

# Teachers' Roles and Teaching Styles



**MALAGA**  
**IZABELLA HEARN**

*April 2014*

*WELCOME*

*BENVENUTI*

*WITAJCIE*

*BIENVENUE*

*BIENVENIDOS*

*WELKOM*

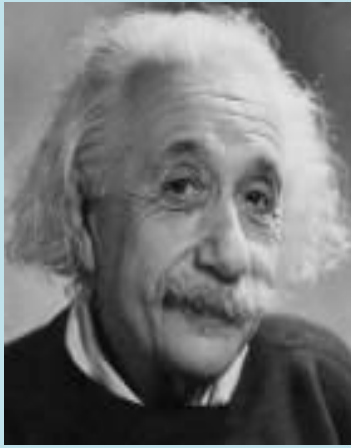


*WILLKOMMEN*

*BEM-VINDOS*

*We learn languages by playing*

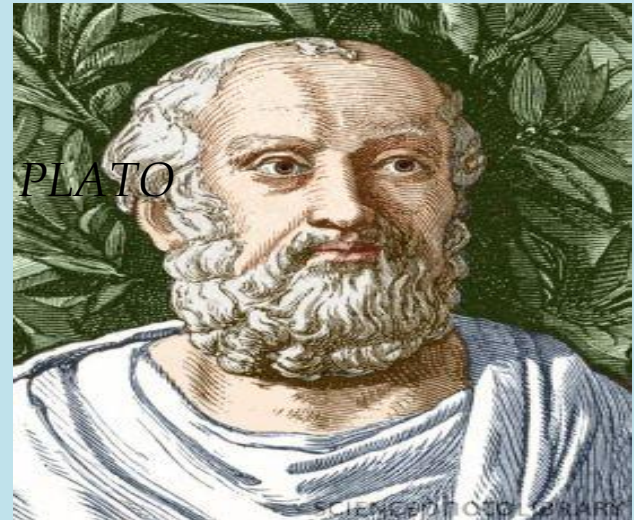


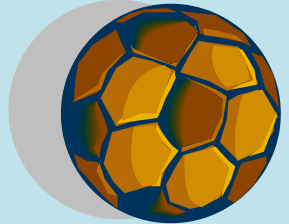
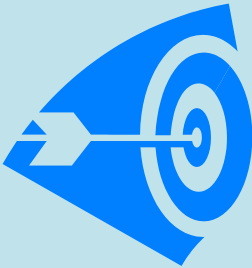
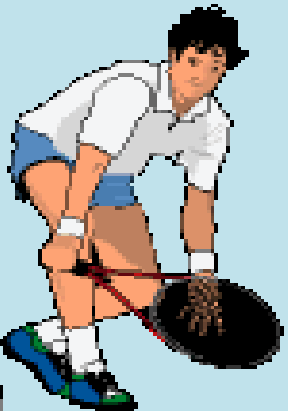


*Albert Einstein*

*Play is the highest form of  
research*

*Do not keep children to  
their studies by  
compulsion but by play*





L	A	D	Y	B	I	R	D
I	N	N	B	E	S	W	E
F	T	C	T	E	S	A	A
R	L	E	B	T	E	S	E
A	U	Y	T	L	I	P	F
S	P	I	D	E	R	U	L

1. Choose 6- 10 words
2. Use capital letters
3. Write the words vertically, horizontally or diagonally from *right to left*.
4. Fill in the blanks with a) x 's b) random letters of the alphabet  
c) write a sentence with the number of letters in the words corresponding with the number of spaces.
5. The children swop thier wordsearch with a partner.



# THE BIG PICTURE

Affect for Effect;  
creating **harmony** and **rapport**,  
the importance of self-esteem.

Multisensory Teaching (VAKOG)

