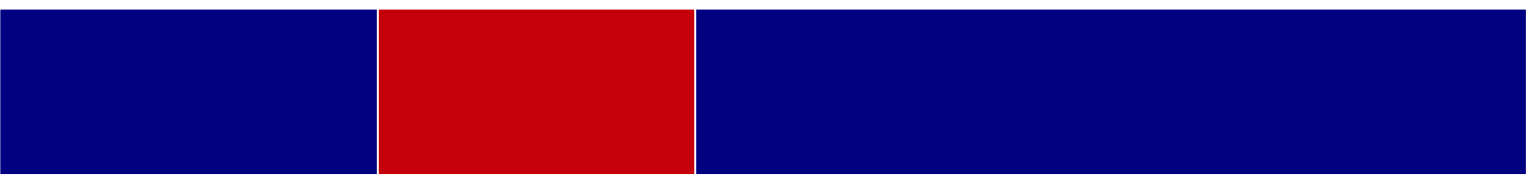


***TT weekend in KP
May 5th - May 6th
2018***



INSPIRING
Teachers of English



3 minute
discussion
before we
get
started

Thought for the Day

“The quality of the
education system cannot
exceed the quality of the
teachers.”



**3 questions
to
identify
your
core moves**

- 1) What have I learnt that inspired me to move?**
- 2) What am I going to do differently on Monday morning?**
- 3) How can I extend the ideas I picked up within my background and context?**



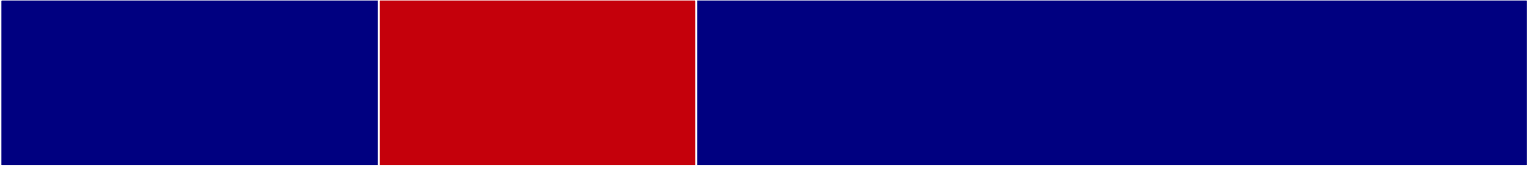
Community Facts In Numbers

- 2008** The year when the first language school was founded
- 2** We changed the company identity twice (in 2009 and in 2017)
- 12** Have been to 12 countries on educational programs
- 38%** family-oriented members of community
- 27** team mates: 27 talented and gritty professionals
- 3** there are three concept offices under SARGOI identity
- Over **80%** of our teachers speak more than 1 foreign language
- 2015** Cambridge Assessment English Exam Preparation Centre
- 2017** started Eaquals accreditation preparation process



SARGOI Mission:

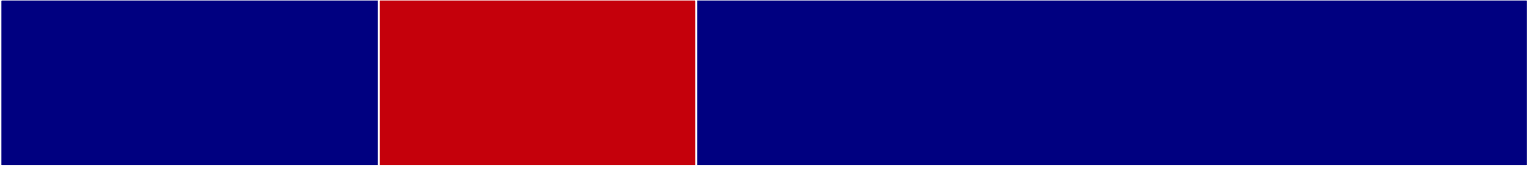
*we are dedicated to helping learners
and educators
to grow personally and professionally
through English and international experience.*



Here we hope to achieve:

- consider how we can best create language learning opportunities in a student-centred environment**
- explore how to best work with learners, inspiring and motivating them to use English in class and outside the class**

Introduction to
main TESOL terms, ideas, values
and meeting students' needs and
expectations



What is the difference?

