5
- Practice with Future Perfect
- Writing Exercise 11, p. 64- exchange with a partner
- Homework: Post Final Draft to Moodle, study for quiz
Week 5

Monday, February 14

- Review
- Quiz
- **Tastes Activity**- Students wrote 1 thing they like to do, 1 thing they dislike doing, 1 thing they hate to do/doing, 1 thing they love to do and did not write their name on it
- **Homework:** Read pp. 124-128 for Tuesday and complete Exercises 2, 3, 4 and check answers on Moodle by Friday

Tuesday, February 15

- **Tastes Activity Continued**- Students read the "tastes" sentences written by their peers and had to guess who had written each one
- **Grammar Notes Jigsaw (1, 25) (4, 9) (3, 6, 7, 8)**
- **Homework:** Preview pp. 138-141

Wednesday, February 16

- Complete Exercise 1
- PPT- Unit 10
- **Complete Exercise 2**
- **Homework:** Complete Exercise 3, pp. 143-144

Thursday, February 17- Lab Day

- **International Food Festival Forum** (p. 134, #8)
- **Information Gap**, pp. 135-137)
- **Troubleshooting Forum**, p. 136
- **Homework:** Write a paragraph on a separate sheet of paper (5 sentences) about things your parents made you do and let you do (or didn’t let you do) when you were a teenager.

Friday- February 18

- Review questions about homework
- **Categorizing Activity** with verbs following gerunds, gerunds AND infinitives, infinitives, and objects + infinitives
- **Homework:** Exchange your paragraph with a partner and correct theirs. Bring it on Monday to return to your partner.
Week 6

Monday, February 21- Snow Day!

Tuesday, February 22

- How could you...
- **Professional Help:** This activity was less than successful. Groups of students received a picture of some sort of professional and then a person who needed advice (for example, a veterinarian and a pet owner). The person who needed advice was supposed to ask for what he/she needed... I need you to tell me... And then the professional would give advice... I suggest buying this brand of dog food.
- **Homework:** Post Edited paragraph to Moodle

Wednesday, February 23

- **Vacation**- I split students into four groups - two groups of tourists and two groups of locals. The locals had to give recommendations about lodging, food, where to visit, where not to go, etc. and the tourists had to ask for their recommendations.
- **Questionnaires**- Students asked one another a series of 5 questions and kept track of what people said. Then they got together with other students who had the same question and shared what they learned about their classmates opinions on shopping, eating, smoking, reading etc.
- **Homework:** I returned the "Future" quizzes today and I asked the students not to ask me any questions about it until tomorrow. Their homework was to take their quiz home and go over the ones they got wrong with a friend or with their book (I marked the incorrect ones but did not provide the correct answer). If they were still unable to figure out the correct answer or if they didn't understand the correct answer, they could ask me on Thursday.

Thursday, February 24

- **Review Future Quiz**
- **Information Gap from the Book**
- **Dream Job**- Students responded to a forum in Moodle. They had to tell what their dream job was and then use gerunds to talk about the things they would do in that job (i.e. ESL Teacher, correcting exams, giving feedback on writing assignments, keeping track of attendance, etc)

Friday, February 25

- **Vote with Your Feet**- Students each got a slip of paper with a phrase and either the word make or let. For example, Exercise (make). Then they had to write either a question or a statement Should parents make their teenagers exercise? Or Parents should make their teenagers exercise. Then each student read their sentence and had to move from one side of the classroom to another depending upon their opinion, "Yes, I agree or No, I disagree."
- **Restaurant Menu**- Students brought take out menus or menus that they printed from the internet. Then they had to use gerunds and infinitives to talk about the restaurant or fare. For example, You can **expect to find** Middle Eastern food at Wally's. I recommend **trying** the Tandoori dinner. I would **avoid ordering** the Chow Mein. I would like to **try** the pad thai.

