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N. ISKANOVA

CLASSROOM LANGUAGE
(OQITUVCHI NUTQ MADANIYATI)
5111400-Xorijiy til va adabiyoti (ingliz tili)
bakalavriat ta'lim yonalishlari uchun

NAVOI-2022

Classroom Language (O'qituvchi nutq madaniyati). Iskanova N.P.

Mazkur darslik oliy ta'lim muassasalari bakalavriat ta'lim yo'nalishlari 5111400 - Xorijiy til va adabiyoti (ingliz tili) uchun mo'ljallangan bo'lib, "O'qituvchi nutq madaniyati" fani bo'lajak mutaxassislarga madaniy nutq, o'qituvchining auditoriyada qo'llaydigan so'z va iboralari (classroom expressions) haqida to'liq tasavvur berish, ularda ingliz tili adabiy nutq malakalarini shakllantirish, ingliz tili darslarida o'qituvchi nutqiga e'tiborli bo'lishdan iborat tadqiqiga bag'ishlangan.

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PREFACE

"Classroom Language" is in the compulsory subject block and the textbook "Classroom Language" provides future professionals with a complete picture of cultural speech, words and phrases used by the teacher in the classroom (classroom expressions) devoted to the study of the formation of English literary speech skills, which consists of paying attention to the teacher's speech in English lessons.

The subject "Classroom Language" is aimed at introducing bachelor students with modern methods, the basic state of teacher speech culture, the formation of theoretical and practical skills on the subject. This framework, surely will serve as a basis for future bachelor philologists in teaching English and their usage in their future careers, how to teach the role and importance of teacher's speech.

INTRODUCTION TO AND OVERVIEW OF THE COURSE. TEACHER'S PHYSICAL PRESENCE IN CLASS

When teaching a foreign language, the goal of a teacher is to use as much of the target language as possible. When reviewing a day in the classroom, one of the most frequent ways that language is used is in the daily routines; these are referred to as classroom language. Teachers can take the opportunity of these daily routines to maximize their target language use and promote its use by students. This section will describe how classroom language can be used and what some tips are for teachers when employing classroom language.

What is classroom language?

Classroom language is the routine language that is used on a regular basis in classroom like giving instructions of praise, for example "Take out your books" or "Please sit down". This is language that teachers are used to using and students are used to hearing, but when teaching a language it takes a while to learn this part of the language. Knowing these language basics reduces the amount that students are forced to use their mother tongue and increases the amount of the target language they are using; it makes the language classroom environment more authentic.

Why can teaching classroom language pose a challenge?

Teachers often have trouble when trying to integrate classroom language into a lesson. The difficulty often lies in that many second language teachers learned the language themselves after childhood, so are not exposed to authentic classroom language. Those teachers must make a particular effort to seek out what the correct language is in order to create the most authentic experience for the students. Students often encounter difficulties when the form in the target language does not make sense in their mother tongue; students must learn to accept that different languages work in different ways.

How can classroom language be taught?

When teaching classroom language, there are several strategies a teacher can employ to facilitate the learning:

Teach the students the classroom language in a scaffold way. Start with short commands, maybe just one word such as "Sit". Then the teacher can progress to a longer command, such as "Sit down please" and eventually students can learn alternate phrases that mean the same think, for example "Take a seat".
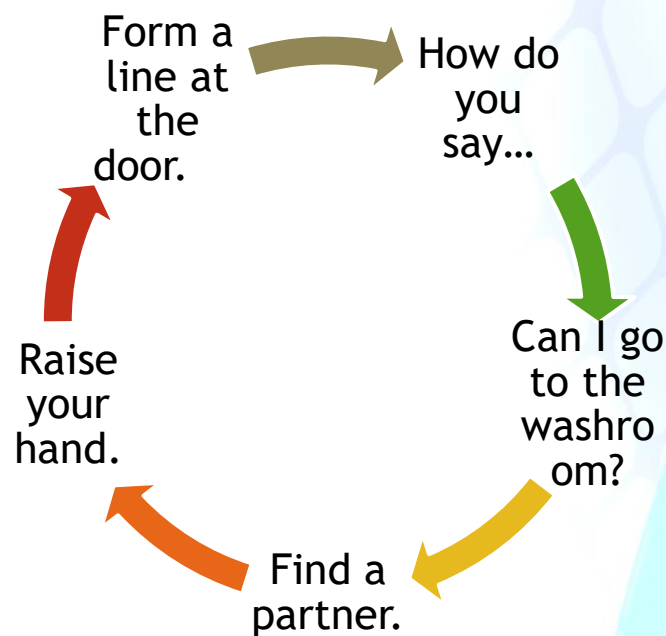
Make sure the students know what this language is for. Do not leave them out of the learning process; they should know that the more they use the language, the more

they will develop and that these forms are meant to help use the language in the most natural way possible.

Once you introduce the concepts, use them! Employ them as much as possible so the students become accustomed to them and eventually are able to use them as well. Use prompts such as language ladders or visuals to help students learn and remember the classroom language. The web site Encouraging Classroom Language Use discusses several different types of prompts that can be used.

What are some examples of classroom language?

Here are some examples of classroom language:

Form a line at the door. → How do you say… → Can I go to the washroom? → Find a partner. → Raise your hand. → Form a line at the door.

Brainstorm and write down 10 additional examples of classroom language. Discuss ways in which you would teach classroom language in your own classroom.

 TEACHER PRESENCE   Our physical presence can play a large part in our management of the classroom environment. The way we move and stand and the degree to which we are physically demonstrative can have a clear effect on the management of the class. All teachers have their own physical characteristics and habits, and they will take these into the classroom with them. However, there are a number of issues to consider which not just matters of personality are or style and which have a direct bearing on the students' perception of us. - Proximity- Appropriacy- Movement- Awareness

 TEACHER PRESENCE   Proximity Teachers need to consider how close they should be to the students they are working with. Teachers should be conscious of how close they are to the students, and consider this when assessing their students' reactions and should, if necessary, modify their behaviour.

 Appropriacy. Deciding how close to the students you should be when you work with them is a matter of appropriacy. So is the general way in which teachers sit or

stand in classroom. All the positions teachers take -sitting on the tables, standing behind a lectern, etc. – make strong statements about the kind of person the teacher is.

TEACHER PRESENCE. Movement. This is to some extent a matter of personal preference; it is worth remembering that motionless teachers can bore students, while teachers who are constantly in motion can turn their students into tennis spectators, their heads moving from side to side until they become exhausted. Most successful teachers move around the classroom to some extent. Awareness In order to manage a class successfully, the teacher has to be aware of what students are doing and, where possible, how they are feeling. This means watching and listening just as carefully as teaching. Awareness means assessing what students have said and responding appropriately.

TEACHER PRESENCE - The teacher's physical approach and personality in the class is one aspect of class management to consider. Another is one of the teacher's chief tool: the voice. When considering the use of the voice in the management of teaching, there are three issues to think about: 1) Audibility2) Variety3) Conservation

TEACHER TALK = the way that teachers talk to students – the manner in which they interact with them - is one of the crucial teacher skills, but it does not demand technical expertise. It does, however, require teachers to empathize with the people they are talking by establishing a good rapport with them. Rough-tuning Rough- tuning is the simplification of language, which teachers make in order to increase the chances of being understood. Teachers must be able to adjust their language use – in terms of grammatical complexity, vocabulary use and voice tone – when their listener shows signs of incomprehension.

TEACHER TALK. In order to rough-tune their language, teachers need to be aware of three things: 1) They should consider the kind of language that students are likely to understand.2) They need to think about what they wish to say to the students and how best to do it.3) They need to consider the manner in which they will speak (in terms of intonation, tone of voice, etc.).To be successful at rough tuning, all we have to do is speak at a level, which is more or less appropriate.

Task 1 -How can a teacher use his/her physical presence and voice in the classroom?

Physical Presence

The physical presence of teacher in the class is important for the proper management of the class. The teacher should think carefully about where he/she stands in the room. He/she try to avoid standing or sitting for long periods in a position where he/she cannot see the whole class. Most people, including youngsters, find it easier to hear when they can see the whole of a person's face. Very young pupils in particular need to read expression as well as hear what the teacher is saying.

The teacher's posture whilst he/she is teaching can have an impact on the richness of his/her voice and the way it projects in the classroom. The teacher can also use body language to give messages to the children as he/she teach and therefore rely less on his/her voice, removing some of the potential strain. This does not mean that the teacher takes center stage and do all the talking. The teacher's speaking style (clear and loud enough for all) and his/her physical presence in a large class help to manage the room. Avoid sitting behind a desk or standing in a corner. Move around, interact with all pupils at the questioning stages, scan the room and make eye contact as if in the theatre. The teacher should take care of his/her physical position and movement during following lesson stages:

Language Presentation - The teacher likes the attention of all the students at this stage, therefore standing is the best position.

Giving Instructions - Here also the teacher likes the attention of whole class, so standing is the best position.

Reading Activities - When students are reading then there is no need to be dominant so much. Just sitting and occasional monitoring is enough.

Activation Control - The teacher can lose control and allow the students freedom to carry this stage. The teacher should be at a distance from the activity, preferably be seated. However, the teacher should be available when needed.

Controlled Practice - Here occasional monitoring is enough, otherwise the teacher may allow students to focus on activity.

Checking Work in Progress - Teacher should move from one group to other in order to check their progress without interrupting them.

Voice

The voice of the teacher should change naturally according to the situation e.g. greater projection is required in big noisy classes as compared to quiet and small classes. The teacher can make lessons interesting or dull just because of alterations in his/her volume. A greater variation in voice can be helpful in getting better results from the students. A lively and energetic voice of the teacher keep students active and alert during the learning process.

I had observed during my student life that those teachers who changed their position in the class according to the requirements of the activity and had variations in their

volume had good effects on my learning as compared to those teachers who just stood or sit in same position and had no variations in their volume.

All teachers, like people, have their own physical characteristics and habits, and they will take these into the classroom with them. However, there are a number of issues to consider which are not just idiosyncratic and which have a direct bearing on the students' perception for us.

Proximity: teachers should consider how close they want to be the students they are working with. Teachers should be conscious of their proximity hand, distance and in assessing their students' reactions to what is happening in the classroom, they should consider this.

Appropriacy: deducing how closely you should work with students is a matter of appropriacy. So is the general way in which teachers sit or stand in classroom. Many teachers create an extremely friendly atmosphere by crouching down when they work with students in pair. Some teachers are even happy to sit on the floor, and in certain situations, this may be appropriate. All the positions teachers take sitting on the edge of tables, standing behind a lector, standing on a raised dais-make strong statements about the kind of person the teacher is.

Movement some teachers tend to spend most of their class time in one place at the front of the class, for example, or to the side ,or in the middle/Others spend a great deal of the time walking from side to side, or striding up and down and aisles between the chairs. Teachers that are more successful move around in the classroom, then will depend on his or personal style; where she or he feels it easiest to manage the classroom effectively and whether or not he or she wants to work with smaller groups.

Contact: in order to manage a class successfully, the teacher has to be aware of what students are doing and, where possible, how they are feeling. This means watching and listening just as carefully as teaching. It means making eye contact with students, listening to what they have said and responding appropriately. It is almost impossible to help students to learn a language in a classroom setting without making contact with them.

Audibility; teachers need to be audible. They must be sure that the students at the back of the class can hear them as well as those at the front. Teacher do not have to shout to be audible. Good teachers try to get balance between audibility and volume just right.

Variety; use very loud voices and that is when teachers want students to be quite or stop doing something. However, it is worth pointing out that speaking quietly is often just as effective a way of getting the students' attention since. When they realize that you are talking, they will want to stop and listen in case you are saying smth important or interesting.

Conservation; teachers have to take great care of their voices .It is important that they breathe correctly from the diaphragm so that they don't strain their larynxes. Conserving the voice is one thing teachers will want to take into account when planning a day's or a week's work.

Physical presence includes the teacher's overall appearance or presentation, gestures, movements, proximity, contact with students and eye contact. A teacher's presence and voice. A teacher's presence and voice play a major role in classroom management.

CLASSROOM LANGUAGE EXPONENTS

STUDENT - TEACHER	STUDENT – STUDENT
Excuse me. May I come in?	Can you help me do this exercise?
Could you speak more slowly, please?	Can you lend me a pen?
Can you repeat that please? I did not understand Sorry. I do not understand that.	Have you done your homework?
	What homework do we have to do?
How do you say 'mesa' in English?	Sorry, I cannot remember your name.
How do you spell 'table'?	Can I share your book with you?
What is the difference between 'do' and 'did'?	Where is Angela today?
	She is absent. What page is it on?
I'm sorry, I have left my book at home	Can you pass me that piece of paper, please?
Excuse me. I am sorry I am late.	Do we have to work in pairs?
Can I leave a bit early today, please?	I didn't have time to do my homework
Can you explain that again, please?	Its mv turn now.
I am sorry. Who's going to start9	Sorry, can you say that again'!
It is time to go. Whose turn is it?	Have a nice weekend.
See you next lesson.	Excuse me, that's my book
The same to you. Bye.	What do we have to do now?
Have you finished?	We have to compare our work

Topic: Teachers' presence in the classroom

One common rule given to new English teachers is to keep things student-centered. Limit teacher-talking time. Be the guide on the side, not the sage on the stage.

While there are many good reasons for this, such as encouraging student participation and learner autonomy, we propose that from time to time it is wise to inject yourself into an activity. Students are naturally curious about their teacher, and occasionally would like to interact with the teacher as another person. Students are naturally curious about their teacher, and occasionally would like to interact with the teacher as another person.

By teacher involvement, we do not mean teacher-fronted activities, where the teacher tells a story, explains grammar, or does a dictation. We mean that the teacher takes part in an activity, either cooperating or competing with the teacher. Here are some examples of how this can work.

Activity 1. How about the teacher's position in the class?

Objectivity: This activity ensures the teachers' both physical and mental presence in the lass among their learners through thinking and questioning. In a monolingual class, ask one student to speak to the class on a subject they choose for one minute. After the talk, students have to ask you 5 questions, and see how much you understood. Afterwards, they can give you a grade

Activity 2. Three-Part Quiz

Objectivity: to enhance working with group, cooperation, obey the instructions of a teacher. Here the teachers' role is giving instruction, show an example their selves and act together with students

This is a fun way to adapt a picture from your course book, preferably one with a lot of detail. Tell your students to study the picture in their books for 2 minutes. Encourage them to look carefully at every detail in the picture. Next, ask them to pile their books in the corner of the room. Make a simple statement about the picture (The man is wearing a gold watch) that is either true or false. Ask them to tell you if the statement is true or false. Repeat a few times. Next, ask them to pick up their

books and get into pairs. Tell them to make their own statements about the picture. One student should close his/her book, while the other gives four or five statements, which the first student decides are true or false. Then they switch roles and repeat. Now for the teacher involved part. Tell the class it is their turn to quiz you. (They should have some extremely tricky sentences ready by now.) Close your book and put it on a desk far away from you. Answer their questions as best you can without looking at the book.

Activity3. What is The Secret Word?

Objectivity: to enhance group work, creative thinking involving teachers' physical presence

Ask students to get together for a few minutes and decide on a secret word, but not to tell you what it is. It can be a word that you recently covered in class, or something they learned out of class. When everyone is ready, tell him or her that you want him or her to use this secret word at least five times. You will have to guess what the word is. Continue with your lesson plan. At the end of class, guess the word. Were you right?

Students can compete with the teacher. In this type of activity, the teacher is one team battling against the entire class. Here are two examples:

Activity 4. Tell Me about Your Holiday

Objectivity: to enhance pair work, interacting with people, giving questions and imagination compete with the teacher.

Ask students to think of a popular holiday in their country. Put student in pairs, and tell them to create some questions about the holiday. While they are doing this, think of some good questions about a popular holiday in your country. In a few minutes, they will quiz you about the holiday, and you will quiz them about a holiday from your country. Each team gets a point for answering a question correctly.

Activity 5. Top This Game

Assign your class to go online and find an interesting language learning game they would like to play in class. You do the same. In the next class period, play their game and your game. Have a discussion afterwards. Which game was better? Why?

Activity 6. How do I say it in your language?

Objectivity: motivating students, teaching how to behave among people, develop students' imagination, teach how to do something.

Ask your students for common expressions in their language that are the equivalents of expressions found in your course book. Get a student to come up and teach you several phrases. Say the words in the students' language, but ask questions in English, such as "Am I saying it right?", "How's my pronunciation?" "Is that correct?" You can ask them to quiz you again at the end of the lesson.

Activity 7. Learning from the students

For homework, assign students to learn how to do something, such as how to draw an elephant, or a unique way to tie shoes, or the best way to cut an onion. In the next class period, ask one student to come to the front and give a brief presentation. When the presentation is finished, do the action and see if you can do it correctly.

Activity 8. Interviewing the teacher

Objectivity: Students learn something about the teacher, respecting the teacher, working in groups

Put students into pairs and ask them to work together to produce 3 questions they would like to ask you, their teacher. Emphasize that the questions must be polite and respectful. After they have all composed three questions, tell them that you are going to give them 2 minutes to ask their questions. You will listen carefully, and then after the two minutes have elapsed you will answer some or all of the questions. (Extension: you can repeat the activity with a student taking your place)

Activity 9. You answer then ask

Objectivity: Students learn something about the teacher, respecting the teacher, working in a group.

Next time you are checking the answers to comprehension questions to a reading in your course book, tell the class that you will allow every other student to ask you a question in addition to answering a comprehension question. Go through the questions, and every other time you check an answer, tell the student *"Ok, now you get to ask me a question."* If the question is impolite or too personal, you can just say *"no comment"* and move on.

Activity 10. Personal questions around the room.

Put a sample question pattern on the board such as, *"If ..., what would you do?"* or *"Would you rather ... or ...?"* Give students one or two examples of this type of question. Then ask them to write down five questions they would like to ask someone in the class. Give them at least 10 minutes to write some clever questions, and encourage them to be creative. When everyone is finished writing, ask a student a question based on the pattern you put on the board. After the student answers, tell him or her to choose another student and ask him/her a different question. Then tell that student to ask you another question. Continue this 3-stage process, until at least 3/4 of the class has spoken.

BODY LANGUAGE. THE ROLE OF TEACHER'S VOICE IN TEACHING
An Interactive Presentation. Main Points of The Workshop (plus a lot of other stuff)

· People are always communicating. Communication - an ongoing process of sending and receiving messages - enables us to share knowledge, express attitudes and demonstrate skills. Explicit and implicit communication occurs whenever teachers and students interact. Successful teaching depends on effective communication in the classroom.

· Body language or nonverbal communication includes : Facial Expressions Eye contact Touching Tone of Voice Dress Posture

· Verbal communication permits instant feedback; nonverbal acts do not. Herein lies the difficulty. We can hear ourselves speak and make corrections. However, we cannot see our own nonverbal messages, so we must rely on instinct and understanding of nonverbal communication as well as feedback from others.

We use nonverbal communication for the following reasons:

1. Words have limitations.

1. Nonverbal signals are powerful.

1. Nonverbal messages are likely to be more genuine.

1. Nonverbal signals can express feelings too disturbing to state.

1. A separate communication channel is necessary to help send complex messages.

Whenever incongruity exists between verbal and nonverbal messages, the nonverbal

will win without trouble. Teachers should be aware of nonverbal communication in the classroom for two basic reasons: to become better receivers of all students' messages and to gain the ability to send positive signals that reinforce students' learning while simultaneously becoming more skilled at avoiding negative signals that stifle their learning.

Research suggests that students' nonverbal expressions serve as an important source in the formation of a teacher's impressions, attitudes, beliefs and reciprocal behavioral expressions. To be a good receiver of students' messages, a teacher must be attuned to many of these nonverbal cues. Not only are teachers often unaware of students' nonverbal behaviors, but they are also unaware to the nonverbal messages they relay to the students. Teachers express enthusiasm, warmth, assertiveness, confidence or displeasure through their facial expressions, vocal intonation, gestures and use of space. Teachers reinforce or modify student behavior by their use of smiles, winks, frowns and scowls.

· When teachers exhibit verbal messages that conflict with nonverbal messages, students become confused. This confusion often affects their attitudes and their learning.

· Without words, teachers communicate their feelings, expectations, and many other messages they would never verbally admit.

· The bottom line for teachers is, whether intentional or not, nonverbal behavior tells students what we expect of them. Positive expectations bring positive achievements. Negative expectations bring loss of self-confidence and failure.

· Facial expressions include a. Facial appearance (muscle tone, skin coloration, eye color and wrinkles) which offer cues that reveal information about race, status and age.

ʙ. Less permanent cues (length of hair, hairstyle, cleanliness and

Eye behavior - the eyes are the most dominant and reliable features of the face and provide a constant channel of communication. They serve as the major decision factor in deciphering the spoken truth. Unlike other parts of the face, eyes can both send and receive messages. Teachers usually maintain eye contact and flash visual signals when they want to emphasize particular points. Students' eyes often signal listening and non-listening behavior. Lack of student-teacher eye contact will often indicate disinterest,

inattention, or even dislike for the teacher. Direct teacher eye contact can also

express support, disapproval, or neutrality. Teachers can have an individual connection with every student in the classroom by using eye contact.

Vocal Intonation - Sometimes referred to as "paralinguistic" and includes a multitude of components: rhythm, pitch, intensity, nasality and slurring that elicit the "truth" of the message. Vocal intonation - projection, variety, timing and rate of speech - influences how others perceive us and provides evidence about our self-confidence and enthusiasm. Vocal projection is the most important requisite to effective communication. If vocal intonation contradicts your words, the former will dominate.

Touching - touching is an important aspect of any culture. Tactual sensitivity begins in childhood and greatly contributes to the mental and emotional adjustment of the individual. In the classroom, it is a delicate matter. Since teachers are considered superiors in the classroom, they often initiate touching behavior. Teachers have to respect and understand the personal space of the students and not to enter uninvited, even when the student is misbehaving. Positively, touching can also be used to reinforce. Small children learn significantly more when teachers exhibit touching, close body proximity, and smiles of approval. As they grow older, touching behaviors become less appropriate.

Body movements and gestures - we communicate by the way we walk, stand, sit, what we do with our shoulders, hands, arms, and legs, how we hold our heads, and the manner in which we position our bodies toward or away from others. Posture often indicates mood and attitude. The body tends to move in harmony with words.
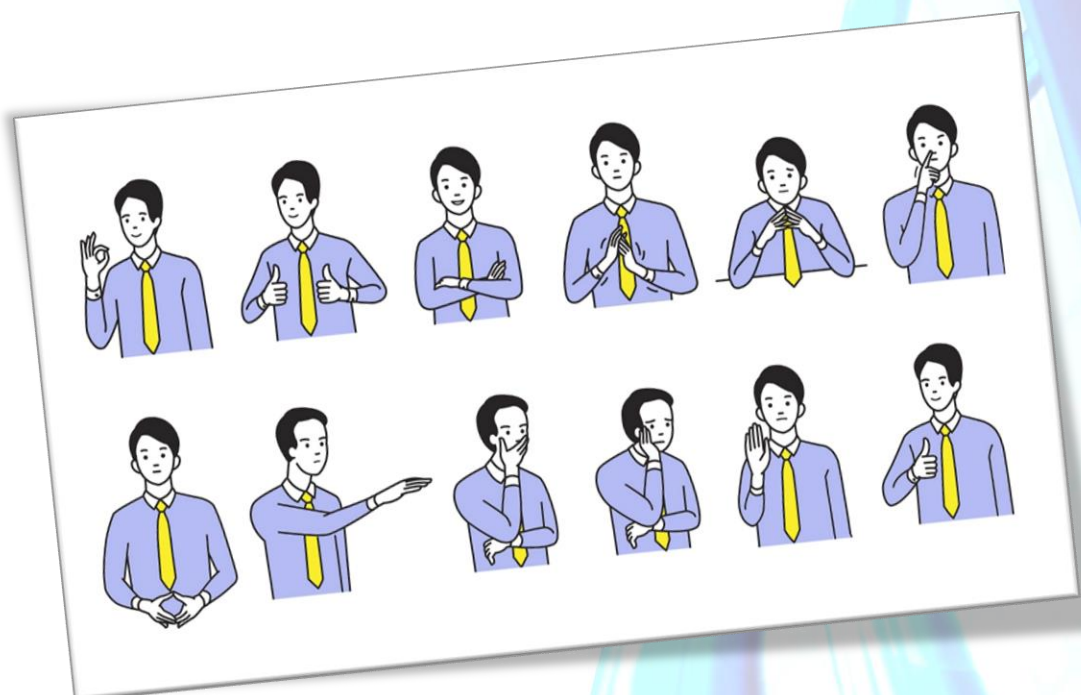
We lean forward when we like someone or if the topic being discussed is interesting. On the other hand, we lean away from individuals we have negative attitudes towards, or from topics that do not interest us. In the classroom, students receive

nonverbal messages of enthusiasm or boredom communicated through a teacher's body orientation. An observant teacher can also tell when students understand material presented or when students have trouble grasping major concepts. Inappropriate postures and gestures of a teacher will diminish a lesson's delivery. All body movements should be used to accentuate and confirm verbal messages.

Use of space - or, proxemics, is a subtle component of body language that indicates territory to which access is allowed or denied to other people or objects. Classroom layout and aesthetics can directly influence students' learning. Classroom environments can create moods and establish how much communication takes place. The position of a teacher's desk may serve as a barrier to prevent students from entering his/her space and thus inhibits interaction. In straight row seating, most student interaction is greatest in the front and middle rows.

Personal space - the social distance in which we do not expect strangers to intrude. The amount of space varies from culture to culture and individual to individual and changes size and shape, depending on the situation. The four categories of informal space established in the USA are:

1. *Intimate* - reserved for close relationships, sharing, protecting and comforting (0-15 cm.).
2. *Personal* - used for informal conversations between friends (15-40cm.).
3. *Social* - accepted for interaction between strangers, teachers and students and business acquaintances (40 cm. - 4 meters).
4. *Public* - Used for one-way communication by lecturers (4 - 25 meters).

The distance between a teacher and students is a critical factor in the communication process. Teachers share feelings of acceptance or rejection by the distance they maintain between themselves and their students. Teachers have a tendency to get closer to those they like.

"The way we communicate with others and with ourselves ultimately determines the quality of our lives. To effectively communicate, we must realize that we are all different in the way we perceive the world and use this understanding as a guide to our communication with others."

The best way to understand your students' basic behavior is to observe them over an extended period. When you interact with them, begin to notice - really notice - how they look when they are relaxed and comfortable. How much eye contact do they make? What kind of gestures do they use? What body postures do they assume? Once you know what is normal for them, you will be able to quickly and accurately detect even minor shifts when their body language is out if character.

·   For one-day make a mental note of the eye color of every student, you meet. You do not have to remember the color, just notice it. With this one simple exercise, you will dramatically increase your skill at building rapport with your students.

·   Each of us gives and responds to hundreds of facial expressions daily. You are part of an emotional chain-reaction effect in your personal and professional lives. For one full day, make a conscious choice to spread only positive emotions. As you go through the day, notice how other people's negative emotions may try to contaminate your good mood. The trick is not to let them do so. Instead, simply acknowledge what is happening, regroup, and get back on track.

·   The next time you talk to one of your students where you are trying to encourage the other person to speak more, nod your head using clusters of three nods at regular intervals. Research shows that people talk three to four times more than usual when the listener nods in this fashion. You will be amazed at how this nonverbal signal can trigger such a positive response.

·   The next time someone is talking to you, pretend that you did not quite understand and ask him/her to repeat something that they just said. Watch to see if he/she adds gestures that they had not used before. People realize on an unconscious level that gestures help clarify and convince.

·   When you see a small group of people talking, look at their feet to see who is really connecting with whom. If all the feet triangulate or point to the common center of the group, it is an integrated conversation. If not, you will be able to tell by the feet positions who is really in and who is being excluded.

·   If you want to enhance interaction in the classroom, do not put any object between you and your students. Move out from behind your desk when you want a real dialogue and stay behind the desk only when maintaining control is more important than exchanging information.

Handout Body language is a form of non-verbal communication, which consists of body posture, gestures, facial expressions, and eye movements. Humans send and interpret such signals almost entirely subconsciously. James Borg states that human communication consists of 93 percent body language and paralinguistic cues, while only 7% of communication consists of words themselves; however, Albert Mehrabian, the researcher whose 1960s work is the source of these statistics, has stated that this is a misunderstanding of the findings. Others assert, "Research has suggested that between 60 and 70 percent of all meaning is derived from nonverbal behavior."

Body language may provide clues as to the attitude or state of mind of a person. For example, it may indicate aggression, attentiveness, boredom, relaxed state, pleasure, amusement, and intoxication, among many other cues.

• **Understanding body language.** The technique of "reading" people is used frequently. For example, the idea of mirroring body language to put people at ease is commonly used in interviews. Mirroring the body language of someone else indicates that they are understood. It is important to note that some indicators of emotion (e.g. smiling/laughing when happy, frowning/crying when sad) are largely universal; however in the 1990s Ekman expanded his list of basic emotions, including a range of positive and negative emotions, not all of which are encoded in facial muscles. The newly included emotions are: A study in body language.

Body language signals may have a goal other than communication. Both people would keep this in mind. Observers limit the weight they place on non-verbal cues. Signalers clarify their signals to indicate the biological origin of their actions. Examples would include yawning (sleepiness), showing lack of interest (sexual interest/survival interest), attempts to change the topic (fight or flight drivers).

Pay attention to your body language

We think it is something like 70% of communication is non-verbal. Body language is an often-overlooked means of effectively communicating verbal messages. Being aware of your own body language helps to simplify classroom language. Some good body language tips include:

- Use pauses time by time
- Make good eye contact with the whole class

- Use hand and body gestures to help communicate your message
- Use vocal variety and a warm tone to communicate your message.

HOW TO READ BODY LANGUAGE

Noticing the signals that people send out with their body language is a very useful social skill. Some of us can read it naturally and some of us are notoriously oblivious. Fortunately, with a little extra attentiveness, you can learn to read body language, and with enough practice, it will become second nature.

Steps. Pay attention to how close someone is to you. The closer they are, the warmer they are thinking of you. The farther away that someone is, the less they actually care of the situation or person. If you move slightly closer to them, do they move slightly further away? That means they do not want your interaction to be any more personal than it already is. If they do not move further away, then they are receptive. In addition, if they respond by getting even closer to you, they probably really like you or are very comfortable around/by you.

It is worth noting that personal space is culturally fluid; keep in mind that what is considered close in one country is far away in another.

Watch their head position.
- ✓ Overly tilted either heads are a potential sign of sympathy, or if a person smiles while tilting their head, they are being playful and maybe even flirting. (Note that people with vision problems such as amblyopia will also have a tilted head.)
- ✓ Lowered heads indicate a reason to hide something. Take note if someone lowers his or her head. If it is when he is complimented, he may be shy, ashamed, timid, keeping distance from the other person, in disbelief, or thinking to himself or herself. If it is after an explanation, then he may be unsure if what he said was correct.
- ✓ ☐　　It should be noted that some cultures see this as a sign of respect.
- ✓ Cocked heads mean that they are confused or challenging you, depending on eye, eyebrow, and mouth gestures. Think of how a dog slightly cocks its head when you make a funny noise.
- ✓ On the other hand, when coupled with a smile, a tilted head will mean they genuinely like you and are engaged in playful conversation.
- ✓ Look into their eyes. o　People who look to the sides a lot are nervous, lying, or distracted. However, if a person looks away from the speaker, it very well could be a comfort display or indicate submissiveness. Looking askance generally means, the person is distrustful or unconvinced.
- ✓ If someone looks down at the floor a lot, they are probably shy or timid.

- ✓ Some cultures believe that looking at someone in the eyes is a sign of disrespect, so this could explain why someone is avoiding eye contact with you.
- ✓ Dilated pupils mean that the person is interested. Keep in mind, however, that many drugs cause pupils to dilate, including alcohol, cocaine, amphetamines, MDMA, LSD and others. Do not mistake having a few drinks for attraction. If their eyes seem far away, that usually indicates that a person is in deep thought or not listening. (Note: Unfocussed eyes may also be a sign of binocular vision problems.)

See if they are mirroring you. Mirroring is another common gesture. If someone mirrors, or mimics your appearance, this is a very genuine sign that they are interested in you and trying to establish rapport with you. Try changing your body position here and there. If you find that they change theirs similarly, they are mirroring.

Check their arms.
- ✓ People with crossed arms are closing themselves to social influence. Though some people just cross their arms as a habit, it may indicate that the person is (slightly) reserved, uncomfortable with their appearance, or just trying to hide something on their shirt. If their arms are crossed while their feet are shoulder width or wider apart, this is a position of toughness or authority.
- ✓ If someone rests their arms behind their neck or head, they are open to what is being discussed or just laid back in general.
- ✓ If their hands are on their hips, they might be waiting or impatient.
- ✓ If their hands are closed or clenched, they may be irritated, angry, or nervous.
- ✓ Be aware of nervous gestures:
- ✓ If someone brushes their hair back with their fingers, this may be preening, a common gesture if the person likes you, or their thoughts about something conflict with yours. They might not voice this. If you see raised eyebrows during this time, you can be sure that they disagree with you.
- ✓ If the person wears glasses, and is constantly pushing them up onto their nose again, with a slight frown, that may also indicate they disagree with what you are saying. Look to make sure they push up their glasses with an intent, not casually adjusting them. Look for pushing on the rim with two fingers, or an extra motion of wiggling the side of their glasses. The frown or raised eyebrows should tip you off.
- ✓ Lowered eyebrows and squinted eyes illustrate an attempt at understanding what is being said or going on. It is usually skeptical. This is presuming they are not trying to observe something that is far away. (Note: A squint is another possible sign of vision issues.)

- ✓ If they are staring into space then they are most likely think deeply about the past or they could be thinking of you

Watch their feet:
- ✓ A fast tapping, shifting of weight, laughing, or movement of the foot will most often mean that the person is impatient, excited, nervous, scared, or intimidated.
- ✓ Note though that some people with ADHD will constantly jiggle their legs. It does not mean anything, it is subconscious and, while eccentric, it cannot be stopped.
- ✓ If the person is sitting, feet crossed at the ankles means they are generally at ease.
- ✓ If while standing, a person seems to always keep their feet very close together, it probably means they are trying to be "proper" in some way.
- ✓ If they purposely touch their feet to yours, they are flirting!
- ✓ Some people may point their feet to the direction of their interest. Therefore, if it is pointing at you, he/she may be interested in you.

Activity 1. Work with the Body Language Quotes

"The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires." **William Arthur Ward**

"You never get a second chance to make first impression."   **Will Rogers**

"Of those who say nothing, few are silent." **Thomas Neil**

"Don't worry that children never listen to you; Worry that they are always watching you." **Robert Fulghum**

The most important thing in communication is to hear what isn't being said."
Peter F. Drucker

What you do speaks so loudly that I cannot hear what you say." **Ralph Waldo Emerson**

"High expectations are the key to everything."   **Sam Walton**

"People seldom notice old clothes if you wear a big smile**." Lee Mildon**

"The question is not what you look at, but what you see." **Henry David Thoreau**

"High achievement always takes place in the framework of high expectations."
Jack Kinder

"A master can tell you what he expects of you. A teacher, though, awakens your own expectations."   **Patricia Neal**

"We usually get what we anticipate."   **Claude M. Bristol**

"They may forget what you said, but they will never forget how you made them feel."   **Carl W. Buechner**

"One of the lessons of history is that nothing is often a good thing to do and always a clever thing to say."   **Will Durant**

Activity 2. Body language checklist. Guidelines

GENERAL	YES	NO
Are your verbal and nonverbal messages consistent?		
Do your nonverbal messages indicate a consistent treatment of students?		
Do your nonverbal messages encourage all students to participate in class activities?		
Do your nonverbal messages project warmth and enthusiasm?		
Do your nonverbal messages project confidence, fairness and friendliness?		
Do you provide positive nonverbal feedback to students?		
Do you consider cultural and gender differences before judging students?		

FACIAL EXPRESSIONS	YE	NO
Do your facial cues convey positive expressions when interacting		
Do you smile to provide reassurance and approval?		
Are you aware of your facial expressions?		
Are you able to interpret students' facial expressions?		
Are you able to "read" students' faces when they need help?		

EYE BEHAVIOR	YES	NO
Do you make eye contact with all your students?		
Do your eyes convey a message of caring?		
Do students look at you when you are talking?		
Can you tell when students do not understand by looking at their		
Can you tell if students are bored with a topic or need a break by studying their eyes?		

TOUCHING	YES	NO

	YES	NO
Do you pat students on the back or arm to congratulate them for performing well?		
Do you use a firm handshake when greeting parents or classroom guests?		

VOCAL INTONATION	YES	NO
Is your voice loud enough so all students can hear you?		
Do you vary tone and pitch to emphasize words?		
Does your voice project confidence?		
Can you tell when students are sincere by listening to their vocal		
Do you use your voice to reinforce student responses to		
Do you speak at a moderate rate (not too slowly and not too		
Does your voice project enthusiasm for the subject matter being		
Do you pause to encourage student contributions?		

BODY MOVEMENT AND GESTURES	YES	NO
Are aware of students' positive and negative body movements		
Are you cognizant of students' posture in the classroom?		
Do you lean forward when listening to students' questions and		
Are your gestures natural and consistent with your verbal		
Do you stand up straight without slouching, in the front of the class of students?		
Do your body movements and gestures communicate confidence and self-assurance?		
Do you use hand motions to provide direction to students?		

USE OF SPACE	YES	NO
Do you maintain a consistent space between you and all students?		
You maintain a neat and clean teaching environment.		
Do you use different travel routes in the classroom to interact with all students?		
Does the arrangement of classroom furniture allow for effective communication?		
Does the workspace project a comfortable and welcome feeling?		

DRESS	YES	NO
Does your attire represent a professional image appropriate for your school?		
Do you wear clean and acceptable clothing?		
Do you wear suitable jewelry or accessories?		

Activity 3. Body Language Charades

Your whole class can do this activity together. Call one student to the front of the room, and give them a slip of paper with an emotion or brief scenario written on it. Ask that student to act out the feeling or situation using only his or her body. Others should try to interpret the feelings being conveyed. Leave time after each enactment for students to talk about what they notice, which might include the fact that not all people use body language in exactly the same way.

Activity 4. Draw an Object

In this activity, students will be guessing vocabulary based upon drawings done by their classmates. Though it sounds like the popular picture drawing game, it is actually a double-header activity, with two teams guessing at the same time. This is another activity that is great for vocabulary review.

Setting up. Draw a line down the middle of the blackboard.

Divide the students into two groups and have each group stand on their side of the board. Have on hand: Vocabulary flashcards

Doing the activity: Pull aside one member from each group to the back of the room. Show these two students the same flashcard. They must then rush to the board and will have one minute to draw something that will get their group to figure out the word. However, they cannot draw the item that was on the card!

Therefore, if the word was "book," for example, they could not draw a book. Students must draw something else—maybe a shelf, reading glasses or Harry Potter and Dr. Seuss's cat with a hat, for example.

Remind your students to use complete sentences in the target language when guessing, (i.e. "Is it a book?"), rather than shouting out single words. When someone guesses the correct word, pull aside two more people and begin again. You could give points for each team, but the best way to do this activity is to keep the students moving and changing words. You can also repeat words, so that "book" may turn up again after a few other words, but with two other students drawing. This activity should be done quickly and with mounting excitement and noise level; everyone should be talking at once.

Activity 5. Where Are We? In this activity, students will be acting out different objects that are characteristic of a certain place. Though they are miming the objects, students should also use verbal language related to the room. For example, if they are in an operating room, there will be a

table, the instruments, the lighting. They could say "Nurse, hand me the scalpel" or "How's his pulse?" Setting up. Students are placed in the semi-circle formation. They can use a table and no more than two chairs. They can also choose one prop per actor from the prop bag. Have on hand: Some place flashcards (i.e. "dentist office," "library," "supermarket")

Bag of various props. Doing the activity: Use your playing cards to make pairs or trios. Get the first pair (or trio) up on stage and give them a place card. Give them a

minute to organize their ideas together. They now have two minutes to show the rest of the students where they are by arranging the table and chairs, using the props and having a relevant conversation in the target language. They cannot directly name the place they are in, but instead students must act within it. When the timer goes off, ask the audience to guess, in complete sentences, where the scene just took place. Applaud and change pairs.

Activity 6. Mirror Talk. This activity is based on the mirror mimicking game many of us have played as children. Instead of simply pretending to be a mirror and following the leader's movements, one student has to try to say the same thing the other is saying in unison, as if it were a choral exercise.

Setting up. Students are, again, in a semi-circle. List, on the board, several questions in one column, with answers in the other column to those questions. Let the students see the questions and answers that they will be using.

Doing the activity: Pair up students with the playing cards, as you did for Gibberish. Call on the first pair to center stage. One student, let us call them student A, faces the board while student B has their back to the board and cannot see what is written. During one minute, you will point to questions on the board, which student A (who can see them) will ask aloud. As student A speaks, student B tries to say the same question as close to, the same time as their partner. Then you will point to that question's answer, which student A also reads (and student B tries to say at the same time, mimicking his or her partner). Point to questions randomly, but match the answer to the question.

Switch the students and do another minute. Call up a new pair. Once every pair has done two minutes, begin the second round. This time, you will point to questions at random, but you will not match the answers. Therefore, a question may be "How old are you?" while the answer will be "At ten o'clock." This random choosing will keep the students on their toes and concentrating on trying to mimic their partner as closely as possible without anticipating.

Activity 7. Game. Name Six. This fun vocabulary review activity can be used as a warm-up. It is based on the old beanbag hot potato game many of us played as kids.

Setting up. Push all the chairs and tables back and have students sit on the floor.

Have on hand: A beanbag or a squishy toy. Doing the activity: Choose one student to stand in the middle of the circle. This student closes his eyes and turns around slowly, counting to ten. Meanwhile, the circle is passing the hot potato around as fast as possible so as not to burn their hands. When the center student reaches ten, he or she calls out "stop," opens his or her eyes and points at the student with the hot potato. You will then give a category, such as "Six words that begin with 'p'!" If the language you're teaching uses pictographs instead of an alphabet, you can use a reference word, like "Six colors!," "Six adjectives!" or "Six occupations!"

The hot potato begins to pass around the circle again while the chosen student has to say six words that begin with the letter "p" before the potato comes back to him or her. If the student succeeds, there is no change and the activity begins again. If the student does not succeed, then they become the student in the middle who turns and counts. Repeat the sequence. You can adjust the number of words to be said, or the number of times the hot potato is passed, according to the number of students in your class and their level to give a fair amount of time for producing the words.

Activity 8. Game "Telephone" Tell the group that they will be playing a game called "telephone" in two different ways. The first time they play, they will communicate by speaking. Then they will communicate using only their body language and facial expressions.

Mini Game Directions: For the verbal game of telephone, have students line up next to each other. In the first round, whisper a phrase of your choice to the first student. Each student should then whisper the phrase that she heard to the student next to her, until it reaches the last student. The last student should then say the message aloud, and see if it matches the original.

Explain to students that they will now play a similar game, but instead of passing a verbal phrase down the line, they will try to pass a body language expression.

Have students line up so that they are all facing one way. Tap the first student on the shoulder, and when he turns around, express an emotion with only body language, such as arms crossed and an angry face. This student should then tap the person in front of him on the shoulder and do his best to imitate the body language. Remind students that they should not turn around until they are tapped on the shoulder. Continue until the last student in the line sees the body language, and have her demonstrate what she saw to the class.

Post-Discussion: Once you have played a few rounds of verbal telephone and body language telephone, bring the group back together for a discussion. The main goal of this lesson is for students to recognize that we communicate both with our words and with our bodies, so we need to be aware of both while we are trying to convey a message. Ask students what they thought about both versions of the game, and try to guide them to this point.

Activity 9. Actions Are Louder Than Words.

Your character just received a postcard from someone he/she has not heard from in a very long time. Provide the reader with two sentences indicating what the letter says and then spend the rest of your time showing how the character reacts while looking, reading, and putting the letter down. Focus on his/her body language. Remember: the character's actions tell us more than his/her words.

Activity 10. Guess the Object. This is a fun game for kids to practice the power of description. Cut a hole in a box that is large enough for their hands. Make sure that they understand that they are not allowed to peak into the hole. Place an object in

the box. Have the child describe what the object feels like. Have the class take turns guessing what it might be.

Activity 11. Miming adverbs. One student goes outside and others choose one adverb of manner(for example, quickly or angrily) then the student return and order one of the members of the group to do an action by saying for example stand up, write your name on the board or close the window. The person addressed has to carry out the command according to the manner of adverb chosen. The student has to guess what the manner adverb was.

- **1: Writing a story**. Divide participants into groups of two or three and have them write a 600-word story about body language. The story tells of two people who are communicating via body language, so no dialogue can be included. Afterward, each group will read their story aloud by describing the various body language movements. Feedback should be provided by the other groups.

- **2: You-tubing it**. Get several videos from online sources and present them to the group one at a time. Have everyone write up a short description of what is going on in the video. They have to pay attention to gestures, body movements, and much more. Get each participant to read aloud his or her description. It might be surprising to learn that many participants will disagree about the video they just saw.

- **3: Emotion cards**. Get some postcards and write down an emotion on each one. These can include emotions such as sadness, nervousness, stress, frustration, cynicism, anger, or any others. Ask for a volunteer and give him or her one of the cards. Have that person leave the room, and then walk back in displaying that emotion. See if the other participants can guess what the emotion is.

- **4: The butterfly effect**. Have the participants stand in a circle. Hand a beach ball to someone and have that person throw it to another person, and he or she has to carefully observe the person the ball is thrown to. The ball is thrown to each person only once, and the last person has to observe the person who started the activity. Then, each person has to imitate the actions of the person he or she threw the ball to. In most cases, the imitations get livelier as they go along.

- **5: Acting up**. Divide the participants into two groups. Assign a leader from each group and have these two individuals go outside. While outside, they have to think up an object to describe in front of the participants. The participants have to guess what the object is while the two leaders use only nonverbal cues in their description. The group that guesses first wins, and both leaders join that

group. Choose two more leaders and repeat until one group contains all of the participants.

➕ **6: Guess the leader**. Have participants stand in a circle. Choose a "guesser" and have that person leave the room. The rest of the participants then choose a leader. When the guesser comes back in, the participants all start making hand gestures and movements, while trying to imitate the leader. The guesser has to guess who the leader is based on everyone's nonverbal movements.

➕ **7: Silent designs**. Divide participants into groups of three or four people. Give each of them a large sheet of paper and a lot of scrap paper, as well as some colored markers. Each team has to come up with an item to draw – a shoe, a tote bag, a lamp, and much more – and they have to draw it together without speaking. Only nonverbal communication can be used to draw the perfect item.

➕ **8: Miscommunications**. Choose two-person teams and give them two exercises. In the first, Person A has to describe his or her hobby for one minute without smiling; Person B listens and asks questions if desired. Then, the participants swap places. In the second exercise, Person B talks about his or her hobby in a natural tone, while Person A listens with no eye contact and without asking any questions. Hold a discussion on both exercises afterward.

THE ROLE OF TEACHER'S VOICE IN TEACHING

Teachers have high occupational voice demands. The voice load of teachers is both environmental and individual. Little is known about the teachers' own view of the contribution from the environment and about the teachers' voice use at their work place.

Aim: The purpose was to investigate the voice use and prevalence of voice problems in teachers and to explore their ratings of vocally loading aspects of their working environment.

Method: A questionnaire-survey in 467 teachers aiming to explore the prevalence of voice problems in teaching staff identified teachers with voice problems and vocally healthy colleagues separated in two groups, teachers with self-assessed voice problems and vocally healthy teachers. Teachers with voice problems were further, matched to a voice healthy colleague from the same school. The pairs were investigated and compared for clinical findings and for vocal behavior in the teaching environment and aspects of the classroom environment were measured.
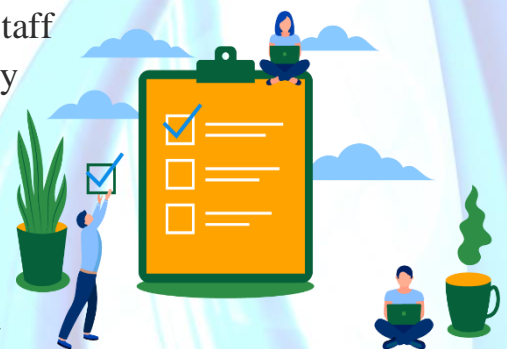
Results: Teachers with voice problems were more affected by any loading factor in the work-environment and were more perceptive of the room acoustics. Differences between the groups were found during field-measurements of the voice, while there were no differences in the findings from the clinical examinations of larynx and voice.

Conclusion: Teachers suffering from voice problems react stronger to loading factors in the teaching environment. It is in the interplay between the individual and the work environment that voice problems emerge.

In education, **teacher voice** refers to the values, opinions, beliefs, perspectives, expertise, and cultural backgrounds of the teachers working in a school, which extends to teacher unions, professional organizations, and other entities that advocate for teachers.

The **teacher's tone of voice** is a powerful instrument. It sets the tone and environment for the entire classroom in terms of engagement, behavior, and rapport with students. ... It contains some valuable insights from **t**eachers who have experimented with how their tone of voice affects the functionality of their classrooms.

The teacher's tone of voice is a powerful instrument. It sets the tone and environment for the entire classroom in terms of engagement, behavior, and rapport with students.

Here are our top three teacher tone takeaways:

Find the right balance between stern and sugary.
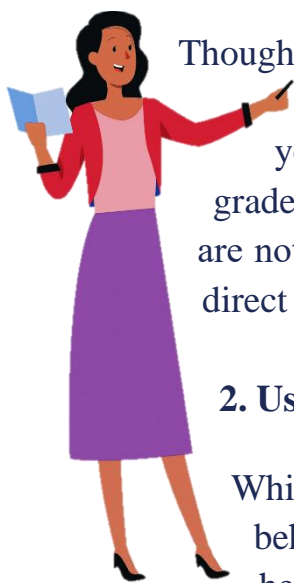
Though the job can be stressful at times, teachers should be careful not to sound angry or exasperated… but at the same time, you should avoid using a "sugary-sweet" tone. Especially in early grades, it's important to send the message to your students that they are not babies, so you will not "baby" them. Speaking to them with a direct and sincere tone of voice will help them build trust and meet your expectations.

2. Use whispering in your behavior management.

Whispering is a smart way to quickly de-escalate an unsavory behavior scenario. It forces the student to quiet down in order to hear what you are saying. Instead of embarrassing a student by yelling or correcting behavior in front of the whole class, show respect by whispering

a firm reminder. This gives the student the chance to get back on track without peer influence or disruptive confrontation.

3. Incorporate some theatrics into your lessons.

Teachers must be cautious not to speak in a tone that is too flat. You do not want your students to be bored! Vary your inflection and your volume to keep students engaged. Do not be afraid to "get into character" and have some fun; your students will pay attention and your lesson will be more likely to stick!

In the classroom, what you say and how you say it is important. Use an expressive, sincere voice to encourage a student that struggles with new concepts. Quietly affirm someone who has little support or encouragement at home.

Use Your Voice to Get Attention

Rather than shouting over your class and hoping they might stop talking, use your voice deliberately to make them stop and look at you.

To catch the attention of the class:

3 • short loud command such as a 3,2,1 count down

REALITY EXPECTATIONS • Train your Use a class to know what your expectations are

• Reward those who instantly stop when you ask

Your normal teaching volume should be quiet and clear. When you raise your voice, the difference should be obvious. Reduce your volume back to normal as soon as possible after a loud command.

Get the Pitch Right

Teachers often get higher and shriller when trying to get students to listen. This sounds out of control and desperate. It is hard to be heard over the general din. Instead, deliberately pitch your voice low, slow and loud to make it carry across the room. At first, it will feel unnatural to use a lower voice, but you do not sound as ridiculous as you might feel. Return to a normal pitch as soon as the noise stops.

Think about How You Speak

Children respond best when you speak to them with respect. It really is that simple. Keep your voice polite and pleasant, even when addressing negative behaviour. If you feel angry, give yourself time before speaking with a student to let yourself calm down. There are three types of speech used by teachers that damage classroom management. You might not even realize you use them. Sarcasm, rhetorical questions and public humiliation will all work against you when you use them with your students.

1: Sarcasm. Young children do not understand sarcasm. They will be confused or answer you literally. Older children will hear the tone of your voice and dislike how you are speaking to them. Keep sarcastic comments for the staffroom where they will be appreciated**.**

2: Rhetorical Questions. You probably use rhetorical questions all the time without even realizing. However, much like sarcasm, children find them confusing. Rhetorical questions invite children to call out, but then get them in trouble when they answer you. *“Is there someone talking?” “Why can I see people still working?” “Who deserves a house point?”*

Children struggle to see that these questions are rhetorical. Instead, tell them exactly what you are looking for.

“I am looking for students who have stopped talking.”

“I need everyone to stop working and look this way.”

“I am seeing who deserves a house point.”

3: **Public Humiliation.** Public humiliation is another common teacher tactic that never has the required effect. A child misbehaves so you go over to speak with them. Only instead of a quiet word, you announce it for the whole class to hear.
You end up with:
Challenging children who enjoy the spotlight, even for a negative reason
Escalating behaviour
Students who feel embarrassed and dislike you for making them feel that way
Children labelled as 'the naughty one' by their classmates
Make Your Voice Interesting. Think of a boring lecture, droning on and on for hours on end. You do not want to be that teacher! Think of yourself as an actor on the stage. Your job is to catch and keep the attention of your audience. To help keep the focus on you when you speak, try:
Slowing down. Often teachers speak so quickly that children lose track of what is being said. Try slowing down and repeating key sentences. Make sure important information is heard and remembered.

- **Dramatic effect.** Everyone switches off when you sound monotonous. Instead, make your voice sound interesting by adding expression, whispers, and sound effects.

- **Vary Your Tone.** Changing the way you speak will keep the attention of your listeners. Experiment with altering the volume, expression, and tone you use. No one, especially children, can listen to speech for very long. Add in paired discussion time and ask questions to reduce length of time students have to listen to you.

Use Silence. It is too easy to fill every minute with sixty seconds full of speech. Instead, add in dramatic pauses and leave sentences hanging to add excitement to what you are saying. Many teachers get the attention of their class without using their voice at all. Remember to decide exactly what you expect your students to do and practice it with them. Consistency is key. Reward those who stop quickly to encourage others to join in.
You could try:
Hand signals
Clapping patterns
A musical instrument
Looking After Your Voice
A 2008 survey undertaken by the Royal National Institute for the Deaf found that teachers in around 60 percent of schools complain of vocal problems.
Your voice is essential, so remember to look after it.

Hydration: Drink throughout the day whilst you are teaching. Skip the caffeine and try herbal teas, squash or juice if you are not a fan of water.

Posture: Sit up and relax your shoulders to help your voice travel efficiently.

Breathing and relaxation: Practice slow and deep breathing or meditation exercises to avoid stress building.

Ventilation: Classrooms can be dry, dusty places, especially if you teach a subject like Art or DT. Open windows and doors wherever possible to allow fresh air into your room.

Warm up your voice: Just like an actor, warm up your voice before teaching and in between lessons.

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Teacher Voice

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Getting your teacher voice right takes practise. If you are struggling with behaviour management, consider recording yourself or asking a colleague to observe you using this blog post as a guide.

Remember:

Go low and loud for attention

Vary how you speak to keep interest

Think about how you speak and what you are saying

Look after your voice with basic self-care

Nailing your teacher voice is a simple way to transform behaviour without expensive training schemes or resources. Simple changes can have a profound impact on the way you communicate with your students. It is the easy way to a happier classroom environment.

Our students recognize the subtle sounds of our voice and make instant judgments. They can judge our social class, our confidence, our competence, our sensitivity and warmth, all in the blink of an eye.

Studies have shown that students can judge their teacher, with great accuracy, is less than 30 seconds. This ability is more widely known in psychological circles as '*thin-slicing*', which conveys our human skill for quickly stereotyping and judging people, for good or ill, based on quick-fire experiences.

With *a shrill, fast paced voice*, we can be deemed weak and not worth listening to. And yet, if the pitch (those high and low notes) of our voice is slightly lower, we slow the tempo a little, and add a little variety to the emotional tone of voice, we are offered the prospect of gaining the ears of our students.

First, let us consider our own voice for a moment. We know that a thin, high-pitched tone can lack authority and can betray a seeming lack of confidence. Finding your natural pitch range is a start, from high to low. Take deep breaths (so important for the sound quality of your voice) before then singing the sound '*ah*' in your 'normal' voice. Then go as high as you can on the musical scale whilst remaining comfortable, before moving down the scale to see how low you can go.

Finding your range means that you can then begin practicing your deployment of that all-important tactic: vocal variety.

Listen to the great public speakers, such as Winston Churchill. In Winston's inimitable style, he varied his vocal tone, generating interest and authority in the bargain. This did not happen by chance. Churchill actually suffered from a stammer

and a lisp that crushed his speaking confidence. It was a great deal of practice and hard labour training his voice: learning to slow down his speech, to enunciate and vary his vocal tones, to subtly alternate the pitch of his voice with such emotional force that it saw his voice echo throughout history.

We can help protect and nurture our voice with the usual suspects: rest, keeping hydrated, taking a little walk, and avoiding shouting and overusing our voice, but we still likely need to take the time for a little vocal training to maximize our powers of persuasion.

One of the most effective tools you have as a teacher is your voice. Think back to your favorite schoolteachers – what was it about them that won your heart? Chances are, they knew how to catch your attention, make the subject interesting and inspire you to learn. You can do the same for your students, too. Start each day with a cheerful greeting or a bit of news or trivia that will grab their attention. Why not ask them a thought-provoking question to wake up their brains? What you communicate to your class early on sets the tone for the day ahead.

