



# Student-Centered Classroom Management: Addressing Classroom Issues with 5 Adaptable Forms

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*American English Webinar Series*

# Agenda



- Classroom Management
- Student-Centered Classrooms
- Assessment
- Adaptable Forms
- Additional Resources



# Classroom Management Key Words

- Control
- Discipline
- Organization
- Supervision

# Classroom Management Definition

- Keep students organized, orderly, focused, attentive, on task, and productive.
- Minimize behaviors that impede learning.
- Maximize behaviors that facilitate learning.

Adapted from: Classroom management (2014). In S. Abbott (Ed.), *The glossary of education reform*. Retrieved from <http://edglossary.org/classroom-management/>

# Classroom Management Tips

- Prepare well and arrive early.
- Be enthusiastic and positive.
- Establish clear expectations.
- Use engaging instructional methods.
- Encourage and reward participation.

# Classroom Management Issues?





# Classroom Management Issues

<b>1. Off Task:</b> <ul style="list-style-type: none"><li>• not participating</li><li>• not doing homework</li><li>• not studying</li><li>• not bringing books/materials</li></ul>	<b>2. Inattentive:</b> <ul style="list-style-type: none"><li>• not listening</li><li>• daydreaming; sleeping</li><li>• arriving late; leaving early</li><li>• missing class</li></ul>
<b>3. Noisy:</b> <ul style="list-style-type: none"><li>• shouting</li><li>• laughing</li><li>• complaining</li><li>• socializing</li></ul>	<b>4. Hyperactive:</b> <ul style="list-style-type: none"><li>• clowning around</li><li>• moving nervously</li><li>• wandering around</li><li>• rushing carelessly</li></ul>

Adapted from: Kagan, Spencer, Patricia B. Kyle, and Sally Scott. 2004. *Win-win discipline: strategies for all discipline problems*. San Clemente, CA: Kagan Publishing.

# Student-Centered Classrooms?





# Student-Centered Classrooms

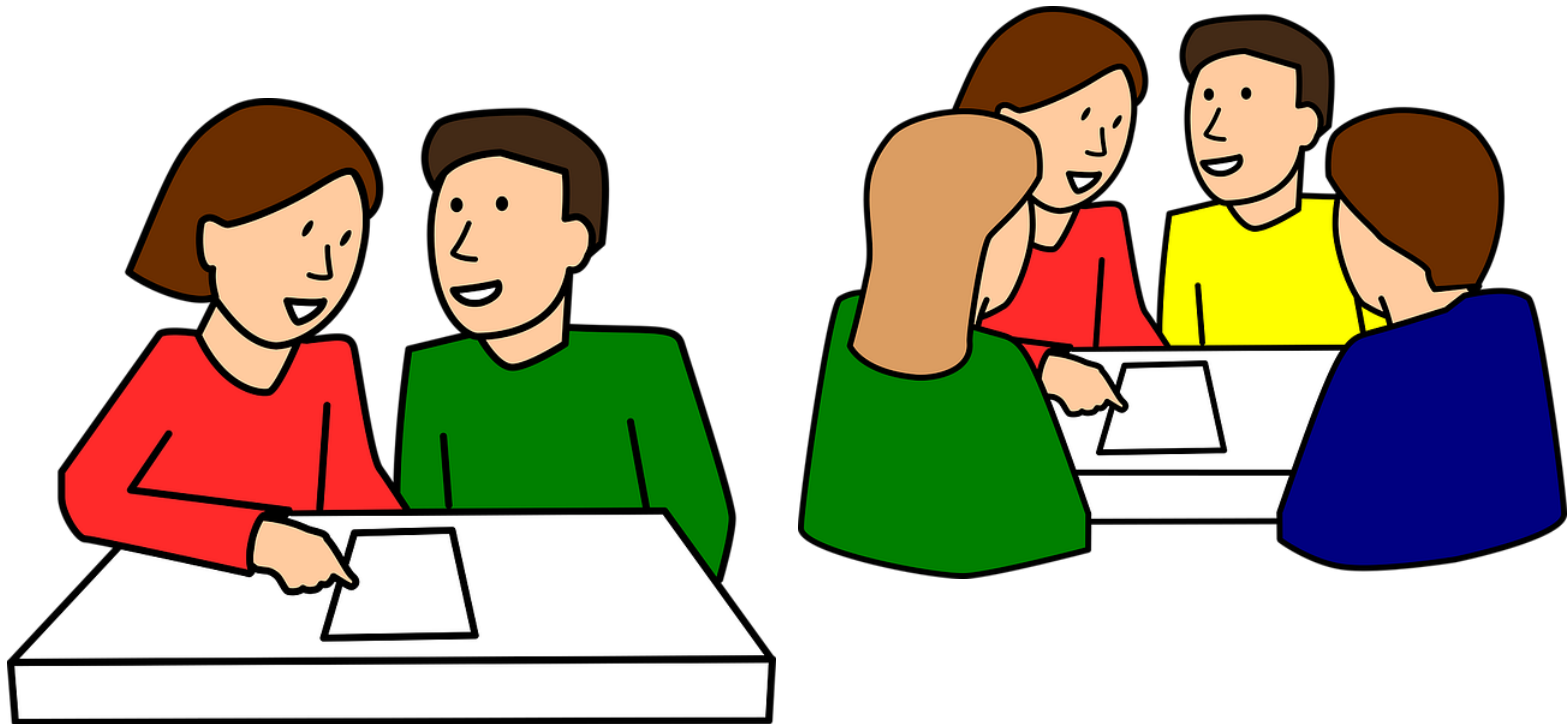


# Student-Centered Classrooms

Two black spotlights are positioned at the top left and top right of the slide. They are angled downwards, casting two large, overlapping yellow beams of light that converge towards the center of the slide, illuminating the bulleted text below. The beams create a V-shape that widens as they descend.

- Shine the spotlight on your students!
- Perform the role of classroom facilitator.
- Encourage all students to participate.
- Support student-directed learning.

# Pair Work? Group Work?



# Assessment?



# Assessment



- **Formative**  
Happens during the learning process.
- **Performance**  
Evaluates a specific task or assignment.
- **Summative**  
Measures what a student has learned at the end of a learning period.

# Assessment Criteria

- Standards:  
How a performance will be evaluated.
- Performance:  
Specific speaking or writing task.
- Transparency:  
Students know the criteria, in advance.



# Agenda



- ✓ Classroom Management
- ✓ Student-Centered Classrooms
- ✓ Assessment
- **Adaptable Forms**
- Additional Resources

# Adaptable Forms

Print and Go!



Adapt, Print, and Go!

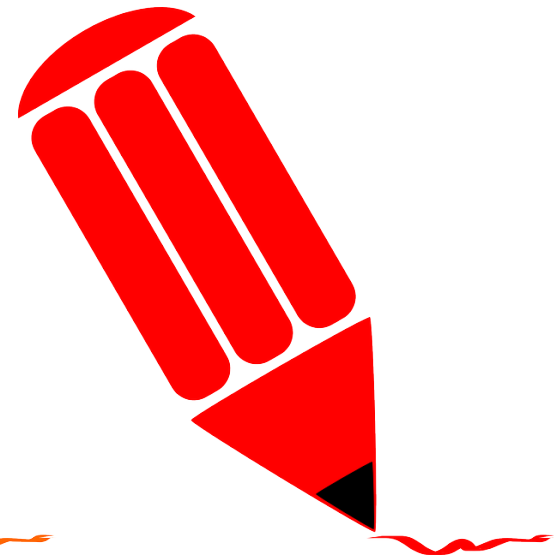
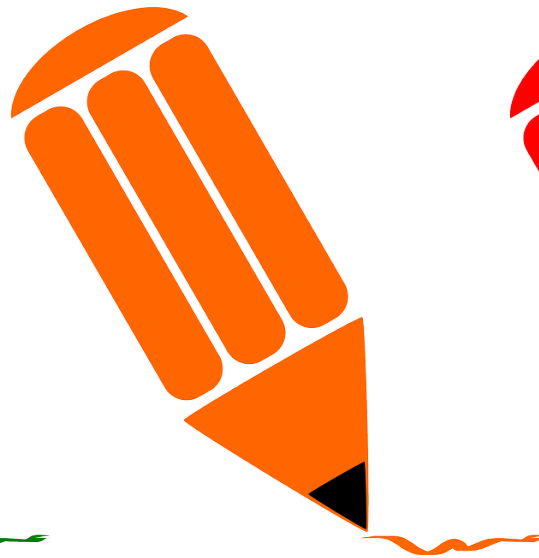
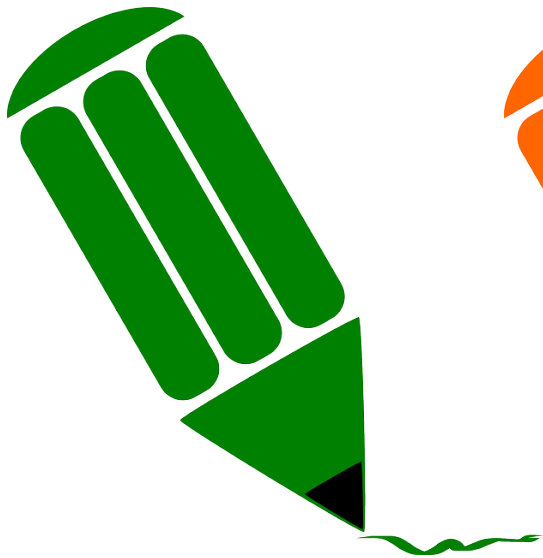




# List of Adaptable Forms

- Assessment Checklist Forms
- Discussion Preparation Forms
- Interview Forms
- Profile Questionnaire Forms
- Reading Journal Forms

# Essays?



# Essays – Assessment Criteria?



## My Best Friend

My best friend's name is Susan, she is come from Taiwan.

She has an ideal job. She is professional accountants. Her company is an international company. Every year in May, She teaches me how to do personal income tax application form. On weekends, she looks relaxed.

We like ate brunch together. We have same habit, we like to travel. Last

March we went to Japan for 7days vacation. I hope that our friendship will stay with us for many years.