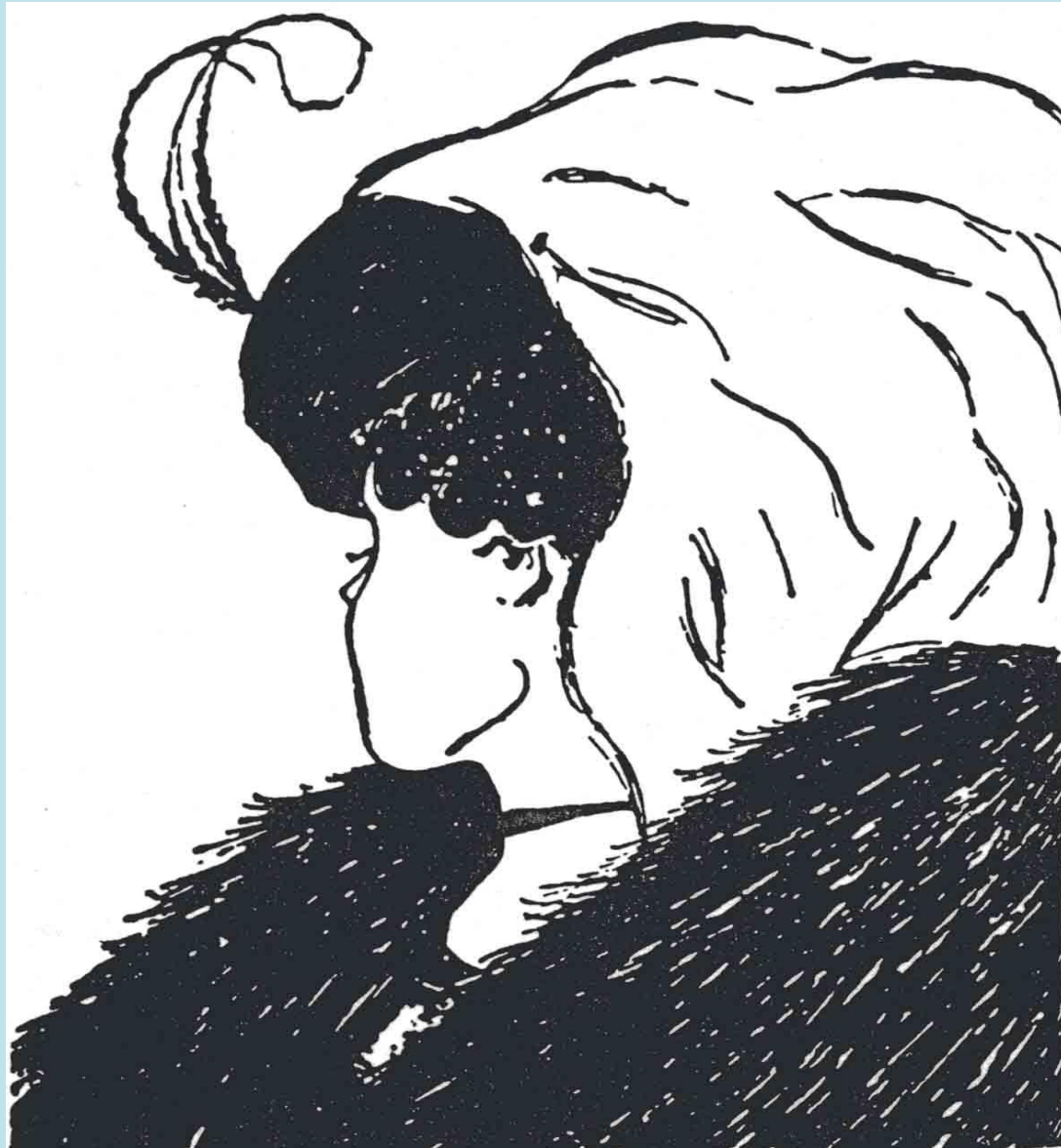
READING TEXTS

GRAMMAR

POETRY

VOCABULARY





***WE ALL SEE THINGS IN DIFFERENT WAYS***



# Sensory learning/teaching styles

Kinaesthetic



Auditory



Visual



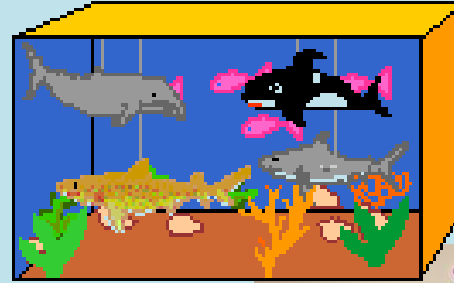
# V A K O G

**We experience the world through five senses:**

Which of the students' representational preferences is favoured by the following activities?

Put V, A or K next to each one.

1. Using posters, pictures, charts, graphs etc.
2. Using songs, music, chants and a variety of taped stories.
3. Providing real objects for the students to touch.
4. Displaying the students' work on the classroom walls.
5. Using drills.
6. Drama, role-play, dance, mime.
7. Practical project work.

