

Some Factors on which Good Language-Teaching Decisions are Based

1. Students' needs and desires
 - a. Their future goals related to English (employment, travel, examinations, etc.)
 - b. Their current level of...
 - i. Language proficiency
 - ii. Cultural knowledge
2. Students' general background
 - a. Content knowledge
 - b. Life experiences
 - c. Maturity
3. Students' preferred learning styles
 - a. Individual
 - b. Cultural
4. The Learning/Teaching Situation
 - a. Where students fit in the overall education/work system
 - b. Traditional instructional/academic practices (and related expectations)
 - c. Other demands on students' time, priorities in their lives
 - d. Instructional resources available (budget, copies, AV equipment, etc.)
5. Objectives of...
 - a. Your course
 - b. The overall program
6. Principles of...
 - a. Effective language learning (and related strategies)
 - b. Effective language teaching (and related procedures, methods)

Which is more beneficial for human beings?

Pair debate activity (courtesy of Frank and Kim Banfield, Hefei United University)

basketball	suitcases	pencils
the sun	hospitals	money
hammers	choirs	suitcases
universities	secrets	rock concerts
cars	poetry	ping pong
apples	football	laughter
furniture	hamburgers	oranges
money	computers	pencils
feelings	hot water bottles	the oceans
secrets	shirts	the wind
dictionaries	cities	modern music
cats	parks	jewelery
chairs	calendars	houses
the Olympics	medicine	classical music
windows	fire	children
jeans	cellular phones	flowers
medicine	farms	operas
paper	television	paper clips

CAN YOU SOLVE IT?

There are 5 houses, each of a different color, lived in by people of different nationalities. Each has a different pet, a different beverage, and a different food.

From the information below: Who owns the zebra? _____
Who drinks water? _____

1. The Englishman lives in the red house.
2. The Spaniard lives next to the Englishman and has a dog.
3. Coffee is drunk in the green house, which is on the far right.
4. The Ukrainians drink tea and live next to the Norwegian.
5. The green house is to the right of the ivory house.
6. Fish is the favorite food in the yellow house which is on the far left. The pet there is a fox.
7. Milk is the beverage in the middle house.
8. Norwegians live in the first house on the left.
9. Norwegians live next to the blue house.
10. Fish is the favorite food in the house next to the house with the horse.
11. The noodle eaters have pet turtles.
12. The people who eat cheese live next to the people who have the fox.
13. The lettuce eaters drink orange juice.
14. The Chinese's favorite food is peanuts.

People					
Houses					
Pets					
Beverages					
Food					

Chinese Culture – Teach the Teacher

This should be an interesting experience for you and the class. It is your opportunity to share something about Chinese culture. You will need to

- 1) write **in your own words** no more than one page on the topic.
- 2) Set up a time the week before the presentation to meet with the teacher to check English writing and pronunciation (you may bring a recording device if you'd like)
- 3) practice
- 4) Do the presentation on your assigned day. You may read this or tell it using notes.
- 5) Keep your final copy of your presentation for a future writing assignment.

It will be more effective if you do more than just "talk" about the topic. Any presentation is better if you have and exhibit (meaning something to show), write on the blackboard, do a demonstration, show pictures (via computer or hard copy), or act it out. The presentation should be 5-7 minutes. Earlier students presenting will receive bonus points added to their grade.

One or two students will present each week:

Week 2 (*next week*) : +15 pts.; Week 3: + 10 pts.; Week 4 : +8 pts.; Week 5: +8 pts.; Week 6: + 5 pts.; Week 7: +5 pts.; Week 8-13 no bonus points

Instructions today:

- 1) Circle three options you would like to write about and present.
- 2) After you have chosen your subject and week, please report to the "secretary" to record your name on the master list and the week you have chosen

Grading:

The Cultural Corner Presentation is worth 100 Points and will be graded on the following:

Pronunciation 50 points; Interest, clarity, volume, pace & organization 10 points each

Topics to choose from:

- 1) Tell about foot binding, where it started and why. How was it done? When did foot binding end? Did you have a grandmother or relative that had her feet bound? Why did men like small feet?
- 2) Tell about calligraphy and show how it is done. Explain the history, etc.
- *3) Explain the meaning of the animal years. What does it mean to be a sheep, lion, mouse, pig, tiger etc. What is lucky or unlucky about each? Which animals get along with each other?

- 4) Describe a traditional Chinese wedding. Compare ancient wedding customs to marriages today. Compare the ceremonies, clothes, gifts etc.
- 5) Describe and demonstrate Tai Chi. What are some benefits of Tai Chi? Share some of its history.
- 6) Tell about Chinese marriage customs such as the dating and courtship process and whether there is an engagement period before marriage. Where is the ceremony held and what does it consist of. Who makes the arrangements, do the bride and groom have attendants and who pays for the expenses?
- *7) Explain the Chinese educational system from kindergarten through high school. What subjects are studied each year? Who decides what school a student will attend? What level of education is guaranteed by the government?
- 8) Explain the University system. How does a student select a university, major, courses of study and roommates? How are tuition and expenses paid? Are scholarships available?
- *9) Share a favorite Chinese story, fable, legend or proverb and tell why you chose it.
- 10) Tell about the Cultural Revolution. Share a personal experience and tell how the revolution affected you, your parents, grandparents or friends.
- *11) Teach the class how to make a traditional Chinese food.
- 12) Demonstrate a musical skill you have. When did you begin, how much time was spent in practice and was this talent acquired from your parents?
- 13) Tell about a traditional Chinese craft. Where, why and how is it done?
- *14) What is a woman's role in today's society? Compare traditional customs and ideas about women with present expectations. What jobs are open to women and do working women receive the same pay as a man in the same position?
- 15) If you are invited to someone's home for dinner, what is the proper protocol while eating? Are there different expectations for foreigners? What is the custom for toasting? Demonstrate how to use chopsticks.
- 16) What is the custom for giving gifts? When should a gift be given? To whom? How should it be presented? What is a good gift? When should you say "no" to a gift? Are gifts given as "bribes"?
- *17) Explain the advantages and disadvantages of life in a large city as compared to life in the country. Include jobs, housing, education entertainment, health and wealth.
- 18) Describe the Chinese tax system. What kinds of taxes are charged? How is the amount determined and how is the tax collected?
- 19) Describe the judicial system, especial trial procedures. What is the typical punishment for a person who is found guilty? List five of the most common crimes and the punishment for each.
- *20) What are the five most serious social problems facing China? List the causes and how they may be remedied.
- *21) What are the most important Chinese holidays? Why are they celebrated and what do they symbolize?