There are many ways you can use your voice as an effective teaching tool. Consider the following:

Expression –

In the classroom, what you say and how you say it is important. Use an expressive, sincere voice to encourage a student that struggles with new concepts. Quietly affirm someone who has little support or encouragement at home. When the class (or a student) is overly-excited, a calm, steady voice can help diffuse the situation. Express pride in children and groups when they are cooperative and helpful. When special events are on the schedule, share your anticipation through the tone of your voice. Your facial expressions. tone of voice and pitch automatically come into play as you speak. Be expressive as you teach and never hesitate to inject true emotion into your voice. This helps the children learn to be expressive, too.

Volume –

There is just something about a whisper young children cannot ignore! It signals intrigue, mystery, secrets and more. Place a finger to your lips to signal for quiet, and then speak in a whisper to introduce the next activity. Whisper, "I've got a brand new story you'll love. Let's tiptoe over and find our places very quietly." Be sure to vary the circumstance and occasions for using whispers. If you whisper every story time, it will soon lose its appeal and intrigue.

The rise and fall of volume helps maintain interest for all students and can be especially effective for older children. During a history lesson, quote a couple characters, using different voices and volumes to peak interest. When posing class questions, making announcements and giving assignments, a bit louder volume is in order. You want everyone to hear you clearly. On the other hand, yelling is never in order! It shows the teacher has lost control of the situation and feeds the frenzy you are trying to dispel.

Inflection –

The dictionary defines inflection as "any change in tone or pitch of the voice … a modulation to signal a question by a rising inflection." Inflection of the voice adds

interest to what you say and can actually change the meaning of what you say. For instance, consider the word "really." In a flat monotone, the word sounds like dull and robotic. With a slight inflection, the word takes on real meaning. For instance, when the rise in pitch comes at the end of the word, it asks the question, "Really?" With a higher pitch at the beginning of the word and a drop at the end of the word, one affirms the question with "Really!"

Most of us use inflection without even thinking about it. It is one of those skills we learned as a child by listening and imitating the way those around us spoke. Inflection is also one of the most effective tools you will use as a teacher. Variation of tone and pitch is a vital part of the communication process, and without it, what we say can be misunderstood. For instance, the following sentence without inflection (in a flat monotone with no change of pitch) actually means the opposite of what it states:

"I am so excited about your good grades. "

Would your child actually believe you were happy and pleased excited if you said those words in a monotone voice? Now try the same sentence with inflection – the way you would normally say, it if you saw straight A's on a report card. "I am so excited about your good grades!" Say it again a couple times and notice the natural inflection in your voice.

As a teacher, you have the ability to change the atmosphere in your room with your voice. A whisper is an unexpected change in volume level that will catch students' attention – and hold it – for brief periods. Using a monotone voice will certainly do the same!

Inflection, however, is the one tool you must wield daily to keep your classes interesting. If you are reading aloud, explaining a new concept, sharing information or making announcements, inflection helps maintain interest in what you are saying. The human voice is truly an amazing gift. Every time you stand before your students and speak, 15 parts of your body are actively working! The generators of sound include your lungs, rib cage, diaphragm and related muscles. As they move air upwards in the chest, the vibrators of sound – the larynx and vocal cords – begin to quiver.

The resonators of sound are the oral mouth, throat and nasal cavity. These determine the quality of your speech. Finally, the articulators of sound are the jaw, lips, teeth, gum ridge, hard and soft palates and the tongue. These work to help you pronounce words distinctly. In addition, you thought all you had to do was open your mouth and   teach!

Remember, the ability to speak and teach is truly a gift. By using your voice as an effective teaching tool, you can impress the hearts and lives of your students. Who knows? You may be the one favorite teacher they will remember for years to come!

The positive news is, avoiding vocal fatigue is actually a simple thing. The adoption of a few good habits can improve both vocal health and use of voice, so that not only are teachers healthier but pupils are more likely to be engaged. Some of my top tips include:

Reflect on your breathing. Are you utilizing your full lung capacity and 'breathing from your belly'? Breathing is of fundamental importance to voice control and bad breathing habits are one of the major causes of vocal fatigue.

Ensure you have good posture – feet hip-width apart, spine in natural alignment, shoulders and neck loose and tension free, head well supported. If sitting, avoid crossing your legs.

Get into the habit of a daily vocal warm-up – this will do wonders for your articulation and projection.

Vary pitch, pace and volume for vocal variety that will engage your listener. Asking a 'critical friend' to observe you teaching can be a valuable exercise in terms of gaining feedback on the impact your voice is having in the classroom.
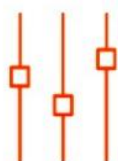
Pitch   Volume   Pace   Timbre

✓ Do not forget the power of non-verbal communication. The teacher's voice should never dominate in the classroom.
✓ Sip water regularly while speaking.
✓ Rest your voice at intervals throughout the day. If you are suffering from vocal fatigue, the best medicine is complete vocal rest.
✓ If the issue is ongoing, seek medical advice.
✓ The voice is a teacher's most important tool – it is worth investing in.

Exercise 1. Give a brief information about the ways of working with your voice

- Write down some information how your voice works, how to take care of it and improve your vocal health

_____
_____
_____

- Note some strategies to train your voice to be more efficient and increase vocal stamina

_____
_____
_____

- Show how to speak with more power and authority
_____
_____
_____

- Give a brief information how to project for noisy environments and to be heard at   distances
_____
_____
_____

- How to change voice quality with the changing situations in your teaching day

_____
_____

- Write about the developing of healthy vocal practice in your daily life
_____
_____

Exercise 2.   Think back to your favorite schoolteachers and give your own personal ideas– what was it about them that won your heart?

Exercise 3. Choose a topic or theme. Most of your speech should explore one topic, or several related topics that follow a theme. What this theme is depends on the nature of the speech. Graduation speeches often have a theme about memories or the future, school election speeches convince people you will make good decisions if elected, and class assignment speeches usually argue a controversial point.

- If you are not sure which theme to choose, write down or summarize a few stories and statements you could include in your speech. Pick the ones you like best and see if there is a unifying theme to tie them together.

Exercise 4. Pick a tone that makes you comfortable. If you enjoy making people laugh, write a funny speech. If you are a serious person, create moments that will cause reflection. Remember to end on an inspirational and uplifting note, especially for commencement speeches.

Exercise 5. Find a gripping way to begin your speech. Pick an engaging and on-theme story to lead with, one that will grab your audience's attention and prepare it for the overall tone and message. Pay extra attention to the first sentence:

- Surprise your audience by diving right into a tough story. "When I was ten years old, I lost my father."
- Make your audience laugh by telling a joke, especially one that everyone in the room will get. "Hello everyone. Let's have a round of applause for the guy who installed air conditioning."

- Start with a grand, thought-provoking statement. "Our galaxy contains billions of earth-like planets, and we're only just beginning to discover them."
- Most likely, someone else will introduce you, and many of your classmates know you already. Unless you are asked specifically to introduce yourself, you can get right to the good stuff.

Exercise 6. Turn the speech into note cards, then practice! No one wants to listen to you read an essay aloud. You will need to become familiar enough with what you wrote to deliver it confidently while looking at your audience. It *is* a good idea to write down notes on small index cards to jog your memory.

- Your notes are there to remind you what to say next and of important facts. "Move on to bear wrestling story (guy's name is Paul Bunyan)" is the level of detail you need.

Exercise 7. Think about movement and materials. Will you be standing or sitting? Do you have room to move around a little, or will you stand in place? Where will you keep your note cards, visual aids, or other materials? What will you do with them once you're done?

- Practice giving your speech in a situation as similar to your actual speech as possible.
- In general, you should stay fairly still while giving a speech. Small hand gestures and occasionally moving to a new spot are fine, especially if they help you feel and appear confident

Exercise 8. Practice speaking loudly and clearly. If you are going to speak to a roomful of people or more, learn to project your voice, not mumble or scream. Stand with your legs shoulder width apart and your back straight. Try to speak using your diaphragm, pushing the air out from low in your chest and make up your speech before audience.

Exercise 9. Talk slowly and pause between ideas. It is easy to rush when you are nervous. Pause at the end of each sentence. At the end of a section, before you move on to the next idea, make a longer pause and pretend you are looking across your audience making eye contact with a few people.

- If you cannot stop rushing, work out how long you should spend on each section and write the number of minutes at the top of each index card or paragraph. Practice near a clock so you can check whether you're on pace

Exercise 10. Practice in front of a test audience. Gather your family members or friends and ask them to listen to your practice. You will probably feel nervous, but the practice will make you more confident for the actual speech.

- Try to make eye contact with different members of your audience throughout the speech. Don't stare at any one person for too long.
- Resist the temptation to hide by standing near a corner or large object.

- Do not fidget, tap your foot, or make other nervous gestures. Try slowly walking back and forth across the stage to get rid of your nervous energy.

Exercise 11. Use techniques to make your speech more memorable. You may not consider yourself a great writer, but there are some decisions you can make that will make any speech more engaging:

➢ Address your audience directly. Ask them questions to get them thinking, although you should not expect an answer.
➢ Use groups of three. The human brain loves repetition, and especially trios. Start three sentences with the same phrase, speaking louder each sentence.
➢ Use emotive language. Try to provoke a strong emotional response in your audience, not present a list of facts to them.

Task 1: Use of voice. Listen to a recording of your lesson and assess the quality of your speech. Use some of the following questions to guide you in your evaluation: One of the teacher's chief tools is the voice. The way we speak has a crucial impact on our students.

Points to consider	Reflections/suggestions
General impression: How did I sound? Clear? Expressive? Lively?	
Pronunciation: Did I have problems with any vowels or consonants?	
Rhythm: Was I too slow or too fast?	
Audibility: Was I too loud or too soft?	
Intonation: Did I sound interesting or dull?	
Variation: Did I vary the pace and volume of my voice where appropriate?	
Stress: Did I have any problems with stress in individual words or sentences?	
What do I need to improve?	

THE POWER OF TEACHER LANGUAGE AND CLASSROOM LANGUAGE

Here is a seemingly easy question: Should a policy of English only be put into place in the English learning classroom? Your answer may be *yes*, English only is the only way students will learn English! There are some exceptions to this rule.

To begin with, let us look at some of the arguments made for an *English only* policy in the classroom:

- Language learners can study English from English teacher's classroom expressions.
- Students will learn to speak English by speaking English.
- Allowing students to speak other languages distract them from the task of learning English.
- Students who do not speak only English are also not thinking in English. Speaking only in English helps students begin speaking English internally.
- The only way to become fluent in a language is by being immersed in the language.
- An *English only* policy in class requires them to negotiate the learning process in English.
- Students speaking another language distract other English learners.
- *English only* is part of effective <u>classroom management</u> that fosters learning and respect.

These are all valid arguments for an *English only* policy in the ESL / EFL classroom. However, there are certainly arguments to be made for allowing students to communicate in other languages, especially if they are beginners. Here are some of the better points made in support of allowing other languages to constructively be used in the classroom:

- Providing or allowing for explanations of grammar concepts in learners' L1, (first language) speeds up the learning process.
- Communicating in another language during class allows students to fill in the gaps, especially if the class is large.
- Allowing some communication in learners' L1 establishes a more relaxed atmosphere that is conducive to learning.
- <u>Translating difficult vocabulary items</u> is much easier and less time consuming when other languages are allowed.

- Students are limited in learning complex concepts through a lack of English vocabulary related to the grammar of English.

These points are also equally valid reasons to perhaps allow some communication in learners' L1. The truth is, it is a thorny issue! Even those that subscribe to an *English only* policy accept some exceptions. Pragmatically, a few words of explanation in another language can do a world of good in some instances.

Exception 1: If, After Numerous Attempts...

If, after numerous attempts to explain a concept in English, students still do not understand a given concept, it helps to give a short explanation in students' L1. Here are some suggestions on these short interruptions to explain.

- If you can speak students' L1, explain the concept. Mistakes made in students' L1 can actually help build rapport.
- If you cannot speak students' L1, ask a student who clearly understands the concept. Make sure to vary students who explain to not create a teacher's pet.
- If you can understand students' L1, ask students to explain the concept to you in their own language. This helps to check their understanding and show students that you are also a language learner.

Exception 2: Test Directions

If you teach in a situation that requires students to take comprehensive tests in English, make sure students understand the directions exactly. Unfortunately, students often do poorly on a test due to their lack of understanding about the assessment's directions rather than linguistic abilities. In this case, it is a good idea to go over the directions in students' L1. Here are some suggestions on activities you can use to make sure students understand.

- Have students translate the directions into their L1. Group students together and have them discuss differences in translation and understanding.
- Copy directions onto separate strips of paper and distribute to the class. Each student is responsible for translating one strip. Ask students to read the English passage first and then the translation. Discuss as a class or in groups, whether the translation is correct or incorrect.
- Provide example questions for directions. First, read the directions in English, and then read them in students L1.

Clear Explanations in Learners' L1 Helps

Allowing more advanced learners to help other learners in their own language really moves the class along. It is purely a pragmatic question in this case. Sometimes it is more valuable for the class to take a five-minute break from English only rather than spend fifteen minutes repeating concepts that students *cannot* understand. Some students' English language skills may not allow them to understand complicated structural, grammar or vocabulary issues. In a perfect world, the teacher could <u>explain any grammar</u> concept clearly enough that each student can understand. However, especially in the case of beginners, students really need help from their own language.

Classroom language is that collection of phrases used for communication among teacher and students, from "Open your books to page fifteen" to "May I go to the bathroom?" While emphasis is usually placed primarily on the target language, classroom language, too, can be an invaluable way of promoting English as real communication, student involvement in the lesson, and active language learning skills. Part 1 will summarize three steps in encouraging classroom language use, and Part 2 will show how an activity can be modified to encourage the four different kinds of classroom language (requests, choices, leadership, and manners and values).

1. Practical Purpose for Students: Enabling Students to Get Things Done

Students can be encouraged to use classroom language independently under two conditions: it helps them to express themselves or have their needs and wishes met, and the lesson structure enables them to make decisions and requests. Below are some examples of lesson structures and the classroom language they enable.

A. Requests

This is perhaps the most familiar condition, in which students use expressions such as "How do you spell ____?" or "Can you repeat that?" to express their needs to the teacher. Through activities such as TPR, this can be expanded beyond the lesson to other areas, such as room conditions ("I'm hot. Can I open the window?") and restroom needs.

B. Choices

Given a coloring worksheet with, for example, numbered items of clothing, rather than dictating what students should do, teachers can create opportunities for students to make choices and even tell other students what to do. In this case, a student might say, "Let's color . . . pants . . . um, pink!", or, at a more basic level, simply say the elements, "Number 6, pants, pink!"

C. Leadership

Once students get accustomed to an activity, a student rather than the teacher can be in charge, whether as caller for bingo or slap, or as roll taker.

D. Manners and Values

Although this involves set expressions ("Thank you," "You're welcome," "I'm sorry," "That's okay"), it is also important to respect feelings and express appreciation.

For an example of how an activity can be modified to incorporate these four types of classroom language, see Encouraging Classroom Language Use - Part 2.

2. Selection of Expressions: Few, Frequent, and Systematic

I have worked mostly with students in their first or second year of English study from ages 4 to 9, who came for weekly, hour-long lessons. The most frequently used phrase is "please," and one reason is that students need to ask for everything: worksheets, game pieces, and crafts supplies, the next item for bingo or slap, permission to wash their hands. Next is "What is it?" I used to teach "I don't know," but some students, particularly those with low self-confidence, tended to use it all the time to avoid answering. "What is it?", on the other hand, allowed students to ask for help, and in reply, I would give the answer, provide hints, or invite the other students to help. The student in question would then be able to give the answer with confidence.

Two other well use phrases are "What's next?" and "Again, please." Both are used during activities such as dictation or bingo, when students must request the next item and ask me to repeat when they cannot understand.

3. Reinforcement: Non-verbal Prompts

Key to any teaching strategy is how the language is reinforced after the initial introduction and practice. A problem with verbal prompts is that they easily become "feeds," where the prompter may unconsciously give away the language to the student. Students can quickly figure out that eventually the teacher will feed them the desired answer, and will come to depend on the teacher rather than try to remember the language himself or herself.

Non-verbal prompts can help remind students what expression the situation calls for or recall the language, while also building student confidence and the spirit of helping each other. Below are some forms of non-verbal prompts.

A. **Visual Prompts**

Pictures illustrating situations such as "I'm sorry" can be reviewed regularly and posted. When needed, the teacher can point to them or hold them up.

B. Reading Prompts

Students comfortable with reading can have a list of useful phrases which can be posted and/or glued to the inside cover of their textbooks. I have posted numbered lists with large letters, and have sometimes held up fingers to indicate the number of the expression they should be using.

C. Gesture Prompts

Shrugging can indicate "I don't know," and outstretched hand "please," a hand cupping the ear "Can you repeat that?", and so on.

D. Pronunciation Prompts

Especially in classes paying close attention to pronunciation and phonics, such as those using the "Finding Out" series; I have sometimes mouthed the expression, and let students deduce the sounds.

E. Clue Prompts

Rather than the entire phrase, just the first word or first sound can be given, or blanks can be written on the board with the first letter of each word. This takes a little time, so I've usually used it in situations where the phrase will be used several times, such as reminding students of "What's next?" during a game.

Be careful to distinguish between meaning reinforcement and usage reinforcement. Meaning may be reinforced, say, when a new term is being introduced or when students are unable, even as a class, to remember what something means. Thus, in introducing the command, "Open your books," you might actually open a book, or use your hands to mime opening a book, to help students comprehend the message through visual as well as audio input.

In usage reinforcement, students already know the meaning, but need to be reminded to use it or of how to say it correctly. Thus, the (silent) open hand gesture reminds students there is a term to be used to request getting what they want, but there is no clue as to what that term is.

Meaning reinforcement should be used only after the students as a class have shown they do not understand the expression. Otherwise, they will respond to the on-verbal cues rather than to the language itself. In other words, they will be "listening" to the gesture of opening the book rather than to your words, "Open your books."

How can classroom language be taught?

There are several strategies in order to facilitate the learning, while teaching classroom language:

• Teach the students the classroom language. Start with short commands, maybe just one word such as "Sit", "Look", "Read". Then the teacher can progress to a longer command, such as "Sit down, please", "Look at the blackboard", "Read the

text" and eventually students can learn alternate phrases that mean the same think, for example "Take your seat".

- Make sure the students know what this language is for. Do not leave them out of the learning process; they should know that the more they use the language, the more they will develop and that these forms are meant to help use the language in the most natural way possible.
- Once you introduce the concepts, use them! Employ them as much as possible so the students become accustomed to them and eventually are able to use them as well.

Several activities to introduce classroom language

Whether you have new students, beginning-level students, or young students, it is crucial to review some key vocabulary before you begin the new school year in order to build their confidence in speaking about these necessary items throughout the year. The following activities will hopefully help students use classroom language:

1.   *Key vocabulary items for your classroom*: Each classroom is different, so spend more time thinking of the important words you want your students to know. Since these are items they will be encountering daily, make sure they are introduced either directly or indirectly early on. Here are some suggestionsto get you started:

Supplies: desk, book, paper, pen, pencil, notebook, binder, syllabus, marker.

Rules: imperative grammar, do not, should, must, can, cannot.

People: student, teacher, classmates, principal, director

Classroom: clock, board, computer, calendar, poster

Requests: question formation, bathroom, water, feeling sick

Respectful words: please, thank you

2.   *Dialogues and Role-plays*: a great way to introduce these words is to practice them in dialogues accompanied by pictures. Practice variety of dialogues such as a conversation between two students, a conversation between a teacher and a student, and a conversation with the whole class. Give each pair the same dialogue to practice, and then discuss the dialogues as a whole group and answer any questions. Alternatively you could give each pair a different dialogue to practice in pairs first and then with the whole class. Make sure you rotate the dialogues so that all students can get practice with each scenario.

3.   *I – Spy- :* another great activity for low-level students to review the tangible items in the room in the classic game '' I- Spy''. If you want to provide more

practical language, change the name of the game to '' I can see something…''. Depending on the level of the students, you may need to review some adjectives and descriptive vocabulary as well before you begin. If the level of your students is too low to give adequate descriptions, change the game to Pictionary.

4.   Describe part of the classroom: have students in groups separate into different parts of the room. Together they have to find and identify everything in their corner of the room, and then introduce the class to all of the objects in their room. They can use their dictionaries if they want. Have students rotate around the room to get practice describing different area.

5.   Preview their knowledge first: If you are unsure of your students' levels, it is best to let them show you first what they already know so you do not have to waste time repeating information. Put students into groups and have them think about all of the school-related words they know. The group who has the longest list wins! Alternatively, prepare a set of pictures of classroom-related words on it and have the groups label as many as possible.

6.   Practice, Practice, Practice: use the words as often as possible and in as many ways as possible. Say, write, and point to the words in all appropriate contexts. When an appropriate time comes up, not only should you repeat the word clearly, but also have all of the students repeat after you to practice using the word in the correct contexts.

7.   Fluency games: another extremely important factor to consider is making students feel very comfortable with using their practical vocabulary. Use fluency games to build their familiarity and speed recalling the vocabulary. One way to achieve this goal is to do a hot potato game. Have students stand in a circle and toss a small object around the circle. When a student's receives the object, they should say a vocabulary word within three seconds. If they stall or take longer than three seconds take, they have to leave the circle. To make it more challenging, students also must leave the circle if they repeat a word already said by a different student. Feel free to adapt this activity to the level of your students, such as using words that start with the same letter or words that are related to each other.

In the "Teacher Talk, Student Talk" activity sheet, we have built a list of useful classroom phrases. It is a good idea practice them in the first class so students know what you are talking about. Afterwards, you should stick to this classroom language.

Teacher Talk: Useful Classroom Language	Student Talk: Useful Classroom Language
- Let's start - Are you ready? - Don't be shy. - Did you understand? - Like this. - Any volunteers? - Speak up. - Repeat after me. - Does anyone know the answer? - Work in pairs. - Go back to your seats. - Move your chairs in groups of 4	- I don't understand. - Pardon me? - Can you repeat that? - Sorry, I am not sure. - See you next class. - Just joking. - Sorry, I could not hear you. - How's it going? - Long time, no see! - Excuse me. - What's up? Please speak more slowly

Monitor your speech rate.

Students with language difficulty have trouble listening to and interpreting a fast rate of speech. If you pay attention to your speech rate and lower it, particularly when communicating a complex concept or theme, it will help your students to understand your message.

Shorten your message.

A shorter message is easier to understand than a longer message. If you use long sentences, packed with information, it is a fair bet that some of your students will not understand all of the information. An example of a long sentence is "Get out your red science book and write your name in the top right hand corner, and then write the title of your science project in the box marked *heading*." Clearly, there is a large amount of information to process in the above sentence. For this type of sentence, it may be best to shorten it to bite sized chunks, such as "Get out your red science books. (Pause) Write your name in the top right hand corner. The top *right hand* corner. (Pause) Ok, when you've done that I want you to *also* write the title of your science project in the box that is marked *heading*."

Use simple sentences.

Oral sentences with a simple structure are much easier to understand than sentences with complex subordinate clause structures. Complex sentences require a lot more processing power than simple sentences, so must be used with caution. Even students with typically developing language skills may have trouble with this

sentence, "Before you can go to lunch, I want the students from the red team who made the blue tower and the green team who made the steel bridge to write their results on the board."

The above sentence has a <u>compound-complex</u> structure. A student with processing difficulties would be quickly overwhelmed by the complexity of the message and may fail to comprehend large parts of it. A good way to simplify classroom language is to use short, sharp sentences that do not have long strings of subordinate clauses. **Repeat key messages.**

This is self-evident. To ensure that your students understand your message it is often important to repeat key sentences and phrases, and to paraphrase your comments. **Simplify Classroom Language:** The language of the classroom can swirl about a student with receptive language or working memory difficulties. With the, at times, loud and noisy environment of classroom children with language impairment can lose their way if the teacher's message is unclear or too complex to understand. However, classroom teachers who *simplify* their language give students a much better chance of understanding the intended message, which can foster better teacher-student communication.

As we analyze why many students are not learning what we are teaching, we must evaluate our own practice for evidence of student talk throughout the day. Oral language is the foundation of literacy, and as such, it requires focused attention in planning. Altering the ratio of teacher to student talk does not just happen. Rather, it occurs through both believing in the importance of student talk and planning with a clear purpose and expectations. Immediate practicality and frequency of use of classroom language helps students appreciate English as real communication and develop their confidence, in both their English abilities and in themselves as active individuals by enabling them to use it to get things done. Through the frequent and systematic use of a selected list of words and expressions, reinforced with a variety of non-verbal prompts, teachers can help students to master and enjoy using classroom language. This is not to imply that the target language is unimportant, but simply to highlight the rich possibilities for learning and even mastery that are offered by classroom language.

Exercise 1: Write ten questions and accompanying answers using phrases your own experience:

Q:_____

A:_____

Q:_____

A:_____

Q: _____

A: _____

Q:_____

A:_____

Q: _____

A:_____

Q:_____

A:_____

Q:_____

A: _____

Q: _____

A: _____

Q:_____

Exercise 2: Match the words in the three columns below.

Please,	Please, don't	
put away	finish off	the microphone
hand out	hand in	the tests
try	speak	exercise tonight
collect	touch	your homework
leave	throw things	on the floor
work	compare	your mobile phones
unplug	plug in	too loudly
give	give out	your bags near the door
		not to be late
		some examples to your partner
		with your partner
		Independently

EXERCISE 3. PLEASE, LEARN BY HEART THE FOLLOWING CLASSROOM EXPRESSIONS

- Please give your homework to me tomorrow.
- Please give the tests to me before you go home.
- Please hand in the tests before you go home
- Please give out the tests.
- Please hand out the tests.
- Please finish off this exercise/your homework tonight.
- Please try this exercise now.

- Please try not to be late.
- Please put away your mobile phones.
- Please speak into the microphone.
- Please do not speak too loudly.
- Please do not throw things on the floor.
- Please the collect the tests.
- Please unplug the microphone.
- Please do not touch your mobile phones/ the microphone/the tests.
- Please leave your homework/ the tests on my table
- Please leave your bags near the door.
- Please do not leave too loudly.
- Please plug in the microphone.
- Please work with a partner.
- Please work independently.
- Please speak to your partner.
- Please compare your homework/ some examples/your answers

- Menu of 100 English Phrases to Use in Class Interrogative Phrases (Questions)
- How are you?
- What class did you just have?
- What class do you have next?
- What time is it?
- What is today's date?
- When does the bell ring?
- Is today a regular day, or is there a special schedule?
- Is the teacher here today?
- Who is the substitute?
- Is he/she nice?
- What did he/she say?
- I mistakenly forgot to bring all of my supplies; may I please borrow a pencil?
  13. I brought extra supplies; would you like to borrow a piece of paper?
- What is the homework?
- Did you finish your homework?
- Will you help me?
- Do you know the answer to _____?
- How did you arrive at that answer?

- What's for lunch today?
- Do you want to have lunch with me today?
- Would you like to go to a movie/come over to my house this weekend/today after school?
- Do you have to work today?
- What did you do after school yesterday?
- Did you drive to school today?
- Where do you live?
- What is your phone number?
- How has your day been so far?
- Who is your favorite teacher?
- What is your favorite class?
- Do you like _____?

Imperative Phrases (Commands)

1. Please hand me that pencil/eraser.
2. Please stop talking.
3. Please speak English.
4. Read the directions/board.
5. Leave me alone.
6. Why do not you look in the dictionary/check the Internet? (This looks like a question but is really a command).
7. Let's go to the mall/movies/library/soccer game.
8. Call me later.
9. Enjoy your snack/lunch.
10. Have a good/nice day.

Exclamatory Phrases (Exclamations)

1. Ouch
2. Watch out!
3. Hey!
4. Stop it!
5. Don't!
6. Help!
7. Wow!
8. Oh, my G-d!
9. Yay!

10. That would be great!

Exercise 4. Write ten questions and accompanying answers using phrases from your own experience:

Q:_____

A:_____

Q:_____

A:_____

Q:_____

A:_____

Q:_____

A:_____

Q:_____

A:_____

Q:_____

A:_____

Q:_____

A:_____

Q:_____

A:_____

Q:_____

A:_____

Q:_____

A:_____

Exercise 5: Write a short past-tense paragraph about something you did recently, for example, what you did one day after school:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Exercise 6: Write a short future-tense paragraph about something you will do this weekend or someday soon:

_____
_____
_____
_____
_____
_____
_____
_____
_____

Exercise 7. *Groups' competition. The group is divided into two sub groups; the first group should count positive classroom expression used by teacher while the second group should count the negative ones*

First group :

_____
_____
_____
_____
_____
_____
_____
_____
_____

Second group:

_____
_____
_____
_____
_____
_____
_____
_____

Exercise 8. What can you say to your teachers and classmates in an English-speaking classroom? Check out our quiz below!

1. You do not understand what your teacher is saying. You ask:

- ○ Can you repeat that please?

- ◉ Repeat please!

2. Another way to ask your teacher to repeat something is:

- ○ Can you say more, please?

- ○ Can you say that again, please?

3. Your teacher says something that you do not understand. You say:

- ○ I am sorry, but I do not understand...

- ○ Please, I don't understand...

4. If your teacher wants you to use a dictionary, he / she says:

- ○ Look the word in a dictionary

- ○ Look the word up in a dictionary

5. You want your teacher to explain something again. You say:

- ○ Could you explain that again, please?

- ○ Could you teach me again, please?

6. Your class did a test and your teacher is correcting it. You did not hear the correction and you say:

- ○ Sorry, but I do not hear you. Please say again for number (6).

- ○ Sorry, what is the correct answer for question number (6)?

7. You do not know a word in your course book. You ask the teacher:

- ○ What does (word) mean?

- ○ What means (word)?

8. You do not have a pencil or pen to write, but your classmate has two. You ask your classmate:

- ○ Can you borrow me a pen, please?

- ○ Can you lend me a pen, please?

9. You forgot your textbook. You ask your classmate:

- ○ Can I take your book, please?

- ○ Can we share your book, please?

10. At the end of the lesson you can ask your teacher (or your classmate):

- ○ What homework have we?

- ○ What is the homework?

Exercise 9. **Fill in the gaps using these classroom phrasal verbs (give up, fall behind, get along, get by, get down, to keep up)**

1. I am reviewing my lessons every night I need to _____with the better students.

2. Some students have not come to class so they are _____.

3. Two groups of students in my class do not _____ at all. They sit on opposite sides of the room.

4. Mary _____ with doing very little homework. She does not care about her grades.

 5. My exams are in 6 weeks. I really need to _____work.

6. Do you know the answer or do you _____?

1. I think, "I give up" when _____-
_____
_____
2. I fall behind
_____
_____
3. I get along/do not get along with
_____
_____
4. I think "I'm just getting by"
_____

_____

5. I say, "I've got to keep up" when

_____

_____

Exercise 10. **Common classroom expressions.**
Match the words in the three columns below.

	give	independently
	give out	the microphone
	try finish off	the tests
	put away	this exercise tonight
	hand in	your homework
	hand out	on the floor
Please/	speak	your mobile phones
Please don't	throw things	too loudly
	collect	your bags near the door
	unplug	not to be late
	touch	some examples
	leave	to your partner
	plug in	with your partner
	work	
	compare	

Write sentences using the words above and feel free to add more words.
Example: Please hand in your homework before the end of class.

1.

2.

3.

4.

5.

Exercise 11. Advanced Classroom Language Complete the sentences with the correct form of the words in brackets and use another form of each word to complete the second sentences

(reminder, correction ,thoughtful ,fluently, interruptions, agreement, accuracy, repeat, solution)

1. You should try to speak _____when you give a presentation. Or _____is important for good speakers.

2. _____ is important if you want good results. Or If you do statistics you need to be_____

3_____ after me. Or _____exercises are good for reinforcing lessons.

4 This is how you find the_____ or this is one way to _____ the problem.

5. I need to make some _____ to this essay. or I have to _____ these mistakes immediately.

6.I want to _____ you about the homework. or here is a _____ about the homework.

7. We will skip class tomorrow. Do we have an _____ or my friends are very _____

8. Some people are very _____ or I just had an amazing _____!

9. Today, I do not want any _____. Or please don't _____ me when I'm speaking.

Exercise 12. Write what you could say for each of the following situations.

1. You are a teacher. Give some instructions to start a class.
_____

2. Give instructions about noise.
_____

3. Give the students instructions about worksheets and partners.
_____

4. Tell the students what to do.

_____

5. Check the students understanding.

_____

6. Tell the students how to answer a question.

_____

7. There is not enough light.

_____

8. A student gave the wrong answer.

_____

9. A student gave the right answer. You say…

_____

10. Tell the students about homework.

Exercise 13. Classroom expressions review

Four expressions to start a class

1 _____

2 _____

 3 _____

 4 _____

Four expressions for organizing class work

1 _____

2 _____

3 _____

4 _____

Four expressions for getting attention

1 _____

 2 _____

3 _____

4 _____

Four common classroom requests

1 _____

2 _____

3 _____

4 _____

Four expressions for getting/ giving feedback

1 _____

2 _____

3 _____

4 _____

Four expressions for finishing a class

1 _____

2 _____

3 _____

4 _____

Exercise 14. Try to complete the sentences below. More than one answer is possible

Setting up an activity / Giving instructions for an activity

1. Please, ……………groups of four

2. I want you to ………………….a photocopy and work together

3. First, let us ………………the homework / the explanation on page 25 together.

4. When you finish you can……………………………..

5. I cannot hear it from here. It is not ……………………….. Could you ………?

Giving out / collecting work / books / worksheets, etc.

6. Do you mind ……………….. homework for me, please?

7. Juan, can you ……………….. these copies to the students, please?

8. Take one and …………. them on.

Checking understanding

9. Do you ……………………….?

10. Are you …………. me?

11. Do you …………..it?

12. Do you have any …………………….?

13. Let's ……….. the answers.

Encouraging students and correcting errors

14. ……………very good.

15. ………..done.

16 …………job

17. You need more ……………… with this.

18. Good, you're ……………. better.

19. Your answer is ……………………………..

Ending the lesson

20 . It is time to ……………… We are …………….. for today

21. Let's ……………..now. We've done enough today

22That's ……………………., see you next week.

Exercise 15. Explain these expressions

1. I say "Come on, now" when

_____
_____

2. I say, "Take one and pass them on"

_____
_____

3. I say, "Shall I go on?"

_____

_____

4. I say "Bless you"

_____

_____

5. I say, "Don't start yet!"

_____

_____

6. I say "Settle down"

_____

_____

*7. I say, "What's so funny?"*_____ _____

_____

8. I say "It's your turn now"

_____

_____

9. I say "Move over"

_____

_____

10. I say" Do not take too long! "

_____

_____

CREATING THE ENGLISH LANGUAGE ATMOSPHERE

"A good teacher can inspire hope, ignite the imagination, and instill a love of learning" by Mr.Daljeet Rana.

Teaching is one of the most important professions in today's society. As a teacher, you will shape the minds of others and encourage them to think independently. To become a good teacher, it is important to be organized, create lesson plans, objectives, activities and assessment plans well before each class day. Get your students interested in learning by fostering a positive, supportive yet challenging classroom environment.

Developing a good classroom environment

1. Create a daily objective for your students. A great classroom environment comes from the heart not from the wallet. Its build on *love, laughter and feeling* that everyone belongs. This is your way of providing roadmap for your students. It shows then that you have put thought into the day's work and you know where it is heading. It is best if the objectives are clear, brief and realistic.

2. Listen to your students

Ask then open – ended questions after they have made a statement. Encourage them ask you questions as well. Give them eye contact while they are speaking and try your best not to interrupt. Being an active listener shows your students that you respect their voice in the classroom. It is also a good idea to model for your students how respectfully listen to someone while disagreeing with them.

3. Keep students on task. Set time limits for classroom exercises or activities.

4. Push your students to succeed. Try to create an environment in which your students will be constantly intellectually challenged.

Dealing with classroom challenges

"It's the teacher that makes the difference, not the classroom".

1. **Discipline in a prompt and thoughtful way.** Make the rules for your classroom and each exercise very clear and consistent. If a student breaks a rule, handle it immediately in the classroom before moving forward.

2. **Assign leadership roles to difficult students.**

"A leader is one who knows the way, goes the way and shows the way".

Some students create problems in a classroom due to sheer boredom or feeling disconnected with the subject of their teacher. Start with giving a challenging student small, personal tasks to complete. Then over time, give them more difficult and public responsibilities.

3. **Express a personal interest in all students.** "Educating the mind without educating the heart is no education at all." If you show your students that you enjoy their company and value their opinions, then they are far less likely to exhibit

challenging classroom behaviors. Make a point of asking your students about their daily lives and personal interest.

4. **Give quiet students many avenues of participation.** There are many possible reasons why a student might remain silent in your classroom. Encourage them to learn by creating a safe environment for all opinions.

Offers assistance to struggling students

"Teach to the individual, not to the curriculum".

Do your best to identify students who are struggling academically early on. Consider offering in – class resources, such as pair exercises.

Maintaining the Right Mind set teaching

"Teachers, who love teaching, teach children to love learning".

1. Dress appropriately for your teaching environment. Keep your teaching materials and classroom organized. Spend time preparing for each day of teaching. Show respect when talking with your colleagues and administrators.

2. **Laugh and keep your sense of humor:**

"Students may forget what you said but they will not forget how you made them feel". Try to teach your students that learning does not have to be serious 24/7.

3. **Repeat positive mantras on bad days**

"One child, one teacher, one book, one pen can change the world."

Not every teaching day will go perfectly and some might even fall into the category of disaster. However, it is important to stay positive or your students will pick up and reflect energy. Take a moment to feel yourself, "It's going to be ok." Alternatively, "Tomorrow is a new day." Put a smile on your face and keep going.

4. **Create good relationships with the parents of students**

"Great teachers focus not on compliance but on connections and relationships."

Communication is key when working with parents. Keep in touch with them via-in-person conferences as well as written behavioral reports, Make contact with the Parent Teacher Association (PTA) at your school and ask what you can do the help.

Improving as a Teacher:

"Every teacher needs to improve not because they are not good enough, but because they can be even better."

Building a language rich environment is about using every opportunity to use language, to interact, to share a focus, to talk, to take turns. Building a language rich environment is also about building a nurturing environment, giving your child love and affection and building their self-confidence

As teachers, we constantly strive to create a classroom environment where children are exposed to high quality language in varying forms. After all, language acquisition and its use are at the core of all the reading, writing, and communication we expect of our students. It is not enough, however, for students

to be passive observers of the language they see on word walls or hear in a read aloud. A language-rich classroom has many different layers and we believe the key to each is student engagement.

If your goal is to create a language-rich environment, student exposure to language should be meaningful, deliberate, repetitive and engaging — meaning it directly involves the students as active participants.

Your personal interest in students also can be demonstrated by establishing and maintaining rapport with them. Rapport can be established by

> - listening actively,
> - talking to students about topics that interest them,
> - showing an interest in students' personal lives,
> - letting them know you missed them when they are absent and welcoming them back,
> - sharing your own interests and stories,
> - displaying empathy and giving emotional support,
> - letting them perform activities in which they excel,
> - greeting students by name,
> - scheduling surprises for them,
> - doing favors for them and allowing them to do things for you,
> - acknowledging their performance and behavior,
> - participating in after-school activities with them,
> - recognizing special events in students' lives such as birthdays,
> - displaying kindness,
> - spending informal time with students, and
> - complimenting them

Top 5 Ways to Create a Friendly and Supportive Atmosphere for Your Language Students

Language is scary. It is complicated, convoluted, and confusing. Some people it sticks to like cheap candy, but for others it is a long, and often-embarrassing process where you need to be brave, put yourself out there, speak up and simply hope that it comes out right. Then repeat until this becomes natural. There are ways for you, as a teacher, to make life a little less stressful for your language students.

Be Available, be Approachable, be Accepting:

Your students need you to be the example of everyone they will encounter on the outside. The waiter in the restaurant, the telephone operator on the dodgy phone line, the interviewer at the new, important job. They will need to get comfortable, and build confidence, and it starts with you. Use the three As. *Be available*: be willing to put in an extra hour every now and again if a student needs it, make sure they know that you are there if they need to test out a few new phrases. *Be approachable*: it is scary talking to strangers in a language that is not your own. They will need to learn how to do it from you. *Be accepting*: let your students develop at their own pace. Speaking is all about self-assurance, and this is built over time. Give them some to make mistakes with you in a safe environment.

Expose them. Discreetly.

Language should eventually become part of your subconscious. The best part to comfortably expose students to their subject is to discreetly slip it in, in ways they are already accustomed to. Hand out comic books for example – short, simple sentences with pictures to fill out the gaps of understanding. Movies with subtitles, songs with easy lyrics – use popular media to test their comprehension of the language. These methods allow them to study without realizing they are doing so. Trick your students into learning in ways where it seems much too much fun to be work.

Work on Fluency, not Accuracy

People tend to learn how to read and write in a new language before learning how to speak. Talking takes concerted effort, more concentration, and can be a very public way of making errors. In addition, errors will be made. Therefore, when your students are working through these kinks with you, it is important to let the conversation flow, to allow them to find their feet and to build confidence without being interrupted on every fault. While it is a good idea to make notes of the repetitive flaws in a student's speech, you will have a chance to address these later. In the meantime, let them talk. Becoming fluent is one-step closer when you focus on fluidity, not on how mistake-free the conversation is.

Trick your students into learning in ways where it seems much too much fun to be work

Laugh at Yourself.

Teachers can be intimidating. There they stand, in front of you, telling you what you are doing right and wrong, making notes of all your mistakes, giving you grades, judging your progress. Feeling comfortable with a person who has these responsibilities can be hard. However, a teacher also has the ability (and responsibility) to make the process much easier. Throw in a few jokes, add some self-depreciating humor, and do not be too afraid to make a fool of yourself occasionally. Teach the students that it is ok to make mistakes, and that they are in a comfortable and supportive place. As long as you do not sacrifice your respect as a teacher, you will create a much friendlier atmosphere if your students know that they have the freedom to laugh, joke, and mess up without being judged for it.

Sandwich

There will come a time where you have to give feedback. As much as you may like a student, if they are not performing, or they do not deserve top marks, they need your honesty about it. Do not be afraid to grade them accurately, no matter how comfortable your relationship may be. However, how do you do this without damaging their self-esteem? Without making them too uncomfortable to stand up and speak again? Without leaving them feeling betrayed. You sandwich. Your comments, that is. Always start with a positive, give a compliment – "You're doing so well in class, Sally…", then follow it with any recommendations or corrections you might have – "however, I noticed that you have been having some trouble with…". Finally, always end on a good note – "your progress has been great overall,

keep up the good work!" Phrasing your feedback like this will allow you to give your students an honest response, without breaking them down.

The relationship between a student and a teacher is a special one. And while it can be scary speaking a new language in front of strangers, it never should be in a classroom. Creating a comfortable, supportive and friendly atmosphere is so important with language students. It is a class environment that takes a little more time to establish, but provides students with a safe place to make mistakes and test their skills without judgment. Think about what makes you feel uncomfortable when learning a new language – how can teachers change that?

Creating a Supportive Teaching and Learning Environment for English Language Learners. Why go this route? It is necessary to build the environment that will support learning. It does not just magically appear. It takes time, commitment, and belief in oneself and one's students. All students can learn, given the appropriate supports and models, once the barriers to responsive education are eliminated. These barriers include • Climate barriers• Expectation barriers• Cultural barriers• Language barriers• Content barriers• Resource barriers• Delivery barriers• Assessment barriers• Community involvement barriers

In supportive and responsive environment students feel more confident and capable of accessing the language and content, and teachers feel more competent, and know they have done their best to meet the needs of their students. You will know you have arrived when…

• When students have built meaningful and trusting relationships with other students and adults in the school

• Students take risks in interacting with others and producing language

• English Language Learner (ELL) attendance rates increase

• ELLs are motivated to learn

• There is active involvement by parents

• Students are ready to learn!

1. Get to Know Your Students Get to know them as a whole individual, not just as an English Language Learner. Each student comes into our school system with a cultural/linguistic background that we need to become familiar with. Understanding these unique aspects of our individual students makes the difference between the student being ready to learn or not.

2 Build Connections and Relationships It is important that the child see that you value them as a person, and are willing and eager to become an important part of their lives. Assign the student a friend, not necessarily a same language peer. This will help them acquire English, and get them to speak English more readily. Do not have them depend too much on a native language peer to translate, or they will not strive to understand English, and will just wait for the translation. Additionally, we must encourage teacher parent, parent-teacher relationships, which can only be initiated when the student feels comfortable enough to bring the parent into the setting.

3 Increase Your Cultural Knowledge Learn as much as you can about the language and culture of your students. Encourage students to express their points of view and opinions on different issues and share information about their culture. Bring

language and culture into the classroom. Culture is a recipe for behavior, whether it be social or academic behavior. The better we understand a student's culture; we can more fully accommodate their social and academic behavior.

4 Create an Environment of High Expectations English Language Learners must strive to achieve the same goals as native speakers, and are capable of achieving those goals if proper supports are put in place for them from the onset.

5 Develop a Student-Centered Approach to Teaching and Learning. Students can better acquire language when activities are planned that actively involve students. We can only get meaningful student input once we have established trusting relationships with our students.

TASK 1. Here are some long and unclear instructions. Discuss how you could make them clearer. How could you check that your learners understand them?

1. Ok, what I want you to do is just to get into groups and talk together about what you did at the weekend.
2. Maria, would you mind just coming over here just for a minute, yeah just for a minute come and sit here.
3. Could you all open your books? Erm, open your books on page 24 and do the first exercise up there on the right, do you see it there all right?
4. I am going to tell you about something that happened to me when I was younger and what I want you to do is to listen and decide, think about whether I was a well-behaved child then or was I very bad.

TASK 2. Write instructions for the following situations

➢ You want the class to open their books on page 50 and do exercise 5.
➢ You want a student to move to the other end of the class to sit with a new partner
➢ You want the class to work in pairs and discuss three questions.
➢ You want the class to listen to a story. You will tell it and they will then answer three questions.
➢ You want the class to stand up and ask 5 people questions about their families

Task 3. Here are some expressions teachers can use to give feedback to students. Put them into three categories, negative, neutral and positive.

a) Very good
b) That is rather silly answer. Can anybody try?
c) You are making an interesting point. Can you explain a little bit?
d) Ok, you are close.
e) Ok, can we think of other possible answers?
f) I see, do you think so?

Negative feedback	Neutral feedback	Positive feedback

Task 4. What difficulties do teachers in your country have when trying to use English in the classroom?

Here are some ideas the participants on the Hornby School in Senegal came up with:-

➢ teachers don't have enough training
➢ lack of resources i.e. good text books
➢ large classes (difficult to speak English as not all student understand)
➢ mixed ability in classes

Task 5. What advice would you give to the teacher in order to create a wonderful classroom atmosphere?

Here are some suggestions:-

➢ Plan your lessons carefully.
➢ Think about what you want to say and write it down.
➢ Check anything you are not sure about.
➢ Use some humour
➢ Talk and share with other teachers.
➢ Do not worry about making mistakes and be prepared to admit when you do not know.
➢ Speak slowly and clearly. When a person is nervous they often speak faster or mumble their words
➢ Please, decorate the classroom with pictures, posters and balloons.

Task 6. Here are some example classroom rules that will help your students succeed. What other suggestions can you share with others?

➢ Use polite language when making a request in class. (This is also an opportunity to teach vocabulary words like "please" and "thank you.")
➢ Always try to communicate in English before falling back to your native language.
➢ All students need to participate in at least one activity per lesson.
➢ Do not interrupt. Pay attention when the teacher or other students are talking.
➢ No laughing at your classmates when they make a mistake.
➢ No talking or using mobile phones during tests.
➢ No plagiarizing your written assignments.
➢
➢
➢

➢
➢

Task 7. Another important way to create a sense of order is by teaching students effective procedures for the many practical tasks that are performed in the classroom. Continue the list of the practical tasks. For example, teach students how to:

➢ Enter the classroom and become immediately engaged in a learning activity
➢ Distribute, collect materials
➢ Find out about missed assignments due to absence and how to make them up
➢
➢
➢
➢
➢

Task 8. What is the best way to make sure that students feel at ease in your classroom? Find the right answer and give your personal ideas related to the topic.

○ Tell the students about your weekend and what you did during class discussions.

○ Allow the students to help organize the classroom and come up with class rules.

○ Get a class pet that everyone is responsible for taking care of.

○ Make self-deprecating jokes, especially if your students seem a bit unruly or restless.

Task 9. To maintain motivation and interest, vary the types of positive reinforcements that students receive. With input from students, identify positive reinforcements and add much more information such as:

- praise and nonverbal communication (e.g., smile, nod, thumbs up)
- social attention (e.g., a conversation, special time with the teacher or a peer)
- tangibles such as stickers, new pencils or washable tattoos
- activities or privileges such as playing a game, sitting in a special place in the class, drawing, writing, colouring, going to recess or gym early, having extra computer time
- secondary positive reinforcements (such as checkmarks, tokens or money) for students to accumulate in order to acquire tangibles or be allowed to participate in special activities.

AN INTERACTIVE PRESENTATION. MAKING PRESENTATIONS AND EXPLANATIONS

In making presentations, students have to prepare their themes accurately, gaining a lot of information to present. Before making explanations and presentations, students ought to be confident by themselves. It also helps them to develop freedom of thinking or expand their language.

We, teachers should encourage our students to make presentations. Before asking our students to prepare their own presentation, we give them much more opportunity to listen and watch examples of effective presentations. This process also encourages them to raise their awareness. We also have to teach our learners the rules or some tips of effective presentation. Students should know that presentation skills are learned through a lot of practice. By learning presentation skills, we contribute our future carrier. Well-developed presentation skills will enhance an individual's ability to successfully interact with others. Before making the presentations, students can search some information from the Internet source; prepare some suitable pictures according to the theme. The success of good teaching presentations depends not only on the learners' attention, observation, memory, imagination, intellectual thinking power and other factors, but also on student motivation, interest, emotion and other effective factors.

Teachers ought to prepare their students to make presentations systematically in order to make a success in presenting. However, learner anxiety-feelings of worry, nervousness, and stress that many students experience when learning a foreign language-has been extensively investigated.

Of course, it has also been argued that not all anxiety is bad and that a certain amount of tension can have a positive effect and even facilitates learning. Experiencing anxiety before an oral presentation can provide the right combination of motivation and focus to succeed on it.

Making presentations and explanations helps our learners to be confident and be sure by themselves. Frustration, feelings of failure, students can lose confidence in the inhibition of psychology, this will cause more students to learn the worse, and even out of control point. Development of student's intelligence is very important in learning process. Many of the successful students will enhance self-confidence, and gradually realize that English is fun. Here, we, teachers should encourage and guide our students to use the rich information resources available to them and work collaboratively.
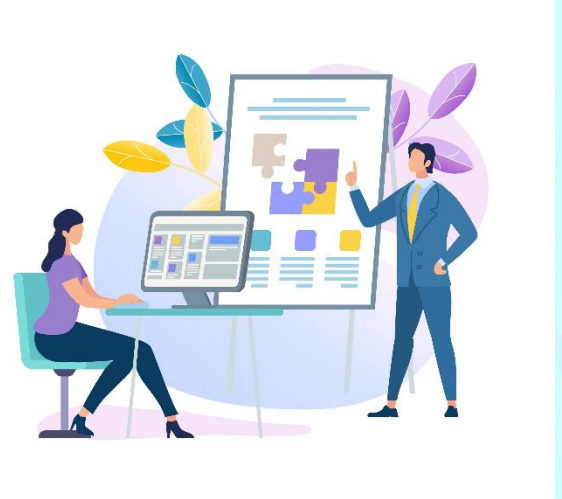
Good instructors react by giving praise, acceptance, or criticism to the student. As a model or an example teachers have to prepare some new information to the students in making presentations. The principles of direct teaching include daily review, an independent practice, and weekly and monthly reviews

Varying the activities, tasks, and materials can help to avoid decreasing in attention and increase students' interest levels. Sometimes we can notice such kind of students who are so weak in expressing their own ideas. Here, we, teachers can use co-operative learning activities in order to avoid being shy and reserved. Co-operative learning activities are those in which students must work together to complete a task or solve a problem. These techniques have been found to increase the self-confidence of students, including weaker ones, because every participant in a co-operative task has an important role to play.

Knowing that their teammates are counting on them can increase students and learners' motivation.

How can we avoid our students' hesitations to present anything during the classes? It is not secret that not all students are always ready to make presentations during the classes. Among them, we can notice some students who try not to be shown to the teacher's attention. Can we encourage them to be very alert and self-confident? Must we force them explain the academic themes in the lessons?

The principal way that teachers can influence learners' motivation is by making the classroom a supportive environment in which students are stimulated, engaged in activities that are appropriate to their age, interests, and cultural backgrounds, and, most importantly, where students can experience success. This in turn can contribute to positive motivation, leading to still greater success.

In presenting process, especially before the audience, students should also pay attention to their own appearance and clothing. Why? Audience, they cannot only notice the students' preparations, but also their appearances too. In this process, we should control our students' clothes, their manners while presenting. Students' speech must be very understandable, clear in order to catch the meaning. Speaking fluently and obviously is one of the main requirements in presentation process.

Very often, a careful theoretical explanation only "comes together" for an audience when made real through an example, or preferably several. You may explain, for instance, the meaning of a word, illustrating your explanation with examples of its use in various contexts, relating these as far as possible to the learners' own lives and experiences. In ongoing language, practice learners' attention may sometimes stray; they can usually make up what they have lost later. However, if you are explaining something essential, they must attend. This may be the only chance they have to get some vital information from you.

Oral presentations can be derived from poems, stories, newspaper and magazine articles, as well as scientific reports. Dramatic acting and watching skits and plays may provide the richest opportunity to see how character and circumstance affect speech. Children, adolescents and adults sometimes fear the challenge of sustained, formal speaking before large groups. Teachers can help reduce unrealistic fears by pointing out how common they are among people and what to do about them. They can also help to reduce such fears by maintaining a friendly atmosphere in the class and providing opportunities for students to practice alone or with one other student and then before increasingly larger groups. Thus, students can practice speaking in front of their peers who face the same situation. Students can practice presenting information, answering questions and holding group discussions. Frequent classroom presentations and discussions enable teachers to diagnose and remedy problems. Students can benefit from learning by setting themselves presentation goals and assessing their own progress. Observing proficient speakers can help students to set such goals. Practicing oral presentation in these ways can lessen students' anxieties while, at the same time, helping them to learn the subject matter of the lesson. Students are less likely to be fearful and anxious and more likely to do well if they are well prepared. Preparedness can be enhanced by in-depth mastery of the subject matter, appropriate organization and rehearsing the presentation. Learners are more likely to be interested in tasks that have to do with them themselves: their own or each other's opinions, tastes, experiences, suggestions.

When I began teaching my first year students, I noticed that most my students are very shy to make presentations. I asked them to prepare mini-presentations due to the themes and act them coming to the blackboard. Systematically, they made some progress. The students were encouraged to make presentations in the various language exercises and activities. Time by time, their knowledge in making explanations and presentations became well. Every lesson students prepared plenty of different posters to hang on the walls of the classroom in order to use them in learning process and out of the classes. For mid-term and final exams, students were evaluated by group work and presentations to the class. Finally, the students presented the results of their learnt topics, themes to the class turn by turn demonstrating their own abilities and skills. They had the opportunity to express their opinion on topics perfectly, they forgot about their shyness to demonstrate by illustrating different activities. The result was wonderful.

We can mention that firstly teachers should demonstrate some presentations as examples using digital technologies in classes. We tried to show how to make presentations and explanations using new technologies and how to build on that initial step to create ever more interesting and worthwhile materials.

THE TEACHING PROCESS. PRESENTATIONS AND EXPLANATIONS

Presentation is the initial encounter with comprehensible input in the form of spoken or written texts, as well as various kinds of explanations, instructions and discussion of new language items or tasks. The central purpose of any presentation, written, oral or visual, is communication. To communicate effectively, either teacher or student must state their facts in a simple, concise and interesting manner.

The general purpose of most presentations falls into at least one of three categories: (a) to inform; (b) to persuade; and (c) to recommend. Effective presenters are able to define the purpose of their presentations in one sentence and relate it to their audience's needs.

There are several demands of effective presentation in teaching and learning sphere:

Demands of effective presentation. Attention (The learners are alert, focusing their attention on the teacher and material to be learnt and aware that something is coming that they need to take in).

Perception (The learners see and hear the target material clearly. In addition, it means repeating it in order to give added opportunities for, or reinforce perception).

Understanding (The learners understand the meaning of the material being introduced, and its connection with other things they already know).

Short-term memory (The learners need to take the material into short-term memory: to remember it until later in the lesson when they have an opportunity to further work to consolidate learning).

GUIDELINES FOR EFFECTIVE PRESENTATION AND INSTRUCTION

1. **Prepare and know the subject matter.** Teacher may feel perfectly clear in his/her own mind about what needs clarifying, and therefore think that they can improvise a clear explanation. However, experience shows that teachers' explanations are often not clear to their students as they are to themselves. It is worth preparing: thinking for a while about the words teacher will use the illustrations they will provide, and possibly even writing these out. While this first point may seem obvious, it is very important that teachers research every nuance of his/her subject. They should read reports and look up information about the subject with the specific purpose of writing a presentation script. When examined in this light, new ideas and alternative ways of thinking often develop. The ability to present a subject with confidence directly affects their audience's impressions and will help keep students' attention. This is especially important when giving a design presentation or proposal since teachers are in effect selling their ideas to the audience. This applies whether the audience is a potential client or their own board of directors.

2. **Make sure you have the class's full attention**. In ongoing language, practice learners' attention may sometimes stray; they can usually make up what they have lost later. However, if you are explaining something essential, they must attend. This

may be the only chance they have to get some vital information, if they miss bits, they may find themselves in difficulties later. One of the implications of this when giving instructions for a group-work task is that it is advisable to give the instructions before you divide the class into groups or give out materials, not after. Once they are in groups, learners' attention will be naturally directed to each other rather than to you; and if they have written or pictorial material in their hands, the temptation will be to look at it, which may also distract.

