

# HANDBOOK TO FOSTER PEDAGOGICAL LEADERSHIP

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This material is addressed to students in the English Teaching Major at Universidad Nacional, Brunca extension who take part in Team- UNA

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Designers and developers:  
Lena Barrantes Elizondo  
Evelyn Valverde Marín

# How to use this Handbook

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This handbook is composed of six workshops. Each one to be developed in a 5-hour session. The topics to be covered are listed as follows:

Workshop 1: Team Work and Warm-ups-Reading Strategies

Workshop 2: Assertive Communication and Vocabulary

Workshop 3: Conflict Resolution and Theoretical EFL

Teaching Principles

Workshop 4: Motivation and Grouping Arrangement

Workshop 5: Knowledge of Content and Pedagogy and the Role of Games


Workshop 6: Emotional Self-awareness and the Role of the Teacher and the Learner in the EFL Class

As you can see, each session is divided into 2 sections. One covers pedagogical leadership and the other one EFL teaching principles.

*Before each workshop we recommend you to:*

*--Start with a motivational/ welcome activity*

*--Have a 20-minute break after the first section*



# TEAM UNA WORKSHOP

1

**Objectives:**

To reflect on volunteerism as social responsive activism.  
To reinforce teamwork skills.  
To overview EFL teaching principles.

**Leadership skills:**

Volunteerism  
Teamwork

**Teaching content:**

Warm-ups  
Ways to check reading exercises



# How to Get the Best from your Volunteering Experience?

## Reasons to volunteer:

- To gain qualifications and skills
- To give something back /to get involved in the community
- To help people
- To meet people
- Being part of a team
- Strong beliefs (green issues/environment)
- Confidence and self-esteem
- Personal growth
- Learn new skills
- Adding work experience to avoid career gap

## Benefits of Volunteering:

- Satisfaction of helping and making a difference
- Enjoyment
- Personal achievement
- Meeting people and making friends
- Do what I'm good at
- Broadens life experiences
- Gives me confidence
- Learn new skills
- Improves my health
- Status within the community
- Qualification



Activity 1: Card reflection

Activity 2: Draw your feelings about the project or your experience.

# 17 Indisputable Laws of Teamwork

## (Maxwell, J)

**Law 1: The Law of Significance:** One is too small a number to achieve greatness.

**Quote 1:** “Individuals play the game but teams win championships.” Chinese Proverb

**Law 2: The Law of the Big Picture:** The Goal is more important than the Role

**Quote 1:** “If you think you are the entire picture, you will never see the big picture.” John C. Maxwell

**Law 3: The Law of the Niche:** All players have a place where they add the most value

**Quote 1:** “If each person is not doing what adds the most value to the team, you won’t achieve your potential as a team.” - John C. Maxwell

**Law 4: The Law of Mount Everest:** As the Challenge Escalates, the Need for Teamwork Elevates

**Quote1:** “Ask not what your teammates can do for you but what you can do for your teammates.” -Magic Johnson

**Law 5: The Law of the Chain:** The Strength of the team is impacted by the weakest link

**Quote 1:** The journey cannot be made with weak links.

**Law 6: The Law of the Catalyst:** Winning Teams Have Players Who Make Things Happen

**Quote 1:** “Most teams don’t naturally get better on their own. Left alone, they don’t grow, improve, or reach championship caliber. That’s why a team that reaches its potential always possesses a catalyst.”

Activity 2: Participants play Big Safe Island. Read the situation below. Make the necessary decisions. Keep track of time. Share your decisions.

## Big Safe Island

This is the story of a crew in a ship who need to get to an island. You are in the ship and are part of this crew. The ship is moving over the ocean, not over drinkable water. The main objective is to get to the island in 70 days with only 7 items; to do so the crew must choose 3 items and throw them away because of weight problems. The ship may sink otherwise. You cannot say that food will be eaten during the trip. The characteristics of the island are unknown so the type of vegetation and fauna is uncertain.



### ITEMS THAT ARE TO BE DISCARDED

- 1 A container with 70 liters of drinkable water
- 2 A trunk full of personal memories: family pictures, school books, love letters
- 3 A container with 70 cans of food, 20 fruit cans, 20 meat cans
- 4 A gun with 70 chargers with 24 bullets each
- 5 A suitcase with 150 millions of dollars cash and a winning ticket of a brand new car, an apartment in the city of your choice and a beach house in the beach of your choice
- 6 A first aid kit with matches, sanitizer, pills, antivenom, syrup, and band aids.
- 7 A trunk with your favorite books, notebooks, pens and pencils.
- 8 A box with sacred objects that belong to your church
- 9 A survivor kit with a knife, screwdriver, nails, pliers, tweezers, scissors, compass, needles and a lighter.
- 10 A box with a radio and some music tapes. There are some batteries for it to work day and night during the 70 days. The crew can listen AM and FM.

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You have 10 minutes to make decisions and choose the 3 objects you will get rid of; otherwise, you won't get to the island.

## Reflection



1. Are you satisfied with the decisions made by your crew?
2. Could you identify the source of disagreement (in case there was)?

Activity 3: Bomb Deactivation. Read the next instructions. Make decisions with your teammates.

# Bomb Deactivation

The team is a Bomb Squad that has been hired to deactivate a bomb. All members must participate. The deactivation process is effective when the numbers are strongly stepped in ascending order first and then in descending order. The highest number must be stepped twice once the descending order is programmed. All members of the squad must be in the same starting line. They must step one number only without stepping other numbers. Only one person can be inside the circle and the next person to get in the circle must wait this previous person to be out of the circle to get in.

The whole deactivation process must start all over again, if ...

- ... two people are in the circle at the same time
- ... one person steps a different number
- ... one person steps the circle.



## Why Warm-ups in the EFL class?

Successful learning goes hand in hand with students' willingness and motivation. In order to maximize students' learning, teachers need to get the most out of the classroom experience through motivational activities. The very first minutes of a class can make a difference in students' attitude toward linguistic challenges. Albert Einstein once said, "Teaching should be such that what is offered is perceived as a valuable gift and not as a hard duty." His words challenge EFL language teachers inasmuch classroom activities should actually be presented in a way that students perceive it as a valuable opportunity to learn to avoid the idea of learning as a hard endeavor. Warm-ups are undoubtedly alternatives to support pupils' learning and foster motivation.

The teaching of English as a foreign language has evolved through the years. The last decades have witnessed significant changes in classroom dynamics in which students' motivation has a key role. From curriculum development to methodology, changes have reconfigured and shaped language instruction to identify and satisfy learners' affective, social and linguistic needs. It was in the early 70s that the revolutionary Communicative Approach shed into light widening instructors' and curriculum developers' views. This approach sprung up the proposition that language is communication; hence, new methodologies should direct instruction toward effective communicative outcomes rather than just grammar-based models. Those changes made clear that learners were no longer blank slates who needed to be filled with knowledge, but builders of their own linguistic performance. This reconceptualization had a profound effect on classroom dynamics. Language education moved from traditional grammar-oriented practices in which learners answered rote paper-and-pencil exercises towards using communicative language activities as the core units of teaching. Additionally, language games are identified as motivating activities that generate curiosity, interest and a positive attitude toward learning.





## SOME WARM-UPS!

- **DO YOU GET IT?** The class is divided in 2 groups. The teacher sticks a miniposter with words related to one category or a short reading (e.g. “science and technology”). Each student will have his/her turn to go to the board and memorize as many words as possible and run to his/her group and list the words. One student will be in charge of writing the words on a sheet of paper. When all members of the group have gone to the board, the game is over. The group that gets more correct words is the winner.
- **TIC-TAC-TOE:** the teacher draws a grid on the board. On each space there is an adjective written. The class is divided in to 2 big groups. A member of each group chooses an adjective and creates a sentence (oral and written) using the structure under study. The group that forms a line first is the winner. To score the point, sentences must be accurate.
- **HOW MANY OBJECTS DO YOU GET?** This is an individual exercise. Each student gets a piece of paper. The teacher shows a poster with words or drawings while students look at it for 1 minute (the teacher sets time) and try to memorize as many words as possible. The student with the longest list wins.
- **FAST! TAKE THE FLY SWATTER:** the teacher writes on the board as many words or phrases as she or he considers necessary about the topic to be studied. Then, s/he divides the group in smaller groups. Each group gives all

members a chance to participate. The teacher places the fly swatters on a table in front of the students. Once one member of each group is in the starting line, the teacher reads the words aloud or reads a sentence using one word on the board. As soon as a student identifies the word, s/he grabs the fly swatter and spots the word. The teacher keeps a record of groups' scoring.

- **STRAWS:** the class is divided in groups and the teacher distributes the same number of pieces of paper. The pieces of paper have letters for students to form words. In opposite sides of the room, the teacher places a table for each group. On one table, students have the letters and on the other one they form the words. Students make a line to participate; each one is given a straw to move the letters one by one from on table to the other. Once all pieces of paper are placed on the table, they form words related to the topic.
- **SKATEBOARDING:** this is a word generator. The group is divided into small groups. The teacher distributes a piece of paper to each group. The teacher writes SKATEBOARDING on the board. Each group generates as many words as they can by using only the letters from the word on the board. The group with more correct words is the winner.





## How to check reading exercises?

- **Not just the answer:** ask students “why?” If the answer is # 2, ask them why #1 and # 3 are wrong. Ask them to explain how they found the answer (key words, clue).

-**Torch:** divide the class in groups and have them compete. They score 1 point if the answer is correct and 2 points if they can explain why.

- **Scoring goals:** divide the class in groups and have them score goals. Only if they score they can say the answer. If they do not score, it is the another team’s chance to answer. They score 1 point if the answer is correct and 2 points if they can explain why.

- **Team scoring:** divide the class in groups since the beginning of the session and keep a record of students’ answers on the board. At the end of the class, count points and choose a winner.

## Individual study tips

- Synonyms and antonyms inventory
- Vocabulary bank
- Vocabulary bank: keep a daily record of your vocabulary.



# SELF REFLECTION



1. How much did you know about the leadership skill developed in this workshop?

100%    80%    60%    40%    not much

2. How important knowing about your own leadership skills is for you?

100%    80%    60%    40%    not much

Why?

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Something I learned from today is:

Something I can do better is:

What can you do to improve the leadership skill addressed today?

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What can you do to improve your teaching skills?

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# Peer-assessment

What pieces of advice could you give your classmate to improve the leadership skill discussed in this workshop?

What are your partner's strengths and weaknesses regarding the teaching skill explained today?

## Circle your option

★How much does your partner represent the leadership skill mentioned?

Poor 50% 70% 80% 90% 100% Outstanding

★How often does your classmate practice the teaching skills discussed?

Poor 50% 70% 80% 90% 100% Outstanding

★Comments:

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This workshop can help any person to:

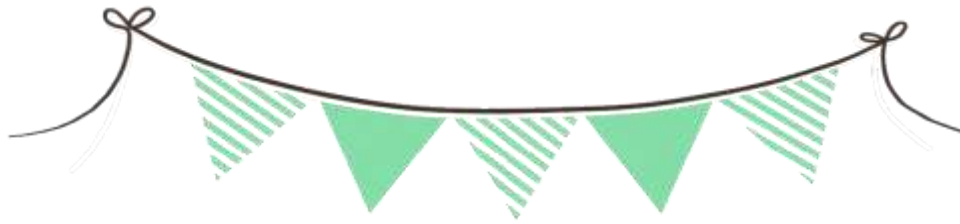
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# TEAM UNA WORKSHOP

2

**Objectives:**

To identify principles of volunteerism in Team UNA.  
To reinforce assertive communication skills.  
To overview ways to teach vocabulary.