- a teacher
- a trainer
- a coach

REFLECTIVE
BUBBLE

What's the difference in...?

FOCUS / TALKING TIME / INTERACTIONS / TOPICS CHOICE /
MISTAKES CORRECTION AND EVALUATION / TEACHER ROLE





Teacher-centred Approach:



Focus is on teacher / instructor

Teacher talks, students listen

Students work alone

Instructor monitors and corrects every student's mistake

Instructor chooses topics

Instructor evaluates students learning

Classroom is quiet

Teacher is a resource of information and an instructor



Student-centred Approach:



Focus is on both students and a teacher

Instructor models, students interact with teacher and other students

Students work in pairs, in groups, alone depending on the purpose of the activity

Instructor monitors and takes notes of relevant mistake

Students have some choice of topics

Students evaluate their own learning, peer learning, teacher also evaluates

Classroom is often noisy and busy

More terms to equip you with

EIL
EFL/GE
ESL
ESP
EAP
BE

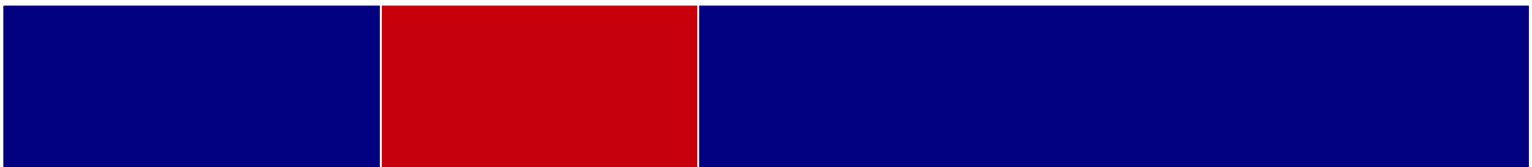
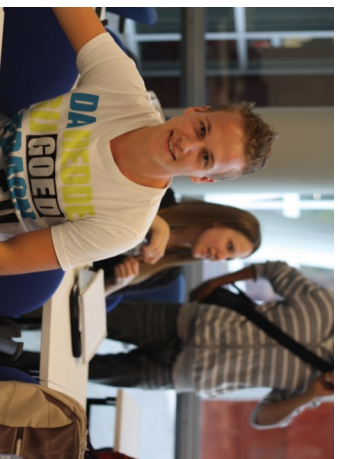
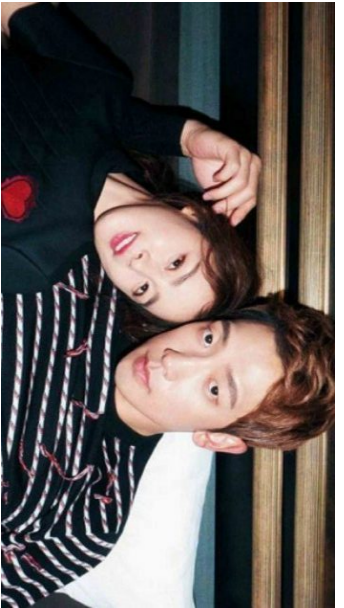
Skills:
Receptive & productive

Learning styles:
Auditory
Visual
Tactile
Kinesthetic
Analytic

Student-centred
Teacher-centred
STT
TTT
Bilingual
Monolingual
Multilingual

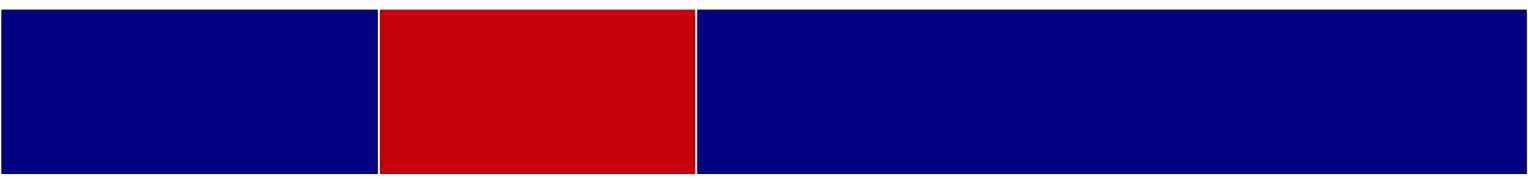
Learning & Exposure
Focus on form,
interaction, acquisition