# Essay

## Topic:

*[Type your assigned topic here]*

## Due Dates:

1. Draft version due *[Type your draft due date here]*
2. Final version due *[Type your final due date here]*

## Assessment Criteria:

*Each item is worth 10 points. Maximum score = 100 points*

- \_\_\_ Write 250-300 words, in 5 typed paragraphs, on the assigned topic.
- \_\_\_ Use 1-inch margins, double-spacing, and 12-point font size; Indent each paragraph.
- \_\_\_ Give your essay a title; State your introduction and conclusion clearly.
- \_\_\_ Present enough examples and details to explain and support your key ideas.
- \_\_\_ Write short sentences (fewer than 25 words) and short paragraphs (2-5 sentences).
- \_\_\_ Make appropriate vocabulary choices.
- \_\_\_ Use connecting (transition) words and phrases appropriately.
- \_\_\_ Make sure that each verb agrees with its subject; Use correct verb tenses.
- \_\_\_ Use articles (a, an, the) appropriately; Use correct prepositions (at, in, on, to, etc.).
- \_\_\_ Use correct capitalization, punctuation, and spelling.

\_\_\_\_\_ Total number of points    \_\_\_\_\_ Grade

# Essay Assessment Checklist

*Each item is worth 10 points. Maximum score = 100 points*

- \_\_\_ Write 250-300 words, in 5 typed paragraphs, on the assigned topic.
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- \_\_\_ Use correct capitalization, punctuation, and spelling.

\_\_\_\_\_ Total number of points      \_\_\_\_\_ Grade

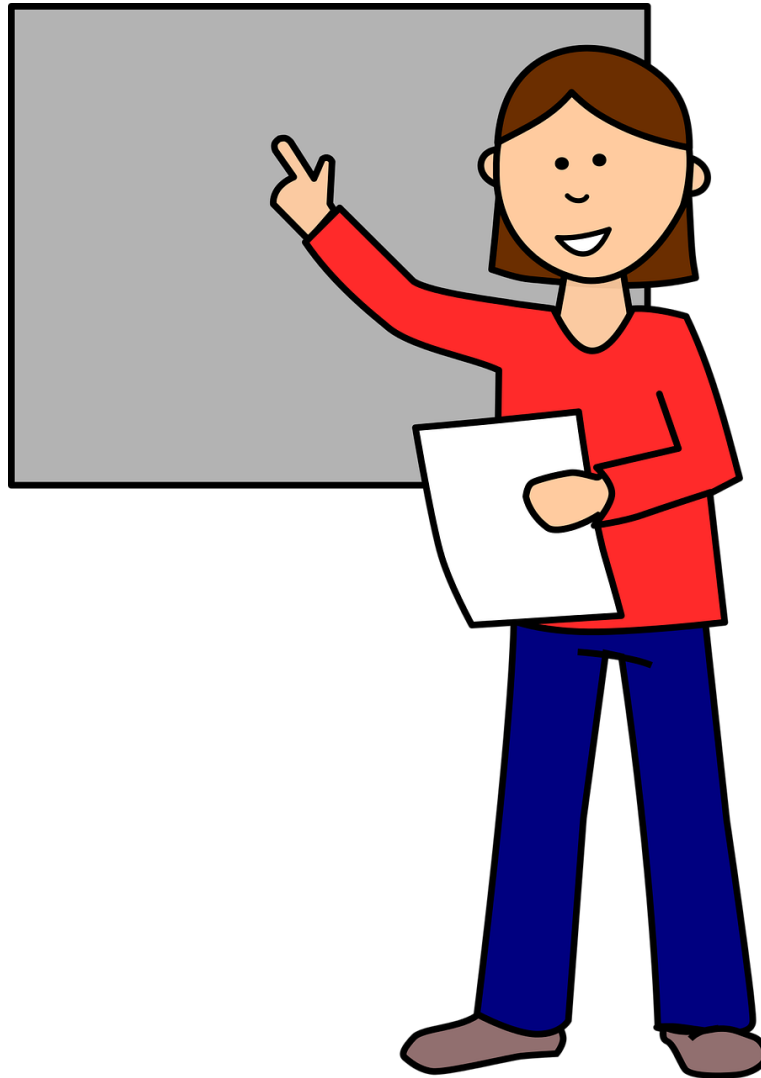
## Essay Assessment Checklist

Each item is worth 10 points. Maximum score = 100 points

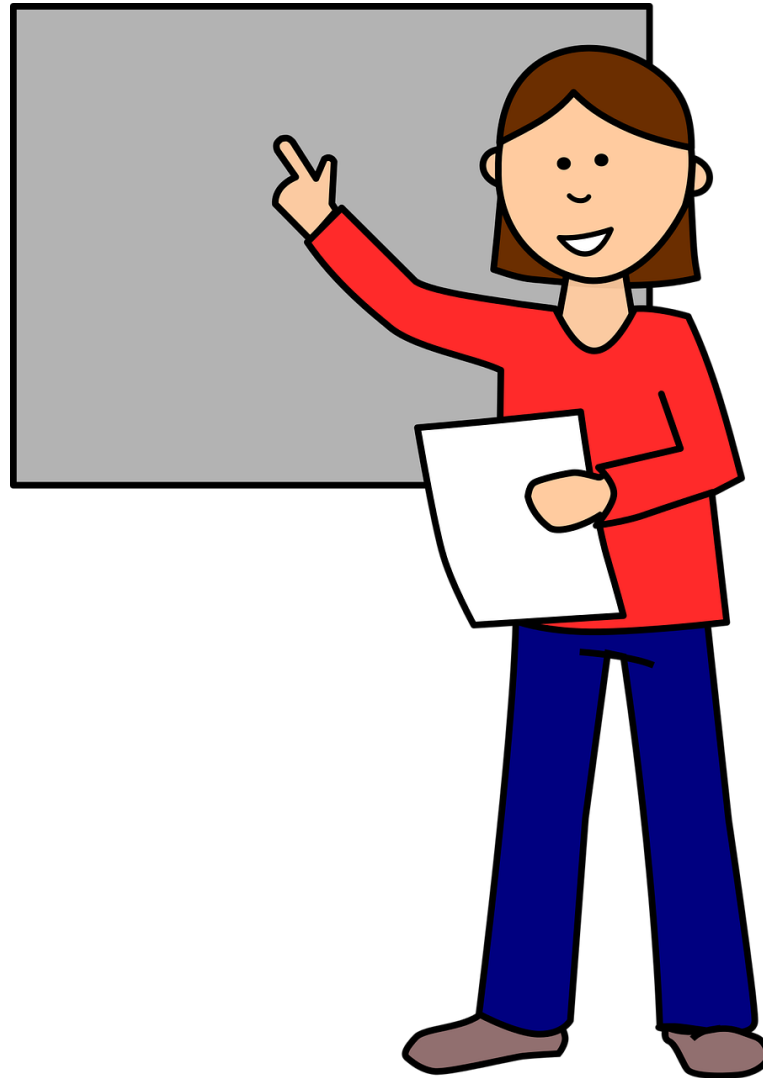
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- \_\_\_ Use 1-inch margins, double-spacing, and 12-point font size; Indent each paragraph.
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- \_\_\_ Present enough examples and details to explain and support your key ideas.
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- \_\_\_ Use correct capitalization, punctuation, and spelling.

\_\_\_\_\_ Total number of points      \_\_\_\_\_ Grade

# Presentations?




# Presentations – Assessment Criteria?



# Informative Presentation Assessment Checklist

Each item is worth 10 points. Maximum score = 100 points



**Informative Presentation Assessment Checklist**  
Each item is worth 10 points. Maximum score = 100 points

- \_\_\_ Give an **INFORMATIVE** presentation, which is consistent with the assigned topic.
- \_\_\_ Make your presentation last the required amount of time.
- \_\_\_ Begin by greeting your audience. While you are speaking, try to make eye contact.
- \_\_\_ Speak clearly, loudly, and slowly. Do not read your presentation.
- \_\_\_ Use correct grammar.
- \_\_\_ Use appropriate vocabulary. Use appropriate transition words and phrases.
- \_\_\_ Speak in complete, but short, sentences (no more than 25 words).
- \_\_\_ Invite your audience to ask questions, and respond to the questions appropriately.
- \_\_\_ Illustrate your main points with at least 3 effective PowerPoint slides.
- \_\_\_ Summarize your presentation, and offer a polite conclusion to your presentation.

\_\_\_\_\_ Total number of points \_\_\_\_\_ Grade

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- \_\_\_ Summarize your presentation, and offer a polite conclusion to your presentation.

\_\_\_\_\_ Total number of points \_\_\_\_\_ Grade

- \_\_\_ Give an *INFORMATIVE* presentation, which is consistent with the assigned topic.
- \_\_\_ Make your presentation last the required amount of time.
- \_\_\_ Begin by greeting your audience. While you are speaking, try to make eye contact.
- \_\_\_ Speak clearly, loudly, and slowly. Do not read your presentation.
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- \_\_\_ Speak in complete, but short, sentences (no more than 25 words).
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- \_\_\_ Summarize your presentation, and offer a polite conclusion to your presentation.

\_\_\_\_\_ Total number of points \_\_\_\_\_ Grade



- \_\_\_ Give a *PERSUASIVE* presentation, which is consistent with the assigned topic.
- \_\_\_ Make your presentation last the required amount of time.
- \_\_\_ Begin by greeting your audience. While you are speaking, try to make eye contact.
- \_\_\_ Speak clearly, loudly, and slowly. Do not read your presentation.
- \_\_\_ Use correct grammar.
- \_\_\_ Use appropriate vocabulary. Use appropriate transition words and phrases.
- \_\_\_ Speak in complete, but short, sentences (no more than 25 words).
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\_\_\_\_\_ Total number of points \_\_\_\_\_ Grade

- \_\_\_ Give a *PERSUASIVE* presentation, which is consistent with the assigned topic.
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- \_\_\_ Speak clearly, loudly, and slowly. Do not read your presentation.
- \_\_\_ Use correct grammar.
- \_\_\_ Use appropriate vocabulary. Use appropriate transition words and phrases.
- \_\_\_ Speak in complete, but short, sentences (no more than 25 words).
- \_\_\_ Invite your audience to ask questions, and respond to the questions appropriately.
- \_\_\_ Illustrate your main points with at least 3 effective PowerPoint slides.
- \_\_\_ Summarize your presentation, and offer a polite conclusion to your presentation.