**Leadership skills:**

Volunteerism  
Assertive communication

**Teaching content:**

Teaching vocabulary



# Four principles to volunteering for Team-UNA



## 1 Choice:

Volunteering in Team-UNA must be a choice freely made by each individual. Any encouragement to become involved in volunteering should not result in any form of coercion or compulsion. Freedom to volunteer implies freedom not to become involved or to cease involvement at some future date.

## 2 Diversity:

Tutors in Team-UNA bring varying qualities and experience to the voluntary and community sector. Diversity is recognized, respected and valued. Volunteering should be open to all, no matter what their background, disability, age, race, sexual orientation or faith. Skills, experience, confidence are pretty much valued.

## 3 Reciprocity:

Giving voluntary time and skills must be recognized as establishing a reciprocal relationship in which the volunteer also benefits. Volunteers gain a sense of worthwhile achievement, useful skills, experience and contacts, sociability and fun, and inclusion in the life of the organization and the wider community.

## 4 Responsibility:

Giving voluntary time for Team-UNA requires responsibility. Being always on time, attending each session (meetings, workshops, tutorials) and following project's objectives/guidelines are pillars.





Read the article **Assertive Communication** by *Kit Hennessy from the Faculty and Employee Assistance Program*

# Assertive Communication

by *Kit Hennessy*

Ever end up frustrated after a conversation with someone because you didn't feel like you communicated as well as you would have liked? Ever walk away from a conversation asking yourself what just happened?

Assertiveness is a style of communication that greatly enhances our effectiveness with others and produces the most positive outcomes. Assertiveness can enhance the following:

- ✓ Improve interpersonal relationships
- ✓ Enhance self-esteem
- ✓ Minimize stress
- ✓ Reduce feelings of helplessness/depression
- ✓ Reduce conflicts/anxiety
- ✓ Retrain self-respect
- ✓ Treat others respectfully
- ✓ Gives a sense of control

**Generally, there are 4 styles of communication:**

- ✓ Passive
- ✓ Aggressive
- ✓ Passive-Aggressive
- ✓ Assertive

A person operating from the **Passive** style tends to avoid conflict at all costs. This person will internalize discomfort rather than risk upsetting others. This style tends to

result in a lose-win situation, and results in feelings of victimization, resentment, and a loss of a sense of control.

The **Aggressive** person creates a win-lose situation. This individual uses intimidation and control to get his/her needs met, and is disrespectful and hurtful to others in communications.

The **Passive-Aggressive** person incorporates elements of both of the previous styles. He tends to use procrastination, forgetfulness, and intentional inefficiency rather than being direct in his communications with others.

The **Assertive** person is direct with the goal of creating a win-win situation. This style respects one's own rights and opinions, as well as those of the other person. This individual operates from the belief that each of us is responsible for solving our own problems, and neither party in communication has to justify themselves to each other. This person takes responsibility for his own decisions and actions.

## WHAT DOES ASSERTIVE COMMUNICATION LOOK LIKE?

Much of our communication is **non-verbal**. A person with an assertive communication style has a body language that conveys openness and receptiveness. Posture is upright, movements are fluid and relaxed, tone of voice is clear and with inflection. An assertive person makes good eye contact, and is aware of personal space.

When **giving opinions**, an assertive person is willing to express his opinion, and also is open to hearing other's points of view. He is direct, but not argumentative or threatening. He does not use sarcasm or gossip as a way to communicate. He does not silently sit back out of fear of not being liked.

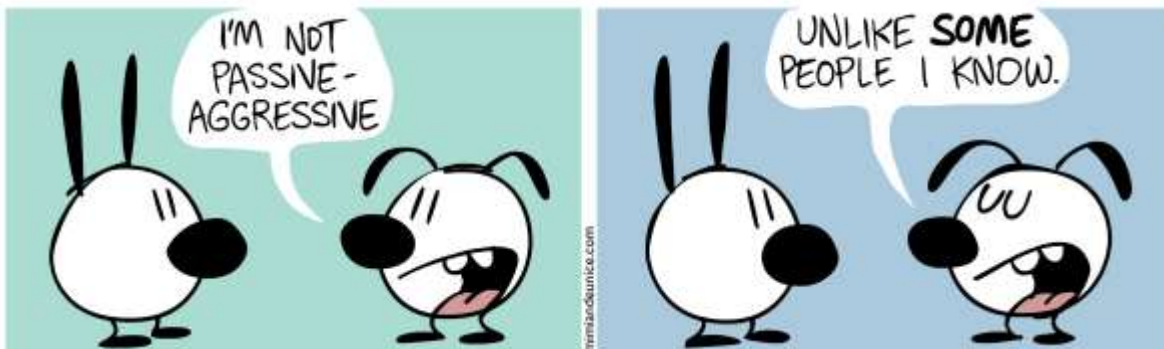
When an assertive person receives **feedback from others**, s/he is able to listen and accept what the other person has to say, even if s/he doesn't agree. Many people have a hard time receiving feedback, even if it's positive. How many times has someone paid you a compliment and you simply dismiss it, or minimize it rather than hearing it and simply saying "thanks"! No one likes to hear negative feedback, but an assertive person does not react to criticism by counter-attacking, denying, or feeling anxious or inadequate. S/he makes conscious choices about how to respond to the criticism.

S/he may ask for clarification to make sure she is really hearing what the other person is saying. S/he can validate the others' feelings, without necessarily agreeing with the person's feedback. If the negative feedback is valid, she accepts responsibility.



## STRATEGIES FOR DEVELOPING ASSERTIVE COMMUNICATION

- ✓ Watch your body posture – practice using an open, assertive body language and voice.
- ✓ Think before you speak. Take a few seconds to make sure you are conveying the right message, and in the way you want to convey it.
- ✓ Don't apologize if it's not warranted.
- ✓ Remember it is ok to say "no".
- ✓ Remember everyone is entitled to an opinion, and don't try to convince others that yours is the "right" one. Also know that you don't have to apologize or make excuses.



Take the next quiz. Use the code in the box. Write the letter that better describes your feelings.

# How assertive am I?

M = Most of time  
S = Some of the time  
A = Almost never

1. \_\_\_\_ If I disagree with a friend, I say so, even if it means s/he might not like me.
2. \_\_\_\_ I ask for help when I am hurt or confused.
3. \_\_\_\_ I do what I think is right, even if I know it may make me unpopular.
4. \_\_\_\_ I let people know when they disappoint me.
5. \_\_\_\_ If a friend borrows money and is late paying it back, I remind him or her.
6. \_\_\_\_ I say no when classmates want to copy my homework or test answers.
7. \_\_\_\_ If a friend is talking or making noise during class, I ask him or her to be quiet.
8. \_\_\_\_ If I have a friend who is always late, I tell him or her about it.
9. \_\_\_\_ I ask my friends for a favor when I need one.
10. \_\_\_\_ When someone asks me to do something that goes against my values, I refuse.
11. \_\_\_\_ I express my views on important things, even if others disagree.
12. \_\_\_\_ I don't do dangerous things.
13. \_\_\_\_ When I don't understand what someone is telling me, I ask questions.
14. \_\_\_\_ When it is clear that a point needs to be made and no one is making it, I say so.
15. \_\_\_\_ When people hurt my feelings, I let them know how I feel.

## How to read your score

1. Add up only the statements with M.
2. Identify your category in the next descriptions.



0-5 You need to focus on improving your AC  
6-10 You are doing okay, but you still need to improve.  
11-15 You are doing very well. Keep it up!

## Assertive Communication: Reflective Skits

Instructions:

1. Group as indicated by the moderator.
2. Role play the skit distributed.
3. Reflect on how communication is affected and change the skit by changing situations that cause problems.
4. Role play the skit again, but now with assertive communication.

### **SKIT 1: THE LOAN**

SAM: I lent you my book, and now I need it back.

ANN: Oh, no!

SAM: Oh, yes!

ANN: But I am still using it.

SAM: I am sorry, but I have to have it back.

ANN: Let me keep it one more night.

SAM: I need it now. Tomorrow will be too late. I have to read a story in the book and write a book report tonight. I'll be really upset if I don't make it on time. You have the same assignment and need the book. I know that.

ANN: You are a rat.

SAM: Ask Charlene. I think she is finished with the assignment. ANN: I hope you die in your sleep.

SAM: I don't like it when you are so angry with me.

ANN: Here is the stinking book.

SAM: Thanks.

Instructions:

1. Change your grouping as indicated by the moderator.
2. Choose any of the situation below and role play both, a non-assertive way to deal with the situation and an assertive one.

- You forgot to give your mother a Mother's Day card. She is hurt.
- Your friend is upset with you but will not tell you why.
- Your dad works at night and sleeps all day. You have to be totally quiet all the time.
- Your mother wants you to babysit your little sister. You cannot stand doing it.
- The teacher blames you for shouting in the hall.

# Teaching Vocabulary

Brown (2007) explained that words are basic building blocks of language; in fact, survival-level communication can take place quite intelligibly when people simply string words together, without paying any grammatical rules at all! So, if we're interested in being communicative, words are among the first priorities.

Some tips are:



Allocate specific class time to vocabulary teaching... The best internalization of vocabulary comes from encounters (comprehension or production) with words within the context surrounding discourse. Rather than isolating words and focusing on dictionary definitions, learners can benefit from attending to vocabulary within a communicative frame work in which items appear. Students will associate new words with a meaningful context to which they apply.



Help students to learn vocabulary in context... Students always have the temptation to overuse their bilingual dictionaries. Such practice rarely helps students to internalize the word for later recall and use.



Use dictionaries... The use of the dictionary involves a number of learning strategies from basic reference skills (alphabetical order as the most basic) to advanced reading skills. Indeed, learner training and encouraging the habit of using a monolingual dictionary would seem to be an essential component of current classroom practice. Learner training can focus on a number of aspects, from interpreting symbols and understanding abbreviations (e.g. adj., adv.), understanding phonemic transcriptions and stress marks, to quickly finding a specific meaning of an item of vocabulary.



Encourage students to develop strategies for determining the meaning of words. In all likelihood, most of the attention you give to vocabulary learning will be unplanned. These moments are very important. Sometimes, they are simply brief little pointers. Other times, such moments may be extended, making sure you are not detracting from the central focus of the activity.



Engage in "unplanned" vocabulary teaching. In every class there are opportunities to focus on words or phrases. Take advantage of students curiosity.



It is important to bear in mind that each group is unique, but these are general principles that can be applied in almost every context.

# PRACTICAL ACTIVITIES



- **Skateboarding:** this is a word generator. The group is divided into small groups. The teacher distributes a piece of paper to each group. The teacher writes SKATEBOARDING on the board, each group generates as many words as they can using only the letters from the word on the board. The group with more correct words is the winner.
- **Roll the dice:** This activity works as a competition or **volunteer individual participation. It reinforces spelling and vocabulary.**
  - a. Split the class in small groups.
  - b. Each group takes a turn to roll the die.
  - c. When a group rolls the die, its members get together to list a word using the letter on the die as the beginning letter. The teacher decides whether to do it orally or to ask students to write the words on the board.
  - d. Each correct word scores a point. The group that scores more points will be the winner.

