**Appendices**

**Appendix A**

**Right/Left Brain Dominance Test (constructed by Davis, 1994)**

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Which Side Are You On? Circle either “**A**” or “**B**” that most accurately describes you.

1. A. At home, my room has organized drawer and closets. I even try to organize other things around the house.

B. At home, I like the "lived-in" look. I clean as I see a need and when I have the time.

2. A. My desk is usually clean and has everything in place.

B. I leave my work out on my desk so I can work as I am inspired by ideas.

3. A. I like using the "tried and true" method.

B. I like creating new methods.

4. A. I follow directions carefully when I build a model, make a craft, etc.

B. I like to build a model my way, making my own creation.

5. A. I complete one project at a time.

B. I like to start many different projects, but do not like to finish them.

6. When I am asked to write a report on a subject, I........

A. research information, then outline and organize my writing.

B. work in my own self-inspired direction.

7. When I had to do a project in class, I.....

A. used my parents' ideas, a book's illustrated project or modeled another student's project who received an "A+" from my teacher.

B. loved the challenge, and like a "mad scientist," I produced a unique project.

8. When I am in charge of a big job with many people working, I usually...

A. organize, give everyone their responsibilities, make lists, and make sure everyone finishes their part on time.

B. work at my own pace, let others work on the job as they want. I want to take care of needs/problems as they arise.

9. Which of these activities would you like to do the most?

A. planning the details for a trip/project

B. creating an original art form

10. I hate it when other people.....

A. are indecisive about what activities to do when I am with them.

B. plan activities in step-by-step detail when I am with them.

Scoring the Left/Right Brain Test

Add the number of "**A**" responses.

Write the sum here.\_\_\_\_\_\_

Add the number of "**B**" responses.

Write the sum here.\_\_\_\_\_\_

If you have more "**A**" responses than "**B**" responses, then you are left-brained dominate.

This means you........

• are very rational

• analyze people and situations

• usually favor the subjects of math/science

• are methodical

• are a sequential thinker

• use logical reasoning

• like to work with things that can be seen or touched

**If you have more "B" responses than "A" responses, you are right-brain dominate.**

This means you.......

• are very creative

• are usually emotional

• like to be different from others

• handle situations easily

• like to think abstractly

• enjoy the arts (music,art,drama)

• are a divergent thinker

**Appendix B**

**Strategy Inventory for Language Teaching (SILT) Based on SILL Version 7.0 by Oxford (1989)**

**(Revised by Kjabiri and Jazebi, 2010)**

Directions

This form of the STRATEGY INVENTORY FOR LANGUAGE TEACHING is a modified version of SILL (R. Oxford, 1989) and is for teachers of English as a Foreign Language. You will find statements about teaching English to your students. Please read each statement. On the separate worksheet, write the response (1, 2, 3, 4 or 5) that tells HOW TRUE THE STATEMENT IS.

1. Never or almost never true of me.

2. Usually not true of me.

3. Somewhat true of me.

4. Usually true of me.

5. Always or almost always true of me.

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

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

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

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

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

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

EXAMPLE

1. Never or almost never true of me.

2. Usually not true of me.

3. Somewhat true of me.

4. Usually true of me.

5. Always or almost always true of me.

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

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

\_\_\_\_\_\_\_\_\_\_\_\_.

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

**Strategy Inventory for Language Teaching**

1. Never or almost never true of me.

2. Usually not true of me.

3. Somewhat true of me.

4. Usually true of me.

5. Always or almost always true of me.

(Write answers on worksheet)