\_\_\_\_\_ Total number of points \_\_\_\_\_ Grade

# Persuasive Presentation Assessment Checklist

Each item is worth 10 points. Maximum score = 100 points

- \_\_\_ Give a *PERSUASIVE* presentation, which is consistent with the assigned topic.
- \_\_\_ Make your presentation last the required amount of time.
- \_\_\_ Begin by greeting your audience. While you are speaking, try to make eye contact.
- \_\_\_ Speak clearly, loudly, and slowly. Do not read your presentation.
- \_\_\_ Use correct grammar.
- \_\_\_ Use appropriate vocabulary. Use appropriate transition words and phrases.
- \_\_\_ Speak in complete, but short, sentences (no more than 25 words).
- \_\_\_ Invite your audience to ask questions, and respond to the questions appropriately.
- \_\_\_ Illustrate your main points with at least 3 effective PowerPoint slides.
- \_\_\_ Summarize your presentation, and offer a polite conclusion to your presentation.

\_\_\_\_\_ Total number of points \_\_\_\_\_ Grade

# Book Reports?



# Book Reports – Assessment Criteria?



# Book Report

## Instructions:

*[Type your instructions here]*

## Due Dates:

1. Draft version due *[Type your draft due date here]*
2. Final version due *[Type your final due date here]*

## Assessment Checklist:

\_\_\_\_\_ BOOK REPORT - PART 1 [10 points]. Supply the following bibliographic information:

Title - Author - Publisher - Publication Date

\_\_\_\_\_ BOOK REPORT - PART 2 [30 points]. Choose 10 words for Vocabulary Bingo

Give 1 clue for each word (a Synonym, an Antonym, or a Fill-in-the-Blank sentence)

\_\_\_\_\_ BOOK REPORT - PART 3 [60 points]. Respond to 3 of the following questions:

What did you like about this book?

What would you change about this book?

Who was your favorite character? Why?

What is the main idea of the story?

Would you recommend this book to a friend? Why?

### BOOK REPORT - SPECIFICATIONS:

Font size = 12 point; All margins = 1 inch; Line spacing = 1.5 lines; Length = 1-2 pages

Titles for each part:

Part 1. Bibliographic Information - Part 2. Vocabulary - Part 3. Responses to Questions

Titles for each response:

What I Liked About This Book - What I Would Change About This Book

My Favorite Character - The Main Idea of the Story - My Recommendation

\_\_\_\_\_ Total Number of Points    \_\_\_\_\_ Grade

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

Grade for Book Report: \_\_\_\_\_

\_\_\_\_\_ BOOK REPORT - PART 1 [10 points]. Supply the following bibliographic information:

Title - Author - Publisher - Publication Date

\_\_\_\_\_ BOOK REPORT - PART 2 [30 points]. Choose 10 words for Vocabulary Bingo  
Give 1 clue for each word (a Synonym, an Antonym, or a Fill-in-the-Blank sentence)

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What did you like about this book?

What would you change about this book?

Who was your favorite character? Why?

What is the main idea of the story?

Would you recommend this book to a friend? Why?

\_\_\_\_\_ Total Number of Points (Maximum = 100 points)

BOOK REPORT - SPECIFICATIONS:


Font size = 12 point; All margins = 1 inch; Line spacing = 1.5 lines; Length = 1-2 pages

Titles for each part:

Part 1. Bibliographic Information - Part 2. Vocabulary - Part 3. Responses to Questions

Titles for each response:

What I Liked About This Book - What I Would Change About This Book - My Favorite Character - The Main Idea of the Story - My Recommendation



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

Grade for Book Report: \_\_\_\_\_

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What would you change about this book?  
Who was your favorite character? Why?  
What is the main idea of the story?  
Would you recommend this book to a friend? Why?

\_\_\_\_\_ Total Number of Points (Maximum = 100 points)

BOOK REPORT - SPECIFICATIONS:  
Font size = 12 point; All margins = 1 inch; Line spacing = 1.5 lines; Length = 1-2 pages  
Titles for each part:  
Part 1. Bibliographic Information - Part 2. Vocabulary - Part 3. Responses to Questions  
Titles for each response:  
What I Liked About This Book - What I Would Change About This Book - My Favorite Character - The Main Idea of the Story - My Recommendation

# Assessment Checklist Forms?



# Assessment Checklist Forms – Why?



# Assessment Checklist Forms - Why?

- Provide a structure or framework
- Communicate expectations
- Support student-directed learning
- Ensure transparency

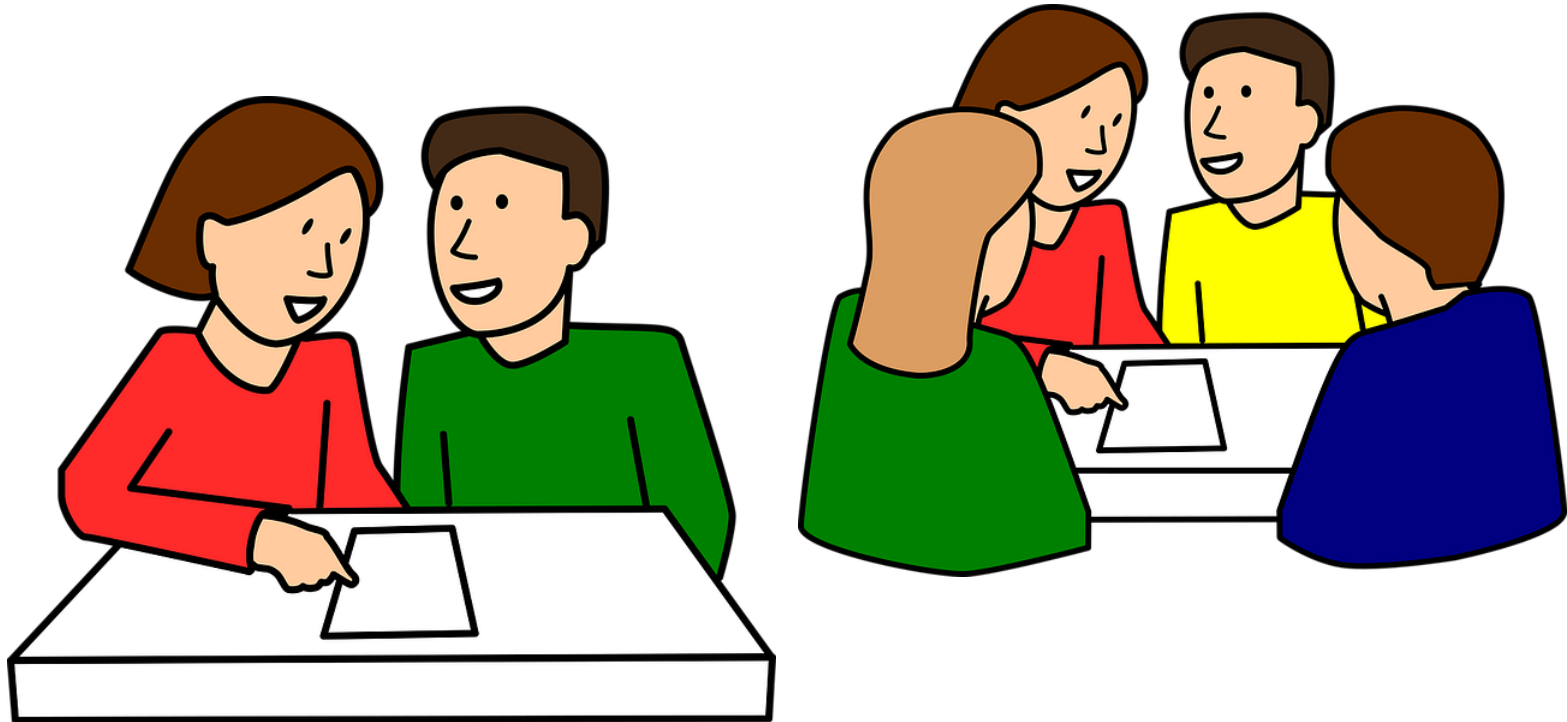




# List of Adaptable Forms

- ✓ Assessment Checklist Forms
- Discussion Preparation Forms
- Interview Forms
- Profile Questionnaire Forms
- Reading Journal Forms

# Discussion Preparation – How?



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

What are three qualities of effective writing?  
Please describe each quality in 5 words or less:

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

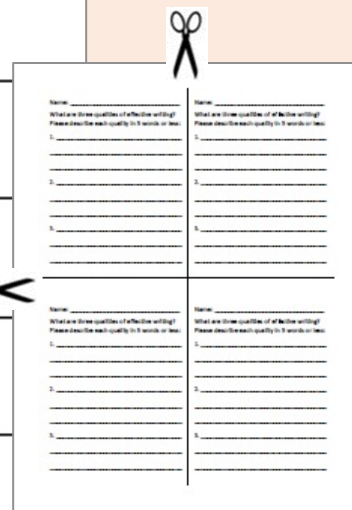
\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_