## **Possible adaptation:**

- You can ask volunteer students to do it individually in front of the class.
- You can challenge students by asking them to list only nouns, verbs or adjectives.
- **Read-and-draw:** assign a reading text in groups/pairs/individually (depending on group size). Give students time to read. Then, ask them to draw the main ideas and secondary ideas from the text. No words can be used. Finally, each group reports their understanding of the reading by showing the poster to the rest of the class.
- **Chinese whisper:** The class is divided in groups. Then, they stand in a line. The teacher sticks a piece of paper on the back of each student. After that, the teacher shows a word to the first student in the line. That student writes the word on the paper on the student next to him/her; each student on the line passes the message. Then, the last student in the line writes the word on the word and writes a sentence with that word. The teacher checks students' words and sentences. The winner is the group that scores more points. You can use the next code for points.

|         |                           |
|---------|---------------------------|
| 1 point | To write the correct word |
| 1 point | To be the first to finish |
| 1 point | To a correct sentence     |

# SELF REFLECTION

All about you!

1. How much did you know about the leadership skill developed in this workshop?

100%   80%   60%   40%   not much

2. How important knowing about your own leadership skills is for you?

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Why?

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Something I learned from today is:

Something I can do better is:

What can you do to improve the leadership skill addressed today?

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What can you do to improve your teaching skills?

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# Peer-assessment

**What pieces of advice could you give your classmate to improve the leadership skill discussed in this workshop?**

**What are your partner's strengths and weaknesses regarding the teaching skill explained today?**

## Circle your option

★How much does your partner represent the leadership skill mentioned?

Poor 50% 70% 80% 90% 100% Outstanding

★How often does your classmate practice the teaching skills discussed?

Poor 50% 70% 80% 90% 100% Outstanding

★Comments:

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**This workshop can help any person to:**

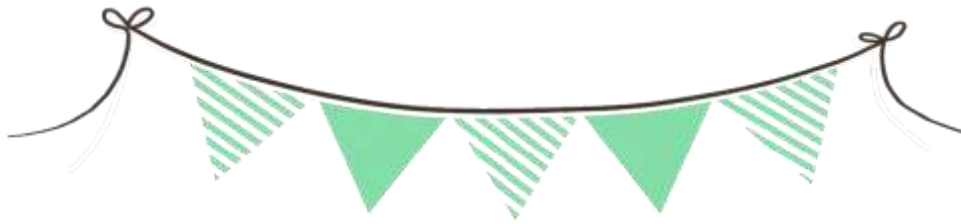
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# TEAM UNA WORKSHOP

3

**Objectives:**

To Identify ways to manage conflict effectively.  
To overview EFL teaching principles.

**Leadership skills:**

Conflict Resolution

**Teaching content:**

Theoretical Principles behind EFL teaching in  
Costa Rica



# Six Essential Skills for Managing Conflict Effectively

## 1. Create and maintain a bond, even with your 'adversary'

The key to defusing conflict is to form a bond, or to re-bond, with the other party. We do not have to like someone to form a bond with him or her. We only need a common goal. Treat the person as a friend, not an enemy, and base the relationship on mutual respect, positive regard and co-operation.

Leaders must learn to separate the person from the problem, genuinely want to help the other party and avoid negative responses to attacks or intense emotions.

## 2. Establish a dialogue and negotiate

At all times it's important to keep the conversation relevant, stay focused on a positive outcome and remain aware of the common goal. It is imperative to avoid being hostile or aggressive. The next stage is negotiation, in which we add bargaining to the dialogue. Talking, dialogue and negotiation create genuine, engaging and productive two way transactions. We need to use energy from the body, emotions, intellect and the spirit.

## 3. "Put the fish on the table"

This expression means, simply, raising a difficult issue without being aggressive or hostile. The analogy comes from Sicily where the fishermen, who are strongly bonded, put their bloody catch on a large table to clean it together. They work through the messy job and are rewarded by a great fish dinner at the end of the day.

If you leave a fish under the table it starts to rot and smell. On the other hand, once an issue is raised, we can work through the mess of sorting it out and find a mutually beneficial outcome. The important thing to remember is that we should not slap the other party in the face with the fish! We should be direct, engaging and respectful, always helping the other person to 'save face.' In addition, timing is

important. It would not be beneficial to raise a difficult topic just as a senior colleague is leaving to the airport. We can decide not to put the fish on the table as a tactic, but not because we wish to avoid the conflict. Choosing the right time and the right circumstances are part of an effective conflict management strategy.

#### **4. Understand what causes conflict**

To be able to create a dialogue aimed at resolving the conflict, we need to understand the root of the disagreement. Among the common causes of disagreement are differences over goals, interests or values. There could be different perceptions of the problem, such as 'It's a quality control problem' or 'It's a production problem', and there may also be different communication styles. Power, status, rivalry, insecurity, resistance to change and confusion about roles can also create conflicts.

Egotistical people, for example, leaders who manipulate others to build their own identities and self-importance often generate conflicts.

It is crucial to determine whether a conflict relates to interests or needs. Interests are more transitory and superficial, such as land, money, or a job; needs are more basic and not for bargaining, such as identity, security and respect. Many conflicts appear to be about interests, when they are really about needs. The most conflict provoking losses have to do with needs, and those needs may connect to the deeper wounds people have suffered in their life. Someone passed over for promotion, for example, may seem to be upset about the loss of extra money, when the real pain is caused by a loss of respect or loss of identity.

#### **5. Use the law of reciprocity**

The law of reciprocity is the foundation of cooperation and collaboration. What you give out is likely to be what you get back. Humans have a deeply hardwired pattern of reciprocity.

Researchers have recently discovered mirror neurons in the brain, suggesting that our limbic system (emotional brain) that establishes empathy, re-creates the experience of others' intentions and feelings within ourselves. Mutual exchange and

internal adaptation allows two individuals to become attuned and empathetic to each other's inner states. Hence, a powerful technique to master in any kind of dispute is to empathize with the feelings and views of the other individual by managing what we express – both verbally and non-verbally. This social awareness allows you to make the right concessions at the right time. Once you have made a concession, it is likely that the other party will respond in kind.

Moreover, when you recognize a concession has been made, reciprocate with one of your own.

## **6. Build a positive relationship**

Once a bond has been established, we must nurture the relationship as well as pursue our goals. We need to balance reason and emotion, because emotions such as fear, anger, frustration and even love may disrupt otherwise thoughtful actions.

We need to understand each other's point of view, regardless of whether we agree with it or not. The more effectively we communicate our differences and our areas of agreement, the better we will understand each other's concerns and improve our chances of reaching a mutually acceptable agreement. The deepest bonds founded on what the eminent psychologist Carl Rogers called 'unconditional positive regard'.

We can all learn to communicate acceptance of the other person while saying no or disagreeing with a specific point or behavior. Feeling accepted, worthy and valued are basic psychological needs. And, as hostage negotiation demonstrates, it is more productive to persuade than to coerce.

## **Conclusion**

Conflict is everywhere. The good news is that conflict can be extremely productive for companies and individuals and conflicting management skills can be learned. High performing leaders are effective at dealing with conflict because they use the six essential skills. I have been negotiating with hostage-takers, many of them violent, for 30 years, and I have been taken hostage four times. I am convinced that even the most extreme conflicts can be resolved through bonding, dialogue and negotiation.

Follow these instructions:

**Individual Work A**

- Read the following excerpt from the text:

*“The truth is that we can use well managed conflict to bring enormous benefits to people and companies.”*

Ask yourself and answer:

- ✓ Do you consider conflict as a benefit for yourself?
- ✓ How beneficial could it be?
- ✓ Explain how you can turn a conflict into innovation.
- ✓ Do you truly believe that all conflicts can result in win-win outcomes? Explain.
- Share your previous comments and ideas with the rest of the members of your group

**Pair Work A**

- Work with a partner.
- From the six essential skills for resolving conflict effectively, choose two and refer to specific cases in which you have implemented such skills.
- Use the post-it notes below to write your ideas.
- Share with your partner.



**Conflict Resolution Skill**

No. \_\_

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**Conflict Resolution Skill**

No. \_\_

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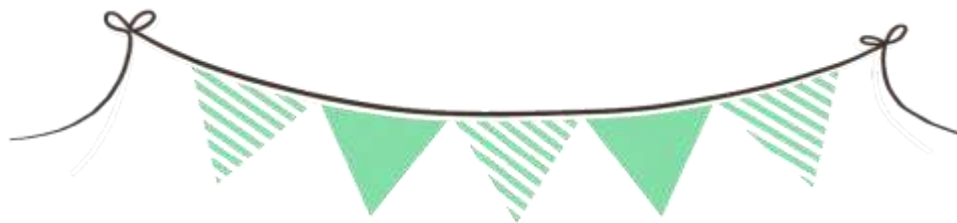


## HANDOUT

# Rock and Roll Player Instructions

- Each team receives one Rock card and one Roll card.
- The object of the game is to win. The way to win is to accumulate the maximum positive points possible.
- Any communication between the two teams is prohibited (this includes verbal and nonverbal communication).
- A team voting session takes place before each round, but it is important that the other team not see the vote before "showtime" when the facilitator will ask both teams to reveal the card that reflects their vote for that round.
- Every person on the team must vote either Rock or Roll.
- Majority rules as the team's vote.
- When both teams are ready, the facilitator will count "1, 2, 3, show," at which time both teams will show either a Rock or a Roll card.
- Facilitator will compute team scores according to the Point Sheet.
- Play is same for all rounds.
- Breaking any of these rules may result in the termination of the game, so please play fair.





## SELF ASSESSMENT TEST FOR CONFLICT MANAGEMENT

To what extent does each statement describe you? Indicate your level of agreement by circling the appropriate response on the right.

| Circle the number that indicates how well these statements describe you.                                                | Rarely |   |   |   | Always |
|-------------------------------------------------------------------------------------------------------------------------|--------|---|---|---|--------|
| 1. If someone disagrees with me, I vigorously defend my side of the issue...                                            | 1      | 2 | 3 | 4 | 5      |
| 2. I go along with suggestions from co-workers, even if I don't agree with them...                                      | 1      | 2 | 3 | 4 | 5      |
| 3. I give-and-take so that a compromise can be reached...                                                               | 1      | 2 | 3 | 4 | 5      |
| 4. I keep my opinions to myself rather than openly disagree with people...                                              | 1      | 2 | 3 | 4 | 5      |
| 5. In disagreements or negotiations, I try to find the best possible solutions for both sides by sharing information... | 1      | 2 | 3 | 4 | 5      |
| 6. I try to reach a middle ground in disputes with other people...                                                      | 1      | 2 | 3 | 4 | 5      |
| 7. I accommodate the wishes of people who have different points of view than my own...                                  | 1      | 2 | 3 | 4 | 5      |
| 8. I avoid openly debating issues where there is disagreement ...                                                       | 1      | 2 | 3 | 4 | 5      |
| 9. In negotiations, I hold on to my position rather than give in ...                                                    | 1      | 2 | 3 | 4 | 5      |
| 10. I try to solve conflicts by finding solutions that benefit both me and the other person...                          | 1      | 2 | 3 | 4 | 5      |
| 11. I let co-workers have their way rather than jeopardize our relationship...                                          | 1      | 2 | 3 | 4 | 5      |
| 12. I try to win my position in a discussion...                                                                         | 1      | 2 | 3 | 4 | 5      |
| 13. I like to investigate conflicts with co-workers so that we can discover solutions that benefit both of us...        | 1      | 2 | 3 | 4 | 5      |
| 14. I believe that it is not worth the time and trouble discussing my differences of opinion with other people...       | 1      | 2 | 3 | 4 | 5      |
| 15. To reach an agreement, I give up some things in exchange for others...                                              | 1      | 2 | 3 | 4 | 5      |

**Scoring key for Conflict management questionnaire:**

Write the scores circled for each item on the appropriate line below (statement numbers are in the brackets), and add up each scale. Higher scores indicate that you are stronger on that conflict management style.