**Notes/Comments:** I had never tried either of Friday's activities before and they were sooooo successful! I will do both again in the future. Last semester I played the fly-swatter game for G & I with students, I'm disappointed we didn't have time this semester.
Week 7

Monday, February 28

- Gerund and Infinitives Test
- Homework:

Tuesday, March 1

- Unit 9 Grammar Note Jigsaw
- Discover the Grammar 1A
- Exercise 2
- Exercise 4
- Homework: Exercise 3, check on Moodle, bring questions for Friday

Wednesday, March 2

- Match Phrasal Verbs with Definitions in groups
- Homework: Read pp. 169-172, complete Exercises 2, 3, 4 for Unit 10

Thursday, March 3

- Unit 10 PPT

Friday, March 4

- Calvin and Hobbes
- Exercise 8

Week 8

Monday, March 7

- Editing Exercise, p. 166
- Phrasal Verbs Memory Game

Tuesday, March 8

- Editing Exercise, p. 177
- Phrasal Verb Go Fish Game

Wednesday, March 9

- Flyswatter Phrasal Verb Review Game

Thursday, March 10

- Part V test

Friday, March 11

- Play Scattergories, vocabulary game
- Homework: read pp. 190-195
Week 9

Monday, March 21

- PPT- Unit 13: Adjective Clauses with Subject Relative Pronouns
- Discover the Grammar, p. 196
- Homework due Tomorrow: Exercise 4, p. 199 on a separate sheet, read 205-210
- Homework due Friday: Exercise 3, p. 198, check on Moodle and bring questions to class on Friday

Tuesday, March 22

- Grammar Note Jigsaw- Unit 14: Adjective Clauses with Object Relative Pronouns or When and Where
- Discover the Grammar- pp. 211
- Homework Due Tomorrow: Ex. 3, p. 212, separate sheet
- Homework Due Friday: Ex. 3, p. 21, check answers on Moodle and bring questions to class on Friday

Wednesday, March 23

- Definition Activity from Penny Ur's Grammar Practice Activities
- Homework: Sentence Combining Activities from Workbook

Thursday 3/24

- Information Gap, pp. 216-218
- Work on FOGI
- Students who don't have FOGI work on Editing Exercises from Units 13 & 14

Friday 3/25

- The Donut that fell in the dishwasher activity
Week 10

Monday 3/28

- Sentence Combining Activity

Tuesday 3/29

- Review for Test

Wednesday 3/30

- Test
- Homework: Read pp. 226-231

Thursday 3/31

- MODALS Grammar Note Jigsaw
- Discover the Grammar
- Due Monday: Read pp. 239-242
- Due tomorrow: pp. 233-4, Ex. 2 &3 - will check answers in class tomorrow

Friday 4/1

- Check answers Ex. 2 &3 on pp. 233-234
- "Guessing By Abilities" Activity- One student goes out in the hall. The other students think of a thing or an animal and give clues about where they can find it, what it can do, or what can be done with it.
Week 11

Monday, 4/4

- Modals PPT
- Discover the Grammar
- Editing Activity
- **Homework due tomorrow:** Read pp. 249-253, pp. 244-245, Ex. 3 on a separate sheet
- **Homework due Friday:** pp. 243-244, Ex. 2, check answers on Moodle

Tuesday 4/5

- Grammar Note Jigsaw
- **Homework Due Friday:** pp. 254-255, ex. 2 &3, check on Moodle
- **Homework due tomorrow:** pp. 256-257, Ex. 4 and 5, separate sheet

Wednesday 4/6

- **Symbols Activities from Ur-** one page of symbols that have meaning in the real world, talk about can, can’t should, shouldn’t, must mustn’t, one page of other pictures- students invented the meaning of each symbol

Thursday 4/7- Lab Day

- **Focus on Grammar Interactive Website (for those who are registered)**
- **Modal Tutorial (for those who are not registered on FOGI)**
Week 12

Mon., 4/11

- Tests Units 15, 16, 17
- Due Tuesday: Read pp. 270-271

Tues., 4/12

- The Passive- PPT
- Discover the Grammar
- Due Wednesday: Read pp. 285-288
- Due Thursday: p. 274, Ex. 2, separate sheet; p. 278, Ex. 6, separate sheet; p. 87 from WB; pp.90-91 from WB
- Due Friday: pp. 275-276, Ex. 3 & 4, check on Moodle

Wed., 4/13

- Grammar Note Jigsaw
- Discover the Grammar
- Editing, p. 292, Ex. 4
- Due Thursday: p. 92 from WB
- Due Friday: pp. 289-90, Ex. 2, check on Moodle, pp. 291, Ex. 3, check on Moodle

Thurs. 4/14

- Information Gap, Ex. 10, pp. 281 & 284
- FOGI work
- Reminder- Due Friday: pp. 275-276, Ex. 3 & 4; pp. 289-90, Ex. 2; pp. 291, Ex. 3, check on Moodle
- Due Monday: Read pp. 296-299
Week 13