Name: *Fatima*

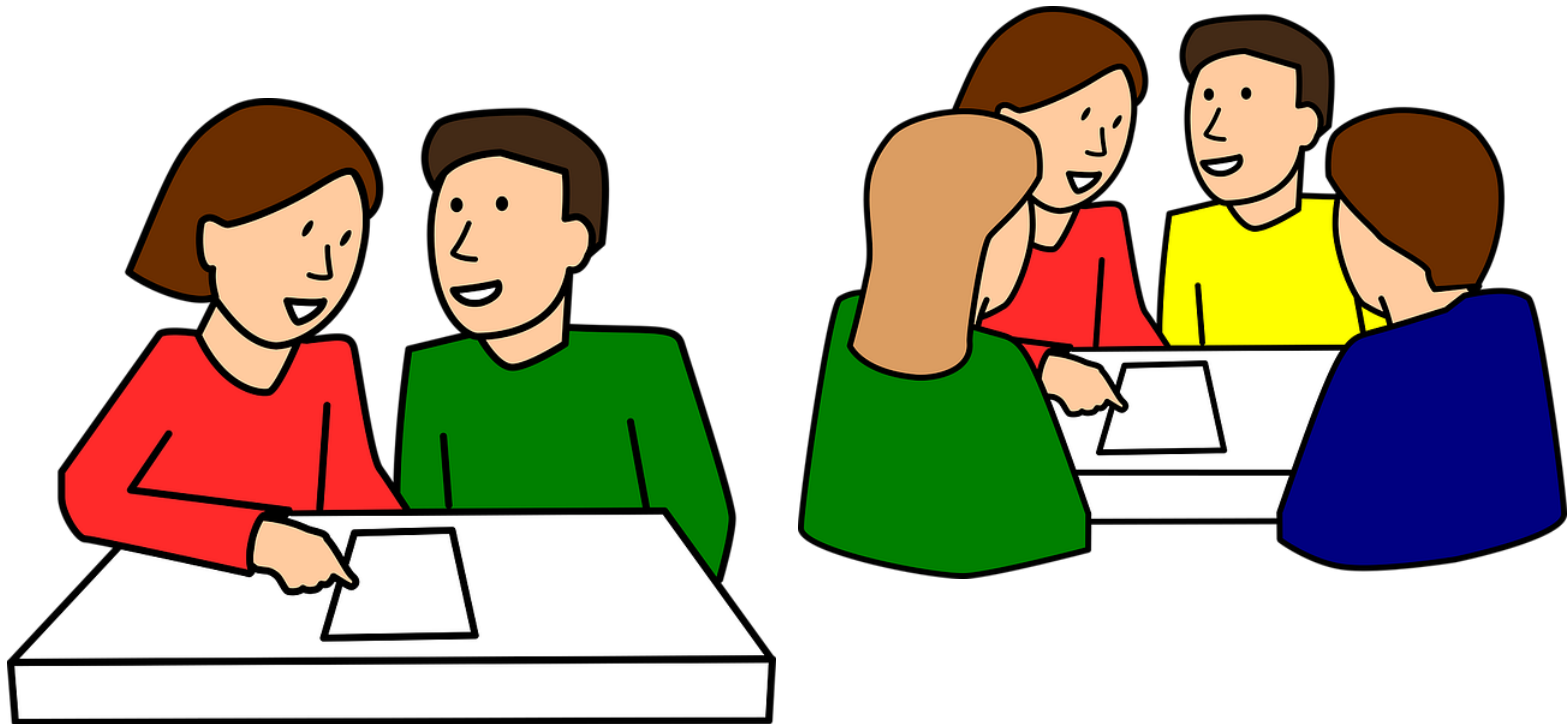
What are three qualities of effective writing?  
Please describe each quality in 5 words or less:

1. *it have some good organization*

2. *easy for reading*

3. *no grammar mistake*

# Discussion Preparation?



### Discussion Preparation Form: Reading Response to a Story

What is the title of the story?	
What is the main idea of the story?	
What do you like about the story?	
Which character or situation can you identify with? Why?	

Vocabulary	
Word	Synonym, Antonym, or Fill-in-the-Blank sentence
1.	
2.	
3.	
4.	
5.	

## Discussion Preparation Form: Reading Response to a Story

What is the title of the story?

What is the main idea of the story?

What do you like about the story?

Which character or situation can you identify with? Why?

## Discussion Preparation Form: Reading Response to a Story

What is the title of the story?

*Misunderstandings*

What is the main idea of the story?

*Many words in English sound same.  
People can get confused when words  
sound same.*

What do you like about the story?

*A lady from Korea - her boss says "Did  
you get up late?" but the lady hears  
"Did you get a plate?"*

Which character or situation can you identify with? Why?

*Feel and Fill sound same for me. Fifteen  
and Fifty sound same too.*





## Vocabulary

Word

Synonym, Antonym, or Fill-in-the-Blank sentence

1.

2.

3.

4.

5.

## Vocabulary

Word	Synonym, Antonym, or Fill-in-the-Blank sentence
1. <i>tap</i>	<i>synonym - touch</i>
2. <i>traffic jam</i>	<i>synonym - stopped cars</i>
3. <i>search</i>	<i>antonym - find</i>
4. <i>takeoff</i>	<i>antonym - landing</i>
5. <i>flight attendant</i>	<i>A _____ takes care of people on plane.</i>

Discussion Preparation Form: Reading Response to a Model Essay	
What is the title of the essay?	
What is the main idea of the essay?	
What do you like about the essay?	
What would you change about the essay?	

Vocabulary	
Word	Synonym, Antonym, or Fill-in-the-Blank sentence
1.	
2.	
3.	
4.	
5.	

Discussion Preparation Form: Reading Response to a Model Essay	
What is the title of the essay?	
What is the main idea of the essay?	
What are the essay's three supporting ideas?	1. 2. 3.
What do you like about the essay?	
What would you change about the essay?	
How does the essay provide a useful model for your writing?	

Vocabulary	
Word	Synonym, Antonym, or Fill-in-the-Blank sentence
1.	
2.	
3.	
4.	
5.	

## Discussion Preparation Form: Reading Response to a Model Essay

What is the title of the essay?

What is the main idea of the essay?

What are the essay's three supporting ideas?

1.

2.

3.

What do you like about the essay?

What would you change about the essay?

How does the essay provide a useful model for your writing?



## Vocabulary

Word

Synonym, Antonym, or Fill-in-the-Blank sentence

1.

2.

3.

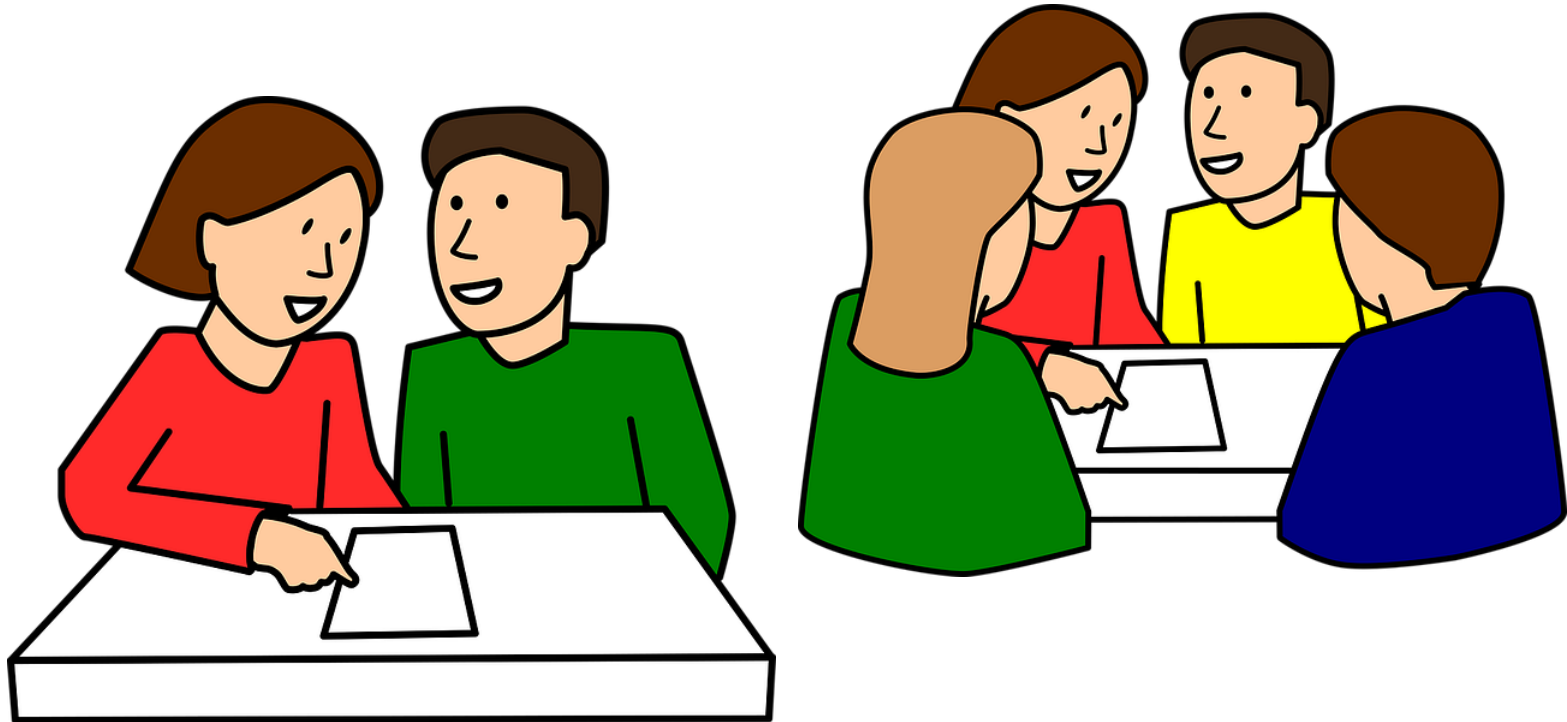
4.

5.

# Discussion Preparation Forms?



# Discussion Preparation Forms – Why?



# Discussion Preparation Forms - Why?

- Provide a structure for classroom activities
- Communicate expectations
- Support student-directed learning
- Ensure accountability





# Vocabulary Bingo

Vocabulary Bingo			



Vocabulary Bingo				

✂

Vocabulary Bingo				

# List of Adaptable Forms

- ✓ Assessment Checklist Forms
- ✓ Discussion Preparation Forms
- Interview Forms
- Profile Questionnaire Forms
- Reading Journal Forms

Ask your partner these questions:	Write your partner's answers here:
1. What is your name?	
2. What is your native language?	
3. What is your native country?	
4. How long have you lived in the U.S.?	
5. What is your profession or field of study?	
6. What do you do in your free time?	
7. What is your favorite food?	
8. What is your favorite place?	
9. How often do you go the library?	
10. Why do you want to improve your English?	

Ask your partner these questions:	Write your partner's answers here:
1. What is your name?	
2. What is your native language?	
3. What is your native country?	
4. How long have you lived in the U.S.?	
5. What is your profession or field of study?	

6. What do you do in your free time?	
7. What is your favorite food?	
8. What is your favorite place?	
9. How often do you go the library?	
10. Why do you want to improve your English?	