- 22) List your greatest national heroes and what values they represent. Share pictures & a biographical sketch.
- 23) List China's most famous artists and their work. What makes something (i.e. music, drama, painting, or literature) a great work of art ? Name at least two in different fields and list the criteria by which it is judged.
- 24) How has fashion in your country changed over the past 10 years? How does clothing mark social class? Tell about minority groups and their traditional costumes. Use pictures when possible.
- 25) What is the best way to bargain in a local market? When is it appropriate to bargain? (Role play and demonstrate)
- 26) Explain the procedure to purchase or rent a home/apartment in China. How do you get a loan? Describe the typical dwelling and draw a diagram on the board. What are the steps for moving into a new home/apartment? How are most homes decorated.
- 27) Describe the steps in a normal job search. What are the best ways to get a job? Describe the application and interview process. What are the jobs most sought after by young people?
- 28) Tell about Traditional Chinese Medicine. What conditions is it most effective for? What do the treatments consist of and where do you go for treatment? Is Chinese medicine used with western medicine?
- 29) What are the geographical divisions of China? List the provinces and explain the meaning of their names. (Example: Nanjing – south capital)
- 30) Be a travel agent and plan some three day trips to places you think a foreigner should visit. The plan should include how to travel, time required, where to stay and what to see.
- 31) What is the pet policy in your hometown? Who can have a pet, what are the rules, fees associated with having a pet? Are there pet owner clubs and where can you go to buy a pet?
- 32) What are China's most important national achievements? Why are they considered important?
- 33) How do you think the 2010 Asian Games helped your home town specifically and China as a nation? What are the advantages/disadvantages?
- 34) Tell about an emperor's tomb. When was it built? What items were buried with the emperor? Why were these items chosen? Were servants, soldiers or administrators buried with the emperor. What tombs are open to the public?
- 35) What interesting places in Beijing would you recommend a tourist visit? Describe them and show on a map where they are located.

Mary Ann Christison .2005
Multiple Intelligences and
Language Learning
San Francisco: Alta
 2.E.1

Inventory C: ESL/EFL Students: Adults

DIRECTIONS

Read each statement. Write 0 if you disagree. Write 2 if you agree. Write 1 if you are somewhere in between. Total the number of points you have in each intelligence. Compare your scores. Which score is the highest (strongest intelligence)? Which is the lowest (weakest intelligence)?

0 = disagree
 1 = somewhere in between
 2 = agree

Linguistic Intelligence

- ☐ 1. I like to read and talk about books.
- ☐ 2. I often write notes and letters to my friends and family.
- ☐ 3. I like to tell jokes at parties.
- ☐ 4. I notice advertisements in magazines, on TV, and on billboards.
- ☐ 5. I like to talk to my friends on the phone.
- ☐ 6. I have a good vocabulary.

Logical/Mathematical Intelligence

- ☐ 1. When I have to, I can do arithmetic easily in my head.
- ☐ 2. I am good at creating a budget and sticking to it.
- ☐ 3. I am good at chess, checkers, or number games.
- ☐ 3. I am good at solving day-to-day problems.
- ☐ 4. I like to analyze things.
- ☐ 5. I generally get along well with other people.
- ☐ 6. I am good at and like to do crossword puzzles.

Visual/Spatial Intelligence

- ☐ 1. If I get lost in a new place, I can use a map to help me.
- ☐ 2. I like to decorate my house or apartment.
- ☐ 3. I often doodle (make small drawings and patterns on paper).
- ☐ 4. I like to look at pictures.
- ☐ 5. I love books with illustrations.
- ☐ 6. It is easy for me to see spatial relationships.

Bodily/Kinesthetic Intelligence

- ☐ 1. It is hard for me to sit for a long time.
- ☐ 2. I get my best ideas when I am jogging, walking, or doing physical things.
- ☐ 3. I am good at sewing, woodworking, building, or mechanics.
- ☐ 4. I like sports and play at least one sport.

- ☐ 5. I learn best through hands-on activities.
- ☐ 6. I enjoy outdoor activities.

Interpersonal Intelligence

- ☐ 1. I am often chosen as a leader.
- ☐ 2. I enjoy talking to friends.
- ☐ 3. I like to invite people to my house or apartment.
- ☐ 4. I like to support my friends.
- ☐ 5. I am a good listener.
- ☐ 6. I like to have parties with my friends.

Intrapersonal Intelligence

- ☐ 1. I sometimes prefer to go places alone.
- ☐ 2. I have hobbies that I enjoy pursuing on my own.
- ☐ 3. I can identify and describe my talents.
- ☐ 4. I remember my dreams and like to talk about them.
- ☐ 5. I like to set goals and achieve them.
- ☐ 6. I like to have time to reflect on my work.