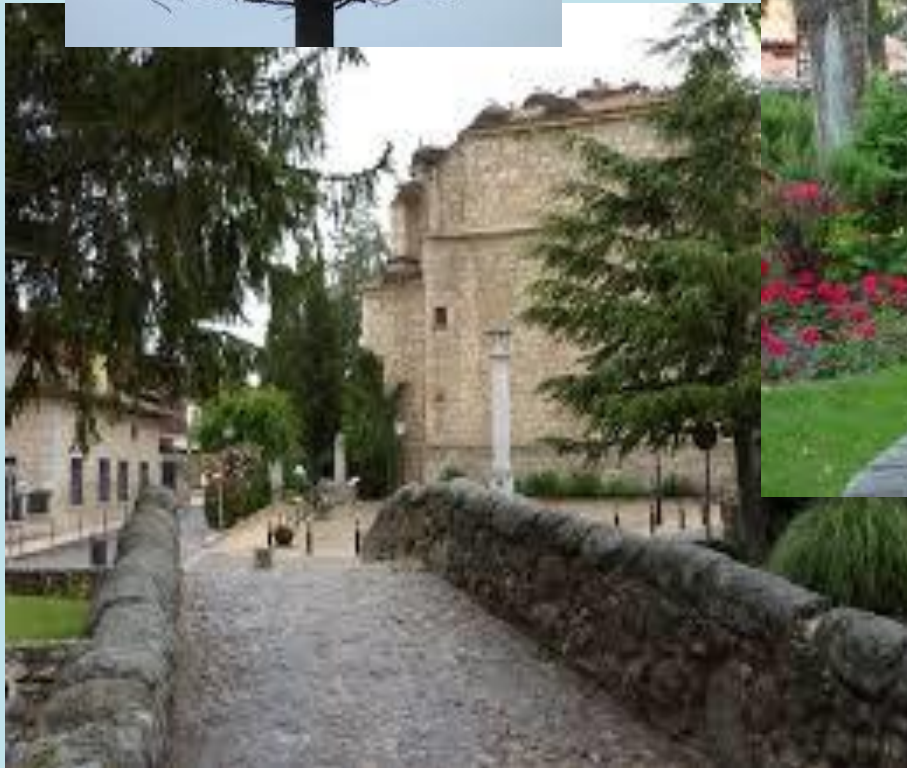


If the child is not learning  
the way you are teaching,  
then teach in the way the child  
learns.

*Rita Dunn*



*I really like  
chocolate but  
when I go  
fishing I take  
worms because  
that's what fish  
like.*



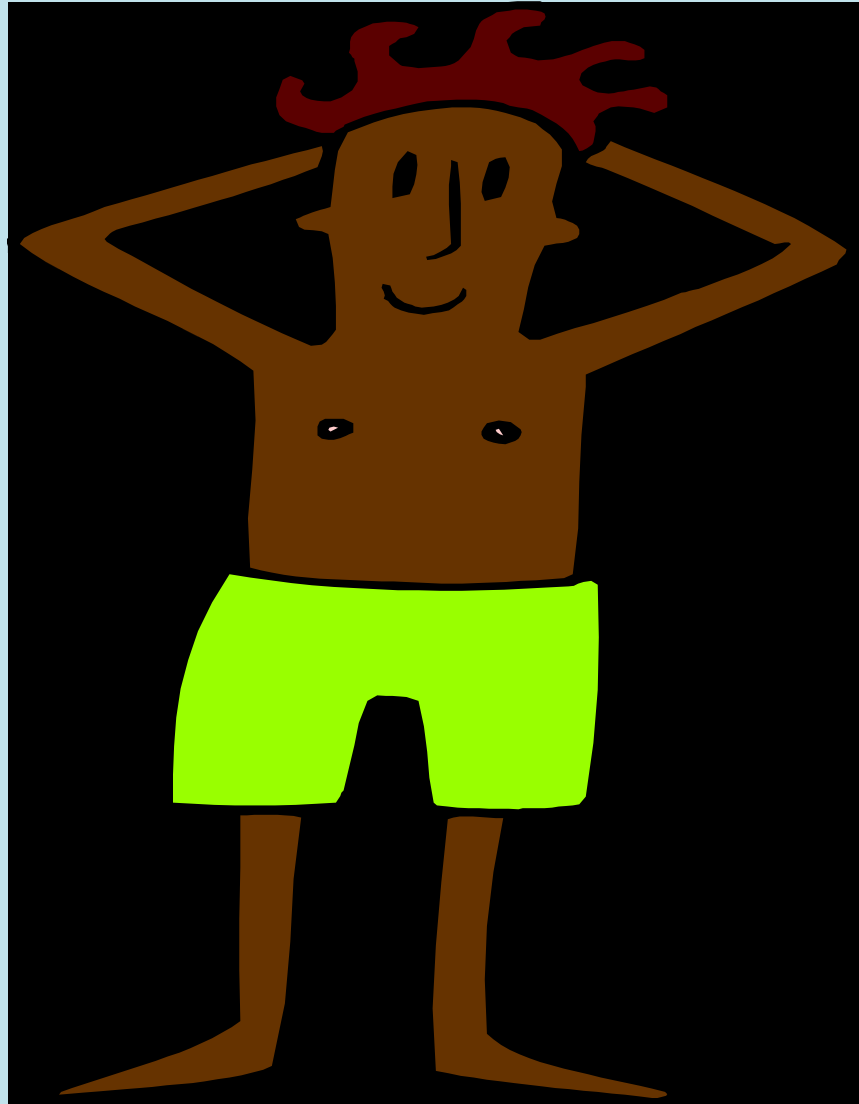
# MOVEMENT IN LEARNING

Movement:

- Activates the neurons
- Increases the neural connections of the brain
- Promotes whole-brain learning
- Integrates the mind/body system
- Aids memory



*Head.....*





*The human brain and the rest of  
the body  
form an inseparable  
organ... ..*

*The entire organism interacts  
with  
its environment as a unit.  
The interaction is not from the  
brain alone,  
nor is it only from the body.*

Antonio Damasio. Prince of Asturias Award, 2005





## Poems from different times and cultures

Janet Wong is a children's author and a poet. She was born in the United States, but her family are from South Korea and China. She grew up in a modern city, but her family had ancient traditions.