3. **Present the information more than once**.   A repetition or paraphrase of the necessary information may make all the difference: learners' attention wanders occasionally, and it is important to give them more than one chance to understand what they have to do. In addition, it helps to re-present the information in a different mode: for example, say it and write it up on the board.

4. **Be brief**. Learners-in fact, all of us –have a limited attention span; they cannot listen to you for very long at maximum concentration. Make your explanation as brief as you can, compatible with clarity. This means thinking carefully about what you can, or should, omit, as much as, about what you should include. In some situations, it may also mean using the learners' mother tongue, as a more accessible and cost-effective alternative to the sometimes lengthy and difficult target-language explanation.

5. **Illustrate with examples**.   It is proven that the people learn more readily and retain more information when learning is reinforced by visualization. You can entertain, inform, excite and even shock an audience by the proper integration of visual images into virtually any exchange of information.

        Very often, a careful theoretical explanation only 'comes together' for an audience when made real through an example, or preferably several. You may explain, for instance, the meaning of a word, illustrating your explanation with examples of its use in various contexts, relating these as far as possible to the learners' own lives and experiences. Similarly, when giving instructions for an activity, it often helps to do a 'dry run': an actual demonstration of the activity yourself with the full class or with a volunteer student before inviting learners to tackle the task on their own.

6. **Get feedback.** When you have finished explaining, check with your class that they have understood. It is not enough just to ask, "Do you understand?" Learners will sometimes say they did even if they in fact did not, out of politeness or unwillingness to lose face, or because they think they know what they have to do, but have in fact completely misunderstood. It is better to ask them to do something that will show their understanding: to paraphrase in their own words or provide further illustrations on their own.

The goal here is to deliver a presentation that the audience understands, accepts, and remembers. Explanation is a combination of verbal skills, non-verbal skills, and presentation styles.

The first component in a great presentation is the verbal skills. Use conventional language that everyone will understand. Remember to speak out, speak clearly, and speak to be understood. Your audience's impression begins to form when you come into view. Therefore, it is important to develop positive non-verbal skills. Studies show that 60-90 percent of a presentation's overall effect comes from non-verbal cues. The non-verbal message should support and agree with the verbal message being presented. The non-verbal aspects of your presentation include posture and movement, gestures, eye contact, and smile.

Presentation style is the non-definable element that can make you a powerful and effective presenter. Everyone has to develop his/her style. Style is a mixture of enthusiasm, intelligence, confidence, charisma, preparation, originality, and sincerity. A sincere greeting and closing makes a strong and positive first and last impression. Humor can create good feelings and encourages listening. Presenting is a skill that anyone can learn. The best way to polish and perfect your presentation skills is to practice, practice, and practice.

As you can see, effective presentation skills are a critical component for a successful meeting. Being prepared, having the right tools, and practicing your presentation style brings the entire package together.

Twenty Ways to Make Your Presentation more Interactive

The best way to keep your audience focused and interested is to engage and interact with them. Therefore, we have compiled the ultimate list of ways to make your presentation interactive:

1. Break the ice
The perfect starting point is to ask a straightforward question that will warm up the audience. The best way to do this it to ask a question that everyone can answer e.g. an anonymous question about themselves. A simple task will help the audience to focus on the presentation and tune into what you have to say. Moreover, it will help you to relax before you get into the main body of the presentation and deliver your most important points. Check out some icebreaker templates.

2. Use a straightforward presentation
Set out your presentation in a clean, simple and not too fussy way. Otherwise, it could end up being distracting and overwhelming for the audience causing them to not listen and ignore you.

3. Ask the audience questions
Yes ask them questions, but do not pick out particular audience members. By using an online tool such as Mentimeter you give them the opportunity to interact, making

them feel part of the presentation and part of the value creation process. This is also valuable for the presenter as you can gain helpful insights and data about the audience, their experience of the presentation and any takeaways from it such as ways to improve.

4. Multiple choice questions

A versatile question type and a great way to collaborate with the public. The question options are limitless for multiple choice; you could use them for testing the audience, reflection, or even for a fun game making them even more likely to participate.

5. Poll Questions

These type of questions are an effective way to make your audience think about their answer instead of just choosing an option that you have given them. It helps to make the audience feel as if they are part of creating the best presentation experience. Everyone feels involved and there is no pressure as people can answer anonymously.

6. Quiz

A quiz competition is an amazing way to have some fun with your audience. The quiz can be used both for educational purposes such as a test, but also just to have a game of trivia. Testing your audience's knowledge in this way will mean they are more relaxed and reinforce what they have just heard and learnt. If you want some quiz inspiration, check out our quiz competition templates.

7. Use humour

Showing your personality and sense of humour can lighten the mood and build a good rapport with the crowd. The audience are more likely to remember you if you make them laugh and in turn remember your ideas and key points.

8. Eye contact

The power of good eye contact can never be underestimated. It gives you a strong stage presence and can help to effectively deliver your point. Bear in mind that you should try to connect with each section of the audience. You do not want to just stare at one person making it feel awkward and you look nervous. Establishing and maintaining eye contact gives it a much more personal and intimate feel as if you are talking directly to that person.

9. Body language

Your gestures and body posture are particularly significant to the air you give off and influence you have. Making sure, you are visible and not hiding behind a stand is obvious but something that many nervous presenters do. You need to create a connection with them and standing strong will make you seem more confident and in control, automatically engaging the audience. Gestures that reach out to the audience and techniques such as moving around on stage command the audience's attention.

10. Effective language

Using inspiring language and adjusting your tone of voice to your advantage can affect how you affect and influence the audience. The language you use also needs to match the tone and style of presentation. Therefore, whether it is formal or informal and the audience's demographic is important to make sure you do not use too technical or not technical enough terms.

11. Add visuals and audio effects

Simply put, they help to make your talk not so boring. Using music or sound effects will naturally perk the audience up. Music is a great way to bond with the audience as it evokes emotion and can help them to recall presentation ideas.

12. Use videos

Videos halfway through a presentation are an awesome tactic to refocus the audience. If you see your audience starting to get restless or fidgety, a video can instantly revive and get them interested again. Videos can be a great way to start up a discussion, reinforce your message and more often than not, people are more moved and affected when they see a video. Sometimes a video can say much more than words ever could.

13. Allow audience to ask anonymous questions

Allowing the audience to ask questions whenever they may have one enables them to have their say and feel as if their opinion is valued. Traditionally, people would not want to raise their hands in front of many people and give their opinion or ask a question. Mentimeter allows and encourages people to contribute by permitting them to share anonymously which in turn increases learning.

14. Raise your hand questions

It may seem strange but using traditional methods, instead of digital platforms to revive a bored crowd is easy and effective. Using too many digital question tools could be a bit too excessive, so a simple show of hands is an alternative to get everyone involved.

15. Use social media

Twitter can be a great tool to use in a presentation to show outside opinions and to get the audience to connect. Introducing a hashtag can encourage people to share their thoughts and ideas during a presentation and continue the discussion after the presentation is finished.

16. Give the audience more control

Giving the audience the control the access to presentation slides in their hands and enabling them to go back to previous slides will be advantageous for them to understand better. Presentation slides are the perfect tool to effectively communicate your message. By using Mentimeter, the audience can look at the slides on their smartphones, so if there was something they missed or wanted to go back over they can easily do it. This also allows them to participate while you speak and 'like' the slide or send a 'heart' for example, which is great for you to know which slides the audience like best.

17. Make it personal

By telling stories and letting your personality shine through, can make you more relatable to the audience. Storytelling and sharing your personal experiences is the best way to capture and maintain the audience's attention whilst keeping them entertained. People want to hear what happens next and it will make your presentation more memorable.

18. Take a crowd photo

A fun way to wake the audience up and get everyone to smile! Smiling is a great pick-me-up and releases endorphins, which will put everyone in a better mood! Win!

19. Share the presenting role

Inviting people and guest speakers on stage is a great way to change the topic, get a new perspective and switch up the presenting style helping to re-engage your audience. Note: plan in advance, you do not want to spring this on someone last minute or mid-way through the presentation!

20. Use props

This might seem a bit old-fashioned but it can catch the audience's attention and make it amusing. Using props to your advantage to either demonstrate or reinforce your point will make the presentation more interesting.

In order to interact successfully with your audience, the presentation slides should be used in combination with some of the other tips mentioned here. This will help your audience to stay focused, enable them to recall your main points and in turn allow you to deliver an effective, engaging presentation.

Due to research, an excellent presentation is **38%** your voice, **55%** non-verbal communication and just **7%** your content. In other words, your delivery matters even more than what you say, and this exercise helps you refine it. Find a paragraph online in a language you do not understand or simply write down a few lines of gibberish, and practice saying it aloud as though you are giving a speech. Pay mind to your own tone, inflections, and generally how you can use your voice to create more interest.

Task 1. Sit in pairs and discuss what the film had to say about the topics in the list. Where do you think there is room for improvement in your own presentations?

- How to cope with anxiety
- Using notes
- Learning off by heart
- Difficult words
- Grammar and pronunciation
- Body language
- Eye contact
- Speed and volume
- Using pictures
- PowerPoint
- Rounding off

Task 2. Choose one of the task types (A-K) for each of the activities below (1-7)

A **Grammar-translation method** *B* **Guided discovery** *C* **Lexical approach** *D* **Presentation practice production (PPP)** *E* **Task-based learning (TBL)** *F* **Test-teach-test** *G* **Total Physical Response (TPR)**

1. A way of teaching new language, in which the teacher presents the language, gets students to practice it in exercises or other controlled practice activities and then asks students to use or produce the same language in a communicative and less controlled way.

2. A way of teaching in which the teacher gives students meaningful tasks to do. After this, the teacher may ask students to think about the language they have used when doing the tasks, but the focus for students is on the task itself.

3. A way of teaching in which the teacher presents language items as instructions and the students have to do exactly what the teacher tells them, e.g. Open the window! Stand up! This method is good for beginners when they start to learn a new language, as they have a silent period and can make fast progress.

4. A way of teaching in which a teacher provides examples of the target language and then guides the students to work out the language rules for themselves.

5. A way of teaching in which the teacher asks students to do a task to see how well they know a certain piece of language. The teacher then presents the new language to the students, then in the final stage asks the students to do another task using the new language correctly. This way of approaching teaching target language can be helpful if the teacher thinks the students may already know some of the target language.

6. A way of teaching in which students study grammar and translate words into their own language. They do not practice communication and there is little focus on speaking. A teacher presents a grammar rule and vocabulary lists and then students translate a written text from their own language into the second language.

7. A way of teaching language that focuses on lexical items or chunks such as words, multiword units, collocations and fixed expressions rather than grammatical structures.

Task 3. Recite famous speeches
Making a speech is difficult enough, but writing a good one can feel like an impossible challenge to a beginner ESL learner. Take some of the pressure off your students by letting them practice reciting famous speeches. That way, you can focus on speaking skills without diving into writing or grammar.

Speeches can be taken from historical figures, social media and even movies.

Task 4. Give presentations in small groups

Standing alone in front of the class can be a nerve-wracking experience, even for the most gifted of learners. If your students are not ready for solo presentations, have them work in small groups so not all of the attention is focused on one individual learner.

This can be done in just about any context, from proposing a business idea to describing how to cook their favorite food. Monitoring their activity can be difficult with several groups working at the same time, so have your students assess each other. Give every student a scoring sheet with criteria covering things like voice projection, timing, entertainment and ease of understanding. As your students listen, each group can score their partners based on this criteria. Then, you can use their scoring sheets to give feedback at the end of the class.

Task 5. Assign solo presentations using PowerPoint

When you feel ready to come up with their own material, prepare your own presentations with the help of PowerPoint. PowerPoint slides are a great visual aid, as well as a way to make the presentation easier for nervous students.

Depending on your goals and the proficiency level of your class, you can either assign them individual topics or let your students present on a topic they're passionate about. Just make sure to give them enough time to write a presentation script and create the PowerPoint slides to go along with it.

Task 6. Do improvised presentations on random topics

Please, select one topic, and without any preparation time, talk to the class for as long as they can about their chosen topic.

Task 7. Get dramatic with your class

Public speaking does not have to be about presentations. You can change things up a bit by using some drama activities as well. These could include role-plays and reenactments of famous movie scenes. While acting, use skills like good body language, voice projection, intonation and even improvisation to make your dialogue sound natural and convincing.

Task 8. 30 Seconds Filler-Free

Filler words like "uh" "um" and "you 'know" not only make your talk more difficult to listen to, but they also make you seem less prepared and authoritative. For this exercise, record yourself giving a talk on any topic for 30 seconds, taking care to omit all filler words. Whenever you use a filler word, start over and try again. Do this exercise ten times, filler-free?

Task 9. One Minute Off-the-Cuff

For this exercise, you will set a timer on your phone for one minute and record yourself giving an impromptu speech on any topic that interests you. The only rule is that you cannot prepare for it in any way. This is designed to get you more comfortable speaking off-the-cuff and minimize the anxiety that comes from being afraid you will not have anything to say.

Task 10. Make a Commercial

Presentations are all about selling an idea, so you should practice the art of sales and persuasion to be the best you can be. Choose an item in your home and create a one-minute commercial about it. Record yourself saying what makes it special, how it can enhance lives, and why everyone needs that item in their corner.

Task 11. Gush About Something You Don't Love

Enthusiasm is contagious. If you want your audience to be excited about your topic, then you need to show enthusiasm for it. Choose something you are indifferent about, say, a kitchen utensil, and practice speaking about it enthusiastically. Use your voice, emphasis, and body language to make it seem like the most exciting thing in the universe.

Task 12. Creating a slogan for the commercial

Please, create a slogan for the commercial. When presenting their ideas, groups can either describe the general concept and then outline or act out the commercial.

Task 13. Short Film

Students can upload their own images and add text boxes to a slideshow to create an animated story, and then record the slideshow with a Google extension called Screencastify. They can either record their own voice as narration; add background music, or both.

Task 14. You are a wonderful, skillful presenter by demonstrating slides.

✓ Practice with someone who has never seen your presentation. Ask them for honest feedback about colors, content, and any effects or graphical images you have included.

✓ Do not read from your slides. The content of your slides is for the audience, not for the presenter.

✓ Do not speak to your slides. Many presenters face the direction of their presentation rather than their audience.

QUESTIONING AND ANSWERING PERIOD

"When students know how to ask their own questions, they take greater ownership of their learning, deepen comprehension. In addition, make new connections and discoveries on their own. However, this skill is rarely—if ever—deliberately taught to students from kindergarten through high school."

Being able to **ask** and **answer** students' **questions** is an **important** part of teaching and learning. **Asking questions** helps you motivate students' curiosity about the topic and at the same time helps; you assess their understanding of the material. A daily activity in every classroom is the asking and answering of questions. There are many purposes for asking questions including, the following: to actively engage the students in the lesson, to create interest in the topic and to develop the students' critical thinking abilities. Unfortunately, teachers are sometimes unaware of the most beneficial approaches to implementing this activity, and that the techniques, which they do employ, might, in fact, be inhibiting student participation and learning.

J.B. Slack identifies several different types of questions, which teachers can use to assist students' process new information or review previous material:

- ➢ Refocusing questions are used when learners are off-task or in a transition to a new topic,
- ➢ Clarifying questions are used if the learner's answer was not clear, if the teacher is looking for a different answer or if the teacher wants the answer expressed differently,
- ➢ Verifying questions are used to elicit more detail and clarification,
- ➢ Narrow the focus questions are used to refocus answers within a narrower framework; that is, to restrict the content of the answers,
- ➢ Supporting questions are used to assist students in establishing connections and relationships between concepts.

Teachers should consider preparing some questions in advance. This would benefit the students since it would ensure that various types of questions with differing levels of difficulty and complexity would be explored. It is advisable to keep Bloom's Taxonomy in mind when preparing questions. This would oblige the teacher to consider the type of information they are seeking to elicit with the question.

Asking Questions. Use questions as a way to make quick, formative assessments, break up the monotony of lecturing, and encourage student engagement.

Tips and Strategies

Be patient. The recommended amount of wait time after asking a question is ten seconds. This will seem like an uncomfortable eternity, but it is important processing time for students. Try counting silently to yourself, before offering a hint or rephrasing the question.

Move from closed to open-ended questions. Starting with simple yes or no questions, or questions that draw on experience rather than knowledge, can help students become comfortable and more willing to take a risk on a deeper question later in the class.

Consider using repetition with questions, asking the same thing throughout class and building upon the answer as instruction progresses.

If students are reluctant to speak, you can ask for a show of hands as response.

Use questions to clarify instructions or summarize a point.

Try to avoid asking, "Does everyone understand?" or "Is that clear?" Students will typically not speak out in a group when they are confused. Instead, try asking something more open, like "what questions do we have about that?"

Experiment with asking questions using Google Forms or Poll Everywhere.

Teaching from Incorrect Responses

It takes courage to answer a question in a group, and you never know what type of response you will get. Avoid labeling a student's answer as wrong, and use inaccurate responses as teachable moments.

Acknowledge any part of the answer that is correct: "You're right about X, great job, let's talk a little bit more about Y."

Try finding out more about their thought process: "That's interesting, what makes you think that?".

If the student's answer represents a common misconception, point that out and clarify: "Thanks for bringing that up, a lot of people think that. Let's talk about why that might not be the case."

Thank the student for their answer, invite more responses, and piece together a correct answer: "Thanks for sharing that. Does anyone else have thoughts on this question?"

Answering Questions

Questions asked by students can help clarify content and provide feedback on your presentation or how the class is progressing.

Tips and Strategies

Paraphrase/Repeat: When someone asks a question, paraphrase or repeat it back so the whole class is sure to have heard it before you answer.

Commend/Appreciate: Thank and acknowledge students for asking questions, "Thanks for bringing that up" or "Great question".

Be Honest: It is ok to not have all the answers, and students will appreciate your honesty. Offer to find out the answer and get back to either the whole class or the individual student.

If no one asks any questions, avoid following up with statements like, "No questions? Yeah, it's pretty easy/simple". The absence of questions does not necessarily mean that everyone understands. Students may not feel comfortable speaking up or may not know exactly how to frame their question yet. Acknowledge that research is a process, and invite and encourage students to contact you after the session when questions come up.

General Strategies for Asking Questions

When planning questions, keep in mind your course goals. For example, do you want students to master core concepts? To develop their critical thinking skills? The questions you ask should help them practice these skills, as well as communicate to them the facts, ideas, and ways of thinking that are important to their learning in your course.

Avoid asking "leading questions." A leading question is phrased in such a way that it suggests its own answer and therefore discourages students from thinking on their own.

Follow a "yes-or- no" question with an additional question. For example, follow up by asking students to explain why they answered the way they did, to provide evidence or an example, or to respond to a yes-or-no answer given by another student.

Aim for direct, clear, specific questions. During class discussions, rather than beginning with a single question that is multilayered and complex, use a sequence of questions to build depth and complexity. Essay questions on exams or paper assignments, on other hand, often provide an appropriate opportunity to ask multi-layered questions. If your exam will include multi-layered questions, use questions during class time to walk students through the process of answering multi-layered questions.

In class discussions, do not ask more than one question at once.
When you ask more than one question, students often do not respond because they are unsure which question you want them to answer. When you plan each class session, include notes of when you will pause to ask and answer questions. Asking questions throughout the class will not only make the class more interactive, but also help you measure and improve student learning. Do not save the last two minutes of class for questions. Students are unlikely to ask questions when they know that only a few minutes remain.

Ask a mix of different types of questions. You should use "closed" questions, or questions that have a limited number of correct answers, to test students' comprehension and retention of important information. You should also ask managerial questions to ensure, for example, that your students understand an assignment or have access to necessary materials. "Open" questions, which prompt multiple and sometimes conflicting answers, are often the most effective in encouraging discussion and active learning in the classroom.

Responding Effectively

Wait for students to think and formulate responses. Waiting 5-10 seconds will increase the number of students who volunteer to answer and will lead to longer, more complex answers. If students do not volunteer before 5 seconds have passed, refrain from answering your own question, which will only communicate to students that if they do not answer, you will do their thinking for them. If the students are unable to answer after sufficient time for thinking has passed, rephrase the question.

Do not interrupt students' answers. You may find yourself wanting to interrupt because you think you know what the student is going to say, or simply because you are passionate about the material. Resist this temptation. Hearing the students' full responses will allow you to give them credit for their ideas and to determine when they have not yet understood the material.

Show that you are interested in students' answers, whether right or wrong. Encourage students when they are offering answers by nodding, looking at them, and using facial expressions that show you are listening and engaged. Do not look down at your notes while they are speaking.

Develop responses that keep students thinking. For example, ask the rest of the class to respond to an idea that one student has just presented, or ask the student who answered to explain the thinking that led to her answer.

If a student gives an incorrect or weak answer, point out what is incorrect or weak about the answer, but ask the student a follow-up question that will lead that student, and the class, to the correct or stronger answer. For example, note that the student's answer overlooks the most important conclusion of the study you are discussing, and then ask that same student to try to recall what that conclusion is. If he or she does not recall the conclusion, open this question up to the class.

Reasons for questioning

- ➢ To provide a model for language or thinking.
- ➢ To find out something from the learners (facts, ideas, opinions)
- ➢ To check or test understanding, knowledge or skill'
- ➢ To get learners to be active in their learning.
- ➢ To direct attention to the topic being learned.

- To inform the class via the answers of the stronger learners rather than through the teacher's input.
- To provide weaker learners with an opportunity to participate.
- To get learners to review and practice previously learnt material.
- To encourage self-expression.
- To communicate to learners that the teacher is genuinely interested in what they think.

Effective questioning. There have been numerous attempts to identify characteristics of effective questioning techniques in the classroom. Questions have been classified due to various different criteria: what kind of thinking they try to elicit; whether they are 'genuine' or 'display' questions; whether they are closed-or open ended; and many others. The useful criteria for effective questioning for language teachers are:

CRITERIA FOR EFFECTIVE QUETIONING

1. **Clarity:** do the learners immediately grasp not only what the question means, but also what kind of an answer is required?

2. **Learning value**: does the question stimulate thinking and responses that will contribute to further learning of the target material?

3. **Interest**: do learners find the question interesting, challenging, stimulating?

4. **Availability**: can most of the members of the class try to answer it? Only the more advanced, confident, knowledgeable?

5. **Extension**: does the question invite and encourage extended and/or varied answers?

6. **Teacher reaction**: are the learners sure that their responses will be related to with respect, they will not be put down or ridiculed if they say something inappropriate?

By researching how to use different types of questions effectively in the English teaching classroom, instructors, teachers can accomplish a number of interrelated aims and goals. Firstly, we have to engage our language learners in a

question and answer dialogue. Students become more and more active participants in their own learning. In addition, skillful, clear questioning can encourage students to engage in higher-level cognitive processes (analysis, synthesis, and evaluation), thus helping to develop their capacity for critical thinking. Scientists share several tactics that may assist teachers in improving the use of questioning in their teaching.

When we ask a question, we have to wait for a response. Do not answer the question yourself; don't repeat it, rephrase it, modify it, call on another student to answer it, or replace it with another question until you have waited at least three to five seconds. Students need time to think about the question and prepare their right answer. As a well-educated person, you have to collect several answers to your question, even if the first student to answer gives a perfect response. Not all students think at the same speed, and you want to encourage those who were not first to continue reflecting. Often, the third or fourth answers will add dimensions that the first answer missed.

You can let your students try out their answers by quickly discussing them in pairs or by writing for a minute or two. They are much more willing to share their answers with the class when they have had this opportunity. By showing some _**pictures**_ to students, you can also ask them to create the questions philosophically, critically and obviously.

We, teachers should take into their consideration that the selection of the _**video**_ would be done with specific conditions, in order to maximize the chances of realizing the main aim of motivating students. We have to select the video according to their objectives, their students' level of knowledge, and their needs. Encourage your students to ask questions that require different approaches to the video, such as _causal, teleological, functional, chronological explanations or philosophical_ point of view. Teach them to avoid beginning their questions with the words "why" and "explain," and instead phrase their questions with words, which give stronger, clues about the type of explanation sought.

We suggested our students to become much more attentive and careful for asking questions. We recommended them to read the book, which is named "Don't

Ask Stupid Questions. There Are No Stupid Questions" in order ***to read the texts*** attentively paying attention the given questions. It also helps our language learners how to ask questions and how to make up appropriate, prudent questions relating to the text. *"The questions that are at the end of each chapter are an integral part of the book. They are designed to make you stop and think. Read each question carefully and really give it some thought as to how it applies to you and your life. Do this before you move on to the next chapter? Then decide what action you can and more importantly, will take. Without action, nothing will change and if nothing changes then guess what? Nothing changes."*

When a student is answering question, keep in mind your goal is to be patient to listen the response carefully. If the question moves the class toward that goal, you will want to give a complete answer or to redirect it to the class for discussion. If the question is not pertinent, you can tell the student where he/she can find an answer or offer to discuss it after class. Some teachers, instructors are often at a loss when they do not know the answer to a question. However, it is not necessary to be able to field every question, and students can sense when an instructor "fakes" an answer. Instead, the instructor can offer to find the answer or suggest to the student where they can find the answer to the question.

In answering to student questions, a number of guidelines can positively reinforce good student responses and facilitate further discussion. Time by time, sometimes regularly praise your students in a strong, positive way for a correct or positive response. Use such terms as "excellent answer," "absolutely correct," and "awesome." These terms are quite different from the common mild phrases teachers often use such as "O.K.," "hmm hum," "Good" and "all right." Especially when the response is long, the teacher should try to find at least some part that deserves praise and then comment on it.

Teachers should ask a combination of low-level-cognitive and high-level-cognitive questions, they have to determine the needs of their students in order to know which sort of balance between the two types of questions needs to be made in order to adoptive student understanding and achievement.

If you do not know the answer to a student question *never, fake an answer*. Admit that you cannot answer the question and then select one of these strategies or others you find appropriate:

➢ Ask whether someone in the class can answer the question. Most times after class, you should follow this with an attempt to determine whether the information provided was accurate or based on sound reasoning and credible sources.

➢ Either propose a plan for obtaining evidence for answering the question or ask the students to suggest how the question could be investigated.

➢ If possible, suggest a resource where the student can find information. The resource may be written material, another faculty or staff member, a student, or someone from the community.

➢ Volunteer to find the answer yourself and report to the class. Make sure you actually do return with the answer if you choose this option.

Task 1. Open questions allow for much longer responses and therefore potentially more creativity and information. There are many different types of open question; some are more closed than others are! Make up 10 open questions.

Task 2. Closed questions can simply require a 'Yes' or 'No' answer, for example: 'Do you smoke?', 'Did you feed the cat?', 'Would you like a cup of tea?' Closed questions can require that a choice is made from a list of possible options. Please, make up 10 close questions.

Task 3. Leading or 'Loaded' Questions. Asking an employee, 'How are you getting on with the new finance system?' This question prompts the person to question how they are managing with a new system at work. Make up 10 leading questions.

Task 4. Rhetorical questions are often humorous and do not require an answer. Please, make up 10 rhetorical questions.

 Task 5. *One Warning:* Do not post proprietary or sensitive content. This website is a public space. Your Question will be viewable by the entire internet.

Task 6. Two minutes is not a lot of time. To make the most of it, you should:

Ask questions that strengthen the arguments you are going to make later in the round.

Ask specific questions about your opponents' arguments.

Give your opponent time to answer.

Task 7. Avoid wasting your cross-examination time, you should _not _ask questions about the topic in general or for general definitions. Interrupt your opponent when they are answering your question.

Ask open-ended questions.

Ask too many clarification questions.

Task 8. Try to answer the given questions, related to the theoretical part of the theme.

5. You are driving late at night in a safe but deserted neighborhood when a dog suddenly darts in front of your car. Though you slam on the brakes, you hit the animal. Would you stop to see how injured the animal was? If you did so and found that, the dog was dead but had a nametag, would you contact the owner?

6. Forced for a moment to look death in the face, you have been allowed to turn and go on. During those difficult days, you would certainly have gained some insights at a meal, your friends start belittling a common acquaintance. If you felt their criticisms were unjustified, would you defend the person?

7. Your house, containing everything you own, catches fire; after saving your loved ones and pets, you have time to safely make a final dash to save any one item. What would it be?

Task 9. Question Excerpt from Classroom language for English teachers

**Q.1)	What do you say when you want your pupils to do this?**

A. Put your hand up if you know the answer.

B. Rise your hand if you know the answer.

C.   Put your hand in the air if you know the answer.

Q.2) You want your students to look at page 33. Which is correct?

A. Open your book in page 33.

B. Now please turn on page 33.

C. Turn to page 33 please.

Q.3) You don't want students to do this exercise together. What do you say?

A. Be individual.

B. Work alone.

C. Please work lonely.

Q.4) Which one is not allowed in class!

A. No chew here.

B. Put your chewing gum in the bin.

C. Spit it out!

Q.5) Your student has done some very good work. Which one of these wouldn't you say?

        A. Well done!

        B.   Good try!

        C.   That's great!

Q.6) You don't want your students to use their dictionaries yet. Which one of these wouldn't you say?

        A.   You can look the words up later.

        B.   Try to guess the meaning of words you do not know.

        C.   We will look at vocabulary later. Therefore, no dictionaries just yet please.

Q.7) Computers are more interesting than teachers!!! Therefore, if you are working in the computer lab, when you want your students' attention for a while it is a good idea to tell them...

        A.   Turn off your computer and listen to me.

        B.   Turn off your monitor and look this way please.

        C. If anyone touches their computer while I am speaking we will all go back to the classroom. In addition, do some grammar exercises.

Task 10. Try to learn the Reasons for questioning

- ➢ To provide a model for language or thinking.
- ➢ To find out something from the learners (facts, ideas, opinions)
- ➢ To check or test understanding, knowledge or skill'
- ➢ To get learners to be active in their learning.
- ➢ To direct attention to the topic being learned.
- ➢ To inform the class via the answers of the stronger learners rather than through the teacher is input.
- ➢ To provide weaker learners with an opportunity to participate.
- ➢ To get learners to review and practice previously learnt material.
- ➢ To encourage self-expression.
- ➢ To communicate to learners that the teacher is genuinely interested in what they think.

Task 11. Wait-time. Measure the teacher's wait-time and fill in this table.

An important dimension of a teacher's questioning skills is wait-time. This is the length of time the teacher waits after posing a question and before calling on a student to answer it, or rephrasing the question, or directing it to another student, or giving the answer. Teachers often use a very short wait-time (only one second on average), which is rarely sufficient to enable students to respond. When wait-time is

increased to three or four seconds, the amount of student participation also increases, together with the quality and the average length of the responses.

Teacher's question	Length of wait-time	Student's response

What was the average wait-time?

Did anything surprise you?

Are there any types of activities where an extended wait-time might not be desirable?

Can wait-time adversely affect the dynamics of a lesson?

Does one factor exclude the other?

Please discuss these points with your mentor.

LANGUAGE FUNCTIONS OF CLASSROOM MANAGEMENT. GIVING INSTRUCTIONS

1. Prepare more than you need: it is advisable to have an easily presented, light 'reserve' activity ready in case of extra time.

2. Similarly, note in advance which component(s) of the lesson you will sacrifice if you find yourself with too little time for everything!

3. Keep a watch or clock easily visible; make sure you are aware throughout how time is going relative to your programme. It is difficult to judge intuitively how time is going when you are busy, and the smooth running of your lesson depends to some extent on proper timing.

4. Do not leave the giving of homework to the last minute! At the end of the lesson, learners' attention is at a low ebb, and you may run out of time before you finish explaining. Explain it earlier on, and then give a quick reminder at the end.

5. If you have papers to distribute and a large class, do not try to give every paper yourself to every student! Give a number of papers to people at different points in the class, ask them to take one and pass the rest on.

6. If you are doing group work, give instructions and make sure these are understood before dividing into groups or even, if practicable, handing out materials; if you do it the other way round, students will be looking at each other and at the materials, and they are less likely to attend to what you have to say.

Some specific points:

- It took five minutes for the students to quieten: time wasted for language learning; perhaps more assertive demand on the part of the teacher could have shortened this initial transition.

- The fact that the teacher elicited topic and words was good, since the students were prepared, and at least some 'of them knew the words. However, what about those who did not? To promote 'intake' it might have been better to put them on the board and tell students to write them in their notebooks.

- The pair work did not really work; virtually no learning was taking place. Probably the task was too difficult and not clearly enough defined: I am not sure I could have done it myself. In addition, would they be able to do it for homework, if they could not do it in class?

- The teacher was deliberately guiding students towards developing reading strategies, and making them use one: a good idea. The students read well, obviously concentrating and focused.

- The true/false exercise was done 'ping-pong' fashion: many students were not involved. There would have been a higher proportion of student activity if the teacher had let them try answering in writing for two or three minutes before checking in the full class.

- It was good that the teacher gave homework at this stage so that it was not left to the last minute.

- The speech: obviously something students were used to and treated as routine; though many teachers, and students, dislike this procedure. The rest of the class was sympathetic and attentive - clearly listening and understanding.

- The discussion: if the objective here was oral fluency practice then not many students benefited from it! A common, perhaps not optimally cost-effective, use of class time.

How to Use Motivation Strategies in Your ESL Lesson Plans

One of the most important skills to develop as an ESL teacher is motivating your students. When beginning to teach a new class it becomes quite easy spotting those students that have motivation and those that are lacking it. So how do we as teachers motivate all learners in our classes?

First, let us look at the two types of motivation. The first, and most difficult to discern, is called **intrinsic motivation**. This is the aspiration within the student to learn the language itself. The aspiration is developed depending on the students opinions of the culture and connotations of native speakers of the language. You can identify the intrinsic motivations of your students by asking them what they enjoy about the language. For example, if you are teaching conversational English and your students are interested in American pop music then you can include discussions on American pop songs relative to your lesson. Intrinsic motivation is the enjoyment a student receives from learning a language or the prestige it conjures from friends and family.

Extrinsic motivation involves the physical rewards or consequences students will receive for success or failure. This is the 'carrot or the stick' type of motivation that permeates students. Motivation by 'the carrot' or reward can be a desire to obtain a promotion at the job, a raise in salary, an opportunity for travel, a degree/certification or even something as small as a piece of candy. Motivation by 'the stick' or consequences can be to avoid being reprimanded by the boss, punished by parents, or having to retake the class. You will see this extrinsic type of motivation frequently with teenage students, especially in Asia, who are pressured by parents to receive good grades or face punishment.

As a teacher, what can you do to foster motivation in the classroom? The first thing you should make sure you do to keep students engaged in a lesson is always change tasks of your theme to prevent boredom. Changing tasks is varying different learning styles within a theme. An example of this would be to do a predicting exercise on what the topic is about, listen to the dialogue, ask comprehension questions, read aloud, create a dialogue on the theme, and role-play the dialogue. Make sure your students are aware of the importance or significance of your lesson so they know you are not wasting their time. You can convey this by explaining how it is used in the real world, when they will be using it, if it will be on the test, or explain the grammar goal you wish for them to achieve. If students are aware, there are clear goals in the lesson they will be more motivated to achieve those goals because you defined the purpose.

For ESL teachers, creating competition in the classroom is very important for motivation. This is achieved by employing games or competitive activities for students. When you present pressure in the classroom between rival teams, students are more motivated not to just modestly learn the material - but to actually master it. Games will persuade students to be the best and they will have fun trying to take down their competition. When implemented right, games are effective with all ages including adults.

Customize your lessons to what the students are interested in using your student's demographics. For example, if you are teaching a class full of mothers then maybe you will want to integrate a lesson theme on raising kids and choose any of the infinite grammar structures that allows that topic to be discussed. Or you can make it more flexible and conversation-based attracting a number of responses. Visual aids can also attract the attention of your students and give them something to look at other than you.

Give students more control over decision-making in the classroom and this will give them a sense of independence. Don't always pair up students; allow them to choose their own partners provided they work well on the task together. Let them choose what topics are interesting to them and they will be more motivated to learn the material.

There are many things you can do to motivate your students and the trick is not to focus just on one of these tactics, but to implement multiple tactics to encourage your students to take a hands on approach to your class. If your students are motivated, they will be more likely to see success as an important goal. It will also give them poise and dismiss obstructions in their way.

ESL Behavior Management in the classroom

A good ESL teacher is always scanning the class to make sure students are active in the subject at hand. As the teacher, it is a personal duty to involve all pupils including those that seem to be shifting away from the lesson. Applying efficient motivation to classroom design is important for boosting development while in the class and it is crucial to entertain students' curiosity from the beginning of the lesson. To make this happen you will want to find their motivations and incorporate those motivations directly into your daily lesson strategies.

The instructor ought to be in charge and have clear objectives for students. A very good teacher is always pleasant while redirecting learners and modifies negative behavior in a quick and to the point manner that will not cause him or her to run away from the lesson currently happening. Normally, the majority of learners

will be tuning in and interested in the material, therefore you should be spending most of your time and efforts with educating and not with behavior modification. For example, if perhaps 99% of one's learners are engaged and contributing then you certainly ought to be committing 99% of your energy for the lessons.

Redirecting learners for poor behaviour ought to be done in a quick way. However, what if the whole class is disruptive by being too chatty or just not concentrated on the project? There are many simple methods designed to assist you. The first is to halt instruction altogether while focusing your vision to the offending pupils in a direct way. Learners will recognize you are no longer speaking. They should promptly know this as a warning to refocus their attention to the instructor. After you have their focus, it will likely be good to instantly make sure they know that you simply cannot continue instructing devoid of their total concentration.

Additional methods utilized by teachers to get focus in the class are to hit the blackboard in an ethical but firm style or even flicker the lights off and on. It is important that once you have their attention, you need to explain exactly what the dilemma was otherwise learners might go back to former behaviors. Additionally do not devote over a ten seconds explaining the disruptions, just state the issue using a few statements and get back to the instruction.

In order to handle a class of individuals of all ages and backgrounds the educator will have to offer a constructive atmosphere that stimulates creativity and cooperation amongst pupils. This will foster a favorable atmosphere within the classroom that permits successful educating. Class managing is certain to get much easier after some time and experience, and is vital with the ultimate aim of teaching.

Universal classroom management strategies

1. Model ideal behavior

Make a habit of demonstrating behavior you want to see, as many studies show that modeling **effectively teaches students how to act** in different situations.A straightforward way to model certain behaviors is holding a mock conversation with an admin, other teacher or student helper in front of the class. Talking about a test or other relatable topic be sure to:

- Use polite language
- Maintain eye contact
- Keep phones in your pockets
- Let one another speak uninterrupted
- Raise concerns about one another's statements in a respectful manner

After, start a class discussion to list and expand upon the ideal behaviors you exemplified.

2. Let students help establish guidelines

Encourage all students to help you build classroom rules, as you will generate more buy-in than just telling them what they are not allowed to do.

Near the start of the year or semester, start a discussion by asking students what they believe should and should not fly. At what points are phones okay and not okay? What are acceptable noise levels during lessons? This may seem like you are setting yourself up for failure, but — depending on the makeup of you class — you may be shocked at the strictness of some proposed rules. Regardless, having a discussion should lead to mutually understood and -respected expectations.

3. Document rules

Do not let your mutually respected guidelines go forgotten.

Similar to handing out a syllabus, print and distribute the list of rules that the class discussion generated. Then, go through the list with your students. Doing this emphasizes the fact that you respect their ideas and intend to adhere to them. In addition, when a student breaks a rule, it will be easy for you to point to this document.

If you are feeling creative, you can include the rule list in a student handbook with important dates, events and curriculum information.

4. Avoid punishing the class

Address isolated behavior issues instead of punishing an entire class, as the latter can hurt your relationships with students who are on-task and thereby jeopardize other classroom management efforts. Instead, call out specific students in a friendly manner. For example:

"Do you have a question?" not "Stop talking and disrupting other students"

"Do you need help focusing?" not "Pay attention and stop fooling around while I'm talking"

This basic approach will allow you to keep a friendly disposition, while immediately acknowledging poor behavior.

5. Encourage initiative

Promote growth mindset, and inject variety into your lessons, by **allowing students to work ahead and deliver short presentations** to share take-away points. Almost inevitably, you will have some eager learners in your classroom. You can simply ask them if they would like to get ahead from time-to-time. For example, if you are reading a specific chapter in a textbook, propose that they read the following one too. When

they deliver their subsequent presentations to preview the next chapter on your behalf, you may find that other students want a bit more work as well.

6. Offer praise

Praise students for jobs well done, as doing so **improves academic and behavioral performance**, according to a recent research review and study. When it is sincere and references specific examples of effort or accomplishment, praise can:

- Inspire the class
- Improve a student's self-esteem
- Reinforce rules and values you want to see

Perhaps more importantly, it encourages students to repeat positive behavior. Let us say a student exemplifies advanced problem-solving skills when tackling a math word problem. Praising his or her use of specific tactics should go a long way in ensuring he or she continues to use these tactics. Not to mention, you will motivate other students to do the same.

7. Use non-verbal communication

Complement words with actions and visual aids to **improve content delivery,** helping students focus and process lessons. Many differentiated instruction strategies and techniques are rooted in these communication methods. For example, running learning stations -- divided sections of your classroom through which students rotate -- allows you to deliver a range of non-spoken content types. These include videos, infographics and physical objects such as counting coins.

8. Hold parties

Throw an occasional classroom party to acknowledge students' hard work, **motivating them to keep it up.** Even if it is just for 20 or 30 minutes, they should be happy with snacks and a selection of group games to play. Clarify that you are holding the party to reward them and they can earn future parties by demonstrating ideal behavior, collectively scoring high on assessments and more.

9. Give tangible rewards

Reward specific students at the end of each lesson, in front of the class, as another **motivational and behavior-reinforcement technique.** Let's say a few students are actively listening throughout the entire lesson, answering questions and asking their own. Before the class ends, walk over to their desks to give them raffle tickets. So others can learn, state aloud what each student did to earn the tickets. On Friday, they can submit their tickets for a shot at a prize that changes each week -- from candy to being able to choose a game for the next class party.

10. Make positive letters and phone calls

Keep students happy in and out of class by **pleasantly surprising their parents,** making positive phone calls and sending complimentary letters home.When the occasion arises, from academic effort or behavioral progress, letting parents know has a trickle-down effect. They will generally congratulate their kids; their kids will likely come to class eager to earn more feedback that is positive. This can also entice parents to grow more invested in a child's learning, opening the door to at-home lessons. Such lessons are a mainstay element of culturally responsive teaching.

11. Build excitement for content

Start lessons by previewing particularly exciting parts, **hooking student interest from the get-go.** As the bell rings and students settle, go through an agenda of the day's highlights. These could include group tasks, engaging bits of content and anything else to pique curiosity. For example, "Throughout the day, you'll learn about:"

- How to talk like you're a teacher (sentence structure)
- Why you don't know anyone who's won the lottery (probability)
- What all the presidents of the United States have had in common (social analysis)

The goal of this classroom management technique is to immediately interest students in your agenda and thereby dissuade misbehavior.

12. Offer different types of free study time

Provide a range of activities during free study time to **appeal to students who struggle to process content in silence, individually.** You can do this by dividing your class into clearly sectioned solo and team activities. In separate sections, consider:

- Providing audio books, which can play material relevant to your lessons
- Maintaining a designated quiet space for students to take notes and complete work
- Creating a station for challenging group games that teach or reinforce curriculum-aligned skills
- Allowing students to work in groups while taking notes and completing work, away from quiet zones

By running these sorts of activities, free study time will begin to benefit diverse learners. This should contribute to overall classroom engagement.

13. Write group contracts

Help student group work run smoothly and effectively by writing contracts that contain guidelines, having everyone sign. Group contracts should be based on expectations that students have for each other, and you have for them. You can gather the class's thoughts by holding a discussion about what the ideal group member does,

and how he or she acts. Once you have written the contract, encourage students to come up with consequences for violating expectations. By having them sign a fresh version of the contract before each group task and project, you're empowering them to hold each other accountable.

14. Assign open-ended projects

Encourage students to tackle open-ended projects -- projects that do not demand a specific product -- to allow them to **demonstrate knowledge in ways that inherently suit them.** This starts by giving the class a list of broad project ideas, asking each student to choose one. Be sure to provide a rubric for each project that clearly defines expectations. By both enticing and challenging students, you should notice they would:

- Work and learn at their own paces
- Engage actively with appropriate content
- Demonstrate knowledge as effectively as possible

With these benefits, students may actually look forward to taking on new projects.

15. Give only two marks for informal assessments

Recall a time you saw a big "F" in red ink on your work. You were probably too upset to review mistakes and feedback, and so are your students when they see the same. **So, consider avoiding standard marks on informal and formative assessments.** Instead, just state if a student did or did not meet expectations. Then, provide struggling students with a clear path to improve. For example, pair classmates who did not meet expectations with those who did, giving them a review and practice activity. When strugglers are confident they understand key concepts, encourage them to tell you. Provide a new assessment, allowing them to prove their competency.

16. Interview students

Interview students who are not academically engaged or displaying prosocial behavior to **learn how to better manage them.**

While running learning stations or a large-group activity, pull each student aside for a few minutes. Ask about:

- What helps them focus
- Who they work well with
- Their favorite types of lessons
- Their favorite in-class activities
- Which kinds of exercises help them remember key lesson points

Note their answers to come up with activities and approaches that engage them, thereby limiting classroom disruptions.

18. Address bad behavior quickly

Avoid hesitation when you must address bad behavior, especially when a student breaks a documented rule.

Acting sooner than later will help ensure that negative feelings -- whether between students or you and a student -- will not fester. Failure to act can result in more poor behavior, leading to needlessly difficult conversations.

However, keep in mind: It is usually **best to talk to the student in private.** Emerging research shows that punishing students in front of peers has "limited value."

19. Consider peer teaching

Use peer teaching as a classroom management strategy if you feel your top performers can help engage and educate disruptive and struggling students.

Peer teaching activities, such as pairing students together as reading friends, can be **especially beneficial for students who suffer from low confidence and poor interpersonal skills.**

Authoritative research states tutors improve self-esteem and interpersonal skills by giving feedback. Tutees realize these benefits by asking questions and receiving immediate clarification. A later study of at-risk students echoes these advantages. Although you should spend time teaching peer tutors how to properly communicate with tutees, you will likely find the benefits are worth the work.

We use the imperative form to give orders or directions in English.
"Eat your vegetables!"
"Turn left and go straight on."
We can also use the imperative form to give a warning or advice, and (if you use "please") to make a request.
"Practice English for ten minutes a day!"
"Be careful!"
"Please take a seat."
To make the imperative, use the infinitive of the verb without 'to':
"Come here!"
"Sit down!"
To make a negative imperative, put "do not" or "don't" before the verb. (Do not is more informal than "do not".)
"Don't go!"
"Do not walk on the grass."
Giving instructions
You often see the imperative form in instruction manuals or when someone tells you how to do something.

There are often "sequencing" words to show the steps in the process. For example, "firstly", "secondly" and "finally".

Simple instructions to replace a light bulb

Firstly, turn off the electricity.

Secondly, remove the light bulb.

Then, screw in the new light bulb.

Finally, turn the electricity on and switch on the light.

You can also say "after that" instead of "then" and "first" / "second" instead of "firstly" and "secondly".

Giving extra help

When you give instructions, you can help the other person with extra information and advice.

Remember: turn off the electricity before touching any cables.

Be careful not to … (touch any live wires)

Try to … (see if the light bulb is broken or just loose)

Try not to … (touch the light bulb with your hands)

You need to … (check the wattage of the light bulb first)

It is important to … (make sure the electricity is off)

It helps to … (wait for the light bulb to cool down before you remove it)

Be sure to … (turn off the electricity before you touch the light bulb)

Always … (wear gloves when you touch a light bulb)

Never … (touch a socket with wet hands)

Useful verbs for instructions

Turn on / switch on = activate power or electricity: "First, turn on the PC."

Turn off / switch off = deactivate power or electricity: "Turn off the lights when you leave."

Take off / remove = detach something from another thing: "Remove the plastic before you put the meal in the microwave."

Take out = take one thing out from another thing: "Take the television out of the box."

Attach / connect = put two things together: "Connect the wires."

Check / make sure = be sure about something: "Check that the light is on."

Proceed / continue: "Continue to stir until the mixture is thick."

Plug in = connect to the electricity: "Plug the modem in."

Put back / replace: "Replace the cover after changing the battery."

Imperatives Exercise

Choose the correct answer.

1. __ a seat!

- ○ Please to take
- ○ Take
- ○ To take

2. __ down.

- ○ Please sit
- ○ Please to sit
- ○ Sitting

3. __ cry!

- ○ Do not to
- ○ Don't
- ○ Don't to

4. __ go.

- ○ Please don't
- ○ Please not to
- ○ Please to

5. __ read the question carefully.

- ○ It's important
- ○ It's important to
- ○ It's too important to

6. __ your full address.

- ○ Be sure to write
- ○ Be sure write
- ○ Sure to write

7. __ the television.

- ○ Plug in

- ○ Take off

- ○ Take out

8. __ the light is on.

- ○ Make sure

- ○ Switch on

- ○ Turn off

9. __ the batteries when they stop working.

- ○ Put back

- ○ Remove

- ○ Turn on

10. __ the printer to the PC.

- ○ Connect

- ○ Switch off

- ○ Turn on

Activity 1. Understanding Classroom Management
Take 15 minutes to read, reflect on and record your responses to the following questions. Please be prepared to contribute your responses verbally to the group
What is your definition of classroom management?
What are some of the main aspects of classroom management?
Provide one or more examples of classroom strategies used in your classroom.
Activity 2. Be and act as a teacher.
After giving them instructions, directions, ask your students to repeat or rephrase what is expected of them. Ask them specific questions about the requirements. Clarify any confusing points. Provide students with feedback that can help them comprehend and complete the task.
Activity 3. Use an Appropriate Tone.
Practice as a teacher and give some classroom instructions to your language learners.

It is not just, what you say; it is also how you say it. Do not yell, mumble, or castigate. Ensure the pace of information is appropriate for grade level and ability. Do not rush or move too slowly. Pause frequently to give students time to digest the information.

Activity 4. Research Questions

1. What kind of instructions are given in English classroom at primary level?

2. What are the challenges faced by teachers and students in the English classroom dealing with English instruction?

3. What are the outcomes of using English as an instructional language in English classroom teaching?

Activity 4. Try to answer these Research Questions

1. What kind of instructions are given in English classroom at primary level?

2. What are the challenges faced by teachers and students in the English classroom dealing with English instruction?

3. What are the outcomes of using English as an instructional language in English classroom teaching?

Activity 5. Managing Class

To keep the classroom environment calm and quiet or for the management of the classroom, English instructions were given. Teachers were found uttering such disciplinary expressions as; 'be quite', 'calm down', 'stop taking', 'listen to me', 'listen the audio', 'attention', 'take your seat', 'no talking', 'quiet please', 'stop it' etc.

Activity 5. Managing Class.

To keep the classroom environment calm and quiet or for the management of the classroom, English instructions were given. Teachers were found uttering such disciplinary expressions as; 'be quite', 'calm down', 'stop taking', 'listen to me', 'listen the audio', 'attention', 'take your seat', 'no talking', 'quiet please', 'stop it' etc. Please, continue giving classroom-managing instructions.

Activity 6. Please, give your personal ideas about this statement in written form. "Teachers' classroom English language also influences students' learning positively."

Activity 7. First, read the game rule, create classroom game instructions and act as a teacher.

Adverb Action: Teacher writes on the board an activity like "brush your teeth." S/He picks one student; they come to the front of the class. The teacher then shows the S a card with an adverb written on it, such as "slowly". The chosen student then does the activity in the way of the adverb. The other students have to guess the adverb. The one who guesses right gets a point and mimes the next action, which the teacher

writes on the board. To help them you can give them a list of options, if you think they need some help.

Activity 8. Simon's instructions.

Simon is teaching a group of pre intermediate students. Simon: "So what I would like you to do is this. First, I would like you to imagine you are a waiter. Well, that's student A. if you were the waiter what would you do? In addition, student B if you were the customer what would you say? Oh, that is right, people; you will all need to look at the menu. Actually, you both will. OK, so you do that and talk together, All right? OK, so what do you have to do?" Write answers to the questions below.

Do you think Simon's instructions are clear and easy to understand?

Can you improve Simon's instructions? Rewrite them on a piece of paper.

What grammar and vocabulary changes did you make to Simon's instructions?

Activity 9. Tell Me How.

Your students will also need to use and understand the imperative mood when giving advice. Give your class a chance to share about something they are good at and give advice to classmates who might be trying that activity for the first time. Give each person five minutes in front of the class to explain how to do something that they know how to do.

Activity 10.

Think about the classroom situations listed below. What do you usually say to your students in these situations? Which language do you usually use? Are there some activities for which you always use students' home language and others for which you use English? Could you increase your use of English? Discuss these questions with a colleague if you can.

- greeting students
- taking attendance
- giving instructions
- checking previous knowledge
- managing behaviour
- encouraging students to speak
- praising your students
- giving homework
- saying goodbye
- talking to your students about their lives .

GIVING WRITTEN AND ORAL FEEDBACK

Many clinical situations involve the integration of knowledge, skills and behaviours in complex and often stressful environments with time and service pressures on both teacher and learner. Feedback is central to developing learners' competence and confidence at all stages of their medical careers, with the most effective feedback being that based on observable behaviours.

Over the last few years, new assessment procedures have been introduced for doctors. Clinical practice and professional behaviours and attitudes are regularly and routinely assessed using a raft of workplace - based assessments, including multisource feedback, observations of clinical performance and case-based discussions.

Feedback is a vital part of education and training, which, if carried out well, helps motivate and develop learners' knowledge, skills and behaviours. It helps learners to maximize their potential and professional development at different stages of training, raise their awareness of strengths and areas for improvement, and identify actions to be taken to improve performance.

Feedback is a critical element of all these assessments. Incorporating feedback within learning that emphasizes reflective practice helps learners to develop the capacity to critically evaluate their own and others' performance, to self-monitor and move towards professional autonomy.

Feedback can be informal, in day-to-day encounters between teachers and students or trainees, between peers or colleagues, or formal, for example as part of written or clinical assessment of learners' performance. Giving and asking for feedback should be part of the overall interaction between teacher and learner, not a oneway communication.

If feedback is not given, the learner might assume that he/she has no areas for improvement or development. Learners value feedback, especially when given by someone whom they respect for their knowledge, attitudes or clinical competence. Failing to give feedback is in itself a non-verbal communication, leading to mixed messages and false assessment by the learner of his/her own abilities as well as a lack of trust in the teacher or clinician. Feedback should also be aligned with the overall learning outcomes of the programme, teaching session or clinical activity in which the learner is engaged.

Kolb (1984) proposed that learning happens in a circular fashion, i.e. that learning is experiential (learning by doing) with ideas being formed and modified through experiences.

The learning cycle moves through four phases:

1. Concrete experience – learners are enabled and encouraged to become involved in new experiences;

2. Reflective observation – learners reflect on their learning;

3. Abstract conceptualization – learners form and process ideas and integrate them with their existing cognitive frameworks;

4. Active experimentation – learners use theories and frameworks to solve problems and test out in new situations.

This cycle is similar to the 'plan, do, reflect, act' cycle which is often used in appraisals. Hill (2007) identifies the important role of feedback in the learning cycle, in supporting reflection and considering how theory relates to practice. Clinical teachers can work with learners to negotiate and plan future learning needs and experiences. In order to help learners achieve their learning goals we need to start with an understanding of:

1. Where the learner is 'at', the level he/ she has reached, his/her past experience and understanding of learning needs and goals;

2. The learning goals in terms of knowledge, technical skills and attitudes;

Figure 1. Kolb's learning cycle. From Kolb (1984)
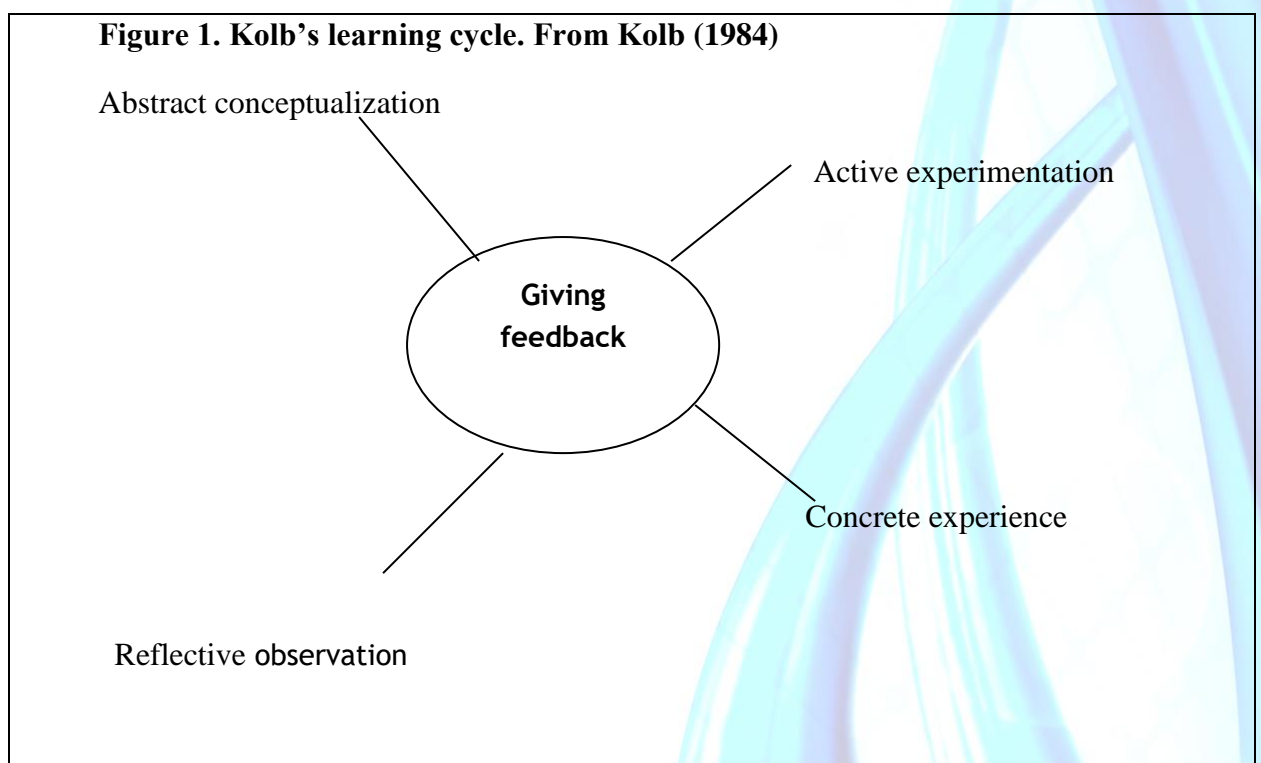
When giving feedback to individuals or groups, an interactive approach helps to develop a dialogue between the learner and the person giving feedback. It builds on the learner's own self-assessment and helps learners take responsibility for learning. A structured approach ensures that both trainees and trainers know what is expected of them during the feedback sessions.