Competing (1)..... + (9)..... + (12)..... =.....

Accommodating (2) ..... + (7) ..... + (11) ..... =.....

Compromising (3) ..... + (6) ..... + (15) ..... =.....

Avoiding (4) ..... + (8) ..... + (14) ..... =.....

Collaborating (5) ..... + (10) ..... + (13) ..... =.....

“Conflict is inevitable, but combat is optional.”

— Max Lucado

Conflict happens. How you respond to and resolve conflict will limit or enable your success. Here are some tools to understand conflict, to learn your own conflict patterns, and empower you to make more effective choices when you are finding or facing conflict.

**EMBRACE CONFLICT AS A SOURCE OF GROWTH AND TRANSFORMATION**

Conflict can come from a variety of sources:

**Goals.** Conflict can happen as a result of conflicting goals or priorities. It can also happen when there is a lack of shared goals. Personality conflicts. Personality conflicts are a common cause of conflict. Sometimes there is no chemistry, or you haven't figured out an effective way to click with somebody.

**Scarce resources.** Conflict can happen when you're competing over scarce resources.

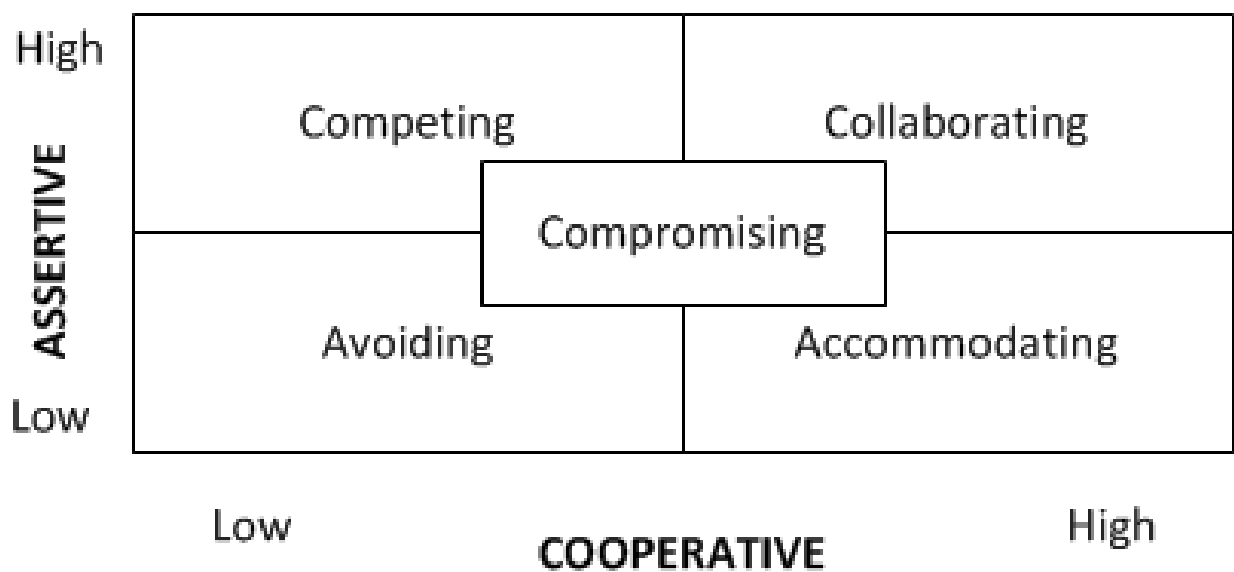
**Styles.** People have different styles. Your thinking style or communication style might conflict with somebody else's thinking style or their communication style. The good news is that conflicts in styles are easy to adapt to when you know how.

**Values.** Sometimes you will find conflict in values. The challenge here is that values are core. Adapting with styles is one thing, but dealing with conflicting values is another. That's why a particular business, group, or culture may not be a good fit for you. It's also why —birds of a feather flock togetherll and why —opposites attract, but similarities bind.ll

By embracing conflict as a part of life, you can make the most of each situation and use it as a learning opportunity or a leadership opportunity. You can also use it as an opportunity to transform the situation into something better.

### THOMAS-KILMANN CONFLICT MODE INSTRUMENT

The Thomas Kilmann Conflict Mode Instrument is a model for handling conflict:



The model organizes five conflict management styles based on two dimensions: assertiveness and cooperativeness.

### FIVE CONFLICT MANAGEMENT STYLES

Here are the five conflict management styles according to Thomas, K.W., and R.H. Kilmann:

1. **Accommodating** – This is when you cooperate to a high-degree, and it may be at your own expense, and actually work against your own goals, objectives, and desired outcomes. This approach is effective when the other party is the expert or has a better solution. It can also be effective for preserving future relations with the other party.
2. **Avoiding** - This is when you simply avoid the issue. You aren't helping the other party reach their goals, and you aren't assertively pursuing your own. This works when the issue is trivial or when you have no chance of winning. It

can also be effective when the issue would be very costly. It's also very effective when the atmosphere is emotionally charged and you need to create some space. Sometimes issues will resolve themselves, but —hope is not a strategyll, and, in general, avoiding is not a good long term strategy.

3. **Collaborating** – This is where you partner or pair up with the other party to achieve both of your goals. This is how you break free of the —win-losell paradigm and seek the —win-win.ll This can be effective for complex scenarios where you need to find a novel solution. This can also mean re-framing the challenge to create a bigger space and room for everybody's ideas. The downside is that it requires a high-degree of trust and reaching a consensus can require a lot of time and effort to get everybody on board and to synthesize all the ideas.
4. **Competing** – This is the —win-losell approach. You act in a very assertive way to achieve your goals, without seeking to cooperate with the other party, and it may be at the expense of the other party. This approach may be appropriate for emergencies when time is of the essence, or when you need quick, decisive action, and people are aware of and support the approach.
5. **Compromising** – This is the —lose-losell scenario where neither party really achieves what they want. This requires a moderate level of assertiveness and cooperation. It may be appropriate for scenarios where you need a temporary solution, or where both sides have equally important goals. The trap is to fall into compromising as an easy way out, when collaborating would produce a better solution.

By knowing your own default patterns you improve your self-awareness. Once you are aware of your own patterns, you can pay attention to whether they are working for you and you can explore alternatives. By using a scenario-based approach, you can choose more effective conflict management styles and test their effectiveness for you and your situations.

# PRINCIPLES BEHIND THE COSTA RICAN EFL CURRICULUM

Answer the next questions related to EFL in Costa Rica.

★What is the approach suggested by MEP? \_\_\_\_\_

★List 3 characteristics:

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★What do these acronyms and abbreviations stand for?

TBI \_\_\_\_\_

ESP \_\_\_\_\_

CLT \_\_\_\_\_

IPA \_\_\_\_\_

ESL \_\_\_\_\_

TESOL \_\_\_\_\_

EFL \_\_\_\_\_

ELT \_\_\_\_\_



**MATCH THE CONCEPTS AND DEFINITIONS**

- . It is a personal art and style of the teacher in carrying out the procedure of teaching. ( ) learning styles
- . It is the practical realization of theories and principles. It includes various procedures. It is an overall plan for the orderly presentation of language material. ( ) learning strategies
- . It is an ordered sequence of techniques. ( ) approach
- . Theories about the nature of language and language learning. ( ) technique
- . They are operations employed by the learner to aid storage and use of information. ( ) method
- . It is the outward expression to the human mind's ability to mediate knowledge. ( ) procedures

WHAT ARE 3 TEACHING METHODOLOGIES SUGGESTED BY MEP? LIST 3 CHARACTERISTICS

| METHODOLOGY | CHARACTERISTICS |
|-------------|-----------------|
|             |                 |
|             |                 |
|             |                 |

# SELF REFLECTION

*All about you!*

1. How much did you know about the leadership skill developed in this workshop?

100%    80%    60%    40%    not much

2. How important knowing about your own leadership skills is for you?

100%    80%    60%    40%    not much

Why?

\_\_\_\_\_

Something I learned from today is:

Something I can do better is:

What can you do to improve the leadership skill addressed today?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What can you do to improve your teaching skills?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Peer-assessment

**What pieces of advice could you give your classmate to improve the leadership skill discussed in this workshop?**

**What are your partner's strengths and weaknesses regarding the teaching skill explained today?**

## Circle your option

★How much does your partner represent the leadership skill mentioned?

Poor 50% 70% 80% 90% 100% Outstanding

★How often does your classmate practice the teaching skills discussed?

Poor 50% 70% 80% 90% 100% Outstanding

★Comments:

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**This workshop can help any person to:**

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# TEAM UNA WORKSHOP



**Objectives:**

To identify motivation as a pedagogical leadership skill  
To review the benefits of different grouping arrangement

**Leadership skills:**

Motivation

**Teaching content:**

Grouping arrangement

4





## WHAT IS MOTIVATION?

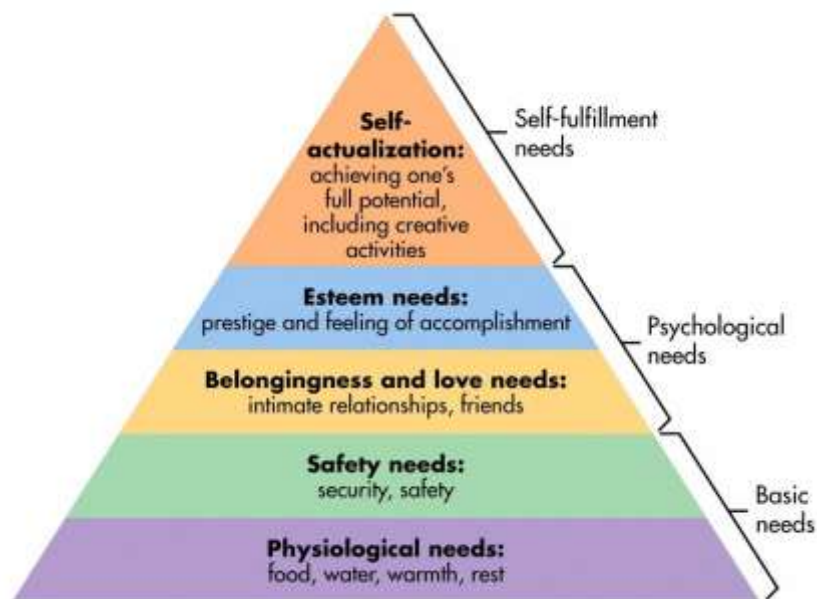
A major function of leaders is to support the motivation of other individuals and groups. (There is debate as to whether a person can motivate another versus whether a person can only support another to motivate themselves.) There are approaches to motivating people that are destructive (fear and intimidation). While these approaches can seem very effective in promptly motivating people, the approaches are hurtful, and in addition, they usually only motivate for the short-term. There are also approaches that are constructive, for example, effective delegation and coaching. These constructive approaches can be very effective in motivating others and for long periods of time.

