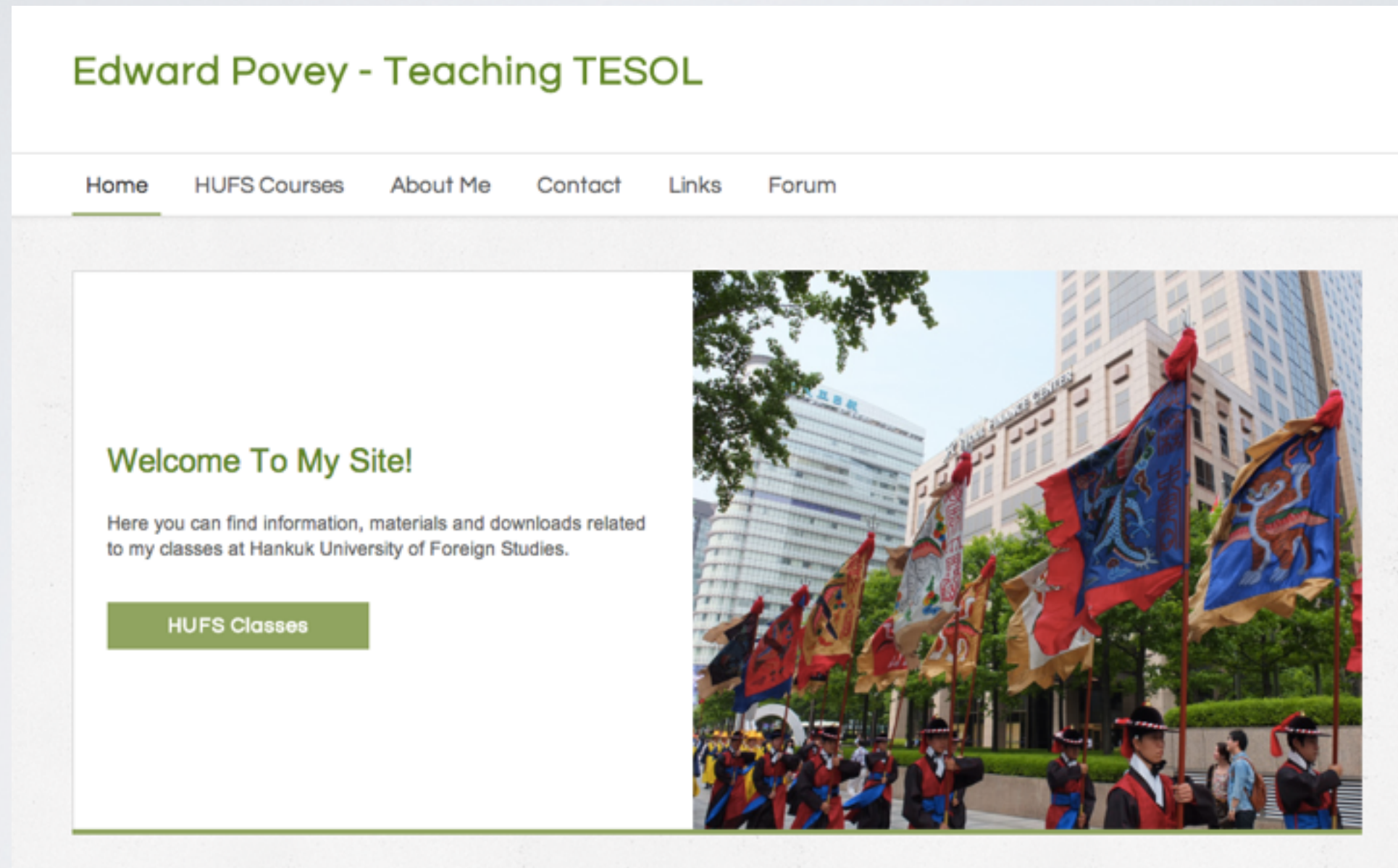# SNUE Developing Teaching Portfolio

Today's class

- Icebreaker & Introduction

- Warm up questions

- Group project discussion

- Please call me 'Edward' or just 'teacher'!