Please fill out this form as a TEACHER

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Part A1 | 1 | 2 | 3 | 4 | 5 |
| 1. In my teaching I make relationships between what my students already know and the new things they learn in English. |  |  |  |  |  |
| 2. I encourage my students to use new English words in a sentence or I use them in a sentence so that the students can remember them. |  |  |  |  |  |
|  |  |  |  |  |  |
| 3. By writing a new word on the board, I ask the students to connect the sound of the new word and an image or picture of the word to help them learn and remember the word. |  |  |  |  |  |
| 4. I ask the students to make a mental picture of a sentence in which the new English word might be used. |  |  |  |  |  |
|  |  |  |  |  |  |
| 5. I practice and emphasize the rhythm to help students remember new English words. |  |  |  |  |  |
|  |  |  |  |  |  |
| 6. I use flash cards to make students remember new English words. |  |  |  |  |  |
|  |  |  |  |  |  |
| 7. I physically act out the new English words for the students. |  |  |  |  |  |
|  |  |  |  |  |  |
| 8. I review previous English lessons in the class before the new ones. |  |  |  |  |  |
|  |  |  |  |  |  |
| 9. I ask the students to remember new English words or phrases by remembering their location on the page, on the board, or on a street sign. |  |  |  |  |  |
|  |  |  |  |  |  |
| Part B1 |  |  |  |  |  |
| 10. I make the students write the new English words several times or I write them several times on the board. |  |  |  |  |  |
|  |  |  |  |  |  |
| 11. like native English speakers. |  |  |  |  |  |
|  |  |  |  |  |  |
| 12. I allocate some of my class time to students to practice the sounds of English. |  |  |  |  |  |
|  |  |  |  |  |  |
| 13. I make the students use the English words they learn or know in different ways in the class or I use them in different ways myself. |  |  |  |  |  |
|  |  |  |  |  |  |
| 14. I always start class conversations and discussions in English and encourage the students to start conversation in English. |  |  |  |  |  |
|  |  |  |  |  |  |
| 15. I show English movies in the class or ask the students to watch English TV shows or English movies outside the class. |  |  |  |  |  |
|  |  |  |  |  |  |
| 16. I assign my students to read for pleasure. |  |  |  |  |  |
|  |  |  |  |  |  |
| 17. I provide my students with notes, messages, letters or reports in English and make them practice. |  |  |  |  |  |
|  |  |  |  |  |  |
| 18. I teach my students to first skim an English passage (read over the passage quickly) and then go back and read it carefully. |  |  |  |  |  |
|  |  |  |  |  |  |
| 19. I ask my students to look for words in their own language that are similar to new words in English. |  |  |  |  |  |
|  |  |  |  |  |  |
| 20. I help my students to find patterns in English. |  |  |  |  |  |
|  |  |  |  |  |  |
| 21. I teach the meaning of new words to my students by dividing the words into parts that they understand. |  |  |  |  |  |
|  |  |  |  |  |  |
| 22. I never translate word for word for my students in the class and I ask them not to do so. |  |  |  |  |  |
|  |  |  |  |  |  |
| 23. As a classroom task, I ask my students to make summaries of information that they hear or read in English. |  |  |  |  |  |
|  |  |  |  |  |  |
| Part C |  |  |  |  |  |
| 24. I ask my students to make guesses to understand unfamiliar English words. |  |  |  |  |  |
|  |  |  |  |  |  |
| 25. I teach my students to use gestures as a strategy when the word during a conversation in English. |  |  |  |  |  |
|  |  |  |  |  |  |
| 26. I tell my students to make up new words if they do not know the right words in English. |  |  |  |  |  |
|  |  |  |  |  |  |
| 27. I make the students read English without looking up every new word. |  |  |  |  |  |
|  |  |  |  |  |  |
| 28. I ask my students to guess what the other person will say next when listening to English tapes or videos. Should use a word or phrase with the same meaning. |  |  |  |  |  |
|  |  |  |  |  |  |
| Part D |  |  |  |  |  |
| 30. I encourage my students find as many ways as they can to use their English in the class. |  |  |  |  |  |
|  |  |  |  |  |  |
| 31. I guide my students to notice their English mistakes and use that information to help them do better. |  |  |  |  |  |
|  |  |  |  |  |  |
| 32. I make my students pay attention when I speak English or play English tapes for them. |  |  |  |  |  |
|  |  |  |  |  |  |
| 33. I guide my students to find out how to be a better learner of English. |  |  |  |  |  |
|  |  |  |  |  |  |
| 34. I ask my students to plan their schedule so that they will have enough time to study English. |  |  |  |  |  |
|  |  |  |  |  |  |
| 35. I assign my students to talk to each other in English even outside the class or look for people they can talk to in English. |  |  |  |  |  |
|  |  |  |  |  |  |
| 36. I assign my students to read as much as possible in English. |  |  |  |  |  |
| 37. |  |  |  |  |  |
|  |  |  |  |  |  |
| 38. I ask my students to think about their progress in learning English. |  |  |  |  |  |
|  |  |  |  |  |  |
| Part E3 |  |  |  |  |  |
|  |  |  |  |  |  |
| 39. I try to make my students relaxed whenever they feel afraid of using English. |  |  |  |  |  |
|  |  |  |  |  |  |
| 40. I encourage my students to speak English even when they are afraid of making mistakes. |  |  |  |  |  |
|  |  |  |  |  |  |
| 41. I give my students a reward or treat when they do well in English. |  |  |  |  |  |
|  |  |  |  |  |  |
| 42. I guide my students to monitor and notice their nervousness when studying or using English. |  |  |  |  |  |
|  |  |  |  |  |  |
| 43. I ask my students to write down their feelings in a language learning diary. |  |  |  |  |  |
|  |  |  |  |  |  |
| 44. I encourage my students to talk to me about how they feel when they are learning English. |  |  |  |  |  |
|  |  |  |  |  |  |
| Part F |  |  |  |  |  |
| 45. I tell my students to ask the other person to slow down or ask the teacher for repeating the tape if they are not able to follow or understand what is said in English. |  |  |  |  |  |
|  |  |  |  |  |  |
| 46. I ask students to correct each other when they talk. |  |  |  |  |  |
|  |  |  |  |  |  |
| 47. I make students practice English with each other. |  |  |  |  |  |
|  |  |  |  |  |  |
| 48. I make the students ask for help from me or other students. |  |  |  |  |  |
|  |  |  |  |  |  |
| 49. I make my students ask their questions in English. |  |  |  |  |  |
|  |  |  |  |  |  |
| 50. I try to make my students learn about the culture of English speakers. |  |  |  |  |  |