Different people can have quite different motivators, for example, by more money, more recognition, time off from work, promotions, opportunities for learning, or opportunities for socializing and relationships. Therefore, when attempting to help motivate students, it's important to identify what motivates each of them. Ultimately, though, long-term motivation comes from people motivating themselves.



## MASLOW'S HIERARCHY OF NEEDS

**Maslow's hierarchy of needs** is a theory in psychology proposed by Abraham Maslow in his 1943 paper "A Theory of Human Motivation" in *Psychological Review*. Maslow extended the idea to include his observations of humans' innate curiosity. Maslow used the terms "physiological", "safety", "belongingness" and "love", "esteem", "self-actualization", and "self-transcendence" to describe the pattern that human motivations generally move through.



### Types of motivation

Intrinsic

Extrinsic

Trascendent

## Basic Principles to Remember About Motivation

### **1. Motivating students starts with motivating yourself**

It's amazing how, if you hate your job, it seems like everyone else does, too. If you are very stressed out, it seems like everyone else is, too. Enthusiasm is contagious. If you're enthusiastic about class activities, it's much easier for others to be, too. Also, if you're doing a good job, you'll have much clearer perspective on how others are doing in theirs. A great place to start learning about motivation is to start understanding your own motivations. The key to helping to motivate your students is to understand what motivates them. So what motivates you? Consider, for example:

\_\_\_\_ time with family,  
\_\_\_\_ recognition,  
\_\_\_\_ a job well done,  
\_\_\_\_ service, learning

How is your job configured to support your own motivations?

What can you do to better motivate yourself?

### **2. Always work to align goals of your lesson plans with goals of your students**

As mentioned above, students can be all fired up about their work and be working very hard. However, if the results of their work don't contribute to the goals of your lesson plan then learning is not any better off than if the students were sitting on their hands. Therefore, it's critical that teachers know what they want from their students. These preferences should be worded in terms of goals for each class.

### **3. Key to supporting the motivation of your students is understanding what motivates each of them**

Each person is motivated by different things. Whatever steps you take to support the motivation of your students, they should first include finding out what it is that really motivates each of your students. You can find this out by asking them, listening to them and observing them.




## Steps You Can Take to Support the Motivation of Others

- ➔ Do more than read this article -- apply what you're reading here  
This maxim is true when reading any leadership publication.
- ➔ Briefly write down the motivational factors that sustain you and what you can do to sustain them.
- ➔ Make a list of three to five things that motivate each of your students.
- ➔ Work with each student to ensure their motivational factors are taken into consideration.  
For example, consider type of music, type of activities, rewards, reaction to feedback.
- ➔ Have one-on-one meetings/chats with each student.  
Students are motivated more by your care and concern for them than by your attention to them.
- ➔ Reward it when you see it.  
A critical lesson for new teachers is to learn to focus on students' behaviors, not on personalities.

## What motivates students?

1. Feeling comfortable in class
2. Having a close, friendly and collaborative relationship with the teacher
3. Being accepted the way they are, though you demand them to be better
4. Being treated as equals
5. Being considered for decision making and class participation
6. Being treated as smart, mature and skillful people
7. Working in an active and participatory methodology
8. Understanding the topics studied
9. Being able to express doubts



# What should I do in the classroom?



Consider these two ideas

*.Monitoring pair and group work*  
*.Varying teacher positions*

The teacher's role is one essential aspect in the achievement of the lessons objectives. It is recommended to be aware of the importance of varying teacher positions and monitoring.

## ***A. VARYING TEACHER POSITIONS***

**Aim:** To experiment with various teacher positions in class.

### **Techniques: Different teacher positions**

The ideas listed here are a few simple experiments. Try one or more of the following ideas:

- ⊙ If your classroom chairs are arranged in a semicircle, sit mid circle, as part of the group, rather than in a separate seat at the front.
- ⊙ If your class has fixed desks in rows, make one desk (perhaps towards the back of the room) your *base* for a lesson. Keep coming to this place rather than to the front of the room.
- ⊙ Give instructions from different locations at the side or back of the room.

- ⊙ Try clearing a space mid-room, and use this to give instructions. (Yes, you will need to keep turning around to make eye contact with people in different parts of the room!)
- ⊙ Have a whole lesson during which you deliberately avoid the front of the room, e.g. never sitting down at the front of the class.

*When considering where to stand or sit, bear in mind:*

**Special needs:** Do any of your students have hearing problems? If so, make sure that they can see your lips when you speak to give instructions or explanations. A window or light source behind you can make this much more difficult as you might appear in silhouette.

**Techniques: Standing or sitting?**

There's no secret rulebook which specifies that teachers have to stand all the way through their lessons. But sitting down can have definite uses:

- **Give yourself a rest:** When students are doing tasks, they may not need to be monitored all the time. Take the chance of resting for a few minutes.
- **Signal changes of tone and pace:** sitting down suggests a slower pace, a different tone and less in-your-face teacher mode. Use it to set certain activities apart from the rest. For example, if you are going to read a short story to the class, make a point of sitting down, getting comfortable and opening the book. Discussions are another whole-class activity that can benefit from the teacher sitting; they seem to signal participation rather than leadership in the interaction.
- **Signal that you are trusting them to work without supervision:** Sitting down sends the signal to students that you are not about to jump in to organize them, stop their task, start suggesting things or offer corrections. This allows students to feel a little more trusted and a little freer. They might relax into the work a bit more.

***B. MONITORING PAIR AND GROUP WORK***

**Aim:** To use a range of monitoring techniques, in order to make pair and group work as effective and useful as possible.

**Technique: Varying monitoring through different stages of an activity.**

**As task starts:** Do students know what they have to do? Immediately after you have given an instruction, as students begin to work on their task, there is a vital need to



check if they have really understood what to do and will be able to do it successfully. At this stage, you need to:

- † **Look:** Move your gaze carefully around the room, checking if each pair or group appears to look confident, is leaning into the task, starting to talk, picking up pens or whatever they need to.
- † **Wander:** Start walking slowly around the room, overhearing various groups as they begin the work and watching what they are doing. Try to be a relatively invisible presence, rather than someone who is coming in ready to organize and demand things.
- † **Support quietly:** If you think that just one or two pairs/groups have misunderstood or have a problem, offer help on the spot: perhaps explaining again, showing them what to do, and answering questions.
- † **Stop and reboot:** If you notice that there are misunderstandings or problems, it may be worth calling out for all groups to stop, getting them to listen to you giving the instructions again with a demonstration, or questions from the students and then allowing them to restart the activity.

**During tasks:** Once you are sure that learners are working well on task, this gives you the chance to look more closely at what different pairs/groups are doing.

- † **Discreet monitoring:** Don't hide, but stay a little out of their line of sight, for example, by crouching down beside a table or standing beside (rather than in front of) a student.
- † Don't ask questions or intervene. You could make discreet notes of student language that you could later give feedback on or turn into a future exercise.
- † You may find that students have questions for you about the task or about language they need. You decide whether it may be useful to adjust the task by adding an extra task for a stronger group, or simplifying the demands in some way for slower groups.
- † **Participatory monitoring:** Choose a pair/group, sit down with them and take an active role in the task, as if you were a student so that the students get an example of what to do.



# I DO GAMES!!!!



Pay attention to this part because any teacher could make his or her class meaningful just by developing one of these games. The only advice given is to have fun while developing the activity.

## **The Asking Ball**

**Objective:** Learners practice sentence structure.

**Level:** any

**Steps:**

- ★ Have the learners stand in a circle.
- ★ Show them the ball they need for the game and explain to them that it has questions written around.
- ★ Play the music and start passing the ball.
- ★ Stop the music and encourage the student holding the ball to read the question his or her right thumb is touching. Once the learner answers the question, play the music again and continue the activity.

**Tip:**

- 📌 Avoid repeated questions: In case learners repeat questions, ask them to read the question, but instead of answering it, their classmates will need to remember and say what his or her classmate's answer was.

## **Coffee-potting!**

**Objective:** Learners review question formation and tenses.

**Level:** any

**Steps:**

- ★ Write on the board the name of the activity.
- ★ Suggest a set of possible questions to be used by writing them on the board.
- ★ Tell your students that the phrase "Coffee-potting" is an imaginary action that replaces the unknown action.

- ★ Choose a student from the class and give him/her some seconds to think of an action. The action could be something they normally do or like doing.
- ★ Let your students know that they have to discover the action his/her classmate chooses by asking him or her yes/no questions using the phrase “Coffee-potting”.

**Tips:**

- ✍ Model an example for the students by having them guess the action you do.
- ✍ Depending on the level, you might provide the learners with cards containing some actions.

## **Roll an A!**

**Objective:** Learners practice vocabulary and sentence structure.      **Level:** any

**Steps:**

- ★ Divide the class into two groups and ask each group to choose a leader.
- ★ Decide which leader goes first.
- ★ Provide a leader with two dice (one with letters and the other with numbers).
- ★ Tell the leader that s/he has to throw the dice (one by one). The die with the numbers indicates the number of words s/he needs to write, and the one with letters shows the first letter the word(s) must begin with. For example, if the die has number two and the other die shows the letter B, the leader writes on the whiteboard two words starting with the letter B.
- ★ Give the leaders the chance to be helped by their classmates. The rest of the class can only aid their leader by saying words.
- ★ Remind your students that each group will have two minutes. During that time the leader has to roll the dice as many times as possible. The group with more words on the whiteboard wins.
- ★ Finish the activity by allowing your students to create at least five sentences with the words their leaders wrote.

**Tips:**

- ✍ Design four dice to make the game more challenging.
- ✍ Depending on your students’ level, you might ask the leaders to create a story instead of sentences.



# SELF REFLECTION

All about you!

1. How much did you know about the leadership skill developed in this workshop?

100%    80%    60%    40%    not much

2. How important knowing about your own leadership skills is for you?

100%    80%    60%    40%    not much

Why?

\_\_\_\_\_

Something I learned from today is:

Something I can do better is:

What can you do to improve the leadership skill addressed today?

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

What can you do to improve your teaching skills?

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Peer-assessment

**What pieces of advice could you give your classmate to improve the leadership skill discussed in this workshop?**

**What are your partner's strengths and weaknesses regarding the teaching skill explained today?**

## Circle your option

★How much does your partner represent the leadership skill mentioned?

Poor 50% 70% 80% 90% 100% Outstanding

★How often does your classmate practice the teaching skills discussed?

