

Title V Project Travel Report Form

Hillsborough Community College

Title V Project - Transition to Success at HCC-Dale Mabry

Name: April Muchmore-Vokoun Employee ID#: 175872Position Title: EAP Developer Date: 04/05/2011

Attended the following conference, workshop, or training program:

45th Annual TESOL Convention and Exhibit

Summary of participation and information gaining as it relates to the Project Activity:


I attended two pre-conference workshops. The first, Designing Listening Activities to Strengthen Metacognitive Processes, focused on a variety of strategies on improving student self-awareness to improve listening-speaking abilities. The information gathered in this workshop will be of assistance when I am designing the curriculum for EAP 0300. The information from the second workshop, E-English! Creating Effective Language Courses for Distance Education, will be helpful as HCC begins to integrate technology into all courses and gives us background on online coursework. This would allow us to offer a broader range of courses to our target student group. During the conference, I attended ten presentations. These presentations focused either on incorporating technology in the classroom or expanding Listening-Speaking activities in the classroom.

Indicate how above information will be shared with College/Campus:

I intend to use the information that I gathered to design technology-enhanced learning activities. I will then create a presentation on those activities that I will share with my departmental colleagues at a faculty meeting. I will also apply to present to faculty college-wide at HCC's 2012 All College Day.



A completed "AFTER THE TRIP - HCC OUT-OF-DISTRICT EXPENSE FORM" is attached.

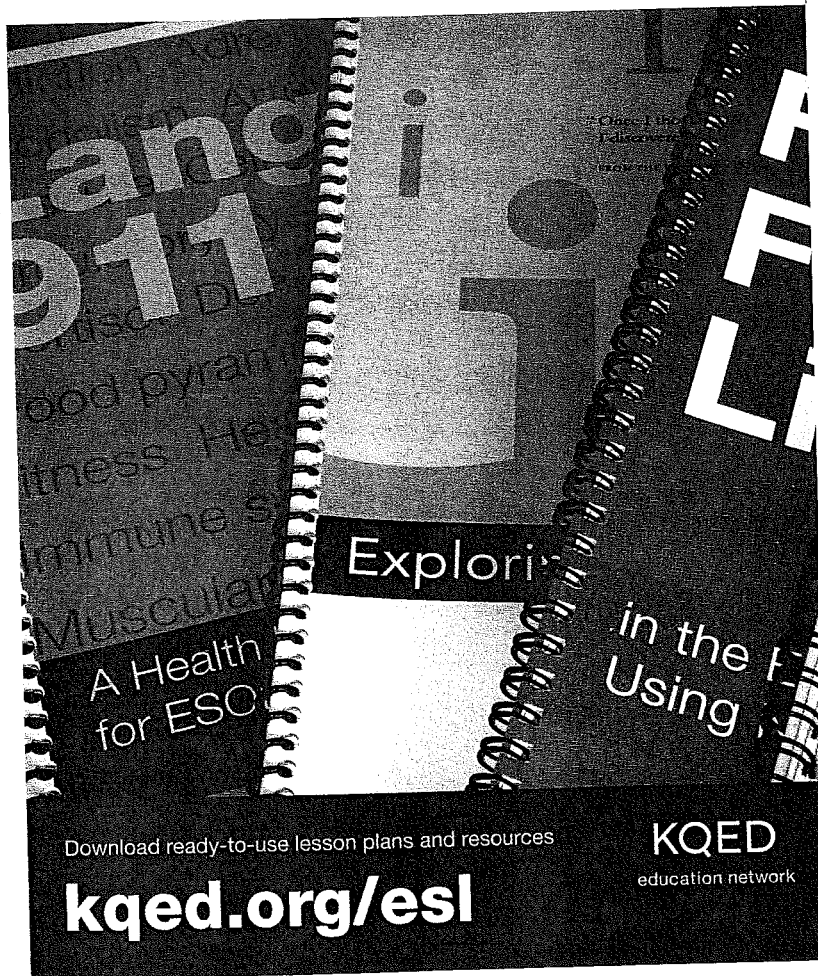

[Traveler's Signature]