A number of different models have been developed for giving feedback in a structured and positive way. The simplest of these is a chronological statement of your observations, replaying the events that occurred during the session back to the learner. This can be helpful for short feedback sessions, but can become bogged down in detail during long sessions. Other models include the 'feedback sandwich', which starts and ends with positive feedback, with the aspects for improvement 'sandwiched' in between and 'Pendleton's rules' (Pendleton et al, 1984). Be clear about what you are giving feedback on and link this to the learner's overall professional development and/or intended programme outcomes. Finally, do not overload the learner – identify two or three key messages that you summarize at the end.

Barriers to giving effective feedback

Hesketh and Laidlaw (2002) identify a number of barriers to giving effective feedback in the context of medical education:

1. A fear of upsetting the trainee or damaging the trainee–doctor relationship

2. A fear of doing more harm than good

3. The trainee being resistant or defensive when receiving criticism

4. Feedback being too generalized and not related to specific facts or observations

5. Feedback not giving guidance as to how to rectify behaviour

6. Inconsistent feedback from multiple sources

7. A lack of respect for the source of feedback.

Increasingly in medical education, a range of health professionals and patients are involved in formal assessments, either in the workplace or in settings that are more formal. This can cause anxieties and barriers for both those giving and receiving feedback.

Feedback needs to be sensitively and appropriately given. It is easy for those giving feedback to: may be observing more than one of these learning domains at

the same time. During any observation, teachers need to be able to identify where and how far the learner has travelled towards the learning goals, where he/she may have gone off track and what further learning or practice may be required.

Giving effective feedback

Whether you are giving formal or informal feedback, applying some basic principles will help your feedback to be more effective. Feedback should be given when asked to do so or when your offer is accepted and as soon after the event as possible. The overall focus is on the positive and should be part of the overall communication process and 'developmental dialogue'. To be effective it is important to develop rapport, mutual respect and trust between you and the learner.

Feedback needs to be given privately wherever possible, especially more negative feedback and in doing so, try to stay in the 'here and now'. Don't bring up old concerns or previous mistakes, unless this is to highlight a pattern of behaviours but focus on specific behaviours that can be changed, not personality traits, giving examples where possible and do not evaluate or assume motives. Use 'I' (i.e. own the feedback yourself) and give your experience of the behaviour (When you said…, I thought that you were…). When giving negative feedback, it is essential to suggest alternative behaviours.

Remember that feedback is for the recipient, not the giver: be sensitive to the impact of your message. Consider the content of the message, the process of giving feedback and the congruence between your verbal and non-verbal messages. Aim to encourage reflection through open questions such as:

1. Did it go as planned – if not why not?

2. If you were doing it again what would you do the same next time and what would you do differently… why?

3. How did you feel during the session… how would you feel about doing it again?

4. How do you think the patient felt…what makes you think that?

5. What did you learn from this session?

Learners are often in a dependent and subordinate role to teachers or trainers and it is easy to dismiss issues of organizational power and authority that often underpin work relationships. This is particularly important where there may be tensions around professional role boundaries and status.

The person giving feedback and the recipient might be different in terms of sex, age or educational and cultural background. Although these might not pose obstacles, they may make some feedback sessions strained and demotivating. A supportive, empathic, consistent and relaxed environment and a working relationship based on mutual respect is the basis for enabling feedback to be most effective and helps the learner take responsibility for development and improvement.

Informal feedback

Opportunities for giving informal feedback to learners can be taken through questioning techniques, planning appropriate learning activities and building in time for discussion (Spencer, 2003). Table 1 indicates how feedback on performance or understanding can be built into everyday practice, helping learners move through the 'novice to expert' stages in the 'competency model' of supervision (Proctor, 2001; Hill, 2007).

Table 1: The role of feedback in professional development

	Unconscious incompetence	Conscious competence	Conscious competence	Unconscious incompetence
Learner	Low level of competence. Unaware of failings	Low level of competence. Aware of failings but not having full not fully internalized or integrated.	Demonstrates competence but skills Has to think about activities, conscious awareness of detailed processes may be slow	**Carries out tasks without conscious thought. Skills internalized and routine. Little or no of conscious awareness of detailed processes involved in activities**
Role of feedback	**Helps learners to recognize weaknesses, identify areas for development**	**Helps learner to develop and refine skills, reinforces good practice and**	**Helps learner to develop and refine skills, reinforces good practice and**	**Raise awareness of detail and unpack processes for more advances learning, note**

	and become conscious of incompetence	competence, demonstrates skills	competence, demonstrates skills through positive regular feedback	any area of weakness and bad habits

Providing informal 'on the job' feedback might take only a few minutes of your time but to be most effective, the feedback should take place at the time of the activity or as soon as possible after so that those involved can remember events accurately. The feedback should be positive and specific, focusing on the trainee's strengths and helping to reinforce desirable behaviour: 'You maintained eye contact with Mrs X during the consultation, I feel this helped to reassure her…'.

Clinicians are influential role models. Modelling how reflective practitioners behave by 'unpacking' your own clinical reasoning and decision-making processes as you give feedback can be an effective approach to developing a professional conversation.

Negative feedback should also be specific and non-judgmental, possibly offering a suggestion: 'Have you thought of approaching the patient in such a way…'. Focus on some of the positive aspects before the areas for improvement: 'You picked up most of the key points in the history, including X and Y, but you did not ask about Z…'. Avoid giving negative feedback in front of other people, especially patients.

Keep the dialogue moving with open-ended questions: 'How do you think that went?', which can be followed up with more probing questions. You should encourage learners to be proactive in seeking feedback from others as this is often more timely and relevant to learners' needs (Hesketh and Laidlaw, 2002).

Giving formal feedback

Clinicians are often required to give formal feedback based on observations of learners over a period, for specific purposes (e.g. appraisal, end of attachment interviews) or as part of assessment or revalidation. If ongoing feedback has been regularly carried out then formal feedback should not contain any surprises for the learners. Feedback can be given on a one-to- one basis or in small groups. The structure for giving feedback will be agreed between you and the learner(s). It is important that both you and those to whom you are giving feedback are fully prepared.

Before a formal feedback session, you should:

1. Ensure the learner is aware he/she is to receive feedback (so clearly define the purpose of the feedback session before or at the outset of the session)

2. Collect any information you need from other people

3. Summarize the feedback and ensure you know the positive aspects and areas for improvement are listed (with supporting evidence)

4. Make sure you know how the feedback relates to the learning programme and defined outcomes.

Then set the scene:

1. Create an appropriate environment

2. Clarify ground rules, e.g. what part of the history or examination the learner is to concentrate upon, when you will interrupt, what other learners might do, how the learner can seek help during the consultation

3. Agree a teaching focus

4. Gain the patient's consent and cooperation

5. Make notes of specific points.

During the formal feedback session, you should:

1. Redefine the purpose and duration of the feedback session

2. Clarify the structure of the session

3. Encourage the learner to self-assess his/her performance before giving feedback

4. Aim to encourage dialogue and rapport

5. Reinforce good practice with specific examples

6. Identify, analyze and explore potential solutions for poor performance or deficits in practice.

After the session, you should:

1. Complete any outstanding documentation and ensure you both have copies

2. Carry out any agreed follow-up activities or actions

3. Make sure that opportunities for remedial work or additional learning are arranged

4. Set a date for the next feedback session if required.

Receiving feedback

Sometimes feedback is not received positively by learners and fear of this can do:

Find an appropriate time and place agree what you are going to focus on.

Start with what went well – accentuate the positive.

Distinguish between the intention and the effect.

Distinguish between the performance and the personal (e.g. 'what you said sounded judgmental' rather than 'you are judgmental'.

Identify areas for improvement.

Offer alternatives.

Check for understanding

Do not generalize

Comment on things that cannot be changed

Criticize without making recommendations

Be dishonestly kind – if there is, room for improvement be specific

Forget that your feedback says as much about you as about the person to whom it is directed.

Being able to give effective feedback on performance in both formal and informal settings is one of the key skills of a clinical teacher. Giving feedback can range from simple, informal questions and responses while working alongside a learner on a day-to-day basis through to giving written or verbal feedback through appraisal or examinations. However, the core principles are the same: a good relationship and dialogue helps the learner receive messages appropriately and the feedback should be given to help the learner take informed action and responsibility for their future learning and development.

Giving feedback is one of the key roles that teachers play in the classroom. This is an important role and the way the teacher handles it can have a strong influence on the learners' experience. In particular, the way teachers respond to learners can have a powerful impact on learners' attitudes towards the subject (Tsui 1985). This study examines the oral feedback of a group of teachers of English in Oman.

Background of oral feedback

There are many options available to the teacher in giving feedback but discussions with my colleagues about such issues suggested we were not wholly clear about the choices we make in our own teaching. That is what led me to conduct this study. To understand our work better, I wanted to describe and analyze the kinds of oral feedback my colleagues and myself provide. I could then use these descriptions to think more carefully about my own feedback practices.

Ur (1996: 242) says, "In the context of teaching in general, feedback is information that is given to the learner about his or her performance of a learning task, usually with the objective of improving this performance." As Littlewood (1981) and Lewis (2002) also point out, feedback means telling learners about their progress and showing them their errors in order to guide them to areas for improvement. Feedback can be oral or written.

Gattullo (2000) and Harmer (2001) divide feedback into corrective, evaluative and strategic. Corrective feedback focuses on helping learners notice and correct errors. This type of feedback explains why correct responses are correct and incorrect ones are wrong. In language learning, corrective feedback will be primarily concerned with accuracy. Evaluative feedback aims to provide a judgement on the learners' performance. Gattullo (2000) suggests that evaluative feedback is dominant in second and foreign language classrooms. In giving evaluative feedback, teachers use words or phrases to indicate the extent to which learners' performance is good or not (e.g. 'very good'). Finally, strategic feedback usually aims to offer learners advice on what to do to improve their performance. In other words, teachers try to suggest

ways of helping learners to overcome their mistake by themselves. Tsui (1995) suggests that using strategic feedback may enhance learning as it can help learners to become self-reliant.

In addition, writers such as McNamara (1999) and Ayoun (2001) have pointed out that teachers' oral feedback might affect learners' attitudes to their learning positively or negatively and so feedback can be categorized as either positive or negative. Positive feedback shows learners that the teacher is interested in what they say and at the same time encourages them.

Negative feedback expresses the teacher's displeasure, frustration or involves some kind of punishment.

Directing Feedback

A key decision for teachers is whether to provide feedback to learners individually or in groups. Race et al. (1998: 25) suggest, "It can be worth giving general feedback about common mistakes to group rather than individual." This might help other learners to avoid that mistake in future. On the other hand, Harmer (2001) suggests that to avoid frustration and to motivate our learners we should not always correct them in front of the class.

Research

This study investigated these questions:

1. What types of oral feedback are used by teachers of English in elementary, preparatory, and secondary classrooms in Oman?

2. To what extent do the teachers give oral feedback to individuals or groups?

Participants

The data were collected in a boys' school with about 1000 learners. Classes in the school ranged from elementary Grade 1 (age 6) until the final year of Secondary (around 17 years of age). I collected data in my own classroom and in those of six colleagues in the same school. My class was elementary Grade 6 (learners age 12), while those of my colleagues were elementary Grade 4 and Grade 5, preparatory Grade 1 and 3, and Secondary Grade 1 and Grade 2. Classes in this school had on average about 35 learners in each class, though some had over 40.

Written feedback on a trainer

For this entry, you should observe a session delivered by one of the trainers from this TTT course provide written feedback. **You should:**

• ask your trainer for permission to use feedback anonymously in your portfolio

• agree with a trainer about the time and topic of the lesson and about the focus of observation (e.g. giving instructions, trainer's presence, managing pair and group work and so on- the points which you find useful for yourself as a future trainer).

Give them written feedback, a copy of which will be also included in your portfolio.

- select an observation instrument appropriate for the focus of observation (e.g. field notes, observer's questionnaires, tables / charts, checklists, interaction diagrams and so on).

- observe teaching using appropriate observation instrument(s).

- write feedback to your colleague based on your observation notes and make a copy to be included in your portfolio. Your feedback should be between 200 and 300 words and should be developmental and non-judgmental in nature. It should focus on the agreed points but may contain some additional feedback to the trainer if appropriate. Along with your feedback, you should submit the completed observation instrument.

Dear Hamida,

Thank you for your lesson, which was thoughtful, well-planned and clearly appreciated by your students. I thought you worked pretty well and you gave great attention to the detail of your lesson: timing, seating, variety of interaction patterns. I will start with my comments on the three points you specified:

1. **Presence** I thought this was a strength in you. You speak clearly and relate very well to your students. You seem to have no real trouble in commanding their attention. You have your individual way of doing this, and it works for you, so do not change anything!

2. **Way of giving instructions** I honestly did not note any particular issues here. Did you? I thought your instructions were clear and to the point in every case.

3. **Handling whole-group discussions.** During the lesson, I felt that the trickiest bits were when you were leading the 'bridging' discussion and round-up discussion. In my view, you handled these, including one or two difficult moments, very professionally. In one or two cases, I felt you could have given a stronger acknowledgement of the value of contributions 'from the floor'. You might want to look out for this when you look at the video. One final point here. You asked how students *felt* after the first activity, but the responses, with one exception (Jamilya's) were cognitive rather than affective in orientation. Was that what you wanted?

ACTIVITY 1. Study Microteaching Observation Checklist and practice with it.

Microteaching Observation Checklist

1.   **Teacher presenter:**

2.   **Teacher observer:**

3.   **Date:**   **Group:_____**   **Time: _____**

4.   **Total Score: _____ (Max.___)**   **Signature**

_____

Respond to each statement using the following scale:

№	Statements	Scale
	Organization (max total points: ___)	
1	Presented overview of lesson.	
2	Presented topics in logical sequence.	
3	Summarized major points of the lesson.	
	Presentation (max total points: ____)	
1	Explained major/minor points with clarity.	
2	Used good examples to clarify points.	
3	Writes key terms on blackboard or overhead screen.	
4	Integrates materials (examples, cases, simulations) from "real world".	
5	Active, collaborative, and cooperative learning favored over passive learning.	
	Interaction (max total points: ____)	
1	Asked questions to monitor student understanding.	
2	Waited sufficient time for students to answer questions.	
3	Responded appropriately to student questions.	
4	Restated questions and answers when necessary.	
5	Demonstrates respect for diversity and requires similar respect in classroom.	
	Content Knowledge and Relevance (max total points: 10)	
1	Presented material at an appropriate level for students.	
2	Presented material appropriate to the purpose of the course.	
3	Demonstrated command of the subject matter.	

Summary Comments

1. What were the instructor's major strengths as demonstrated in the observation?

_____
_____
_____

2. What suggestions do you have for improving the instructor's skills or methodology?

_____
_____
_____

3. If this was a repeat observation, what progress did you discern in the instructor's skills?

_____
_____
_____

Microteaching Teaching Practices Rubric

Teaching	**Practices**	**Comments**

Lesson Planning

Purpose: Goal(s) for the lesson transparent to both instructor and learner

Teaching Strategy: Pedagogical strategy well-chosen for the topic and learning goal(s)

Introduction: Piques interest and orients learner to the topic

Pacing: Lesson proceeds neither too slowly nor too quickly

Content: Taught at a level appropriate to the target audience

Sequencing: Material is presented in a logical order or meaningful sequence

Conclusion: Effectively brings closure and recaps main idea(s)

Presentation

Voice: Volume and expressiveness both appropriate and modulated for variety and emphasis

Energy: Communicates enthusiasm with voice and nonverbals

Physical presence and movement: Enhances lesson with gestures; moves appropriately to interact with learners and to communicate emphasis

Extemporaneous delivery: Delivery is natural and not overly reliant upon notes or slides

Eye contact: Sufficient and appropriate eye contact with all learners

Engagement with learners

Interactivity: Chosen teaching strategies promote active learning and participation among learners. For instance:

    ✓ Learners are asked questions by instructor

- ✓ Clarifications of key concepts are regularly provided
- ✓ Learners are asked to explain key concepts back to the instructor
- ✓ Learners have opportunities to interact with one another
- ✓ Learners have opportunities to practice or use material being taught

Response time: Waits sufficient amount of time for student responses
Active listening: Communicates attentive listening to comments and questions
Reinforcement: Repetition and clarification of key points are provided at regular intervals; periodic checks of student understanding

Teaching Aids

Handouts: Handouts are helpful and easy to follow
Visual Aids: Presentation software and supporting media are used effectively and with purpose
Use of the board: Board is used for maximum benefit; writing is legible

ACTIVITY 2. Observation of peer trainers in micro training. For this entry, you should observe your teachers, peer students delivering a micro training session in the classroom.

You should - agree with the teachers about the focus of the training session and about the focus of observation (e.g. giving instructions, trainer's presence, interaction patterns and so on)

- think about an observation tool appropriate for the focus of observation (e.g. field notes, observer's questionnaires, tables / charts, checklists, interaction diagrams and so on)
- observe the training session using appropriate observation instruments
- give oral feedback based on the observation notes during or after sessions
- reflect on your experience as an observer and write a report based on your observation notes and oral feedback session. Your report should be 250 words maximum. In this report you should address the following issues:
- what you have learnt by observing your teachers and group mates
- what you have learnt by giving feedback to your friends
- how oral feedback session has helped you to clarify issues arisen during the observation
- any other comments on issues you find important or interesting. Along with your report, you should submit your observation notes.

ACTIVITY 3. Lesson Observation Tasks. Observe your group mates microteaching and fill the table

Class atmosphere and discipline	Learners' Behavior	Your own comments

How does the teacher create a positive learning atmosphere?	Do the learners seem to be interested?
How does the teacher encourage learners to use the target language?	Do they seem at ease and taken seriously? Are the learners using the target language?
How does the teacher manage to get everybody involved?	Are all the learners actively involved?
How does the teacher respond to misbehavior or inattention?	Do they find group mates easily?
Does the teacher use any special words, symbols, gestures to help the learners understand or to get their attention?	Are there any noticeable cliques?
What else did you notice?	Do they seem at ease and taken seriously? Are there any learners who seem easily distracted/ very gifted/ very fast or slow?

What I want to remember:

ACTIVITY 4. Conditions for learning

Task: As you observe this lesson, consider the following questions: What is there about the classroom, the activities, the teacher and the students that helps create conditions for effective learning? What aspects of the lesson might hinder learning? There may be questions

that you yourself would like to ask the teacher about the various decisions taken before and during the lesson. Make a note of these for post-lesson discussion.

Positive factors	Negative factors
The classroom	The classroom
The activities	The activities
The teacher	The teacher
The students	The students

Note down what you would like to 'steal' from your mentor to incorporate into your own teaching. This could include personal qualities, teaching skills and techniques, activities, the way the teacher creates a good classroom atmosphere, etc.:

ACTIVITY 5. Giving instructions

Task: Observe the instructions the teacher gives during the lesson and complete the table. For each skill, decide how successfully it was achieved, and write your questions for post-lesson consultation in the right-hand column of the table.

Instruction-giving skills	Clear? Not very clear? Unclear?	Discussion points
Signalling start of activity		
(creating a silence)		
Use of simple language		
Use of short sentences		
Logic and clarity		
Use of target language		
Voice quality		

Eye-contact		
Mime, gesture, body language		
Repeating instruction in a different way		
Not stating the obvious		
Use of visual aids		
Demonstration rather than explanation		
Checking understanding		
Signalling end of activity		

ACTIVITY 6. Write down any evidence that your activity was successful/unsuccessful.

How useful was the plan? In retrospect, was your lesson prepared thoroughly? What difficulties did you anticipate? Did these areas prove difficult or were there others? Did your students learn from this lesson what you expected them to learn or something different? Give reasons for any differences. Did you depart from the plan? If you did, why was this necessary? Did the timing go according to plan? Was there a logical and smooth linking of the stages? How worthwhile were the activities?

Activity	Grade	Why was it successful/unsuccessful? How could you improve or replace it?

THE LESSON

✓ Was the lesson well structured? Did it have a clear beginning, a logical procession, and a sense of an ending?

✓ Was there enough variety in the lesson?

- ✓ Did it have rhythm and flow?
- ✓ What were the most effective parts? Give your reasons.
- ✓ What were the least effective parts? Give your reasons.
- ✓ Were your instructions clear?
- ✓ What classroom arrangement did you use?
- ✓ What will you do next to follow up this lesson?
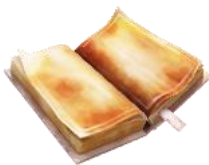
THE STUDENTS

- ✓ Did the students work well for you?
- ✓ Were the students involved? (Who was not involved? Why?)
- ✓ Did the students have a fair share of time to talk?
- ✓ Did you provide a high level of active practice for all learners?
- ✓ Write down something(s) that a pupil said where language was used meaningfully.
- ✓ Which questions provided a thoughtful answer? Write down the question(s).
- ✓ Were the activities at an appropriate level to stretch and challenge them intellectually?
- ✓ Were there any opportunities for students to give their own ideas?

YOU

- ✓ How did you keep the students interested and motivated?
- ✓ Did you encourage learner participation?
- ✓ In what ways were you responsive to the students' needs?
- ✓ How did you give learners feedback on their efforts?
- ✓ Would you do anything differently if you taught this lesson again?
- ✓ What have you learnt?

Remember to include positive aspects of your teaching as well as your thoughts about how you would like to develop. Ask your mentor whether he or she agrees with your self-evaluation.

ACTIVITY 7. General impressions of your teaching.

1. Ask for permission from your mentor and the students to make a video recording of your teaching.

2. Video 20 minutes of your lesson on a tripod. No camera operator need be present.

3. Review the tape in private and ask yourself the questions in the table below.

4. Recapture how you felt when you were teaching during the recording.

5. Ask your students for their views on that part of the lesson.

Points to consider	Reflections/suggestions
Do I look like the person I think I am?	
Do I look like the teacher I think I am?	

Am I behaving in ways I think I behave?
What mannerisms are evident?
Do I want to modify the image I have of myself?
Did I learn anything unexpected?
What things have I learnt from this analysis?

ACTIVITY 8. Self-evaluation Task: Towards the end of your teaching practice, evaluate your own performance according to the following criteria:

My personal repertoire:

Respect for my students:	1	2	3	4	5
Empathy:	1	2	3	4	5
Authenticity:	1	2	3	4	5
Open-mindedness:	1	2	3	4	5
Enthusiasm:	1	2	3	4	5
Self-confidence:	1	2	3	4	5

My knowledge of English: 1 2 3 4 5

Comments:

My knowledge of ELT methodology: 1 2 3 4 5

Comments:

My pedagogical knowledge: 1 2 3 4 5

Comments:

My ability to read a situation, respond to it, and improve: 1 2 3 4 5

Comments:

Key: 5 = excellent   **1 = very poor**

ACTIVITY 9. Getting student feedback on your teaching

Getting feedback from students is an important, though daunting part of your teaching. It is also an excellent opportunity for you to develop. You might like to photocopy this questionnaire and ask your students to fill it in at the end of your teaching practice. This may provide very interesting and valuable insights. Below are some questions you can ask your students. You may wish to translate this questionnaire into the students' mother tongue.

What is your opinion of my lessons?

Please fill in this questionnaire about my teaching so that I can learn from your feedback. Your opinion is important to me.

1. Which lesson do you remember best?
2. What were your favourite types of activities?
3. What is it you liked most about my lessons?
4. How do you think I could improve my teaching?
5. Do you think you were challenged appropriately?
6. Can you speak better English now? How much progress do you think you have made?
7. What is your most important piece of advice to me?

ACTIVITY 10. Final Reflections Task: Towards the end of your teaching practice ask yourself the following questions and answer them in the space below.

1. What do you feel are the most important things that you learnt during your teaching practice? 2. What kind of relationship did you establish with your pupils?
3. What kind of relationship did you establish with the staff?
4. To what extent did you take part in the school's activities, other than your English lessons?
5. To what extent were you reliable, punctual and well organized?
6. Was your command of English sufficient?
7. What was the high point of your teaching practice for you?
8. What are your strengths as a language teacher?
9. What do you feel are your limitations at present?
10. Do you think there are any inconsistencies in your teaching?
11. Which aspects of teaching did you particularly enjoy?

12. To which aspects of teaching do you need to give special attention in order to improve?

13. Finally, quietly ask yourself: Did I love teaching?

THE USE OF THE MOTHER TONGUE IN ENGLISH CLASSES

In the process of teaching a foreign language, the teacher´s use of mother tongue can influence the learner´s acquisition of the target language. Throughout the history of English language teaching and second language acquisition, the role of mother tongue has been an important issue. The various views are reflections on the methodological changes in English language teaching, which have in such way brought different perspectives on the role of mother tongue.

Since there are several factors influencing teacher´s choice of mother tongue or target language, teacher should be able to find the best way how to involve mother tongue, 31 if necessary, but with respect to current communicative approach and its demand for increasing amount of target language in the foreign language classroom.

Target language use in the foreign language classroom must be used as much as possible. It is not the level of the pupils, which is important, but there are four basic things that students need to do with their foreign language. They need to be exposed to their foreign language, understand its meaning, understand its form and of course, practice it.

You should not use the mother tongue when you:

- are giving instructions.
- use classroom language, e.g. good morning, sit down, etc.
- teach new vocabulary.
- teach speaking practice activities.
- allow the learners to do grammar exercises in pairs.
- do a translation activity with students from the mother tongue to English.

You should use the mother tongue when you:

- are giving instructions to do a complex or a new activity.

- want to check that students understood your explanation when teaching new vocabulary.
- teach very difficult words, especially abstract words and can't find a picture or ask to check the meaning.
- tell the students a difference between the mother tongue and English.
- explain a grammatical item that has no equivalent in the mother tongue.
- allow the learners to take notes about a grammatical or a vocabulary item especially when they are comfortable about that or when the item is difficult.

The mother tongue should not be used in all situations but only in difficult cases like explaining grammar or translating difficult words.

Comparison A comparison of English and the mother tongue can be a very enriching experience. In fact, discovering the similarities and differences of both languages can enhance acquisition. This comparison can be done at different levels: ¦ Vocabulary – Exploring the nuances of vocabulary items in both languages – Building bilingual (or even multilingual) semantic maps ¦ Grammar – A comparison between L1 grammar and L2 grammar yields interesting results. – This comparison will highlight the differences between the two languages. Teachers and learners may build on these differences to avoid negative transfer. – The comparison also shows the similarities, which will undoubtedly boost the internalization of L2 grammar.

This can be done through various activities where L1 plays an important role. ¦ Proverbs Students may be given a set of proverbs in the target language and be asked to find the corresponding ones in their mother tongue if they exist. If not they try to translate the proverbs into their language. ¦ Idiomatic Expressions Again, finding the corresponding idioms or a translation of target language idioms might be very helpful to detect cultural differences or similarities ¦ Songs the translation of lyrics from the students' favorite songs can be a pleasant experience. ¦ Jokes Funny EFL activities can be built on jokes. Students may translate and tell or act jokes to create an environment where there is no stress.

JUDICIOUS USE OF L1 IN FOREIGN LANGUAGE LEARNING

Using L1 is not the problem. • **Beginners** The mother tongue can be probably more beneficial to beginners. As they progress in their learning the target language will take the lead. • L1 can be time-saving. Instead of going through long explanations in the target language, it is sometimes easier and more efficient to give a translation of a vocabulary item or an explanation of a grammar point. Imagine a teacher who wants to teach the word "car" to French students and starts by phrasing the explanation as follows "a car is a road vehicle with an engine, four wheels, and seats for a small number of people" while a simple translation of

the word (or perhaps the use of visual aids) would be enough. • **Comparison A** comparison of English and the mother tongue can be a very enriching experience. In fact, discovering the similarities and differences of both languages can enhance acquisition. This comparison can be done at different levels: ¦ Vocabulary – Exploring the nuances of vocabulary items in both languages – Building bilingual (or even multilingual) semantic maps ¦ **Grammar –** A commparison between L1 grammar and L2 grammar yields interesting results. – This comparison will highlight the differences between the two languages. Teachers and learners may build on these differences to avoid negative transfer. – The comparison also shows the silmilarities which will undoubtedly boost the internalization of L2 grammar. • **Culture Language** is a vehicle for cultural aspects. If teachers ban the use of the mother tongue, this underlies an ideological conception of L1 culture as being inferior. Alternatively, cultural differences and similarities can be highlighted to help learners accept and tolerate differences while at the same time preserve their culural uniqueness. This can be done through various activities where L1 plays an important role. ¦ **Proverbs** Students may be given a set of proverbs in the target language and be asked to find the corresponding ones in their mother tongue if they exist. If not they try to translate the proverbs into their language. ¦ **Idiomatic Expressions** Again, finding the corresponding idioms or a translation of target language idioms might be very helpful to detect cultural differences or similarities ¦ **Songs** The translation of lyrics from the students' favorite songs can be a pleasant experience. ¦ Jokes Funny EFL activities can be built on jokes. Students may translate and tell or act jokes to create an environment where there is no stress. • **Classroom management** Management of conduct and discipline is sometimes hard to be done in the target language. For instance, if a serious problem emerges in the classroom, will the teacher really insist on an English-only policy when coping with it? • **Grammar L1** can be of great help when teaching grammar. Translation exercises for example may be the perfect practice when there is a grammar point that is causing trouble to students. • **Instructions** Many failures in tests are due to learners' lack of understanding of instructions. L1 can be used to redress this issue, helping students to understand what is exactly asked from them. • **Rationale** Students need to understand the rationale behind activities or methods. They should understand what lies behind the methods the teacher is using. This can only be done at this level through their native language. • **Errors** The discussion of some recurring errors can be a helpful activity for the students. It is true that L1 transfer causes many errors. French students, for example, say "I'm agree" instead of "I agree" which is an error due to L1 transfer. A discussion in L1 of such errors will help students overcome these problems.

Teachers teach multi-lingual classes, they may not speak English all the time, and sometimes it might be more economical to use mother tongue instead of English. This can be done for example when:

• Explaining the meaning or use of new words would be time-consuming.
• Introducing the aims of the lesson or the next activity to make sure pupils know what they are learning.
• When checking of pupils´ understanding after the presentation stage.
• Discussing the main ideas of a reading passage, but only when the aim is to improve the reading skills.
• Pupils got teacher´s permission to use their mother tongue, but it is important to make clear when pupils must stop using the mother tongue and return to English.

Auerbuch adds other possibilities:

• Classroom management.
• Language analysis.
• Presenting grammar rules.
• Discussing cros-cultural issues.
 • Giving instructions prompts.
• Explaining errors.
 • Checking comprehension.

Harmer also proposes a number of things that teacher can do when these situations occur:

• Talking to pupils about the issue: teachers can discuss with pupils how they feel about using English and their mother tongue in the classroom.
• Encouraging pupils to use English appropriately.
• Responding only to English use: teachers can ignore what pupils say in their mother tongue.
• Creating an English environment: teachers themselves should use the target language for the majority of time, so that pupils are constantly exposed to English.
• Keeping reminding pupils: teachers should going on in encouraging pupils to use English.

There are some cases when mother tongue might be occasionally used, but teachers must keep in mind that exposure and practice of the target language is the main thing if they want to reach their teaching goals. Concerning pupils, they should use their mother tongue only when the teacher permits it and it is again the teacher, who has to stop pupils using it and ask to return to the target language. Teachers should lead pupils on to perceiving target language as the means of communication and to using it for real-life situations. To recap, when pupils are accustomed to use the target language, they do not tend to need understand each word and they are able to

successfully convey and perceive message, which is the goal of current foreign language teaching.

Task: 1. The use of the mother tongue Use the chart to help you record data about the use of the mother tongue. Ask your mentor his or her views on the issue

A considerable amount of class time is spent organizing and preparing learners for language activities. The teacher must give instructions and explanations, check understanding and so on. In these instances, you can tell whether English is the established mode of communication within a particular classroom. Where is the use of the mother tongue justified, do you think?

Teacher's mother tongue utterances	Students' utterances in the mother tongue
Draw up guidelines for yourself about the use of the mother tongue in the language classroom.	

Task 2. Sight translation (intermediate +)

Prepare a series of interesting quotations (for example, 10) on a piece of paper. Show them to the students' one by one (using a video projector would work nicely, otherwise write them on the board or prepare a piece of paper

that students look at little by little). Give the students 30 seconds to read it, and then take it away. They must each individually write what they understood but in their own language. Compare translations afterwards.

Task 3. Reverse translations (intermediate +) Group

A. are given a short text in mother tongue to translate into English. Group
B. are given a similar length of text in English to translate into the mother tongue. Groups then give their translations to each other to be translated back into the original. Finally, groups compare the originals with the translated version.

Task 4. Interpreters (all levels)

This can be adapted to any oral pair work situation. The students work in groups of three (minimum). One person is the interviewer, and speaks only in English. The interviewee speaks only in L1. The interpreter works as a go-between, translating the interviewer's questions into L1 and the interviewee's answers back into English. Variation: Arrange a press conference, with several interviewers. The interviewee plays the role of a famous film star, politician etc. Teenagers especially like this activity and recognize the scenario from TV interviews with pop stars and sports personalities.

Task 5. Interview questions

1. From your experience, how much Uzbek do you think is being used by other teachers in their classes? What proportion of the teachers would you say that was?

2. How much Uzbek do you feel should be used when teaching English at the university?

3. Can you tell me how you feel about the use of Uzbek in your classes in teaching English at the university? What makes you say this?

4. What things influence how much Uzbek you use in your classes? Any specific times or areas that make this need greater? Can you give me some examples?

5. Would you consider extending your use of Uzbek equally to all year groups? Can you tell me some reasons why?

6. Have you observed positive/negative outcomes because of the use of Uzbek in your groups? Can you tell me a bit more about this? Example?

7. Looking at your previous teaching practices, would your use of L1 be any different in another setting? How so? What makes you say this?

8. Do you feel students prefer the use of Uzbek in your groups? Is that the majority or minority?

9. Are there particular students who seem to come to you and request greater input in Uzbek /English? Would you say they shared anything?

10. Do you feel students influence the extent of Uzbek use within their classes? How so?

11. What sort of needs do students express when they request the use of Uzbek /English?

Task 6. Help students develop their language learning strategies by making comparisons between English and their L1:

"Is this similar or different in your language?" (This can be applied to words, phrases, grammar patterns…)

Task 7. Answer the questions according to the reading passage.

Mother Tongue

First language, also known as mother tongue, is generally the language a person learns first. However, one can have two or more native languages thus being a native bilingual or indeed multilingual. The order in which these languages are learned is not necessarily the order of proficiency. Lacking in first language skills often make learning other languages difficult. Often a child learns the basics of his or her first language or languages from his or her family. The term mother tongue, however, should not be interpreted to mean that it is the language of one's mother. For instance, in some paternal societies, the wife moves in with the husband and thus may have a different first language or dialect than the local language of the husband. Yet their children usually only speak their local language.

1. According to the passage, first language skills ----.

    A) take a very long time to develop

    B) play an important role in learning a new language

    C) are not transferable to the second language

    D) can also have negative effects in foreign language acquisition

    E) can aid children only in the beginning stages of learning a second language

2. We understand from the passage that ----.

    A) most bilinguals don't have a dominant language

    B) the acquisition of a first language is the most complex skill anyone ever learns

    C) most children have learning difficulties in acquiring their first language

    D) one's mother tongue might not be the language of the parents

    E) it is very rare for bilinguals to have equal competence in both their languages

3. One can infer from the reading that ----.

○ A) one cannot be a native speaker of more than two languages

○ B) very few children throughout the world learn to speak two languages

○ C) it is possible for a bilingual to become more competent in his second language

○ D) bilinguals use their two languages for different purposes and functions

○ E) only a few people learn to speak his or her mother's language like a native

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Task 8. Contrasting L1 and L2 Useful areas for study in this way are collocations, proverbs and idioms.

Comparing verb-noun collocations across the two languages helps students understand how L1 interference can often give them problems. Comparing proverbs gives an insight into cultural as well as linguistic differences.

Task 9. Sight Translation

Prepare a series of interesting quotations (for example, 10) on a piece of paper. Show them to the students one by one (using an overhead projector would work nicely, otherwise write them on the board or prepare a piece of paper that students look at little by little). Give the students 30 seconds to read it, then take it away. They must each individually write what they understood but in their own language. Compare translations afterwards. Variation: Take quotes from the news and ask them to imagine who said it. 10-minute activity, intermediate +

Task 10. Top 14 Takeaway Tips To Promote Progress via Target Language Usage In The Classroom

1. Start the first lesson in TL to set the tone.

2. Advise students they will rarely understand everything, but they MUST try, using clues and regular practice.

3. Regularly check comprehension

4. Briefly explain the research and how their pronunciation, motivation, accuracy and listening skills will improve by using L2

5. Use a combination of target language and English in all lessons

6. Slow down your rate of delivery until students show confidence in using and understanding L2.

7. Define words by examples, rather than translating into L1

8. Use key words and phrases more than once

9. Use the tone of your voice, body language, gestures and visual support to emphasize key parts of speech

10. Teach students key phrases and requests, as well as ways to clarify and ask for assistance from the outset

11. Encourage spontaneous use of TL every lesson

12. Offer feedback, support and praise to assist students' accurate use of TL and develop confidence

13. Negotiate 'banned' words and phrases, such as: 'what?' and 'I don't understand' etc., to develop a growth mindset

14. Don't give up and tell students they aren't allowed to either.

CHAPTER 2. PRACTICAL CLASSES
CLASSROOM MANAGEMENT AND PUNISHING

Classroom management refers to the wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during a class. **Classroom management** focuses on **three major** components: content **management**, conduct **management**, and covenant **management**. Each of these concepts is defined and presented with details in a list of observable elements in effective teaching practices.

Classroom management is the process of organizing and conducting the business of the classroom. Many perceive it as the preservation of order through teacher control. Classroom management is much more than that, however! It also involves the establishment and maintenance of the classroom environment so that educational goals can be accomplished (Savage & Savage, 2010). Effective classroom managers create orderly, safe environments where students feel valued and comfortable, thus setting the stage for teaching and learning. To achieve that, they strategically arrange classroom space to support a variety of independent, small and large group activities (Crane, 2001). Elementary teachers also designate a large area of floor space where students can gather for read-aloud, demonstrations, and class meetings. In all classrooms, there should be no "blind" areas in the room where students can be out of view. To structure "traffic flow" and minimize disruption, teachers separate high-traffic areas such as group work areas, learning centers, students' desks, the teacher's desk, After completing your study of Chapter 3, you should be able to • define classroom management, and identify its various aspects; • describe the self-discipline approach, instructional approach, and desist approach to classroom management; • specify causes of classroom misbehavior; • describe organizational techniques that lead to effective classroom management; • summarize teacher-tested techniques for proactively preventing classroom management problems; and • discuss the use of appropriate consequences. Setting the Stage for successful Learning the pencil sharpener, bookshelves, computer stations, and

storage areas. Teachers ensure plentiful room for student movement, especially for students who have physical handicaps. Furthermore, they decide how to store classroom materials, including students' personal items, textbooks, resource books, instructional materials, frequently used materials, and equipment. Finally, they decide what materials will be accessible by students and which areas are designated for teacher use only. Although not its sole component, discipline is another highly important aspect of classroom management. Discipline is a systematic way of teaching students to assume responsibility for their behavioral choices; punishment focuses upon negative consequences for misbehavior. This chapter will focus on discipline rather than punishment even though your success as a classroom teacher will depend on your adequacy in making sound decisions in both of these areas. Effective elementary and middle school teachers create optimal learning environments by establishing and enforcing rules, creating caring teacher–student relationships, addressing problem behaviors, and using quality communication. Students of all ages may have behavioral, attitudinal, and social issues. Older students' problems, however, are more long standing and thus more difficult to address. Many middle school students resist authority and place greater importance on peer norms. Furthermore, because most middle school students have more advanced reasoning skills than younger students have, they generally demand more elaborate and logical explanation of rules and discipline. Keep these differences between elementary and middle school students in mind as we explore effective classroom management strategies. There are a number of classroom management strategies available to teachers. Let us begin by looking at three management approaches. These three approaches to classroom management form a continuum, from the self-discipline approach at one extreme, to the instructional approach, to the desist approach at the opposite extreme.

The Self-Discipline Approach

The self-discipline approach is built on the premise that students can be trusted to reflect upon and regulate their behaviors to benefit themselves and others. Advocates for this democratic view of classroom management argue that teachers need to exhibit the dispositions of respect, realness, trust, acceptance, and empathy toward students so they can build and establish working teacher-student relationships. Different variations of this management approach include William Glasser's (1965, 1977, 1986) reality therapy, Thomas Gordon's (1974) teacher effectiveness training (TET), Barbara Coloroso's (2002) inner discipline, and Alfie Kohn's (1996) beyond discipline.

The Instructional Approach Teachers who use the instructional approach to classroom management prevent most management problems by actively engaging

students in high-interest lessons geared to meet their interests, needs, and abilities. Thus, students are motivated to attend class, positively participate in activities, and manage their own behavior. Jacob Kounin and Frederick Jones advocate the instructional approach to classroom management.

The Teacher. Effective classroom managers provide a structured, caring environment that meets students' personal and academic needs. Such teachers are perceived as authority figures in the classroom. They share high behavioral expectations, design/implement developmentally appropriate lessons, and establish and enforce behavioral guidelines. Because effective teachers respect students as individuals with rights, values, and feelings, they carefully choose their words and actions to protect students' dignity. They actively engage students in meaningful, challenging educational experiences and provide plentiful positive feedback. In short, they set their students (and themselves) up for success. Ineffective teachers are poor planners. They do not start class on time; become sidetracked easily; use limited, low-interest teaching strategies; create a disorganized environment; and hold unclear academic and behavioral expectations. Furthermore, they abdicate responsibility for helping students to make good behavioral choices by trying to be the students' friend instead of their teacher. When that approach generates misbehaviors, ineffective teachers use ridicule, sarcasm, and put-downs to "put students in their place." Students' disrespect for these teachers is evidenced through increasingly frequent classroom disruptions and exceedingly poor behavioral choices.

Task 1. Every future student should know about Classroom management by Eric Grovers

1. Be yourself. Teaching is an art and you must be free to perfect your own artistic style, every day;

2. Dare to show mercy to be a disruptive kid, whenever, appropriate, yes, maybe you are just delaying an in evitable punishment, but just maybe you are brightening a kid's life every day;

3. Never let your students confuse your unfailing kindness with weakness.

4. By the same token, do not hesitate to impose appropriate discipline up front, when circumstances require u to do so for the stud's own good and the goods of your class.

5. Work extremely hard, if you expect your students to labor attentively, then u must do the same.

Task 2. Learn the requirements and instructions by heart.

1. Prepare more than you need: it is advisable to have an easily presented, light 'reserve' activity ready in case of extra time.

2. Similarly, **note in advance** which component(s) of the lesson you will sacrifice if you find yourself with too little time for everything!

3. **Keep a watch or clock easily visible**; make sure you are aware throughout how time is going relative to your programmer. It is difficult to judge intuitively how time is going when

you are busy, and the smooth running of your lesson depends to some extent on proper timing.

4. **Do not leave the giving of homework to the last minute**! At the end of the lesson, learners' attention is at a low ebb, and you may run out of time before you finish explaining. Explain it earlier on, and then give a quick reminder at the end.

5. If you have papers to distribute and a large class, do not try to give every paper yourself to every student! **Give a number of papers to people at different points in the class, ask them to take one and pass the rest on**.

6. If you are doing group work, give instructions and make sure these are understood before dividing into groups or even**, if practicable, handing out materials**; if you do it the other way round, students will be looking at each other and at the materials, and they are less likely to attend to what you have to say.

Activity 1. Understanding Classroom Management

Take 15 minutes to read, reflect on and record your responses to the following questions. Please be prepared to contribute your responses verbally to the group

What is your definition of classroom management?

What are some of the main aspects of classroom management?

Provide one or more examples of classroom strategies used in your classroom.

Activity 2. Classroom Management Efficiency

As a team, elaborate on classroom management practices, using The Observable Characteristics of a Well Managed Classroom list provided in this article. Propose practices that will improve these characteristics of classroom management in your classrooms and in the school as a whole. Present your examples to the group.

Characteristics of Good Classroom Management

The Physical Setting

- The room and contents are arranged for productive and formative work that allows for optimal learning.
- The classroom set-up allows for educator accessibility and availability to the students.
- The educational displays set up on the wall space, are educational, orderly, interesting, attractive and simple and not over cluttered. They have relevance to what is taught.
- The classroom is attractive, orderly and clean.
- The materials are accessible, kept in order and supply.
- The classroom is inviting and comfortable yet productive.

- The desks or tables & chairs are arranged for flexibility of actions, easy to move for both individual and group activities, with proximity to the teacher a priority. Rigid rows, similar to 19th century classrooms, are not in evidence.

The Atmosphere

- The atmosphere in the class is positive; a spirit of charity, unity and teamwork reigns.
- The time is used to full capacity for student learning: time is not wasted; there are few disruptions or distractions.
- Students are engaged in their learning, actively involved in their work and visibly on-task.
- A positive, calm, pleasant, work-oriented environment.
- Teachers let students know that errors are expected as they learn new things, so there is an absence of fear, tension, or anxiety among the students.

Activity 3. The Physical Setting of the Classroom Environment

In teams discuss and formulate ideas to develop a bulletin board display and a floor plan for a classroom. List all the materials you will need to set up your classroom. Sketch out the visual plan for the class displays and physical arrangements of the class setup.

The Observable Characteristics of a Well- Managed Classroom. A well-managed classroom is a task-oriented and predictable environment. The students know what is expected of them and how they are to do it to achieve success.

With Regard to the Students

- The students are respectful of the teacher and of one another.
- The class expectations are well defined and posted centrally for all to read.
- The students know what is expected of them and are able to meet and exceed these expectations.
- The students understand the procedures as well as put them into practice.
- Students are on-task and working.
- The students know the objectives of the assignments they are completing.
- The students know that all classroom work and tests are based on specific expectations essential for their academic formation.
- The students understand that all aspects of what and how they do something in the class affects their own formation and that of their peers.

- The students can work both independently and cooperatively.
- The students are academically successful.
- The students respond positively and appropriately to one another and to the teacher.

With Regard to the Teacher

- The students respond to the teacher.
- The teacher has a plan for everything: procedures, discipline, rewards, lessons, assignments, tests, activities, and even surprises…
- The teacher communicates expectations to the student.
- The teacher begins classes on time and follows the pre-approved schedule in the classroom.
- The teacher has a consistent signal to gain the attention of the students.
- The teacher maintains a formative discipline plan. It is positive, motivational, assertive, purposeful, and constructive.
- The teacher has developed a positive and personal rapport with each student.
- The teacher maintains some form of personal contact with each student on a daily basis.
- The teacher has established clear expectations with the students in terms of presenting, practicing, and positively reinforcing the procedures and norms.
- The teacher is vigilant and uses every moment as an opportunity to form the students.
- The academic instruction is primarily teacher-led and directed.
- The teacher is kind and firm, always available and ready to serve yet maintains the authority of his or her role.
- The teacher circulates the room, goes to each student to check on, assist, and verify their progress by answering questions, giving positive motivation to each one and periodically as a whole. "You are all working so wonderfully on this assignment, great work!"
- The teacher is on top of correction if it is needed and addresses the situation at hand.
- The teacher exemplifies respect and the dignity of the person in dealing with his or her students.

With Regard to the Environment

Considerations for the Floor Space

The teacher makes a plan for the setup of the classroom. The physical arrangement involves the setup of the furnishings, the student desks, teacher's desk, bookshelves, additional worktables, furniture, and workstations.

To design the floor plan, one must consider the flow and ease of movement in the class, visual access and proximity of students to the black/white board and the teacher. The preparation and the arrangement of the physical space in the classroom should enhance the security, efficiency, and accessibility of the students and the teacher.

Consider the following:

- Arrange furnishings and displays suitable to the implementation of the curriculum for the age group.
- Ensure proper furnishings are in place and in good condition.
- Arrange for the number of student desks or tables required.
- During instruction, all eyes should be on the teacher.
- Situate worktables, materials, bookshelves display tables, and learning centers (Pre-K and Kindergarten), around the back and side of the room.
- Ensure exits are clear of obstructions and the room is open and inviting.
- The teacher's desk can be placed where both the students and the teacher can see each other. The teacher does not sit at the desk to teach. He/she circulates around the room.
- Assign students their desks or table space, and if necessary, place nametags on the desk. This will help the teacher learn the students' names, establish mutual respect, and maintain classroom control.
- Properly situate and store required work materials, books, papers, pencils, and tools, in an accessible location for the students.
- Place curriculum and resource books neatly on bookshelves and countertops until you are ready to distribute them to the students.
- Have an organized procedure as to how the students keep track of their books and where the books will be stored when not in use.

Considerations for the Wall Space

The classroom is pleasantly decorated with students' artwork. The classroom decor, which is defined by the teacher, is attractive, interesting, and orderly. Decorations bulletin boards and materials are educational, and purposeful, supporting the curriculum objectives. The presentation of any form of materials on the walls or on display should be organized and promote the education and formation of the

students. The walls should not be cluttered or excessively decorated. What is seen on the walls should express respect for those who will see it.

Consider the following:

- Purchase prefabricated and approved bulletin board materials
- Utilize wall space to reinforce learning concepts. Present them in an attractive and ordered manner.
- Keep visual distraction to a minimum. The displays should be educational, ordered, and simple to avoid student distraction.
- Make a plan for the wall space so as to coordinate and accommodate the curricular topics or themes
- Title bulletin boards with an appropriate graphic. One bulletin board should be reserved for displaying student work.
- Depending on the grade level of the students, one bulletin board should be designated as a calendar board, which remains throughout the year.
- Display student work in an orderly and dignified manner.
- Designate a section of a bulletin board or board for posting the day's schedule, objectives, class assignments, homework, notices, and upcoming events.
- Write homework on the board before the students come into the classroom. Write it consistently in the same area so the students will be accustomed as to where to find this instruction. Allow class time for them to write down homework.
- Post the morning routine to follow and projects that students can work on if they have completed the regular days' work.
- A classroom welcome sign should be posted, identifying the theme for that month of school.

Considerations for the Student Work Space

The student work area consists of their desks or tables & chairs, and other classroom areas that serve as storage and organization space for the students' belongings such as lockers, shelves, or cubbies.

- Ensure the student desks and lockers are neat and orderly at all times.
- Show the students how to keep possessions neat and orderly.
- The teachers and directive team members encourage and monitor the maintenance of this order.

- Assign and label with student names the areas where they will keep their coats, shoes, backpacks, lunchboxes, and binders.
- Ensure the student's desk only contains the following items: notebooks, pencil case, rosary, drinking cup, etc.
- Store and display student textbooks and binders on shelves from largest to smallest.
- Provide stacking trays and designated area to collect student assignments.
- Designate and set up shelves for storage of materials, pencils, crayons, papers, books, etc. for student use.

Considerations for the Teacher Work Space

The desk and work area of the teacher is uncluttered, neat, and orderly at all times to set the example for the students. The teacher has a place for everything. What is kept on the desk is relevant to the work and what is taught in the classroom.

The teacher always models good habits of order. The teacher's desk placement should allow the teacher to be more accessible and visible to the student. This proximity to the student is a means of preventative action in the formative discipline of the students. This accentuates the teacher's presence and diminishes the possibility for misbehavior among the students.

Have a bookshelf and filing cabinet near the teacher's desk and use it to store items needed on a regular basis. These are for the teacher's use only. Use stacking trays or upright organizers to hold and organize important papers, teachers' editions, etc. Use each tray/compartment for different types of information. For example, one tray can be for extra copies of blank forms, while another can be for extra copies of recent assignments. Each teacher must have a system of organizing and keeping papers.

Ensure the teacher's desk is in order at the end of the day. Develop this habit and model this to the students. Be selective about what is kept on the teacher's desk. If something is not used at least three days of the week, it should be stored elsewhere.

Activity 4. Recall a Classroom Management Blooper

Reflect on a past teaching experience in which you did not properly provide procedures or directions for the students to follow and the results of this oversight. Share examples of such experiences considering the importance of clearly understood and communicated systematic procedures.

Activity 5. Developing Classroom Procedures

Take time to reflect on the subject of your procedures and consider all the steps needed to carry out each procedure. Once you have developed the procedure and steps, practice these in teams. Role-play the teaching of a specific procedure using The Three Steps to Teaching Classroom Procedures, which follow, and present the procedures to the other participants. Review the Classroom Procedures Guide. Practice these in teams.

Classroom and School Procedures. Procedures are required for all aspects of the school. The following is a list of the actions that require student procedures.

- Morning routines: for example, -upon entering the classroom, we take out our books, notebooks, or iPads for class, and read silently until class begins.
- Movement within the classroom: how to line up, stand, sit, transitions in class, from one class to another, at recess, at lunch, entering the classroom, class dismissal
- Housekeeping: storing personal items, clean up, student responsibilities (floor clean up, rows in order, etc.)
- Organization: systems for collecting, grading and returning papers and homework, grading-recording grades, extra credit, portfolios, distributing materials
- Completing lessons: for example, distributing and collecting materials and assignments, behavior expectations during lessons, class participation
- Interactions between teacher and student: how to gain the teacher's attention, how to ask for help, when and how to address peers
- When one is Recording absenteeism
- An emergency alert and situation
- Disposing of trash
- What to do when one enters the classroom
- How and when to sharpen pencils
- Tardiness
- Listening
- Responding to questions
- Responding to the bell
- Going to the bathroom
- Class discussions
- Obtaining a pencil, paper or other materials
- Gaining the class' attention as a whole

- Keeping one's desk and belongings orderly
- Working in groups
- Notebook work
- Turning in assignments
- Exchanging papers
- School wide announcements
- Going to the library
- In the gymnasium
- At recess
- Textbook distribution
- Students turning in work
- Rewards and incentives
- Communicating with parents
- Signals for students' attention
- Daily routines – beginning of day, transition times, independent and group work
- Agenda use and motivators
- Discipline guidelines and rules
- Fire drills
- All routines activities

This list is a clear indication of the necessity of procedures based on the many and varied areas that must be clearly directed, explained and understood by both the teachers and the students.

Activity 7. Student Responsibilities

- Identify possible classroom responsibilities for the students. List the responsibilities. Write a description of the responsibility and the systematic procedure to properly fulfill this responsibility by the students in the classroom. See the list of the Types of Student Responsibilities for additional examples.

✓ Responsibility: (e.g. Line leader) o   Description of the duty.
✓ Step by step procedure to fulfill the responsibility.

- **Types of Student Responsibilities**

✓ Line Leader
✓ Plant Caretaker

- ✓ Board Cleaner
- ✓ Book Patrol
- ✓ Shelf Inspector
- ✓ Floor Patrol
- ✓ Lights Monitor
- ✓ Mass Readers
- ✓ Mass Servers
- ✓ Sacristan Team
- ✓ Liturgy Team
- ✓ Reception Team
- ✓ Classroom Leader
- ✓ Paper passer
- ✓ Messenger

LANGUAGE LEARNING, CLASSROOM EXPRESSIONS AND LEARNERS' NEEDS

Student Needs. Each area of student need has its own characteristics. The Student Needs Teaching Strategies pages of this website identify the separate teaching strategies that can be used for any student with the area of need, independent of IRPC exceptionality and/or diagnosed condition.

Student needs are deficits in specific skills that impede academic, physical, behavioral, and self-help activities in daily living or social achievement. Student needs are determined by teachers and/or other professionals (sometimes through formal assessments) and in consultation with parents/guardians. Student needs can be effectively addressed through appropriate teaching strategies.

Teaching Strategies

While every student has unique learning needs, you will find in this section a collection of effective teaching strategies for a variety of common areas of need, including some common instructional, environmental and assessment strategies to act as a starting point for supporting the individual needs of students. You can also find additional information and resources for each area of need. An Individual Education Plan (IEP) does not have to be in place to determine student need nor to put teaching strategies into practice, so long as curriculum expectations are not altered significantly.

Learning needs is the gap between the **learner's** current level of knowledge and skills, and the level of knowledge and skills required to perform a task or a set of tasks. The actual **needs** differ, as do the methods employed to meet those **needs**.

All kids **learn better,** when they engage with material in multiple ways: Lessons that involve writing, **speaking**, drawing, and listening, for example, give **students** four opportunities **to** deepen their understanding of the work. They **need** to understand what it means to **learn**, who they are as **learners** and how emotions affect **learning**. ... They also **need** to develop skills in planning, monitoring and revising their work, and reflecting on and modifying their **learning** practices.

What are the strategies in teaching English? Traditional types

- *Focus on language/communication.*
- *Teacher-centeredness/learner-centeredness.*
- *Isolated skills/integrated skills.*
- *Focus on accuracy/focus on fluency.*
- *Discrete point tests/holistic tests.*
- *Traditional tests/authentic assessment.*
- *Emphasis on product/emphasis on process.*
- *Individual learing/cooperative learning.*

We always avoid using abstract terms such as *"respectful" and "responsible."* However, when we do use these terms, it is important to associate the words with concrete actions. Classroom expectations such as *"treat each other with respect" and "be a responsible learner"* will be most meaningful to children if we help them depict and practice.

