PROFESSIONAL DEVELOPMENT PORTFOLIO

AINURA TURDALIEVA

MUSA-KOJO, 25
TOGOLOK-MOLDO VILLAGE
AKTALAA, NARYN OBLAST
KYRGYZSTAN
Portfolio Outline

1. Introduction of the Portfolio
2. Personal Reflection/Fieldwork Reflection
3. Lesson Plans
4. Strategy sheets
5. Power Point Presentation
6. Research Proposal
7. Teaching materials from mentor teacher
Introduction of my Portfolio

Participation in this development program provided me a unique opportunity to develop my portfolio. In my portfolio I decided to include reflection on being a teacher, reflection on visiting Holmes Middle school where I had my field experience, lesson plans, teaching strategies and teaching materials from my mentor teacher. Before I had folders, collection of my lesson plan, handouts from different seminars, workshops. It was a collection portfolio.

It is my professional development portfolio. What is the reason of creating of portfolio? The main reason is to bring all the information together and to share it, my experiences with my students and colleagues upon my return. This portfolio represents what I have learnt during my field experience and at the George Mason University. It gives overall picture of my performance and learning, and it is a reflection of my work and belongs to me. In my opinion it is useful for this purpose because the contents illustrate my professional achievements and growth. I don’t want to use it as a showcase portfolio or collection portfolio as I had them before. I believe that my portfolio will provide continuous information of my professional development and achievements over time.
II. Fieldwork Reflection

Reflection on visiting the Holmes Middle School

It was my dream to visit U.S.A school. At last I am here. I am very glad that I have opportunity to share experiences, ideas with U.S colleagues. My mentor teacher’s name is Lisa Willson. She is very friendly. She worked in different countries as an English teacher as in Germany, Chine. During my field work I noticed differences like assessment of students' work, flexibility and creativity of the teacher, also teacher's freedom. First of all I want to notice that the condition for learning and teaching is excellent. The teacher has own classroom with all technical equipments and visual aids. It helps the teacher to be creative and independent. The students have own portfolios with all materials like homework for every class, their grades. I also was surprised Ms. Willson moves very quickly from one topic to another. For example, first day the students reviewed the sound "s", "z", than practiced to use "w" questions, introduced with an interesting story "The three questions" by Leo Tolstoy. There was also brainstorming how to answer these three questions. The students were eager to answer these questions because of its meaning. I am sure students do this homework as they were very interested. Every day I can read the goal on the blackboard. Ms, Willson makes instructional goals clear to the students. And students are aware of it and feel also responsible. In my opinion it is important for students to take more responsibility in the classroom. This will help them to understand and remember new information better. It will also help them to use information they learn in class in real life. Ms. Willson and I conduct classes together, so I learned co-teaching. I had opportunity to work with students who speaks Spanish. It was very interesting to do some activities like “Learning Stations”, “Human Sentences”, “Venn Diagram” with them. I want to incorporate these activities in my English classroom. After I come back my home country I’ll share experiences with my colleagues.
Personal Reflection

Who am I as a teacher

Since 1997 I have been working as an English teacher. In these years I learnt many things and taught my students what I know myself. I love children and enjoy working with them. I think children are too sensitive. If we teach them without heart they feel it. I always try to create warm and enjoyable atmosphere in my class. In order to motivate students into the learning process I usually use warm-up activities like "Feel the object", "Erasing words", "Associations", "Miming", Yes and No". In order to present vocabulary effectively I use "Vocabulary Practice Activities", to present grammar effectively I use "Grammar Practice Activities", "Learning stations". Such kind of activities gives much benefits. I know from my own experience that in a traditional classroom the teacher takes responsibility for moving all the activities. But what happens when the learners leave classroom? It is hard for them to analyze or organize information, to correct mistakes because they haven't done it in class. In my opinion traditional methods of teaching gives few benefits to the learners. Therefore I always want my students to take more responsibility in the classroom. If I use learner-centered activities all students participate, are active, work independently, learn themselves. In my opinion Autonomous learning is the fruitful way of learning English. Also the best way to teach a foreign language and the best way to learn a foreign language is to use that foreign language. In short, learning by Doing. To my mind every teacher must to be effective as a teacher. If the teacher knows own subject well, incorporates the latest new teaching methodology she will be respected by the students and their parents. I like my profession. Not without reason says the Chinese saying "If you're a planning for a year, sow rice; if you're for a decade, plant trees; if you're for a life time ,educate people". I agree with this saying, really teaching is one of the most rewarding careers a person can choose. Every day we positively influence the future through our students who will become leaders in their families, communities and countries.
III. Lesson plan Section

Lesson Plan#1

Prepared by: Ainura Turdalieva

Grade Level: 6/7

Title: The story about the Muldie boy

Date:

Time: 40 min.