Musical Intelligence

- ☐ 1. I know the tunes to many songs.
- ☐ 2. I have a very expressive voice.
- ☐ 3. I play a musical instrument or sing in a choir.
- ☐ 4. I can tell when music is off-key.
- ☐ 5. I often tap rhythmically on the table or desk when I am listening to music.
- ☐ 6. I like to listen to music.

Naturalist Intelligence

- ☐ 1. I like houseplants.
- ☐ 2. I have or would like to have a pet.
- ☐ 3. I know the names of many different flowers.
- ☐ 4. I know the names of many different animals.
- ☐ 5. I like to hike and be outdoors.
- ☐ 6. I notice the trees and plants in my neighborhood.

Instructional Techniques and Activities

Linguistic	Logical	Kinesthetic	Visual/Spatial	Musical	Interpersonal	Intrapersonal
<ul style="list-style-type: none"> * Culinary Essay reviews project accomplishment * Journals * Logs * Portfolios of written work * Word-processor products * Newspaper articles * Discussions * Debates * Storytelling * Write poem, myth, legend, short play * Relate a short play or novel to... * Give presentation on... * Lead a class discussion on... * Create a talk show radio program * Write a newsletter, booklet, or dictionary * Invent slogans * Create an audio tape * Conduct an interview * Write a letter * Use technology to write a letter 	<ul style="list-style-type: none"> * Scoring sheets * Out-loud problem solving * Puzzles * Games * Outlining * Strategizing * Translate into mathematical formula * Timeline * Design and conduct an experiment * Make strategy game * Make a calendar * Interpret data * Hypothesize about... * Create story problem * Write a computer program * Categorize facts and information * Set up a lab project * Describe the symmetry of... * Use inductive or deductive reasoning * Select and use technology 	<ul style="list-style-type: none"> * Exhibitions - public demonstration of knowledge gained 1. books 2. videotapes 3. experiments 4. art work 5. models 6. skits * Manipulatives * Products * Simulations * Role plays * Creative movement * Rehearse and perform a play * Create a movement or sequence of movements to explain... * Choreograph a dance * Do a reader's theater * Invent a board floor or adventure game * Make task or puzzle cards * Build or construct * Plan and attend a field trip * Use qualities of a physically educated person * Devise a scavenger hunt * Make a model * Design a product * Select and use technology 	<ul style="list-style-type: none"> * Pictorals - chart or graph of student progress in study unit * Mind maps * Timelines * Models * Photographic essays * Videotapes * Collages * Art work * Clusters, graphs * Create slide show, videotape, or photo album * Design a poster, bulletin board, or mural * Visualize * Use memory system * Create a demonstration piece * Develop architectural drawings * Make a film or an advertisement * Vary color, size, and shape * Color-code a process * Invent a board or card game * Illustrate, draw, paint, sketch, sculpt, construct * Use overhead projector * Use technology 	<ul style="list-style-type: none"> * Original songs - write lyrics, compose music * Dances that illustrate a concept * Song or musical collage * Musical mnemonics * Rhythmical patterns * Sing a rap or song that explains... * Indicate the rhythmical patterns * Give presentation using musical accompaniment * Explain how the music of a song is similar * Present a short class musical * Make an instrument and demonstrate it * Use music to enhance skill building * Create musical game * Collect and present songs * Write a new ending to a song * Use musical technology 	<ul style="list-style-type: none"> * Peer review - students decide together on skills and criteria to evaluate * Collaborative learning or service projects * Teaching others, peer or younger student tutoring * Leadership skills * Create and implement group rules * Conduct class meeting * Identify and assume a role * Organize or participate in a group * Use conflict management strategy * Accommodate learning differences * Mentoring, apprenticeships, or tutoring programs * Culturegrams * Multiple perspectives * Help resolve local or global problem * Multi-ethnic perspective * Use telecommunications * International issues 	<ul style="list-style-type: none"> * Reflective journal track process and learning; also: <ol style="list-style-type: none"> 1. daily or weekly goals 2. learning method 3. results * Self assessment activities * Describe feelings about learning, setting, achieving goals * Managing self-directed projects * Describe qualities you possess that will help you be successful * Create personal analog * Explain your personal philosophy * Use emotional processing * Describe personal values * Use self-directed learning * Explain the purpose in studying * Explain intuitive hunches * Receive feedback * Use technology

From *Teaching and Learning Through Multiple Intelligences* by Linda Campbell, et al., 1992. Developed by Meri Holden; formatted by Kara Tollefson, Kodiak Island Borough School District, Kodiak, Alaska

Appendix 3

Perceptual Learning Style Preference Survey

Joy Reid

Directions: People learn in many different ways. For example, some people learn primarily with their eyes (visual learners) or with their ears (auditory learners); some people prefer to learn by experience and/or by "hands-on" tasks (kinesthetic or tactile learners); some people learn better when they work alone, and others prefer to learn in groups. This questionnaire has been designed to help you identify the way(s) you learn best—the way(s) you *prefer* to learn.

Read each statement on the following pages. Please respond to the statements as they apply to your study of English. Decide whether you agree or disagree with each statement. For example, if you *strongly agree* (SA), mark:

<i>strongly agree</i> (SA)	<i>agree</i> (A)	<i>undecided</i> (U)	<i>disagree</i> (D)	<i>strongly disagree</i> (SD)
X				

Please respond to each statement quickly, without too much thought. Try not to change your responses after you choose them. Please answer all the questions. Then use the materials that follow the questionnaire to score your responses.

	SA	A	U	D	SD
1. When the teacher tells me the instructions, I understand better.					
2. I prefer to learn by doing something in class.					
3. I get more work done when I work with others.					
4. I learn more when I study with a group.					
5. In class, I learn best when I work with others.					
6. I learn better by reading what the teacher writes on the chalkboard.					
7. When someone tells me how to do something in class, I learn it better.					
8. When I do things in class, I learn better.					
9. I remember things I have heard in class better than things I have read.					
10. When I read instructions, I remember them better.					