Janet Wong describes how she was given 'good luck gold' when she was one month old.

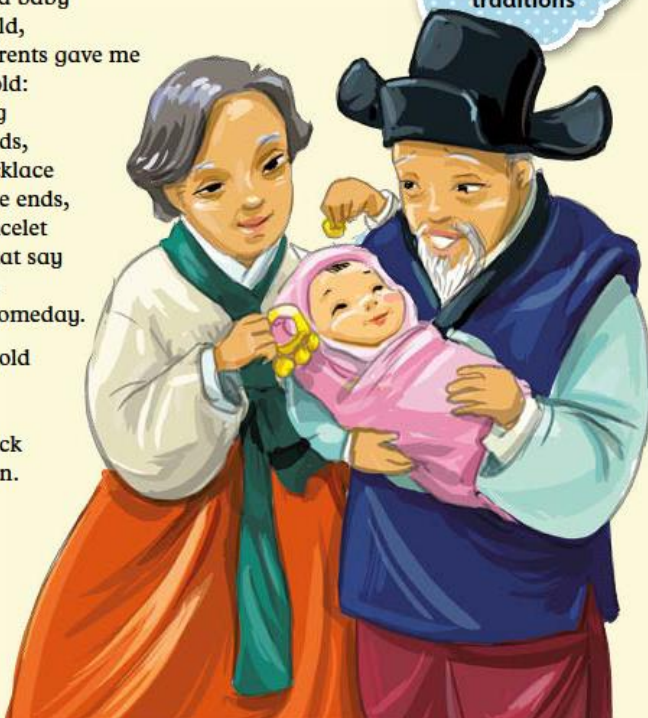
### Good Luck Gold

When I was a baby  
one month old,  
my grandparents gave me  
good luck gold:

5 a golden ring  
so soft it bends,  
a golden necklace  
hooked at the ends,  
a golden bracelet  
10 with coins that say  
I will be rich  
and happy someday.

I wish that gold  
would work  
15 real soon.  
I need my luck  
this afternoon.

Janet S. Wong



### Word Cloud

ancient  
announces  
hooked  
signal  
scold  
traditions

When she was older, Janet Wong took part in another important family tradition, serving tea to her grandfather.

### Tea Ceremony

"This tea costs sixty dollars a pound,"  
Grandfather announces, and grunts  
as I begin to pour.

This is a signal  
5 for Mother  
to look at my free hand,  
a glance that lasts  
long enough to scold:  
Two hands!

10 Like a puppet  
I lift my left hand,  
answering her silent command  
to hold the lid down,  
while my right hand  
15 tips the teapot  
toward Grandfather  
in a slow, deep bow.

Two hands!  
I feel all eyes watching  
20 as I cradle  
the old heat-cracked cup  
in soft hands of respect,  
holding it out to Grandfather  
like an offering  
25 to the gods.