I. Objectives: The students will continue to study new words, reading strategies with a book Wagon Wheels. They will be able to use the expression “This reminds me of………..”.

II. Materials for Learning Activities: 10 Text books with the story “Wagon Wheels” by Barbara Brenner, Handouts with tasks and three markers for the board.

III. Pre-activity: Student have read the book Wagon Wheels in a previous lesson. Warm-up activity: The teacher draws the picture of Wagon Wheels on the board and asks open-ended questions about the story in order to remind the students of what they’ve read.

IV. Presentation: Activity# 1. Think-Pair-Share.

The students are given small piece of colored paper and work with the student who has the same colored paper. First the students think of “What does this story remind me of-----?” The teacher tells the students for example “This story reminds me of my village where I grew up. I usually sow wagon wheels in the streets of my village”. Then the students work in pairs and share their ideas. After students get information from each other the volunteer tells the whole class what this story reminds her/his partner of.

Activity#2 True/False Sentences

The students are given cards with a letter on it (A..B...C…). The letters represent tables in the classroom that has letters. There are cards with true/ false sentences. The students find true/false sentences and write on the card. Then every group in turn reads true/false sentences about the Muldie boys and other groups correct. The group who gives the most correct answers will be the winner.

V. Post-activity: The teacher encourages students to create own sentences and gives them a model like “You remind me of my childhood”. The students practice and make up sentences. They have small group discussion.
ESOL LITERATURE, LEVEL 1. 6TH and 7TH GRADERS.

Preparation:

1. Create 4 large posters, and put the title of one chapter of the book on each poster. Make one column for “Character Traits” and one column for “Page Number.” Put posters up around classroom.

2. Make copies of page 2 of this document to distribute to students.

Before this class, students have already read the book and:

☐ learned and used the phrase, “This reminds me of...” to make connections between what they’ve read and their own experiences.
☐ examined the setting of this book, and learned that Americans were moving west to look for a new home during the time period this book.
☐ used Venn Diagrams to compare and contrast their lives to the lives of the characters in this book.
☐ Learned new adjectives to describe someone, and used these adjectives to describe themselves based on their actions, thoughts, or things they say.

By this time, students are ready to make inferences about a character from the text. They are expected to form opinions and share their opinions with their classmates. Below is the goal and agenda for last Tuesday’s class.

(Note: After this class, they will begin writing a guided 5-paragraph essay titled, “How the Main Character in Wagon Wheels Is Like Me.”)
Goal: To identify the oldest Muldie boy’s character traits

Agenda:

1. Classroom Homework Grade. Leader: _____.
2. Sounds and Spelling: I, like like. Student Leader: _____.
3. Read poem together: Ations. Student Leader: _____.

   Handout: Identify Character Traits.

5. Work in groups of 3 on one chapter of the book. (See posters.) Work in groups to fill in the columns on your chapter. 20 minutes.
6. 1 spokesperson from each group explains their poster to the class. Other groups copy information from posters.

7. At 9 a.m.: put everything away.
8. At 9:05: 3-2-1 Review of class. Student leader: _____.
**IDENTIFY CHARACTER TRAITS**

**Book Title:**

**Character's Name:**

<table>
<thead>
<tr>
<th>The thing the character does, says, or thinks...</th>
<th>...on this page...</th>
<th>...shows that the character has this character trait.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson Plan#2

Prepared by: Ainura Turdalieva  
Grade Level: 9/10

Title: Situational Presentation of Grammar  
Date:

Time: 45min.

Objectives:

• To practice the past conditional
• To practice imaginative situations.
• To share ideas.

II. Materials for Learning Activities: Pictures, two markers for the board and handouts.

III. Procedures for Learning Activities:

Warm up activity:

• The students note down the answer to the question: “If you weren’t here, where would you be?” Share ideas.
• Then introduce a slight variation: “If you weren’t here, where would you like to be?” Other similar questions: “If you weren’t yourself, who would you like to be?”