	SA	A	U	D	SD
11. I learn more when I can make a model of something.					
12. I understand better when I read instructions.					
13. When I study alone, I remember things better.					
14. I learn more when I make something for a class project.					
15. I enjoy learning in class by doing experiments.					
16. I learn better when I make drawings as I study.					
17. I learn better in class when the teacher gives a lecture.					
18. When I work alone, I learn better.					
19. I understand things better in class when I participate in role-playing.					
20. I learn better in class when I listen to someone.					
21. I enjoy working on an assignment with two or three classmates.					
22. When I build something, I remember what I have learned better.					
23. I prefer to study with others.					
24. I learn better by reading than by listening to someone.					
25. I enjoy making something for a class project.					
26. I learn best in class when I can participate in related activities.					
27. In class, I work better when I work alone.					
28. I prefer working on projects by myself.					
29. I learn more by reading textbooks than by listening to a lecture.					
30. I prefer to work by myself.					

Figure 12.4. Oxford's SILL (Oxford, 1990).

Strategy Inventory for Language Learning (SILL)

Version for Speakers of Other Languages Learning English

Directions

This form of the STRATEGY INVENTORY FOR LANGUAGE LEARNING (SILL) is for students of English as a second or foreign language. You will find statements about learning English. Please read each statement. On the separate Worksheet, write the response (1, 2, 3, 4, or 5) that tells HOW TRUE OF YOU THE STATEMENT IS.

1. Never or almost never true of me
2. Usually not true of me
3. Somewhat true of me
4. Usually true of me
5. Always or almost always true of me

NEVER OR ALMOST NEVER TRUE OF ME means that the statement is very rarely true of you.

USUALLY NOT TRUE OF ME means that the statement is true less than half the time.

SOMEWHAT TRUE OF ME means that the statement is true of you about half the time.

USUALLY TRUE OF ME means that the statement is true more than half the time.

ALWAYS OR ALMOST ALWAYS TRUE OF ME means that the statement is true of you almost always.

Answer in terms of how well the statement describes you. Do not answer how you think you should be, or what other people do. There are no right or wrong answers to these statements. Put your answers on the separate Worksheet. Please make no marks on the items. Work as quickly as you can without being careless. This usually takes about 20-30 minutes to complete. If you have any questions, let the teacher know immediately.

EXAMPLE

1. Never or almost never true of me
2. Usually not true of me
3. Somewhat true of me
4. Usually true of me
5. Always or almost always true of me

Read the item, and choose a response (1 through 5 as above), and write it in the space after the item.

I actively seek out opportunities to talk with native speakers of English _____

You have just completed the example item. Answer the rest of the items on the Worksheet.

1. Never or almost never true of me
 2. Usually not true of me
 3. Somewhat true of me
 4. Usually true of me
 5. Always or almost always true of me
- (Write answers on Worksheet)

Part A

1. I think of relationships between what I already know and new things I learn in English.
2. I use new English words in a sentence so I can remember them.
3. I connect the sound of a new English word and an image or picture of the word to help me remember the word.
4. I remember a new English word by making a mental picture of a situation in which the word might be used.
5. I use rhymes to remember new English words.
6. I use flashcards to remember new English words.
7. I physically act out new English words.
8. I review English lessons often.
9. I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.

Part B

10. I say or write new English words several times.
11. I try to talk like native English speakers.
12. I practice the sounds of English.
13. I use the English words I know in different ways.
14. I start conversations in English.
15. I watch English language TV shows spoken in English or go to movies spoken in English.
16. I read for pleasure in English.
17. I write notes, messages, letters, or reports in English.
18. I first skim an English passage (read over the passage quickly) then go back and read carefully.
19. I look for words in my own language that are similar to new words in English.
20. I try to find patterns in English.
21. I find the meaning of an English word by dividing it into parts that I understand.
22. I try not to translate word-for-word.
23. I make summaries of information that I hear or read in English.

Part C

24. To understand unfamiliar English words, I make guesses.
25. When I can't think of a word during a conversation in English, I use gestures.
26. I make up new words if I do not know the right ones in English.
27. I read English without looking up every new word.
28. I try to guess what the other person will say next in English.
29. If I can't think of an English word, I use a word or phrase that means the same thing.

Part D

30. I try to find as many ways as I can to use my English.
31. I notice my English mistakes and use that information to help me do better.
32. I pay attention when someone is speaking English.
33. I try to find out how to be a better learner of English.

1. Never or almost never true of me
 2. Usually not true of me
 3. Somewhat true of me
 4. Usually true of me
 5. Always or almost always true of me
- (Write answers on Worksheet)

34. I plan my schedule so I will have enough time to study English.
35. I look for people I can talk to in English.
36. I look for opportunities to read as much as possible in English.
37. I have clear goals for improving my English skills.
38. I think about my progress in learning English.

Part E

39. I try to relax whenever I feel afraid of using English.
40. I encourage myself to speak English even when I am afraid of making a mistake.
41. I give myself a reward or treat when I do well in English.
42. I notice if I am tense or nervous when I am studying or using English.
43. I write down my feelings in a language learning diary.
44. I talk to someone else about how I feel when I am learning English.

Part F

45. If I do not understand something in English, I ask the other person to slow down or say it again.
46. I ask English speakers to correct me when I talk.
47. I practice English with other students.
48. I ask for help from English speakers.
49. I ask questions in English.
50. I try to learn about the culture of English speakers.