Responsive Classroom is *a student-centered, social and emotional learning approach to teaching and discipline.* It is comprised of a set of research, and evidence-based practices designed to create *safe, joyful, and engaging classrooms and school communities for both students and teachers.*

There are similarities and differences between Adults and Young Learners (YL) as language learners. It is important to remember that learners are all individuals so the ideas below are general not specific to a learner type.

Adults
* Can deal with abstract concepts
* Can deal with metalinguistic
* Can work independently
* Understands discourse e.g. will listen to what the other person says & use that to shape their response
* Generally internalize all language during individual tasks
* Have decided to study English for their own reasons

Both
* Need drilling

∗ Need clear goals & purpose for all tasks

∗ Needs language presented in context

∗ Require a variety of learning styles to be present in a lesson

Young Learners

∗ Need concrete (not abstract) vocabulary

∗ Need a lot of emotional support

∗ Must have clear, obvious meanings to all phrases

∗ Enjoy playing around with language, non-grammatical utterances

∗ Often externalize language during individual tasks

∗ Are studying English because they are required to in some way.

Overall:

∗ Adults: have personal reasons for choosing to study English. They are able to view language as an object in itself and can analyze and break it down in to structures and forms. They have a greater life experience and are more able to organize their own study

∗ Young Learners: Are usually studying because their parents want them to. They do not necessarily see the value of the language in itself and must be presented with clear, personalized goals. They cannot break language down metalinguistic ally and need meaning to be clear and self-evident.

∗ Both: Everyone needs language to be relevant, personalized. Basic lesson elements (presentation, drilling, concept checking, correction, feedback) are universal to all learners.

Elementary Practices in learning and teaching English

Morning Meeting —proceeds through four components: *greeting, sharing, group activity, and morning message*.

Establishing Rules —Teacher and students work together to *name individual goals for the year* and *establish rules* that will help everyone reach those goals.

Energizers—Short, playful, whole-group activities that are used as breaks in lessons.

Quiet Time —A brief, purposeful and relaxed time of transition that takes place after lunch and recess, before the rest of the school day continues.

Closing Circle —A five- to ten-minute gathering at the end of the day that promotes reflection and celebration through participation in a brief activity or two.

Positive community: A safe, predictable, joyful, and inclusive environment where *all students have a sense of belonging and significance*. Discipline is taught through a set of positive discipline strategies aimed at preserving the dignity of the student and the group and at helping students develop self-control.

Effective management: A calm and orderly learning environment that *promotes autonomy, responsibility, and high engagement* in learning.

Engaging academics: Learner-centered lessons that are participatory, appropriately challenging, fun, relevant, and *which promote curiosity, wonder, and interest.*

Developmentally responsive: Basing all decisions for teaching and discipline upon research and knowledge of students' social, emotional, physical, and cognitive development.

Activity 1. Design the task.

1. Choose a theme and a goal. Keep in mind particular vocabulary themes or language structures that you would like students to use and craft the activity accordingly.
2. Explain the task and desired outcome.
3. Pairs/groups engage in task. Teacher engages as necessary to keep task on track.
4. Pairs/groups share out their goals with other groups or as a whole class.

Activity 2. Trying to learn a new foreign language can be daunting at first. Here are some tips to get you started as a language learner's need to follow. Try to give your personal attitude to the given items.

Conversation, Conversation, Conversation. Length of Study Classes Suck and Are an Inefficient Use of Time. Know Your Motivation for Learning a New Language. Set Learning Goals to Learn a Foreign Language. Start With the 100 Most Common Words. Carry a Pocket Dictionary. Keep Practicing the New Language in Your Head. Figure Out Pronunciation Patterns. Use Audio and Online Courses for the First 100 Words and Basic Grammar. After the First 100 Words, Focus on Becoming Conversational. Use the New Language Daily. Date Someone Who Speaks the Target Language and Not Your Native Language. When You Learn a New Word, Try to Use It a Few Times Right Away. TV Shows, Movies, Newspapers and Magazines Are Good Supplements. Finally, Find a Way to Make It Fun.

Activity 3. Instructions action chains. Please, practice with your students.

Students race to do the typical classroom action written on the board, e.g. "Open your book", then the teacher adds one more to the bottom of the list, e.g. "Close your book", and the students race to do both as quickly as possible when the teacher shouts "(Start) now" or "(Let's) go". The teacher adds one more to the bottom of the list and repeat repeatedly until they are doing at least 10 actions in a row.

Activity 4. There are several steps teachers can take to ensure that their students understand instructions and are able to complete assignments with ease. Please practice at the lesson.

1. Use Clear and Precise Language
2. Repeat Your Directions
3. Explain the Purpose of the Task
4. Use an Appropriate Tone
5. Describe the Specifics
6. Provide Examples
7. Break Tasks into Manageable Chunks

Activity 5. A number of instructions can be used at the end of a session. Give additional classroom languages in order to be understandable for your students.

It is time to finish.

Have you finished?

Let us stop now.

Stop now.

Let us check the answers.

Any questions?

Collect your work please.

Pack up your books.

Are your desks tidy?

Do not forget to bring your … tomorrow.

TEACHERS' ROLES AND THEIR CORRESPONDING LEARNER ROLES

Teachers play vital roles in the lives of the students in their classrooms. Teachers are best known for the role of educating the students that are placed in their care. Beyond that, teachers serve many other roles in the classroom. Teachers set the tone of their classrooms, build a warm environment, mentor and nurture students, become role models, and listen and look for signs of trouble.

Teaching Knowledge. The most common role a teacher plays in the classroom is to teach knowledge to children. Teachers are given a curriculum they must follow that meets state guidelines. The teacher follows this curriculum so that throughout the year, all pertinent knowledge is dispensed to the students. Teachers teach in many ways including lectures, small group activities and hands-on learning activities.

Creating Classroom Environment. Teachers also play an important role in the classroom when it comes to the environment. Students often mimic a teacher's

actions. If the teacher prepares a warm, happy environment, students are more likely to be happy. An environment set by the teacher can be either positive or negative. If students sense the teacher is angry, students may react negatively to that and therefore learning can be impaired. Teachers are responsible for the social behavior in their classrooms. This behavior is primarily a reflection of the teacher's actions and the environment she sets.

Role Modeling. Teachers typically do not think of themselves as role models, however, inadvertently they are. Students spend a great deal of time with their teacher and therefore, the teacher becomes a role model to them. This can be a positive or negative effect depending on the teacher. Teachers are there not only to teach the children, but also to love and care for them. Teachers are typically highly respected by people in the community and therefore become a role model to students and parents.

Mentoring. Mentoring is a natural role taken on by teachers, whether it is intentional or not. This again can have positive or negative effects on children. Mentoring is a way a teacher encourages students to strive to be the best they can. This also includes encouraging students to enjoy learning. Part of mentoring consists of listening to students. By taking time to listen to what students say, teachers impart to students a sense of ownership in the classroom. This helps build their confidence and helps them want to be successful.

Signs of Trouble. Another role played by teachers is a protector role. Teachers are taught to look for signs of trouble in the students. When students' behaviors change or physical signs of abuse are noticed, teachers are required to look into the problem. Teachers must follow faculty procedures when it comes to following up on all signs of trouble.

Teachers' Roles and Styles

1. Roles. A teacher has to play many roles. Think of the possibilities: authority figure, leader, knower, director, manager, counselor, guide, and even such roles as friend, confidante, and parent. Depending on the country, you are in, on the institution in which you are teaching, on the type of course, and on the makeup of your students, some of these roles will be more prominent than others, especially in the eyes of your students.

2. Styles. Your teaching style is another affective consideration in the development of your professional expertise. Teaching style will usually be consistent with your personality style, which can vary greatly from individual to individual. As you consider the teaching styles below, remember that each represents a continuum of possibilities:

Shy	Gregarious
Formal	informal
Reserved	open, transparent
Understated	dramatic
rational	Emotional
Steady	variety of moods
Serious	Humorous
Restrictive	Permissive

Activity 1. Test your knowledge

Listed 1-5 are some examples of teacher language at various stages of a lesson. In your opinion, what is the teacher's role in each one?

1. Teacher says to the whole class: 'I believe I know why you are having issues'.
2. Teacher to the entire class: 'Okay, everybody stand up and turn to face your partner'.
3. Teacher says to a pair of students doing pair work: 'How are you both doing? Is everything alright? '
4. Teacher says to the entire class: 'We add 'er' to make the comparative form of adjectives that are of one syllable'.
5. Teacher says to a young student: 'Does your arm hurt? Here, let me see. '

Activity 2. The language habit

Curiosity is one of the keys to great language learning. Students usually have their smartphones with them when they are doing homework or research at home, meaning they have instant access to a plethora of information. When they encounter unusual or challenging English idioms – whether these are in headlines, social interactions, while watching films or listening to music – suggest that they record (either verbally or in text form) on their phones. Create a five-minute slot at either the start or end of the lesson for students to produce their queries about an English phrase or sentence. If no one knows what it means, can you as a class collaborate to work out its definition, or how it is used? These activities will help keep the language brain fit and active. Language gymnastics is good for everyone!

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Activity 3. Language warm-ups.

Short, sharp repeated bursts (or 'repetitions' as they call it in fitness classes) can work wonders for the mind! For example, how can your students build a wider vocabulary? Ask them to get into pairs and challenge them to talk for one minute on an interesting moment from their week. If they say any key vocabulary (e.g. 'walked', 'said', 'asked') more than once their partner should interrupt and tell their own story. Whoever manages to keep talking for the longest before being interrupted, is the winner.

Activity 4. A teacher often has many roles to play. A teacher leader role is one that needs to be embraced if he or she wants to function effectively in the classroom. _**Resource**_. One of the top roles a teacher must fill is that of resource specialists. Even if the person is only seeking a source of information, the teacher is the one who must know how to find what the student is looking for. Once the teacher has given the information to the student or coworker, he or she will often have to instruct the student on how to use the information. Please, choose a very interesting topic, seek a source of information, and practice before your course meets.

Activity 5. A teacher often has many roles to play. A teacher leader role is one that needs to be embraced if he or she wants to function effectively in the classroom. _**Support.**_ Students are the ones who need support when learning a new skill or piece of information. A teacher must act as the support person when the student needs this help. Support can come in many forms such as a coach, leader and even a counselor. In professional circles, a teacher may even have to support other teachers leading a particular subject matter. Please, be a supporter and perform before the students.

SOME GUIDELINES FOR EFFECTIVE PRAISE CONTRASTED WITH INEFFECTIVE PRAISE IN TEACHING PROCESS

"Ineffective Praise?" How can praise be ineffective? Are not parents supposed to praise a child's efforts?

Yes and no…

America, as a culture, thrives on praise. The idea of not praising a child seems outrageous to many parents. However, in recent years research has demonstrated that there is a difference between effective praise and ineffective praise (wrong praise).

Ineffective Praise. Praising Traits

In one study, two groups of four-year olds were given puzzles to complete independently. One group was encouraged with the phrase, "You're so smart!" The other group was encouraged based on how they were solving problems. After successfully completing one puzzle, individuals were asked if they would like to do the same kind of puzzle or a harder one.

The children who were told "You're so smart!" chose to do the same kind of puzzle rather than moving on to something more difficult, whereas, the ones who were encouraged based on their problem-solving strategies chose to do the more challenging puzzles. Researchers theorize that the children in the first group were afraid to risk doing something harder because they were worried they would no longer "be smart" if they encountered difficulty.

Praising a trait (intelligence, appearances, and abilities) can cause a child to believe there is something innate, something she has no control over, and that enables her to be successful.

A Simple "Good Job!"

Children need much more than a "fly-by 'Good Job!,'" states Peter Pizzolongo, Associate Executive Director of Professional Development Solutions for the National Association for the Education of Young Children (NAEYC). The intended purpose of praise is to provide children with feedback to let them know they are on the right track. Phrases like "Good job!" and "Nice work!" can leave children confused about the specific behavior you are complementing.

Effective Praise

Effective praise should provide the child with an idea of how to gain more praise.

When a parent provides encouragement like, "Ellie, I love how you are walking while we are inside." Then, Ellie knows she will please her mother if she continues to walk while she is inside. This kind of praise also provides a model for any other children to follow causing a ripple effect of good behavior. When a parent identifies a desired action or behavior and then reports those details to the child, she reinforces the desired behavior by drawing attention to it.

For praise to be effective, it must be timely, specific, and sincere. When we focus on the effort the child puts forth and draw attention to the process she is using, we provide her with a model for how she will navigate challenges throughout her life, which is a byproduct of effective praise.

When to Give Praise

When a teacher uses praise to acknowledge student effort in problem solving or in practice, make the praise more effective. Effective praise can be directed to an individual student or group of students when the teacher wants to connect praise with a particular behavior. That also means that students such as minor task completion or the student completing their responsibilities should not give praise for trivial accomplishments or weak efforts.

In making praise effective, a teacher should explicitly note the behavior as the reason for praise in as timely a manner as possible. The younger the student, the more immediate the praise should be. At the high school level, most students can accept delayed praise. When a teacher sees a student is making progress, the language of encouragement as praise can be effective. For example,

- I can see your hard work in this assignment.
- You have not quit even with this tough problem.
- Keep using your strategies! You are making good progress!
- You have really grown (in these areas).
- I can see a difference in your work compared to yesterday.

When a teacher sees a student succeed, the language of congratulatory praise may be more appropriate, such as:

- Congratulations! You put in the effort to succeed.
- Look at what you can accomplish when you do not give up.
- I am so proud of the effort, and you should be too, about the effort you put into this.

Should students succeed easily without effort, praise can address the level of the assignment or problem. For example:

- This assignment was not as challenging for you, so let us try to find something that will help you grow.
- You may be ready for something more difficult, so what skills should we work on next?
- It is great that you have that down. We need to raise the bar for you now.

After giving praise, teachers should encourage students to take advantage of this opportunity to offer a chance for reflection

- So when you have another assignment or problem like this, what will you do?
- Think back, what did you do that contributed to your success?

Quality of Praise

Praise must always be connected to a process, rather than student intelligence. That is the basis of Dweck's research in her book Mindset: The New Psychology of Success (2007). She showed that students who received praise for their innate intelligence with statements such as "You are so smart" exhibited a "fixed mindset." They believed that academic achievement was limited on innate ability. In contrast, students who were praised for their efforts with statements such as "Your argument is very clear" exhibited a growth mindset and believed in academic achievement through effort and learning.

"Thus, we found that praise for intelligence tended to put students in a fixed mind-set (intelligence is fixed, and you have it), whereas praise for effort tended to put them in a growth mind-set (you're developing these skills because you're working hard)."

Of the two types of praise, Dweck notes, praise for student effort such as "All that hard work and effort in completing the project paid off!" improves student motivation. One caution in praising, however, is to make sure teachers are careful not to be inauthentic to inflate praise for students with low self-esteem.

Critics have raised questions about the legitimacy of classroom praise, as rewarding trivial accomplishments or weak efforts. There may be some schools that do not support the use of evidence-based practices such as teacher praise. Additionally, at the secondary level, students as drawing unwanted attention to an accomplishment may also receive praise. Regardless, there is no evidence to suggest that effective praise has a negative effect on students. Instead, effective praise can provide students with the kind of positive reinforcement that builds on success, motivates them to learn, and increases their participation in class.

Steps to Effective Praise

- Notice effort by the student(s).
- Make eye contact with the student(s).
- Smile. Be sincere and enthusiastic.
- Deliver praise to students in proximity, especially at the secondary level.
- Prepare for praise by deciding what to say that is specific to the task.
- Describe the behavior you want to reinforce telling how you feel about it with specific comments like, "Your thoughts were well organized in this essay."
- Keep records of successful efforts and praise so you can make connections in future assignments.

Finally, and most importantly, importantly, do not combine praise with criticism. To keep praise separate from criticism, avoid using the word, "but" immediately after a compliment.

All this can make praise effective in the classroom. Effective praise can provide students with the kind of positive reinforcement that builds on success, motivates them to learn, and increases their participation in class.

Praise and criticism

Part of the rapport you create is based on the delicate balance that you set between praise and criticism. Too much of either one or the other renders it less and less effective.

Genuine praise, appropriately delivered, enables students to welcome criticism and to put it to use. Here are some guidelines for effective praise contrasted with ineffective praise.

Effective Praise	Ineffective Praise
shows genuine pleasure and concern	is impersonal, mechanical, and "robotic"
shows verbal and nonverbal variety	shows bland uniformity
specifies the particulars of an accomplishment so students know exactly what was performed well	is restricted to global comments; so students are not sure what was performed well
is offered recognition of noteworthy effort on difficult tasks	is offered equally strongly for easy and difficult tasks
attributes success to effort, implying that similar success can be expected in the future	attributes success to ability, luck, or other external factors
fosters intrinsic motivation to continue to pursue goals	fosters extrinsic motivation to perform only to receive more praise
is delivered without disrupting the communicative flow of ongoing interaction	disrupts the communicative flow of ongoing interaction

Reinforce children's positive behaviors

Reinforcing language identifies and affirms students' specific positive actions and encourages them to continue their appropriate behavior. For example, to a group that showed welcoming behavior toward one another at lunch, an adult might say, "I saw that you included everyone in your conversations. That helped make lunchtime pleasant for everyone at your table." With these words, the adult lets the children know that he noticed their positive behaviors. He also helps them see how they and their classmates benefited from those behaviors.

The following guidelines will help you use this kind of language to highlight a variety of student strengths: their skills, their attitudes, or the process they used to do an assignment, form teams at recess, or sort out who will sit where at the lunch table.

Name concrete, specific behaviors. An art teacher says to a class, "Students, your hopes and dreams display shows that you put careful thought into what you want to learn in art this year. Your illustrations show so much detail." Compared with "Beautiful work!" or other general praise, these words let the children know exactly what they are doing successfully and therefore what to keep doing and to build on.

Use a warm but professional tone. A recess teacher tells a kindergartner, "Lamar, I noticed that you invited Eric into your game when you saw him standing alone. You really remembered our rule about including everyone!" By avoiding baby talk ("We're being so good today!") or overly sentimental language ("Honey, you're just the best little include!"), she shows Eric that she takes him seriously and sees him as a competent and independent learner.

Emphasize description over personal approval. A bus driver remarks to a bus group, "You were friendly and safe on the bus today. When you stay in your seats and talk to your seatmates, the ride is more pleasant for everyone." Compare this with "I like the way you were safe and friendly today." Focusing on children's positive behavior and what it helps them achieve motivates them much more powerfully than focusing on whether you personally like or dislike their behavior.

Find positives to name in all students. A principal says to a child who was in the office yesterday for misbehavior, "Clayton, your teacher says you've had a great morning. You stayed focused during writing time and used some strategies to help you finish all your other work. Now you'll have time to read with your kindergarten buddy this afternoon!" By seeing not only Clayton's struggles but also his successes, and naming those successes to Clayton, the principal lets the child know what behaviors are working and encourages him to keep practicing those behaviors.

Name progress. A student at an all-school meeting begins to interrupt a classmate but catches himself mid-sentence. Later, his teacher says to him privately, "Billy, you caught yourself and stopped talking when Jackson was sharing. You're getting better at holding on to your ideas until it's your turn to talk." Knowing that they are on the right track and making visible progress toward their goals motivates children to continue their efforts.

Language matters

Our words and tone of voice have a profound effect on children. By tuning in to the language we use with children, day in and day out, everywhere in school, we can empower our students, helping them to learn new skills and become their best selves.

Bring positive behavior to your school through strong, consistent, and positive discipline. Two experienced administrators offer school leaders practical strategies for creating a positive school climate, reducing problem behaviors, and building behavior management skills. Each chapter targets one key discipline issue and starts with an action checklist.

Activity 1. Firstly, read the effective praises which are given below. Please, perform like a real teacher and act in the classroom.

There is never a bad time to give your students compliments! However, there are certain scenarios in which praise is most effective:

- ✓ when a student puts forth extra effort
- ✓ when a student masters a particular skill or concept
- ✓ when a student's work goes above and beyond the expectation
- ✓ when a student sets or reaches a goal
- ✓ when a student exhibits a positive behavior

Compliments can be given at any time, so always be on the lookout for moments when a student's work or behavior warrants a little bit of praise. This is particularly important when assessing their work. When grading a test or paper, be sure to

include comments on what the student did well just as often as you correct things that could have been done better.

5 Steps to Effective Praise

It is not enough to just give compliments to students; they need to be the *right* compliments! Follow these five steps to give the best praise for every student.

1. Be Specific. It is easy to fall back on old standards like "Good job" or "Nice work." However, these compliments are so cliché that students barely notice them. In addition, these phrases do not tell the student what they did to earn the praise.

2. Praise the Process. While it is important to give praise when assessing a student's performance, do not focus solely on the outcome.

3. Be Genuine Lack of sincerity is a surefire way for a compliment to backfire. A false compliment is worse than none at all for building relationships with your class. Students can tell if you are not being genuine, so only compliment them when they have done something that actually warrants praise.

4. Be Sensitive. It is important to get to know your students and to compliment them in ways that are comfortable for them. For example, some students love being the center of attention, while others shy away from the spotlight. Praising a wallflower in front of the whole class might make them uncomfortable, so stick to praising them one-on-one or in writing.

5. Avoid Comparisons. It may seem great to tell a student that they had the highest test score in the class, but compliments that compare students to one another can actually do more harm than good. While it may feel good to the top performer, it can be detrimental to the rest of the class.

Activity 2. There are six guidelines to giving effective praise. Please, award your students with the help of classroom effective praise expressions.

1. Who. Praise should be directed not at the student(s) themselves—as in, "You're an amazing writer!"—but at their accomplishment. This way, the feedback is clear and the student is not confused into thinking that their hard work is finished.

2. What. Effective praise is praise given by the teacher in response to new learning or effort, behavior, and performance beyond what an individual student or class has done before.

3. Where. Praise can come at close range, with the teacher pointing out, and pointing at, something specific in the student's work. It can also come in the form of a fist pump or head nod from across the room.

4. When. The teacher should be on the lookout for that which meets the criteria stated in the second guideline. The praise should come *after* the task, period, day, paragraph, etc. is completed.

5. Why. Praise is one of the clearest ways of communicating to students that they are on the right track. It defines for them what excellence looks and feels like, which, in turn and thereafter, is highly intrinsically motivating.

6. How. Praise that inspires students to greater levels of achievement is honest, specific, authentic (often subtle), and based not on natural ability, but on the process of learning, growing, and maturing.

Activity 3. Please, answer the following questions
- What is the difference between effective praise and ineffective praise?
- Is praise good or bad?
- How do you compliment someone's achievement?
- How do you praise effectively?
- What is an example of praise?
- How do you thank a speaker?

Activity 4. Give your own personal ideas related to the given ideas by the scientist below.

Kohn (1993) further elaborates: "At least 10 studies have found just that, with preschoolers working for toys, older children working for grades, and adults working for money all trying to avoid anything challenging. Further research indicates that (1) the bigger the reward, the easier task people will choose; (2) when rewards stop, those who received them earlier continue to prefer to do as little as possible; and (3) easier tasks are selected not only in situations where rewards are offered but by people who are, as a general rule, more reward oriented"

Activity 5. Use classroom expressions in order to give praise your students.
- What is effective praise examples?
- What is effective and ineffective praise?
- How do you give a positive praise?
- How do you praise a school?
- How do you give praise?
- How can I praise my teenager?
- What should I say to students?
- What is praise in the classroom?
- How do you praise a child?
- How do you praise effort?

CLASSROOM OBSERVATION TASKS

Classroom Observation Tasks shows how to use observation to learn about language teaching. It does this by providing a range of tasks which guide the user through the process of observing, analyzing and reflecting, and which develop the skills of observation. It contains a bank of 35 structured tasks, which are grouped, into seven areas of focus: the learner, the language, the learning process, the lesson, teaching skills and strategies, classroom management, and materials and resources. This book is suitable for teachers, trainee teachers, teacher trainers and others involved in

school-based teacher support, teacher development and trainer training. It has a comprehensive introduction to the tasks and a rationale covering the theoretical issues involved and places the responsibility for professional growth in the hands of the teacher.

Observation is commonly used in education as a tool to support important understanding and development. It is one of two common ways of getting information, which can help us make sense of educational situations, gauge the effectiveness of educational practices, and plan attempts for improvements. The other way is by asking people. The shortcomings of one way can be on set somewhat by using the other, and they are therefore often used together. Daily, practitioners use their ability to observe—to notice even very subtle clues to what might be happening inside learners' heads—as a tool in managing the learning/teaching process. Some also use it more consciously to manage their own development of this responsive expertise.

Observation is a much more complex area than might at first appear. This is partly because any individual observer's perception is naturally selective and different from any others. In addition, the historically widespread use of observation for evaluation only, (even when supposedly as part of 'training' or even 'development'), has led to an understandable reluctance of many to being observed. This is perhaps because of the threat to self-esteem, and/or because being told about others' judgements has been minimally helpful. (There is no direct link between public theories and an individual teacher's practice.)Finally, the same person can wear different observer 'hats'. Many of us are called upon to use different kinds of observation in our work. It seems therefore very important to be clear about the purpose of each observation, and the related issues as discussed above, every time we observe or are observed.

Activity 1. There are two common types of classroom observations. Your task to observe someone's class as administrator and teacher. What criteria you are going to follow while observing the lesson

• As part of a formal job-performance evaluation - a school administrator often does this annually.

• As part of an improvement drive - Performed by a teacher's peer or peers, instructional specialist, or coach, this kind of classroom observation is often done to provide the teacher with relevant feedback based on their interactions with students and their execution of teaching methods.

Activity 2. Study and learn the things to do before you observe a class

In the book "Contemporary Approaches to Research on Learning Environments: Worldviews," the authors state that you need most, if not all, of the following for effective systematic classroom observation:

• a purpose for the observation;

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- the operational definitions of all the observed behaviours;
- the training procedures for observers;
- a specific observational focus;
- a setting;
- a unit of time;
- an observation schedule;
- a method to record the data; and
- a method to process and analyze data

Activity 3. Search and find the tips for a classroom observation: What to do when you are being observed and share with your group students.

Activity 4. Please, watch and observe an English lesson on TV. Give a written feedback on a teacher. Observation list was given in seminar notices.

Activity 5. Please, observe your teachers' classes and fill in the blanks.

1. Microteaching Observation Checklist

5. Teacher presenter:

6. **Teacher observer:**

7.   **Date:**   **Group:_____**   **Time: _____**

8.   **Total Score: _____ (Max.___)**   **Signature _____**

Respond to each statement using the following scale:

№	Statements	Scale
	Organization (max total points: ___)	
1	Presented overview of lesson.	
2	Presented topics in logical sequence.	
3	Summarized major points of the lesson.	
	Presentation (max total points: ____)	
1	Explained major/minor points with clarity.	
2	Used good examples to clarify points.	
3	Writes key terms on blackboard or overhead screen.	
4	Integrates materials (examples, cases, simulations) from "real world".	
5	Active, collaborative, and cooperative learning favored over passive learning.	
	Interaction (max total points: ____)	
1	Asked questions to monitor student understanding.	
2	Waited sufficient time for students to answer questions.	
3	Responded appropriately to student questions.	
4	Restated questions and answers when necessary.	

5	Demonstrates respect for diversity and requires similar respect in classroom.	
Content Knowledge and Relevance (max total points: 10)		
1	Presented material at an appropriate level for students.	
2	Presented material appropriate to the purpose of the course.	
3	Demonstrated command of the subject matter.	

Summary Comments
1. What were the instructor's major strengths as demonstrated in the observation?
_____
_____
_____
_____

2. What suggestions do you have for improving the instructor's skills or methodology?
_____
_____
_____
_____

3. If this was a repeat observation, what progress did you discern in the instructor's skills?
_____
_____
_____

USEFUL CLASSROOM LANGUAGE FOR MOVING AROUND IN CLASS AND INVOLVING INTEREST OF LANGUAGE LEARNERS

Why is it important to know student interests?

It is important that you tailor instruction for these students toward their interests **so they can see how their education will influence their lives in the future**. Personalities are often very strong in high school, so learning about the personality of each of your students can help you teach them more effectively.

In education, student interest refers to the inclination of the student towards a particular subject in which he or she is easily able to connect without any hassle or hurdle. The student may develop an interest in any specific content or work in education. When we are interested in what we are learning, **we pay closer attention; we process the information more efficiently**; we employ more effective learning strategies, such as engaging in critical thinking, making connections between old and new knowledge, and attending to deep structure instead of surface features.

Here Are The Strategies Involving Students Interest in Learning:

1. Put Students in Charge As Much As Possible

To *involve the student's interest in learning,* it is essential to put them in charge as much as possible. When it comes to education, some of the students experience just guidelines and control. When we controlled the students so much, they frequently take away themselves from the learning. Instead of controlled all the time, students should be permitted to have their own learning experience. When students have their own learning time, they will become more encouraged and engaged in learning. Doing this, the students can also learn many new things.

2. Create A Reading Ambiance.

When we create a reading ambiance for students, they become interested in learning. It is noticed that students who have an extreme interest in reading grow a love for learning, too, as they want to explore endless chances and prospects. Reading will help students to develop their interest level. The reading not only helps students to grow a rich vocabulary; however, it also assists them to process formal communication and ideas. Reading to the students usually and having them read aloud will develop the best environment for reading at home and in school.

3. Focus On Student's Interest

If you want to involve student's interest in learning then it is essential to focus on student's interests. When learning engages students in what they are interested in, then the learning become fun for them. While the students study the subject in which they are interested, then their interest level will increase, and they look forward to it. Always ask the students which topic or subject they want to study.

4. Game-Based Learning

Game-based learning is also vital for students and one of the best strategies involving students in learning. Game-based learning offers the chances for deeper learning and growth of intellectual skills. While the students engaged in a game, their mind experiences the gratification of learning something new. Game-based learning is the excellent way to introduce new concepts, knowledge, and ideas that encouraged the students to learn.

5. Motivate Different Kinds of Learning Style

Every student has their own style of learning, and there is no right and wrong style to learn things. In which methods students are interested to learn things, let them learn. Whatever learning technique, the students is comfortable in learning should be motivated. There are various styles of learning Audio, Physical, Visual, Verbal, Solitary, Social, and Mathematical. Therefore, the students can choose any one of the learning styles.

6. Help Students to Stay Organized this is also the best strategies to involve student's interest in learning. Helping the students to stay organized will surely go a long way in making them feel encouraged to learn. At a young age, the students are a bit disorganized. When the students are disorganized, they cannot finish their projects and assignments on time, and then this leads to being worried and frustrated. However, when the students are organized, they feel in control and are encouraged to learn. To make students creative and motivated to learn new things, then parents and teachers must have to follow these essential strategies involving a student's interest in learning. These simple and effective ways are best to help students to engage in their learning.

Activity 1.Choosed one or two of activities and act as a teacher. These activities help develop language learning in children

- Word games. Expand your children's vocabulary with word games. ...
- Jokes. Telling age-appropriate puns will also help foster good humor and creativity in children. ...
- Riddles. ...
- Rhymes. ...
- Homonyms. ...
- Storytelling. ...
- Songs. ...
- Tongue twisters.

Activity 2. Spell-it- right. Please create your own fantasy by using the game in order to challenge your students to get interested in learning English.

This individual competition requires students to say and spell correctly words coming from the competition judge. As the round of competition progresses, the difficulty level of the words to spell increases as well. In each round, the speller who misspelled is eliminated. The benefits of spell-it-right goes beyond language learning, as students often improve self-confidence, communication skills and the ability to deliver under pressure.

Activity 3. Readers' theatre (RT). Organize the game and call all members to participate the game.

Readers Theatre is an engaging oral presentation of any prose in a dramatic way by a group of students focused on the audience. Each group should consist of 6 to 8 students. Group members make use of small hand props and costume accessories (such as an umbrella, shawl, gloves, hat, glasses, etc.). RT is a group activity that integrates all the four skills of language: listening, speaking, reading and writing in an authentic context. Students develop fluency and comprehension when they become familiar with the text and the plot structure. They also improve their pronunciation and presentation skills by much practice reading and listening to the stories

Activity 4. Melodies of Pilah. Please, organize a singing competition among students.

This is a group singing competition. Each group consists of not more than six students. Participants can choose any English song to sing. A musician playing any musical instrument or a minus one audio accompanies singing. Songs are useful authentic material and they are easy to access and help develop speaking, listening, vocabulary and grammar aspects of language learning. They help students

to pick-up useful phrases and expressions that students can use in daily communication.

Activity 5. Five tips to make students more interested in a language course. Your task is to use one of them below by using classroom expressions

1. Explain the benefits. As a teacher, you should be wise enough to subtle explain the benefits of learning languages to your students. ...
2. Let them know the results of learning. ...
3. Let, a help you. ...
4. Make them use the language. ...
5. Give rewards.

FOREIGN LANGUAGE LEARNING AND LEARNERS' INTERESTS AND ATTEMPTS IN THE CLASSROOM

Interest plays an important part in learning English. Interest in learning English is **when a student shows efforts to learn English**. By doing the effort, the students gain the knowledge, improve their English, and will still engage with it due to the interest, which develop, and increase.

How do you develop student interest in learning English?

Motivating Students to Learn English with five Smart Tactics

✓ Make Class Communicative. One way to encourage your students' intrinsic motivation is to make class communicative. ...
✓ Make English Practical. People do not like doing things that are pointless. ...
✓ Make Class Fun. ...
✓ Forge Relationships. ...
✓ Give Feedback.

Make it fun. Learning a new language is a lot of work, but that is not what motivated you to start studying it in the first place, right? Instead, you probably want to travel or work abroad, or be able to talk with people from other countries, maybe even study literature or history… Whatever got you interested in this language in the first place, it is probably a lot more fun than all this studying is.

Here is the thing: whenever you can do something that connects you back with the reasons that motivate you to study your new language, or you find something new and exciting about the language you are studying or the cultures that use it, use your excitement to boost your motivation. It is what will keep you going—and that kind of persistence is a key factor in language learning success.

In addition to staying focused on what you enjoy, you can also deliberately create fun social activities that also help you grow your language skills. For example, try hosting a dinner and movie "theme" night with friends who are studying the same

language. Create a "mini-immersion" environment watch movies in the language you are learning, cook some authentic cuisine, and try to speak only in your new language. It is a great way to get some authentic, low-stakes practice. (In addition, it is a great excuse for a party!)

Activities. Now that we have talked about the general principles that you should incorporate in your language study, let us focus on activities: practical suggestions to help you find new ways to grow your language skills!

Find real-life sources. Since one of the main three components of language learning is input, look for ways to expose yourself to as much of the language you are learning as possible. Nevertheless, this does not mean reading more textbooks (unless your textbook is a fascinating read that you are excited about). Instead, look for "authentic" examples of the language, things you will actually enjoy and look forward to practicing with, even if you do not understand every word!

Newspaper articles, magazines, & blogs: Many of these are freely available online, and once you have tried reading them a few times, it is easy to translate the key parts to check your understanding. Look for a topic you are already interested in and follow it with a newsreader app!

Books: Children's picture books and books you have read before in your native language are easy options for intermediate/advanced beginners. The library often has great options available free!

TV shows and movies: Try watching them without subtitles the first time, starting in ~15-minute segments. Another great option is to watch first without any subtitles, then with subtitles in the language you are learning, and then finally with subtitles in your native language if you need them. Soap operas are also great options (especially if you like lots of drama!), since the plotlines are often explained multiple times.

Songs: Music, especially popular songs, can be especially well suited to language practice, since you are likely to memorize the ones you enjoy. Ask a teacher or native speaker for recommendations if you are struggling to find good examples. Children's songs can also be fun practice tools.

Podcasts and audio books: There are many options for all sorts of languages, and as a bonus, you will often get exposure to local news and cultural topics. To get you started, we recommend this site, which has a great list of podcasts for many different languages.

Also, consider tweaking some of your media settings to "bump up" your casual language exposure. For example, changing your Facebook and LinkedIn location and language preferences will force you to interact with the language you're learning, even when you're (mostly) wasting time.

To get the most out of your study time, here is a list of common "memory killers" to avoid:

Stress and anxiety: Just like other strong emotions, stress and anxiety drastically reduce your ability to make new memories and recall information.

Information overload: Studying for hours at a time might seem like a great idea, but it is actually an ineffective use of time. In fact, taking a short break every 30 minutes, helps improve focus, and after 2 hours, you should consider switching topics.

Fatigue: The more tired you are, the less effective your memory is. Chronic sleep deprivation is particularly detrimental, so those late-night study sessions might actually do more harm than good!

Multitasking: As you may have noticed, all of these "memory killers" are also things that disrupt focus. Multi-tasking is probably the most common source of distraction. In fact, here is a great rule of thumb for protecting your memory: if you are not supposed to do it while driving, then you should not do it while studying.

DO: Increase memorization by breaking information into small chunks and studying the chunks one at a time, and by using recall-based strategies like self-testing.

DO: Focus on protecting and improving your memorization skills, and build the memory techniques that work best for you into your study plan.

Activity 1. How can you make English classes more interesting and rewarding? Here is how to make learning English fun for your students. Your task to choose one of them and practice with your students.

1. Get to know your student. Set a target or a goal. ...
2. Make the lesson interactive by using props and telling stories.
3. Be mindful of body language and play with the tone of your voice.
4. Reward the student and play games.
5. Do not take it so seriously. Have fun!

Activity 2. Please, create your own fantasy to arouse students' desire for knowledge and skills.

John Locke once said, "Where there is no desire, there will be no industry."

It is important to encourage students to arrange their time for study autonomously. Teachers should encourage them to use the creative way to solve problems, which will make them keep the desire for the knowledge and regard learning as fun. Keeping them interested in learning is supposed to be a good way for them to experience a happy learning process.

Activity 3. Dictionary story. Organize the game with your students.

Select a word at random from the dictionary. Use the word you chose, the word above it and the word below it to create a short story. Finding a way to create an interesting, cohesive story from seemingly random elements can improve your ability to make connections and combine ideas that do not necessarily relate.

Activity 4. Free write. Schedule a few minutes every morning to write in a stream of consciousness. Give classroom instructions to the students.

This type of freewriting, where you write whatever comes to mind consistently without stopping, is a great way to discover some of your subconscious ideas, which could lead to innovative solutions to work challenges

Activity 5. Practice with your students. Work with indirect (symbolic) intuition.

✓ Get a piece of paper and a pen or pencil.

✓ Ask yourself, "What does my life need right now?" three times in row, pausing between each question. Imagine you are going toward a more meaningful answer each time you ask.

✓ When you have finished with the third question, pick up your pen and draw one symbol on your paper.

✓ Interpret this symbol. What does it suggest you add, subtract, or enjoy from your life?

REWARDING STUDENT PARTICIPATION AND PROVIDING FEEDBACK

Whether you do it intentionally or not, you inspire others just for being you. You inspire kids to do their best when you do your best. You inspire your colleagues to work hard when you work hard. You inspire everybody around you to be happy, positive, creative, and energetic when you are.

Five Ways to Reward Students the Right Way

1. Do Celebrate Achievements

Acknowledging students for doing something they find challenging is where Cameron found teachers used those rewards most appropriately. A challenge for one student might be persevering through a math set they really do not want to do or

collaborating with another student when they prefer to work alone. When the task is a stretch for one of your students, offering an unexpected reward to show them you noticed their effort increases their motivation to keep going.

2. Don't Make It All about Getting 'the Thing'

On our best days, we are operating on all four cylinders. We are handing out positive reinforcement left and right. We are acknowledging the good and reframing the missteps. On most days, we are busy and something falls through the cracks. We hit the end of the day and realize, we spent more time putting out fires than we did paying attention to the brilliant moments where students succeeded. That is when those tangible rewards come into focus as a strategy meant just as much for us as they are for the kids. Think about the students in your class you have a hard time connecting with. Set yourself a goal of reaching out to them every week. Then set aside that many tickets. Those tickets in your hand are an efficient way for you to make sure to bridge the gap between yourself and the students you teach.

3. Don't Make Students Guess What They Did

Do Use Your Words

In all the research findings, across the board, verbal praise is always a good thing. In every analysis, verbal rewards increased a student's internal motivation to continue doing whatever it was they were asked to do

Say This		
Positive and Non-Judgemental	Thanks for raising your hand and waiting to be called on.	Thanks for finally following our classroom rules and not shouting your answer.
Specific	You did a nice job staying in your seat and keeping your hands and feet to yourself.	Thanks for not disrupting the class today.
Sincere	Awesome job taking turns during recess today. It looked like you were having a great time with your friends.	You're the nicest!
Immediate with Proximity	[Whispered to the student while they're in their seat] Thanks for using an inside voice.	Good job last week with your inside voice.

4. Don't Turn a Group Reward into an Individual Punishment

Rather than focus on how you lose the reward, give students something they earn. Instead of no referrals being your ticket to get into the assembly, maybe all you need is a literal ticket you earn through demonstrating one of your school's behavior expectations. It does not matter how you got that ticket; maybe a friend gives you

one of theirs. If every student in your building can attend, the group reward serves as a real reward and not a punishment.

5. Do Mix It Up

You want to make your school a place where achievements are celebrated, where students are self-motivated, and everyone is engaged. One way to assess what you are doing in your building is to create a matrix of all the ways you acknowledge students.

- What are you doing school-wide?
- How do you acknowledge your classroom when everyone is doing well?
- Do you do something different when you want to connect with a student individually?
- How are we acknowledging staff members as colleagues?
- How do subs get in on the action?

Using reward systems to motivate students

Motivating your students to learn and to participate can be very hard. Some teachers have their hands full with class management and they do not even get to teaching.

In order to stimulate learning and to motivate good behavior, many teachers use **rewards for students**.

Advantages of a reward system

1. Appropriate behavior. Students conform to appropriate behaviors when rewarded either intrinsically or extrinsically.

2. Increased motivation. Students will show interest and raise their participation in the everyday classroom tasks, responsibilities and learning.

3. Joyful students. Incentives for students motivate them to be more productive because they create a feeling of pride and achievement. Being successful makes you happy.

4. Boosted self-esteem. Every success story helps students become more self-confident. They are proud and encouraged to achieve another successful result.

5. Completed homework. The National Association of School Psychologists suggests that reward systems help motivate students to complete their homework. It is rather shocking that without rewards, students do not complete it.

6. Improved results. Rewarding students encourages and endorses school effort. They lead to improved outcomes for students.

Disadvantages of a reward system

Before you jump into the reward systems, you should also know the disadvantages.

1. Addiction. Students can become addicted to classroom rewards. This means that they will not study anymore without them.

2. Devaluation After a while rewards are no surprises anymore and they come as expected. They will lose their effect. Watch Dan Pink's excellent TED talk on motivation for more details on how reward systems can utterly fail.

3. Race against the clock Students focus more on finishing an assignment to win a classroom price, instead of learning what the lesson is meant to teach. Finishing it is more important than to actually understand it.

4. Control and manipulate Students might feel they are manipulated and controlled by you. This also teaches the student how to manipulate.

5. Increased pressure. The more you praise students, the greater the fall if they can't live up to that praise and to your expectations.

6. Bribes The line between bribes and rewards is very thin. Rewards can lead to the idea of controlling your students. You will feel more powerful and use rewards as bribes.

Activity 1. Involve your language learners when making decisions. Children who perceive they are in control are more likely to engage in their learning.

Activity 2. Answer the questions.
- ✓ What do you want your students to achieve?
- ✓ What behaviors do you want them to repeat?
- ✓ Make a chart and display it for students. You will want to be clear and positive.
- ✓ What rewards do they like?
- ✓ Which ones do they find pointless?

Activity 3. Discuss with your group students on the topics: "The Benefits of Rewards for Good Grades and The Disadvantages of Rewards".

Activity 4. Please, continue expressing positive feedback. Exactly right! Keep it up. Excellent Keep up the good work. Exceptional Magnificent Exciting Majestic thoughts Exemplary Marvelous Exhilarating Meritorious Extraordinary Much better Fabulous My goodness, how impressive!

- -
- -
- -

Activity 5. **Inspire Students to Embrace Their Mistakes and Try Again**
- ➢ "That's a really great start, but perhaps you could…"
- ➢ "You're on the right track, but you're not quite there yet." "Thanks for that idea! How about…?"
- ➢ "Can anyone add to what __ said to help us get to the right answer?"
- ➢
- ➢

CLASSROOM BEHAVIOR MANAGEMENT STRATEGIES THE BEST SOLUTIONS OF TEACHING AND LEARNING PROBLEMS AT SCHOOL

Let us talk about some **behavior management strategies** you can tap into to enhance student behavior and allow teaching and learning to proceed as planned.

1. Maintain a Routine. Having a set routine is an important behavior management tool that helps to establish guidelines and behavior expectations.

A routine ensures that students know what is coming next, so you will spend less time giving out instructions—freeing up time to do the real work. Include the students in establishing a class schedule that works for everyone and give them responsibility for some routine tasks. Do not leave out the notoriously disruptive students in your schedule—more often, a sense of responsibility can help reduce behavior issues. When a student starts to slide out of your planned routine, use non-verbal cues like hand gestures to remind students of what they should be doing. Avoid verbal cues to keep the lesson flow uninterrupted.

2. Set Rules Together With Students. Just like a routine, rules help improve student behavior. However, if the classroom teachers set the rules themselves, the class may reject them. That is why it is important to have an audience with your class to help set the rules. When children take ownership of the rules, peer pressure works in your favor to enforce them and improve behavior management. Also, have a guideline for how infractions will be dealt with. These guidelines help remove the feeling of being punished, so students will know what to expect when they are called out about their behavior. Remember to enforce the guidelines impartially and consistently. If you slack on the enforcement even once, you create a loophole that everyone will want to take advantage of. It is also important to remember not to discipline the whole class for one student's infractions. For example, disrupting class proceedings to deal with one student. This will likely alienate the whole class, who will feel wrongfully punished.

3. Create Stimulating Lessons. Imagine sitting through a meeting where the facilitator drones on for hours on end? You will probably start fiddling with your keys or just zone out right in the middle of it.

That is exactly how students feel when lessons are not exciting. Monotonous classes are sure to bring out the worst in your students. To get rid of bad behavior, make your class activities as exciting and stimulating as possible. Structure your activities to engage and involve your learners throughout the lesson. Strive to allow your students to uncover knowledge with practical activities. Most importantly, vary your teaching methods, use plenty of aids and make the work as interactive and fun as you can.

You can draw the attention of younger students by incorporating games and using plenty of actions in your learning time. With older students, try to stay relatable, for example, by referencing modern music or movies.

4. Use Positive Language Negative language has a way of reinforcing the wrong behavior. Typically, kids like to do what they are told not to do. So, rather than create a vicious cycle of behavior challenges, use positive language.

For example, instead of saying, "stop throwing those paper airplanes," you can say instead, "Can we all focus and pay attention, please." Positive language makes the students feel respected, leading to better behavior. In addition, positive language will encourage the kids to start speaking positively. For example, instead of saying, "this work is too hard for me," they will begin to say, "I can try my best." It is also important to keep your body language positive. Smile more and frown less often. Model the behavior you want to see in your students. Studies have shown that students learn from the language and behavior that educators display.

Some of the outcomes of positive language approaches include:

- A safe learning environment

- A sense of responsibility

- Self-discipline

Self-motivation

5. Develop a Relationship with Your Students

Get to know your students individually. Take time to find out their interests and dislikes. If your lessons are centered on what the learners like, you will find it easier to keep them engaged. In addition, knowing your students will help you identify some triggers to behavioral problems. For example, if a student suddenly starts lashing out and talking over you in a lesson, they may be going through some personal problems at home or facing issues like bullying at school. If you know a bit about the child, you may be able to figure out the root of the problem. Instead of punishing the bad behavior, you can talk to the student or point them in the direction of help; for example, get them to see the school counselor. One way of developing a good relationship with your class is by speaking positively about them to their parents and administrators. Use notes and calls to update their parents on their positive behavioral changes. On the other hand, have the principal or a senior administrator drop in to commend their good behavior. Your students are more likely to feel like you are looking out for them and continue to improve.

6. Adjust Your Scoring Methods Getting an F on an assignment is demoralizing. Typically, students who get poor marks are disruptive in class and deliberately fall short of behavior expectations to deflect from the real issue.

If you are dealing with a similar scenario in your class, use a less standard scoring method for grading classwork. For example, instead of grading a paper with a specific score, simply put check marks where they got it right and point out areas of improvement. This unconventional grading can help reduce the overwhelming feeling of poor grades. You may also turn it into a game. Use points to grade papers and give some rewards when a student reaches a specific number of points. Treating scores like a fun game helps motivate students to focus and improve their scores.

Activity 1. Please, use the classroom language. Show students that you value the work they put into learning. Identify milestones in the work everyone accomplishes each day.

Activity 2. Be a real teacher and begin by warning a student and having them confirm their knowledge of the classroom rules. Follow-up continued disruption by issuing demerits, detention, or other official reprimands. Never, hit, harass, embarrass or yell at students-this is counterproductive, unprofessional and often illegal.

Activity 3. Assess your students' personalities and needs. Consider your students' demographics and cultural norms.

Activity 4. Find the solutions of these problems as a future English teacher

The Problem: In writing classes, students are sometimes slow to come up with ideas for what to write about.

The Problem: Traditional grade books provide a very limited picture of a student's progress, and students have no ownership of tracking their growth.

The Problem: Students need to be reading for pleasure, but your classroom does not have enough books, and you cannot afford to buy any more.

Activity 5. Answer the following questions and share your own respond with your group members.

- ✓ What is classroom management?
- ✓ What are the components of classroom organization? Which are important for teachers to do their work well?
- ✓ What is the role of a teacher in effective classroom management?
- ✓ Why is classroom management essential for effective teaching?
- ✓ Why is classroom management so difficult for beginning teachers and a challenge to their teaching ability?
- ✓ What method of classroom management works for you?

CLASSROOM OBSERVATION TASKS. FOREIGN LANGUAGE LEARNING AND LEARNERS' INTERESTS AND ATTEMPTS

Rubin and Thompson (1982) described fourteen strategies that may help one to be a better language learner.

1. Good language learners find their own way to learn and take charge of their own Learning.

2. They organize information about the language and their own program of study.

3. They are creative and experiment with the language.

4. They create their own opportunities to practice the language.

5. They learn to live with uncertainty.

6. They use mnemonics by organizing individual items into patterns and linking things together.

7. They make errors work for them and know how to deal with errors (Do not stop talking for fear of errors).

8. They use their linguistic knowledge and rely on what they know such as their first language or other languages they know).

9. They know how to use context to help them understand the message by guessing and taking risks.

10. They need to learn to make intelligent guesses.

11. They learn expressions and idioms as wholes.

12. They learn ways to keep conversations going.

13. They make use of production techniques such as paraphrasing, using synonyms, and asking for help.

14. They use different styles of speech depending on the formality of the context

"Good Language Learners", they need to:

1. Be motivated

2. Believe that they are capable of learning; have some self-confidence

3. Be willing to accept that making mistakes is a good thing and take risks

4. Be aware of/understand their own learning style

5. Have some good learning strategies in place, including meta-cognitive strategies such as being organized, or readily learn them

6. Be willing to accept feedback and respond to suggestions

7. Be willing/able to tolerate uncertainty

8. Be willing to participate

9. See the teacher as a person who is willing to help and be willing to let go of the image that the teacher is a 'master'

Good Language Learner

The good language learner is assumed those who employ good language learning strategies in achieving successful language learning. Although teachers and researchers are of the opinion that there is 'no single method of language teaching and research findings would mark the success in language learning' Brown (2007), it was realized that some learners seemed to be successful regardless of methods or teaching techniques. Zare (2012) Rubin (1975) Stern (1975) and Rubin & Thompson (1994) described "good" language learners in terms of their personal characteristics, styles, and strategies. They believe that good language learners:

1. Take responsibility of their own learning.

2. Organize information about language.

3. Are creative and try experimenting its grammar and words

4. Create opportunities for practice inside and outside of the classroom

5. Learn to live with uncertainty by not getting confused and by continuing to talk or listen without understanding every word.

6. Use memory strategies to recall what has been learnt

7. Make errors work for them and not against them

8. Use linguistic knowledge, including knowledge of the first language, in learning a second language

9. Use contextual clues to help them in comprehension

10. Learn to make intelligent guesses

11. Learn chunks of language as whole and formalized routines to help them perform "beyond their competence"

12. Learn to use certain tricks to keep the conversation going
13. Learn to fill gaps in their own incompetence
14. Learn different styles of speech and writing to vary their language with relevance to the formality of the situation.

Activity 1. Find the solution of Learning Environment. How does the child feel in the classroom?

Another key factor is how comfortable students feel in their language-learning environment. Does their classroom feel cold and tense, or positive and relaxing? What is the school's culture and beliefs about language learning? We have found that a students' learning environment has an impact on their motivation—a low anxiety language-learning environment increases the chance for acquisition.

Activity 2. How do you engage an uninterested child? Please, perform your group members by choosing three of them.

1. Find Things They're Interested in....
2. Move Them to the Heart of the Class. ...
3. Ask Them to Help You With Something (Anything!)...
4. Pull Them Aside and Offer to Give a Second Chance. ...
5. Send a Positive Note to Their Parents.

Activity 3. Speak about 'Student Personality' in your group. Is the student introverted or extroverted? Show the ways of working with them.

A student's personality can affect how they learn a foreign language. More introverted students have been shown to take longer to acquire a language because they are more hesitant to make mistakes. Extroverted students, on the other hand, are more likely to go out on a limb and try out their newly learned vocabulary. To ensure that both personality types succeed, it is important to create an environment where students understand that mistakes are part of the learning process and it is more important to speak than to be perfect.

Activity 4. Motivation. Is the child being forced to learn, or do they want to learn the language? How to motivate the students who are being forced to learn English. Please, address your group students in order to clarify the answer of the question.

When a child understands the importance of understanding a language and can see how it directly applies to their life, they learn faster. We have found that a contextual, theme-based curriculum can help get students more excited to dive into language

learning. When they are interested in learning a language and they see meaningful connections to their lives, they begin to take risks to produce language, which helps them to acquire it, faster.

Activity 5. How do you develop interest in activities? Six Ways to Help Your Teen Experiment with Different Activities. Choose one or two of them to prove orally.

1. Take notice of interests. Your student might be interested in something that they do not realize can be pursued further. ...
2. Help them make connections. ...
3. Show enthusiasm. ...
4. Coach them through communications. ...
5. Allow the process to evolve. ...
6. Have appropriate expectations.

SEMINAR DISCUSSSIONS

1. The Responsive Classroom approach

1. Responsive Classroom is a student-centered, social and emotional learning approach to teaching and discipline. It is comprised of a set of research, and evidence-based practices designed to create safe, joyful, and engaging classrooms and school communities for both students and teachers.

2. "The Responsive Classroom approach provides prime evidence that social and emotional teaching strategies, when well constructed, lead to improved classroom behaviour and academic growth." Students learn best when their classrooms are places where they feel safe, challenged, and joyful— places that free them to learn.

3. Responsive teaching is the process of stepping in and out of a learning activity to support the student's individual needs and growing independence. Responsive teaching involves observing students carefully.

Elementary Practices (K–6)
Morning Meeting—everyone in the classroom gathers in a circle for twenty to thirty minutes at the beginning of each school day and proceeds through four sequential components: greeting, sharing, group activity, and morning message.
Establishing Rules—Teacher and students work together to name individual goals for the year and establish rules that will help everyone reach those goals.
Energizers—Short, playful, whole-group activities that are used as breaks in lessons.
Quiet Time—A brief, purposeful and relaxed time of transition that takes place after lunch and recess, before the rest of the school day continues.

Closing Circle—A five- to ten-minute gathering at the end of the day that promotes reflection and celebration through participation in a brief activity or two.

Middle School Practices (5–8)

Responsive Advisory Meeting—A practice with a set, predictable routine, organized around one of seven distinct purposes, that offers a solid framework for building meaningful connections and developing respectful and trusting relationships while meeting students' developmental needs. The meetings have four sequential components: arrival welcome, announcements, acknowledgments, and activity.

Investing Students in the Rules—A process facilitated by the teacher that is composed of four steps: setting SMART goals, connecting the goals to rules, connecting the rules to concrete behaviors, and making the rules come alive.

Brain Breaks—Short breaks in whole-class lessons that give students a chance to move and interact, used to increase focus, motivation, learning, and memory.

Active Teaching—A strategy for delivering curriculum content where the teacher presents, explains, illustrates, and demonstrates content in a way that enables students to meet a learning objective. The three phases of active teaching are Teach and Model, Student Collaboration, and Facilitate Reflection.

Student Practice—A process that follows active teaching where students explore and practice, under the teacher's guidance, the content and skills taught during a lesson. This gives the teacher the opportunity to identify and correct students' thinking before they practice further on their own.

Small Group Learning—A structured way for students to work together on a specific learning goal, assignment, or project that is organized by the teacher.

THE RESPONSIVE CLASSROOM APPROACH OFFERS A SET OF PRACTICAL STRATEGIES INCLUDING:

- ✓ Morning meetings,
- ✓ Rule creation,
- ✓ Interactive modeling,
- ✓ Positive teacher language,
- ✓ Logical consequences,
- ✓ Guided discovery,
- ✓ Academic choice,
- ✓ Classroom organization,
- ✓ Collaborative problem-solving,
- ✓ Guidelines for working with families

Classroom practices are the heart of the Responsive Classroom approach:
Logical Consequences— A non-punitive response to misbehavior that allows teachers to set clear limits and students to fix and learn from their mistakes while maintaining their dignity.

Interactive Learning Structures— Purposeful activities that give students opportunities to engage with content in active (hands-on) and interactive (social) ways.

