

SIT Graduate Institute

a program of World Learning



World Learning/SIT Teacher Trainer Application Tasks

Please take your time and be thoughtful in your completion of these tasks. The tasks you submit will be carefully evaluated, and you may or may not be invited into the training-up process. Submitting these tasks does not guarantee acceptance into the training-of-trainers' process.

Task 1: Trainer Qualities and Skills

I. Trainer Qualities

The SIT TESOL Certificate course is looking for special people to become trainers. We seek trainers who will successfully deliver the course, but equally as important, we hope trainers will enjoy their work. It is our hope that we will not only find people right for the work, but that the work will be right for the people. In this section of the application please take some time look over the trainer qualities and skills listed and consider whether you feel you would both do well with and enjoy the work on the course.

There are a number of qualities that a happy, motivated, and successful trainer possesses. In the first list below (A) we detail those that relate predominantly to attitude. We ask that you consider how well these qualities describe you. If they do then you have a good chance of being a happy and motivated trainer. (And if you are not certain that you hold these qualities, you will probably find that running the course is not for you.) We'll assume that if we have your application, you consider yourself a good match for the course and the course for you.

A. Trainers should...

- Bring energy to and get energy from teaching/training.
- Be mature, self aware and “emotionally intelligent.”
- Be able to maintain a positive outlook under pressure, stressful and ambiguous situations.
- Have great enthusiasm for working with people, including those with very different styles.
- Respect learners and their diverse strengths and challenges.
- Be committed to continuous self-development and to appreciate critical feedback and be able to act on it.

Skillful trainers also need the qualities in the second list (B) found below.

In Task One, we'd like you to write an honest discussion of *your strengths and challenges in terms of these qualities in "B."* You should paint a clear picture yourself, supported with specific examples.

The essay should be a minimum of 750 words and may be as long as necessary to address each area.

B. Trainers should...

- Be familiar with and value both experiential learning and reflective teaching practice.
- Be able to give significant critical feedback to other trainers and course participants in a helpful, positive way.
- Have strategies and skills to work with others and to help groups to work effectively together.
- Be able to synthesize and apply new material and to be able to lead others in doing the same.
- Have strong leadership skills.
- Be able to take initiative and be proactive in ambiguous situations.
- Be creative.

Tasks 2 and 3: Trainer Skills

Trainers on the course will need to have certain skills as a teacher in order to guide the participants in learning teaching. Specifically, trainers should have well-developed skills in the criteria that participants must meet to receive the certificate. These are included on the following pages.

For *Task 2*, please *submit a lesson plan* from a class you have taught recently *and*, for *Task 3*, *a written reflection about teaching that class*. The lesson plan should demonstrate that you have the skills listed below in the partial list of "Participants' Course Criteria to Receive the Certificate" (see below, p. 5) that relate to planning. Your reflection should demonstrate that you have the skills that relate to reflection.

Please address the following in your reflection.

1. How did you feel about the lesson?
2. Describe 1-3 *significant aspects* of the lesson that *went well*. Describe objectively what happened during those times. Describe what you did and what the students did – citing some examples of individual student performance.

3. Discuss why things may have gone well, particularly in terms of how student learning was affected. Generate opinions and state beliefs about what you think helps/hinders learning based on this experience.
4. Describe *1-3 significant aspects* of the lesson that *didn't go well*. Describe objectively what happened during those times. Describe what you did and what the students did – citing some examples of individual student performance.
5. Discuss why things may not have gone well, particularly in terms of how student learning was affected. Generate opinions and state beliefs about what you think helps/hinders learning based on this experience.
6. Where the lesson objectives met? How do you know?
7. Based on what you learned from teaching this lesson, what will you do differently in subsequent lessons?

Your reflection should be 2-3 pages minimum and no more than 5 pages.

Task 4: Language Analysis

As the *final* task in this application please submit the following language analysis tasks. One of the key skills we need as teachers is the ability to clarify meaning and check student understanding of language items. The following are designed to provide you with the opportunity to demonstrate your skill in this.

- A. The following items have come up in class, and students ask you what each means. Choose *four* of the items and (a) *very briefly describe the context* in which the language item came up; (b) *clarify the meaning* of each, appropriate to the level given in brackets; and (c) *suggest a relevant and general way you could check student understanding* (e.g., “I’d ask for a synonym” “I’d ask concept questions” “I’d ask students to point to the appropriate visual” etc)
1. I **don't mind** getting up early. (pre-intermediate)
 2. He's one of the government **spin doctors**. (advanced)
 3. She **was overwhelmed by** the number of applications she received. (upper intermediate)
 4. He was very **sympathetic** when I explained what had happened. (intermediate)
 5. We **caught the bus** to the airport. (elementary)
 6. It **took ages** for the waiter to bring our food. (pre-intermediate)
- B. One way of checking student understanding is to ask questions. Choose *four* of the following items of language and write the *questions* you could ask to check understanding *and the answers* you expect students to give. Using the levels

given, make sure the simplicity/complexity of your language is appropriate for students at that level.