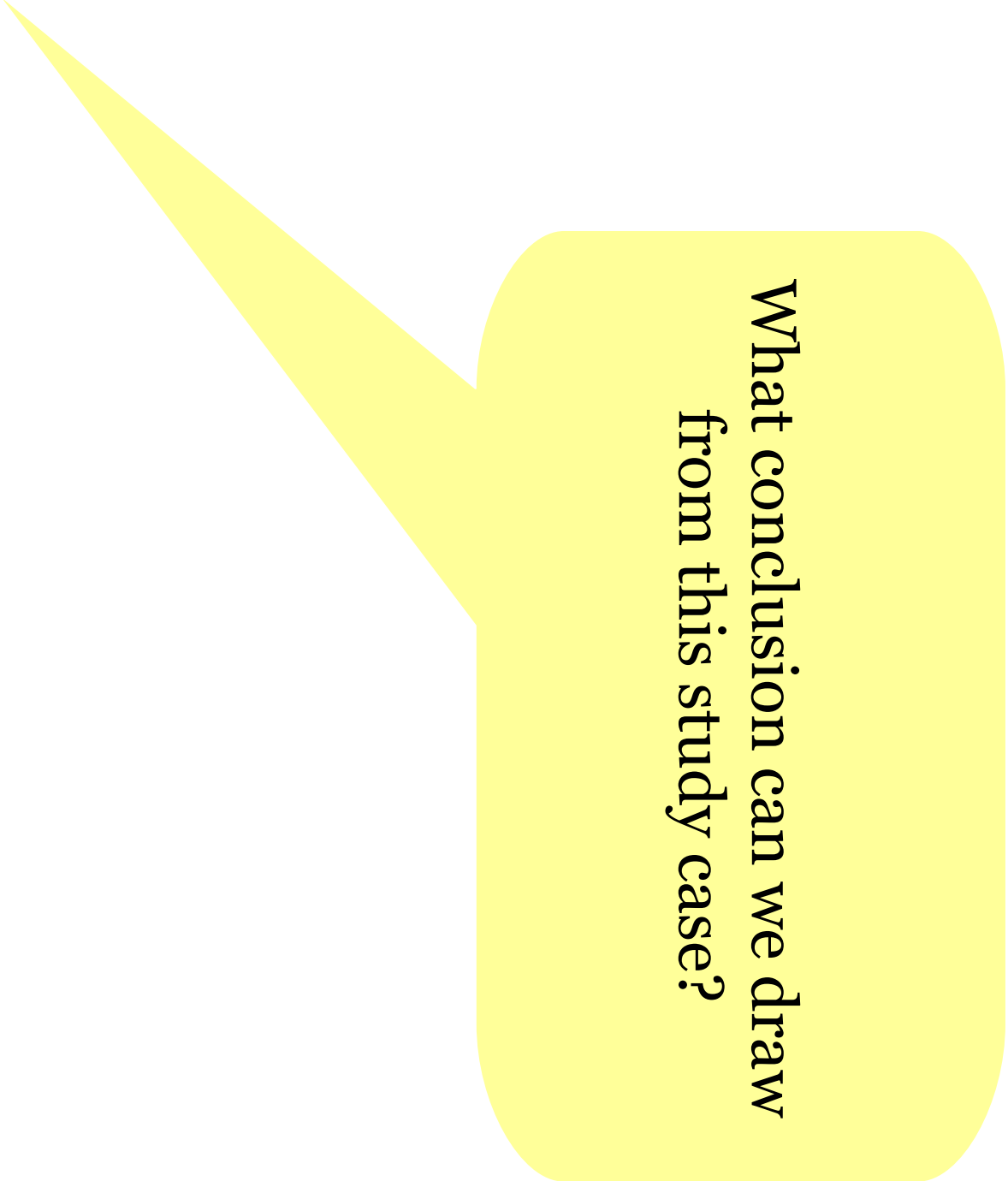
TL
M/F/P
CCQs
ICQs
Drill
Elicit
Set the context