Ask your partner these questions:	Write your partner's answers here:
1. What is your name?	<i>Sunny</i>
2. What is your native language?	<i>chinese and taiwanese</i>
3. What is your native country?	<i>Taiwan</i>
4. How long have you lived in the U.S.?	<i>3 month</i>
5. What is your profession or field of study?	<i>finance</i>
6. What do you do in your free time?	<i>watching drama and sleeping</i>
7. What is your favorite food?	<i>all the food except insects</i>
8. What is your favorite place?	<i>a place with a lot of nature</i>
9. How often do you go the library?	<i>never</i>
10. Why do you want to improve your English?	<i>to get a good job because english is international language</i>

# One-Question Interview Form

My Name:

My Question:

## Five of My Classmates:

Name

Response


1.

2.

3.

4.

5.



One-Question Interview Form	
My Name:	
My Question:	
Five of My Classmates:	
Name	Response
1.	
2.	
3.	
4.	
5.	

One-Question Interview Form	
My Name:	
My Question:	
Five of My Classmates:	
Name	Response
1.	
2.	
3.	
4.	
5.	

## One-Question Interview Form

My Name: *Kevin*

My Question: *What is your favorite color?*

### Five of My Classmates:

Name

Response

1. *Dario*

*red*

2. *Teresa*

*pink*

3. *Lin*

*I don't know*

4. *Laura*

*orange*

5. *Ephraim*

*blue*



# Other questions?



## One-Question Interview Form

My Name: *Kevin*

My Question: *What is your favorite color?*

### Five of My Classmates:

Name	Response
1. <i>Dario</i>	<i>red</i>
2. <i>Teresa</i>	<i>pink</i>
3. <i>Lin</i>	<i>I don't know</i>
4. <i>Laura</i>	<i>orange</i>
5. <i>Ephraim</i>	<i>blue</i>

# Interview Forms?

Ask your partner these questions:	Write your partner's answers here:
1. What is your name?	
2. What is your native language?	
3. What is your native country?	
4. How long have you lived in the U.S.?	
5. What is your profession or field of study?	
6. What do you do in your free time?	
7. What is your favorite food?	
8. What is your favorite place?	
9. How often do you go the library?	
10. Why do you want to improve your English?	

*One-Question Interview Form*

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

My Question: \_\_\_\_\_

*Five of My Classmates:*

Name	Response
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____

✂

*One-Question Interview Form*

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

My Question: \_\_\_\_\_

*Five of My Classmates:*

Name	Response
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____

# Interview Forms - Why?



Ask your partner these questions:	Write your partner's answers here:
1. What is your name?	
2. What is your native language?	
3. What is your native country?	
4. How long have you lived in the U.S.?	
5. What is your profession or field of study?	
6. What do you do in your free time?	
7. What is your favorite food?	
8. What is your favorite place?	
9. How often do you go the library?	
10. Why do you want to improve your English?	

*One-Question Interview Form*

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

My Question: \_\_\_\_\_

Five of My Classmates:

Name	Response
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____

✂

*One-Question Interview Form*

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

My Question: \_\_\_\_\_

Five of My Classmates:

Name	Response
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____

# Interview Forms - Why?

- Encourage students to share information
- Learn more about your students
- Provide practice with questions
- Foster a sense of community



# List of Adaptable Forms

- ✓ Assessment Checklist Forms
- ✓ Discussion Preparation Forms
- ✓ Interview Forms
- Profile Questionnaire Forms
- Reading Journal Forms

# Profile Questionnaire Forms?

Student Profile ~ Questionnaire ~ Community-based ESL	
What is your name?	
What is your native language?	
What is your native country?	
How long have you lived in the U.S.?	
How many people are in your family?	
How many children do you have?	
Do you have a job? What do you do?	
What do you like to do in your free time?	
What is your favorite sport or activity?	
What is your favorite food?	
What is your favorite place?	
Why do you want to improve your English?	
What do you want me to know about you?	

Student Profile ~ Questionnaire ~ Listening & Speaking	
What is your name?	
What is your "English" name?	
What is your email address?	
What is your native language?	
What is your native country?	
How long have you lived in the U.S.?	
What is your field of study [or profession]?	
What topics do you like to talk about?	
Why do you want to improve your English listening & speaking skills?	
What do you like to do in your free time?	

Which <i>aspects</i> of English listening & speaking are most <i>difficult</i> for you? Please rate each aspect, according to your needs.				
Aspect	Please Explain (if necessary)	Level of Difficulty		
		High	Med.	Easy
expressions & idioms				
formal presentations				
grammar				
pronunciation				
vocabulary				
other				

## Student Profile ~ Questionnaire ~ Listening & Speaking

What is your name?	
What is your "English" name?	
What is your email address?	
What is your native language?	
What is your native country?	
How long have you lived in the U.S.?	
What is your field of study [or profession]?	
What topics do you like to talk about?	
Why do you want to improve your English listening & speaking skills?	
What do you like to do in your free time?	

Which *aspects* of English listening & speaking are most *difficult* for you?  
Please rate each aspect, according to your needs.

Aspect	Please Explain (if necessary)	Level of Difficulty		
		High	Med.	Easy
expressions & idioms				
formal presentations				
grammar				
pronunciation				
vocabulary				
other				

## Student Profile ~ Questionnaire ~ Listening & Speaking

What is your name?	
What is your "English" name?	
What is your email address?	
What is your native language?	
What is your native country?	
How long have you lived in the U.S.?	
What is your field of study [or profession]?	
What topics do you like to talk about?	
Why do you want to improve your English listening & speaking skills?	
What do you like to do in your free time?	



## Student Profile ~ Questionnaire ~ Listening & Speaking

What is your "English" name?

*Kelly*

What is your native language?

*Chinese*

What is your native country?

*China*

How long have you lived in the U.S.?

*11 months*

What is your field of study [or profession]?

*accounting*

What topics do you like to talk about?

*news, live in USA, business*

Why do you want to improve your English listening & speaking skills?

*I want to speak better. Because my listening is better than my speaking. English helps me make my life better.*

What do you like to do in your free time?

*watch movies, playing sports, paint, take a photographs*

# Other questions you can ask?



- What is your name?
- What is your “English” name?
- What is your email address?
- What is your native language?
- What is your native country?
- How long have you lived in the U.S.?
- What is your field of study [or profession]?
- What topics do you like to talk about?
- Why do you want to improve your English listening & speaking skills?
- What do you like to do in your free time?

Which **aspects** of English listening & speaking are most **difficult** for you?  
Please rate each aspect, according to your needs.

Aspect	Please Explain (if necessary)	Level of Difficulty		
		High	Med.	Easy
expressions & idioms				
formal presentations				
grammar				
pronunciation				
vocabulary				
other				

Which **aspects** of English listening & speaking are most **difficult** for you?  
Please rate each aspect, according to your needs.

Aspect	Please Explain (if necessary)	Level of Difficulty		
		High	Med.	Easy
expressions & idioms	<i>I can't remember</i>	X		
formal presentations	<i>I like doing presentation</i>			X
grammar	<i>I know detail about grammar</i>		X	
pronunciation		X		
vocabulary	<i>hard because I need use it</i>		X	
other	<i>job interview</i>	X		

### Student Profile ~ Questionnaire ~ Reading

What is your name?	
What is your "English" name?	
What is your email address?	
What is your native language?	
What is your native country?	
How long have you lived in the U.S.?	
What is your field of study [or profession]?	
What topics do you like to read about?	
Why do you want to improve your English reading skills?	
What do you like to do in your free time?	

Which *aspects* of English reading are most *difficult* for you?  
Please rate each aspect, according to your needs.

Aspect	Please Explain (if necessary)	Level of Difficulty		
		High	Med.	Easy
comprehension				
expressions & idioms				
grammar				
vocabulary				
other				

### Student Profile ~ Questionnaire ~ Writing

What is your name?	
What is your "English" name?	
What is your email address?	
What is your native language?	
What is your native country?	
How long have you lived in the U.S.?	
What is your field of study [or profession]?	
What topics do you like to write about?	
Why do you want to improve your English writing skills?	
What do you like to do in your free time?	

Which *aspects* of English writing are most *difficult* for you?  
Please rate each aspect, according to your needs.

Aspect	Please Explain (if necessary)	Level of Difficulty		
		High	Med.	Easy
grammar				
rules for capitalization				
rules for punctuation				
the <i>process</i> of writing				
vocabulary				
other				

## Student Profile ~ Questionnaire ~ Reading

What is your name?

What is your "English" name?

What is your email address?

What is your native language?

What is your native country?

How long have you lived in the U.S.?

What is your field of study [or profession]?

What topics do you like to read about?

Why do you want to improve your English  
reading skills?

What do you like to do in your free time?

Which **aspects** of English reading are most **difficult** for you?  
Please rate each aspect, according to your needs.

Aspect	Please Explain (if necessary)	Level of Difficulty		
		High	Med.	Easy
comprehension				
expressions & idioms				
grammar				
vocabulary				
other				

## Student Profile ~ Questionnaire ~ Writing

What is your name?	
What is your "English" name?	
What is your email address?	
What is your native language?	
What is your native country?	
How long have you lived in the U.S.?	
What is your field of study [or profession]?	
What topics do you like to write about?	
Why do you want to improve your English writing skills?	
What do you like to do in your free time?	



Which ***aspects*** of English writing are most ***difficult*** for you?

Please rate each aspect, according to your needs.

Aspect	Please Explain (if necessary)	Level of Difficulty		
		High	Med.	Easy
grammar				
rules for capitalization				
rules for punctuation				
the <i>process</i> of writing				
vocabulary				
other				

# Profile Questionnaire Forms?

Student Profile ~ Questionnaire ~ Community-based ESL	
What is your name?	
What is your native language?	
What is your native country?	
How long have you lived in the U.S.?	
How many people are in your family?	
How many children do you have?	
Do you have a job? What do you do?	
What do you like to do in your free time?	
What is your favorite sport or activity?	
What is your favorite food?	
What is your favorite place?	
Why do you want to improve your English?	
What do you want me to know about you?	

Student Profile ~ Questionnaire ~ Listening & Speaking	
What is your name?	
What is your "English" name?	
What is your email address?	
What is your native language?	
What is your native country?	
How long have you lived in the U.S.?	
What is your field of study [or profession]?	
What topics do you like to talk about?	
Why do you want to improve your English listening & speaking skills?	
What do you like to do in your free time?	