Tips for Teachers. To Improve Attention

- ✓ Seat student near the front
- ✓ Seat student near good role model who can be a "peer study buddy"
- ✓ Cut assignments into segments giving a student one segment at a time (for instance, rather than giving a full page of math problems, which might discourage a student, cut the paper in half and ask the student to complete one half, and then turn it in; then give the student the other half.)
- ✓ Use cueing to regain student's attention (for example, holding up brightly colored paper, tapping on desk, touching shoulder)
- ✓ Establish eye contact before giving instructions
- ✓ Give short direct instructions using both visual and oral cues when possible

To Improve Organizational Skills

- ✓ Enlist parents help
- ✓ Use daily assignment sheets
- ✓ Use one notebook for everything
- ✓ Check notebook often and positively reinforce good notebooks
- ✓ Classroom Management and Teaching Modifications
- ✓ Other useful techniques include the following:
- ✓ Reduce or alternate assignments
- ✓ Extend time lines for when work is to be completed
- ✓ Use special materials that encourage and enhance abilities, such as graph paper, felt tip markers, special lined paper, etc.
- ✓ Use more visuals ‹Read a test orally
- ✓ Use multiple choice or true/false versions of tests in lieu of essay completion
- ✓ Ask for oral reports (as opposed to written)
- ✓ Accept special projects in lieu of reports
- ✓ Provide a multiplication matrix and other matrices
- ✓ Provide a list of commonly misspelled words
- ✓ Develop a performance contract between teacher, child, and parent
- ✓ Give credit for class participation
- ✓ Give one-step, short, simple directions
- ✓ Call a student's name to remind him/her that he/she will answer next question
- ✓ Use highlighting and color coding to help a student get the main point of information
- ✓ Above all, use frequent, positive reinforcement! Its benefits can last a lifetime!

Classroom practices are the heart of the Responsive Classroom approach:
Interactive Modeling—An explicit practice for teaching procedures and routines (such as those for entering and exiting the room) as well as academic

and social skills (such as engaging with the text or giving and accepting feedback).

Teacher Language—The intentional use of language to enable students to engage in their learning and develop the academic, social, and emotional skills they need to be successful in and out of school.

Logical Consequences— A non-punitive response to misbehavior that allows teachers to set clear limits and students to fix and learn from their mistakes while maintaining their dignity.

Interactive Learning Structures— Purposeful activities that give students opportunities to engage with content in active (hands-on) and interactive (social) ways.

We teach children *to be team players, problem solvers, and critical thinkers.* Through instilling safe and joyful classroom climates, creating calm and orderly learning environments, designing engaging instruction, and being responsive to our students' needs, we can make our success.

Teaching Discipline in the Responsive Classroom

Positive behavior can be taught. Three experienced teachers offer practical techniques to help you:

- Establish clear expectations for behavior from day one
- Teach students how to articulate their learning goals for school
- Create classroom rules that connect to students' goals
- Use techniques such as interactive modeling to teach positive behavior
- Reinforce positive behavior with supportive teacher language
- Restore positive behavior so that children retain their dignity and continue learning

Responsive Classroom is guided by the following *6 principles:*

- Social curriculum *is as important as academic curriculum*
- The greatest cognitive growth occurs through social interaction.
- There is a set of social skills that children need in order to be successful academically and socially.
- Knowing the children we teach – individually, culturally, and developmentally – is as important as knowing the content we teach.
- Knowing the families of the children, we teach and encouraging their participation is essential to children's education.
- How the adults at schoolwork together to accomplish their shared mission is as important as individual competencies, lasting change begins with the adult community.

Activity 1. Get to know your students
Commit to learning about your students, including their families and their interests. Involve families with take-home letters or phone calls. Use surveys and short form assignments to understand their values and habits in their own words. This will help you understand how to adjust your teaching approach so that you can support each student in the best way. Students will also feel important to the classroom when you show desire to get to know them individually.

Activity 2. Build community in the classroom

Classroom discussions or group work can encourage students to share their own perspective and practice interacting with others. Have students submit their own ideas for class projects to give them the opportunity to showcase their own strengths and learn about the strengths of their classmates. Facilitating **open and thoughtful interaction** will help all students feel safe and that their contributions are welcome in the classroom. Fostering an **inclusive educational space** by creating equity in the classroom will keep all students engaged and motivated.

Activity 3. Use real-world, relatable examples
Enhance the meaning of your lesson plans by incorporating **real-world examples and issues** in the lesson content. Reference the diversity that is reflected not only in the classroom, but also in the community and the world at large. Culturally relevant word problems and vocabulary keeps the students' attention and helps them build on their own understanding. This will allow for students to be able to **connect to the curriculum** and engage with the concepts on a deeper level.

Activity 4. Recognize your own cultural lens
Explore and reflect on your own assumptions, attitudes, and biases. Understand how your own cultural lens influences your teaching approach, and if students of different cultural backgrounds can misinterpret that. Be aware of your own behavior patterns,

especially as it relates to classroom management. Classroom management strategies have the potential to both encourage and inhibit a culturally responsive environment, and it is important to focus on the best way you can support each student.

Activity 5. Role-play. Morning meeting greeting ideas Cinderella greeting
This one can take a while – save it for a fun Friday. Students remove one shoe and put in the middle of the circle. Each student will close their eyes and grab a shoe. Then, they will guess whose shoe it is. If they are incorrect, the real owner of the shoe will reveal himself or herself. Keep going until there are no shoes left.

Activity 6. Alibi. Pick a student to be the Detective. Send them out of the room for a minute. All students will close their eyes, and the teacher will pick someone to be the Bandit. The inspector will come back and stand in the middle of the circle. Students go around in the circle and say "I didn't do it because I…." and come up with an alibi. For example, "I didn't do it because I was washing my dog." "I didn't do it because I was baby-sitting." After you go around the circle once, you will go around one more time. The Bandit is going to change their story very slightly, everyone else's alibi will stay the same. For example, the first time around the Bandit could say, "I didn't do it because I was shopping at Macy's." The second time they could say, "I didn't do it because I was shopping at Nordstrom." The Detective has to remember what everyone said in order to find the Bandit.

Activity 7. Discussion. Student-led discussion: Ask student groups or individual students to lead discussions on essays and poems from a single issue, identifying specific attributes of place-based writing and how that might apply to their own writing and/or how they perceive the places they inhabit.

CREATING A SUPPORTIVE TEACHING AND LEARNING ENVIRONMENT FOR ENGLISH LANGUAGE LEARNERS

Why go this route? It is necessary to build the environment that will support learning. It does not just magically appear. It takes time, commitment, and belief in oneself and one's students. All students can learn, given the appropriate supports and models, once the barriers to responsive education are eliminated. These barriers include:
• Climate barriers
• Expectation barriers
• Cultural barriers
• Language barriers
• Content barriers
• Resource barriers
• Delivery barriers
• Assessment barriers
• Community involvement barriers

In a supportive and responsive environment students feel more confident and capable of accessing the language and content, and teachers feel more competent, and know they have done their best to meet the needs of their students.

You will know you have arrived when…

•   When students have built meaningful and trusting relationships with other students and adults in the school

•   Students take risks in interacting with others and producing language

•   English Language Learner (ELL) attendance rates increase

•   ELLs are motivated to learn

•   There is active involvement by parents

•   Students are ready to learn!

1 Get to Know Your Students Get to know them as a whole individual, not just as an English Language Learner.

Each student comes into our school system with a cultural/linguistic background that we need to become familiar with. Understanding these unique aspects of our individual students makes the difference between the student being ready to learn or not.

2. Build Connections and Relationships It is important that the child see that you value them as a person, and are willing and eager to become an important part of their lives.

Assign the student a friend, not necessarily a same language peer. This will help them acquire English, and get them to speak English more readily. Do not have them depend too much on a native language peer to translate, or they will not strive to understand English, and will just wait for the translation. Additionally, we must encourage teacher parent, parent-teacher relationships, which can only be initiated when the student feels comfortable enough to bring the parent into the setting.

3. Increase Your Cultural Knowledge Learn as much as you can about the language and culture of your students.

Encourage students to express their points of view and opinions on different issues and share information about their culture. Bring language and culture into the classroom.

Culture is a recipe for behavior, whether it be social or academic behavior. The better we understand a student's culture, we can more fully accommodate their social and academic behavior.

4. Create an Environment of High Expectations English
Language Learners must strive to achieve the same goals as native speakers, and are capable of achieving those goals if proper supports are put in place for them from the onset.

5 Develop a Student-Centered Approach to Teaching and Learning.
Students can better acquire language when activities are planned that actively involve students.

20 Tips for Creating a Safe Learning Environment

1. Community Build All Year Long. Routinely include strategies and activities in your lessons, such as Save the Last Word for Me, that allow students to express their thoughts and ideas, build relationships, and practice collaboration. This will help grow and maintain a feeling of emotional safety in your classroom.

2. Post Student Work. When displays of essays, poems, projects, and exams dominate the walls, there is student ownership of the room. When they look around and see their own writing and thinking, they certainly experience a higher level of comfort than if they see store-bought posters. That said, if informational posters are needed, ask your students to create them.

3. Have Non-Negotiables. Along with classroom rules and procedures, students must know non-negotiables right out of the gate. My biggest non-negotiable? Name-calling. This resulted in an immediate consequence (a call to the dean and removal from the classroom that day). Tackle name calling head on or else kids will not feel safe to be themselves, let alone learn.

4. Admit when you do not know. Students appreciate when we show our humanity. Saying "I'm not really sure. Does anyone else know or might they like to look that up for us?" is powerful stuff.

5. *Read with Your Students*. The message this sends: I like to read. I do not just tell you this and grade you on how much you read, I read side-by-side with you. You see my facial expressions as I struggle to understand something difficult and you see when I feel emotion at a sad or funny part. I am a reader, too.

6. Remain Calm at All Times. Once a teacher loses it with a class or student, it takes a long time to rebuild that feeling of safety and trust within those four walls. Step right outside the door and take a few breaths. It is worth it.

7. Take Every Opportunity to Model Kindness. They will follow.

8. Circulate. Mingling lets you monitor their work, yes, but it also gives you a close view of any tensions or negative energy brewing with groups or between students. In addition, circulating gives you great opportunities to overhear a student sharing an idea or question that you can use with the whole class.

9. Address Grudges Early On. If tension is building between a couple of students, create time and space for them to talk it out while you mediate.

10. Write with Your Students. The message this sends: I like to write. I do not just tell you this and grade you on your writing; I write side-by-side with you. You see me struggle as I am drafting a poem or letter, and you see me contemplate new words, cross-out old ones, and take chances as I revise. I am a writer, too.

11. Model Vulnerability. They will appreciate this. If we are asking kids to write and talk about times they have felt scared, alone, confused, etc., we need to be willing to do the same.

12. Follow Through with Consequences. A consequence must proceed a non-negotiable. Students need to know there is a consequence for those serious infractions. They need evidence to believe they are safe in each classroom.

13. Smile Often. The antiquated saying in the teaching profession is wait until Christmas to smile. This is just plain silly. Let the children see those pearly whites often and genuinely. The more smiles we offer to students, the more we will receive.

14. Use Every Opportunity to Model Patience. They will notice.

15. Give Kids a Chance to Problem Solve on Their Own. It is so much better when ideas and solutions come from the student. This is a chance for us to ask rather than tell: "What might be some things you can start doing so you complete your homework on time? How about I write them down as you tell them to me?"

16. Laugh with your Students. The message this sends: Learning does not have to always be so serious, nor do we. Sometimes, when tensions are high, like during testing or when crazy things are happening out in the world or on campus, we need to laugh together. It is okay.

17. Offer Options. If we start an assignment with, "You will have three choices," kids may even get excited and are often much more willing than when we say, "The assignment is...." By giving kids choices, we send a message that we respect their decisions.

18. Keep the Vibes Good. Students, no matter how young, know when a teacher is not happy. Joy can be contagious, but so too can misery. Maybe a vacation, a massage, watching a TED Talk, or even changing the level of grade you teach will help re-kindle the flame between you and teaching when you are in a slump.

19. Sit with Your Students. Sitting in a chair made for a child is not the most comfortable thing for an adult. But joining a group of children at their table takes us off stage and let's us, even just for a few moments, become a member of the group. We might ask a strategic question, inquire about the group's project, or simply listen.

20. Art and Music Feed the Soul. (Moreover, they starve the beast.) Incorporate both of these routinely in your lessons.

Below, three ESL teachers tell us what they know about the things regular classroom teachers can do to improve instruction for ELL students. These 12

strategies are simple; they are not very time consuming, and best of all, they will help *everyone* in your class learn better:

1. MAKE IT VISUAL. "Avoid giving instructions in the air," says [Melissa Eddington](#), an Ohio-based ESL teacher. "ELL kids have a harder time processing spoken language." So instructions – even basic directions for classroom procedures – should be written on the board whenever possible. **Challenging concepts should be diagrammed or supported with pictures. In addition, modeling the steps of a process or showing students what a finished product should look like can go a long way toward helping students understand. "Sometimes *showing* our students what to do is all they need in order to do it," Eddington says. Not only will this kind of [nonlinguistic representation](#) improve comprehension for ELL students, it will help all of your students grasp concepts better.**

2. BUILD IN MORE GROUP WORK. **"Kids aren't just empty glasses that we pour stuff into and then at the end of the day they dump it back onto a test," says Kim, an ESL teacher who was the subject of [my very first podcast interview](#). "If you really want the kids to learn, they've got to be engaged." That means less teacher-led, whole-class instruction, and more small groups, where students can practice language with their peers in a more personal, lower-risk setting. And if ELL students attend your class with a resource teacher, make use of that person: In most cases the resource teacher doesn't have to work exclusively with the ESL students; they can work with smaller groups that happen to contain these students, helping to improve the teacher-student ratio and give kids more time to practice.**

3. COMMUNICATE WITH THE ESL TEACHER. **Mary Yurkosky, a former ESL teacher in Massachusetts, credits much of her students' success to the strong relationship *she* had with the regular classroom teachers. "The classroom teachers were always talking to me about what they were doing in their classes," she says. "They made it so easy for me to support them: If a teacher was going to be doing a unit on plants, I could make sure we used some of that same vocabulary in the ESL class." Ideally, this could be systematized, where ESL teachers could regularly get copies of lesson plans or collaborate with regular classroom teachers to build solid back-and-forth support, but "it doesn't have to be that much work," Yurkosky insists. "Just talk to each other. Talk about what's going on in your classrooms, invite each other to special presentations, share what your students are learning, and the words will naturally find their way into the ESL class."**

4. HONOR THE "SILENT PERIOD." **Many new language learners go through a [silent period](#), during which they will speak very little, if at all. "Don't force them to talk if they don't want to," says Eddington, "A lot of students who come from cultures outside of America want to be perfect when they speak, so they will not share until they feel they are at a point where they're perfect." Just**

knowing that this is a normal stage in second language acquisition should help relieve any pressure you feel to move them toward talking too quickly.

5. ALLOW SOME SCAFFOLDING WITH THE NATIVE LANGUAGE. Although it has been a hotly debated topic in the language-learning community, allowing students some use of their first language (L1) in second-language (L2) classrooms is gaining acceptance. When a student is still very new to a language, it's okay to pair him with other students who speak his native language. "Some students are afraid to open their mouths at all for fear of sounding stupid or just not knowing the words to use," Yurkosky says. "Letting them explain things or ask questions in their first language gets them to relax and feel like a part of the class." And this doesn't only apply to spoken language. If you give students a written assignment, but the ELL student does not yet have the proficiency to handle writing his response in English, "Don't make them just sit there and do nothing," Eddington says. "Allow them to write in their first language if they're able. This allows them to still participate in journal writing or a math extended response, even if you can't read what they write." There has even been some evidence that allowing second-language learners to pre-write and brainstorm in L1 results in higher quality writing in L2 in later stages of the writing process.

6. LOOK OUT FOR CULTURALLY UNIQUE VOCABULARY. "For most of these kids, their background knowledge is lacking, especially with things that are unique to American or westernized culture," says Eddington. It is important to directly teach certain vocabulary words: "Show them videos of what it looks like to toss pizza dough, show pictures of a juke box or a clothing rack – things that are not common in their own language." One way to differentiate for ELL students is to consider the whole list of terms you are going to teach for a unit, and if you think an ELL student may be overwhelmed by such a long list, omit those that are not essential to understanding the larger topic at hand.

7. USE SENTENCE FRAMES TO GIVE STUDENTS PRACTICE WITH ACADEMIC LANGUAGE. All students, not just English language learners, need practice with academic conversations. Sentence frames – partially completed sentences like "I disagree with what _____ said because…" – show students how to structure language in a formal way. Keep these posted in a highly visible spot in your classroom and require students to refer to them during discussions and while they write. For this kind of language to really sink in, though, Kim says it has to become a regular part of class. "They won't do it if it's not the norm in the class, because they'll be embarrassed to use it among their peers," she says. "But if they can put it off on the teacher and say, *Oh, well, you know, Miss Kim makes me talk like this*, and then they don't look as hoity-toity as they would otherwise."

8. PRE-TEACH WHENEVER POSSIBLE. **If you are going to be reading a certain article next week, give ESL students a copy of it now. If you plan to show a YouTube video tomorrow, send a link to your ESL students today. Any chance you can give these students to preview material will increase the odds that they will understand it on the day you present it to everyone else. "That kind of thing is wonderful," Yurkosky says. "The kids feel so empowered if they've had a chance to look at the material ahead of time."**

9. LEARN ABOUT THE CULTURAL BACKGROUND OF YOUR STUDENTS…**Our second-language populations grow more diverse every year. Taking the time to learn the basics of where a child comes from —** *exactly***, not 'somewhere in the Middle East/South America/Asia/Africa' — tells the student that you respect her enough to bother. Kim remembers one time when she had to set the record straight about the diverse South American population at her school: "I was listening to the teachers talking about the 'Mexican' kids in our building," she says, "and I was like, 'We don't** *have* **any Mexicans.'" Not taking the time to at least correctly identify a child's country of origin, much like not bothering to pronounce their name correctly, is a kind of [macroaggression](), a small, subtle insult that communicates hostility toward people of color. Make a commitment to be someone who bothers to get it right. Once you have the country straight, take things up a notch by learning about students' religious and cultural practices. If he is a practicing Muslim, he should be told if one of the pizzas you ordered for the class party has sausage on it. If she comes from a culture where eye contact with adults is viewed as disrespectful, you will know not to force her to look you in the eye when she's talking.**

10. …BUT DO NOT MAKE A CHILD SPEAK FOR HIS ENTIRE CULTURE. **In her [podcast interview](), Kim shared a story about watching a teacher ask a new Iraqi student how he felt about the war in his country, right in the middle of class. "That's not cultural inclusiveness," she explains. "I've seen teachers do this and then pat themselves on the back. The students' English is limited so they can't express themselves very well, and they don't want to 'represent'; they just want to be there." If you anticipate a theme coming up in your class that is going to be relevant to one of your students, have a conversation with them in advance, or check with your ESL teacher to see if they think it is appropriate for in-class discussion.**

11. SHOW THEM HOW TO TAKE *THEMSELVES* LESS SERIOUSLY… **By modeling the risk-taking that is required to learn a new language, you help students develop the courage to take their own risks, and to have a sense of humor about it. "I tried to say the word 'paint' (***pinta***) in Portuguese and instead I said the word for 'penis' (***pinto***). They all roared with laughter while I stood there with a** *What??* **Look on my face," Yurkosky says. "When they explained what I'd said, I laughed so hard! I told them that laughing was fine because sometimes mistakes are really funny, but ridicule is never okay."**

12. …BUT ALWAYS TAKE *THEM* SERIOUSLY. **One of Kim's pet peeves about how teachers interact with English language learners is the way they often see students' efforts as 'cute,' missing the whole point of what the student is trying to say. "A student will be desperate to communicate, and the teacher will get distracted by the delivery and miss the message," she says. "That's painful for me to watch." It bothers her when teachers mistake a lack of language for a lack of intelligence or maturity. When a child cannot express themselves as well as they would in their native language, it is far too easy to assume the concepts just are not in their heads. "It breaks my heart when I hear teachers say (ELL kids) don't know anything," says Eddington. "These are brilliant kids and they know a lot. They just can't tell us in English yet." Make a conscious effort to see past the accent and the mispronunciations and treat every interaction — every student — with the respect they deserve. "They're doing twice the job of everybody else in the class," Kim adds, "even though the result looks like half as much."**

 Activity 1. Work with the group. Make a Burger

Class Time: 5–10 minutes Group Size: 5–7 students Resources Needed: Burger template cut out into pieces, tape Skills Focus: Teamwork, Trust-Building

This is a rather quick and silly team-building activity for high school students. Instruct the class that they are to work in groups to make a full hamburger that starts with a bun, and that has pickle, lettuce, tomato, cheese, meat and another bun *in that order.* Tape one ingredient onto each student's back and instruct students to work together to find all the necessary ingredients and then line up in order. The first group to do so correctly wins.

Either you can play silently, or you can tell students to say what ingredient is on their backs, but instead only provide hints. Academic Focus: Replay this game using vocabulary words and definitions, planet names, math problems and solutions, and so on.

Activity 2– Vocabulary Improving

Class Time: 5–10 minutes Group Size: Any range between five students and full class Resources Needed: List of academic vocabulary to use, example video Skills Focus: Trust Building

Have students stand in a circle. The first student chooses a subject-related word and acts out a motion that corresponds with the word's meaning in some way. The rest of the students in the group then echo the word and the motion together. The next student in the group chooses a new word and acts out a corresponding motion. The rest of the students then echo that word and motion, followed by the first student's word and motion. This sequence

repeats until all students in the group have their own word and motion and have reiterated everyone else's word and motion.

To begin the game, the first student says his/her word and motion and then says another student's word and motion. That student must say his/her word and motion and pick another student's word and motion. The game repeats until a called-upon student cannot recall another's word and motion fast enough (three seconds) and is "out." When only two people are left, both are winners.

Caveat: no student can reiterate the previous student's word and motion.

Academic Focus: By creating motions tied to academic vocabulary and reiterating these words and motions numerous times, students develop deep connections to these words. Try playing this game throughout the year, and have students use their peers' previous words and motions to call upon them, as well as current words and motions.

Activity 3. Work with your own voice, sound and intonation. Make Your Voice Interesting.
Think of a boring lecture, droning on and on for hours on end. You don't want to be that teacher! Think of yourself as an actor on the stage. Your job is to catch and keep the attention of your audience. To help keep the focus on you when you speak. Changing the way you speak will keep the attention of your listeners. Experiment with altering the volume, expression, and tone you use **Topic: How to become a qualified teacher!**

Activity 4. Identifying the body language. Get a video from online sources and present it to the group one at a time. Give a short description of what is going on in the video. You have to pay attention to gestures, body movements, and much more. Get each participant to retell aloud his or her description. It might be surprising to learn that many participants will disagree about the video they just saw.

Activity 5. Dos and don'ts. Dividing the group into 2 parts. One student can be a new teacher; one-group students can give her some advice by using dos, other don'ts related to the classroom language.

Activity 6. Describe the picture.

Activity 7. Write two instructions for each of the following situations

To attract students' attention
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………

~ To deal with noise in the classroom.
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………

~ To ask students to work with partners
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………………………………………………………………………………………………
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~ To check students' understanding.
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………………………………………………………………………………………………
………………………………………………………………………………………………

~ To make remarks/ comments on a student's incorrect answer.
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………

~ To praise a student for the right answer.
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………

Activity 8. Look at a jumbled list of phrases under the table and allocate them in relevant columns.

Welcoming, introducing your topic	1. 2. 3. 4. 5.
Starting the presentation	1. 2. 3. 4. 5.
Closing a section of the presentation	1. 2. 3. 4. 5. 6.
Referring to a previous point made	1. 2. 3. 4.
Concluding and summarizing the presentation	1. 2. 3. 4.

Finishing and thanking	1.
	2.
	3.
Inviting questions	1. 2. 3.

a) That brings the presentation to an end.
b) I hope you all had a pleasant journey here today.
c) I'll come back to that question later if I may.
d) I'll / We'll come back to that question later in my presentation.
e) I'll / We'll look at that point in more detail later on.
f) Now let's take a look at … .
g) Next I'd like to take a look at … .
h) Moving on to the next section, let's take a look at … .
i) The purpose of today's presentation is to … .
j) In today's presentation I'd like to … show you … . / explain to you how to...
k) In today's presentation I'm planning to … look at … . / explain … .
l) Perhaps we can look at that point at the end / a little later.
m) Let's start with / start by looking at … .
n) In today's presentation I'm hoping to cover three points: firstly, … , after that we will look at … , and finally I'll … .
o) If anyone has any questions, I'll be pleased to answer them.
p) If anyone has any questions, I'll do my best to answer them.
q) If anyone has any questions, please feel free to ask them now.
r) Finally, I'd like to finish by thanking you (all) for your attention.
s) I'd like to thank you (all) for your attention and interest.
t) So, that's an overview of … .
u) Beginning a new section of the presentation
v) Now let's move on to … .
w) As I mentioned earlier … .
x) You may recall that we said … .
y) You may recall that I explained … .
z) Well, that brings us to the end of the final section. Now, I'd like to summarise by …

Activity 9. Learn these adjectives by heart. Some possible adjectives for language leaners to use.

A	Adventurous, ambitious, amusing, affectionate , adorable, active
B	Brave, bright, broad-minded, brilliant, beautiful, babyish

C	Calm, careful, charming, cute, cheerful, clever, competent
D	Dear, delightful, devoted, diligent, downright, direct
E	Emotional, easy-going, elegant, energetic, earnest, educated
F	Fabulous, faithful, famous, fantastic, forceful, friendly,
G	Glorious, glamorous, gregarious, generous, gentle, gleeful
H	Hard-working, handsome, harmonious, honest, hospitable, helpful
I	Ideal, imaginative, intelligent, impeccable, insistent, imaginary
J	Jaunty, jealous, joyful, joyous
K	Kind, kindhearted, keen, known, knowledgeable
L	Lavish, loving, loyal, luminous, lucky, lustrous
M	Majestic, magnificent, marvellous, modern, modest
N	Nice, natural, naïve , nifty
O	Obedient, original, outstanding, optimistic, outgoing
P	Polite, powerful, passionate, prestigious, practical
Q	Quick, qualified, quiet, quirky
I	Inventive, intuitive, impartial
S	Sincere, sympathetic, sociable, stable, stylish
T	Talkative, thoughtful, tidy

Activity 10. Give your personal ideas related to the Most Common EFL Problems and How to Solve Them

1. Students speak more of their native language than English

The lower the students' level or ages, the more probable it is that they will speak their native language most of the time. Some will even chat in pairs or small groups, completely oblivious to what is going on in class.

Solution: ???

2. **One student in particular dominates the lesson**

This is the type of student I like to call the "eager beaver": they always raise their hands first or just blurt out the answer with absolutely no regard for the other students in the class. They are often competitive and like to win.

Solution: ???

3**. Students are too dependent**

The other side of the coin is when you have students who constantly seek your help. They may ask you to help them complete an exercise or just blurt out they can't/don't know how to do something on their own.

Solution: ???

4. **Students arrive late or disrupt the class**

A cell phone rings, while a latecomer joins the class. You barely say two words and another student shows up. In addition, the interruptions go on and are worse in larger groups.

Solution: ???

5**. Students don't do homework**

Some students never do homework or any work outside the classroom. This is often the case with adults who say they never have time.

Solution: ???

3. THE USAGE OF ENGLISH CLASSROOM EXPRESSIONS IN TEACHING A FOREIGN LANGUAGE

What is classroom language? **Classroom language is the routine language that is used on a regular basis in classroom like giving instructions of praise, for example "Take out your books" or "Please sit down". This is language that teachers are used to using and students are used to hearing, but when teaching a language it takes a while to learn this part of the language. Knowing these language basics reduces the amount that students are forced to use their mother tongue and increases the amount of the target language they are using; it makes the language classroom environment more authentic.**

Why can teaching classroom language pose a challenge?

Teachers often have trouble when trying to integrate classroom language into a lesson. The difficulty often lies in that many second language teachers learned the language themselves after childhood, so are not exposed to authentic classroom language. Those teachers must make a particular effort to seek out what the correct language is in order to create the most authentic experience for the students. Students often encounter difficulties when the form in the target language does not make sense in their mother tongue; students must learn to accept that different languages work in different ways.

How can classroom language be taught?

When teaching classroom language, there are several strategies, a teacher can employ to facilitate the learning:

- Teach the students the classroom language in a <u>scaffolder</u> way. Start with short commands, maybe just one word such as "Sit". Then the teacher can progress to a longer command, such as "Sit down please" and eventually students can learn alternate phrases that mean the same think, for example "Take a seat".
- Make sure the students know what this language is for. Don't leave them out of the learning process; they should know that the more they use the language, the more they will develop and that these forms are meant to help use the language in the most natural way possible.
- Once you introduce the concepts, use them! Employ them as much as possible so the students become accustomed to them and eventually are able to use them as well.
- Use prompts such as <u>language ladders</u> or visuals to help students learn and remember the classroom language. The web site <u>Encouraging Classroom Language Use</u> discusses several different types of prompts that can be used.

Here are some examples of classroom language:
How do you say…
Can I go to the washroom?
Find a partner.
Raise your hand.
Form a line at the door.

The use of classroom English is a good beginning step for encouraging students to feel comfortable in a foreign language and for them to begin to "think" in that language. The more times they use the phrases, the comfortable they will be. The goal is to get students to react in English, rather than in Uzbek.
Teachers have many different ways of telling students to do things and of interacting with their students in a social way. In addition, students have their own phrases to communicate with each other and to talk to their teacher.
<u>Another one that's used to keep people quiet!</u>

Teachers may say this if there is an argument or a group of children that are making too much noise in the class. It's a way to cut through this noise and make sure everyone knows the teacher is in charge. The idea then is that the children literally put their fingers on their lips to stop them speaking over each other. Then maybe the teacher will encourage the class to share ideas together about what they did at the weekend or something interesting that they have to show the class. They can do this in a couple of ways or by using a couple of activities.

Controlling the class
These expressions are among the first that students learn and start using among themselves spontaneously. Learners like to take on the Teacher's role and control other classmates.

• Please, be quiet! Speak quietly! Can't you speak more softly? No noise, please.
• Stop chatting! Stop speaking! Whisper, do not shout! Silence! Shut up, will you?
• Please, pay attention!
• Don't do that! Do not touch! Put that away!
• Calm down! Settle down! Sit still!
• Juan, stop bothering David!
• Stop playing with your pencil.
• Stop talking and watch the video.
• Stop talking and listen, please.

Praise and correction

Instead of just 'good' and 'not very good' here are some more expressions you can use from the start when praising or correcting students' work.
• Brilliant! Excellent! Wonderful!
• Good! Good job! Very good!
• Great! Very well done!
• Yes, that is right. That is it!
• Nice work!
• Yes! OK!
• That is not right, try again.
• Not quite right, try again.
• That is nearly right. That is better!
• Today I am happy/not very happy with you.

Action games. Take the opportunity to play games outside the classroom. Playground language promotes the learning of social language.

• Let's go to the playground. • Let's go to the gym. Let's go outside You're in! You're out! • Don't cheat! • It's not fair! • It's your turn. It's my turn. • Wiggle your fingers/toes/bottom! • Tickle your tummy! • Pull your ears! • Hold hands. • Wink your eye! • Freeze!	• The basketball court. • The football pitch. • The water fountain. • A bench. • Sit on the ground. • Stand side by side. • Stand face to face. • Stand back to back Nod your head!	• Make two groups. • Stand in the middle. • Don't cross the line. Stay behind the line. • Get into line. • Skip! • Hop! Jump! • Turn around! • Take two small steps. Take two giant steps. • Walk like an Egyptian!

	• Sit down! Stand up! • Cross your arms. • Lie on the mat. Sit cross-legged on the floor. • Kneel on the floor. • Make a circle.	• Shake your arms! • Snap your fingers! • Stamp your feet!

➜**Ending the class. Before your students leave, get them ready for the next class and leave them with a positive message.**

• Stop working!
• It is time to go. It is time for lunch. It is break-time.
• See you later! See you tomorrow. See you next week! See you on Monday!
• Put away your things! Books away!
• Clean up! Tidy up!
• Put it in the bin, please!
• Put on your jackets!
• Clean the board, please.
• You worked really well today.
• We learned a lot today.
• Goodbye!/Bye-bye!/Cheerio!
• Enjoy your holidays! Have a nice weekend!

Encouragement
That is interesting!
That really is very kind of you.
Do not worry about it.
Do not worry; I am sure you will do better next time.
I am impressed. I knew you could do it!
Have a go! Have another try!
Practice makes perfect.
Good! Excellent! Well done! That is great!
That' much better! You are really improving.
Your marks will get better if you practice more.
Stop making excuses.
Do not pretend you cannot speak English, I know you can.
Your marks are getting better all the time.

Encouragement
That is interesting! That really is very kind of you. Don't worry about it.
Do not worry; I am sure you will do better next time. I am impressed. I knew
you could do it! Have a go! Have another try! Practice makes perfect. Good!

Excellent! Well done! That is great! That' much better! You are really improving. Your marks will get better if you practice more. Stop making excuses. Do not pretend you cannot speak English, I know you can. Your marks are getting better all the time.

Activity 1. Creating Classroom Rules Together.
1. Treat others, as you would like to be treated.
2. Respect other people and their property (e.g., no hitting, no stealing).
3. Laugh with anyone, but laugh at no one.
4. Be responsible for your own learning.
5. Come to **class** and hand in assignments on time.
6. Do not disturb people who are working.

*A*ctivity 2. **What can be done to improve following instructions? Please, perform as a teacher.**

- **Eye contact:** Get the child's visual attention before giving them an instruction.
- **Single instructions:** Give your child only one instruction at a time.
- **Simple language:** Keep language simple and direct.
- **Break verbal instructions into parts:** Instead of "Go and get your lunchbox and your hat and go outside", say "Get your lunchbox." When the child has followed that instruction, say, "Now get your hat" then "OK, now you can go outside".
- **Repeat:** Get your child to repeat the instruction to ensure that they have understood what they need to do (e.g. "Go and get your bag then sit at the table. What do I want you to do?').
- **'First/Then':** Use this concept to help the child know what order they need to complete the command (e.g. "First get your jacket, and then put on your shoes").
- **Clarify:** Encourage the child to ask for clarification if they forget part of the instruction or have trouble understanding what they need to do. Encourage them to ask for the command to be repeated or clarified (e.g. "Can you say that again please?").
- **Visual aids** (e.g. pictures, gestures, body language and facial expression) can be used to assist the child's comprehension and recall of the instruction.
- **Visual cues** can often be very useful to help the child to follow longer instructions as it provides them with something to refer back to if they are having difficulty remembering what they need to do. It also highlights the order in which they need to complete the instruction.

Activity 3. Activities to encourage English. Be a teacher and use the classroom language. Here are more ways to create opportunities for simple communication in English lessons:

- Start each lesson by asking students about their week, weekend or previous evening. Talk about yours in a natural way: "Did anyone see that funny film on TV last night?"

- Ask students about their area or information you may need to know. Simple requests for help, such as: "Does anyone know if there is a bank open on Saturday here?" Ask for suggestions for places to visit. Even with beginners, opportunities can arise: ask for the time, the date, how to get to places nearby etc.

- Involve students in board work, asking them to spell aloud a word you are writing, inviting younger learners to complete a summary, write a question or correct a mistake on the board.

- Avoid asking, "Do you understand?" Try to get more comments with questions to check understanding: "Why is there a 's' on this verb?" or "Can you pronounce this word?"

- Get students to refer to an English-English dictionary (take your own if necessary). Play games involving definitions (e.g. Guessing a described object; animal, vegetable or mineral?; or What's my line?) Do simple crosswords with clues.

- Play games where use of the mother tongue loses points for the team.

- Practice and encourage all common classroom requests: "Can I have another piece of paper?" or "May I go to the toilet, please?" - Students may not use English requests amongst themselves but insist they do with you.

Encouraging students can eventually pay-off. If they enjoy your lessons, their attitude to speaking English will improve over time.

Activity 4. Draw My Directions, <u>Drawing is a simple way to engage students' bodies</u> as well as their creativity when they're learning about prepositions. In this exercise, you will give instructions for drawing a picture without telling your students the object they are drawing.

As you give the instructions, you should use prepositions to describe each piece of the picture in relation to the other. Students will not be able to see the picture you are describing. For example, if you wanted students to draw a simple house, you might give these instructions:

- *Draw a large square on the bottom half of your paper. Draw two small squares inside the large square at the top. The small squares should be opposite each other.*
- *Draw a rectangle under one of the small squares. Draw a triangle on top of the large square. Draw a small circle inside the rectangle. It should be in the middle of the rectangle and to one side.*
- *Finally, draw two lines through each small square dividing it into four smaller squares.*

After you give the directions, hold up your picture so they can see what they were drawing was a house, and let students see how close they got to the original picture.

You can do a more complicated version of this activity by collecting several pictures from magazines. Match each student with a partner, and have the two sit back to back. One person will describe the picture without telling the other what it is, while their partner draws following the directions they hear. Be sure to give each student a chance to describe and draw using a different picture each round.

Activity 4. Paper Bag Neighborhoods. In this art/grammar activity, students will create their own model town based on the directions you give them. Start by giving each student written directions on how to build a paper bag house. You can find an example of the paper bag houses here. Your directions should include specifics locations for windows, doors, etc.
These directions should include prepositions. If you like, have several different versions of the directions so that not everyone's house looks the same when it's complete, or give different directions for schools, libraries and public service buildings. You can also let students decorate their houses. Then give the class instructions on how to arrange the houses into a town.
You will need a large area of your classroom or a blank bulletin board to hold the completed town. Make sure your town description also includes prepositions to specify where each building should go (e.g., the police station is across the street from the school). Have students work together to put their roads, landmarks and houses in the correct positions in the town.

Activity 4. I Spy Lookout. Give students a copy of an "I spy" page or project one on your board. You can find some here. Ask your students to find certain objects that appear in the picture. When someone has found the object, they share with the class where it is, but they are not allowed to touch the picture or point to the object. They must use prepositions to describe its position in relation to the other objects on the page.
You can also play this game in reverse. Have one-student give clues to a certain object in the picture. Their classmates must then guess which object they are describing, based on the clues. The person who first identifies their classmate's object gets to describe the next one for the class.
You can have a lot of fun in the classroom when teaching prepositions, especially if you use these hands-on activities. It will benefit your students in many ways, and you will have a more memorable and creative classroom as well as happier students.

4. TEACHERS' ROLES AND STYLE. CULTURAL EXPECTATIONS

What are your roles as a teacher?

As a teacher, one of your main roles is to motivate your learners to develop their ability and aspiration to learn. You may read about delivering training and facilitating learning, but in reality you do much more than that. Your role is not just about [teaching](#) your subject or preparing learners for assessment. The focus of your role relates very much to inspiring your learners to change and develop their personal, social and professional skills to the best of their ability. In this respect, your ultimate aim is to enable your learners to understand how to take responsibility for their own development. You can do this by planning and preparing teaching and learning activities that take account of the needs and well-being of individual learners as well as groups of learners. Some key aspects of your role as a teacher may be:

- ✓ carrying out initial and/or diagnostic assessments;
- ✓ clear communication with your learners, other professionals and stakeholders;
- ✓ promoting appropriate behavior and respect for others;
- ✓ identifying and meeting individual learners' needs;
- ✓ being aware of the support mechanisms available;
- ✓ being organised;
- ✓ being reflective, which means learning from successes as well as mistakes.

What are your responsibilities as a teacher?

As a teacher, a primary responsibility is to ensure that learners are enrolled onto the correct course, in terms of meeting their needs, abilities and aspirations. Further to this, you need to ensure that your learner is on the appropriate course in terms of meeting their award and organisational requirements. In order to do this you will probably have responsibility for the following:

- promoting a safe and supportive learning environment;
- promoting equality and diversity;
- adhering to key legislation, regulatory requirements and codes of practice;
- modelling professional behaviour at all times to inspire your learners;
- ensuring your own professional development;
- contributing to a team of professionals in order to improve the experience and achievement of your learners;
- designing or contributing to the design of the course curriculum
- negotiating appropriate learning targets f ○ or the group and individuals as appropriate to their needs and aspirations as well as the course aims;
- planning learning activities based on the needs of your group and specific individual needs within the group;
- designing or amending learning resources that are varied, appropriate to the award aims, and intellectually challenging for your learners;
- keeping accurate records to contribute to your organisation's quality improvement strategy. This will include keeping accurate records of recruitment, retention, achievement and progression of your group, as well as evaluation of how these can be improved;

- keeping accurate records of individual learners' progress and future needs. This is often recorded in the form of an individual learning plan;

providing learners with appropriate points of referral as required.

Teachers play vital roles in the lives of the students in their classrooms. Teachers are best known for the role of educating the students that are placed in their care. Beyond that, teachers serve many other roles in the classroom. Teachers set the tone of their classrooms, build a warm environment, mentor and nurture students, become role models, and listen and look for signs of trouble.

Teaching Knowledge. The most common role a teacher plays in the classroom is to teach knowledge to children. Teachers are given a curriculum they must follow that meets state guidelines. This curriculum is followed by the teacher so that throughout the year, all pertinent knowledge is dispensed to the students. Teachers teach in many ways including lectures, small group activities and hands-on learning activities.

Creating Classroom Environment. Teachers also play an important role in the classroom when it comes to the environment. Students often mimic a teacher's actions. If the teacher prepares a warm, happy environment, students are more likely to be happy. An environment set by the teacher can be either positive or negative. If students sense the teacher is angry, students may react negatively to that and therefore learning can be impaired. Teachers are responsible for the social behavior in their classrooms. This behavior is primarily a reflection of the teacher's actions and the environment she sets.

Role Modeling. Teachers typically do not think of themselves as role models, however, inadvertently they are. Students spend a great deal of time with their teacher and therefore, the teacher becomes a role model to them. This can be a positive or negative effect depending on the teacher. Teachers are there not only to teach the children, but also to love and care for them. Teachers are typically highly respected by people in the community and therefore become a role model to students and parents.

Mentoring. Mentoring is a natural role taken on by teachers, whether it is intentional or not. This again can have positive or negative effects on children. Mentoring is a way a teacher encourages students to strive to be the best they can. This also includes encouraging students to enjoy learning. Part of mentoring consists of listening to students. By taking time to listen to what students say, teachers impart to students a sense of ownership in the classroom. This helps build their confidence and helps them want to be successful.

Signs of Trouble. Another role played by teachers is a protector role. Teachers are taught to look for signs of trouble in the students. When students' behaviors change or physical signs of abuse are noticed, teachers are required to look into the problem. Teachers must follow faculty procedures when it comes to following up on all signs of trouble.

In the class, The teacher should …

✓ Prepare well each and every aspect of the lesson before the delivery of the lesson

- ✓ Motivate the students before the actual delivery of the lesson
- ✓ Link the topic with the previous knowledge of the students
- ✓ Develop and use the relevant teaching aid
- ✓ Use a combination of different methods and techniques of teaching
- ✓ Interact with the students to induce curiosity, motivate, and provoke thinking, imagination and application of the concept taught
- ✓ Give activity/application- based work/assignment beyond the book, with guidance to use various resources and keep a record of the work given
- ✓ Maintain cleanliness and discipline.

The Class teacher must…

- ✓ **appoint monitors for different duties**
- ✓ **mark the attendance** of the students in the class register with the help of the class monitor
- ✓ **create a learning environment** for the students by decorating the board with noble work of great personalities to inspire the students
- ✓ **display** clearly the **time table** of the class

The teacher should not…

- ✓ **leave** the assembly or the class **unattended** at any cost
- ✓ **stand in groups** and **gossip** during the assembly
- ✓ **use only 'telling' method**, without any discussion or interaction
- ✓ **use guides**, help books, as they hamper the thinking process
- ✓ **humiliate a child** or resort to corporal punishment

Classroom Management Styles: What is yours?

Classroom management styles directly influence your effectiveness as a teacher as well as your sense of fulfillment and satisfaction in your role. Classroom management refers to the organization of the learning environment in relation to keeping students on track to learn. Your classroom management style directly impacts your effectiveness as a teacher, but do you know what your classroom management style is? Many teachers choose strategies that align with their teaching philosophy without considering how those strategies come together.

Authoritarian

The authoritarian teacher exhibits a high level of control over the classroom, but a low level of involvement with students. This teacher strictly enforces the rules, assigns seats and provides a lot of direct instruction. Authoritarian teachers avoid close connections with students. They often know little about their students' home lives and place little value on the home-school connection. This teacher likes a plan and will not tolerate problematic behavior in the classroom. The teacher expects students to remain quiet and discourages active discussions. Quick and unquestioned compliance with demands is expected. Any inappropriate behavior encounters strict punishment.

Permissive

The permissive teacher has low levels of both control and involvement. This teacher has checked out and does not prepare lesson plans. They tend to "wing it" and rely heavily on movies to fill the time. The students have taken control of the class and the teacher makes few moves to challenge this. They know little about the students and is not invested in their success. The permissive teacher interacts little with students and engages in their own entertainment rather than attending to the needs of the students.

Indulgent

The indulgent teacher has a high level of involvement with students, but a low level of control. This teacher cares for the students and loses authority by becoming friendly with the students. This teacher is prepared for lessons but is not able to direct the students enough to present the lessons. The students generally do what they want and the teacher allows them to freely express themselves. Students rarely encounter punishment and the teacher encourages students to make their own decisions.

Authoritative

The authoritative teacher has high levels of both control and student involvement. This teacher is firm but fair. The teacher provides positive reinforcement for a job well done encourages class discussions and considers reasonable consequences for behavior. The authoritative teacher is invested in the success of the students and cares about what happens to them outside of school. Rules are consistent and regularly enforced. The teacher encourages autonomy and independence in the students.

The following 10 roles are a sampling of the many ways teachers can contribute to their schools' success.

1. Resource Provider. Teachers help their colleagues by sharing instructional resources. These might include Web sites, instructional materials, readings, or other resources to use with students. They might also share such professional resources as articles, books, lesson or unit plans, and assessment tools.

2. Instructional Specialist. An instructional specialist helps colleagues implement effective teaching strategies. This help might include ideas for differentiating instruction or planning lessons in partnership with fellow teachers. Instructional specialists might study research-based classroom strategies; explore which instructional methodologies are appropriate for the school; and share findings with colleagues.

3. Curriculum Specialist. Understanding content standards, how various components of the curriculum link together, and how to use the curriculum in planning instruction and assessment is essential to ensuring consistent curriculum implementation throughout a school. Curriculum specialists lead teachers to agree

on standards, follow the adopted curriculum, use common pacing charts, and develop shared assessments.

4. Classroom Supporter. Classroom supporters work inside classrooms to help teachers implement new ideas, often by demonstrating a lesson, co-teaching, or observing and giving feedback.

5. Learning Facilitator. Facilitating professional learning opportunities among staff members is another role for teacher leaders. When teachers learn with and from one another, they can focus on what most directly improves student learning. Their professional learning becomes more relevant, focused on teachers' classroom work, and aligned to fill gaps in student learning. Such communities of learning can break the norms of isolation present in many schools.

6. Mentor. Serving as a mentor for novice teachers is a common role for teacher leaders. Mentors serve as role models; acclimate new teachers to a new school; and advise new teachers about instruction, curriculum, procedure, practices, and politics. Being a mentor takes a great deal of time and expertise and makes a significant contribution to the development of a new professional.

7. School Leader. Being a school leader means serving on a committee, such as a school improvement team; acting as a grade-level or department chair; supporting school initiatives; or representing the school on community or district task forces or committees. A school leader shares the vision of the school, aligns his or her professional goals with those of the school and district, and shares responsibility for the success of the school as a whole.

8. Data Coach. Although teachers have access to a great deal of data, they do not often use that data to drive classroom instruction. Teacher leaders can lead conversations that engage their peers in analyzing and using this information to strengthen instruction.

9. **Catalyst for Change.** Teacher leaders can also be catalysts for change, visionaries who are "never content with the status quo but rather always looking for a better way" Teachers who take on the catalyst role feel secure in their own work and have a strong commitment to continual improvement. They pose questions to generate analysis of student learning.

10. Learner. Among the most important roles teacher leaders assume is that of learner. Learners model continual improvement, demonstrate lifelong learning, and use what they learn to help all students achieve.

Roles for All

There is no one best teaching style. Effective teachers use a variety of styles, and they know how and when to choose the most appropriate one for the specific situation. In essence, the three teaching styles boil down to this:

Direct — tell students what to do

Discuss — ask questions and listen

Delegate — empower students

Teachers' Roles and Styles

1. Roles. A teacher has to play many roles. Think of the possibilities: authority figure, leader, knower, director, manager, counselor, guide, and even such roles as friend,

confidante, and parent. Depending on the country, you are in, on the institution in which you are teaching, on the type of course, and on the makeup of your students, some of these roles will be more prominent than others, especially in the eyes of your students.

2. Styles. Your teaching style is another affective consideration in the development of your professional expertise. Teaching style will usually be consistent with your personality style, which can vary greatly from individual to individual. As you consider the teaching styles below, remember that each represents a continuum of possibilities:

Shy	Gregarious
Formal	informal
Reserved	open, transparent
Understated	dramatic
rational	Emotional
Steady	variety of moods
Serious	Humorous
Restrictive	Permissive

Cultural expectations. Western cultures emphasize nondirective, no authoritarian roles and teaching styles in the right hand column in the list. One major consideration, therefore, in the effectiveness of playing roles and developing styles is the culture in which you are teaching, and/or the culture of your students. Listed below are a number of cultural expectations of roles and styles as they relate to teachers, students, and schools:

Teachers are expected to have all the answers	*Teachers are allowed to say "I don't know"*
Teachers are expected to suppress emotions (and so are students)	*Teachers are allowed to express emotions (and so are students)*
Teachers interpret intellectual disagreement as personal disloyalty	*Teachers interpret intellectual disagreement as a stimulating exercise*
Teachers reward students for accuracy in problem solving	*Teachers reward students for innovative approaches to problem solving*
Students admire brilliance in teachers	*Students admire friendliness in teachers*
Students should speak in class only when called on by the teacher	*Students are encouraged to volunteer their thoughts*
Teachers should never lose face; to do so loses the respect of students	*Teachers can admit when they are wrong and still maintain students' respect*
Students expect the teacher to show them "the way"	*Teachers expect students to find their own way*

Activity 1. Please read the information about 'The Authority Style' , prepare teaching material and act as a foreign language teacher, which is mentioned below. Your performance should be taken 5 minutes and let your group mates to identify the teaching style.

1. **The Authority Style**

The authority style *is primarily used in a lecture or auditorium setting*, whereby the teacher will give a lengthy, one-way discussion on a pre-assigned topic whilst students take notes and memorize key pieces of information. Though popular in higher education when there is a large group of students present, the authority or lecture style is less common in the standard classroom setting. This is because the strategy offers little to no student participation, making it impossible to meet the needs of each individual pupil. The Authority method, also known as the lecture style, involves sitting and listening to the instructor speak about a pre-assigned topic while the students take notes and memorize to the best of their ability what is being said. *This particular style is more popular in universities and some high schools due to a larger student population*. However, less common in the standard classroom setting due to its lack of allowance of student participation and inability to meet individual needs.

Activity 2. Please read the information about 'The Delegator Style', prepare teaching material and act as a foreign language teacher, which is mentioned below. Your performance should be taken 5 minutes and let your group mates to identify the teaching style.

2. **The Delegator Style**

For subjects that necessitate group work, peer feedback or lab-based learning, a delegator or group style of tutoring is often adopted. *As a delegator, the teacher may take an observer role to promote collaboration and encourage peer-to-peer learning*. Despite becoming increasingly popular, some critics consider the delegation or group style to be a poor teaching strategy given that it removes the teacher from a position of authority. The *Delegator style, or group method, is used for school subjects that require group work, lab-based learning, or peer feedback.* The teacher acts as a delegator, becoming an observer to promote peer collaboration and encourage student-to-student learning. The Delegator style is becoming more and more popular throughout many classrooms. However, some people consider other styles to be more proactive due to the fact that the group method removes the teacher from a position of authority.

Activity 3. Please read the information about 'The Facilitator Style', prepare teaching material and act as a foreign language teacher, which is mentioned below. Your performance should be taken 5 minutes and let your group mates to identify the teaching style.

3. **The Facilitator Style**

Teachers who adopt a facilitator or activity-based style encourage self-learning in the classroom through increased peer to teacher learning. Unlike the lecture style,

teachers ask students to question rather than simply have the answer given to them. In this style, activities are used to promote self-discovery and develop problem-solving skills, which can often lead to the student developing a much deeper understanding of the topic. There are however, downsides to this technique: as the facilitator, teachers must actively interact with individual pupils, which can be difficult in a large classroom setting, so the design layout of the room should be deeply considered. The Facilitator style recognized also as the activity or action method, tries to encourage self-learning through peer-to-teacher learning. In contrast to the lecture style, teachers ask students to question rather than give them the answer. The goal is for students to develop a deeper understanding of the topic by using self-discovery and develop problem-solving skills. This technique is best used in small classroom settings because, as a facilitator, the teacher needs to interact with students on an individual basis, which can be difficult with a larger number of students.

Activity 4. Please read the information about 'The Demonstrator Style', prepare teaching material and act as a foreign language teacher, which is mentioned below. Your performance should be taken 5 minutes and let your group mates to identify the teaching style.

4. The Demonstrator Style

Like the lecture or authority style of teaching, the demonstrator retains authority in the classroom. However, instead of relying solely on a verbal lecture, *the demonstrator style combines lectures with other teaching forms, including multimedia presentations, demonstrations and class activities*. This style is particularly *well suited to music, art and physical education subjects*, where demonstrations are required to fully understand a topic. In other areas of study however, the demonstrator style may not be suitable. Like the authority style, there is little direct teacher to pupil interaction, so it can be difficult to accommodate the needs of all students.

 The Demonstrator method, widely known as the coaching style, similar to the lecture style, The Demonstrator method tries to maintain authority in the classroom. Even so, instead of using only a verbal lecture to give information and teach, these style coaches students using gateways like multimedia presentations, class activities and demonstrations. For subjects like music, art, and physical education subjects, this style is perfect because the demonstration is usually necessary to acquire a full understanding of the subject. However, a downside is that there is little individual interaction between the teacher and students which makes it difficult to accommodate to personalized needs.

Activity 5. Please, read the information about 'The Hybrid Style', prepare teaching material and act as a foreign language teacher, which is mentioned below. Your performance should be taken 5 minutes and let your group mates to identify the teaching style.

5. The Hybrid Style

Some teachers adopt an integrated teaching style that incorporates their personality, preferences and interests into their teaching. This strategy is known as the hybrid style, and is popular in subjects like English, Science and Religious Studies.

Teachers who use the hybrid style are able to tailor their tutoring for different pupils, incorporating extra-curricular knowledge to develop a deeper knowledge of a particular topic.

However, some critics claim that the hybrid style can weaken the learning process, as teachers try to be all things to all students. Last, but not least, the Hybrid method, also known as blended learning, is an integrated teaching style that incorporates personal preferences, individual personalities, and specific interests into their teaching. It's popular in English, science, and religion classes because it's easy to incorporate extra-curricular knowledge into a developed, deeper knowledge of a particular topic. Some argue that this style weakens the learning process because the teacher tries to be all things to all students.

5. REWARDING/PUNISHING STUDENT PARTICIPATION AND PROVIDING FEEDBACK

Discipline is helping a child solve a problem. Punishment is making a child Suffer for having a problem. To raise problem solvers, focus on solutions not retribution. – L.R. Knost.

Why is punishment so entrenched?. In his book "Beyond Discipline" Alfie Kohn suggests there are very pragmatic reasons why people continue to rely on punishment even when they are aware that it accomplishes nothing in the end and that it has been shown in research to cause actual harm.

1.   It is quick and easy. Parents and teachers just do not want spend all that time and effort solving some difficulty with children. People are often lazy.

2.   It usually causes at least temporary compliance. The parent or teacher gets their way. People are often lazy and self involved.

3.   We tend to end up doing what our parents did and for most of us, which means punishing. This is the behavior that was modeled for us when we were young. Jeez I sound just like my mother. People are often lazy and lack self-awareness.

4.   Our peers and those in positions of authority expect it over us. For teachers colleagues, the parents, the school administrators and the children themselves expect it. People are often lazy and afraid of what other people will say.

5.   It makes us feel powerful. The parent or teacher is one up and the child is one down. It also appeases feelings of panic, which come from feeling out of control, and restores the feeling of control. This seesaw attitude of competition is deeply imbedded in our culture. People are insecure and domineering.

6.   It satisfies a primitive 'eye for an eye' type of rough justice. This is a deeply rooted cultural norm, that society, and thus people, should take vengeance upon those who transgress the rules. People are often lazy and vindictive.

7.   We are afraid that if the child gets away with it, they will do the same or worse at the first opportunity. People are often lazy, suspicious and untrusting.

We tend to believe that punishing shows us to be strong, while not doing so shows us to be weak and permissive. People are often lazy and stuck in a false 'either or' belief system.

Rewards, then, should be replaced with teaching that is focused on the intrinsic motivation of the student. A common goal should be to have the student's interest be at the center of their learning, not a reward. Students who are taught to perceive themselves as causal agents in the classroom engage in more risk-taking behavior, and increase their achievement (DeCharms, 1972). Also, students who perceive themselves as more in control of learning have better self-esteem (Ryan and Grolnick, 1986)

Strategies for rewarding students: (From Brophy, 1998)

General Guidelines

1. Offer rewards as incentives for meeting performance standards on **low level tasks** or **skills that require a great deal of practice or drill and repetition** rather than as primary incentives to do things that you hope will be intrinsically motivating for the student (such as reading, interest based research projects, participating in volunteer projects, etc.)

2. Rewards can act as motivators only for those students who believe that they **have a chance to earn the rewards** if they put forth reasonable effort. For example, if the teacher offers a reward for the neatest paper, the sloppiest child in the class is unlikely to try to win the award.

3. **Rewards are only effective when students value the reward**. For example, if students don't care about grades, then using grades as a reward for good performance does not serve as an extrinsic motivator for the child.

4. Rewards are most effective when they are delivered in ways that provide students with **informative feedback** about their performance. Explain the importance of learning, performance, and improvement, and use the incentives as markers for mastering key concepts or improving skills, rather than as the entire point of doing the work.

Decreases in performance and intrinsic motivation may occur when…

1. Rewards are presented in ways that call a great deal of attention to them in front of the rest of the students. This can be very embarrassing for the student who receives the award.