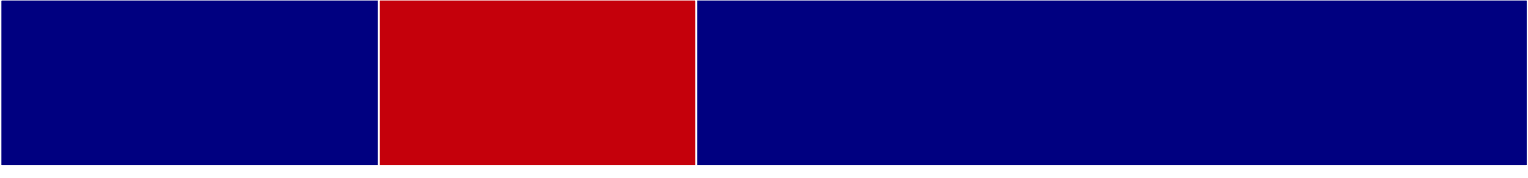


**Study case:
doing an English
course
in London**

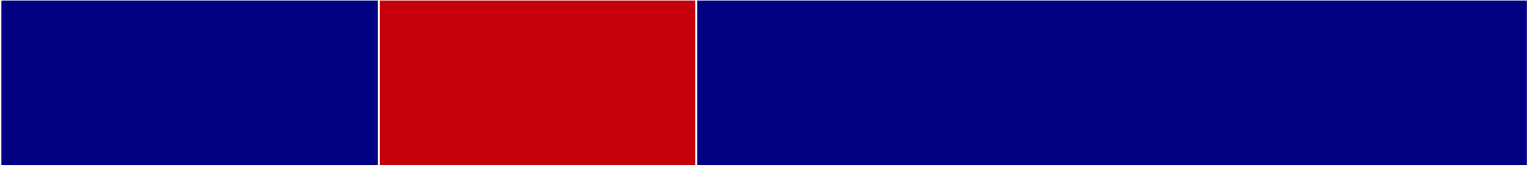




*What conclusion can we draw
from this study case?*



Teaching vocabulary (when, how often, how, CCQs)



Watching the video: Catherine Tate “offensive translator”

<https://www.youtube.com/watch?v=XY66ZJ0TFUI>

*What does it mean
to know a word?*



You are able to:

1. recognise it when you hear it or see it
2. spell it and pronounce it
3. understand the frequency in the written and oral language
4. know a meaning and a range of meanings
5. distinguish the register (formal, neutral, informal)
6. know associations with other words
7. know grammatical forms
8. know prefixes and suffixes

Vocabulary

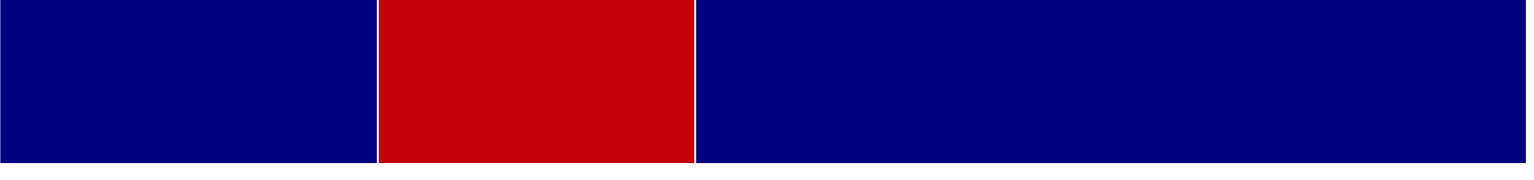
- What is the teacher's role?
- What is the student's role?

What is the teacher's role?