04/05/2011
[Date]

Please attach a copy of program, brochures, receipts, or any other information to further document your participation

ESL Resources

KQED Education Network in partnership with ESL instructors



Download ready-to-use lesson plans and resources

kqed.org/esl

KQED
education network

"Helping To Create A Global Experience: From Isolation To Integration"

Poster Session

By Carol Arévalo, Keith Boswell, Lucia Parsley, & Audrey Short
Virginia Commonwealth University, ELP

For international students in an IEP, it can be a challenge to build a cohesive community with English language learners of diverse backgrounds and native English speakers. How can language programs facilitate meaningful connections? The presenters offer low-cost and free activities that benefit all involved.

English Language Program Student Committee Accomplishments:

-Events

Multicultural potluck	FAQ sheet
End-of-session party	Buttons for advertising
Giving students a voice	Money for future events
Survey	Partnering with local students

-Challenges

Finding dedicated students (Ss)

Balancing guidance and autonomy

Losing Ss as they exit

Communicating w/ all Ss

-Solutions

Asking for recommendations
Communicating with students individually

Providing step-by-step instructions in writing

Including former Ss

Using Facebook, Blackboard, flyers, posters, word of mouth

-Next Steps

Planning future events

Family-friendly events

Cultural game nights

Talent showcase

Creating a student guidebook on how to run an organization

Leadership expectations

How to communicate w/ students

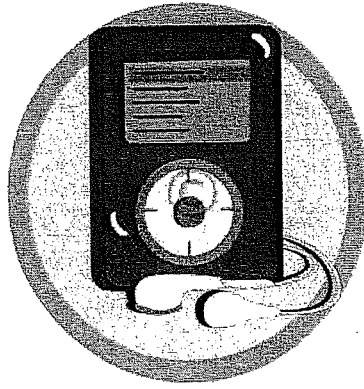
Collaborating with other student and community organizations

Conversation partnerships

Service projects (service learning)

Using web podcasts as authentic listening material in adult ESL classrooms

By Jacqueline Gardy and Melissa Zervos



Objective: By the end of this workshop, learners will be able to identify what a podcast is and how it can be used in the classroom. Learners will leave with a toolkit they can use in their classrooms, including a podcast CD and reproducible worksheets.

This presentation will cover the following:

1. **Warm-up:** Learners will write down three questions they have about podcasting. Then, they will complete the first two portions of the KWL chart on page 2.
2. **Introduction:** The presenters will discuss what a podcast is and how it can be used in the classroom. Then, the presenters will show learners how to get a podcast, how to subscribe to one, and how to make a CD from podcasts acquired. Finally, the presenters will explain a method for creating podcast lessons.
3. **Guided Activity:** The presenters will introduce the topic of a podcast and ask them to answer a question.
4. **Pairs Activity:** Learners will work with their partner to complete the chart on page 7.
5. **Individual Activity:** Learners will identify two podcasts that could be useful for their classrooms.
6. **Closure:** Learners will finish the KWL chart by completing the last portion. Presenters will review and answer any additional questions

Name:

StoryCorps Interview 5: Nancy and Frances

1. Go to www.npr.org
2. In the "search" box, type "Nancy Wright"
3. This is an interview about a woman and her relationship with her mother. After the vocabulary exercise, read the questions and listen to the interview. You may listen as many times as you want to.

A. Do this vocabulary exercise (below) first!

Vocabulary: Write the definition and part-of-speech of these words. Then, write your own sentence with the word.

e.g. appalled adjective It means "shocked" and "disgusted". *I was appalled when I heard that my neighbor had stolen money from a poor man.*

1. adolescence
2. defiant
3. formidable
4. miserable
5. to slam

B. Other expressions you'll want to know:

1. to criticize = to say what is wrong with something/somebody in a negative way
2. to deal with = to manage a difficult situation
3. to go downhill = to become worse
4. to grate on someone's nerves = to irritate someone
5. in-a-row = consecutively; without interruption; following in order
6. judgment-laden = full of criticism
7. a screen door = a door with a screen on it so that insects cannot enter