Janet S. Wong



### Glossary

**command**  
an order or  
an instruction

**offering**  
something that is  
offered or given  
as a gift

**respect**  
admire and look  
up to someone

**scold**  
blame crossly, or  
tell someone off

# MASLOW'S HIERARCHY OF NEEDS



**happy**

**intelligent**

**supportive**

**responsible**

**flexible**

**enthusiastic**

**thoughtful**

**interesting**

**clever**

**kind**

**active**

**tolerant**

**responsive**

**creative**

**sensitive**

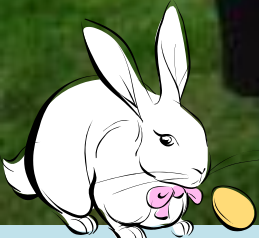
**confident**

**perceptive**

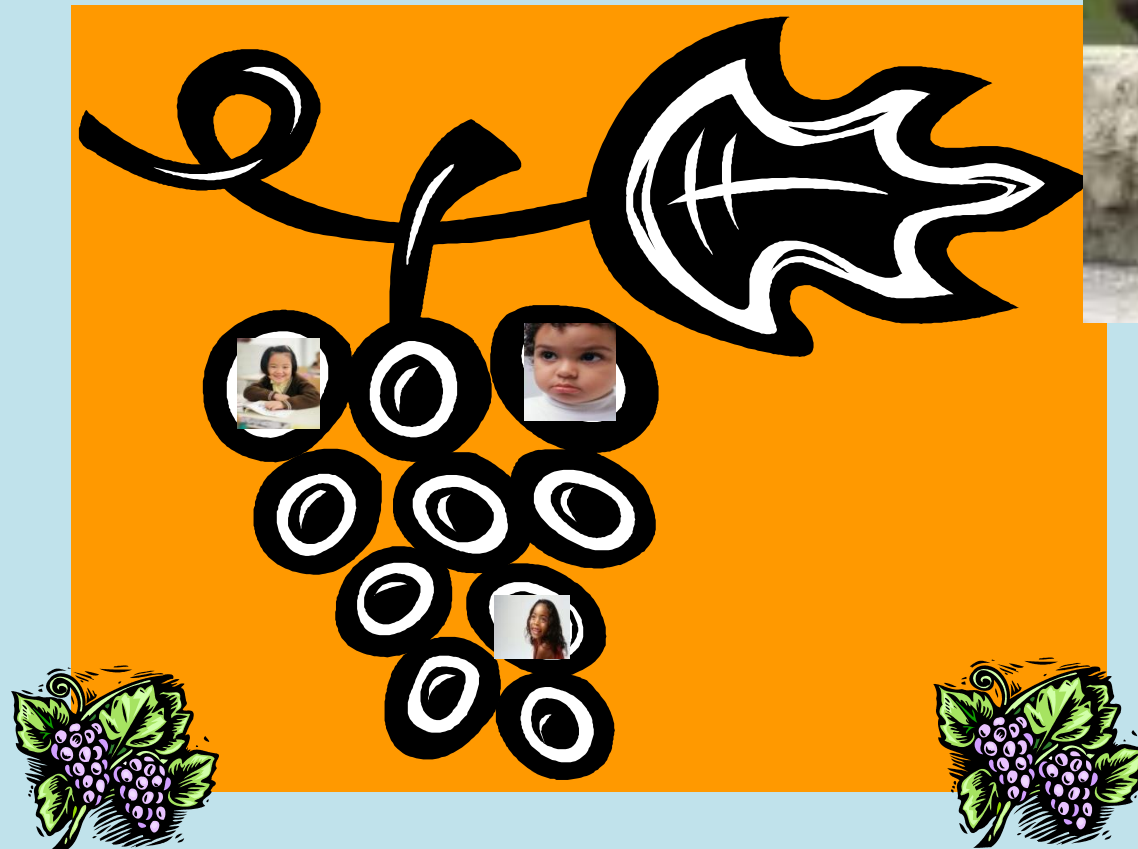
**likeable**

I feel great!





# Create a sense of belonging.



# LET'S TALK!





# MULTIPLE INTELLIGENCES



In 1983, Howard Gardner Published his book

**Frames of Mind, the Theory of Multiple Intelligences.**

Gardner believed that:

Intelligence is not fixed

There are many different types of intelligences

**Verbal/Linguistic**

**Visual/Spatial**

**Bodily/Kinaesthetic**

**Musical/Rhythmic**

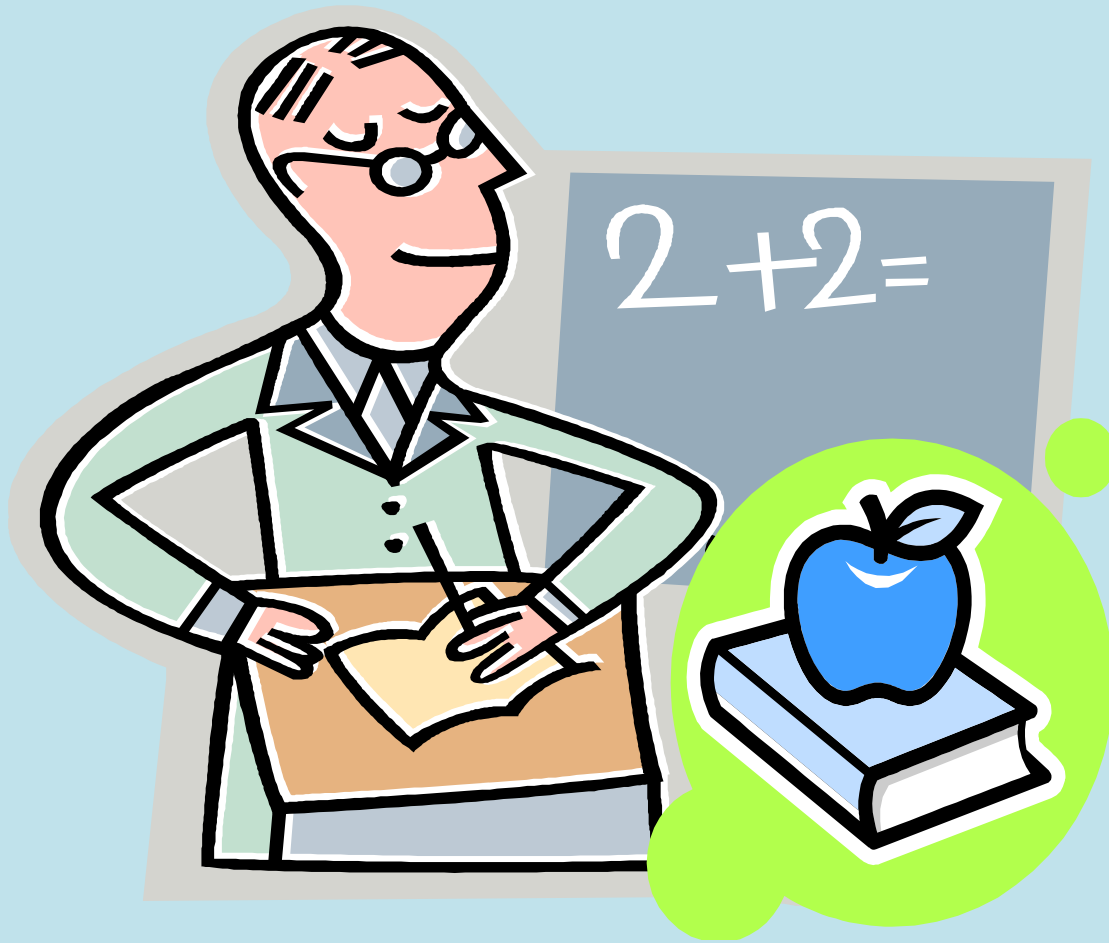
**Logical/Mathematical**

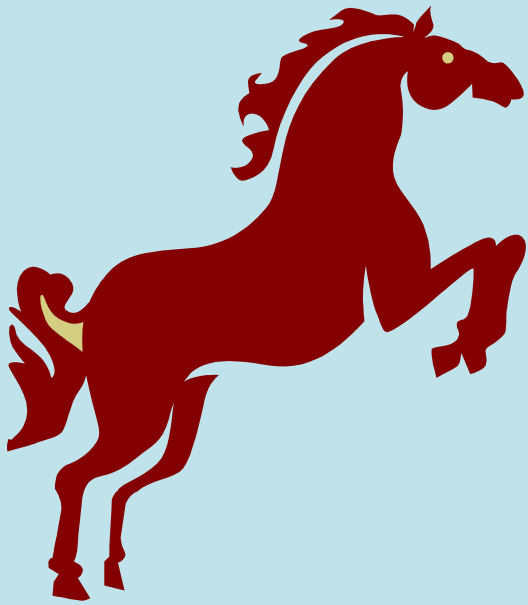
**Intrapersonal**

**Interpersonal**

**Naturalist**

*Are we giving each child a chance?*

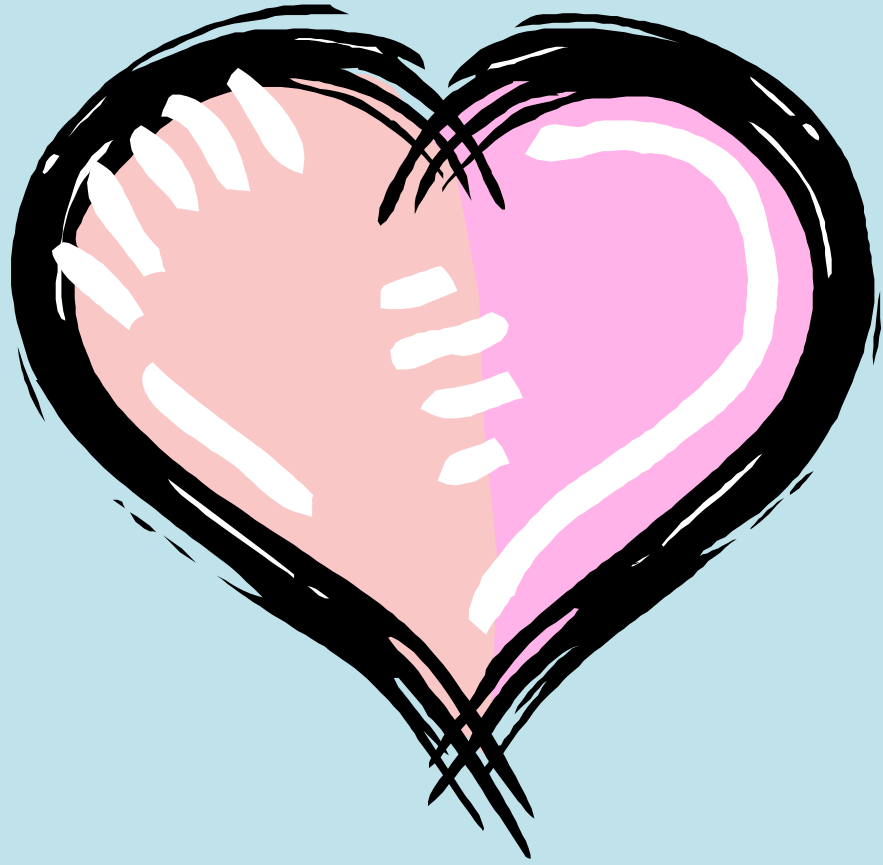




© Silverfinder, Ehm6graphics



**FAIL!**



**If you can dream it,  
you can do it!**



- 1. horseranchlanddream
- Separate and write a sentence for each word.
- 2. Draw your dream.
- 3. Invent a rap or jingle to encourage visitors to come to Monty's ranch
- 4. Your friend's mother won't let him come to the ranch for summer camp. Between you, think of ways to persuade her.
- 5. Act out the scene with a friend.
- 6. Find out more about keeping horses - what do they eat? What do they need? Use the Internet.
- 7. Use squared paper to design a Plan of the ranch to include a house, and stables.
- 8. Make a model of the ranch
- 9. Design a poster advertising the ranch.