Email: edpovey@hotmail.co.uk
Website: edwardtesol.com (password: english)

My website:
www.edwardtesol.com
Password: english

www.edwardtesol.com/snue

Icebreakers

An 'icebreaker' is an activity, game, or task that is used to warm up the conversation among learners and help them to introduce themselves.

Remembering names

Introduce yourself with one more word starting with the same sound/letter.

Name Chain game
  'English Edward',
    'Pirate Peter'......

HELLO
MY NAME IS

Icebreakers

Line up game

Line up according to:

1. How long it takes you to get to HUFS.
2. What time you went to bed last night.
3. The month of your birthday.
4. How many years of teaching experience you have.
5. Which age Ss you usually teach / want to teach.

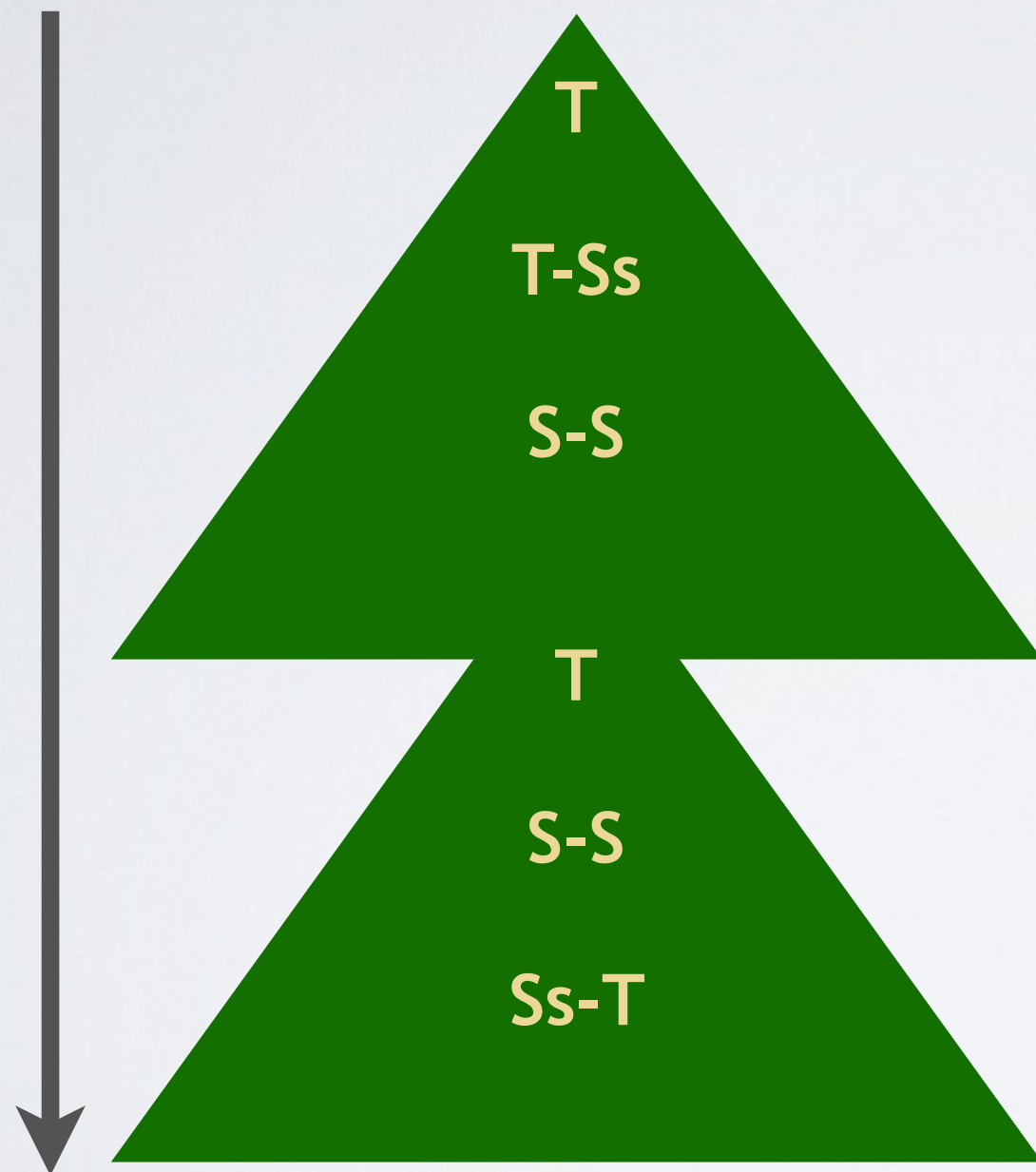http://myparadigmshift.org/101-ways-to-line-up-a-group-a-classic-team-building-and-icebreaker-activity/