STRATEGY INVENTORY FOR LANGUAGE LEARNING

Your Name _____

Date _____

Worksheet for Answering and Scoring

1. The blanks () are numbered for each item on the SILL.
2. Write your response to each item (that is, write 1, 2, 3, 4, or 5) in each of the blanks.
3. Add up each column. Put the result on the line marked SUM.
4. Divide by the number under SUM to get the average for each column. Round this average off to the nearest tenth, as in 3.4.
5. Figure out your overall average. To do this, add up all the SUMs for the different parts of the SILL. Then divide by 50.
6. When you have finished, your teacher will give you the Profile of Results. Copy your averages (for each part and for the whole SILL) from the Worksheet to the Profile.

Part A	Part B	Part C	Part D	Part E	Part F	Whole SILL
1. _____	10. _____	24. _____	30. _____	39. _____	45. _____	SUM Part A _____
2. _____	11. _____	25. _____	31. _____	40. _____	46. _____	SUM Part B _____
3. _____	12. _____	26. _____	32. _____	41. _____	47. _____	SUM Part C _____
4. _____	13. _____	27. _____	33. _____	42. _____	48. _____	SUM Part D _____
5. _____	14. _____	28. _____	34. _____	43. _____	49. _____	SUM Part E _____
6. _____	15. _____	29. _____	35. _____	44. _____	50. _____	SUM Part F _____
7. _____	16. _____	_____	36. _____	_____	_____	_____
8. _____	17. _____	_____	37. _____	_____	_____	_____
9. _____	18. _____	_____	38. _____	_____	_____	_____
_____	19. _____	_____	_____	_____	_____	_____
_____	20. _____	_____	_____	_____	_____	_____
_____	21. _____	_____	_____	_____	_____	_____
_____	22. _____	_____	_____	_____	_____	_____
_____	23. _____	_____	_____	_____	_____	_____

SUM _____	SUM _____	SUM _____	SUM _____	SUM _____	SUM _____
+ 9= _____	+ 14= _____	+ 6= _____	+ 9= _____	+ 6= _____	+ 50= _____
(OVERALL AVERAGE)					

STRATEGY INVENTORY FOR LANGUAGE LEARNING

Your Name _____ Date _____

Profile of Results on the Strategy Inventory for Language Learning (SILL)

You will receive this Profile after you have completed the Worksheet. This Profile will show your SILL results. These results will tell you the kinds of strategies you use in learning English. There are no right or wrong answers.

To complete this profile, transfer your averages for each part of the SILL, and your overall average for the whole SILL. These averages are found on the Worksheet.

Part What Strategies Are Covered Your Average on This Part

- A. Remembering more effectively _____
- B. Using all your mental processes _____
- C. Compensating for missing knowledge _____
- D. Organizing and evaluating your learning _____
- E. Managing your emotions _____
- F. Learning with others _____

YOUR OVERALL AVERAGE _____

STRATEGY INVENTORY FOR LANGUAGE LEARNING

Your Name _____ Date _____

Key to Understanding Your Average

High	Always or almost always used Usually used	4.5 to 5.0 3.5 to 4.4
Medium	Sometimes used	2.5 to 3.4
Low	Generally not used Never or almost never used	1.5 to 2.4 1.0 to 1.4

Graph Your Averages Here

If you want, you can make a graph of your SILL averages. What does this graph tell you? Are you very high or very low on any part?

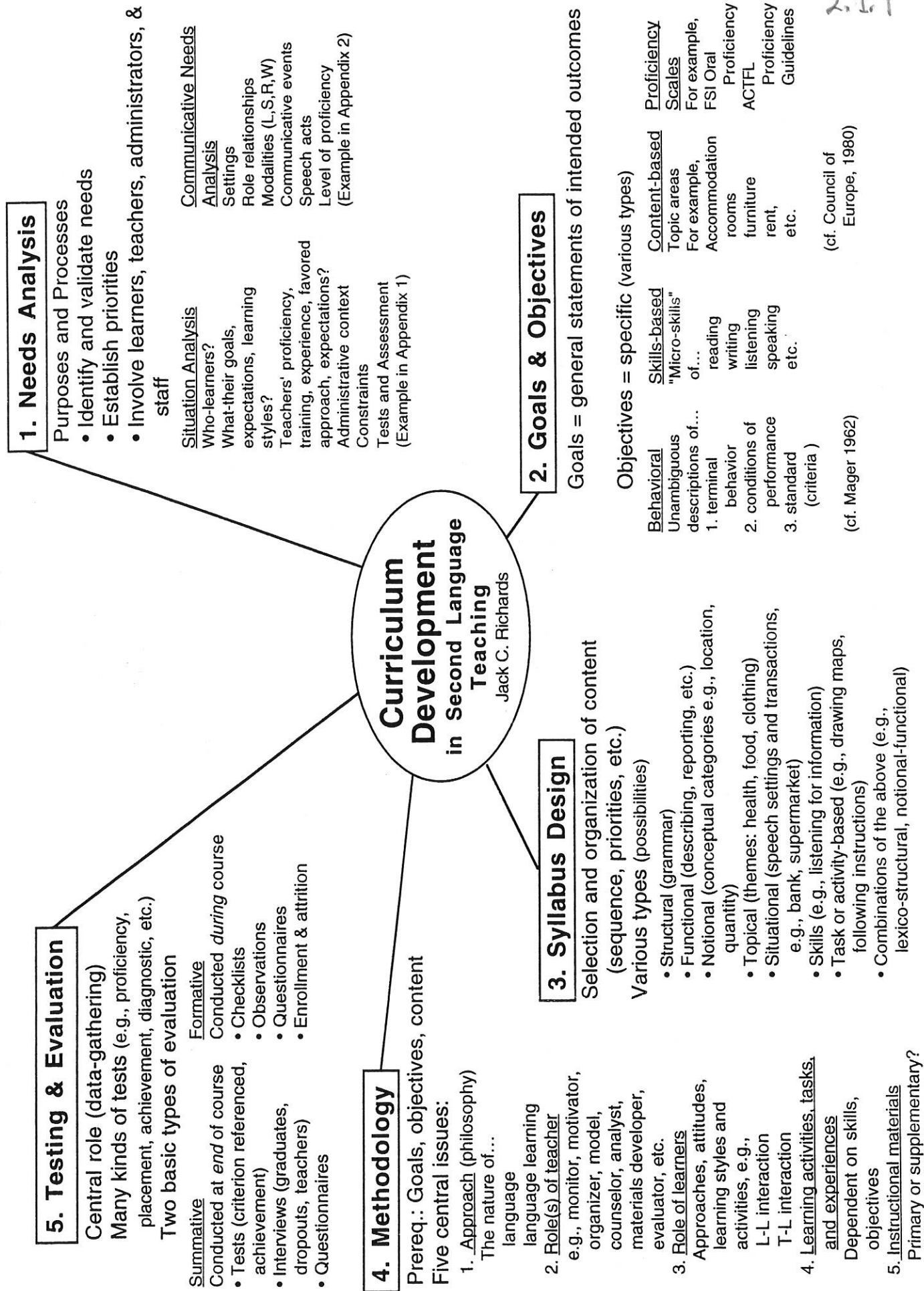
5.0 -
4.5 -
4.0 -
3.5 -
3.0 -
2.5 -
2.0 -
1.5 -
1.0 -