**Verbal / Linguistic**  
**Logical / Mathematical**  
**Visual / Spatial**

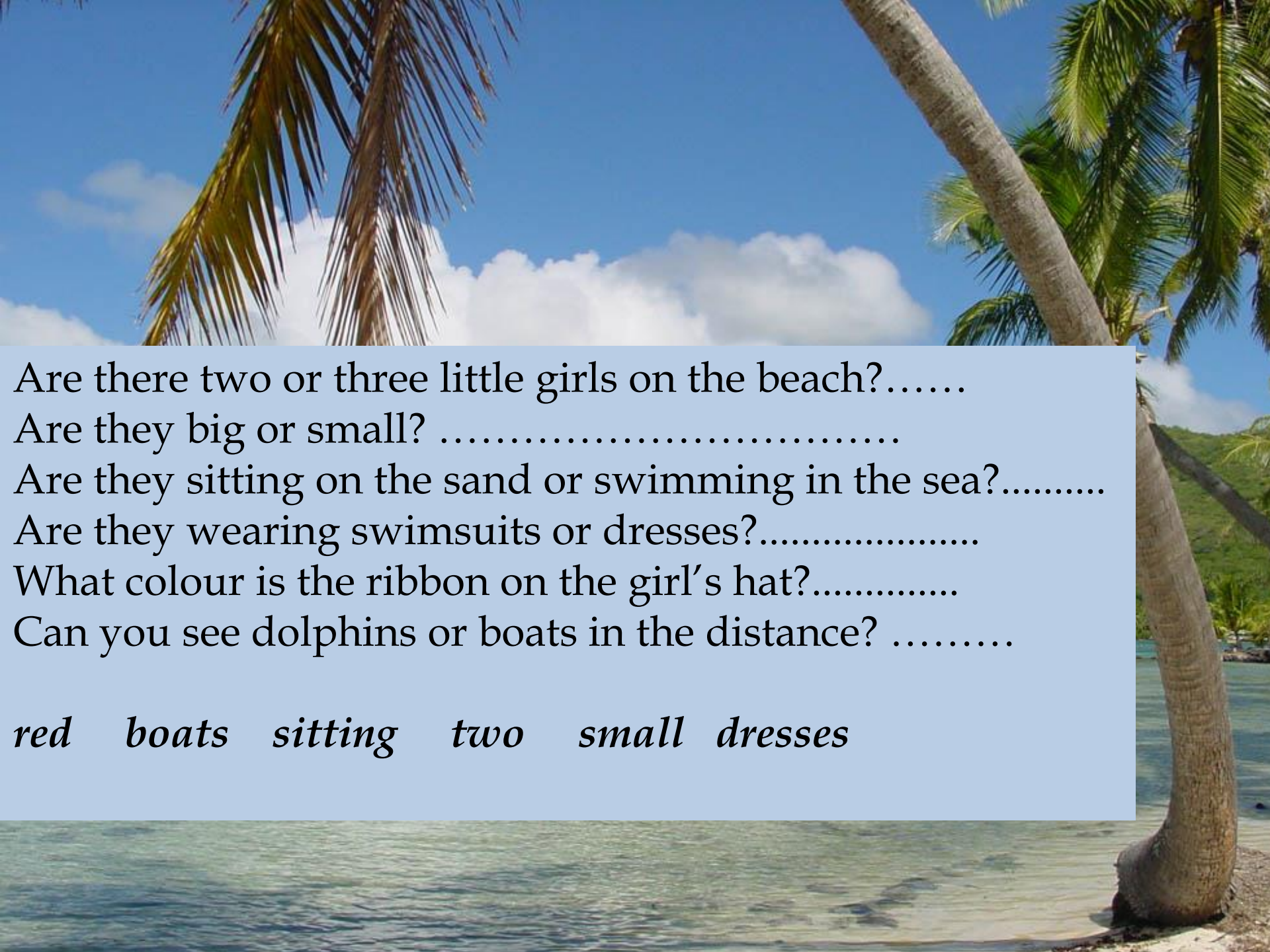
**Musical / Rhythmic**  
**Bodily / Kinaesthetic**  
**Interpersonal**  
**Intrapersonal**

**Naturalist**

*The secret of classroom success is to treat ALL your students as gifted and talented.*

*Eric Jensen*





Are there two or three little girls on the beach?.....  
Are they big or small? .....  
Are they sitting on the sand or swimming in the sea?.....  
Are they wearing swimsuits or dresses?.....  
What colour is the ribbon on the girl's hat?.....  
Can you see dolphins or boats in the distance? .....