1. **Rewards are given** for mere participation in an activity rather than contingent on achieving specific goals.

2. **Rewards are artificially tied** to the behaviors as control devices rather than being natural outcomes of the behaviors. Ideally, if you can design a system where a behavior is naturally reinforcing, you will have the best long-term outcomes. However, sometimes it may be necessary to offer "carrots" for particular achievements. This is effective in the short run. However, when you stop offering the carrot, you are likely to stop seeing the desired behavior. Therefore, rewards can be a great "quick fix", but they are rarely a long-term solution.

3. **Reward hard work.** Reward hard work to help students reach their potential. Everyone strives a bit harder if they know they will receive some acknowledgement or reward at the end of the project.

4. **Create a large poster.** Create a large poster that you update after every major test or quiz. List the names of the 10 tops scorers on the test or quiz. Students love to see their name displayed in the room. Knowing that they make make the achievement list encourages them to study more consistently.

5. **Obtain journals and books.** Obtain journals and books to distribute to the students as a reward after high grades on an assignment. Teenagers love to write about their lives. A journal is often a treasured possession. Schools often provide journals or check flea markets or thrift stores to find inexpensive journals and books.

5**. Obtain colorful or personalized pencils.** Obtain colorful or personalized pencils to give out as achievement rewards. You can often find pencils engraved to say "Good Job" or special order some with the school name. Holiday theme pencils are also a lot of fun to distribute as rewards.

6. Use special achievement certificates. Use special achievement certificates to honor students who have made the honor roll or who have the highest grades in class. A certificate the student may bring home to show parents is always a popular reward.

Ways to Recognize Student Achievement in Your Classroom

Keeping kids motivated in an age of smart phones and social media can be a tough task for any teacher. Students sometimes need some extra incentives and praise to keep up their hard work and learning. Fortunately, rewarding students for great work and behavior is one of the best rewards of being a teacher. Here are five easy ways you can recognize student achievement without needing to plan an elaborate ceremony or reward system.

1. Positive phone calls home. Most parents have received that dreaded phone call from a teacher notifying them that a student is misbehaving or is not doing well in a class. Positive phone calls home can make a huge difference for parents and students. Parents will be overjoyed to get a phone call praising their child's progress and kids will love that their parents get to be involved in their success.

2. Certificates of achievement. It doesn't take a full ceremony to reward good behavior. Consider using small certificates of achievement to reward weekly good behavior, success on exams, or a student who has shown improvement or a particular

act of kindness. Printable on colorful paper or certificate paper in your classroom, these small certificates can serve as tangible rewards for students.

3. Positive Behavior Systems. Positive behavior systems provide a reward economy – usually school based paper "dollars" – to reward students for achievement and good behavior. These school economy systems are a great way to reward achievement in the classroom and in the school. You can choose what to reward coupons for, letting you target student work, behavior, or improvement. Many teachers find success setting up a small classroom store that students can choose rewards from. Consider rewards like use of a special chair, five minutes of computer time, or extra time in a favorite activity. Small prizes such as stickers are also popular with many students.

4. Student work display. Displaying good student work not only models successful work to students, but also recognizes student achievement. Choose several projects or assignments that show off the best work of your class and create a colorful, noticeable display location in your room. Special seasonal bulletin board borders, colorful letters, or colorful paper can highlight student achievement.

5. Spotlight on the student. Perhaps the easiest way to recognize student achievement is to point out success and positive choices to the class right on the spot. For example, a student who raises her hand consistently might be praised to the class for consistently meeting classroom expectations. While this technique is simple, it can be powerful praise for a student to receive recognition from their teacher and their peers. This technique also has the added benefit of modeling good student behavior to the entire class.

What Is Positive Punishment? When you have a particularly boisterous child, it can be tricky to determine the best way to discipline them. You want the discipline to be effective without it being extreme. The more stubborn the child, the harder your job becomes. One of the methods that people tend to use is positive punishment. You may think that positive punishment means that it's always good, but this is not the case. While some forms of positive punishment have proven to be effective, others do more harm than good. Positive punishment simply means that you're responding to negative behavior with a negative consequence. Think of it as two negatives making a positive.

Difference between Positive and Negative Punishment. There is a nuanced difference between positive and negative punishment. Positive punishment means that there is a negative consequence for negative behavior. Negative punishment means that you are taking away something desirable in response to negative behavior. For example, grounding is a positive punishment because you are adding a negative consequence, but specifically taking away the ability to go to a party would be a negative punishment. As you can see, the differences can be extremely subtle. As a parent, the difference probably is not that important. You just want to know what works best. If you have problems with your child's behavior, know that you are not alone. Roughly, 8 percent of all children have been diagnosed with a

behavior problem. If your child has been diagnosed, this is a good thing because you can begin to treat the issue at home.

Positive Punishment Techniques. There are many positive punishment techniques that you can use in your discipline strategy. It is always a good idea to make the punishment fit the crime. If the negative behavior is minor, a scolding may suffice. If the negative behavior is more serious or frequent, a sterner punishment may be required to break the pattern. Here are a few techniques to consider:

- **Marker System:** The marker system is a good way to incorporate positive punishment with positive reinforcement. This is similar to a method used in schools. A child gets their name written on the board with a mark for bad behavior. Each time the negative behavior is displayed, you place another marker on the chart. If good behavior is displayed, you take away a marker. If the day ends with no marks on the chart, the child gets a reward.
- **Scolding:** This typical positive punishment is frequently done by parents without much thought. A scolding could be done in public or private, and there are different schools of thought on each. Some teachers implement scolding in front of the entire class. However, some psychologists suggest that scolding a child in public can be an embarrassing and traumatic experience.
- **Spanking**: There is a lot of debate around this form of positive punishment. While nearly 70 percent of Americans feel that spanking is an appropriate form of punishment, many psychologists disagree, believing it is ineffective and ultimately harmful.
- **Time Out:** Many psychologists recommend this form of positive punishment, though it should be appropriate for the age. The general rule of thumb is one minute for each year of age. The effectiveness of the time out depends on your consistency and persistence, not to mention the stubbornness of your child.
- **Writing Sentences or Essays**: Schools have used this as a form of positive punishment for decades, and it is an effective form of discipline. You can easily use this form of discipline in your own home as well.
- **Adding Chores**: Adding chores to your child's to-do list can also be used as a form of positive punishment, particularly in place of lengthy time out sessions or grounding. It keeps the child active, crosses something off the family's to-do list, and has them contributing to the household. It also prevents them from being isolated for long periods.
- **Grounding**: Grounding is another common form of positive punishment. When you ground your child at home and prevent them from going to events or out with their friends, it could be considered negative punishment. Grounding your child to their room would be more in line with positive punishment, but the line between positive and negative punishment is very vague when it comes to this practice.
- **Early Bedtime or Extra Nap**: Early bedtime or an extra naptime is an effective positive punishment for younger children. Children do not want to sleep when they could play or be active, so being forced to sleep is a great deterrent to bad behavior. In addition, most small children act out more when they are tired. By making them

get some extra sleep, you may be curing the root of the problem. Effective teachers discipline with encouragement and kind words much more often than rebukes or reprimands. The goal is to help students feel good about themselves and their behavior in the classroom.

Inevitably, though, misbehavior happens. When it does, keep the collected wisdom of experienced teachers in mind:

- **Take a deep breath and try to remain calm.** It's natural to be overcome with frustration, resentment, and anger. But when you are, you become less rational, and your agitation becomes contagious.
- **Try to set a positive tone and model an appropriate response, even if it means you must take a few moments to compose yourself.** Acknowledge that you need time to think, time to respond. "This is upsetting me, too, but I need a few minutes to think before we talk about it."
- **Make sure students understand that it's their misbehavior you dislike, not them.** "I like you, Jason. Right now, your behavior is unacceptable." **Give the misbehaving student a chance to respond** positively by explaining not only what he or she is doing wrong, but also what he or she can do to correct it.

- **Never resort to blame or ridicule.**
- **Avoid win-lose conflicts.** Emphasize problem-solving instead of punishment.

- **Insist that students accept responsibility for their behavior.**

- **Try to remain courteous in the face of hostility or anger.** Showing students that you care about them and their problems will help you earn their respect and establish rapport.
- **Treat *all* students respectfully and politely.** Be consistent in what you let them say and do. Be careful not to favor certain students.
- **Be an attentive listener.** Encourage students to talk out feelings and concerns and help them clarify their comments by restating them.

- **Model the behavior you expect from your students.** Are you as considerate of your students' feelings, as you want them to be of others? Are you as organized and on-task as you tell them to be? Are your classroom rules clear and easy for students to follow?
- **Specifically describe misbehavior and help students understand the consequences of misbehavior.** Very young children may even need your explanations modeled or acted out.
- **Be aware of cultural differences.** For example, a student who stares at the floor while you speak to him or her would be viewed as defiant in some cultures and respectful in others.
- **Discourage cliques and other antisocial behavior.** Offer cooperative activities to encourage group identity.

- **Teach students personal and social skills** — communicating, listening, helping, and sharing, for example.
- **Teach students academic survival skills**, such as paying attention, following directions, asking for help when they really need it, and volunteering to answer.

- **Avoid labeling students as "good" or "bad."** Instead describe their behavior as "positive," "acceptable," "disruptive," or "unacceptable."
- **Focus on recognizing and rewarding acceptable behavior** more than punishing misbehavior.
- **Ignore or minimize minor problems instead of disrupting the class.** A glance, a directed question, or your proximity may be enough to stop misbehavior.

- **Where reprimands are necessary, state them quickly and without disrupting the class.**
- **When it's necessary to speak to a student about his or her behavior, try to speak in private;** this is especially true of adolescents who must "perform" for their peers. Public reprimands or lectures often trigger exaggerated, face-saving performances.

When Personalities Clash . . . Sometimes, despite our best intentions, we find ourselves actively disliking one of the students in our charge. The student may be rude, disrespectful, disruptive, obnoxious, or otherwise annoying. It is just human nature; some personalities clash. Instead of feeling guilty about our feelings, we can take positive steps to improve them, says school psychologist and teacher Shelley Krapes. Here are some of her suggestions:

➢ **Try to understand where the behavior is coming from.** Is the student distressed by a death, divorce, new baby, learning disability, or some other overwhelming experience? Speaking to the student's parents or guardian may shed light on underlying causes and help you develop sympathy through understanding. **Help yourself manage negative feelings by reflecting on a past situation in your life where a similar conflict occurred.** Discuss the situation with a friend or by writing your thoughts in a journal. Making and understanding these connections can help you let go of some of your current hostility or resentment. **Use positive strategies when dealing with the child.** One such strategy is addressing specific behaviors with precise language that describes what needs to be done. In addition, try to seat the student near to you or a helpful student, praise the student liberally but sincerely, give the student choices to promote self-worth and feelings of control, be firm and consistent about your rules, and express displeasure with the student's behavior without criticizing the student. **Set a goal.** If the situation between you and the child has not improved after two or three months of your best effort, it may be time to recommend professional/psychological/educational testing. Some problems are very complex and beyond your control. (Linda Shalaway (2005). 25 Sure-Fire Strategies for Handling Difficult Students)

3 KEYS TO USING PUNISHMENT EFFECTIVELY

1. Timing. The punishment should be given as soon as possible after the inappropriate behavior. It should be as closely related to the misbehavior as possible.

2. Intensity. If punishments are too mild, they will not be effective. The student will adapt and tolerate more intensive or extended punishments. If too intense, punishments are not only abusive, but can also create other problems. An Australian study showed us that students who were suspended are more likely to show violence and aggression. You can be conservative when using punishing techniques, but make sure their intensity is appropriate.

3. Consistency. Punishments also must be consistent and predictable in order to be effective. When punishing, you should return the student to the situation without expecting guilt. Make efforts to reassure or reinforce the student.

Guidelines for punishment

Follow these guidelines when punishing students:

- All students are aware of which behaviors are punished and how they are punished.
- Provide appropriate models for acceptable behavior.
- Offer punishment immediately, consistently, and fairly.
- Don't get personal. Punishments are offered impersonally.
- A natural or logical consequence should be used as often as possible.
- The student must understand the relationship between his or her behavior and the punishment.

Rewards on Display

One-way teachers reward students for good behavior is through a system that involves visual reinforcement. Teachers create a bulletin board or poster designated as the reward board. Involving a theme such as stars or the school mascot can increase student enthusiasm for the reward system. When teachers notice students exhibiting positive behaviors, including working cooperatively, helping others or being attentive, students add their name or initials to the display board. This system can be taken a step further by promising a class reward such as pencils or bookmarks for each student once the display board is full.

Make a Treasure Box. Students can be rewarded for good behavior individually or in groups using a treasure box system. This system is especially effective when used with students in the primary grades. Teachers make or purchase a box and fill it with small trinkets such as rulers, pencils, bubbles, erasers and sticker sheets. Establish a point system that allows students to choose something from the treasure box after achieving a goal. Students can be rewarded with something from the treasure box on a weekly basis.

Special Lunch Plans. Many students respond well to promises of having a special lunch in return for achieving a goal regarding behavior individually or as a whole class. Teachers establish a reward system that allows students to eat lunch at a special table in the lunchroom or in the classroom with the teacher after reaching a certain number of points. Award points for behaviors like working quietly or making good choices. Lunch rewards can also be used for the entire class, where the class receives points when other teachers comment on good behaviors like walking quietly in the hallway. Once the point goal has been reached, the class can be rewarded with a pizza party or a picnic outside the school.

The following table summarizes some of the positive features of discipline as opposed to what a punishment-oriented environment is like. Which features did Ramon's teacher use in disciplining him? Which are common to your classroom?

Discipline is:	Punishment is:
Giving children positive alternatives	Being told only what NOT to do
Acknowledging or rewarding efforts and good behavior	Reacting harshly to misbehavior
When children follow rules because they are discussed and agreed upon	When children follow rules because they are threatened or bribed
Consistent, firm guidance	Controlling, shaming, ridiculing
Positive, respectful of the child	Negative and disrespectful of the child
Physically and verbally non-violent	Physically and verbally violent and aggressive
Logical consequences that are directly related to the misbehavior	Consequences that are unrelated and illogical to the misbehavior
When children must make amends when their behavior negatively affects someone else	When children are punished for hurting others, rather than shown how to make amends

Understanding individual abilities, needs, circumstances, and developmental stages	Inappropriate to the child's developmental stage of life; individual circumstances, abilities, and needs are not taken into consideration
Teaching children to internalize self-discipline	Teaching children to behave well only when they risk getting caught doing otherwise
Listening and modelling	Constantly reprimanding children for minor infractions causing them to tune us out (ignore us; not listen to us)
Using mistakes as learning opportunities	Forcing children to comply with illogical rules "just because you said so
"Directed at the child's behavior, never the child – your behavior was wrong	Criticizing the child, rather than the child's behavior – you are very stupid; you were wrong

Positive discipline classroom

Children need to be taught so that they understand and follow social rules. However, it is not necessary, and can be quite damaging, to hit or otherwise abuse a student. Evidence shows that girls and boys respond better to positive approaches, including negotiation and systems of rewards, rather than punishment through verbal, physical, or emotional abuse.

Seven Principles for Positive Child Discipline

1. Respect the child's dignity

2. Develop pro-social behavior, self-discipline, and character

3. Maximize the child's active participation

4. Respect the child's developmental needs and quality of life

5. Respect the child's motivation and life views

6. Assure fairness (equity and non-discrimination) and justice

7. Promote solidarity

Positive Discipline Steps

While punishment is a single act, positive discipline is a four-step process that recognizes and rewards appropriate behavior in the following manner.

1. The appropriate behavior is described: "Everyone quiet down now, please."

2. Clear reasons are provided: "We are going to start our mathematics lesson and everyone needs to listen closely." This means that quieting down quickly will show respect for others. It is a good example of treating others, as you would like them to treat you.

3. Acknowledgement is requested: "Do you see why quieting down is so important?" Or, as in the case of Chai, "When can we all talk without disrupting others and their opportunity to learn the lesson."

4. The correct behavior is reinforced: eye contact, a nod, a smile, an extra five minutes of playtime at the end of the day, extra credit points, having a success mentioned in front of the class or school (social recognition is the greatest award). When rewards are used, they should always be immediate and small, yet gratifying.

This process is effective for individual children. Moreover, for those of you who are working in large classes, it can also be effective for groups of children. The "trick" is to make the children feel they are on a "winning team" (the class as a whole) and to praise each child's efforts in being a good team member. Remember: Catch students doing the right thing and reward them immediately. This is the core of positive discipline

Why are children misbehaving? Do not worry; your students do not intentionally set out to misbehave. In fact, children usually misbehave for a reason. Some of the most common reasons that are believed to contribute to misbehavior are:

- ✓ The work may be too easy or too hard for the student.
- ✓ The work is not interesting and the student is bored.
- ✓ The teaching methods may not fit the student's learning style.
- ✓ The student may not be prepared.
- ✓ The expectations are unclear or unreasonable.
- ✓ The student has poor social skills, cannot communicate well with you or others, or has low self-esteem.

All of these reasons may cause students to become discouraged, and misbehaving students are discouraged students. They do not believe they can belong in useful ways. Therefore, they seek to belong through misbehavior.

Following is a list of positive disciplinary actions that you can take to guide students whose misbehavior is demanding attention.

- Catch them being good; praise them when they are not seeking attention and misbehaving.
- Ignore the behavior when possible, giving the child positive attention during pleasant times.
- Teach them to ask for attention (for instance, make "notice me, please" cards that they raise when they have a question).
- Give them a stern "eye" (look) but do not speak.
- Stand close by rather than far away (there is no need for attention-getting behaviors if you are standing next to them).
- Target-stop-do; that is, target the student by name, identify the behaviour to be stopped, tell the student what he is expected to do at that moment, let him make the decision about what he does next and its consequences; for example, read Scene 3 between Leek and Chai in the previous chapter
- Do the unexpected, such as turn the lights off, play a musical sound, lower your voice, change your voice, talk to the wall.
- Distract the student, such as ask a direct question, ask a favour, give choices, change the activity

Activity 1. Hot Hands. Purpose of Activity:

"Hot Hands" is a incentive program to encourage students' desire to learn by rewarding them for appropriate behavior and active participation.

Materials Needed: Large sheets of construction paper (preferably orange) to create a basketball - one for each class about 2 feet in diameter. Large magic marker: To trace hands on the basketball. At least one hand for each child in the class. Make them small so that if you have large classes many will fit. Also, use the marker to indicate the class section or name (homeroom teacher). Pen or small marker for the students to write their name on their hand. I recommend that you laminate the "Hot Hand" basketballs and have the students use overhead pens so that they can be used from year to year.

Description of Idea. It is the goal of each student to claim a "Hot Hand" as his/her own, and then aim to fill in every finger, the thumb and the palm of the hand with his/her name. Students claim a hand when they are recognized for "Hot Hand Behavior" by writing their name anywhere on a blank hand. "Hot Hand Behavior" includes cooperation, sportsmanship, respect, answering questions, practicing a skill correctly, and by demonstrating effort.

The students responded with a lot of excitement. It enabled them to monitor their behavior by observing how often their name was signed on their hand. At the end of the unit, the "Hot Hand" basketballs were returned to each class for display. These elements helped to make the students more accountable for their behavior.

Increase the longevity of your "Hot Hand" basketballs by stringing them up daily like clothes on a wash line. I tied a rope across the bleacher and attached the "Hot

Hand" basketballs with clips. This limited the possibility of their destruction during the unit from groups using the gym after school or in the evening - had they been taped to the wall.

Finally, increase the versatility of the "Hot Hand" basketballs. Use the opposite side of the construction paper to trace the outline of feet for a "Fancy Feet or Quick Feet" motivational program for other units such as soccer.

Activity 2. Keep track of how many times students are making good choices in the classroom by assigning team points–compliment kids and make a slash on the board to keep track. Anytime a team gets to 10 points, reward them by eating breakfast, a snack, or lunch together. You don't have to provide the food–students can eat their normal meals. The reward is your company and attention. This system is especially effective because teams are not competing against each other (when one team gets to 10, it doesn't affect the other teams and they continue working toward their goal.) More about doing a 'Lunch Bunch' or 'Snack Pack' in **The Cornerstone: Classroom Management That Makes Teaching More Effective, Efficient, and Enjoyable**.

Activity 3. The following is an activity designed as part of a psychology unit on learning. This activity specifically deals with B.F. Skinner's theory of operant conditioning. Instructors may choose to use this activity as a review of the principles of operant conditioning after it has been taught according to their own style, or as an introduction to B.F. Skinner's work on operant conditioning. An entire class period may be dedicated to this activity alone, or the activity may serve as a smaller part of an operant conditioning lesson.

Described below is the activity, including materials, objectives, procedures, assessment of outcomes, and additional considerations instructors may find useful. The nature of the activity is flexible to changes based on class size, makeup, instructor preferences, or teaching styles.

Objectives. Students will:
- ✓ Actively engage in a memorable activity
- ✓ Use existing knowledge of operant conditioning to inform their behavior in the activity, or apply their experience from the activity to their future learning
- ✓ Discuss theoretical ideas behind the effects of reinforcement and punishment
- ✓ Create and discuss examples of how the principles of operant conditioning might apply to the real world

Procedure 1. Select two student volunteers and instruct them to exit the classroom.

Procedure 2. Describe the activity to the class and inform them of their role. While the volunteers are in the hallway, the instructor and students will decide on a task for the volunteers to complete, such as picking up a particular object. Volunteers will enter the room one at a time and the instructor and students will work together to encourage the volunteer to complete the agreed upon task. In order to do this, they will use operant conditioning, specifically non-verbal rewards and punishments that present as applause or booing.

Procedure 3. Invite the first volunteer to enter the room. When they do, the class will use positive reinforcement in order to get them to perform the chosen task. Do

not give the volunteer any instruction. Without speaking, the class with reinforce desired behavior with applause. Every time the volunteer gets closer to performing the desired task, the class will clap. If they move closer to the location of the task, the class will clap again. If they move away from performing the task or remain in one place too long, the entire class will cease to applaud and sit in silence.

Procedure 4. Once the volunteer has performed the agreed upon task, explain to them the nature of the activity. Then, Take a moment to explain to the class the different approach you will use when the second volunteer enters the room. For this volunteer, the class will use positive punishment to encourage them to perform the desired task. Any time the volunteer does something other than move closer to the desired task, the class will boo. Again, no verbal feedback will be given.

Procedure 5. Invite the second volunteer to enter the classroom. As with the first volunteer, give them no verbal instructions. Use positive punishment in the form of booing to encourage the desired behavior.

Procedure 6. Engage the class in a discussion of the activity. Which form of reinforcement was the most effective? What were some of the reactions the volunteers had? Ask the volunteers how this activity made them feel. Attempt to create a conversation about the activity and about the nature of operant conditioning. How do individuals in the real world employ operant conditioning? How could instructors and students use operant conditioning in the classroom? This discussion may be flexible and is intended to promote further thinking for students.

Procedure 7 Conclude the lesson by asking students to spend the evening thinking about an example of operant conditioning in their home. Do they train their pets? Have their parents trained them in some way, through allowances or grounding? Have they, in return, trained their parents? Instructors may choose to assign students to bring a written response to class the following day.

Activity 4: Write the Feedback. Each person takes a stack of index cards and spends two minutes writing feedback about each person on the team, one card for each person getting feedback. Focus on areas for improvement *and* areas of appreciation. Describe behaviors and be specific. I recommend 3x5 index cards. The smaller the card the more the writer is forced to prioritize what they want to say. Before you place the feedback in a person's envelope, each person should write his or her name on the card – you need to be able to stand by your feedback in front of your team.

Activity 5: Read the Feedback. Take approximately three minutes for each person to review the feedback they received, taking notes as you do. Look for themes, points you want to clarify or expand on with your team, and how the feedback makes you feel. Decide which parts of the feedback you want to prioritize and discuss with your team.

Activity 6: Review Your Feedback with Your Team, One Person at a Time

Each person takes approximately three minutes to lead a conversation with the team about the feedback they received. Before you start discussing the feedback, thank

your teammates for what they wrote. Consider using one or more of the following conversation starters to facilitate the discussion:

- A trend I noticed in the feedback I received is…
- This feedback is similar (dissimilar) to other feedback I have received in the past…
- One piece of feedback I'd like to inquire more about is…

In a team of five or six people this activity can be completed in 30 minutes. The short timeframe is part of what makes it effective. Our goal is prioritized, concise, and thoughtful feedback. In this case, less feedback is actually better feedback. Exercises like this foster the type of candor, rapport building, and learning that are the true aims of feedback.

INDEPENDENT WORK TOPICS

1. ELICITING: TEACHER PROMPTS

Eliciting is a technique that ESL teachers often use to obtain information about what their students do or do not know. Eliciting techniques are helpful as a diagnostic tool, allowing teachers to easily determine what their students' need, without having to waste time rehashing content already covered in class. Eliciting also creates a learner-centered environment as it prompts students to think about the chosen topic in a broader sense, allowing students to share what they know with their peers. There is much you can elicit from students such as language knowledge, background information, general knowledge, opinions, feelings, associations, ideas, questions and answers, etc.

Studies have shown that students become more involved in a lesson through elicitation because they are actively producing speech and giving information. In other words, students become active learners, rather than just passively listening to teacher instruction. Elicitation allows students to exchange ideas and tap into their own collective knowledge. Furthermore, research supports the notion that students

are more likely to retain new content through elicitation as it helps to make the teaching and learning of new knowledge more relevant to students.

Depending on the objectives of a lesson, there are many ways eliciting can be used to promote active participation from students. However, there needs to be some initial input or stimulus from the teacher to get things started. Examples of initial input or stimulus can be warm-up questions or visuals, which are covered in more detail later in the article.

Elicitation can present a bit of a challenge with students who come from countries where teachers have a somewhat elevated social status and where maintaining face can be a real concern. This can mean they may be reluctant to respond because they are conditioned to expect that teachers have all the answers, and there is a fear of giving the wrong answer and appearing foolish in front of peers. However, if the teacher promotes a cooperative learning environment and is persistent, these students can feel more comfortable with elicitation and even enjoy it.

One way to avoid long silences is to consider nominating students to answer particular questions. Do not always rely on a select group of students to respond and give praise and encouragement for any response regardless of it being relevant or not. The aim is to positively reinforce participation. It also helps to give students time to think about what they are going to say and for the teacher to ask more open-ended questions, which have more than one possible correct answer. If you find there is a minimal response from the class, try giving them more input to help direct their thoughts. Below are some techniques you can use in your classroom for eliciting.

Eliciting Vocabulary

Use elicitation when you want your students to come up with a word on their own. Many teachers try to elicit vocabulary from their students as a way to review a previous lesson. There are many ways this can be achieved. A commonly used technique is to have students match words to their definitions. Provide students with a definition and see if they can supply the correct word. Learner dictionary definitions normally contain clear definitions that are easy for students to understand, so having those on hand is ideal when you are trying to elicit vocabulary.

You can also use synonyms to elicit target words. When you use this technique, make a statement and ask students to paraphrase it by using synonyms. You can also use antonyms as a useful way to elicit words from students. Even the act of pretending to forget a word serves as a prompt to get students guessing the particular word you are trying to elicit from them.

For young or visual learners, flashcards or pictures help elicit vocabulary. You can play a variety of games with flashcards to elicit vocabulary. Some examples include Flashcards at Dawn, Mr Wolf, or Whisper. Instructions for these activities can be found in the ESL Flashcards Games section of the website. Alternatively, you can use the flashcards as visuals to play a memory review game or even Pictionary. Another way to use visuals in the classroom is by incorporating 'spot the difference' activities, which students often enjoy. More often than not, students become more

engaged the moment they see pictures or visuals as they add an element of fun to lessons. Pictures help to bring words to life and allow students to make the connection between the word and the object associated with the word.

Instead of having, students write things down in a list, try using mind maps or word clusters. Mind maps or word clusters work better with older students and can help to elicit vocabulary. Studies suggest that mind maps encourage creativity because the visuals help to promote ideas by encouraging students to see the links and connections between different concepts or words. Simply start by writing a general topic in the center of the board and have the students add words that relate to the topic.

Students often pick up new words quickly, but a problem emerges when they are not given sufficient opportunity to use the words they have learned. Without repeated exposure and practice, the retention of new vocabulary wanes. So, try to find ways to regularly practice the words you teach in class and use them in contexts students will remember. For instance, after eliciting vocabulary about the four seasons, students can work on a review activity like "Seasonal Sort-Out" where they use their existing knowledge to complete a sorting activity. Another example could be after completing an activity about food and drink for beginners, you revisit the items by applying them to the context of creating a shopping list.

Eliciting grammar

Many teachers often use close-ended questions to elicit grammar. When incorporating teacher-centered methods, asking close-ended questions allows for more control over the lesson and the target language that you want your students to produce. However, there are alternatives for eliciting grammar that are more engaging and interactive. For instance, you can use modelling, a drawing, or a situational dialogue. Create some kind of context for the students to understand the grammar point and then follow up with Concept Check Questions. As an example, let us use this technique with the present continuous. To start the lesson, show a picture of a student in the classroom. For learners who need extra information, have a list of base verbs on the board for students to access. Then, write the following question on the board: What is the student doing (in the picture)? If the students are struggling to come up with words, provide more context by modelling an example sentence or increase the wait time after each question.

If you are doing a reading exercise, ask students to give you examples of the grammar point from the text. For example, have students do a treasure hunt, where they need to find as many present simple verbs as they can. You can also ask students questions that require them to answer using a particular grammatical form. Try dividing your students into smaller groups and giving them a list of conversation questions or dividing the class into pairs and giving each student in the pair a respective set of questions. Certain topics lend themselves to particular grammar structures such as talking about the weekend or a recent vacation or trip (past simple) or describing a routine (present simple). You may also want to try giving students the grammar points first and then eliciting some example sentences.

Eliciting target language in reading activities

Prediction is often used when teaching reading. Normally, headlines or photos are used to elicit ideas from students. This approach gets students to predict elements of the story, key concepts or themes, and language that are likely to be encountered. This helps students focus their reading and usually aids their comprehension of the text.

Presenting headlines or showing photos from current event stories, is one way of incorporating realia or authentic materials in the classroom. Studies have shown that the use of authentic materials in the classroom makes lessons more meaningful and allows students to make the connection between the target language and real life. Predicting is also a useful strategy to help students apply the target language for giving descriptions concerning who, what, where, when, why, and how. You can also get students to expand on a text to practice giving more details. If you have recently covered a lesson on parts of speech, for example, you can ask students to add adjectives to particular nouns or add details to the story.

Retelling a story or text can also serve as a tool to elicit target language. For instance, you can start by providing techniques for how to paraphrase sentences and how to summarize longer passages. To make things more interesting, students can also tell or summarize the story from one particular character's perspective, in the first person or third person, or even present the story as a TV news item. Another way to review a text is to divide students into two groups and have them create their own questions about the text and quiz each other. Alternatively, you can divide the students into smaller groups to elicit the target language through book talks. In these sessions, you can get students to share new words they learned from the text, or share their ideas, opinions, or feelings about what they have read.

Eliciting techniques for current knowledge and new ideas

When a lesson is topic-based, it is useful to begin by eliciting students' current knowledge and understanding of the topic. This can be done by brainstorming with the aid of mind maps or other graphic organizers. Brainstorming helps students to come up with ideas and information related to the topic you are going to teach. The students can work in groups or as a whole class to think of words and associations related to the topic. If done as a class, write up any vocabulary or ideas given which the class might find useful. If done in smaller groups, students can explore the topic with their peers and create word lists or clusters, which can then be shared with the rest of the class. Other ways to elicit current knowledge and understanding include using text, pictures, or even telling a story or anecdote and then asking for students' reactions. This approach to eliciting is a benefit to both teachers and students. Teachers can gain more insight into students' understanding of particular topics which helps inform future lesson planning. For students, brainstorming activities help reinforce existing knowledge and assist in acquiring new knowledge.

Freewriting is also a useful activity to help draw on students' existing knowledge. Ask the students to free-write for a few minutes in response to a topic or question.

Students will likely draw on past experiences or existing knowledge to help them complete the activity. Again, specific questions or prompts can help to get students started, especially for students who require more input.

Final Thoughts

Eliciting is a helpful tool that all teachers should utilize in their classrooms. As you can see, elicitation can be employed in numerous ways and can be used to teach and review a variety of English skills. Elicitation does not have to be limited to a repetitive question and answer routine. Instead, try implementing the techniques mentioned in this article to make your lessons more interactive. Not only does elicitation serve as a diagnostic or formative assessment tool, but it is also an effective way to help your students become active learners. Elicitation also helps students to explore the target language by comparing their existing knowledge with new content. Most importantly, it allows students to apply what they have learned in different contexts in a more meaningful and memorable way.

Why Elicit Information? Top Five Reasons

1: Focus on Things Students Don't Know. It is sometimes the case that you already have a good idea of what vocabulary your students already know, along with grammar concepts they are familiar with. However, if you are unsure, it is a good idea to use this eliciting ESL technique to gain some important knowledge that can inform the rest of your lesson.

2: Students Can Retain New Information Better. Almost all of our students, unless they are total beginners have already seen most of the concepts that we are teaching them before. This is normal in language, as you really need to see things a number of times before you actually "know" it. If we elicit from the students what they already know, this can help with retaining the new information. It is a nice way to help students hook together their prior knowledge with the new knowledge inside the language learning centres of their brain. Cool, right?

3: It's Student-Centered. I love using student-centered activities and games, as well as ESL teaching techniques in all my classes. After all, the students should be doing the hard work of learning a language, not me! To this end, eliciting information from our students is one of the most student-centered things we can do! It is asking them what they already know before jumping into the new stuff.

4: Context is everything for Eliciting Information. When teaching a language, context is everything. Students have to know not only how to use a language but when they should as well. A nice way to introduce something new is to elicit some information from our students related to their memories, background knowledge, opinions or feelings about the topic of the day. This is

a nice way to set the context so that students know how to use the new things in real life.

5: **It's Ideal for Introducing New Information.** Whenever we take in new information, we consolidate it with the old information we already have in our brains. Does it match? How does it compare? This teaching technique is ideal for helping our students do this as well.

ESL Eliciting Techniques

There are a number of situations in which you may want to elicit some information from your students. Here are the most common ones.

1: Eliciting Vocabulary. It is often the case that students have learned much of the "new" vocabulary that you are teaching them before. This is especially true with popular units in **ESL textbooks** like movies, sports, hobbies, family, weather, etc. There are a number of things you can do including getting students to make a mind map in a small group related to a certain topic. Alternatively, you may give students definitions and see if they can come up with the word. Synonyms or antonyms are another way to elicit vocabulary words. You could also pretend to forget the word you want the students to come up with and describe it to them. For young learners, consider using flashcards or pictures to elicit vocabulary words. Check out the next section for more details about specific ESL activities you can consider eliciting words from your students. Here are a number of **brainstorm game ideas** for doing this.

2: Eliciting Grammar. When teaching grammar, I rarely lecture my students. Instead, I get students to help me fill in the bits and pieces. This is always what I do unless it is sometimes very tricky that I am sure my students have never seen before. To do this, I will use timelines, leading questions, dialogue, drawings or modelling. I will always be sure to set the context and use lots of CCQ's (**concept checking questions**). A nice way to introduce or review grammar is with a reading passage or listening dialogue. Elicit from the students examples of the certain grammar point you are teaching.

3: Prediction for Reading or Listening. One of the best ways to set the context for a reading or listening exercise is to get students to predict what might happen. Show them a picture or the headline of the story and then get them to talk with a partner about what they think they will read or hear. This is the perfect way to elicit prior knowledge from the students and can lead into a very fruitful lesson. Here are some of the best ideas: **Making Predictions ESL Activities**.

4: Eliciting Background Knowledge. Everyone has feelings, background, memories, etc. related to certain situations. Eliciting these things from students before jumping into the heart of a lesson helps connect what you are teaching to real life.

Top Five Eliciting ESL Activities

There are a number of things you can do in your class to elicit information, discover background knowledge, etc. Here are some o the best activities to consider trying out with your students.

Six Eliciting Ideas Techniques for ESL Teachers

Ideas are often so personal or abstract, you may struggle with how to elicit them from your students, but fear not. Eliciting ideas is actually very easy with any of the following techniques.

1. **Headlines**. You may want to elicit ideas from your students before you do a reading assignment to help their comprehension when they read the entirety of the text. Try eliciting some ideas from them by looking at headlines or section titles and making predictions about what will be in the reading selection.

2. **Words**. Put some words on the board and ask students to share any experiences or thoughts that come to mind after reading the words.

3. **Pictures**. Show students a picture and have them make precisions about what happened before or after the scene they are viewing.

4. **Personal Note**. Share a personal experience about a given topic. Then ask students to share any personal experiences they have about that same topic.

5. **Maps.** Brainstorm as a class or create a cluster map or idea map. You can also do this in smaller groups.

6. **Freewriting.** Give students a topic and ask them to free write about it for five minutes. When students free write, the goal is to keep the pencil moving across the page and not stop writing for the full amount of time given. Freewriting is like a stream of consciousness on paper, and often students will come up with great ideas during the process.

How to elicit answers

From these examples, we might conclude that reflective and open questions are generally most likely to encourage answers from students. However, simply posing a question in the right form is only half the battle. You also need to ask the question in an appropriate way – in particular:

• **Ask sensible questions**. Not multiple part questions. Not trivial questions. However, sufficiently challenging questions that are possible to answer from either prior knowledge or the content of the lecture.

• **Allow plenty of time** – simply wait. Students need time, on their own, to make notes and think. Most new teachers feel they have waited an age for students to answer their question when in reality they may wait only a second or two. Having the confidence to pause – perhaps for ten seconds – allows students to formulate an answer they would be prepared to voice.

• **Ask a particular student**, who cannot hide.

• **Allow students to discuss the question** in pairs or threes – then ask the groups to report. If students are still reluctant to speak in public, ask the pairs to write down an answer and collect several to read out before commenting on them. This can be particularly helpful for students whose native language is not English, who will have an opportunity to share their ideas but may not themselves have to be the people who expresses them to the class as a whole.

• **Offer alternative answers** and ask, "Who thinks this is the best answer? Raise your hands. And who thinks this alternative is the better answer?" This can be achieved very effectively, with high levels of student engagement, using technology.

• *Responding to students' answers*

There are a number of good techniques that can be used to respond to students' answers during a lecture. As far as possible always try to be conversational, enthusiastic and non-judgmental; try to pitch what you say to encourage further answers (e.g. "That's interesting: I hadn't thought of that! What else?").

Dealing with 'wrong' answers

Never just, say 'Wrong!" It humiliates the student and deters anyone else from offering answers in the future. If, a answer is wrong, try the following strategies:

- Ask several people and elicit several answers before offering your own answer or comments, and then do so in a general and depersonalized way. For example, "So we have a range of views here. Let's look at these answers and examine them", rather than "John and Felix are wrong and Raul is right."
- Offer alternative answers of your own – some more plausible than others – so that everyone in the room is thinking about which the better answers are. Look round the room and alight on eager faces, using open hand gestures to invite additional comments or alternative answers.

Dealing with 'right' answers

If an answer is right, or half right, use it as a way to elaborate on the point in an informal way. Try to avoid condescension ("Well done!") but do try to make the student feel good and encourage others to answer in the future (e.g. "That's interesting"; "That's a useful answer for me because..."; "Yes, and what is more...").

Active and quiet students

You will encounter some students, usually in the front row, who try to answer everything. Once you have spotted them, try to address questions to a different part of the room. You may need to be explicit about this, e.g. "Thanks Yazmin, I'm going to try to involve others for a while now."

The number of 'quiet' students, though, is likely to outweigh the number of overactive ones. Some of them you can get involved by using the tactics outlined in this section – but some will not join in whatever you do. They may be thinking hard without feeling the need to say anything. On the other hand, they may be prepared to discuss in private, but not speak in public. There is probably nothing you can do about this; putting pressure on individuals is never a good idea.

2. TEACHER ROLES AND THEIR CORRESPONDING LEARNER ROLES

Roles and Responsibilities in Education

Teaching is the most valued and most professed profession in the world. Today, it is seen that countries have mobilized their resources to a great extent to obtain qualified human power. Because the development and progress of a country depends on qualified human power. The attainment of qualified human power is closely related to the success of the teacher. This is why the teaching profession is the task that requires the most work, sensitivity and responsibility.

It is filled with advice that promotes the value of knowledge and the glory of the comrade. As knowledge, has become so important, the teacher has also been at the top of the values ladder.

The teacher is not only a person who teaches and teaches at school; a leader, a model man, and a respected big man. In this way, it is understood how important the teaching profession is and how sensitive it should be. "We have to consider the needs and interests of their parents, employers as well as the learning institutions"

It is not enough for a successful teacher to have sufficient knowledge and teaching formation. In addition to these, it should be sufficient in terms of community culture, teaching experience and practice. Because the teaching profession is an activity that requires knowledge and experience to be handled together. This is very important for success.

A teacher should have enough knowledge and skills to teach at a level sufficient to teach at a general cultural, subject matter level. Because it is arogoogarinaccurate thing to do in the teaching profession which is a human being; society, and the future of the state. For this reason, the training of both teachers and students is extremely important.

Education is vitally important in terms of the independence of nations, their development and their strengthening. We can understand the significance that Atatürk gave to education by saying: "The most important and most important point is education." Because "Education is to live as a nation either as a free, independent, glorious, supreme society, or a nation abandons the slave and the altruism".

Teachers must have gained the ability to acquire knowledge, transfer knowledge and use knowledge in order to conduct successful work. It is also expected that people have also acquired methods of developing constructive relationships.

To give positive behaviors to the students, to make the information permanent and to use; judiciary, thinking, reasoning, interpreting, communicating and comprehension are the behaviors expected from a teacher.

Teachers have five basic tasks in the general sense. These; Teaching, management, expertise, personality development and guidance. The coordination and execution of these tasks as a whole is related to teaching skills. This is based on the combined use of knowledge and practice.

Teachers today are increasingly important, and their duties and responsibilities are increasing. Teachers need to work harder than ever, to raise the human power and human type that the society and the country desire. In order to carry out this difficult

and important task, they must have acquired the subtleties, rules and personality traits of the teaching profession.

Legislation and Regulatory of the Role. Each teacher has a responsibility and obligation to comply with the existing legislative and implementing rules. These obligations are written in substances in the Maintenance Standards Act, which has been in force since April 2002. All teaches to be good teachers and to show them. The main purpose is to protect rights against abuse.

Relationships and Boundaries

There is a significant impact on the productivity of teachers who play an active role in shaping the spirit and character of nations in fulfilling these functions. The strongest of society is proportional to the strength of the individual. The strength of an individual is ensured by being trained as a person who can use his individual talents, make independent decisions, find a person, and live without being dependent on others. In order to reveal the level of development of a society in social, cultural and economic context, it is related to the social, cultural and economic situation of the teacher in that society.

In order to raise the level of education, our teachers need to be equipped with sufficient knowledge, skills and attitudes as well as to be ready to love this profession of teaching, fondly choose it, be conscious of the subject of this profession, take this heavy responsibility and show no self-sacrifice. Nevertheless, they should never forget that they are an example model of teacher speech, behaviour, dressing, and that they encourage students to become like their teachers. The most important role of the teachers is to give their behaviours to the students in line with the objectives of the education system. As a teaching leader, the teacher has some duties. There is a decisive role among the educational workshops in order for the aims of the teacher school to be achieved at the desired level. Relations between school personnel have an important influence on the success of the students. If there is a dependable, benevolent and collaborative relationship between management and teachers, there is also a reliable role between students, teachers and school management. For this reason, the level of the teacher's vocational work relations directly affects the quality of education and training.

For example in art, each student is provided with the necessary time, and first, whether or not the knowledge of the students is free is determined by giving a free topic. For the information that the child is missing in the picture, a house is given for practicing in that subject. As the odds are controlled, enough clues are reached to understand the interest of the curious person. Then what is interesting is to teach

the student systematically from simple to complex. It is to wake up the curiosity interest of the learner and reach the result with sufficient clues. By providing the necessary hints, students are made to reach the target. It should be based on the principle of access to information through its own inventions, enabling it to use its own imagination. The task of the teacher is to ensure that the rules and techniques required for drawing are shown in the classroom once in class and are learned by the student. In this way, the student will be more helpful. In the meantime, the teacher should answer the questions and learn the ideas of the related students.

The exact point of difference between the expertise and the social control of discipline is that the teacher as a required member of the profession remains opposed to the traditional authority structure of this kindergarten school. The report of the Saskatchewan Teacher Federation (2008) on professional working relationships stated that there were no professional working relationships among the teachers in the school, and that the teachers were in a professional working relationship with non-educated staff (psychologists, social workers, health workers). Professional working relationships play a major role in the communication between non-educated staff, teachers and students. Most importantly, an effective teacher and non-trainer staff is an important part of reaching the learning goals of the relationship students. "Trust has touched on the impact of professional work relationships and has reached the conclusion that there must be trust between teachers and other staff in order for professional working relationships in school organizations to be positive.

Referrals to the Needs of Learners
In particular, the population is considered as a young, dynamic and educated population; university youth, who are the most important representatives of the values of the living, changing and changing age, seem to accept happiness all over the world as a very important value in their lives.

It is considered very important to catch up with the dream of having a happy future in a happy society where the students of your near future are adults, professionals, parents, and college students who make up the study group. Educators look at the needs of students both socially and culturally. A wide variety of strategic developments is needed to address these needs.

Effective teachers help design curricula and learning activities according to the individual needs of the student. They need a wide variety of methods to make their graduates more successful and more productive. For example, a student who thinks

academic professionalism has the ability to download free programs from internet sites that can easily access information.

As a teacher, I will meet the needs of my learners by understanding what their actual requirements are. For example: A student who is missing classes may need assistance on social welfare to get to the actual reason. In this situation, I shall refer the student to relevant professionals with the government or local councils.

When evaluating the needs of a student, it is useful to know from what social environment the student came from, how he was educated in family conditions. It is also necessary to determine whether the student has a disability or needs due to health problems. The teacher should be able to intervene in this period to determine the needs of the student and to ask for the needs of the individual from the necessary sources and to lead the specialist.

SEVEN ROLES OF A TEACHER

1. Authoritative/ Controller

The authoritative role that a teacher plays can be in two ways, high authority, high involvement, and high authority low involvement. If a teacher is authoritative and controlling it does not mean that there's no scope of growth for students.These teachers would have their ways and norms but if they are highly involved, they would work for the betterment of the students, encourage hard work, and would be open to questions and queries.

Students usually see authoritative teachers as caring and reasonable. As mentioned, in an authoritative classroom, the students have the freedom to ask questions and clear their doubts. However, on the other hand, if a teacher is authoritative and has low involvement in the classroom, well, let us just say that that is an example of how a classroom should not be.

2. Delegator. A delegator, as the name suggests is someone who delegates responsibilities and just overviews the overall functioning of the classroom. They are neither highly involved nor show less involvement. They give the students ownership and are mostly seen when learning occurs through group activities and classroom discussions. This is best suited for subjects that require group activities. Chemistry, physics, and in the sort of subjects that require lab activities, the teacher often assumes the role of a delegator. Delegator is one of the roles of a teacher.

3. Prompter

When the teacher assumes the role of a prompter, they are giving complete ownership to the students. Teachers give the students a push when they are stuck or have confusion and doubts. In this role, the teachers prompt what the students

should be doing and kind of take them through the process. They act as a guide or a coach in the whole learning process.

4. Participant. In case if there's an activity taking place in the class. Say a debate or a group discussion, when the teacher takes part in it, they are assuming the role of a participant. While this increases the interest in students and encourages them to participate more, there is a chance of you outperforming them so, keep in mind to blend in with the students and give them the necessary nudge when required.

5. Demonstrator As discussed in one of our <u>previous blogs</u>, teaching is ¼ preparation and ¾ theatre. When a teacher demonstrates the concepts and ideas, the learning is more effective. A demonstrator is one who crosses boundaries and goes the limit to ensure that the students have a meaningful experience. It is one of the basic functions of a teacher to explain and demonstrate the concepts.

6. Lecturer/ tutor. This is the most common role that a teacher takes on in a classroom. When they are reading from the textbook, explaining a topic, and just doing what most teachers do in the classroom, it is a lecturing or tutoring role. Again, it can be one with high involvement from the student's side. When there is high involvement from both the teacher and the students, there are better chances of the concept being conveyed in a better way and the lesson would stay with the students for longer.

7. Resource. This role is like that of a library. The teacher is just an assessor, they are always there and the students can turn into the teacher for help anytime but the students do most of the work. In this role, the teacher asks the students to take classes, seminars, etc. and when they are stuck, the teacher helps them with the subject knowledge that he/she has. As the name suggests, they act as a resource for the students.

Conclusion

It is important to understand that most teachers assume a mix of all the roles or one or more above-mentioned roles. No teacher falls into just one category. They might assume two different roles at the same time. The way a classroom function is tricky and it is the intelligence and wit of a teacher that makes a classroom exemplary. There are situations that demand the teachers be controlling and authoritative and certain others that need teachers to be a prompter.

A good teacher is one who understands what role they should play and when they should do it. We cannot say that the above-mentioned are 7 roles of a good teacher. There are many more that a teacher should be. The role of a teacher in classroom management is huge.

Responsibilities of Students

- Attending classes on time and regularly.
- Being prepared for classes with all necessary supplies.
- Taking good care of school property.
- Completing all homework assignments.
- Organizing their time well.
- Respecting themselves and others.
- Reading on a regular basis.
- Doing their best.

The following are a few suggestions on learners' responsibility that most students with whom the present investigator initiated dialogues:

- To take personal effort and commitment
- To spend some time on a daily basis to learn and use English
- To possess English language learning materials like dictionary
- To read English dailies and to watch English programmes on TV
- To spend their leisure time talking to friends in English on the campuses
- To keep writing diary in English or on computers
- To listen to English songs and follow the lyrics
- To notice the subtitles of English movies
- To read books of general nature during leisure
- To converse with professors only in English
- To chat with Facebook friends and write updates only in English
- To blog on various themes
- To visit English language learning websites

The Role of the Teacher

The role of the teacher undergoes fundamental changes with the delivery of a multidimensional a foreign-language program. As the Core French classroom moves from teacher-centered to student-centered and from a language-based to a needs-based approach, the teacher's responsibilities also change.

The primary role of the teacher in a multidimensional language class is to establish conditions and develop activities so that students are able to practice the language in a meaningful context. It is one of the teacher's greatest responsibilities to develop in the students a positive attitude to learning French as a second language.

The teacher is also instrumental in creating a positive and supportive learning environment within the class. Students who feel safe and secure are much more willing to practice a second language. A healthy classroom climate promotes risk-taking and allows the students to experiment. Positive experiences in the classroom lead to an excellent attitude toward language and culture.

The constant re-entry and review of linguistic content throughout the different units enable the students to practice and internalize the language. Although this spiral approach is ideal in language learning, the teacher must be aware of the program objectives and ensure that the objectives are being met. Instruction and evaluation must reflect these objectives.

The teacher will continue to serve as a language model for the students. While remaining the person with whom the students will communicate most often, one of the main functions of the teacher will now be to discover or invent ways to encourage students to communicate meaningfully with each other. Instead of actively directing and controlling all activities the teacher will aim to set up conditions for meaningful practice and then take on the role of a resource person.

The classroom becomes student-centered rather than teacher-centered; the students do most of the talking and the role of the teacher is to facilitate advice, assist and offer direction. As the students most often work in small groups, the teacher will observe the activities, noting problem areas for future work. During these activities, the teacher will interrupt to correct students only if the errors are so serious as to block communication. The role of the Core French teacher in the classroom has traditionally been to convey knowledge. As the teacher moves toward being a facilitator of language learning, the students acquire skills that will enable them to be independent language learners.

Teachers are encouraged to become more knowledgeable about theories and methods of second language instruction. This can be done through reading and attending workshops, professional development days and conferences whenever the opportunity lends itself. Mini-immersion or immersion courses are instrumental in providing the opportunity for improvement/maintenance of communicative

competence. Meeting with colleagues, formally or informally, also provides an opportunity for discussion, sharing and practicing the language on another level.

The Role of the Secondary Student

One significant development is the amount of student input and decision-making that naturally occurs in the development of the unit. In the initial phase of a unit, students are asked for their input and the knowledge that they possess on a particular subject. This input phase begins to motivate the students. Students are encouraged to make a number of decisions. They need to decide what vocabulary and structures are important for their activities and projects. The decisions that are made regarding the projects reflect the interests and strengths of the students. Although there are specific objectives and guidelines that need to be met in the second language classroom, students who are allowed some freedom to move within the parameters are more likely to remain motivated and on task.

The experiential goal at the end of the unit gives the students the opportunity to work toward their potential. **The students become aware of this project in the early stages of the unit.** They are then able to tailor their vocabulary, their activities and their thinking toward the final task. As the students realize that the work they do within the class leads them toward their final goal, they are much more inclined to stay on task. Students are able to personalize their projects and use their personal abilities and talents. Students with a strong French background may wish to expand on the oral or written aspect of the projects. Students with artistic or creative talents may wish to add an original dimension to the finished product. Students with a lesser degree of language skill will also be able to work toward their own potential. Students learn in different ways and at a different pace and their final projects will reflect these unique differences.

As students become more responsible for their own language learning, their success in the second language class increases. Student self-evaluation becomes more common as the students reflect on what they have learned, how they have learned and what they still need to learn.

3. OPENINGS AND CLOSURES

What are three ideas for lesson closure?

Summarizing, reviewing, and demonstrating their understanding of major points, Consolidating and internalizing key information, linking lesson ideas to a conceptual framework and/or previously learned knowledge

CREATIVE CLOSURE ACTIVITIES

1. Snowstorm: Students write down what they learned on a piece of scratch paper and wad it up. Given a signal, they throw their paper snowballs in the air. Then each learner picks up a nearby response and reads it aloud.

2. High-Five Hustle: Ask students to stand up, raise their hands and high-five a peer—their short-term hustle buddy. When there are no hands left, ask a question for them to discuss. Solicit answers. Then play "Do the Hustle" as a signal for students to raise their hands and high-five a different partner for the next question.

3. Parent Hotline: Give students an interesting question about the lesson without further discussion. Email their guardians the answer so that the topic can be discussed over dinner.

4. Two-Dollar Summary: Kids write a two-dollar (or more) summary of the lesson. Each word is worth 10 cents. For extra scaffolding, ask students to include specific words in their statement.

5. Paper Slide: On paper, small groups sketch and write what they learned. Then team representatives line up and, one at a time, slide their work under a video camera while quickly summarizing what was learned. The camera doesn't stop recording until each representative has completed his or her summary.

6. DJ Summary: Learners write what they learned in the form of a favorite song. Offer extra praise if they sing.

7. Gallery Walk: On chart paper, small groups of students write and draw what they learned. After the completed works are attached to the classroom walls, others students affix sticky notes to the posters to extend on the ideas, add questions, or offer praise.

8. Sequence It: Students can quickly create timelines with Timetoast to represent the sequence of a plot or historical events.

9. Low-Stakes Quiz: Give a short quiz using technologies like Socrative, GoSoapBox, or Google Forms. Alternatively, have students write down three quiz questions to ask at the beginning of the next class.

10. Cover It: Have kids sketch a book cover. The title is the class topic. The author is the student. A short celebrity endorsement or blurb should summarize and articulate the lesson's benefits.

11. Question Stems: Have students write questions about the lesson on cards, using question stems framed around Bloom's Taxonomy. Have students exchange cards and answer the question they have acquired.

12. So What? Have students answer this prompt: What takeaways from the lesson will be important to know three years from now? Why?

13. Dramatize It: Have students dramatize a real-life application of a skill.

14. Beat the Clock: Ask a question. Give students 10 seconds to confer with peers before you call on a random student to answer. Repeat.

15. Teach a First-Grade Student: Have kids orally describe a concept, procedure, or skill in terms so simple that a child in first grade would get it.

16. Review It: Direct kids to raise their hands if they can answer your questions. Classmates agree (thumbs up) or disagree (thumbs down) with the response.

17. CliffsNotes Jr.: Have kids create a cheat sheet of information that would be useful for a quiz on the day's topic.

18. Students I learned From the Most: Kids write notes to peers describing what they learned from them during class discussions.

19. Elevator Pitch: Ask students to summarize the main idea in under 60 seconds to another student acting as a well-known personality who works in your discipline. After summarizing, students should identify why the famous person might find the idea significant.

20. Simile Me: Have students complete the following sentence: "The [concept, skill, word] is like _____ because _____."

21. Exit Ticket Folder: Ask students to write their name, what they learned, and any lingering questions on a blank card or "ticket." Before they leave class, direct those to deposit their exit tickets in a folder or bin labeled either "Got It," "More Practice, Please," or "I Need Some Help!"—whichever best represents their understanding of the day's content.

22. Out-the-Door Activity: After writing down the learning outcome, ask students to take a card, circle one of the following options, and return the card to you before they leave:

Whether you are mixing it up or just curious about what other teachers do, check out these five videos to see five different ways teachers start their lessons.

1. Start with a Video. Everyone loves a good video, especially kids. Video can be a great way to pique interest or teach a simple concept before a lesson

2. Start with an Object Another way to get your students wondering about a topic is to show them objects related to the content. Ready to do some creative writing? Inspire them with sensory objects. Getting ready to read a book? Show them objects from the book and ask them to make connections, predictions, or ask questions. You could bring in actual objects for students to touch and smell, or simply show a set of images.

3. Start with a Question Find out what your students already know or think about a topic with a question. There are so many ways to do this: ask the whole class, encourage small group discussions, write it on the board and ask students to do a quick write, or try using a poll.

4. Start with Movement [Stand Up Game](). For this strategy, you start your lesson with a question, but the twist is that you get everyone on their feet to answer it. Students are able to sit down when they share their answer with the class. Take two minutes to watch this fun idea and then try it yourself.