Presentation:

• Select two magazine pictures which are large enough to be seen by the whole class. The first one should show an ordinary girl. The second should be a pretty woman.
• Display the first picture. Ask the students to call out anything they want to say about it. Your role is to stimulate observation and invention and to gather the suggestions. After a few moments, you can display the second picture. Elicit question about the picture.
• Then distribute your handouts with two texts. The first one is the real life of the ordinary girl, the second one is about her dreams.
• Students compare the two text. Ask the students what can tell about the life of this girl.

Post-activity:

• Write down following words on the board:
The Past Conditional: If I were a millionaire I would go to France.

- The students practice to create own sentences using that words

IV. **Homework:** The teacher asks students to write about their dreams.
Lesson Plan#3

Prepared by: Ainura Turdalieva  
Grade Level: 6/7  
Title: The story Wagon Wheels  
Class duration: 45min

I. Objectives:  
• to compare and contrast the oldest Muldie boy in Wagon Wheels with me

II. Materials for the learning activities: Handouts with Venn Diagram and three marker for the board

III. Procedures for Learning Activities: Warm up activity: The teacher elicits words with a vowel “e” cheese, east, teach Wheel, week, See, tree, green, Dream, need  
Students listen to the speaker and work on their pronunciation.

IV. Presentation.

   Activity#1 Venn Diagram

   Directions:
   • Write the two people, places, or things to compare in the circles.  
   • Draw or write shared traits in the center where the circles overlap.  
   • Draw or write unique traits in each circle.

Task#1 Title:  
Time and Place we live in

Task#2 Title:  
Who we are
Task#3 Title: *Moving to our new homes*

V. **Post activity:** The student discuss about the activity Venn Diagram.

VI. **Assessment:**
Lesson Plan #4

Prepared by: Ainura Turdalieva

Grades Level: 5/6  English Level: Intermediate

Title: Hockey Pokey  Date:  Class Duration: 30 min

I. Objectives: To learn an American group “dance”; to learn right-left discrimination.

II. Materials for Learning Activities: Stickers

III. Procedures for Learning Activities:
- Students form a circle. Say the sentences slowly as you demonstrate the action and students imitate you.
- Go through as many stanzas as necessary to help them hear the language.
- Encourage them to join in saying the sentences as they do the activity.
- Then begin from the beginning with the music.

1. You put your right hand in,
   You put your right hand out,

   You put your right hand in,

   And you shake it all about.

   Then you do the hokey pokey,

   And you turn yourself around

   And that’s what’s all about. Hey. (clap hands)

2. You put your left hand in. (etc.)
3. You put your right foot in. (etc.)
- Students continue with the left foot, right hip, left hip, head and whole self.

IV. Assessment: The teacher grades according to student’s participation in the activity.

V. Differentiation:
   The teacher works with students who need help individually.
Lesson Plan # 5

Topic: We love nature

Level: Advanced

Time: 45 minutes

Participants: 15 students

Materials used: Posters, charts, markers, flipchart

Objectives: Students will
  • design their own rules how to protect the nature
  • to improve language skills

Warm up: Brainstorming (what is nature?)

Presentation: 1) How will you contribute to protect the nature?
  2) Students divide into groups.
  3) 15 minutes for preparation (they can present through drawing, role plays, essays, poems, it depends their creativity)
  4) Each group makes presentations

Practice: Station Rotation

Application: Group discussion (create GOLDEN rules)

Homework: To make a collage on the topic “My contribution to protect the nature.”
Strategy Sheet#1

1. Name of method or strategy: Vocabulary Practice Activities

2. When is this method or strategy useful?
   - to review vocabulary
   - to enrich vocabulary
   - to practice vocabulary

3. Why or how is this method or strategy useful?
   All students are involved into the learning process, they enjoy learning vocabulary,
   the class will not be boring.

4. What are the steps involved in using this strategy or method?

   **Activity#1. Feel the object**

   Procedure: Collect various objects from the students and from around the room. You can do this by asking the students to bring them to you. Put the object in a bag. Hold the bag and then ask students to feel the objects and to try to identify them.

   **Activity#2. Opposites**

   Procedure: Write on the board or dictate a series of six to ten words which have fairly clear opposites. In pairs or groups, the students help each other to think of and note down the opposites.

   **Activity#3. Draw a word**

   Procedure: Whisper to one student, or write down on a slip of paper, a word or phrase that the class has recently learnt. The student draws a representation of it on the board: this can be a drawing, a symbol, or a hint clarified through mime. The rest of the class has to guess the item.