Mon., 4/18

- Grammar Note Jigsaw, Passive Causative
- Discover the Grammar
- Editing, p303, Ex. 4
- Due Tuesday: p. 301, Ex. 2 on a separate sheet, pp. 96 &100 from WB

Tues., 4/19

- Passives Practice
- Review for Test

Wed., 4/20

- Go over review test
- Present Final Project
- Correct Editing Section from Modals test

Thurs., 4/21

- Lab Day- work day

Fri., 4/22

- Editing Exercise- Passive Causatives
- pp. 277-278- I would never do this Exercise ever again- certainly not for homework!
- Campaign Promises Activity from Penny Ur
Week 14

Mon., 4/25-
  • Passives Test
  • Homework: Read pp. 314-317

Tues., 4/26
  • Group 1 Presentation
  • Homework: Unit 21 Workbook pages due Thursday; Read pp. 326-329 for tomorrow

Wed., 4/27
  • Group 2 Presentation
  • Homework: pp. 331-332 Exercises 4 & 5 due Thursday; Read pp. 336-339

Thurs., 4/28
  • Group 3 Presentation
  • Homework: Workbook Pages for Unit 23 due Monday

Fri., 4/29
  • Exercise 9, p. 344 If I were you...
  • Exercise 10, p. 345 Three wishes
Week 15

Mon., 5/2
- Conditionals Review
- Teacher Evaluations
- Homework: read pp. 348-351; Test corrections due Thursday

Tues., 5/3
- Group 4 Presentation
- Homework: Workbook Pages for Unit 24 due Thursday

Wed., 5/4
- Retake Diagnostic
- Correct Diagnostic

Thurs., 5/5
- Write reflection/compare and contrast Diagnostic with Post-Test

Fri., 5/6
- Parts of Speech Bingo
- Mad-libs
Certificate of Attendance

The state-wide organization for Minnesota Teachers of English to Speakers of Other Languages (MinneTESOL) presented its Annual Fall Conference "Emerging Voices: Journeys in Language and Literacy" on November 6 and 7, 2009 at the Northland Inn, Brooklyn Park, MN. While MinneTESOL maintains registration records for all participants, individual participants are responsible for submitting accurate information about their attendance to their local relicensure committees.

If there is a question about registration records, the local relicensure committee may request information from the conference registrar, Kathy Hand, at handx001@umn.edu

-----------------------------------

Kate Jensen
2009 MinneTESOL Conference Co-Chair

Annie Marrin
2009 MinneTESOL Conference Co-Chair

I, Kamille Kolar, attended the 2009 MinneTESOL Conference entitled "Emerging Voices: Journeys in Language and Literacy" and request ______ clock hour(s) for Friday, November 6 (1.5 clock hours maximum), and ______ clock hour(s) for Saturday, November 7 (6.0 clock hours maximum).
Certificate of Attendance

The state-wide organization for Minnesota Teachers of English to Speakers of Other Languages (MinneTESOL) presented its Annual Fall Conference "Finding the Common Thread: Academic Conversations and Personal Stories" on November 5 and 6, 2010 at the Northland Inn, Brooklyn Park, MN. While MinneTESOL maintains registration records for all participants, individual participants are responsible for submitting accurate information about their attendance to their local relicensure committees.

If there is a question about registration records, the local relicensure committee may request information from the conference registrar, Kathy Hand, at handx001@umn.edu

Annie Marrin  
2010 MinneTESOL Conference Co-Chair

Catherine Clements  
2010 MinneTESOL Conference Co-Chair

I, ________________________________, attended the 2010 MinneTESOL Conference entitled "Finding the Common Thread: Academic Conversations and Personal Stories" and request _____ clock hour(s) for Friday, November 5 (1.5 clock hours maximum), and _____ clock hour(s) for Saturday, November 6 (6.0 clock hours maximum).
Acknowledgements

Conference Co-chairs:
Martha Bigelow, University of Minnesota
Patsy Vinogradov, University of Minnesota & Hamline University

The Conference Co-chairs extend their thanks
to all those who helped make this conference possible, including:

Proposal Review Committee:
Kim Johnson, Hamline University, ATLAS
Astrid Liden, Minnesota Department of Education
Elaine Tarone, CARLA, University of Minnesota
Jill Watson, Independent scholar
and Conference Co-chairs