A	B	C	D	E	F	YOUR OVERALL AVERAGE
Remembering more effectively	Using all your mental processes	Compensating for missing knowledge	Organizing and evaluating your learning	Managing your emotions	Learning with others	

What These Averages Mean to You

The overall average tells how often you use strategies for learning English. Each part of the SILL represents a group of learning strategies. The averages for each part of the SILL show which groups of strategies you use the most for learning English.

The best use of strategies depends on your age, personality, and purpose for learning. If you have a very low average on one or more parts of the SILL, there may be some new strategies in these groups that you might want to use. Ask your teacher about these.



CLASS MENU

2.J.1

DIRECTIONS: IN SMALL GROUPS DECIDE WHICH OF THE FOLLOWING TOPICS YOU'D LIKE TO DISCUSS IN OUR ORAL ENGLISH CLASS. CHECK THE TOPICS YOU LIKE BEST.

- ☐ 1. Learning Styles--Study different ways to learn
- ☐ 2. Reviews--Analyze Books, Movies, Plays & Music
- ☐ 3. Cause & Effect--Discuss major issues in today's world
- ☐ 4. Directions--Map finding & practical exercises
- ☐ 5. Weddings & Funerals--Cultural differences & rituals
- ☐ 6. Team Debates--Collect Information & defend your side
- ☐ 7. Questionnaires--Design survey, collect & graph results
- ☐ 8. Resumes--Write a resume & have mock job interviews
- ☐ 9. Trial & Jury--Examples of typical American court procedures
- ☐ 10. Newsbroadcast--Gather world, national & local news
- ☐ 11. Invention Convention--Dream up a time-saving device
- ☐ 12. Immigration Procedures--How to complete forms & visa inquiries
- ☐ 13. Conflict Resolution--Learn how to solve arguments peacefully
- ☐ 14. Travel Brochure--Highlight your favorite Chinese tourist site
- ☐ 15. Telephone Inquiries--Practice business conversations
- ☐ 16. Art of Giving & Receiving Compliments--Model good examples
- ☐ 17. Conference Presentations--Practice preparing oral displays
- ☐ 18. Speech Contest--Prepare topics for class competition

Lesson Plan for _____
 Session No. _____ Day _____ Date _____

Topics/Objectives	Materials/Equipment Needed

Time	Business Items

	Warm-up/Introduction/Review

	Teaching/Learning Activities Instruction/Presentation/Explanation Practice Evaluation
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	Summary/Conclusion

	Next Time (Preview)

	Assignments

Just in case	Contingency Plans

After class	Teacher Self-Evaluation

Topics/Objectives: evaluate students listening, writing, and conversational English informally Get to know students and introduce them to my teaching style and my speech patterns	Materials/Equipment: Student Card, questions for group activity, chalk/eraser or markers/eraser, power point about me or paper outline, questions about me for their quiz to assess their writing skills, quote,
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Time 10	Greetings/Business Items <i>Welcome students, name of class, we will meet at this time every (day of the week)</i> <i>"I am very happy to be in China and am enjoying this beautiful city!"</i>
15	Warm Up: <i>Read quote on board – have students read it all together. We will now discuss what this means to us – discuss</i>
10 - 15	Review (skip on first lesson)
25-35	Teaching/Learning Activity <i>Introduction: Today our lesson will not be as structured as next week, because I want to get to know you and I want to share some of my life with you! Please listen carefully as I present to you about my life because I will ask questions after I finish.</i> <i>Share from power point or paper.</i> <i>Practice: Do you have any questions?</i> <i>Evaluation: Please take out a piece of paper and answer the following questions. I expect you to do your own work (don't look at other papers), because I am trying to find out if I talked clearly or if I was too fast, etc.</i> <i>Ask 5 questions – students turn in papers.</i> <i>Then discuss the questions and answers – and go over the info again to clarify.</i>