Icebreakers

Star Game Icebreaker
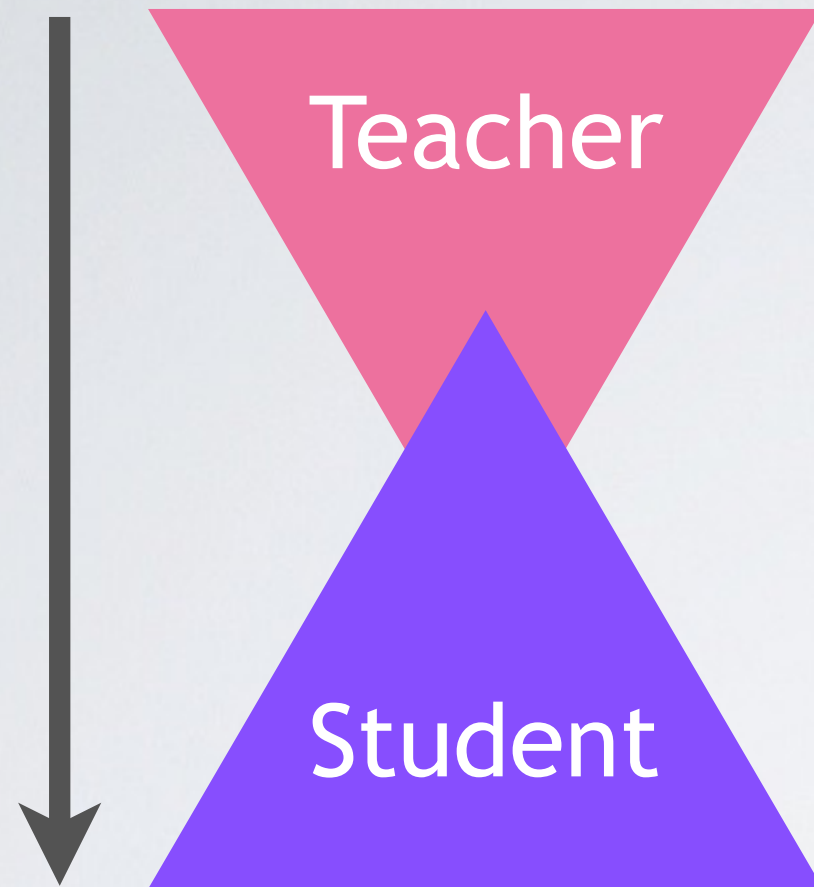
Guess the questions to my answers.

Task sequencing. Example: Star Game

1. T explains

2. T <u>models</u> activity with Ss

3. students do the activity

4. T introduces Stage 2

5. students practice/prepare

6. students report to class

What does the triangle shape represent?

Responsibility

Teacher

Student

The key to **student-centered** teaching is getting the students involved.