1. *select* the words to be learnt
2. *raise awareness* of the vocabulary learning program
3. *teach* words deliberately
4. *choose materials* containing target vocabulary
5. *design activities* to create opportunities for vocabulary use
6. *include fluency* development activities
7. *measure* progress
8. *train* students in learning strategies
9. *evaluate and modify*

What is the student's role?

1. Deliberately *learn* words inside and outside the class
2. *Encounter* the target language outside the class
3. *Use* the target language

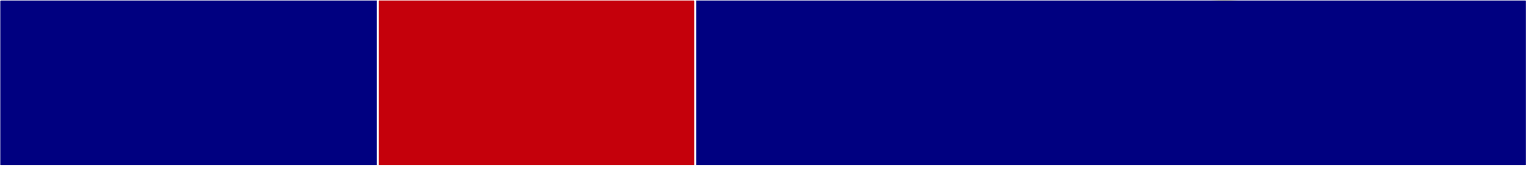
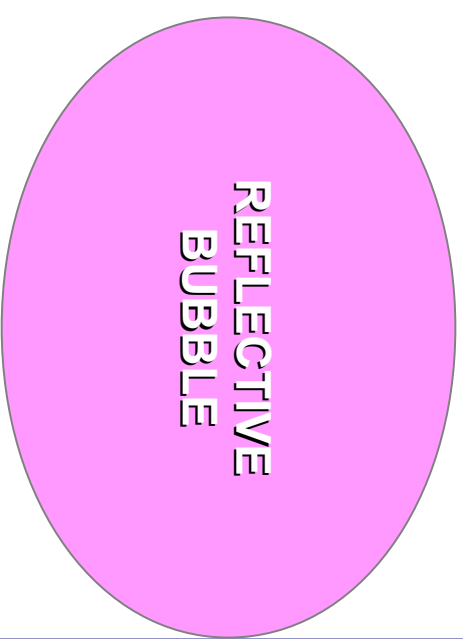


