

Teacher training

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17.04.2017 Castione della Personala

Time: 150 - 200 min. (sen break)

1. Introduction: teaching

a. What does mean to teach? [According to PIV (Plena Ilustrita Vortaro) : Full Illustrated Dictionary]

- Transfer to someone methodological knowledge of some department of science, literature, and so on.
- make someone skillful about art, occupation, retention, etc.
- how precisely show someone how he / she should act:

b. What is a good teacher: positive, patient, clear, attentive, organized, ready to learn, affable, well-dressed (?)

Task 1: The teacher first asks what a good teacher is. Everyone must write a few thoughts on a paper and then the whole group will discuss them. The teacher goes to the wall and glues most adequate answers under the inscription "Good Teacher".

c. What is a good Esperanto-teacher: those qualities of "good teacher" plus:

- + master of Esperanto
- + knows many cultures (knowing how to teach an international group)
- + is tolerant and particular
- + knows some other languages at least

Task 2: The teacher asks what additional qualities should have a good Esperanto teacher. It's a group work. The teacher goes to the wall and glues most adequate answers under the inscription "Good Teacher".

d. What are the things needed while teaching: (successively according to require: classroom, chairs, table, pens, paper, board, computer, speaker, projector.

Task 3: The teacher asks what the needs to teach are. It's a group work. Each group must make a list of needs from the most needed thing, to the least needed. Then the group discusses this and the teacher glues to the wall response by turn under the inscription "Requirements".

2. Types of learners:

Task: Let each one write on sheet of paper one way in which he / she learns most effectively (for example: reading text, listening to music etc.)

- Visual: they prefer to see and to visualize the connections between the relationships in practice, this means: use of graphics, tablets, figures, etc.
- Audio: they like to repeat the heard things. In practice, they like to hear questions, and answer them loudly
- Practical: they connect their feelings, because they prefer to learn through practice. In practice, they like to move while learning, they like to experience, experience and experiment (example: role games) rollouts), they also like to write and write again in order to remember very well.

Task: Let the teacher paste three paper folders to the wall: audio, visual, practical. Let the learners write on a sheet of paper in which way that they learn most effectively, for example: learning words with many rewriting / copying. They can glue their papers on the wall to the student type, of which they think that the way they used to write on the sheet of paper is best suited. The paperwork can also be glued in two or three learner types in the case of non-ability to decide to which group the concrete way belongs. The teacher reads a few.

3. Communication

1. What is communication: exchange of information between two or more people

2. Methods of communication:

- Verbal: oral, writing

- Nonverbal communication: eye contact, body position, gestures, body movement, tone of voice, touch

4. Instruments:

Method is:

- Actions of the teacher (presentation way , techniques of teaching)

- Usage of materials (only speech, book, speaker, projector)

- form of cooperation (individual, pair, group, class)

a) direct:

- purpose: to study the foreign language as mother tongue: naturally, orally, imitating, not through another language

- no translation is used

- an important Esperanto direct Methodist: Andreo Cseh (he used this method to Esperanto)

- this is suitable especially for listeners and practitioners

b) physical:

- physical sensorial reaction: a link between physical action and memory

- best suitable especially for practitioners

c) grammatical-translative:

- the most basic and oldest learning method

- is based on the teaching of grammar and doing of grammar tasks, much translation

- A teaching of order thinking during the use of the language

- for Esperanto perhaps the most appropriate method in a single-language group → Why not use Esperanto's grammar simplicity during education?

- good for seers

d) oral:

- purpose: the spoken language

- exercises are based on listening and talking, repetition

- mainly: listeners

e) audio-visual:

- uses many senses: hearing, vision, writing, understanding, speech

- Suitable for all types of learners

Tasks 1: Students decide on the concrete method, to which type of student is most adequate.

Task 2: The teacher makes 5 groups and each group receives one teaching method (if there are too few people, we can have 4, 3 or 2 groups and in this case we will present few teaching ways with example). The first task of the learners is to describe the advantages and disadvantages of the concrete method. Then they will present. After the presentations the teacher separates the advantages and disadvantages of easy and difficulty things and particularly mentions them.

	direct	physical	grammar-translation	oral	audio-visual
easy	capture of interest Attention	preparation	To get ready	Little work during the lesson	- The teacher can take rest (something / someone else explains for a while) - There's no waste of time
difficult	- It's difficult to get prepared	- an international group: confusion: the teacher must prepare himself well	x	- much preparation (in the case of non-dynamic group)	much to explain- a lot of preparation
advantages	There is no crocodile(language mixing) - effective learning - fast sewing - duty to learn - Immediate dialogue	- you are careful - the energy level increases - easy to remember	- fast and good understanding	- quick progress in speech and understanding	- it's easy to remember (all the senses are used: sight, hearing, speech and writing) - very effective
disadvantages	- a possibility of non-understanding, misunderstanding or confusion	- you can not teach all with this method	- a possibility of non-attention, bored, "sleeping" - a slow method for remembering - hard tasks - for appropriate	- slow progress in writing and reading	- a lot of needs - each technology can fail

			Esperanto: why not use Esperanto's easiness?		

Task 2: Role game: There will be one teacher, the others will be learners. Each group receives one element of Esperanto grammar / devour group that they have to teach through the previously received method. After preparation, the learners will present. All the learners with the teacher discuss the conclusions.

Conclusion: there is no "one good method": you can combine them; They depend on many factors: purpose, group, type of learners, etc.

5. Lesson plan:

a) The introductory part consists of:

- Details of the lessons (Teacher, school, date, duration, subject etc.)
- Indication of the level
- Description of the target (s)
- Useful material

b) The time plan (table) contains:

- tasks (name of the task)
- teaching materials
- job shape, task description
- Didactic principles (which we want to achieve in the concerned part)
- Requirements (such as: pens for everyone, a board.)
- Time duration

Task: After the presentation, the students receive almost an empty timetable with empty places and, apart from, the element of the divided time plan. Their task is to reconnect the lesson plan. It's a group work. In order to facilitate the correctness of the answers, the teacher will distribute the previously printed lesson plan (that is ready) so that the learners can check if they have done well.