Break – 5 minutes

10	Journal Writing: <i>Today you will fill out a Student Form so I get to know more about you. This will help me focus on the goals you want from this class and what you needs are. Go over the areas – raise your hand if you have a question and I will come and help you.</i>
15	Reading/Writing/Conversation Activity <i>Each student shares their name, where they are from, and why they are want to learn more English.</i>
10	Song/Poem/Reader Theater/etc.(oral practice) or Testing practice (skip first lesson)
15	Project Preparation or Presentation <i>use student cards to guide questions & responses – write # and category on board</i> <i>I then ask questions of the students and they stand up according to their answers. E.g. All boys stand up, those from (Name of Province) Favorite color is blue, all girls stand up, favorite snack is ..., etc.</i> <i>Please write up a summary of the information we have written on the board</i>
10	Wrap Up/Summary/Evaluation <i>Collect sentences</i> <i>Next class I will have some goals written and our objectives for your input.</i> <i>Check with class monitor on schedule, best way to get information out to the students, and what other classes/schedule the students are having.</i>

Dave Monsen
2010
2.L.2

Lesson Plan for English Grammar
Session No. 2 Day 8 Date 2010 August 12

Topics/Objectives Insure that in writing: sentences are complete, do not contain more than one independent clause, and that the structure of sentences written vary.	Materials/Equipment Needed Computer, projector, chalk or marker, eraser. Example handouts.
Time	Business Items
25	Warm-up/Introduction/Review Remind that last class was introductions. Quote of the day. Vocabulary of the day.
25	Teaching/Learning Activities Instruction/Presentation/Explanation Definition of a sentence fragment. Types of fragments. How to improve fragmented sentences. Show examples. Definition of a run-on sentence. How a run-on sentence can be improved. Show examples. Sentence structure should vary in written work that is more than one sentence. Methods to vary sentences. Show examples Practice Present a sample paragraph with errors to whole class. Have class members pick out fragments. Discuss how to improve the sentence.
10	Break
40	Instruction/Presentation/Explanation Explain Group Activity that will follow. Several examples of sentence structure mistakes. Practice Hand out examples with mistakes. Have the students, by group, pick out the sentence structure mistakes. Prepare a group report on the work of the group. Move between groups. Evaluation Reports by group to whole class on errors found and how to improve the sentence structure in their sample.
5	Summary/Conclusion Ensure that written sentences make sense by making sure the sentences are not fragmented, do not contain more than one independent clause, and that there is a variety in the sentence structures.
2	Next Time (Preview) Discuss subject-verb agreement in sentences written.
3	Assignments Bring 3 examples found in English newspaper and/or magazines. Be prepared to demonstrate how to improve the examples found.
Just in Case	Contingency Plans Get to class early to put material on black/white board if there is no computer and projector available or the power is out.
After Class	Teacher Self-Evaluation

ORAL ENGLISH Sample 2-hour LESSON PLAN (Any day but 1st day!)
(50 minutes 10 minute break 50 minutes make a class)

2. L. 3

PRE-CLASS PREPARATION: (1 minute)

As students enter put a sticker on their clothing. 7 different stickers will yield about 4 to a group – fun way to separate them later. I tell them they'll find out later what they're for.

GREETING: (5 minutes)

Hi, How're ya doin'? *Objective: Familiarize students with various typical American greetings*

Students repeat as class, turn to neighbor, repeat, turn to one behind, repeat

ROLL CALL: (2 minutes)

helps me familiarize myself with students, later will have Monitor take roll, and check, too. Sometimes they've been known to count students present who are absent.

QUOTE: (4 minutes)

Almost anyone can stand adversity. To test a person's character, give him or her power. Abraham Lincoln *They love that president!* *Objective: Carolyn's philosophy of life comes out in quotes*

I Read it, students repeat it as class, one half room, other half room, select different rows. Ask questions about meaning of words (adversity, character, concept of power) and it's application to them.

PREVIOUS ASSIGNMENT: (25 minutes)

Rehearsed dialogues. *Objective: Pay attention to what is said in normal speech.* Dorm Dialogues presented by students. 8 students at a time. 8-10 minutes each group. 3 groups today. Each student to have minimum of 3-4 lines. Typical situation they may experience within their dorm. (Many were funny!)

CHORAL READING: (11 minutes)

Imitative. *Objective: Practice inflection, pronunciation and emphasis on words, phrases, vocabulary expansion* Lincoln Penny poem. Check specific vocabulary for comprehension. Hand out nicely typed poem on ½ sheet paper, lines are numbered. Assign each row a number. Rows repeat their line together. Walk around room, listening to individual students. Ask them to change and repeat a different numbered line or section. Listen for words that students have difficulty with, repeat unison. At end give them a new penny to tape to their reading..

BREAK (10 minutes -- start on time)

ACTIVITY: (3 minutes)

Objective: get some oxygen to your brain. Head, shoulders, knees and toes exercise. Faster and faster. Then girls, then boys. Have one or two students lead after demo.

DIALOGUES: (15 minutes)

Impromptu. *Objective: Practice language situations as they occur in real life.* Use student cards, hold to student who draws 2 cards. Students chosen come to front of room, pull out a slip of paper from a container that has one situation to which they respond. Must each speak minimum of 2 lines each to fulfill task. No more than 4 lines each. Example: Call your doctor and ask the receptionist for an appointment.

Or Your boyfriend drinks too much and you want him to stop. Those students pull 2 more cards. (Make up your own or Ungame cards, if I remember, are excellent for this activity -- Really liked doing these)

ASSIGNMENT: (20 minutes)

Objective: collaboration is necessary in work environment, thinking and speaking skills honed. Find those with same sticker and separate into groups into designated room area.. You will be preparing to debate a topic. Choose topic from your list...as One Child Policy in China. Today you will brainstorm ideas that relate to your topic. Half of each group will be for it, half against. Decide and how you will present it. Go around to groups and assist as needed. Be prepared to present these next week, after break.

PAIRS ACTIVITY: (10 minutes)

Objective: More opportunity to use language and thinking skills – see book for mini-debate topics

Which is better? Cut up slips area passed out to students. After 2 minutes, they pass slips to the right and discuss another topic. Continue 5 times.