Additional Conference Volunteers:

Marina Aleixo
Sarah Baker
Jennifer Boe
Dan Bruski
Gina Carpenter
Chris Cinque
Andrea Echelberger
Erin Evans
Raichle Farrelly
Kim Johnson
Jessica Jones
Kamille Kolar
Kaishan Kong
Paul Kroshus
Lori Leininger

Astrid Liden
Suzanne Gilchrist McCurdy
Celia Martin Mejia
Betsy Parrish
Nicole Pettitt
Sadaf Rauf
Sarah Rodenberg
Rosemary Sharkey
Wendy Sweeney
Anna Vanderkoy
Jodi Versaw
Kristen Vickstrom
Max Vinogradov
Kathleen Winters

and others!

Special Recognition:

We want to recognize Hamline University & ATLAS, funded by the Minnesota Department of Education, for sponsoring the attendance of over 70 local Adult Basic Education professionals! A special thank you to Astrid Liden, Kim Johnson, and Marisa Geisler for recognizing the value of such events and for seeing to it that Minnesota ABE teachers can participate.

www.atlasabe.org
Conference Sponsors

This 7th LESLLA Symposium is sponsored in large part by the University of Minnesota College of Education and Human Development and its Department of Curriculum and Instruction.

We are grateful for generous contributions from:
MinneTESOL, Minnesota Teachers of English to Speakers of Other Languages
www.minnetesol.org

ATLAS (Adult Basic Education Teaching and Learning Advancement System) which is housed at Hamline University and is funded by the Minnesota Department of Education
www.atlasabe.org

CARLA, the Center for Advanced Research on Language Acquisition, www.carla.umn.edu

The LESLLA 2011 planning committee gratefully acknowledges the generosity of the following departments and organizations:

Multilingual Minnesota, www.multilingualminnesota.org

At the University of Minnesota, www.umn.edu:
Educator Development and Research Center
Program in Second Languages and Cultures Education
Minnesota Center for Reading Research
Program in Second Language Studies
Program in Literacy Education
Dept. of Organizational Leadership, Policy, and Development

2011 LESLLA Symposium, Minneapolis, Minnesota, USA
Hello Kamille,

We are happy to welcome you to the 2011 ABE Summer Institute! Thank you again for volunteering as a Tech Helper. Your assistance is greatly appreciated by the Summer Institute committee, presenters, and everyone attending the conference.

Your job description is simple but your task is important. Put on your “Tech Helper” badge and help those who need assistance. You have been assigned a specific zone of the conference space and 2 particular concurrent sessions to assist with (see below). However, feel free to wear your Tech Helper badge throughout the conference as a sign that you are a “go-to” person in case just-in-time technical assistance is needed wherever you happen to be. As we all know, technical difficulties can crop up anytime, even with the best planning. The more we are all willing to pitch in when trouble arises, the smoother the conference experience will be for everyone here. THANK YOU for being one of those people!

Your assignment is:

Conference Zone:  
Civic Center 1st Floor (Bell, Alexander, Weidner, Clarke, and Edelbrock Rooms)

During Concurrent Session:  
#3 and #4

Which are on:  Thursday, August 18th

Just prior to / during your assigned sessions, please:

- Check in with each of the presenters in your zone
- Make sure they can connect to the wireless Internet service
- Make sure their laptops are communicating with the LCD projectors
- Make sure their speakers/audio are working (if applicable)
- When you have determined that all is well ☺️, attend the session of your choice!

In your folder, you will find a “cheat sheet” that will help you troubleshoot the issues listed above. If you have any questions or encounter a problem that you can’t readily resolve, feel free to contact one of us. Our cell phone numbers are listed below.

Thank you again, and enjoy the conference!

Susan & Jason

Susan Wetenkamp-Brandt:  612-670-2686  
Jason Brazier:  612-968-9297

Summer Institute Technology Committee Co-Chairs
To: Whom It May Concern

From: Anne Dahlman
MinneTESOL President

Subject: Continuing Education Units (CEUs)

This letter is to certify that Kamille Kolav attended the MinneTESOL fall conference entitled "Engaging Minds, Active Learning" sponsored by Minnesota Teachers of English to Speakers of Other Languages.

MinneTESOL hereby issues 8 hours of continuing education credit for attendance on Friday, November 4, and Saturday, November 5, 2011.

Authorized by: Anne Dahlman, PhD
MinneTESOL President