A good teacher does **less work** than the students at the end of an activity or lesson.

"Tell me and I will forget.
Show me and I will remember.
Involve me and I will understand.
Step back and I will act."

Scaffolding is the support the teacher gives to the learner.

Scaffolding in language teaching can include talking simply and slowly, doing easy tasks before difficult tasks, using mimes to help comprehension, showing pictures, and more.

scaffolding   scaffolding

learner development
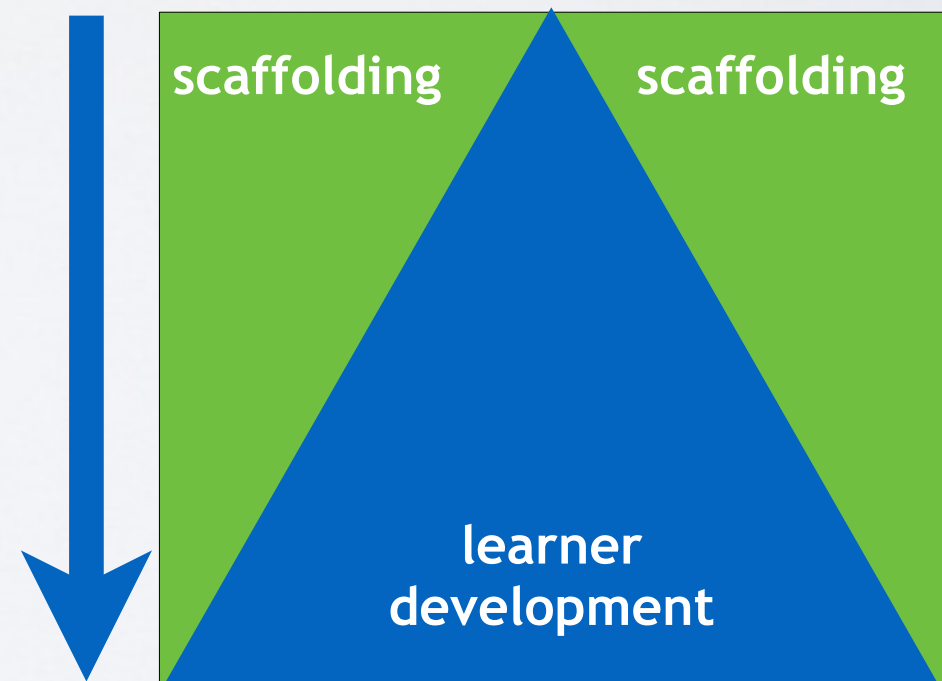
Course Description and Learning Outcomes

This course is an opportunity for the participants to work together on a collaborative group publication and develop a personal teaching portfolio. Presentations and workshops will focus on research, resources, reflection, collation, design, and professional presentation. The collaborative group project is flexible and will be developed with input from all participants. Outcomes could include a teacher's handbook, an EFL resource guide, or complete curriculum. The personal portfolio will collate documents and evidence from the participants' past experiences and from the GIETTP course. At the end of the course, participants will receive a copy of the group project outcome and have a completed personal portfolio.

Portfolio Assessment

• Inclusion of evidence that backs up the claims a teacher makes — evidence of teaching accomplishments and professionalism.
• Consistency between the teaching philosophy and accompanying evidence of teaching strategies.

Group Project

Lesson	Topic	Contents
1	Introduction and Group Project discussion	• Group Project options • Analysis of existing materials • Development of Group Project outcomes
2	Group Project development	• Roles and responsibilities • Research • Project development
3	Group Project workshop	• Analyzing the English curriculum and objectives • Curriculum reconstruction • What is co-teaching?
4	Group Project workshop and final editing	• Question formulation technique (QFT) • Meaningful compliments and rewards • Implicit and explicit feedback

What have you learned so far on this course and your previous course?

What will you be doing in the next few weeks?

Do you remember when you started teaching?