*red boats sitting two small dresses*





A



B



C



D



E



F



**There are two ..... playing on the beach.**

**They are sitting on the sand.**

**Both are wearing dresses and one has .....with a red ribbon.**

**There are some ..... in the sea.**

**There are two ..... playing on the .....**

**They are ..... on the sand.**

**Both are wearing .....and one has .....with a ..... ribbon.**

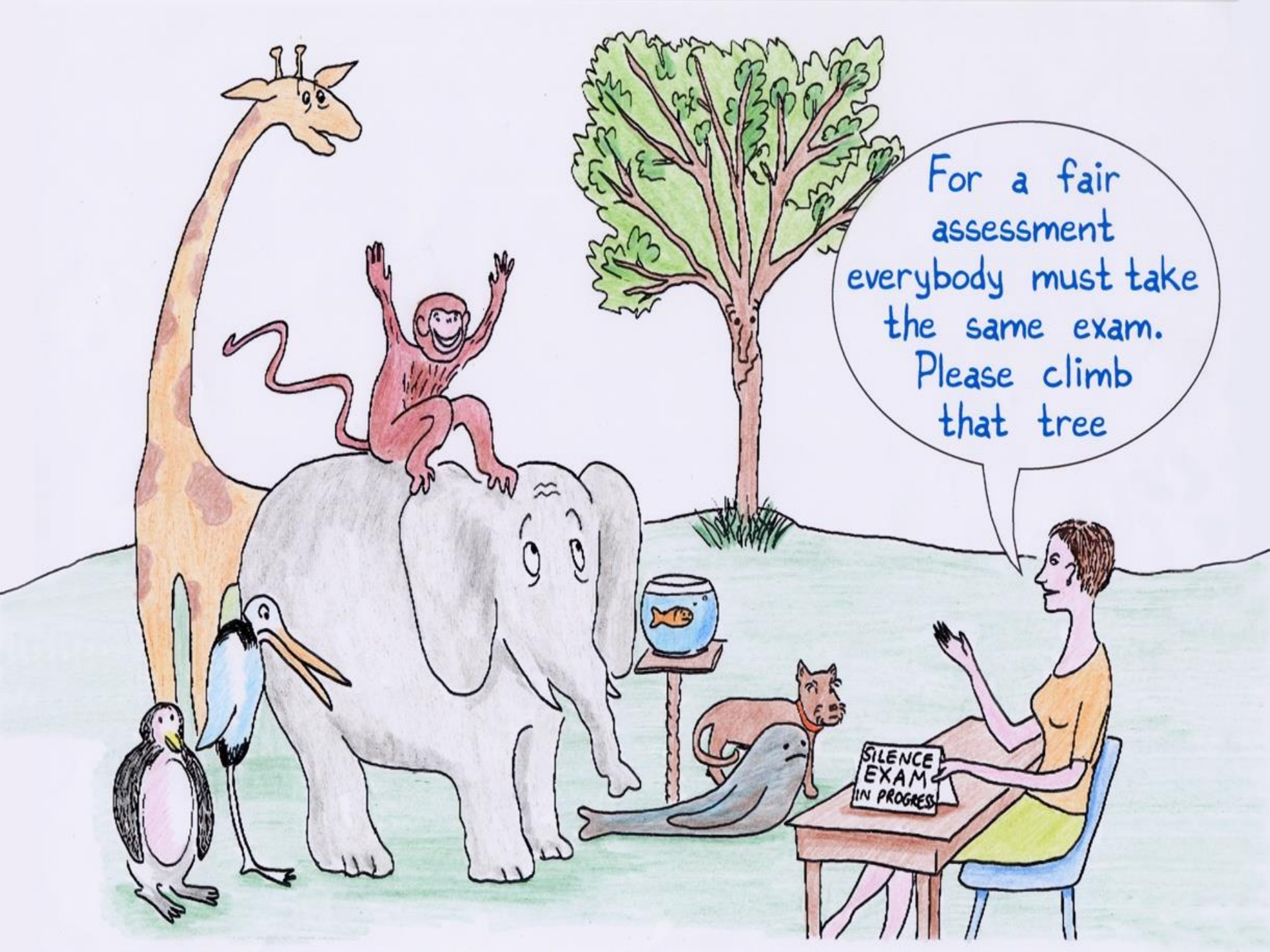
**There are some ..... in the .....**

**There ..... two ..... playing ..... the beach.**

**They are ..... on the .....**

**..... are ..... and one has .....with a .....**

**.....some ..... in the .....**



For a fair assessment everybody must take the same exam. Please climb that tree

SILENCE EXAM IN PROGRESS





# REFRAMING

.....when *a problem* becomes *a challenge*.

Reframing negative labels increases the choices of your reaction.

I'm too old!



I've got so much experience!

# REFRAMING

- *Oh no! I've got the worst group in the school!*
- *This is such a difficult group.*
- *This is a really noisy class.*
- *English is so hard, I'll never learn!*
- *English is boring!*
- *English will help me to get a job.*
- *I'm going to make a real difference to the group.*
- *This class is such a challenge.*
- *It's great to be with such a lively class.*
- *English is so useful! I'm sure I can learn.*

# THINK and SHARE

Something old,  
Something new,  
Something I intend to do.



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