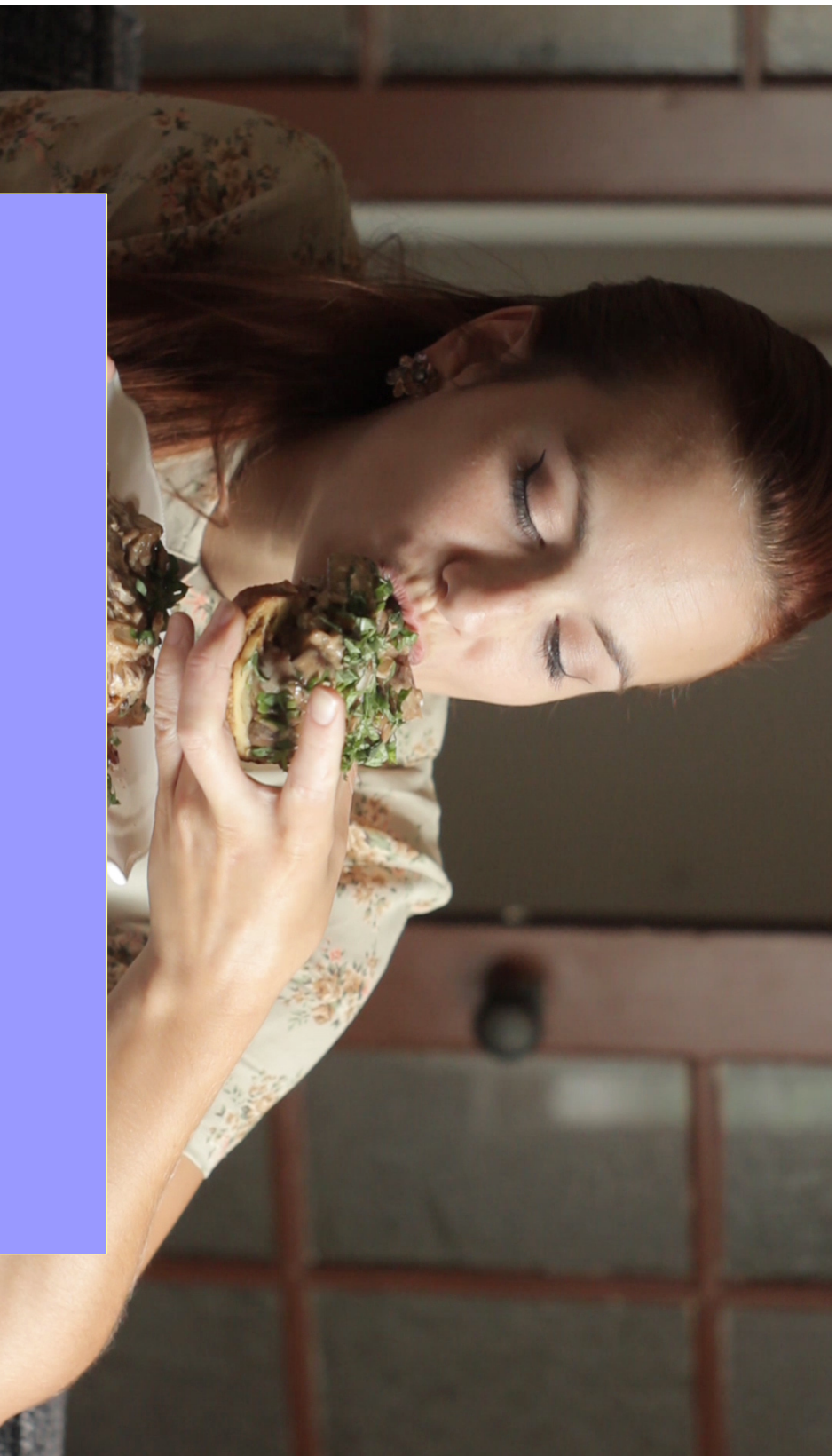
Teaching Vocabulary:

1. How?

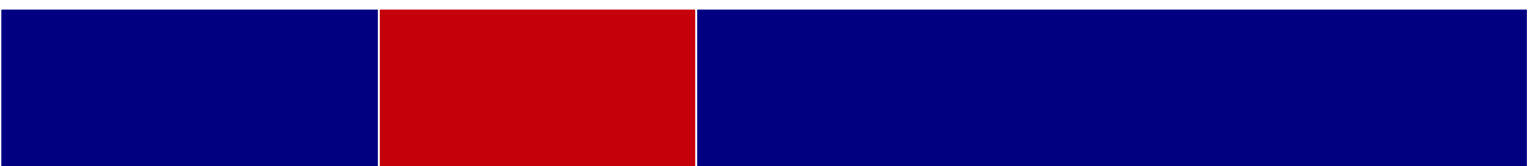
2. When?

3. How many per lesson? Per year?





I feel peckish



*Teaching vocabulary stages or 8
core moves to shift your ss from
blank memorising to a better
practice*

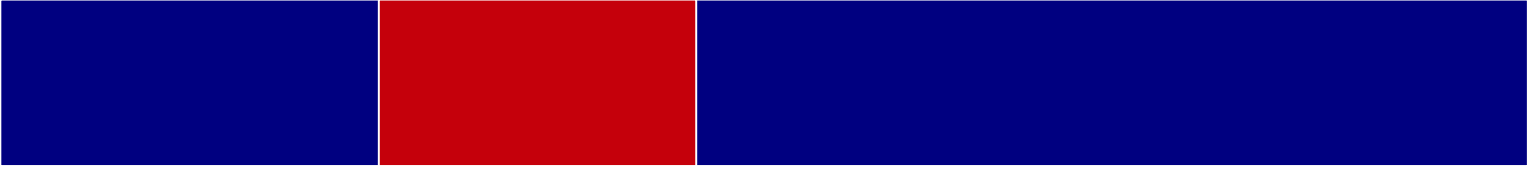
1. SET THE CONTEXT
2. ELICIT THE MEANING
3. CCQs
4. MODEL
5. DRILL / HIGHLIGHT THE STRESS
6. CONVEY THE MEANING
7. RECORD / ELICIT THE FORM
8. GET SS TO COPY

