

Reflection Topics

Each reflection posting on WebCT has to contain the following information:

- Subject Line:
 - Reflection #
 - Student Name
- Body/Reflection:
 - Reflection #
 - Date Service Learning took place for that week/reflection
 - Reflection Questions to be answered

These reflection topics are a way for you to tie your learning to your future career as a teacher. They are also an opportunity to think on a higher level about why you study linguistics and how it can help you to teach in a diverse classroom. They will help you to make a connection between your class and your life, and help you as a teacher to develop ideas about how to create lessons that are inclusive, high-quality, and help all your students to learn language. Lastly, you can use these reflections when preparing for you final presentation.

Reflection Question Prompts

Use these four questions to help you articulate your reflection for that week:

1. What did I do this week with my student?
2. What did I learn?
3. How specifically did I learn it?
4. Why does this learning matter? or Why is it important?

Week	Class Objective	Reflection Question
1	<p>Before you start working with your ESOL student(s), you should observe a few classes (max. 3 hours) in order to get familiar with the school and the teacher in whose classroom you will complete your Service Learning. Your instructor will email the teacher to inform him/her that you are encouraged to interact with the ELLs and assist them, if necessary. At the end of your observations, please write a reflection covering the following questions:</p> <p><i>ESOL: 5, 6, 10, 12</i></p>	<ul style="list-style-type: none"> • What was/were the grades you observed? • What was/were the subject/s covered in class? • What was the make up of the class you observed (ESOL and non-ESOL students)? What were some of the teaching activities/techniques employed by teachers? • Were the ESOL students active or passive participants in the classes you observed? • What kind of assistance did the ESOL students require from you? • What seemed to be some of the language difficulty the ESOL students with whom you interacted seemed to have? • How did you feel about approaching students whose language background and proficiency level you did not know?

Week	Class Objective	Reflection Question
2	<p>It is most important this week to build a relationship with your student. Try to find out these types of things:</p> <p><i>ESOL: 5</i></p>	<ul style="list-style-type: none"> • What do you know about your ESOL student? • Country • Language(s) • Culture • Age • Speaking ability • Reading ability • Background • Favorite types of books or activities
3	<p>Define and give examples of terms used in linguistics. (Chap. 1)</p> <p><i>ESOL: 9</i></p>	<p>Discuss competence vs. performance. Have you seen a difference between your student's communicative language and his/her academic performance in reading?</p>
4	<p>Modify teacher classroom language according to student's L2 ability.</p> <p>Identify problematic English sounds according to the ESOL student's L1. (Chapter 2)</p> <p><i>ESOL: 12, 13</i></p>	<p>What accommodations did you make when working with the student that you might not have made working with a native-speaker?</p> <p>What pronunciation problems did you notice the student had? Use the IPA to indicate the sounds the student had problems with. What minimal pair words/exercises designed for class to work with the student have you used?</p>
5	<p>Analyze words through affixes. Give examples of slang, idioms, and phrasal verbs. State the grammar of phrasal verbs. (Chapter 2) <i>ESOL: 3, 10, 13</i></p>	<p>What words were in the books you read with your student that represent these categories/labels in the English language?</p> <p>Did the student understand these phrases or did you explain them to the student?</p>
6	<p>Dialectology and Language Variation (Chapters 4 & 5)</p> <p><i>ESOL: 3</i></p>	<p>Read portions of a book to your student in which there are different levels of formality in language use. You can also bring two different books. For example, a child talks to a policeman, and a brother talks to his little sibling. Ask your student if s/he notices anything different in the way the conversation pattern occurs. How do the characters address each other? Ask your student what kind of formality pattern exist in his/her language. How do they manifest themselves?</p>
7	<p>Articulate from text material and in-class practice how other languages are written (compared to the English alphabet) (Chapter 11) <i>ESOL 9</i></p>	<p>If your student is literate in their L1, ask them to teach you how to write in their language-even if it is only single words. Learn about the alphabet of their L1 (including accent marks). Talk with them about it. If possible, learn some phrases in that language.</p>

Week	Class Objective	Reflection Question
8	Recognize whether a sample of reading material is top-down or bottom-up (Chapter 11). <i>ESOL 5, 6, 9, 11</i>	Analyze one of the books you have read with your student this semester for being a top-down approach or a bottom-up approach to reading. Give the name of the book and the author. Be specific for your choice of approach.
9	Identify the part of speech of every word in a passage. (Chapter 19) <i>ESOL: 3, 10</i>	Did you find it necessary to define parts of speech to the student? To explain placement in the sentence? Did this help him/her understand the content better? If so, which parts of speech were the most important to explain?
10	Explain and give examples of how teaching English to native speakers is different from teaching ESOL. (Chapters 12 & 13). <i>ESOL 12, 13</i>	What additional accommodations did you find appropriate to use in addition to the ones you have reflected on before. For example, did you modify your behavior based on anything you learned about your student's culture or experience?
11	Articulate the order of 2 nd language acquisition. (Chapter 13) <i>ESOL: 5, 10, 11</i>	At what stage of development is your student with regard to the order mentioned in the textbook? Give specific examples.
12	Explain the five parts of Krashen's model for 2nd language acquisition and how they might influence an ESOL teacher's lesson. (Chapter 13) <i>ESOL: 5, 6, 7, 9, 13</i>	Think about the affective filter hypothesis. Has your student said or have you seen any sign that his/her emotional affect (i.e. anxiety, eagerness, other feelings) has hindered or positively influenced English learning? Think about Comprehension + 1. Have you noted in your communications with your student a time when the student did not understand you because of your vocabulary? What did you do when that happened?
13	Articulate how a student's L1 influences L2 (Chapters 12 & 13) <i>ESOL: 5, 12</i>	Having learned about your student and having studied various languages in the class, how do you think your student's L1 has influenced their L2 (English)?
14	Final Experience	Reflect on the totality of your experience. Use your four Reflection Question Prompts to discuss what the Service Learning Project accomplished for you as a pre-service teacher. In what ways has this service learning experience transformed your views on teaching ESOL students in the classroom?

Note: Chapter notes refer to our textbook: *Understanding Language, Structure and Variation*.

Teacher Assessment of Student Reflections

A high-quality reflection answers the four prompt questions, relates the linguistic content of the course to the Service Learning Experience, and addresses the reflection topic. It should demonstrate the relationship between a community need, increased services for the ESOL population in the public schools, and academics, reflected in our course content.