Which <i>aspects</i> of English listening & speaking are most <i>difficult</i> for you? Please rate each aspect, according to your needs.				
Aspect	Please Explain (if necessary)	Level of Difficulty		
		High	Med.	Easy
expressions & idioms				
formal presentations				
grammar				
pronunciation				
vocabulary				
other				

# Profile Questionnaire Forms - Why?



Student Profile ~ Questionnaire ~ Community-based ESL	
What is your name?	
What is your native language?	
What is your native country?	
How long have you lived in the U.S.?	
How many people are in your family?	
How many children do you have?	
Do you have a job? What do you do?	
What do you like to do in your free time?	
What is your favorite sport or activity?	
What is your favorite food?	
What is your favorite place?	
Why do you want to improve your English?	
What do you want me to know about you?	

Student Profile ~ Questionnaire ~ Listening & Speaking	
What is your name?	
What is your "English" name?	
What is your email address?	
What is your native language?	
What is your native country?	
How long have you lived in the U.S.?	
What is your field of study [or profession]?	
What topics do you like to talk about?	
Why do you want to improve your English listening & speaking skills?	
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		High	Med.	Easy
expressions & idioms				
formal presentations				
grammar				
pronunciation				
vocabulary				
other				

# Profile Questionnaire Forms - Why?

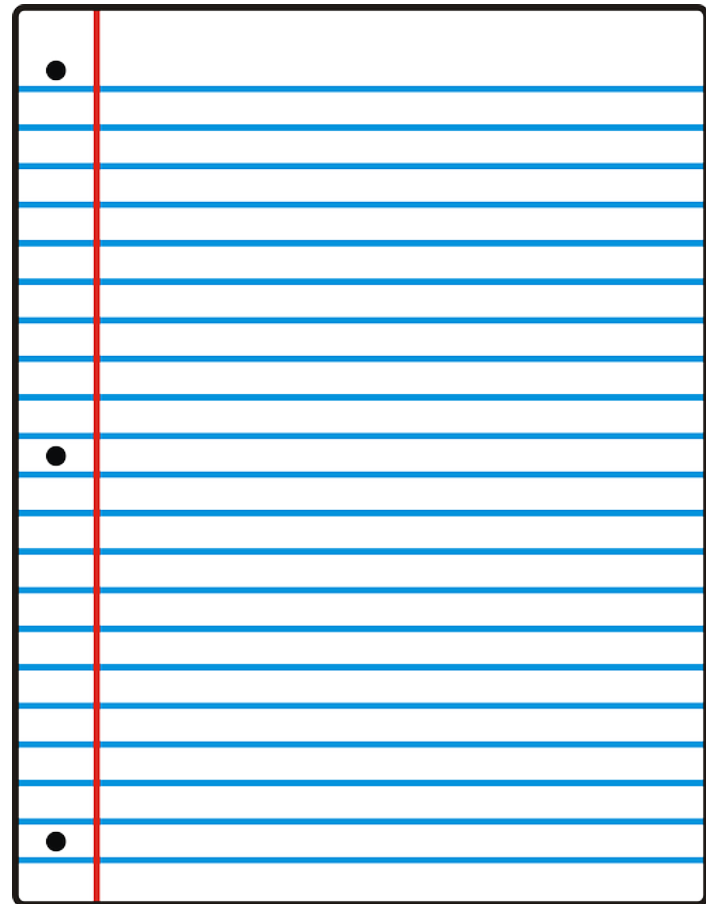
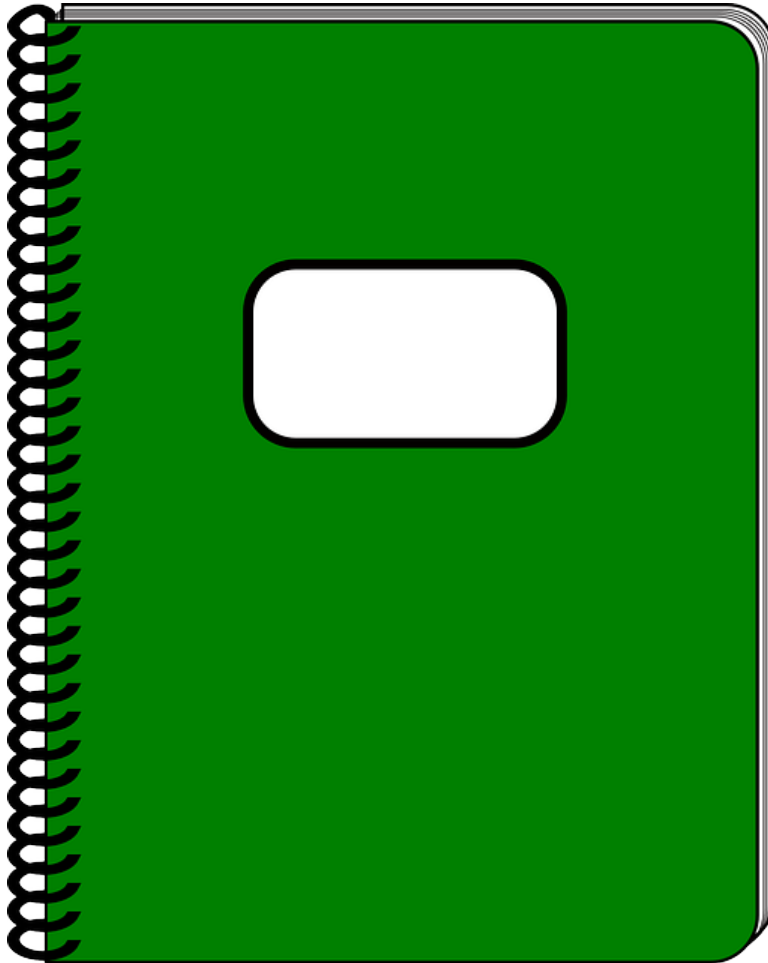
- Learn more about your students
- Support student-directed learning
- Establish a foundation of respect
- Customize the course



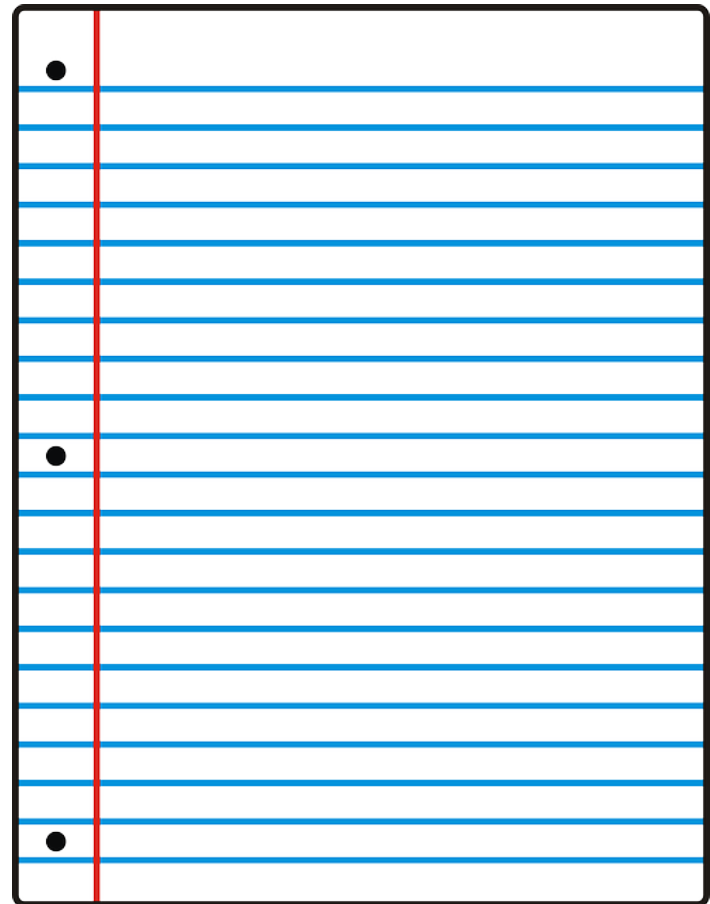
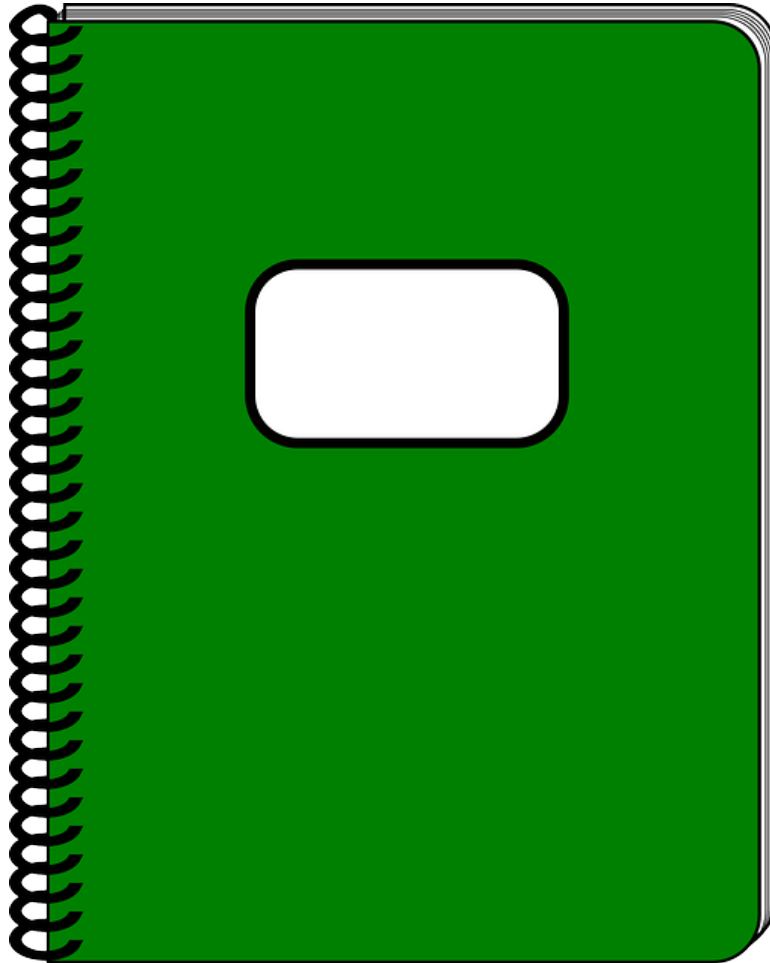
# List of Adaptable Forms

- ✓ Assessment Checklist Forms
- ✓ Discussion Preparation Forms
- ✓ Interview Forms
- ✓ Profile Questionnaire Forms
- Reading Journal Forms

# Reading Journals?



# Reading Journal Requirements?



### Reading Journal

Date:	Name:
What is the title of the text?	
Who is the author of the text?	
What is the source of the text? <small>(for example, book, magazine, newspaper, website)</small>	
When was the text published?	
What is the main idea of the text?	
What do you like about the text?	
What would you like to ask the author?	