If you could meet yourself when you first started teaching, **what advice would you give to yourself?**
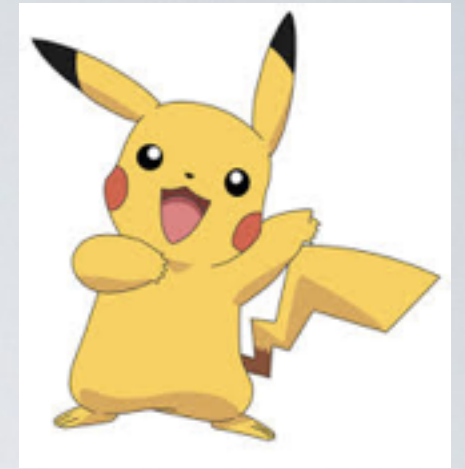
Tips for starting a lesson

- Ask about things the students know & can answer

- Start with easy questions

- Start with something interesting

- Use actions, multimedia, realia, pictures and videos to get attention

excited

Starting a lesson

Tip: Use **cartoon** characters!

What is he doing?
He's climbing.
(example target language)

What does she like?
She likes fish.
(example target language)

Starting a lesson

What TL can we teach and practice with pop stars?

Talk with your partner.

Starting a lesson

For older learners, use their lives and experiences. Ask interesting questions that lead into the topic.

Starting a lesson

"Today we're going to talk about..."

Tip: Use **actions! and surprises! and humor!**

Starting a lesson

First questions:
How was your Chuseok this year?
Where did you go? What did you eat?
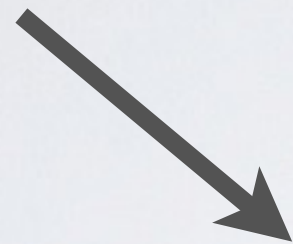
General topic:
Festivals
Can you list some festivals?
Halloween, Christmas, Pepero day.......
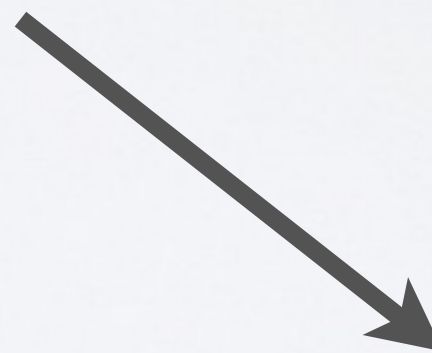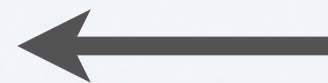
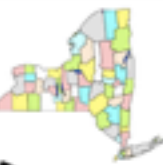Today's topic:
Thanksgiving

Starting a lesson

First question:
Have you been to Jeju?

map of Jeju
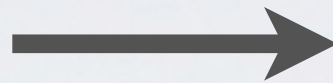
Today's class:
A worksheet about volcanoes

Hallasan

Starting a lesson

Tip: Think about the wider topic first
or a related topic that the learner knows.