1. I've known him for so long that we **take** each other **for granted**. (upper intermediate)
2. He lives **alone**. (beginner)
3. I remember he'd **read** to me every night at bedtime. (upper intermediate)
4. We'll **be flying** at 36,000 feet over the North Atlantic en route to Toronto. (advanced)
5. **How about** lunch tomorrow? (pre-intermediate)
6. He applied for the job **despite** having little experience. (intermediate)

Partial Criteria for Participants' Receiving the SIT TESOL/Best Practices in TESOL Certificates

Part 1: PLANNING AND EVALUATION

Participants will be able to demonstrate the ability to perform the following skills at least at an emergent level one or more times during the course:

Skill	Behavior that demonstrates the skill
Identify and appropriately respond to students' needs, interests, levels and cultural backgrounds.	<ul style="list-style-type: none"> • Develop lessons that recycle and build upon what was learned in previous lessons and re-teach what was unclear or not yet mastered. • Personalize material so that it addresses the reality of the students' lives (their names, countries, jobs, interests, experiences, etc.) Provide opportunities for the students to share their cultures. • Plan and teach lessons which include a variety of sensory modalities (visual, audio, kinesthetic, tactile) and which address a variety of learning preferences. • When teaching, make observable adjustments to lesson plan, which reflect an awareness of

	students' immediate needs.
Demonstrate an understanding of the learning and teaching process in written assignments, workshop discussions and post-teaching feedback and reflection.	<ul style="list-style-type: none"> • Discuss what helps and hinders learning regarding significant themes such as, but not limited to goals and objectives, errors and error correction, praise and encouragement, scaffolding, repetition and practice, learning styles and strategies, lesson staging, instructions, feedback on performance, peers, group work, assessment
Structure activities for a learner-centered focus.	<ul style="list-style-type: none"> • Allow students sufficient time • Structure a variety of activities so that students can work on their own, in pairs and in small groups
Create opportunities for students to demonstrate what they have learned at each stage of the lesson.	<ul style="list-style-type: none"> • Write lesson objectives in terms of what the students will be able to do with the new material by the end of the lesson. (<i>SWBAT + observable /action verb that describes how the students will show they learned at the end of the lesson</i>) • Plan/prepare and teach activities in order to observe student actions that clearly demonstrate what students are learning.
Reflect on teaching in terms of student learning.	<ul style="list-style-type: none"> • In post-teaching feedback and written extended reflections, make reasonable links between the effectiveness of the teaching (strengths and weaknesses) and observable student learning for individual students and the group as a whole, i.e. what helped and what hindered student learning and why. • In post-teaching feedback and written extended reflections, identify whether lesson objectives were met as evidenced by student behavior. • Make generalizations and begin to state theories about what helps and hinders learning. • State an appropriate plan for subsequent lessons based on what was learned through reflection.
Plan a language-focused lesson with clearly identified stages, stage objectives and activities in each stage which are appropriate to the stage and which build logically toward student	<ul style="list-style-type: none"> • PRESENTATION/REVISION: The meaning of language is conveyed to students and they have the chance to interact with it and to indicate in some way (not necessarily by producing the language) that they have understood, i.e.

<p>learning.</p>	<p>answering simple Yes/No or Wh- questions, pointing or marking correct pictures or replies, ordering pictures, matching items, deducing and explaining rules or concepts, and creating questions. Language focus should be contextualized.</p> <ul style="list-style-type: none"> • ACCURACY FOCUS: Students work with the material in controlled activities to help them develop accuracy, build confidence and move toward fluency. Activities begin as more controlled: repetition, copying, info-gaps, picture card games, gap-fill activities (word, dialogue, gesture, strategy). Activities move to being freer/ more complex, for example question-answer exercises where students are restricted to a particular topic or certain vocabulary items. • FLUENCY FOCUS: Students make language choices in a contextualized communication activity that requires real, meaningful and often personalized interaction. The focus is on completing the activity rather than on language. The teacher’s role is one of monitoring rather than correcting errors or testing student proficiency with a language point. Common activities include role plays, student storytelling or narration, personal reactions, discussions, project presentations and games
<p>Plan a Listening or Reading skills development lesson with both clear stage aims and activities in each stage appropriate to the stage and which build logically toward student learning.</p>	<p>Pre: The teacher establishes the context and builds (on) student schema; further, the teacher introduces new language as needed to prepare students for successful listening or reading.</p> <p>During: Students complete multiple tasks that move from a general to specific focus in order to deepen their understanding of the text and develop specific listening/reading skills, such as reading/listening for gist or specific information, skimming and scanning, or using contextual clues to better understand text.</p> <p>Post: Students complete activities that expand on content or language from the text using other skills, e.g., speaking, writing.</p>

Part II: TEACHING

1. **Teach** a lesson so as to guide students' observable learning.
2. **Focus on contextualized lexis clearly** (planned and from student questions) and **check understanding** [so that students demonstrate (not just say) that they understand the meaning, form, appropriacy and pronunciation features of the lexis].
3. **Focus on grammar in context and check students' understanding** to be sure that meaning, form (including pronunciation) are understood. Use/ appropriacy should also be clarified if it is a significant aspect of the language point.
4. **Elicit** information/knowledge, ideas and answers from students, as opposed to providing them.
5. **Give clear instructions:** use modeling and visuals (as well as other appropriate techniques) and check comprehension.
6. **Monitor** pair and group work in order to ensure students are doing what they should, to assist with any task or language issues, and/or to restore communication in the case of breakdown. Note for later focus or correct errors/mistakes.
7. **Address errors/mistakes** that are the target of the lesson or of past lessons so that students' work is focused on pertinent material (as opposed to having students produce completely error-free language). Use error correction techniques that guide students toward self-correction (followed by peer correction if help is needed) before the teacher steps in to correct.