Research and Practice: Intersections in the Classroom

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#BCTEAL2019
We would like to acknowledge that we are on the traditional, unceded territory of the Musqueam First Nation.
Our plan

• Accessibility
• Staying connected with research
  • Professional reading groups
• Research-informed practice
  1. Identity: Learning students’ names
  2. Citizenship: Making a class charter
  3. Plurilingualism: L1 as a resource
  4. Fluency: Carousel presentations
  5. Formulaic Sequences: Phrasal verbs
  6. Feedback: The writing process
The research: Accessibility

- **UDL**
- **WebAIM: Web accessibility in mind**

How one little graphic became shared and adapted by millions
The practice: Accessibility

- We will read all our slides (and use a mic if available).
- Interrupt anytime to ask questions.
- Our presentation is on sched.com
- Our presentation and materials are all in a Google Drive folder.
- We have one hard copy to give away.
The research: Theory-informed practice

- Evaluating the effectiveness of professional learning communities in adult ESL programs (Abbott, Lee, Rossiter, 2018)

The results → outcomes:

- Teaching practice informed by research
- More collaboration, sharing, openness
- Building a community of practice
The practice
1. The research: Citizenship

• The ins and outs of ESL in Canada: How the past can inform the future (Derwing, 2015)

The results ➔ outcomes:

• Settlement
• Community
• Inclusion, empowerment & accountability
The practice:
Making a Class Charter

• Learn about the Charter of Rights and Freedoms.
• Students discuss rights, freedoms, responsibilities, obligations in classroom.
• Negotiate a class charter.
• Everyone signs & follows the charter.
In our class, we decided that we have these rights:
- We have the right to ask any questions at any time.
- We have the right to express our ideas.
- We have the right to say what we are thinking.
- We have the right to have a break and use the bathroom.
- We have the right to drink water, coffee, pop, etc. in class.
- We have the right to be respected.

In our class, we decided that we have these freedoms:
- We may choose where to sit.
- We can be friendly with our classmates.
- We can answer important phone calls outside of the classroom.
- We can speak our first language during the break.

In our class, we decided that we have these obligations:
- We must respect each other.
- We must complete our coursework at home and on time.
- We must follow our class rules.
- We should use only English in class.

In our class, we decided that we have these responsibilities:
- We should be responsible for our own words and actions.
- We should be on time for class.
- We should let the teacher know if we will be absent or late.
- We should not interrupt anyone.
- We should not use our cellphones in class, except for learning.
- We should participate in class and express our ideas.
- We should keep our classroom clean.
- We should stay home when we are sick (but not with headaches or colds).
2. The research: Identity

- Bonny Norton’s work on identity
- Larry Ferlazzo on pronouncing student’s names correctly
- My Name, My Identity

The results → outcomes:

- Community & belonging
- Positive relationships
- Inclusion & accountability
The practice: Learning & using student’s names

- I learn students’ names on Day 1.
- Students learn each others’ names.
- Each day, use a new activity.
  - Name cards, introductions, things in common, around the room, 2 truths and a lie, meaning & origin
- Names test!
3. The research: Plurilingualism

• From monolingual to plurilingual: Toward a paradigm shift in TESOL (Galante, 2018)

• Breaking the Invisible Wall (Galante)

The results → outcomes:

• Learner identity & inclusion
• Learner confidence: L1 as an asset
The practice:
L1 as a Resource

• I use L1 for difficult questions. For example, on interview questions for employment.
• After ss have written answers in L1, students form groups and translate the answers into English.
• For homework, students translate their answers into English.
4. The research: Fluency through repetition

- The Effects of Poster Presentations and Class Presentations on Low-Proficiency Learners (Pritchard & Ferriera, 2014)

The results → outcomes:

- Fluency
- Confidence & inclusion
- Engagement & interculturality
The practice: Carousel presentations

Group A

Group B

Group C

Group D

Round 4
5. The research: Formulaic Sequences

• Teaching formulaic sequences in the ESL classroom (Hatami, 2014)
• A pilot study in learning English phrasal verbs (Cheon, 2000)

The results → outcomes:

• Fluency: learning chunks of language
• Idiomatic language
The practice: Phrasal Verbs

- For a whole week, students practice and review six new phrasal verbs.
- Every day students spend 5-10 minutes reviewing new phrasal verbs that have been introduced on Monday.
- The daily use of the phrasal verbs helps reinforce them.
6. The research: Feedback

- Sociocultural Theory, the L2 Writing Process and Google Drive: Strange Bedfellows? (Slavkov, 2015)
- Focused Error Correction – how you can make a time-consuming necessity more effective and manageable (Conti & Vinales, 2018)

The results  outcomes:

- Improved writing
- Improved confidence
- Agency & autonomy
The practice: Writing process

• Write every day.
• Self-check & peer review.
• See the teacher in pairs / small groups.

Topic: 

Date: 

Checked by: 

Have you checked for:
- Capital letters
- Punctuation
- Spelling / vocabulary
- No sentence fragments
- S-V agreement
- FANBOYS conjunctions
- Transitions / coherence
- Complex sentences
- Topic sentence(s)
- 3 - 4 details
- Concluding sentence(s)
The research: Collaboration

• Practicing what we preach: teacher reflection groups on cooperative learning (Farrell & Jacobs, 2016)

The results ➔ outcomes:

The practice: A Community of Practice
References

Theory-Informed Practice:

Identity & Student Names

Citizenship: Making a Class Charter

Videos: TVO The Charter of Rights and Freedoms, Constitution Day

Plurilingualism: L1 as a Resource
Galante, A. Website. *Breaking the invisible wall*. 
References

Fluency: Carousel Presentations


Formulaic Sequences: Phrasal Verbs

Feedback: The Writing Process


Collaboration
Thanks for listening!
Questions?

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