5. When would this method or strategy be useful in your setting?
These activities are used daily in my classroom, because students love and enjoy them.

6. What would you like other teachers in your school to know about this method or strategy?

I want to share experiences and ideas about vocabulary practice activities with my colleagues upon my return to my home country.

**Strategy Sheet#2**

1. Name of method or strategy: The “bad cold” dictation

2. When is this method or strategy useful?

   It is useful to practice listening and writing skills of the students.

3. Why or how is this method or strategy useful?

   This strategy is useful because it helps the students to improve their listening and writing skills.

4. What are the steps involved in using this strategy or method?

   - Explain that you have a bad cold today (sneeze or cough a bit to prove it).
   - Tell the class that you're going to do a normal dictation- but if you have to sneeze or cough (and they can't hear a word) they should write any good word that fits the place.
   - For example, you might dictate, “Last night Mary decided to have some cough for breakfast,” The students could write a word like “egg” or “coffee” instead of cough.

5. When would this method or strategy be useful in your setting?

   This strategy is lively with advanced level students at the end of unit or term.

6. What would you like other teachers in your school to know about this method or strategy?
I would like my colleagues to incorporate this strategy into their English classroom, because it helps us to motivate students into the learning process.
Portfolio Strategy Sheet#3

1. Name of method or strategy: Keywords dictation

2. When is this method or strategy useful?
   This strategy is useful to develop student’s thinking, speaking and writing skills.

3. Why or how is this method or strategy useful?
   It is useful because the class is student-centered, student are independent.

4. What are the steps involved in using this strategy or method?
   - Find an interesting short story and underline 15 to 20 of the most important words in it (key nouns and verbs).
   - Dictate these words to the class—but don’t tell them the original story.
   - They must now make up a new story that uses those words you dictated.
   - At the end, the class can trade stories, reading or retelling them.

5. When would this method or strategy be useful in your setting?
   I also use this activity in my English classroom, it is interesting if the story is relevant to student’s real lives.

6. What would you like other teachers in your school to know about this method or strategy?
   I would like to share this strategy with my colleagues; it includes the literacy elements of listening, speaking and writing. I would be beneficial to make this a daily activity.
1. Name of the activity: Human Sentences

2. When is this activity useful?

This activity is useful for practice sentence structure and word order.

3. Why or how is this activity useful?

This activity encourages students to work together.

4. What are the steps involved in using this activity?

- After presenting and using sentence structure—prepare a list of vocabulary that students already know, but this is not a vocabulary lesson. In the example below either the articles or the possessive pronouns could be used. The negative forms “isn’t” and “aren’t” could be added or question word “Is?” or “Are?”.

- Notice that the nouns are all from the same general area or kind of activity. For low-level students the subject pronouns could be written in a second color or on a second color card. The adjectives and nouns in a third color, and so on to help students recognize the grammatical order of the sentences.

- Each student in the class gets one card. The teacher reads a sentence. Each student listens for his/her word and then goes to the front of the room with the other students. Students line-up in front of the class getting their words in the correct order of the sentence the teacher has read. After the words/students are arranged correctly, those students who are sitting say the sentence together. Then the “Human Sentence” sit down.

5. When would this activity be useful in your setting?

This activity is useful in the class when you practice sentence structure. I also used this activity in my classes before.

6. What would you like other teachers in your school to know about this activity?

I would like to spread this activity to my colleagues in my home country, because it is beneficial, lively activity.
Strategy Sheet #5

1. **Name of method or strategy:** Learning Stations

2. **When is this strategy useful?**
   This strategy works best for reviewing the chapters, grammar and including many subjects into the learning process.

3. **Why or how is this strategy useful?**
   - The class is learner-centered. Students work with partners or in small groups on stations. The teacher monitors the learners and checks that they understand assignment, helps learners finish their task.
   - The teacher plans the class, but the plan gives learners an opportunity to work independently.

4. **What are the steps involved in using this strategy?**
   - Arranging the classroom on stations like station 1...2...3...
   - The teacher gives instruction first, and then divides the students into groups. Then she gives a time limit.
   - In every station students have tasks and they have to complete the tasks in every station.

5. **When would this strategy be useful in your setting?**
   This strategy will be useful in my setting when we review the learning material at the end of the quarter.