More useful terms to know:

1. core meaning
2. elaboration
3. Essential Word List (EWL)
4. extensive listening, reading, viewing
5. intensive listening, reading, viewing
6. collocation
7. L1 interference
8. metalanguage
9. lexical set

Reference: How vocabulary is learned, S. Webb & Paul Nation, Oxford

Developing reading and listening skills



Approaches to Teach:

TEACHER-CENTRED

TEACHER-DOMINATED

'BANKING' APPROACH

DISCIPLINAL

INDIRECT / GUIDED

LEARNER-CENTRED

INTERACTIVE

INTEGRATED

COLLABORATIVE / COOPERATIVE



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7 minute task

1. How do you start a reading/ listening class?
2. What are the crucial elements or stages while conducting a reading/listening task?
3. How do you finish a reading / listening class?

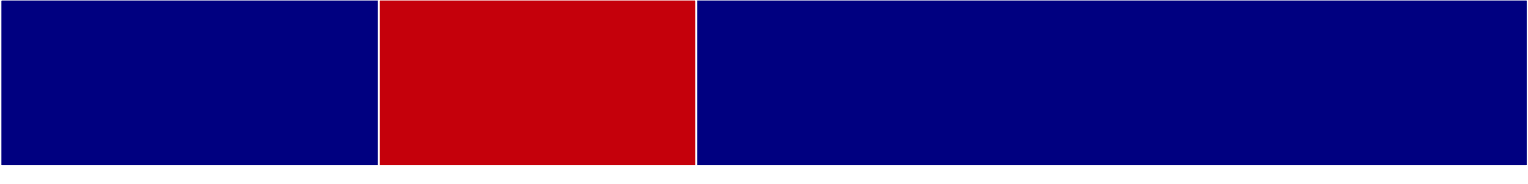


7 stages of a good class

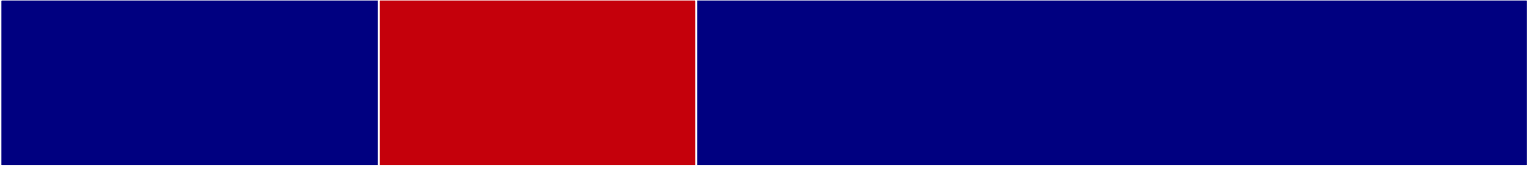
1. lead-in
2. pre-teach
3. pre-set questions
4. read/listen/check
5. detailed questions
6. read/listen/check
7. follow-up freer activities



Developing autonomy



How do people remember?



People generally remember...
(learning activities)

People are able to...
(learning outcomes)