Poor 50% 70% 80% 90% 100% Outstanding

★Comments:

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**This workshop can help any person to:**

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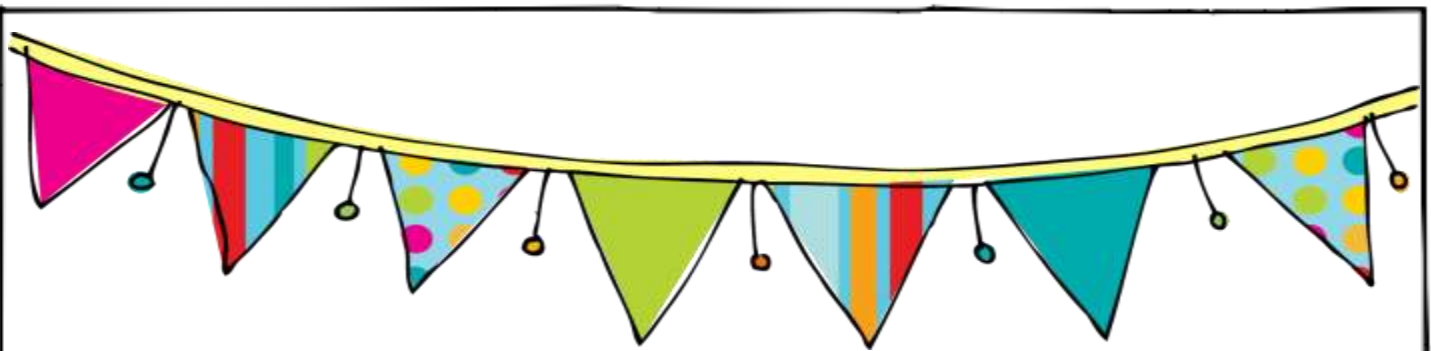
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# TEAM UNA WORKSHOP

5

**Objectives:**

To identify the roles of content and pedagogy knowledge for EFL teachers.

To reinforce the use of games in the EFL class.

**Leadership skill:** Knowledge of content and pedagogy

**Teaching content:** The role of games in the EFL classroom





## KNOWLEDGE OF CONTENT AND PEDAGOGY



“Research demonstrates that there is a strong reliable relationship between teachers’ content knowledge and the quality of their instruction. Teachers with a deep conceptual understanding of their subject ask a greater number of high-level questions, encourage students to apply and transfer knowledge, help students see and understand relationships between and among ideas and concepts, and make other choices in their instruction that engage students and challenge them to learn”

DIANA RIGDEN



This leadership skill uncovers the fact that teacher leaders must be experts on their field. Being a language teacher requires not only to master the language but also to master the theories behind teaching principles and updates.

### **A teacher leader should have...**

- Strong subject matter knowledge including assessment strategies
- The ability to analyze both subject matter concepts and pedagogical strategies
- Personal experience using effective pedagogical strategies in the classroom
- Ability to assist colleagues at multiple entry points to increase content knowledge and classroom application

**He or she should see CONTINUING LEARNING AND EDUCATION** as key elements in their practice by

- ⊙ participating in learning opportunities outside of familiar contexts, including additional higher education and/or advanced professional learning to meet goals
- ⊙ reading and/or contributing, formally or informally, to conversations around education,
- ⊙ being engaged in existing research actively by sharing with colleagues
- ⊙ applying new ideas to his or her own practice
- ⊙ attending events such as association conferences and workshops to learn about the issues being tackled in those realms

### **Dispositions**

- Life-long learner
- Reflective
- Committed to supporting growth of others • Enjoys challenges

**According to Cepik (2015)** Competent L2 teachers know who their learners are what language is, how it is learned, and how it should be taught. Furthermore, they have a solid background about the foundations of L2 curriculum, the selection and development of instructional materials, and the design of a learning environment that is sensitive to socio-cultural differences. They also know how to use the L2 as a tool for L2 learners to gain access to academic content knowledge. While they are also able to situate the whole language learning and teaching experience within broader learning theories, and competently assess and evaluate L2 development and proficiency, they are well aware of their professional roles and responsibilities as advocates for successful L2 education in its entirety at all levels, including institutional, national, and international. Indeed, these competencies have been categorized under the five domains of (1) Language Learning, (2) Learners, (3) Instruction, (4) Assessment and Evaluation, and (5) Professionalism and Advocacy.

For the topic of this workshop, only domain 1 is addressed.

## Domain 1: Language learning

This domain includes background knowledge and skills in (1) linguistics, (2) general learning theories, and (3) first and second language acquisition theories. First, L2 teachers need to be highly proficient in the language that they teach. Competent L2 teachers understand the nature of language and basic concepts of language systems such as phonology, morphology, syntax, lexicon, semantics, discourse, and pragmatics. They are also familiar with socio-linguistic, psycho-linguistic, and neuro-linguistic factors in L2 learning. Furthermore, they know the functions and register of the L2, including the conventions of written and spoken language, and the pedagogical implications of differences between basic interpersonal communication skills (BICS) and cognitive academic language proficiency (CALP). In addition, they understand the interrelatedness of receptive (listening, reading), productive (speaking, writing), and complementary (grammar, vocabulary, pronunciation) language skills.

Second, competent L2 teachers are familiar with the basic theories and concepts about first (L1) and L2 acquisition, including the language universals (Chomsky, 1965), and the role L1 plays in L2 development. While they understand differences between the processes of L1 and L2 acquisition, they have a solid background in second language acquisition (SLA) theories. For example, they know how to use different ways to maximize the comprehensible input (Krashen, 1987) opportunities for their students through authentic tasks and activities. More importantly, they know that the greatest bulk of an L2 is acquired through self-exposure and social interactions, not learned in strictly structured and inauthentic classroom settings. Finally, competent L2 teachers are able to situate SLA theories within the broader learning theories. For instance, they understand behaviorist (memorization) versus cognitivist (information processing) versus socio-constructivist (socio-cultural factors) views about L2 learning and development.



As an experienced teacher with a master's in testing in a public high school, Bill has built a good relationship with a colleague, Sally. It was 4:00 on a Thursday when Sally approached him for help on her next day's lesson. Bill really wanted to go home but knew he needed to nurture this relationship, and deep down knew it would be valuable to share with her the reflective strategies he uses to deepen knowledge and support students' language learning. He thought he could give her a lesson plan, but felt it was more important to help her design her own so she could develop the lesson. So, Bill invited her into his room and asked a series of questions to find an

entry point. What do you know about the Communicative approach? Have you taught this level before? What do your students already know? Together they looked at recent student work so they could make connections. He also shared strategies he had used in the past and detailed the ways students reacted in class to these strategies, and how he revised his plans after analyzing their performance. Finally, they looked at Sally's students' work and brainstormed a plan together. Bill pulled some of his resources and Sally added some of hers. They agreed to come back Friday during planning to talk about how the lesson went.

### **Reflection Questions**

- In what ways does Bill's response to Sally acknowledge her content knowledge? How does Bill demonstrate his own?
- How does Sally receive the pedagogical strategies modeled and suggested by Bill?
- What skills and dispositions demonstrated by Bill and Sally align with your leadership/learning experiences?
- What evidence of or possibilities for effective content/pedagogy leadership do you see in the case study?

## WHY USING GAMES IN THE LANGUAGE CLASSROOM?

Games offer students a fun-filled and relaxing learning atmosphere. After learning and practicing new vocabulary, students have the opportunity to use language in a non-stressful way (Uberman, 1998). While playing games, the learners' attention is on the message, not on the language. Rather than pay attention to the correctness of linguistic forms, most participants will do all they can to win. This eases the fear of negative evaluation, the concern of being negatively judged in public, and which is one of the main factors inhibiting language learners from using the target language in front of other people (Horwitz, Horwitz and Cope 1986). In a game-oriented context, anxiety is reduced and speech fluency is generated--thus communicative competence is achieved.

Games are also motivating. Games introduce an element of competition into language-building activities. This provides valuable impetus to a purposeful use of language (Prasad 2003). In other words, these activities create a meaningful context for language use. The competitive ambiance also makes learners concentrate and think intensively during the learning process, which enhances unconscious acquisition of inputs. Most students who have experienced game-oriented activities hold positive attitudes towards them (Uberman 1998). An action research conducted by Huyen and Nga (2003), students said that they liked the relaxed atmosphere, the competitiveness, and the motivation that games brought to the classroom. On the effectiveness of games, teachers in Huyen & Nga's (2003) reported that action research reported that their students seem to learn more quickly and retain the learned materials better in a stress-free and comfortable environment.

The benefits of using games in language-learning can be summed up in nine points.

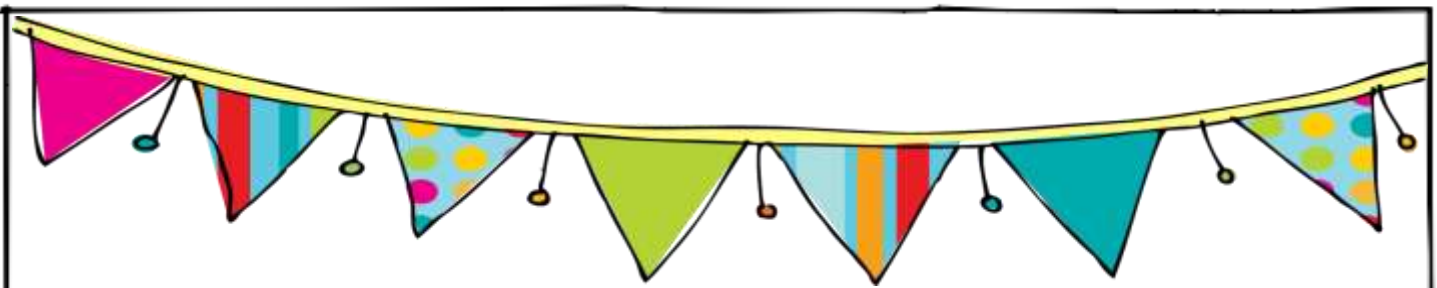
Games....

1. are learner centered.
2. promote communicative competence.
3. create a meaningful context for language use.
4. increase learning motivation.
5. reduce learning anxiety.
6. integrate various linguistic skills.
7. encourage creative and spontaneous use of language.
8. construct a cooperative learning environment.
9. foster participatory attitudes of the students.

ADD YOUR OWN:

-

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## 7 GAMES TO LIVE UP YOUR CLASS

### **NAME: CATEGORIES**

SKILLS: vocabulary, pronunciation

Place students in a circle of five or six. They will have to practice this game. Give a ball to the first person in the circle. You will call out a topic (name six objects that are green, name six American holidays, name six capital cities, etc). The person with the ball passes it to the right and begins to call out the six objects. If the ball gets back to the speaker before she has named six objects, she is out of the circle and someone else takes her place. Continue playing until only one person is left.

### **NAME: DRAWING DICTATION**

SKILLS: listening, speaking

Read a story to your students. They must follow your directions and draw what you say.

Repeat the story several times depending on the students' ability. Have students come to the front and tell about the picture they drew.

### **NAME: ACROSTICS**

SKILLS: vocabulary, writing

Think of a word that the students either know or do not know. This word should be defined and explained. The students should try to write words, phrases, or sentences that correspond to each letter of the vocabulary word given. You might write the theme for the unit on the board and use it as the vocabulary word. Students share their words. You can keep track of repeated words on the board so that students can internalize the words. Ask students to use the words on the board to create sentences.

### **NAME: BOARD RACE**

SKILLS: vocabulary, speaking, spelling

Split the class into two teams and give each team a colored marker.