C. Comprehension questions: *Listen for the answers to these questions.*

1. How tall was Frances?
[find out how many centimeters is the same]



Thurs. March 17th

NPR Mtg. Story Corp

- A Idioms
- B Vocab (Clarify)
- C List. Comp. ?s - MI/Details
- D ↑ Order ?s - Relating to Own lives

After Submission

- discuss issues in class
which can lead to discussions about
VS Culture
- More practice w/ Idioms
- Prompt for writing assignment
- Model for st. interviews

Interview one senior citizen ?
use info for a final oral presentation

12:30 Poster Session on Ssr. Visit

Debate anna.moldawa@yale.edu
worksheet request

Decoding what students say: Diagnosing pronunciation errors at the source

Dr. Marnie Reed and Christina Michaud
Boston University
tesol@bu.edu and cmichaud@bu.edu

TESOL 2011, New Orleans: March 18, 2011

We all know learners make speech errors that lead to communication breakdowns; some errors are easy to diagnose, while others mystify seasoned teachers.

We propose a checklist to help teachers

- first **make sense of what learners say**,
- then **analyze the source of the errors**, and
- finally **address specifically those pronunciation errors that cause unintelligibility**.

All learners will benefit from instruction in

- metalinguistic analysis of L1 interference,
- pragmatics, and
- paralinguistics.

On a case-by-case basis, depending on the source of their errors, learners will also benefit from suprasegmental instruction in

- syllables—counting syllables, understanding syllable structure, pronouncing complex onsets and codas;
- stress—word-level stress, phrase-level stress, standard sentence-level stress, and contrastive stress;
- prosody—standard intonation contours (rising, falling, holding intonation), rhythm, timing, and pauses;
- morphosyntax—the pronunciations of regular verb and noun endings; and
- additional grammar or pronunciation topics as necessary.

Ultimately, comparing learners' intended meanings with their actual utterances allows us to identify the underlying, habitual sources of errors, instead of merely addressing the surface-level problems in a given utterance.

The following page shows our checklist as written for learners; sharing these steps with learners ensures that they have a strategy they can fall back on to troubleshoot communication breakdowns.



Engaging Community College ELLs in the Community Through Service Learning

Kristina Sievers and Amy Christensen

Central New Mexico Community College, Albuquerque, NM

Service Learning:

- combines community service and classroom instruction
- allows instructors to integrate classroom instruction with student service to the community
- provides a structured time of reflection for students.
- Students get experience applying what they are learning in the classroom while meeting real community needs.
- Community agencies receive service from students while helping to educate students in ways that don't happen in the classroom.
- Students get hands-on experience in career fields they are considering.
- Students also increase their communication and networking skills, their awareness of community needs and projects, and their abilities to apply what they learn in class.
- Students become civically engaged in their communities.

(Source: CNM's Service Learning Program:

<http://www.cnm.edu/depts/ccpp/service/>)



Students participating in CNM's Service Learning Program have included:

- Advanced non-credit ESL classes
- Students in a Listening/Speaking ESOL class
- Students in Practical Writing classes

Between fall 2009 and fall 2010:

- 652 students enrolled in Service Learning at CNM.
- About 25-30% of students participated in a class-based project
- The majority of students enrolled in a traditional (community-based) Service Learning project.

Community-Based (Traditional) Service Learning:

Students in CNM's Practical Writing for Speakers of Other Languages and Basic Reading & Writing courses have received project credit for completing 15 hours of Service Learning in the community at such agencies as:

- Mexican Consulate
- Hispanic Cultural Center
- Indian Pueblo Cultural Center
- The Storehouse
- Roadrunner Food Bank

Tasks that students have completed at the agencies:

- Food collection and distribution
- Data entry
- Assisting office staff
- Greeting visitors to museums and cultural centers
- Providing tours of cultural centers

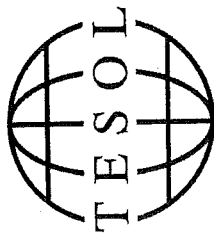
Class-based Service Learning Project:

In this project, students in an Advanced ESL class organized a food drive in the community. As part of the process, they:

- wrote a proposal detailing their plan for collecting non-perishable food and motivating others to donate food
- met with a representative of a local food distribution agency
- promoted the food drive on campus
- collected thousands of pounds of food from donors and campus donation sites

Students benefited by:

- doing something meaningful for members of the community.
- developing vocabulary, grammar, and syntax through the writing of the proposal.
- engaging in authentic communication with agency representatives and native-English-speaking students on campus
- learning about hunger and poverty issues in the community
- Identifying resources in the community



Teachers of English to Speakers of Other Languages, Inc.
hereby certifies that

April Muchmore-Vokoun

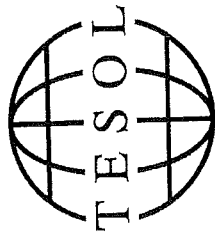
attended the 2011 Preconvention Institute on

Designing Listening Activities to Strengthen Metacognitive Processes

for 4 hours of professional development

March 15, 2011

John Donaldson
Director of Education Programs



Teachers of English to Speakers of Other Languages, Inc.
hereby certifies that

April Muchmore-Vokoun

attended the 2011 Preconvention Institute on

E-English! Creating Effective Language Courses for Distance Education

for 6 hours of professional development

March 16, 2011

John Donaldson
Director of Education Programs

Critical -
Thinking

(<http://literatureandlives.wikispaces.com>)

Podcasting for Academic English

Youtube Have you been paying attention?

Gardner Frames of mind

t4. jordandistrict.org/payattention

Common Craft .com

↳ open source videos in plain English

VOA 4 minute features

Presenter's Webpage for Resources

English Grammar Help

ESL Pod .com

BBC Grammar Challenge

www.pronunciation.com/podcast.aspx - free

www.manypthings.org

Internet TESL Journal

Podcast Pickle (genre based)

Film in the
Classroom
• a v i

City Lights (1932)
Charlie Chaplain

Participial Adjectives

embarrassed

interested

surprised

Screen captures of cloze sentences

Alt Print Screen

controlled to more open practice

www.electrifiedgrammar.phworks.com

Extensive Reading

Nolan Weil

Extensive Reading in the L2 Classroom

Day & Bamford (88)

Continuum

Purpose	Intensive Foundation for reading	vs	Extensive read successfully
text	over Reader's head		enjoy/info develop fluency of L proficiency vocab.
speed	slow/laborious		faster/w/ growing ease
volume	generally low		growing over time
	not an either or choice		
	Variety materials / choices / a few simple or no exercises		
Benefits	affects attitudes / motivation to read general L proficiency (modest in L1st / Write) ↑ Knowledge about texts		

Extensive Reading

Challenges

Short term studies sometimes - or inconclus.

Long term studies often demo positive effects
6 mos.....

Paul Nation

2000 ? freq. words comprise

85-90% of the running words of a text

↓

45-98% of running words ^{understanding} needed to understand
a text w/ ease

Oxford Bookworm Series
6 stage series

Your Options in Teaching English Grammar in 2011 and Beyond
TESOL 2011, New Orleans; Saturday, March 19, 2011; Room CC 207
Keith Folse (keith.folse@gmail.com)

Hour 1: 10-10:45

- *What is ESL grammar?*
- *What are some of the most important ESL grammar points? (based on learner needs)*

Hour 2: 11-11:45

- *How is grammar connected with vocabulary?*
- *What are our options in teaching grammar?*

ACTIVITY #1: What do we know as a group today?

1. _____
2. _____ "Jill and Diane played tennis in the park at noon despite the heat."
3. _____ "After playing in the heat for two hours, the losing opponent was not interested in hitting another ball."
4. MANY coins but MUCH money: _____
5. _____
6. _____

ACTIVITY #2: Identify these typical ESL errors.

1. _____ She was born on 1988.
2. _____ I have lived in Paris from 2000 to 2005.
3. _____ There is no game today because the coach called off it.
4. _____ How many homework do we have?
5. _____ Many parents avoid to give sweets to their children.
6. _____ She should helps you.
7. _____ Siberia has a substantial number of nature resources.
8. _____ Where were you when the accident was happened?