### Vocabulary

Word	Synonym, Antonym, or Fill-in-the-Blank sentence
1.	
2.	
3.	
4.	
5.	

### Reading Journal

Date:	Name:
What is the title of the text?	
Who is the author of the text?	
What is the source of the text? <small>(for example, book, magazine, newspaper, website)</small>	
When was the text published?	
What is the main idea of the text?	
What do you like about the text?	
What would you change about the text?	
What would you like to ask the author?	
What would you like to tell the author?	

### Vocabulary

Word	Synonym, Antonym, or Fill-in-the-Blank sentence
1.	
2.	
3.	
4.	
5.	



## Reading Journal

Date:

Name:

What is the title of the text?

Who is the author of the text?

What is the source of the text?  
(for example, book, magazine, newspaper, website)

When was the text published?

What is the main idea of the text?

What do you like about the text?	
What would you change about the text?	
What would you like to ask the author?	
What would you like to tell the author?	

Reading Journal	
Date: <i>June 1, 2016</i>	Name: <i>Natsuko</i>
What is the title of the text?	<i>The Woman in Red</i>
Who is the author of the text?	<i>Dana Meilijson</i>
What is the source of the text? (for example, book, magazine, newspaper, website)	<i>New York Times</i>
When was the text published?	<i>May 17, 2009</i>
What is the main idea of the text?	<i>"Stay present in every little thing I do, no matter how fast I and my environment are moving."</i>
What do you like about the text?	<i>The author is a young immigrant person in New York City and I am too.</i>
What would you like to ask the author?	<i>Did you stay living in New York or do you go back to your home country?</i>



## Vocabulary

Word

Synonym, Antonym, or Fill-in-the-Blank sentence

1.

2.

3.

4.

5.

## Vocabulary

Word

Synonym, Antonym, or Fill-in-the-Blank sentence

1. *alert*

*synonym - aware*

2. *lost*

*antonym - found*

3. *amaze*

*synonym - surprise*

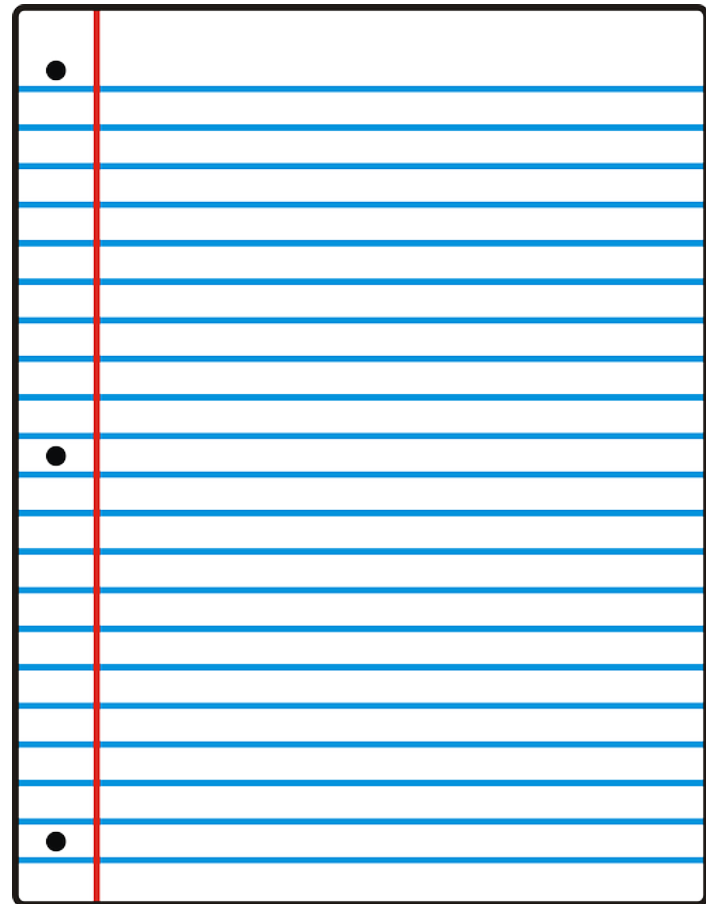
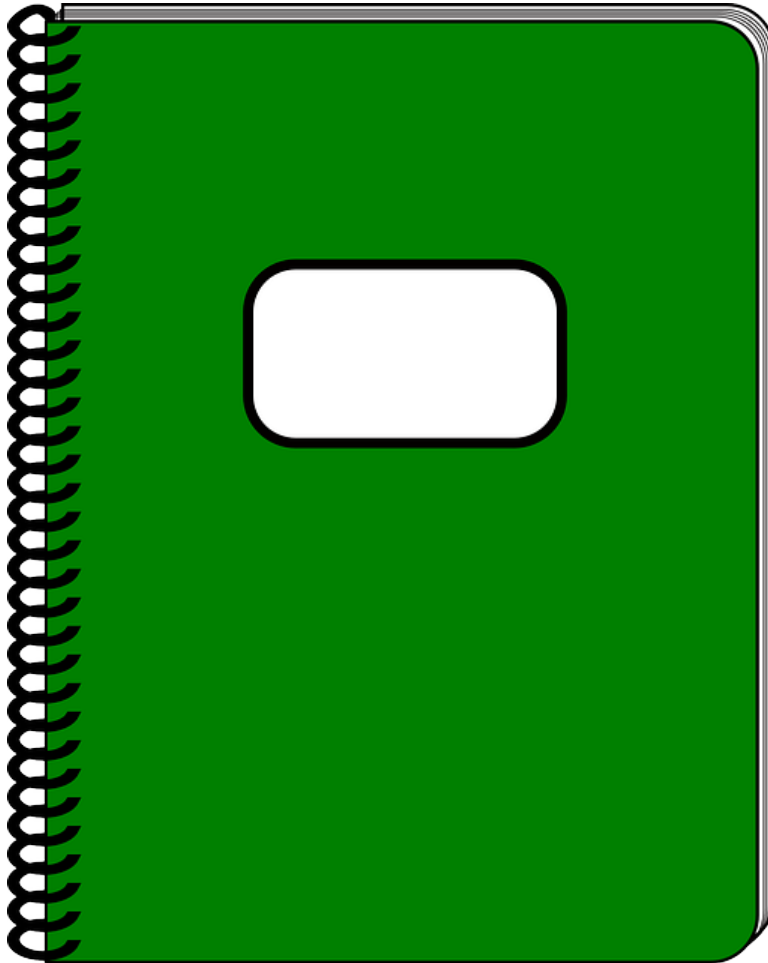
4. *visualize*

*synonym - imagine*

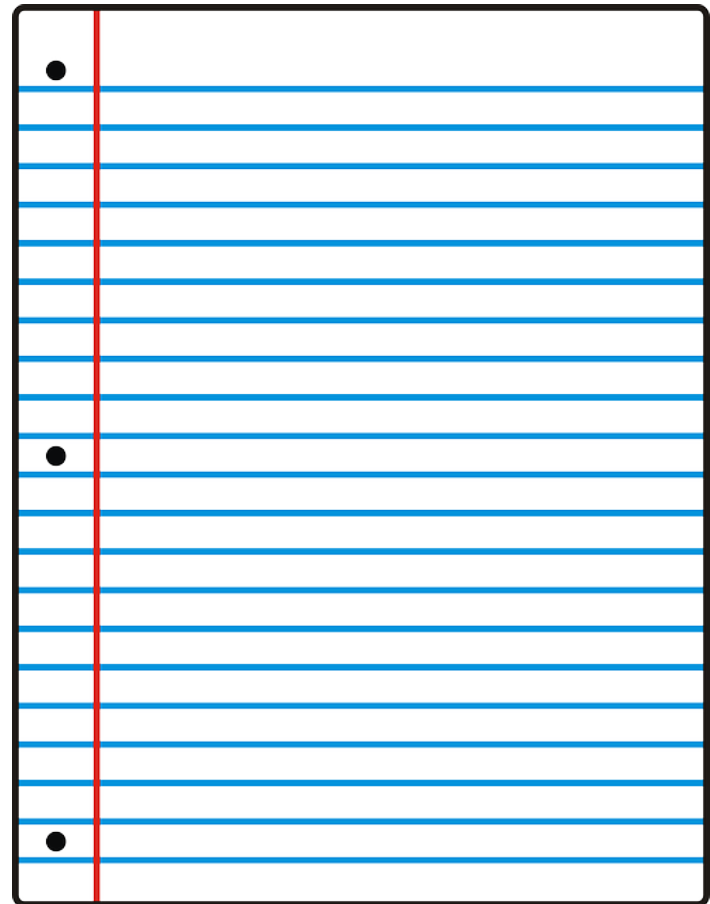
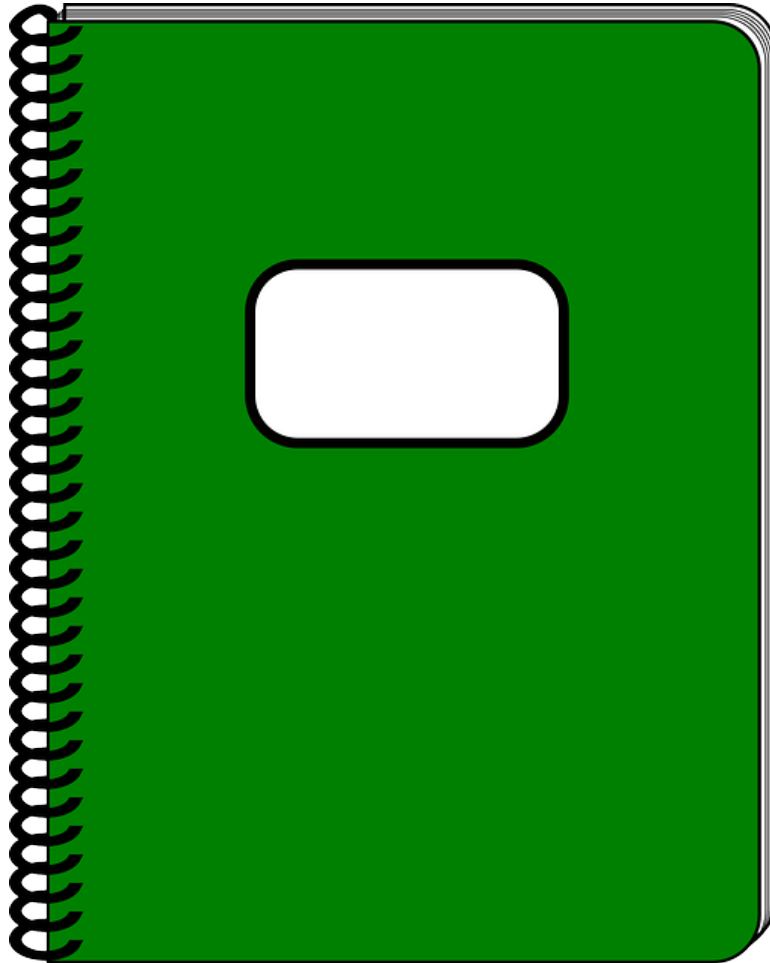
5. *create*