If you have a very large class, it may be better to split the students into teams of 3 or 4.

Draw a line down the middle of the board and write a topic at the top. The students must then write as many words as you require related to the topic in the form of a relay race. Each team wins one point for each correct word. Any words that are unreadable or misspelled are not counted. The group that gets less words chooses 5 words from other teams to create an oral story.

**NAME: WORD JUMBLE RACE**

SKILLS: reading, pronunciation

This game requires some planning before the lesson. Write out a number of sentences, using different colors for each sentence. It is a good idea to have 3-5 sentences for each team. Cut up the sentences so you have a handful of words. Put each sentence into hats, cups or any objects you can find, keeping each separate. Split your class into teams of 2, 3, or 4. You can have as many teams as you want but remember to have enough sentences to go around. Teams must now put their sentences in the correct order. The winning team is the first team to have all sentences correctly ordered. The other groups read the sentences aloud.

**NAME: 20 OBJECTS**

SKILLS: vocabulary, spelling, pronunciation

Place 20 common items on a front desk and let students gather around to look at them. Cover everything with a sheet (or something similar) after one minute and send everyone back to their seats. Students should write out as many items as they can remember on a piece of paper. When everyone is done, write a list of the items on the board and allow students to self-correct. Alternatively, you can call out the objects and give a point for each one that is correctly written.

**NAME: STOP!**

SKILLS: vocabulary, spelling, speaking

Have students draw six columns on their paper and write a category at the top of each column. You can choose categories that fit what you've been studying in class or go with some basics. Popular categories include food, names, cities or countries, furniture, verbs and clothing. Choose a random letter and write it on the board. Give students enough time to write down a word for each category that starts with that letter. You can repeat with new letters as many times as you like. Students get points for each correct spelled word. The first student to finish can create an oral story with all the words in this round for 5 extra points.

# TEAMWORK:

## Instructions

1. For this activity you need to group with other 3 tutors.
2. Choose for a comfortable place on campus.
3. Complete the exercises listed.
4. Be read to share your experiences and knowledge.

## Answer the questions

1. What do you think is the main benefit of using games in the classroom?
2. What makes a game a successful activity in a class? What doesn't?
3. Share a successful game you have witnessed as a student or as a tutor.



# SELF REFLECTION

All about you!

1. How much did you know about the leadership skill developed in this workshop?

100%    80%    60%    40%    not much

2. How important knowing about your own leadership skills is for you?

100%    80%    60%    40%    not much

Why?

\_\_\_\_\_

Something I learned from today is:

Something I can do better is:

What can you do to improve the leadership skill addressed today?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What can you do to improve your teaching skills?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# Peer-assessment

What pieces of advice could you give your classmate to improve the leadership skill discussed in this workshop?

What are your partner's strengths and weaknesses regarding the teaching skill explained today?

## Circle your option

★How much does your partner represent the leadership skill mentioned?

Poor 50% 70% 80% 90% 100% Outstanding

★How often does your classmate practice the teaching skills discussed?

Poor 50% 70% 80% 90% 100% Outstanding

★Comments:

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This workshop can help any person to:

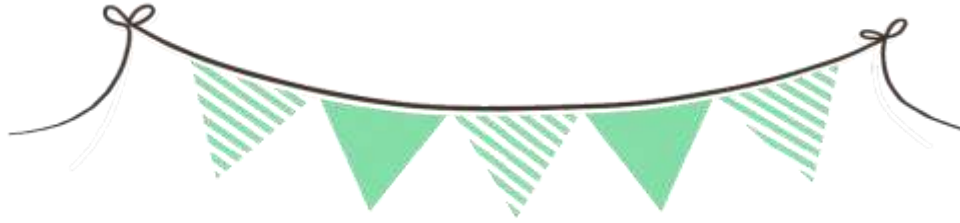
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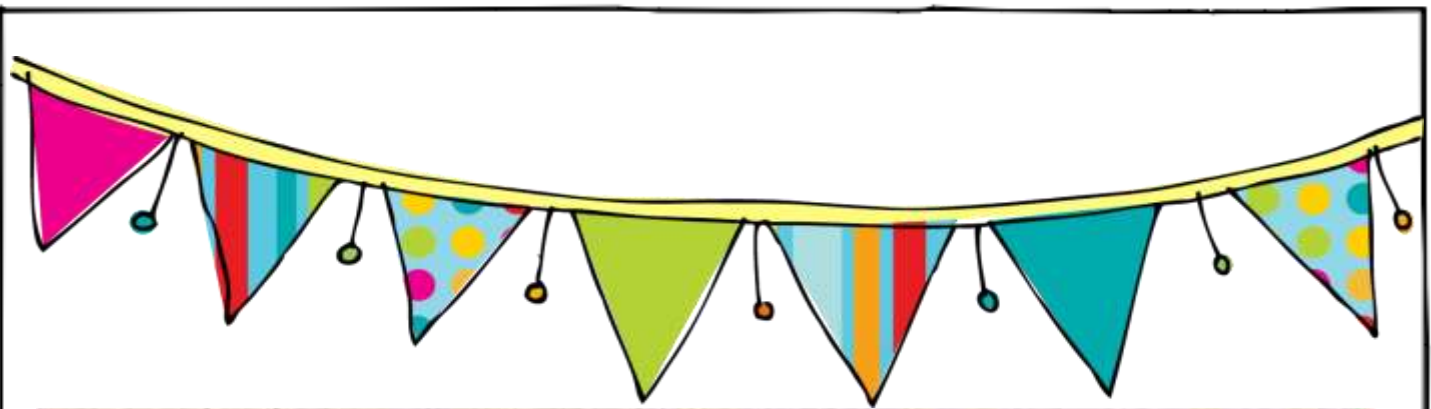
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# TEAM UNA WORKSHOP

6

**Objectives:**

To recognize self-awareness as a pedagogical leadership ability  
To boost the use of teaching techniques in the class

**Leadership skills:**

Self-awareness

**Teaching content:**

Teaching strategies





# Leadership: Self-awareness

## What is self-awareness?

Self-awareness is about understanding yourself in a way that allows you to understand *who you really are* and *why you do things in the way that you do*. By developing your self-awareness, you can gain control over yourself in certain situations.

## Benefits: How Self-Awareness Makes You More Effective

Self-awareness helps teachers identify gaps in their management skills, which promotes skill development. But self-awareness also helps teachers find situations in which they will be most effective, assists with intuitive decision making, and aids stress management and motivation of oneself and others. Dr. Williams listed this list in his newsletter:

- ★ **Skill development.** Having an accurate sense of who you are helps you decide what you should do to improve. Often, self-awareness will reveal a skills gap that you want to work on.
- ★ **Knowing your strengths and weaknesses.** Self-awareness helps you exploit your strengths and cope with your weaknesses. For instance, if you are someone who is good at "seeing the big picture" that surrounds decisions, but not as good at focusing on the details, you might want to consult colleagues that are more detail-oriented when making major decisions. Cooperation between big-picture-oriented decision makers and detail-oriented decision makers can produce high quality decisions.
- ★ **Developing intuitive decision-making skills.** Leaders with well-developed emotional self-awareness are more effective intuitive decision makers. In complex situations, intuitive decision makers process large amounts of sometimes unstructured and ambiguous data, and they choose a course of action based on a "gut feeling" or a "sense" of what's best. Teachers who are

highly emotionally self-aware are better able to read their "gut feelings" and use them to guide decisions.

- ★ **Stress.** Jobs that don't suit your personality tend to give you more stress than jobs that are more compatible. This is not to say that you should never take a job that conflicts with your personality. However, be aware that you will need to work extra hard to develop the skills for that job, and there are jobs that would be less stressful for you.



- ★ **Motivation.** It's very difficult to cope with poor results when you don't understand what causes them. When you don't know what behaviors to change to improve your performance, you just feel helpless. Self-awareness is empowering because it can reveal where the performance problems are and indicate what can be done to improve performance. In addition, awareness of your psychological needs can increase your motivation by helping you understand and seek out the rewards that you really desire such as a sense of accomplishment, additional responsibility, an opportunity to help others, or a flexible work schedule.
- ★ **Leadership.** When we understand "what make us tick"--what gets us excited, why we behave the way we do, etc.--we also have insight into what makes others tick. To the extent that other people are like you, knowing how to motivate yourself is tantamount to knowing how to motivate others.

## Building Self-Awareness

Follow the steps below provided by the University of WATERLOO, and your self-awareness will grow incredibly.

- ★ **Put the time in** – Self-awareness is not learned in a book, but achieved through self-reflection! Use what you have learned about yourself to inform decisions, behaviors, and interactions with other people. Some guided questions to get you started:
  - ☞ What are 3 of your strengths and 3 of your weaknesses?
  - ☞ What do you value most?
  - ☞ What are the feelings you are more aware of experiencing than others?
  - ☞ What are your triggers (people and situations most likely to trigger negative or uncomfortable emotions)?
  - ☞ How do you respond under stress?
  - ☞ How do the different roles you play in your life make you feel (e.g. sister, student, best friend, employee, athlete, etc.)?
- ★ **Predict how you will feel and respond** before a situation and reflect on your actual feelings and response after the situation.

- ★ **Focus on your choices** - What can you learn from your past triumphs and mistakes? Why did you make a particular decision? How did this choice make you feel?
- ★ **Ask for feedback** – Self-awareness is as much about acknowledging what you still need to learn as it is about identifying your strengths. Asking for feedback on your performance, behavior, interactions, can serve to improve your future actions and responses. Feedback can also identify aspects of your behavior you aren't seeing clearly (your blind spots).
- ★ **Record (keep a journal)** – Allows you to reflect on daily thoughts, feelings, perceptions, choices, behaviors, and interactions with others. Be honest with yourself. Reflecting on your experiences allows you to learn something that can guide your personal development so think about it and write it down!
- ★ **Label your emotions** – Feelings can be expressed using one word, but are often held back. Your feelings provide insight into your thoughts and actions, as well as allow us to better relate with others. You may also recognize trends in how you are feeling which can teach you something about yourself.



# How Self-Aware Are You?

Read the following statements. Be as honest as possible and circle your answers according to this guide:

**0- Not true for me    1- Somewhat true for me    2- Very true for me**

## Points to Remember:

- *Self-awareness is when you realize that, although you are not the center of the universe, everything you say and do can affect those around you.*
- *Self-awareness allows you to control your attitude, manage your moods and choose behaviors that do not negatively impact your life or those around you.*



| Aspects                                                                                                                           | Points                       |   |   |
|-----------------------------------------------------------------------------------------------------------------------------------|------------------------------|---|---|
|                                                                                                                                   | 0                            | 1 | 2 |
| It's important for me to say exactly what's on my mind.                                                                           | 0                            | 1 | 2 |
| I have difficulty feeling and expressing anger, and then letting it go.                                                           | 0                            | 1 | 2 |
| It's hard for me to communicate with people whose opinions and backgrounds are different from my own.                             | 0                            | 1 | 2 |
| I know which people at work are weaker, slower and/or not as smart as I am, and I am likely to use that information to get ahead. | 0                            | 1 | 2 |
| I often find myself speaking without thinking, and sometimes say hurtful things.                                                  | 0                            | 1 | 2 |
| I tend to respond to people who are angry by becoming angry myself.                                                               | 0                            | 1 | 2 |
| I feel my partners benefit when I point out their errors or mistakes- it helps them to learn and do better.                       | 0                            | 1 | 2 |
| Most people know that when I am mad they should stay out of my way.                                                               | 0                            | 1 | 2 |
| I have strong opinions about most things and often find myself in disagreements or debates with others.                           | 0                            | 1 | 2 |
| <i>When you are finished, add together all numbers you circled and check the results for you score!</i>                           | <b>Total score:</b><br>_____ |   |   |

Taken from: [EmbracingCivility.com](http://EmbracingCivility.com)

## Read your results

People who are self-aware understand how their words and actions affect others. Also, they have a verbal and behavioral “edit button.” They can predict how their words and behaviors will affect others, and they are able to choose words and actions that “Do Not Harm”- even while intense emotions are present. People with self-awareness are able to channel their energy of negative emotions into positive and productive outcomes.

