

## Spring 2015 TESOL Training

### Today's Keywords:

Instructions: Look over the words. If you do not know a word, please look it up.

- Framework
- Context
- Holistic
- Explicit
- Teacher Centered Learning (TCL)
- Students Centered Learning (SCL)
- EFL
- ESL
- TESOL
- Second Language Acquisition (SLA)
- Scaffoled
- Comprehensible Input
- Meaningfull Input

## TESOL Training Reflection Activity

### Reflection 1:

What do I want to learn today?

### Reflection 2:

What did you learn today?

### Reflection 2:

What do you want to learn more about?

## Discussion Activites

### Discussion 1:

Why do you want to teach?

### Discussion 2:

In your classroom, what will learning look like? Be specific as you can.

### Discussion 3:

What problems did you have studying English?

What did you hate about studying English?

### Discussion 4:

Think of a great teacher you had. Why were they great?

Think of a bad teacher you had. Why were they bad?

**Discussion 5:**

What is student centered learning (SCL)?

**Discussion 6:**

EFL vs. ESL, what's the difference?

**Discussion 7:**

Why is listening important to learn?

How do you teach/ learn listening?

## What Do I Prefer Activity

### What kind of a person are you?

mountain -----beach

coffee-----tea

winter-----summer

light colors ----- dark colors

Math ----- Science

### 1. If I have to learn how to do something, I learn best when I:

- (A) Watch someone show me how.
- (B) Hear someone tell me how.
- (C) Try to do it myself.

### 2. When I read, I often find that I:

- (A) Visualize what I am reading by closing my eyes and imaging it.
- (B) Read out loud or hear the words inside my head.
- (C) Fidget with something while trying to understand the content.

### 3. When asked to give directions, I:

- (A) See the actual places in my mind as I say them or prefer to draw them.
- (B) Have no difficulty in giving them verbally.
- (C) Have to point or move my body as I give them.

### 4. If I am not sure how to spell a word, I:

- (A) Write it in order to see if it looks right.
- (B) Spell it out loud in order to hear if it sounds right.
- (C) Write it in order to decide if it feels right.

### 5. When I write, I:

- (A) Am concerned how neat and well spaced my letters and words appear.
- (V) Often say the letters and words to myself.
- (C) Push hard on my pen or pencil and can feel the flow of the words or letters as I form them.

### 6. If I had to remember a list of things, I remember it best if I:

- (A) Write them down.
- (B) Say them over and over to myself.
- (C) Move around and used my fingers to name each item.

### 7. I prefer teachers who:

- (A) Use the board or overhead projector while they lecture.
- (B) Talk with a lot of expressions (idioms, etc.)
- (C) Use hands-on activities.

**8. When trying to concentrate, I have a difficult time when:**

- (A) There are a lot of objects or movement in the room.
- (B) There is a lot of noise in the room.
- (C) I have to sit down for a longer period of time.

**9. When solving a problem, I:**

- (A) Write or draw pictures to see it.
- (B) Talk to myself about it.
- (C) Walk around to help me think.

**10. When given written instructions on how to build something, I:**

- (A) Read them silently and try to visualize how the parts will fit together.
- (B) Read them out loud and talk to myself as I put the parts together.
- (C) Try to put the parts together first and read later.

**11. To keep occupied while waiting (phone company, bank, etc.) I:**

- (A) Look around, stare at people/objects, or read.
- (B) Talk or listen to others.
- (C) Walk around, manipulate things with my hands, or move/shake my feet as I sit.

**12. If I had to verbally describe something to another person, I would:**

- (A) Be brief because I do not like to talk for too long.
- (B) Go into great detail because I like to talk.
- (C) Gesture and move around while talking.

**13. If someone verbally describes something to me, I:**

- (A) Try to visualize what she is saying.
- (B) Enjoy listening but want to interrupt and talk myself.
- (C) Become bored if her description is too long and detailed.

**14. When trying to remember names, I remember:**

- (A) Faces but forget names.
- (B) Names, but forget faces.
- (C) The situation in which I met the person instead of the person's name or face.

**Scoring Instructions:**

1. Add the number of responses for each letter and enter the total below.
2. The area with the highest number of responses is probably your primary mode of learning.
3. Visual    Auditory    Kinesthetic    A-V =   5   B-A =   2   C-K =   7

Because most people learn through a mixture of all three styles, read all of the learning suggestions given and select those you feel will work best for you.

QUESTION	ANSWER (ABC)	QUESTION	ANSWER (ABC)	
1		8		Total As
2		9		
3		10		Total Bs
4		11		
5		12		
6		13		Total Cs
7		14		

*\* Learning to Study Through Critical Thinking by Jonelle A. Beatrice*

## Listening Exploration

Title	Source	Activity
<p style="text-align: center;"><b>1</b></p> <p>e.g. <b>Mary Had a Little Lamb (0-1.28)</b></p>	<p><b>Song/ Video</b></p>	<p><b>1. Circle</b> if you heard these in the rhyme:</p> <p style="text-align: center;"><b>Mary, Lamb, teacher, children, mother</b></p> <p><b>Yes/No</b></p> <p>2. Mary loves the Lamb? 3. The Lamb loves Mary? 4. Did the children like the Lamb? 5. Did the teacher like the Lamb?</p> <p><b>Personal Response</b></p> <p>6. If you were the teacher what would you do?</p>
<p><b>2</b></p> <p><b>The Gruffalo (0-3.05)</b></p>	<p><b>Fairy Tale/ Video/ Audio Book</b></p>	<p><b>True/False</b></p> <p>1. Everybody knows Gruffalo. 2. Gruffalo is a scary monster. 3. Gruffalo does not exist.</p> <p><b>Personal Response</b></p> <p>4. The mouse is inventing all the facts to feel safe in the woods. Is it a good idea to tell lies in this kind of situation? Why (not)?</p>
<p><b>3</b></p> <p><b>Money makes you a bad person</b></p>	<p><b>News Audio Clip</b></p>	<p>A researcher has made (1) _____ says having a lot of money makes you a bad person. Professor Paul Piff spent ten years looking at the personalities of rich people and (2) _____ behaviour was very different to the behaviour of poor people. Dr Piff said rich people are more likely to break rules, not follow the law, and not care about other people. He also said wealthy people (3) _____ games and are less likely to help other people...</p>
<p><b>4</b></p> <p><b>Intonation Graph</b></p>	<p><b>Modeling</b></p>	<p><b>Very High</b> _____</p> <p><b>High</b> _____</p> <p style="text-align: center;">red shirt to-day.</p> <p><b>Medium</b> _____ John is wearing a _____ day.</p> <p><b>Low</b> _____</p>