6. **What would you like other teachers in your school to know about this method or strategy?**
   I would like my colleagues to use this strategy in their classes, because their class that practices and reviews information will be more learner-centered.
LEARNING BY DOING

Ainura Turdalieva
Ways to involve students into the learning process

- Make instructional goals clear to learners.
- Help learners to create their own goals.
- Encourage learners to use their second language outside classroom.
- Give learners opportunities to make choices between different options in the classroom.
- Teach learners to create their own learning tasks.
- Give learners opportunities to master some aspects of their second language and teach it to others.
- Help learners identify their own preferred learning process and strategies.
What does the learner-centered mean?

- When learners work independently of the teacher.
  - Learner-centered activities may be individual, pairs, small groups or large group.
  - Large group activities may be less responsibility for each learner.

- When the classroom focus is not one or a few persons-usually the teacher, but may also be learners (for example presentation of role play, group work)
What are the advantages of learner-centered activities

1. Gives learners time to think and prepare.
2. All learners can participate and speak, even shy or less confident learners.
3. Learners learn to cooperate and help each other.
4. Learners aren’t afraid to speak in a group.
5. Lets the teacher explain and check comprehension of a few learners in time.
What problems can occur when learners are working in groups or pairs?

- Learners speak their L1.
- Some groups finish first.
- Learners may be noisy.
- Some groups don’t do the task.
- Groups don’t listen to each other report answers.
What strategies can be used to make group or pair work effective?

- Teacher should monitor learners to be sure they understand the task and are working.
- Give a reasonable time limit.
- Give instruction first, then divide into groups.
- Give different tasks to different group.
- Arranging the classroom.
Baltimore
Washington DC

- Capitol
Research Proposal

Research Question I am working on: How can I encourage my EFL students to practice and use their English out of classroom?

There is a saying in Kyrgyzstan, “The city can’t be built in one day”. This is true my dreams for building better English classes in my school in my village, as well. This is my research question: How can I encourage my EFL students to practice and use their English out of classroom?

My research has focused on learning foreign languages. People use languages to communicate with each other: people talk to each other; people write letters; people listen to news; people read books. To my mind the best way to learn a foreign language is to use that foreign language. Because I have this philosophy I would like to encourage my students to practice and use their English outside of classroom in order to improve speaking skills. The problem is that they can't practice much during their English classes. We have English only twice a week, and the duration of one lesson is 45 minutes. Mainly, classroom includes students of different learning styles and abilities. Some students forget the learning material because of small amount of time spent in class. It's hard to activate the learning material because lack of use and lack of confidence. In every class I have 25-27 students. We play games like "Bingo", "Auction", "Lotto" and do activities like: "Chain story ","Feel the object", "Human Sentences" in order to practice more oral English in class.

The first obstacle to build my English city is; my students are very busy at home. In autumn they help their parents to collect hay, also to harvest vegetables. They speak Kyrgyz with their parents and friends. It is really difficult for them to communicate with their classmates in English at their free time, because there is no internet in the village. This is another obstacle. If we had internet they would communicate with each other through the internet to practice or have fun in their free time.

So I want to build my English city slowly and help my students to create their own way to use and to practice English. The root of this problem is that students can’t use their English as the language of communication. They memorize some words during the learning process but they can’t use them in daily life. This issue is connected with lack of books, which is yet another obstacle. We use books contain only block of text. There are no activities, ideas, or ways of practice. Our government is not able to publish books every year which are relevant to students’ needs, interests and life. Here are the materials I must find to build my English city. In order to encourage my EFL students to practice and use their English out of the classroom first of all I have to supply my students with interesting English books and teaching materials according to students’ needs and interests. I need to make changes in the way I build my city. That means I must make changes in the curriculum and need more time in class. More English hours help students also to practice their English. I cannot build my city alone. I want my English colleagues to incorporate the student-centered strategies in their classroom. I think only in this way we can improve education in secondary schools and encourage most students to make progress in learning English. I know from my own experience that traditional methods of teaching English give few benefits to the learners, because time has changed and students’ interests have changed. At present students demand from teachers good conditions in which learners work out the learning material. In my mind more autonomy in learning is the fruitful way of learning English. It means the teacher gives students opportunities to make choices between different options in the classroom. The teacher negotiates with students about things such as whether to do an activity in small groups or in pairs, whether to finish an
assignment now and have no homework or do the assignment as homework and leave class early. I think students can make decisions about what they will learn and how. It is clear we can’t build our English city in one day. My colleagues and I can’t resolve this problem at once. We need time, materials and each other for that.