*antonym - destroy*

# Reading Journal Forms?



# Reading Journal Forms - Why?




# Reading Journal Forms - Why?

- Provide a structure for classroom activities
- Communicate expectations
- Support student-directed learning
- Ensure accountability
- Develop a personal link or connection





# Too Many Photocopies?



**Informative Presentation Assessment Checklist**  
Each item is worth 10 points. Maximum score = 100 points

- \_\_\_ Give an **INFORMATIVE** presentation, which is consistent with the assigned topic.
- \_\_\_ Make your presentation last the required amount of time.
- \_\_\_ Begin by greeting your audience. While you are speaking, try to make eye contact.
- \_\_\_ Speak clearly, loudly, and slowly. Do not read your presentation.
- \_\_\_ Use correct grammar.
- \_\_\_ Use appropriate vocabulary. Use appropriate transition words and phrases.
- \_\_\_ Speak in complete, but short, sentences (no more than 25 words).
- \_\_\_ Invite your audience to ask questions, and respond to the questions appropriately.
- \_\_\_ Illustrate your main points with at least 4 effective PowerPoint slides.
- \_\_\_ Summarize your presentation, and offer a polite conclusion to your presentation.

\_\_\_\_\_ Total number of points \_\_\_\_\_ Grade \_\_\_\_\_

---

**Informative Presentation Assessment Checklist**  
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- \_\_\_ Make your presentation last the required amount of time.
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- \_\_\_ Use correct grammar.
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- \_\_\_ Speak in complete, but short, sentences (no more than 25 words).
- \_\_\_ Invite your audience to ask questions, and respond to the questions appropriately.
- \_\_\_ Illustrate your main points with at least 4 effective PowerPoint slides.
- \_\_\_ Summarize your presentation, and offer a polite conclusion to your presentation.

\_\_\_\_\_ Total number of points \_\_\_\_\_ Grade \_\_\_\_\_

- Write the text on the board
- Dictate the text
- Distribute electronically
- Work in groups (share forms)



# List of Adaptable Forms

1. Assessment Checklist Forms
2. Discussion Preparation Forms
3. Interview Forms
4. Profile Questionnaire Forms
5. Reading Journal Forms

# Classroom Management: How can forms help?



# Classroom Management: 12 Ways Forms Can Help



1. Provide a structure or framework
2. Communicate expectations
3. Ensure transparency
4. Ensure accountability

# Classroom Management: 12 Ways Forms Can Help



- 5. Encourage students to share information
- 6. Learn more about your students
- 7. Provide practice with questions
- 8. Customize the course

# Classroom Management: 12 Ways Forms Can Help



9. Establish a foundation of respect
10. Foster a sense of community
11. Develop a personal link or connection
12. Support student-directed learning

# Agenda



- ✓ Classroom Management
- ✓ Student-Centered Classrooms
- ✓ Assessment
- ✓ Adaptable Forms
- Additional Resources

Ning: [www.americanenglishwebinars.com](http://www.americanenglishwebinars.com)

[http://americanenglish.state.gov/files/ae/resource\\_files/07-45-3-c.pdf](http://americanenglish.state.gov/files/ae/resource_files/07-45-3-c.pdf)

# ENGLISH TEACHING FORUM



Susan Renaud, Elizabeth Tannenbaum, and Phillip Stantial  
CANADA AND THE UNITED STATES

## Student-Centered Teaching in Large Classes with Limited Resources

*This article gives suggestions for instructors who teach large classes (from 50-80 students) with minimal resources. It addresses the challenges of managing the classroom, using pair and group work, and working with limited resources.*



[http://americanenglish.state.gov/files/ae/resource\\_files/51\\_4\\_5\\_rhoades.pdf](http://americanenglish.state.gov/files/ae/resource_files/51_4_5_rhoades.pdf)

# ENGLISH TEACHING FORUM



Gena Rhoades  
CHINA

## Minimizing the Chaos through Cooperative Classroom Management

*This article explains how to organize large classes to allow smooth transitions from whole-class discussions to individual and group work. It discusses how to form groups, keep track of groups, use colors to organize students, set expectations, and establish consequences.*

[http://americanenglish.state.gov/files/ae/resource\\_files/etf\\_52\\_3\\_14-23.pdf](http://americanenglish.state.gov/files/ae/resource_files/etf_52_3_14-23.pdf)

# ENGLISH TEACHING FORUM

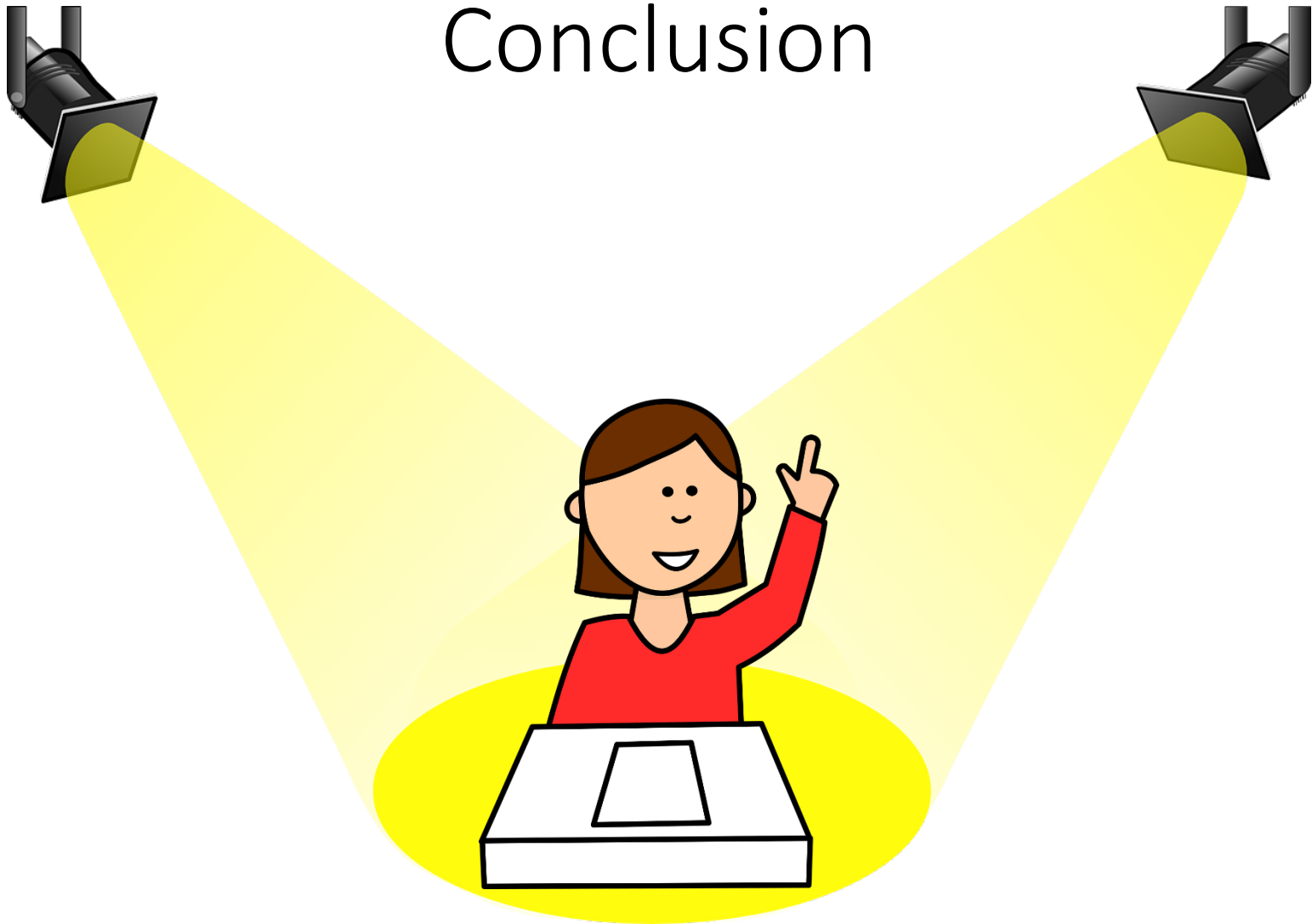


Catherine Thomas  
CHILE

## Meeting EFL Learners Halfway by Using Locally Relevant Authentic Materials

*This article defines and describes authentic materials and discusses their benefits and challenges; presents five categories of authentic materials; and explores sources for materials and ways to use them in the EFL classroom.*

# Conclusion



# Sources of Images

- English Teaching Forum:  
<http://americanenglish.state.gov/english-teaching-forum>
- Pixabay:  
<https://pixabay.com/>