### Score 0 – 6

Wow! You have a keen sense of self-awareness. You clearly understand how your words and your actions affect others, and you choose behaviors that are least likely to cause harm or unnecessary drama. You are a leader that others want to follow. If you don't already do so, consider becoming a mentor, preceptor or a workplace mediation specialist.

### Score 7 – 13

You're doing okay but there's room for improvement. You know that your words and actions can have a negative impact on others, but you tend to have trouble editing yourself, especially when you are experiencing intense emotions.

### Score 14+

Oops. This high score means you have trouble knowing how your words and your behaviors impact others. It's time to take a good long look in the mirror and decide whether your actions and attitudes are helping or harming your reputation and your personal sense of satisfaction with life. Try to find your self-awareness. When you do this, you will notice that all your relationships improve and both your personal and professional lives will become much more satisfying.

*“The test of a civilized person is first self-awareness...”*

*~Clarence Day*







## Giving instructions

This is a topic that not many teachers take into account. Even though it takes a little time to explain the instructions, it is worthy to do it in the best way and to invest enough time making yourself clear. Scrivener suggested a set of techniques to consider when giving instructions.

### **Techniques: Giving instructions to low-level classes**

The reason that some instructions are unclear or misunderstood is often because they are too long, too complex or delivered too fast. Try these techniques:

- ★ Use grammar and vocabulary that is at or below the learners' current level.
- ★ Use short sentences. Don't put more than one instruction in one sentence.  
Chunk your instructions: one piece of information at a time.
- ★ 'The least that is enough.' Keep instructions simple, concise and to the point.
- ★ Speak a little more slowly and clearly than you would normally do.
- ★ Pause after each instruction to allow understanding: processing time.
- ★ Deliver instructions in the order that you want students to follow them.
- ★ Use signposting language, e.g., 'first', 'second', 'finally'...
- ★ Get students to immediately do each part of the instruction or at least to repeat after you what they have to do.
- ★ If students can see your lips as you speak, this can aid comprehension.
- ★ Write a few words on the board as you speak to help listening, understanding and memory of the instructions.
- ★ Use gestures and facial expressions to support your instructions.
- ★ Say the essential words in a sentence with a little more stress and separation from other words. For example, 'Write your answers on the ...other...side of the paper'
- ★ It's often worth checking if an instruction has been understood. Rather than asking 'Do you understand?' ask a question that checks if they caught specific points, for example, 'How many questions do you have to answer?'
- ★ Choose the best time to give out any materials, or tell students to open books, etc. once they are looking at the material, they will lose concentration on what you are



saying. It's often best to keep books closed and materials undistributed until after the key instructions have been delivered.

- ★ Don't let students start doing the task before you have finished giving and checking instructions with the whole class. Having some students rushing into the work distracts others and adds to the noise level. Say, 'Wait-don't start yet', and when you finish explaining, say 'Ok, start now'.

### **Technique: Recognizing elements of an instruction**

Scott Thornbury categorizes a number of possible features of an instruction. You could use this framework to put together some good instructions.

- ★ A frame: To indicate that an activity has finished, and a new activity is about to start ('Right...' 'Ok, now...').
- ★ A brief summary of the task and its purpose: e.g., 'We're going to play a game to practice the future tense.'
- ★ The organization: To do an activity individually, pairs or teams
- ★ The procedure: To tell the learners what they will be doing, e.g., filling in a questionnaire, or rehearsing a dialogue.
- ★ The mode: To explain what the task is about, e.g., a writing, speaking task
- ★ The outcome: To let them know what they are required to do as a result of the task, e.g., report their results to the class, a roleplay...
- ★ A strategy: To advise students a strategy to do the task. Tell students to read a vocabulary list before they do the reading.
- ★ The timing: To tell students how much time they have to work on the task.
- ★ A cue: To use key words so that learners know when to start, finish, etc. ('Ok, you can start.' or 'Who wants to kick off?' 'Time to check').

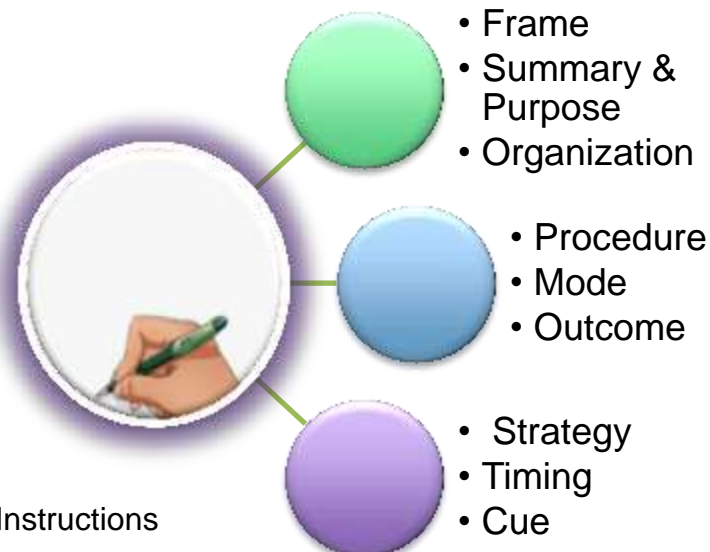


Figure 1. Structure of Instructions

# TEACH



## Techniques to help learners understand what they have to do

- ★ Indicate the task
- ★ Show materials
- ★ Do worked examples
- ★ Demonstrate the task yourself
- ★ Role play the task with a student

## Improving the classroom environment

In his book, Scrivener provided a set of questions to aid teachers create the learning environment they want.

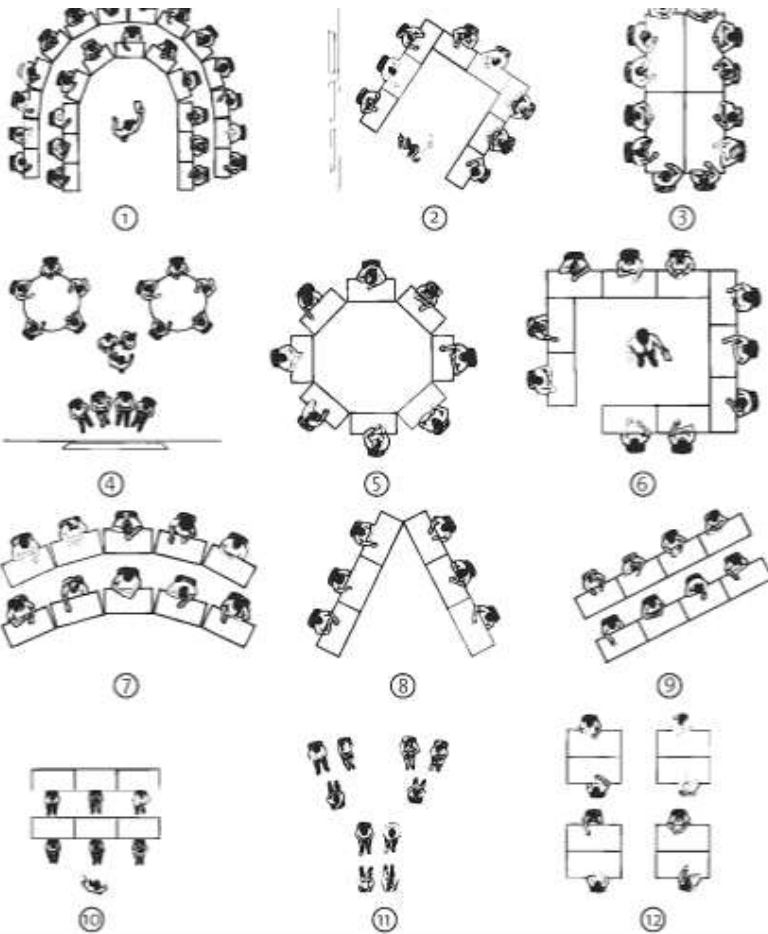
- ★ **Atmosphere:** What atmosphere do I want learners to feel as they re-enter the classroom? What part of this is to do with the physical facts of the room itself? What part is to do with the psychological atmosphere I create? What part to do with what the learners themselves bring to the class?
- ★ **The learners' view of me:** How do I want the learners to view me? Do I want to be seen as the authority in class? A distant figure? A ringmaster? A manager? A colleague? A friend? Another learner? A resource? A counselor? A tough boss? A mentor? A prison guard? A work foreman? Is there any tension between who the students expect me to be, who the school expects me to be and who I want to be?
- ★ **My view of my role as a teacher:** What do I understand by 'teacher'? What do I see as my main roles: to organize? To encourage? To validate? To set task? To set goals? To mark? To praise? To know things? To explain things? To answer questions? To control? To discipline?
- ★ **Rapport:** How will the people in the room relate to each other? Learner to learner? Learner to teacher? Teacher to learner? As 'teacher' and 'students'? As friends? As colleagues? As co-explorers?
- ★ **Ownership of the room:** How much is it 'my' classroom? How much do I see all learners as owning the space?
- ★ **Democracy:** Who will decide things? Will I set all the ground rules for my classroom, or can this be shared? Who will tell people what to do? Do I expect learners to do what I tell them?





- ★ **Respect:** How will respect show itself? Learner to teacher? Teacher to learner? Learner to learner?
- ★ **Decorations:** Collect as many posters as you can from conferences or ask publishers for any ad they might not need or stop using so that you can use it in your lessons to liven up the classroom atmosphere. You can also use your students' work to decorate the class.
- ★ **Classroom setting:** It increases or decreases your students' motivation.

## Classroom setting



### Techniques: Classroom Layouts

1. Semi-circle or U
2. Tipped U
3. One large table
4. Zones
5. Full circle
6. Rectangular
7. Curved rows
8. Arrowhead
9. Diagonal
10. Reverse
11. No tables
12. Facing

The classroom setting might change the way students think, react and speak.

Figure 2. Classroom Management

# Peer-assessment

**What does your partner need to improve in the classroom?**

**What are your partner's strengths in the classroom?**

**Choose a percent being 50% the lowest and 100% the highest.**

★How does your partner react under stressful situations?

Poor 50% 70% 80% 90% 100% Outstanding

★How much motivation does your classmate show in the class?

Poor 50% 70% 80% 90% 100% Outstanding

★How good is your partner at making decisions?

Poor 50% 70% 80% 90% 100% Outstanding



**This workshop can help any person to:**

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**TEACHING**



*...is a work of heart*