Autonomy - the ability to take charge of one's learning

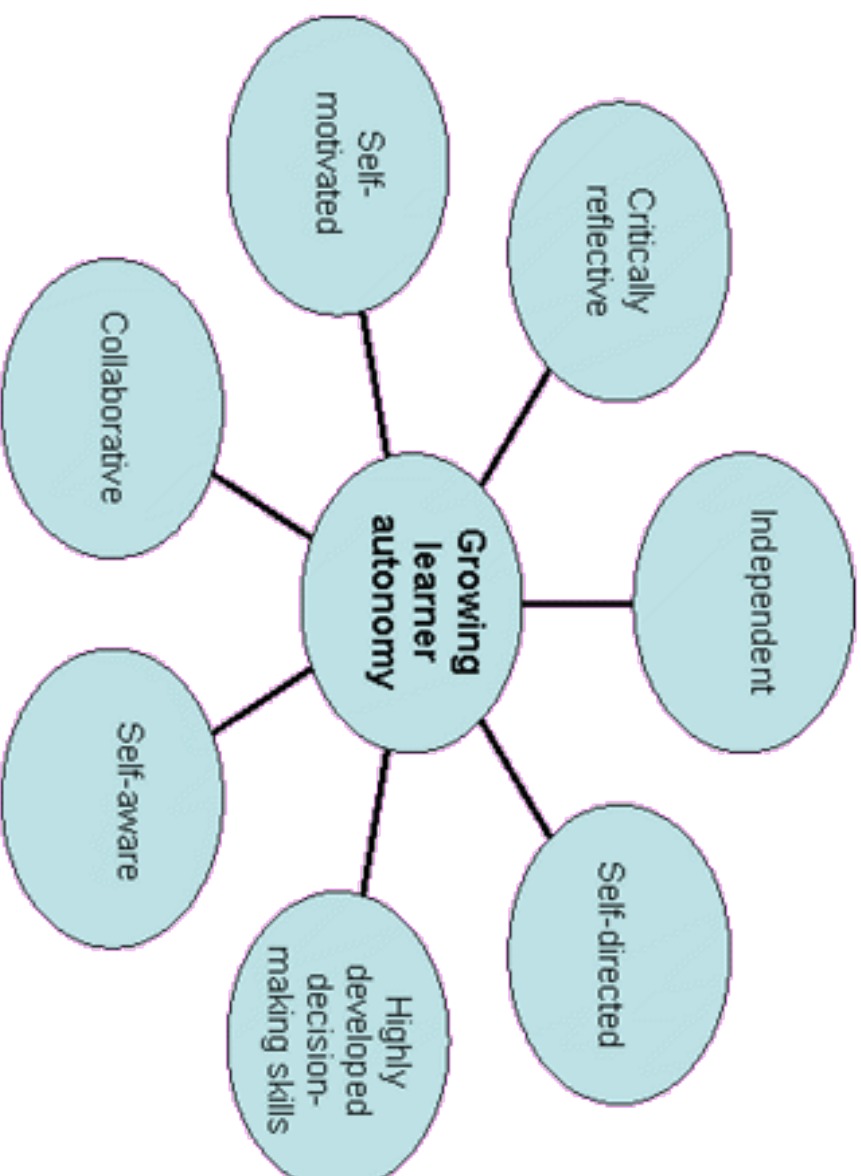
- SS learn for themselves (intrinsic motivation)
- SS make decisions about what they want to learn
 - SS are aware of their learning style
 - SS understand their problems
 - and develop their own learning strategies
 - (cognitive and metacognitive)
- SS reflect on their learning strategies
 - Often characteristic of adults



- 1) What makes a responsible learner?
- 2) What makes an autonomous learner?
- 3) Why should you develop responsibility and autonomy?



Autonomy - the ability to take charge of one's learning



Independent or Autonomous Learning

AL does not mean solitude

A Learners are a part of communities of practice

AL does not mean the teacher is less important

AL means learning on-line/off-line, at home/in school/ everywhere



TIP ONE:
Reflection and Awareness Raising



**TIP TWO:
Prediction and Anticipation**



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TIP THREE:
Choice of Topics, Activities, Interactions



TIP FOUR:
Encourage Research



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**TIP FIVE:
Give Guidance**



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Finally...

**“Our job is to create opportunities,
not to impose a method...
There's no one way
to learn a language” .**

Phil Benson, 2001



SARGO

“I believe my job as an educator is to open as many doors as I can for my students while allowing them the freedom to decide if and when to cross the threshold of any of these doors ” .

Roberto Guzman



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Co-learning & Co-developing
versus dependence = CHOICE POWER



SARGOI