Festivals

Volcanoes

Thanks-
giving

Chuseok

Hallasan

Jeju
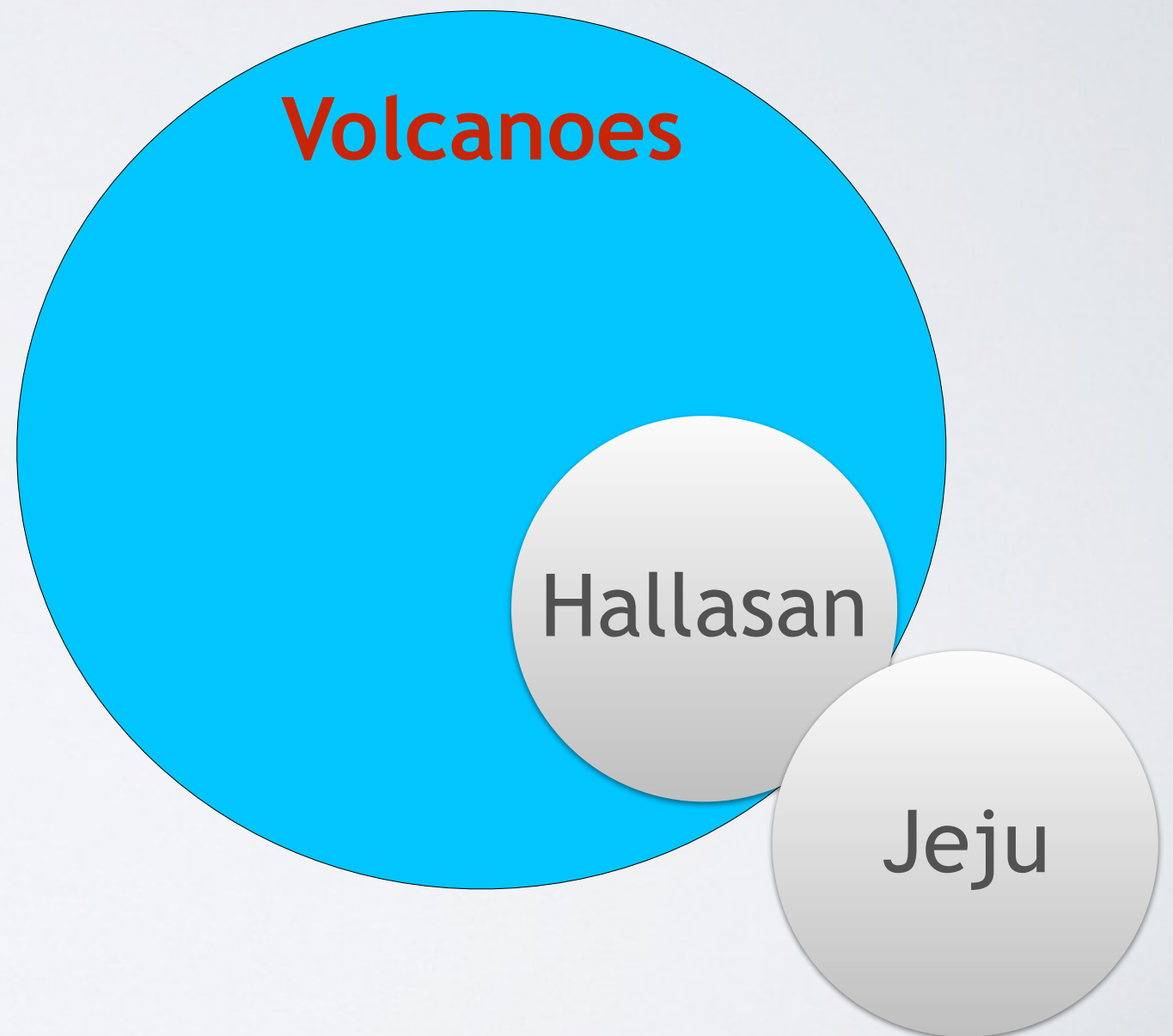
More tips for starting a lesson

- Personalize - "Do you remember we went to the zoo? What was your favourite animal?"

- Contextualize - "What cities do you know in Europe? What European food can you name?"

- Talk about the objective of the lesson - "Today we're going to make a poster."

- Re-use and review language - "Last week we talked about hobbies. Let's make a list of hobbies."

excited

What are some resources that you use in your teaching?

http://www.edwardtesol.com/links.html

If there was a guidebook for elementary teachers, **what should it include?**

Publications analysis

What sections do they include?
How are they organized?
Do these give you any ideas for the group project?
What kind of content ideas could we borrow?

Group Project

What is the outcome?
How is it useful?
Who is the target audience?

What roles are we going to take?
What are the priorities?

Class photo to remember names

Next class-
Bring your ideas for the group project.
Bring your laptops and tablets.