HOMEWORK: (2 minutes)

Remember to complete your daily activity and record it. Write down the time of day, the person to whom you spoke, and the topic you discussed. It's only 10 minutes a day, but you will see much improvement by end of semester if you are faithful!

Of course I don't write down this much every day for my classes. Please excuse me for writing so much, but just included thoughts and ideas that I hope are helpful. I do print out one sheet for each class so I can mark how well it went in each class or where I end up – it's always different.

SAMPLE FRAMEWORK FOR ORAL ENGLISH LESSON PLANS--TWO HOUR BLOCK (PRC)

2.4

From Frank and Kim Banfield, former China Teachers Program participants

Here's the plan. It's quite flexible and matches activities in our packet. It goes from controlled activities to free. This way it meets the expectations of the students for structure in the lesson and also meets the criteria of a communicative curriculum.

x means this activity should be done every class. Introductions to activities should include real-world focus, i.e. how skills will transfer to future study or job situations.

x1. Greetings and announcements (open house schedule, English corners, and guest speakers)

x2. Tongue twister (write on board--whole class practice)

x3. Attendance (Each students says the tongue twister as his/her name is called)

x4. Pronunciation (+ usually)/warm up/review

x5. Chant

x6. Grammar game (review--check intensive readers/past tense practice)

x7. Feedback on previous lesson (During oral practice, circulate and make note of major errors. Present 5 during feedback. Write what you heard on the board. Ask whole class for correction. Write corrected version. We never singled out students. That puts them on the spot and also takes up too much time when everyone should be otherwise talking in pairs. Example: What I heard: Yesterday everyone have a good time. How can we fix it? Yesterday everyone had a good time.)

8. Communicative activity based on textbook topic or function or gambit or something based on the students' needs or interests.

BREAK

x9. Song (Energizes students for the second half. 3 weeks per song. The first week they copy the song, we discuss it, then they sing it. We usually had students begin writing the song before the break so that everyone would be ready to sing when the break was over.

10. Discussion. Pairwork. Circulate and at the end mention one or two interesting points or items.

11. Role play--(introduce briefly and write on the board the situation plus necessary vocabulary or concepts. Give students 5 to 7 min. to prepare. Limit role play presentation to 2 minutes. In a big class (more than 20) you will have to limit performances. I usually give pairs a number for the day. The next time we have role play I call (depending on the time available) half the pairs from those who have not had a turn before and half from those who have. I grade the role plays for volume--10% on the term--and average them out so it doesn't matter how often the pairs perform. This system keeps everyone in English and working at peak.

x12. Last ten minutes--Spinner cards--conversation topics--small talk. Circulate and collect expressions for next lesson's feedback.

13. Extra time? Twenty questions, hangman, etc.

Nos. 1 to 5 are ENERGETIC. Move them right along. If students have questions/comments that do not contribute to the activity, express your interest and invite them to pursue the matter during open house/office hours, etc. Avoid slowing down the class with a one on one discussion.

Of course, sometimes a special activity will take up most of the class time and that's all right. For example, paper bag skits, fractured fairy tales, simulations, speeches, presentations, etc. Still, try to get nos. 1, 2, 3, 4, 5 and 7 in.

Sue Giles
Nanjing 4-

2.L.5

FACULTY ENGLISH ORAL & LISTENING

Lesson #20-2nd Semester

Wednesday May 17, 2006

Greeting:

Business:

Idioms: "hit the spot" (Just right- just what I wanted) That cold drink just hit the spot on this hot day.

"shoot the breeze" (to talk) The man on the street just wanted to "shoot the breeze with me.

Words: urgent, principle, communicate, motivate, characteristics, contribute

Tongue Twisters: Fuzzy Wuzzy,

Song: 'WELCOME'

Thought: "There is an urgent demand in the world for men and women of principle who will act nobly and courageously and motivate others to do good."
(Richard G. Scott)

Activity: Read to class, read together and discuss in groups of four. (By candy)
Allow about 8-10 mins. One person from each group will stand and give a summary of the groups discussion. (~~Give cards 1-4 to decide who speaks~~)

*cards
1-4*

1-4 #2 spokesperson

Lesson Discussion: Divide into new groups of four by cards..

Use cards to decide who is 1-4

- 1) discussion leader (sees that everyone in group contributes)
- 2) recorder (write ideas given by group)
- 3) reporter (summarize the groups discussion for the class)
- 4) evaluator (see that the group stays on task on the topic)

Read together and discuss:

- * Great leaders make others feel important, communicate their goal and admit their mistakes.
- * Something separates great leaders from those who are simply in charge. Those who shine like stars, have skills, beliefs, and take very specific actions that make them stand apart.
- * To acknowledge other people's ability and help them understand how important they are is a powerful motivator.
- * They focus on others' strengths and contributions rather than dwelling excessively on themselves.

- 1) Make a list of great leaders (not necessarily all famous)
 Can't all be Chinese.
 Can be people you know.
- 2) Discuss characteristics these people had/ have that you think contributed to their success as a good leader. Compare the people on your list. Do they have any common traits, if so what are they?

#3 Report to class

Activity: Divide into groups of four by candy

Discuss your picture with your group

*Sue Giles
nanjing U*

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- #1-Discussion leader (sees that everyone in group contributes)
 - #2-Recorder (writes ideas given by group)
 - #3-Reporter (summarizes the groups discussion to present to class)
 - #4-Evaluator (sees that the group stays on task on the topic)

Read together and discuss:

- *Great leaders make others feel important, communicate their goal and admit their mistakes.
- * Something separates great leaders from those who are simply in charge. Those who shine like stars, have skills, beliefs, and take very specific actions that make them stand apart.
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