5. Start with a Mistake Make learning from mistakes a natural part of your daily lessons. Next time you are thinking of starting off your lesson with an exemplar, consider what could be learned by sharing student work that is not perfect.

Lesson Hooks—The purpose of a "hook" is to help students frame their thinking and focus on the concept at hand. Some of the ideas below are obviously better for some subjects than others, and some may be redundant, but I hope this saves you a little time.

Show & Tell: Use a prop from a story students are about to read. Use a plant, leaf, water, etc. in science; an abacus in math; a prop in history.

Story. Tell a quick and engaging story that goes directly to the material. An example would be the introduction of a long division problem with a story about kids staying at home without their parents. The long division sign would be the house, and the kids would huddle at the door as numbers knock from the position of the divisor. The important moment (whether to open the door) turns on the rules of divisibility.

Analogy. Offer an interesting analogy that touches students' lives. An example of a useful analogy is of a teacher comparing single replacement bonds in chemistry to dancers choosing partners at a school dance.

Prop. An example could be a jacket like the main character in the story might have worn. Or a globe and flashlight to show the earth's rotation.

Media. A picture, or a piece of music, or brief video from Brainpop can enrich your hook when it supports your objective.

Status. Describe something great: Use great work by a student, or give reasons a famous author is highly regarded. Have students close their eyes as you describe a scene or event from history; read a passage with descriptive adjectives, adverbs; a description of a planet, etc.

Challenge. Offer students a very challenging task and let them try to solve it. An example would be when a teacher asked students what a complete sentence was. The teacher gave the students five words to use for making a complete sentence. The students couldn't make a sentence. So, the teacher asked the class what was missing? The answer was a missing subject. This surprise of the unsolvable riddle hooked the students for the remaining hour of the class.

Place objects in a **brown bag**. Have students reach in and make observations about the contents of the bag (similarities, differences). This can also be used for students to pull out a strip of paper that gives them or their group a task to complete.

Gallery Walk: Using images or objects, students move from station to station making observations. The goal is for students to come to a conclusion about the objects/images that is related to a particular concept.

Survey: Survey your students by asking questions and having them step to a side or corner of the room that represents their response.

Prediction: Present a scenario and have students make a prediction (great for probability, statistics and data analysis).

Stumped: Create a scenario where someone is stumped and the students must figure out a solution independently or in groups.

Song: Play a song as the students enter the room. Leave it on during the warm-up. Ask students how the song might be related to a given concept. Let them share their ideas before you explain your purpose for doing it.

Experiment: Conduct an experiment that illustrates a concept. For example, use water to fill 3D containers to illustrate volume or help students make a recipe using benchmark measurements.

Vocabulary connections: Give students a group of words related to the lesson…have them guess the topic or find the word that doesn't fit in the group.

News: Bring in a newspaper article or online news clip that addresses an area of interest or importance to your students.

Skit/Dress-Up: Give students roles and have them act out a skit. Or, you can come in dressed for a given role. It can be as simple has wearing a sports jersey if you're writing algebraic equations on a person buying a $75 ticket and x number of hot dogs at a game.

And some more… Show a movie or TV clip, read an excerpt from a book, writing prompt ("Tell me about a time when…"),

Ask a Question

Description: In order to get your students engaged in an upcoming lesson, ask them a question that will interest them and activate prior knowledge.

Example: Ask students to recall their favorite movie or favorite story from earlier in the year. Ask students to recall who the story is mostly about and use this as an opening to introduce main character.

Use a trade book Description: Using a trade book (trade magazine) at the start of the lesson can be an effective strategy to motivate students and provoke interest. Math instruction, reading comprehension skills, writing traits, science and even social studies concepts can all be introduced using

4. CLASSROOM BEHAVIOR MANAGEMENT

These 20 classroom management techniques have shown to improve classroom behavior, build relationships for a better classroom community, and foster a positive classroom environment where student learning is the number one collective goal. Try these effective classroom management strategies with your students to become a happier, more effective teacher.

1. Model ideal behavior. Make a habit of demonstrating behavior you want to see, as <u>many studies</u> show that modelling **effectively teaches students how to act** in different situations.

A straightforward way to model certain behaviors is holding a mock conversation with an administrator, other teacher or student helper in front of the class. Talking about a test or other relatable topic, be sure to:

- Use polite language
- Maintain eye contact
- Keep phones in your pockets

- Let one another speak uninterrupted
- Raise concerns about one another's statements in a respectful manner

After, start a class discussion to list and expand upon the ideal behaviors you exemplified.

2. Let students help establish guidelines

Encourage all students to help you build classroom expectations and rules, as **you'll generate more buy-in than just telling them what they're not allowed to do.**

This is especially essential for new teachers. Near the start of the school year or during the first day of a semester, start a discussion by asking students what they believe should and shouldn't fly in terms of appropriate behavior. At what points are phones okay and not okay? What are acceptable noise levels during lessons?

This may seem like you are setting yourself up for failure, but -- depending on the makeup of your class -- you may be shocked at the strictness of some proposed rules. Regardless, having a discussion should lead to mutually understood and -respected expectations for your classroom culture.

3. Document rules. Don't let your mutually-respected guidelines go forgotten.

Similar to handing out a syllabus, print and distribute the list of rules that the class discussion generated. Then, go through the list with your students. Doing this emphasizes the fact that you respect their ideas and intend to adhere to them. In addition, when a student breaks a rule, it will be easy for you to point to this document.

You will likely want to post these rules up in your classroom — if you have not already — for occasional reference. If you are feeling creative, you can include the rule list in a student handbook with important dates, events and curriculum information, too.

4. Avoid punishing the class. Address isolated discipline problems individually instead of punishing an entire class, as **the latter can hurt your relationships with students who are on-task** and thereby jeopardize other classroom management efforts.

Instead, call out specific students in a friendly manner. For example:

- "Do you have a question?", not "Stop talking and disrupting other students"
- "Do you need help focusing?", not "Pay attention and stop fooling around while I'm talking" This basic approach will allow you to keep a friendly disposition, while immediately acknowledging inappropriate behavior.

5. Encourage initiative. Promote growth mindset, and inject variety into your lessons, by **allowing students to work ahead and deliver short presentations** to share take-

away points. Almost inevitably, you will have some eager learners in your classroom. You can simply ask them if they would like to get ahead from time-to-time.

For example, if you are reading a specific chapter in a textbook, propose that they read the following one too. When they deliver their subsequent presentations to preview the next chapter on your behalf, you may find that other students want a bit more work as well.

6. Offer praise. Praise students for jobs well done, as doing so **improves academic and behavioral performance**, according to a <u>recent research review and study</u>.

When it is sincere and references specific examples of effort or accomplishment, praise can:

- Inspire the class
- Improve a student's self-esteem
- Reinforce rules and values you want to see

Perhaps more importantly, it encourages students to repeat positive behavior. Let us say a student exemplifies advanced problem-solving skills when tackling a <u>math word problem</u>. Praising his or her use of specific tactics should go a long way in ensuring he or she continues to use these tactics. Not to mention, you'll motivate other students to do the same.

7. Use non-verbal communication. Complement words with actions and visual aids to **improve content delivery,** helping students focus and process lessons.

Many <u>differentiated instruction strategies and techniques</u> are rooted in these communication methods. For example, running learning stations -- divided sections of your classroom through which students rotate -- allows you to deliver a range of non-spoken content types. These include videos, infographics and physical objects such as counting coins.

8. Hold parties. Throw an occasional classroom party to acknowledge students' hard work, **motivating them to keep it up.** Even if it is just for 20 or 30 minutes, they should be happy with snacks and a selection of group games to play. Clarify that you are holding the party to reward them and they can earn future parties by demonstrating ideal behavior, collectively scoring high on assessments and more.

9. Give tangible rewards. Reward specific students at the end of each lesson, in front of the class, as another **motivational and behavior-reinforcement technique.**

Let us say a few students are actively listening throughout the entire lesson, answering questions and asking their own. Before the class ends, walk over to their desks to give them raffle tickets. So others can learn, state aloud what each student did to earn the

tickets. On Friday, they can submit their tickets for a shot at a prize that changes each week -- from candy to being able to choose a game for the next class party.

10. Make positive letters and phone calls. Keep students happy in and out of class by **pleasantly surprising their parents,** making positive phone calls and sending complimentary letters home.

When the occasion arises, from academic effort or behavioral progress, letting parents know has a trickle-down effect. They'll generally congratulate their kids; their kids will likely come to class eager to earn more positive feedback. This can also entice parents to grow more invested in a child's learning, opening the door to at-home lessons. Such lessons are a mainstay element of <u>culturally-responsive teaching</u>.

11. Build excitement for content and lesson plans. This one works well no matter the grade level: elementary school, middle school or high school. Start lessons by previewing particularly exciting parts, **hooking student interest from the get-go.**

As the bell rings and students settle, go through an agenda of the day's highlights for the whole class. These could include group tasks, engaging bits of content and anything else to pique curiosity. For example, "Throughout the day, you'll learn about:"

- How to talk like you're a teacher (sentence structure)
- Why you don't know anyone who's won the lottery (probability)
- What all the presidents of the United States have had in common (social analysis)

The goal of this classroom management technique is to immediately interest students in your agenda and thereby dissuade misbehavior.

12. Offer different types of free study time. Provide a range of activities during free study time to **appeal to students who struggle to process content in silence, individually.**

You can do this by dividing your class into clearly sectioned solo and team activities. In separate sections, consider:

- Providing audiobooks, which can play material relevant to your lessons
- Maintaining a designated quiet space for students to take notes and complete work
- Creating a station for challenging <u>group games</u> that teach or reinforce standards-aligned skills
- Allowing students to work in groups while taking notes and completing work, away from quiet zones

By running these sorts of activities, free study time will begin to benefit diverse learners. This should contribute to overall classroom engagement.

13. Write group contracts. Help student group work run smoothly and effectively by writing contracts that contain guidelines, having everyone sign. Group contracts should be based on expectations that students have for each other, and you have for them. You can gather the class's thoughts by holding a discussion about what the ideal group member does, and how he or she acts. Once you have written the contract, encourage students to come up with consequences for violating expectations.

By having them sign a fresh version of the contract before each group task and project, you're empowering them to hold each other accountable.

14. Assign open-ended projects. Encourage students to tackle open-ended projects -- projects that don't demand a specific product -- to allow them to demonstrate knowledge in ways that inherently suit them.

This starts by giving the class a list of broad project ideas, asking each student to choose one. Be sure to provide a rubric for each project that clearly defines expectations. By both enticing and challenging students, you should notice they will:

- Work and learn at their own paces

- Engage actively with appropriate content

- Demonstrate knowledge as effectively as possible

With these benefits, students may actually look forward to taking on new projects.

15. Give only two scores for informal assessments

Recall a time you saw a big "F" in red ink on your work. You were probably too upset to review mistakes and feedback, and so are your students when they see the same.

So, consider avoiding standard marks on informal and <u>formative assessments</u>.

Instead, just state if a student did or did not meet expectations. Then, provide struggling students with a clear path to improve. For example, pair classmates who did not meet expectations with those who did, giving them a review and practice activity. When strugglers are confident they understand key concepts, encourage them to tell you. Provide a new assessment, allowing them to prove their competency.

Classroom management strategies for individual students

1. Use EdTech that adjusts to each student

There are many games and platforms that use <u>adaptive learning principles</u> to detect a given student's skill deficits, serving them content to help overcome them.

2. **Interview students.** Interview students who aren't academically engaged or displaying prosocial behavior to **learn how to better manage them.**

While running learning stations or a large-group activity, pull each student aside for a few minutes. Ask about:

- What helps them focus
- Who they work well with
- Their favorite types of lessons
- Their favorite in-class activities
- Which kinds of exercises help them remember key lesson points

Note their answers to come up with activities and approaches that engage them, thereby limiting classroom disruptions.

3. Address inappropriate or off-task behavior quickly

Avoid hesitation when you must address inappropriate or off-task behavior, especially when a student breaks a documented rule.

Acting sooner than later will help ensure that negative feelings -- whether between students or you and a student -- will not fester. Failure to act can result in more poor behavior, leading to needlessly difficult conversations. However, keep in mind: It's usually **best to talk to the student in private.** <u>Research</u> shows that punishing students in front of peers has "limited value."

4. Consider peer teaching. Use <u>peer teaching</u> as a classroom management strategy if you feel your top performers can help engage and educate disruptive and struggling students.

Peer teaching activities, such as pairing students together as reading buddies, can be **especially beneficial for students who suffer from low confidence and poor interpersonal skills.**

<u>Authoritative research</u> states tutors improve self-esteem and interpersonal skills by giving feedback. Tutees realize benefits because they can ask questions and receive immediate clarification. A <u>later study</u> of at-risk students echoes these advantages. Although you should spend time teaching peer tutors how to properly communicate with tutees, you will likely find the benefits are worth the work.

Let us talk about some **behavior management strategies** you can tap into to enhance student behavior and allow teaching and learning to proceed as planned.

1. Maintain a Routine

Having a set routine is an important behavior management tool that helps to establish guidelines and behavior expectations. A routine ensures that students know what is

coming next, so you will spend less time giving out instructions—freeing up time to do the real work. Include the students in establishing a class schedule that works for everyone and give them responsibility for some routine tasks.

Do not leave out the notoriously disruptive students in your schedule—more often, a sense of responsibility can help reduce behavior issues. When a student starts to slide out of your planned routine, use non-verbal cues like hand gestures to remind students of what they should be doing. Avoid verbal cues to keep the lesson flow uninterrupted.

2. Set Rules Together With Students

Just like a routine, rules help improve student behavior. However, if the classroom teachers set the rules themselves, the class may reject them. That is why it is important to have an audience with your class to help set the rules.

When children take ownership of the rules, peer pressure works in your favor to enforce them and improve behavior management. Also, have a guideline for how infractions will be dealt with. These guidelines help remove the feeling of being punished, so students will know what to expect when they are called out about their behavior. Remember to enforce the guidelines impartially and consistently. If you slack on the enforcement even once, you create a loophole that everyone will want to take advantage of.

It is also important to remember not to discipline the whole class for one student's infractions. For example, disrupting class proceedings to deal with one student. This will likely alienate the whole class, who will feel wrongfully punished.

3. Create Stimulating Lessons. You will probably start fiddling with your keys or just zone out right in the middle of it.

That is exactly how students feel when lessons are not exciting. Monotonous classes are sure to bring out the worst in your students. To get rid of bad behavior, make your class activities as exciting and stimulating as possible.

Structure your activities to engage and involve your learners throughout the lesson. Strive to allow your students to uncover knowledge with practical activities. Most importantly, vary your teaching methods, use plenty of aids and make the work as interactive and fun as you can. You can draw the attention of younger students by incorporating games and using plenty of actions in your learning time. With older students, try to stay relatable, for example, by referencing modern music or movies.

4. Use Positive Language. Negative language has a way of reinforcing the wrong behavior. Typically, kids like to do what they are told not to do. So, rather than create a vicious cycle of behavior challenges, use positive language.

For example, instead of saying, "stop throwing those paper airplanes," you can say instead, "Can we all focus and pay attention, please."

Positive language makes the students feel respected, leading to better behavior. Plus, positive language will encourage the kids to start speaking positively. For example, instead of saying, "this work is too hard for me," they will begin to say, "I can try my best." It is also important to keep your body language positive. Smile more and frown less often. Model the behavior you want to see in your students. Studies have shown that students learn from the language and behavior that educators display.

Some of the outcomes of positive language approaches include:

- A safe learning environment
- A sense of responsibility
- Self-discipline
- Self-motivation

5. Develop a Relationship with Your Students

Get to know your students individually. Take time to find out their interests and dislikes. If your lessons are centered on what the learners like, you will find it easier to keep them engaged. Also, knowing your students will help you identify some triggers to behavioral problems. For example, if a student suddenly starts lashing out and talking over you in a lesson, they may be going through some personal problems at home or facing issues like bullying at school.

If you know a bit about the child, you may be able to figure out the root of the problem. Instead of punishing the bad behavior, you can talk to the student or point them in the direction of help; for example, get them to see the school counselor.

One way of developing a good relationship with your class is by speaking positively about them to their parents and administrators. Use notes and calls to update their parents on their positive behavioral changes. Alternatively, have the principal or a senior administrator drop in to commend their good behavior. Your students are more likely to feel like you are looking out for them and continue to improve.

6. Adjust Your Scoring Methods. Getting an F on an assignment is demoralizing. Typically, students who get poor marks are disruptive in class and deliberately fall short of behavior expectations to deflect from the real issue.

If you are dealing with a similar scenario in your class, use a less standard scoring method for grading classwork. For example, instead of grading a paper with a specific score, simply put check marks where they got it right and point out areas of improvement. This unconventional grading can help reduce the overwhelming feeling of poor grades.

You may also turn it into a game. Use points to grade papers and give some rewards when a student reaches a specific number of points. Treating scores like a fun game helps motivate students to focus and improve their scores.

LITTLE THINGS: QUICK INTERVENTIONS THAT SUPPORT CLASSROOM MANAGEMENT

1. Show students that it pays to behave: At the end of tough classes, I'd daily give out two raffle tickets—one for academic effort and one for good behavior. After writing their names on the tickets, kids dropped them in a jar. On Friday, I randomly drew two student names—both received candy bars.

2. Never punish an entire class: Even when you feel like the the entire class is misbehaving, there are always some kids following directions. Punishing the class as a group only incites further resistance.

3. Build content-related anticipation: At the beginning of class, say, "Later today, I'll tell you...

- How to cure cholera." (Clean water makes all the difference.)
- What most super-geniuses have in common." (They burn through acolytes.)
- How the X-Wing fighters in *Star Wars* violate Newtonian physics." (Blasters and afterburners don't make sounds in space.)

The goal is to get students interested in your agenda in lieu of misbehaving.

4. Change the tone: To interrupt a class of aggressive complainers, I cued up Katrina and the Waves on my CD player. When the first grumbling complaint occurred, I raised my palm and played "I'm walking on sunshine, woooah / And don't it feel good!" Everybody laughed. Another kid started to whine until I pressed play again. Bigger laughs. After that, complaints rarely occurred.

5. Find things to appreciate: Instead of starting class braced for conflict, make yourself look for things to delight in: that Serena knows everything about Detroit hip-hop or that your thermos of Intelligentsia Coffee is three-quarters full.

6. Ramp up your enthusiasm: There is no downside to being 20 percent more enthusiastic.

7. Use your words: Students sometimes miss the obvious. Say, "This class makes me glad that I teach."

8. Don't pander: Never cueing students to meet your emotional needs is an important adult boundary. In addition, one of life's paradoxes is that people who never obsess over being adored are often the recipients of adoration.

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9. Forgive: When students are kicked out of Katie Riley's ninth-grade English classroom, she always tells them that everything is forgiven and that the next day will be a fresh start. When a student commits a felony, he sees Ms. Riley sitting in the courtroom gallery. That is all he needs to know.

10. Give students choices: "Do you want to do this assignment in class or as a take-home quiz?" "Should this project be group or independent work?" Choice increases students' buy-in.

11. Publicly announce classroom management goals: Say, "Yesterday, the noise was at an eight during work time. Let's shoot for a five today."

12. Establish routines: If you have a chaotic class, keep things predictable. Also: Post the day's schedule.

13. State the truth when things go wrong: If students are confused and lost, do not brush over it. In addition, when you have sent a student out of the classroom, say, "That makes me sad and frustrated, but let's get our brains focused back on the third math problem."

5. USEFUL CLASSROOM LANGUAGE FOR MOVING AROUND IN CLASS AND ACTION GAMES

Games give students a clear goal to reach with measurable and achievable goals, which allows students to work on their target language skills while having fun and often without realizing how much they are learning.

Students learning through play will also be less stressed about making mistakes in the target language, which is often the best way to learn. This creates a relaxed atmosphere where students are invited and encouraged to participate in the learning process.

Board games are also something that students can play outside of class and continue learning and they can go back over the day's grammar lesson by playing with their parents once they get home, which is a great way for them to involve their parents and family members in their learning. A game of Monopoly in the target language on *Family Game Night* could be a great way to practice their language skills.

Their language classes should be **an opportunity to discover new cultures, learn new words, and practice what they've learnt** and one of the best ways to discover new cultures is by playing games popular in said cultures. You use games to teach manners, greetings, and cultural norms through games and role-playing.

Useful classroom language for moving around in class and action games
Gestures and body language
"Do the (English) gesture for 'be quiet'/ 'stop'/ 'please'. Can you remember what it is?"

"What does this gesture mean?... Good. Can you do the gesture and say what it means at the same time?"

"Put your finger on your lips… Good, but pointing up… Got it. Now, what does that mean?"

Moving desks and chairs
"Move two/ three/ four desks together and put your chairs around them"

"Push all the desks back against the walls"/ "Move your tables back (without making a noise/ one at a time starting at the front)"

"Put your desks back where they were"

"Put your desks into two lines/ rows with your chairs behind/ in front of them"

"Leave your desks where they are and bring all your seats to the front"

"Turn your chairs round (to face the…)"/ "Turn back to face the front"

"Can you two take this table and move it over there? Thank you"

"Any volunteers to move these tables?"

"This table's in the way, isn't it? Where can we move it? Is there any space over there?"

"Move your chairs (and tables) so you can all see the TV/ whiteboard/ students performing at the front"

"Move them (a bit) further back/ forward/ left/ right/ apart/ closer together/ towards the board"

"Leave enough space to move around/ walk between the board and your desk"

"Let's make a (big) space in the middle/ at the front/ at the back/ in the corner of the classroom"

"Please make sure the desks are straight"

Standing up and sitting down
"Stand up"/ "Everybody up (out of your seats)"/ "Stand behind your tables/ next to your desks/ in the aisles"

"Sit down"/ "Take a seat"/ "Back to your seats"/ "You may sit down (now)"/ "Find yourself a seat"/

"Sit up straight/ properly"

Actions
 "Twist (your neck/ your wrist/ your waist)"

"Turn (around/ all the way around/ 90 degrees/ 180 degrees/ 360 degrees)"

"Keep your feet in the same position and…"

"Jump (up and down/ forward/ backwards/ sideways/ as far as you can/ towards…/ once/ with your feet together/ until I say 'stop'/ until I shout out another action/ like a kangaroo/ like a rabbit/ like a frog/ quickly/ slowly/ onto the right flashcard)"

"Hop (on your right/ left leg/ in a straight line)"

"Wiggle (your leg/ arm/ finger/ fingers)"

"Make a (small/ big) circle/ rectangle/ square/ triangle star shape/ letter… with your fingers/ arms/ legs/ whole body"

"Move like a fish/ helicopter"

"Move more quickly/ slowly/ gently/ violently/ smoothly/ energetically"

"Pretend your hand/ arm/ body is fin/ propeller/ spider/ man (and make it ski down your arm/ jump on your partner's head"

"Pass/ throw/ bounce the ball over your head/ under your legs/ to the person standing next to you/ to the person opposite"

"Sit up straight/ Stand up straight"

"Spin (with one finger pointing out in front of you/ with your eyes closed/ around once or twice/ quickly/ slowly/ anticlockwise/ clockwise/ in the opposite direction)"

"Put this blindfold on/ Put this scarf around your eyes and move where your team tell you"

"Open / close/ cover your eyes"

"On tiptoes"

"Hold hands (with your partner/ with the people on your left and right)"

"Shake hands (with your partner/ with everyone you meet"

"(Put your) hands up (when you know the answer/ if you want to go next/ if you spot a mistake"

"Move around the class (and speak to everyone you meet/ and stop when I shout 'Stop'"

Directions

"(Two steps) forward/ backwards/ left/ right"

"Towards the… (but not that far/ not touching it)"

"Face/ Facing the board/ window/ teacher/ poster/ your partner/ the other team"

"Turn your chairs back round and face the front"

Positions, space and shapes

"Can you come here, please?"/ "Can you come to the front of the class, please?"

"Can you stand a little bit closer to/ further from the …?"

"It's time for a story/ a game/ the exit drill/ goodbye greetings, so go to the usual place/ where do we go to do that?"

"Move a little bit closer to each other/ a little bit further apart (so that there's room for...)"

"You should be able to squat without touching anyone else/ spin round with your arms out/ touch three people without moving your feet"

"There doesn't seem to be enough room so continue the line along the wall/ start a new line/ split that line into two"

"What's that? I said a circle, not a jellyfish/ a straight line, not a squiggly line!"/ "What shape did I say?... And what shape is this?/ And is this a…?"

"In the middle of the room"

"On the mats I put on the floor"

"In the corner (near the door)"

"Touching the (back/ front/ left/ right) wall"

"On the floor"

"Squatting (like this)"

"Sitting on your heels"

"Behind/ in front of/ next to your desk"

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"Near the window/ teacher's desk/ door/ pegs/ cupboards"
"Stand in/ Make a circle (and hold hands)"
"Stand in a line
"Hands on your heads/ shoulders/ ears/ knees"
"Turn and face the…"
"Turn all the way round"
"Face the other way"
"Stand behind the line"/ "Imagine there is a line from here to here/ from the edge of the window to the teacher's desk and stand behind that line"
"Stand about one metre apart/ so you can just touch your partner if you hold your arms out/ well apart from each other"/ "Can everyone stretch out their arms (to the side/ in every direction/ all round) without touching anyone/ anything?"
"Sit under the piano. Go!"
"Touch your desks with your noses"
"In two (straight) lines"
"(A bit) further apart"/ "Please leave enough space (for me/ the other students to get through)"

Miming/ pretending

"Pretend you are a monkey/ banana/ letter A"
"Pretend you are holding/ eating/ making/ lifting up a cake/ gun/ elephant"
"Pretend you are in a small cupboard/ on a tightrope/ in the middle of a road/ between two hippos on the bus"

Danger

"Make sure you don't touch/ knock over the OHP/ fish tank"
"Don't touch the wall too hard (or you could go through!)"
"(Be careful.) There's a sharp corner here"
"Remember that someone hurt themselves on this/ in this game last week"
"If you push, someone will get hurt"
"You'll hurt yourself if you do that again"

Disturbance

"No shouting."
"Don't jump so much, the class downstairs can hear you"
"Don't bang into the whiteboard; the whole wall is going 'bang'. From now on, everyone only touch the card with your index finger. Hold out your index fingers. Good. Now, let's try that"
"That was a bit noisy. Let us try it again, but this time sliding your feet along the ground as if you are skiing. Let us practice that first. Ski! Ski! Good, that is better. So, this time when I say 'go', do the same but skiing instead of running."
"Plus one point to the boys for finishing first, and minus one point for the boys for making too much noise."

Other rules

"You can/ can't (only) use your hands/ both hands/ your head"
"The first person to do the right action gets a point/ is the winner"

"Anyone who does a different action loses one point/ is out of the game/ is out for one round/ has one more chance and then is out of the game/ has to go to the back of the row/ is the crocodile next time"

Going back

"Go back to your seats"/ "Back to your original positions"/ "Return to your places please"/ "Please return to your seats (quickly)"

"Put your desks back how they were/ in the original way/ in the usual way"

"Return your chairs to their regular places"/ "Move your seats back to where they came from/where you got them from"

"Go back and work with your original partner"

"I didn't see who was first, so go back to where you were"

Getting into groups

"Change partners" [point to one person with your right hand and one person with your left and then move the two hands until they are pointing at the opposite places, then repeat a few times]

"Work with someone that you have never worked with/ who you haven't worked with today/ this week"/ "Find someone new to work with"

"The people I point to, swap seats"

"Stand up and find someone to work with/ and form groups of three/ and pair up with someone you haven't worked with today"

"Sit in the same teams as before/ last week/ last lesson/ always"

"Anna, can you move over there?"

"We need one more person in this group/ team. Can someone (from that group/ team) come over here and join them? Bring your chair/ you don't need to bring your chair"

"Stand up and make groups of three"

"Sit down now and work with the person next to you"

"People, who are wearing blue, sit over here. People who are not wearing blue will be in this team over here"

Stopping and waiting

"Stand still!"/ "Don't move"/ "Stay in your places/ where you are (until I finish explaining/ until the other team has moved)"

"Who can stand the stillest?"/ "How long can you stand totally still?"

"Perfect, stay right there!"

"Ready, steady, go!"

"Wait for it. Wait for it! Go!"

"Five. Four. Three two one go!"

"Wait until I say 'go'"

"Just a minute, I'm going to explain the game/ the rules/ the language you need first"

"Freeze!"

"Stop!"

One at a time and other variations and limitations

"Just the boys/ girls/ people wearing blue/ the people I gave a number five to/ the team captains/ the person holding the ball, stand up/ come here/ stand in front of the board"

"Okay, now the same game but jumping/ hopping/ walking backwards/ walking slowly"

"Without (using your…)… try to …"

"Come up one at a time and get your marked tests/ read your homework books to me/ pin your posters on the notice board"

Giving the kids control of the actions

"What action shall we do next?"/ "Can anyone think of a new action?"

"Can someone write the next action on the board?"

"Someone choose a flashcard with the next action on/ choose an action from the board"

"Who wants to be teacher?"

"What else can you touch/ go under/ pick up/ run around/ mime (driving/ drinking/ eating)?"

Physical pronunciation practice

"Chop your left palm with your right hand with the rhythm of the song/ sentence/ word stress"

"It you hear 'can't' raise your left hand, and if you hear 'can' put up your right hand"

"Jump to the right if you hear /sh/ and jump to the left if you hear /s/"

"If the word has two syllables/ beats touch your shoulders, and if the word has one syllable/ beat touch your nose"

"Run and touch the flashcard with the sound that you hear"

Action songs

"As you listen to the song, I want you to mime the things/ animals/ letters you hear/ that we practised"

"Mime the action for the person who is singing (for example when the father sings, pretend to stroke your beard)"

"The first time that we listen, just do the actions that you hear. Then we will sing along when we hear it a second time"

Miscellaneous

"One point for the first team in the right position/ for the first team with their chairs and tables back in position/ for the first team standing quietly in a nice straight line"

"We are going to do the same song/ activity/ game as last time, but this time standing up/ moving around/ in a circle/ in lots of little circles instead of one big one"

You can get more ideas in this Micro-credential course: Games and Activities for the Online Classroom (Young Learners).

1. Strike a pose. This is a simple ESL warm-up activity that includes a lot of movement. You can use it when your students enter the physical or virtual classroom for the first time. They will not know each other yet, so starting the lesson by introducing each other with their names is a good idea.

Have your students stand in a circle so that they can see each other. Give them a minute to come up with a gesture or pose that represents them. Then, the first student

steps forward and says, "My name is [insert name]," accompanied by the gesture or pose that he or she came up with. Now, everybody repeats the student's name and gesture. Next, student B steps forward and says his or her name with a gesture or pose. Now, everybody repeats student A's and student B's names and gestures. Next is student C. Continue until everybody has said their name and all students can remember all of the names and gestures in one round.

2. Charades. Students take turns acting out a word provided by you while their classmates try to guess what it is. This is a good opportunity to review vocabulary from a previous lesson or to try to introduce a new word. Young learners become really immersed in this activity and they usually try very hard to act out the word's meaning.

3. Question time. Have all students stand up, and ask them a question — feel free to get creative! You could ask anything (How is the weather? What time is it? Which superhero wears the colors red and blue? What did I have for breakfast today? etc.). The student who raises his or her hand first gets a chance to answer. If the answer is wrong, the next student to raise their hand gets a chance. If the answer is right, that student gets to sit down. The goal is to not be the last student standing!

4. We are fun, fantastic friends! This is a great team-building ESL warm-up activity that can be played in pairs or groups. Depending on the class size, divide the students into pairs or groups. For online platforms that do not allow breakout groups, students can work individually. Assign each group or person a letter. They now have to find two adjectives and a noun with that starting letter to describe themselves. When everybody is ready, each group introduces themselves in front of the class.

Students usually come up with funny, original ideas that make everybody laugh. You will hear things like "We are amazing, active animals," "We are cool, cheerful classmates," or "We are beautiful, bouncy balloons."

5. All about me. Break students into pairs and tell them that they have one minute to talk about themselves. They can choose what they want to discuss, such as something they like, where they live, their birthday, how old they are, their hobbies, and so on. When the time is up, their partner talks about himself or herself. After these two minutes, switch up the pairs and start over. Continue swapping partners each round until everyone has talked with every classmate.

ESL warm-up activities for teens and adults

As mentioned before, teenagers and adults have an equal need for a fun warm-up activity as young learners. Here are some slightly more complex warm-ups that will engage your older students and prepare them for the lesson.

1. Sentence scramble. For this activity, you can divide the students into small groups or pairs or they can work on their own. Come up with a few sentences before class, and write the sentence's words on your physical or virtual whiteboard in a random order. The first group or individual student to unscramble the words and read the sentence aloud correctly wins that round. When creating the sentences, you can use motivating mottos, the target language of the day, or review a grammar point from a previous lesson.

Here's how to teach English grammar — even if you're terrible at it!

2. Storytelling. This is a great ESL warm-up activity for encouraging teamwork and practicing vocabulary and grammar. It can be used in the online classroom as long as you have a whiteboard behind you that is visible to the students.

Ask each student to give you one word they know. This can be a noun, an adjective, a preposition, anything they want to include in the story. Collect the words by writing them on the whiteboard. When you have all the words from your students written on the board, let them collaborate to tell a story with them. If they need help, you can ask questions like "How shall we start?" "Which word shall we use first?" or "What comes next?" Check off the words as the class tells the story, and make sure everyone gets a chance to contribute!

Read more about the power of storytelling in the ESL classroom.

3. Speed interview. This activity revolves around improving fluency and asking questions. Students will have a chance to learn about each other and to use English freely. It is a good activity for intermediate to advanced learners.

Write a topic on the board or tell your students the topic of the day. This can be as simple as "Food" or more complex, such as "Your favorite memory." Put students into pairs and have them interview their partner by creating questions related to the topic. They can ask as many questions as they can within one minute, and then their partner has one minute to ask them questions. After the time is up, put students into new pairs and repeat as time allows.

4. Guide me. For this warm-up activity for English teaching, show students a map of a town, and choose a starting point and a destination on the map. Then, either in pairs or as a whole class, have students provide the directions to the destination to guide you through the map. You can use this primarily as a speaking activity or even get in extra writing practice by having students write the directions down.

Alternatively, you can give students maps (either digitally or physically), a starting point, and a set of directions they have to follow to find out where their destination is. Have students race to see who can follow the directions the fastest and figure out the secret destination first!

5. Art appreciation. Print out some inkblots or images of abstract paintings ahead of the lesson. Hold up one of the pictures and ask the class, "What do you see in this picture?" Give your students some time to think, then call on them or let them raise their hands. Let them express the impressions, feelings, or words they associate with the picture, without correcting them or interrupting them. It is very important that the students feel comfortable expressing their thoughts for this warm-up activity.

The results are very rewarding, and you can learn a lot about your students' personalities, which you can reflect on later to tailor your lessons to your students. ESL warm-up activities, no matter for which age, level, or group size, lead up to a fun, successful, meaningful lesson that your students will get more out of. Warm-ups give your students a chance to use the English they have learned so far, to review, and to experiment with new expressions — and, they are loads of fun!

Fun Warmer Activities for Adults

1: An Idiom a Day. If you teach something like American culture, or "speaking," try out this idiom activity that involves drawing it. It's something that you can do throughout the course of a semester and most students really enjoy it. Students have to draw the idiom literally, and then make a guess at the actual meaning.

2: Conversation Starters for Adults. The point of a conversation class is usually to get the students speaking in English on a variety of topics. These starters will help you do that. At times, I have used an interesting question of the day to get my classes started and the students have to discuss it in pairs or in a small group. I do not often do it anymore because I am perhaps too lazy to think of questions. Alternatively, you can get students to give you some ideas as well!

3: Mixed-Up Sentences. Teaching and learning grammar does not have to be the most tedious thing ever. Use something like this mixed-up sentence activity and make it slightly better than the mind-numbing stuff from your textbook. It works well as a review for a previous class, or to sum things up at the end of a session. It works best for beginner to low intermediate because it is too simple for advanced level students. The thing I love is that it forces students to pay attention to word order in a way that they often do not have to.

4: Proof-Reading. Similar to mixed-up sentences, this gets students focusing on something that is really boring and tedious, in a less tedious way. You can write your own, or use some articles and then adapt them to your needs.

5: Just a Minute ESL Speaking Activity. Here is another quick warm-up that you can use with your higher-level students. You can use less time (1 minute) for lower-level students, and 2-3 minutes for higher-level ones. It is also easy to turn this into a listening activity by requiring the rest of the students in the group to ask follow-up questions to the person speaking.

6: SOS Review Game. Remember the SOS game from when you were a kid? I have turned it into a <u>fun review game</u> for language students. It works with just about any topic that you can think of. This is a classic ESL warmup activity. It is simple, requires almost no preparation and is ideal for beginner to more advanced students. You can use if for speaking, conversation or writing classes. Put up a picture on the screen at the front of the classroom, and elicit some information. For beginners, it may be a word of something that they see, or it could be objects in relation to each other if you are teaching about **prepositions of place**. With intermediate levels students, it might involve making a sentence related to what they see. For higher-level students, it could be a story about what is happening, or what may happen next.

6. PRACTICAL TEACHING TIPS FOR GIVING INSTRUCTIONS

A Guide to Giving Clear Instructions to Students

Teachers are sometimes surprised to discover just how much giving clear instructions to students can affect students' success in the classroom. When given effective directions, students can engage with the material more effectively and ultimately have experiences that are more productive.

There are several steps teachers can take to ensure that their students understand instructions and are able to complete assignments with ease.

1. Use Clear and Precise Language. Thirty-three years ago, Chilcoat and Stahl wrote the definitive framework for giving clear directions. They advised using short, complete sentences and precise, concrete terms so that students will be able to understand what is expected of them. They also suggested using nouns instead of pronouns—especially when teaching younger students—and avoiding vague terms such as "some," "a few," or "a couple."

Teachers should also clearly articulate the expectations of the assignment or task. Explaining what students have to do, how they have to do it, and when they have to complete it by can help them understand—and follow—your directions. Providing a strong, detailed rubric with the assignment, can also make both the teacher's and the student's job clearer and easier?

2. Repeat Your Directions. We assume that our students listen when we speak— but not anyone who has been teaching for more than five minutes knows this is always the case. A teacher might give directions and find that their students have not been paying attention, or that the students only half-grasped the instructions. A quick

look around the room, some redirection, and some repetition can ensure that every student is focused and understands what they need to do. I often write assignment directions on the board, on the assignment sheet, and in our computer platform so that students can refer to them as they work.

3. Explain the Purpose of the Task. When you explain to students why they are being asked to complete an assignment, they are more able to appreciate the experience. Connecting the task to existing student knowledge, previous lessons, or covered material will help students feel more confident about tackling the task.

4. Make Sure Your Students Understand. After giving them directions, ask your students to repeat or rephrase what is expected of them. Ask them specific questions about the requirements. Clarify any confusing points. Provide students with feedback that can help them comprehend and complete the task.

5. Use an Appropriate Tone. It is not just, what you say; it is also how you say it. Do not yell, mumble, or castigate. Ensure the pace of information is appropriate for grade level and ability. Do not rush or move too slowly. Pause frequently to give students time to digest the information.

6. Describe the Specifics. If the assignment requires specific materials or a particular format, be sure to let students know. In my class, for example, every question must be answered in a complete sentence, and one-sentence responses are usually not sufficient to answer a question. Creating and clearly explaining such specifics sets your students up for success.

7. Provide Examples. In 1965 (but I remember it like it was yesterday), my first grade teacher had us create an alphabet booklet. I was excited about the assignment and worked hard on it every day for a week. After I handed it in, I realized that many of the students had created clever covers for their booklets. Because I did not have an example to mirror, I did not include a cover, and my pride in my work quickly faded.

8. Break Tasks into Manageable Chunks. If an assignment is large or multifaceted, section it into smaller tasks, especially if you teach younger students who cannot handle a long list of directions. Breaking assignments into manageable tasks can help students feel more confident in their work.

Ten Tips for Giving and Checking Instructions in an ESL Classroom

Some of the activities that we use in the classroom are complex in terms of the way they are organized, and I doubt if there are many teachers who can honestly claim that they do never have a class very confused by the way they have given instructions. How can you make sure that your instructions are as clear and comprehensible as possible?

1. Plan how you are going to give the instructions before you go into the classroom, and make sure that you can explain them within the limits of the language, which the students can understand. For example, the following instruction would be fine for an intermediate class, but would lose a group of

beginners: "You're going to hear a description of a famous person and you have to guess who it is." For beginners, "Listen to my description of a famous person. Who is it?" Would be far more comprehensible.

2. Think too about the speed of your speech – slow down slightly if necessary – and insert pauses to allow students to take in each piece of information before you go on to the next.

3. Make sure that your instructions are fully explicit – do not take anything for granted. Because we are so familiar with the activity types, we often assume that certain things are obvious. How often have you explained an activity but forgotten to say explicitly "Don't show your information to your partner" – only to find students happily doing just that.

4. Also, think about how much you are going to explain at a time. If you have a long, complicated, or two-part activity, do not explain everything at once. Explain the first stage, and check that students have understood before you go on to the explanation of the next part. In some cases, it is not necessary for the students to have an overview of the whole activity before they start. In this case, explain the first part, do the first part and then go on to the explanation of the second part.

5. Do not start the explanation until you have the students' full attention. Make sure they have stopped whatever they are doing, are turned towards you and are listening.

6. Even in the first lesson, use English wherever possible. "Get into pairs" will not be understood, but "You two, you two and you two" and a gesture pushing the students together will be.

7. However, if you speak the students' language, for very complex activities it may be more efficient to use the L1 for explanations. This can be gradually phased out as the students become more proficient:

a) at the beginning of the course, give the instructions in the L1, and then repeat them immediately, as simply as possible, in English.

b) later on reverse the order: give the instructions in English first, and in the L1 second.

c) as soon as possible, give the instructions in English only, but check comprehension by asking the students to repeat them back in their L1.

8. Avoid using the imperative in your instructions. In most situations that the students will find themselves, it will not be an appropriate form to use. In the classroom it may be, but if they have constantly heard the teacher saying "Repeat!" there's a good chance they'll use it themselves:

9. Always check that students have understood your instructions before starting the activity. The question "Do you understand?" is useless. Students may be too shy to admit that they do not understand, or may think they understand when they actually do not. Make sure they demonstrate their understanding. This can be done by:

a) asking them check questions – for example, for a role play : "OK, if you're student A put your hands up… Right… who are you? In addition, what is your problem? And who is student B?"

b) asking them to repeat back to you the instructions. Do not choose the strongest person in the group to do this. S/he is the one most likely to have understood and your check needs to be directed to the students who probably have not.

c) asking two students to demonstrate the activity in front of the class, or for a written exercise by eliciting the answers to the first two examples.

d) not giving instructions at all but asking students to look at the activity and tell you what they think they have to do. This can be useful for activity types, which are already known the students.

10.   As soon as the students start the activity, go around quickly to each pair or group just to check they are on task. Do not stop to help or monitor one group until you have checked them all. If only one group has not understood, then go back and help. If several groups are off track, then stop the activity and explain again, using the students who have understood to demonstrate to the others.

What can we teachers do to make our instructions clear?

Here is a list of 10 simple steps you can follow:

1. Get students' attention. Gather the group together and signal you are about to tell students what to do. You can do so by putting up a hand and/or asking for silence. It is of paramount importance that you wait until you do get full silence. If you do not, you will most probably have to go over your explanation again once those students who were still chatting pay attention to you.

2. Be clear, specific and concise. Three conditions need to be met: instructions need to be specific which means, "Relating to one thing and not others" i.e. being precise and specified; concise, which involves "expressing or covering much in few words". In addition, your instructions need to be easy to understand. Therefore, refer to one particular thing at a time, and avoid over-lengthy, 'over-wordy' explanations, which may confuse students with too much information that is not needed. At lower levels

use simple language (no complex structures), short sentences, and true cognates (transparent words) where possible.

3. Project your voice. Classrooms may be quite big and may hold a large number of students. Therefore, you need to choose a spot in the room where your voice reaches everyone and all students can hear what you are about to say.

4. Provide visual support. Use gestures and body language wherever suitable and possible. If most of a message is conveyed by communication which exceeds words, our instructions will need to reflect that as well.

5. Assumptions. Do not take for granted that students understood what you have explained. She also reminds us of the saying 'assumption is the mother of all mistakes'. Even if most of our students may be focused and 'tuned-in', this may not be the case for all. As a result, you will need to take a further step before you set the activity going, which is 'checking' they have understood what is required of them.

6. Checking. Seek for an explanation on the part of the students where they state two things: what the nature of the task is and a description of the behaviors that are expected from them. This may take, for e.g., the form of one student 'paraphrasing' what the teacher has said. Let them use the language they handle: remember that other students may find it easier to understand utterances at their own level of interlanguage rather than complex book rubrics. Personally, I believe that at beginner levels, some L1 may also be allowed, since the purpose of this step is to clarify what to do, rather than to test how much English they can produce.

7. Complex tasks. Break down a complex activity into simpler and shorter steps. This will keep the whole group advancing together more or less at the same speed, and will prevent students from losing the overall thread. A few key words numbered on the board to keep students focused is a good idea as well.

8. Mark the beginning of the activity. This will help you maintain the pace of the lesson, as, since all students will start at the same time, most students will end at the same time.

9. Assign a time limit. Remember that it is the teacher's job to allot how much time each activity takes, which is of paramount relevance to maintain the momentum throughout the lesson (Richards & Lockhart 1994). Also, students need to be aware of how much the activity takes to that they organize their own time.

Giving clear and concise instructions is a vital step in becoming a good teacher. If you do not give clear instructions, soon you will realize that almost everyone in the

classroom is confused. This situation can lead to lesson success or fail. Therefore, here are some tips:

1. Make sure you have the attention of the entire class before giving instructions

Before you start giving your instructions, make sure you have everyone's attention. Wait until all the students stop talking, are seated, calm, and ready to listen to.

2. Use concise and specific commands

Instructions must be kept as simple as possible and they must be logical.

For example:

- Now, I want you to get out a piece of paper and put it on your desk. Once the paper is on your desk, could you please write down five sentences about what you did last weekend? (**Wordy commands**)
- Please, take a piece of paper, and then write down five sentences about what you did last weekend. (**Concise commands**)

3. Give instructions one at a time. Try not to give students too much information at once. Especially for kids who have attention challenges, try to avoid giving a series of instructions. Instead, create a step-by-step outline.

4. Grade your language. Make sure that you can explain students within the limits of the language, which the students can understand. Giving instructions filled with idioms and not common phrases to a group of lower-level learners will destroy their confidence. Instead, speak slowly and clearly with short sentences that convey exactly what you want them to do.

5. Illustrate or demonstrate the meaning

With lower-level learners, you may need to demonstrate what you want them to do, along with verbal instructions. Use the whiteboard to illustrate the meaning of such words as choose, underline, and match.

6. Use sign language and gestures as support. Incorporating nonverbal communication and gestures is an effective way to maximize time for teaching and learning. Sign language can enhance the learning process by bringing visual, auditory and kinesthetic feedback to help reach all students.

7. Ask politely rather than barking orders

The tone of voice can change everything, especially when telling someone what to do. Speak at a reasonable volume and use kind respectful words.

Try to avoid imperative such as "listen to me" or "stand up", we do not use them in "real life". Instead, be polite and use request forms such as "Could you please stand up?" and "Can you please listen to me?".

8. Give students a time limit

Before you start an activity, let students know how much time they will have. This helps students stay focused on the task and manage their time.

9. Offer the students the opportunity to ask questions

Get your students truly engaged by giving them opportunities to ask questions about the activity. The better they understand what to do, the greater chance for a successful outcome.

10. Check for students understanding

Always check that students have understood your instructions before starting the activity. The question "Do you understand?" is as good as useless. Students may be too shy to admit that they do not understand or may think they understand when they do not. Instead of asking, "Got it?" or, "Do you understand?" You can use the following check questions:

- "How many sentences do you need to write?
- "How much time do you have to complete the activity?"
- "Who is the winner?"
- "If you are "A", what are you going to do?"
- "What three rules do you need to remember?

Monitor the activity.
If you find that all or most students are off track, stop the activity and give instructions to the whole class again. If only a few students need help, you can assist them individually or in their groups while the rest of the class continues with the activity.

GLOSSARY ON CLASSROOM LANGUAGE

Activation Control - The teacher can lose control and allow the students freedom to carry this stage. The teacher should be at a distance from the activity, preferably be seated. However, the teacher should be available when needed.
Attention - The learners are alert, focusing their attention on the teacher and material to be learnt and aware that something is coming that they need to take in.
Attitudes – the way that a person thinks and feels about somebody, something; the way that a person behaves towards somebody, something that shows how he, she thinks and feels. In a classroom, this may show itself in a teacher's attitude to learners or in a learner's attitude to a foreign language and the culture associated with it, for example.
Argument is a genre of a group dialogue, in which speakers attempt to seek a solution by pursuing their own points of view
Be Proactive - It is important to remember that whatever course you are studying, your tutor will have office hours when they will be available to discuss your progress. Find out how you can make an appointment if you feel you need more feedback

Beliefs – the convictions that a teacher has about teaching or a learner about learning. When beliefs become dogma, they may inhibit professional development in a teacher or successful learning in a learner

Body language - is a form of non-verbal communication, which consists of body posture, gestures, facial expressions, and eye movements. Humans send and interpret such signals almost entirely subconsciously.

Classroom language - is the routine language that is used on a regular basis in classroom like giving instructions of praise, for example "Take out your books" or "Please sit down".

Controlled Practice - Here occasional monitoring is enough, otherwise the teacher may allow students to focus on activity.

Checking Work in Progress - Teacher should move from one group to other in order to check their progress without interrupting them.

Communicative competence is the knowledge of how to achieve a goal by using the means of oral communication

Communicative function is an oral language activity to request or give information, to perform rituals or to manipulate each other's' behavior

Communicative strategies are language devices used by participants in a conversation to achieve the goal (achievement strategies) or to give up a goal and save the face (reduction strategies)

Communicative techniques are the ways to organize teaching activities for the purpose of instruction including **non-reality techniques** (preparation for the language), **simulation techniques** (role-play, problem solving or group discussion, communicative games etc) and **reality techniques** (socialization in the real world with the native speakers)

Conversation analysis is the study into how humans talk to each other and interact with each other

Conversational discourse is a stretch of spoken language featuring **ellipsis** (omission of sentence elements), **discourse markers** (Well …) etc.

Conscious- aware, awake

Consumption- process of taking food or other substances into the body via the mouth

Comment specifically about that student's response - tell the student why it is a good answer.

Clue Prompts -Rather than the entire phrase, just the first word or first sound can be given, or blanks can be written on the board with the first letter of each word.

Circles And Horseshoes - This type of arrangement is useful in smaller classes where the board and teacher are present at the open end of the arrangements

Debate is a genre of a group dialogue, in which speakers attempt to seek a solution through overcoming differences

Description is a genre of a monologue, in which a speaker gives an account of an object or a process

Dialogue is a genre of conversation between two or more people with an exchange of relatively short turns

Discourse (oral discourse) is a continuous stretch of spoken language in the dialogue or monologue mode featuring communicative message, cohesion, coherence and contextual reference

Discussion is a genre of a group dialogue, in which speakers attempt to seek a solution by looking at various aspects of the problem from various angles

Echoic memory is a quick grasp and retention of the small incoming information chunks for further processing in the course of listening

Exercises for teaching to listen are the activities done with the purpose to reinforce listening skills

Extensive listening is the perception of the oral information with the search for the gist.

Echoic memory is a quick grasp and retention of the small incoming information chunks for further processing in the course of listening

Exercises for teaching to listen are the activities done with the purpose to reinforce listening skills

Eye behavior - the eyes are the most dominant and reliable features of the face and provide a constant channel of communication.

Facial expressions include - a. Facial appearance (muscle tone, skin coloration, eye color and wrinkles) which offer cues that reveal information about race, status and age.

Feedback-(in teaching) Comments or information learners receive on the success of a learning task, either from the teacher or from other learners.

Fluency (Fluency Developing Activities)-In second and foreign language teaching, fluency describes a level of proficiency in communication, which includes:

a. the ability to produce written and/or spoken language with ease and without significant hesitation;

b. the ability to speak with a good but not necessarily perfect command of intonation, vocabulary, and grammar.

Group discussion is a problem-solving activity with a puzzle, conflict of opinions and problem-resolution because of concerted group efforts

Gesture Prompts-shrugging can indicate "I don't know," and outstretched hand "please," a hand cupping the ear "Can you repeat that?" and so on.

Jigsaw Activity - A type of co-operative activity in which each member of a group has a piece of information needed to complete a group task. Often used in reading work when each learner or group of learners reads and understands a part of a text, then takes part in pooling information to establish the meaning or message of the whole text.

Ice-Breaker-An activity to make learners feel less nervous or inhibited when they first meet.

Information Gap Activity-An activity in which a pair or two groups of students hold different information, or where one partner knows something that the other does not. This gives a real purpose to a communication activity.

Interaction Pattern - Mode of work (individual work, pair work, group work) used in learning or teaching.

Interlanguage - A term used to describe the state of a learner's language – somewhere between being a complete beginner and native speaker standard.

Ideational structure is the mental representation of the message a listener gets from hearing (or a reader gets from reading)

Intensive listening is perception of an oral message with the interpretation and inferences.

Interactional language - focuses on the listener and aims at "oiling the wheels" of communication and contact

Information gap is a teaching technique to distribute information unevenly among the participants in order to stimulate their interaction in an attempt to pool all the information together

Monitoring - Listening to one's own spoken language to compare what was said with what was intended, and to make corrections if necessary. People generally try to speak fluently and appropriately, and try to make themselves understood, whether in the mother tongue or in the second/foreign language. The interjections and self-corrections that speakers make while talking show that monitoring is taking place, and are usually for the purposes of making meaning clearer. For example: *He is, well, rather difficult. Can I have, say, a glass of beer*? Teachers often *monitor* their learners' performance in pair- or group work, either to check on the accuracy of their language or to make sure that they are on task.

Narration is a genre of a monologue, in which a speaker describes a process or an event in the chronological order

Negotiation of meaning is the communicative strategy to bridge the gap of understanding each other between the participants in oral conversation

Learning Strategies - Ways in which a learner attempts to work out the meanings and uses of words, grammatical rules, and other aspects of a language. For example by the use of generalization and inferencing, focusing on certain aspects of new information, analyzing, and organizing information during learning to increase comprehension, or evaluating learning when it is completed to see if further action is needed.

Language Awareness - In ELT, this is an approach to language, which takes account of social dimensions of language use as well as encouraging thinking about language systems, discourse and communication. It involves exploring authentic language through questions and tasks as well as questioning traditional views of grammar and lexis.

Language Skills - (in language teaching) the mode or manner in which language is used. Listening, speaking, reading, and writing are generally called the four language skills. Sometimes speaking and writing are called the active/**productive skills** and reading and listening, the passive/**receptive skills.** Often the skills are divided into sub skills, such as discriminating sounds in connected speech, or understanding relations within a sentence

Less permanent cues - (length of hair, hairstyle, cleanliness)

Learning process-the time of learning

Interactional language - focuses on the listener and aims at "oiling the wheels" of communication and contact

Orderly Rows - The tables are placed in well-organized rows. This is the traditional form of a classroom.

Pronunciation Prompts - Especially in classes paying close attention to pronunciation and phonics, such as those using the "Finding Out" series; I have sometimes mouthed the expression, and let students deduce the sounds.

Portfolio - a collection of work, materials that a learner or course participant collects and puts together in a file, usually for assessment. .

Post-Systematic Error - An error made by a learner *after* s/he has had an opportunity to learn the vocabulary or structure s/he is attempting to use.

Pair work - a learning activity, which involves learners working together in pairs.

Pedagogy - the study of teaching methods and approaches.

Peer Observation - Observation of a teacher or trainee by a colleague of equal status.

Peer Correction - Correction of a learner's mistakes by fellow learners.

Presentation - The way in which something is offered, shown or explained to others. A formal monologue to present ideas, opinions or a business proposal.

Pre-Systematic Error - An error made by a learner *before* s/he has learned the structure or vocabulary item s/he is attempting to use.

Presentation is a communicative technique of bringing before the public the results of one's individual or group performance

Problem solving is a communicative technique with a puzzle, conflict of opinions and problem resolution because of individual or group efforts

Project is an activity to resolve a problem by tapping available resources and producing a final product

Perception -The learners see and hear the target material clearly. In addition, it means repeating it in order to give added opportunities for, or reinforce perception.

Participate - Make sure you contribute in seminars and, if appropriate, ask questions in lectures. It can seem daunting at first to speak in seminars or lectures, but these are your opportunities to get feedback on your ideas about a topic. Your tutor will only be able to give you feedback on how you can improve, if you demonstrate what you already understand.

Pressure – exertion of force, compression

Role Play - Classroom activities in which students take the *roles* of different participants in a situation and act out what might typically happen in that situation. For example, to practice how to express complaints and apologies in a foreign language, students might have to role-play a situation in which a customer in a shop returns a faulty article to a sales person

Reflection On Learning - An approach to classroom or professional learning which builds in time for reviewing and thinking over each learning experience

Receptive skill is a communicative skill of receiving either an oral message (listening) or a written message (reading)

Reasoning is a genre of a monologue, in which a speaker follows a logical sequence and concludes

Short-term memory - The learners need to take the material into short-term memory: to remember it until later in the lesson when they have an opportunity to further work to consolidate learning.

Speaking is a communicative skill of sending an oral message

Separate Tables - This is the informal way of seating arrangement. Students are seated in small groups at separate tables

Slips of the tongue are oral language inaccuracies caused by brain processing failures

Understanding - The learners understand the meaning of the material being introduced, and its connection with other things they already know

High-level-cognitive questions - can be defined as questions that requires students to use higher order thinking or reasoning skills**.**

Hearing is an act of receiving an oral message

Tasks for teaching to listen are the teaching/learning assignments with a challenge for the learners

Techniques for teaching to listen are the ways to run teaching activities

Transactional language focuses on the message and aims at getting things done with business in mind

Tasks for teaching to listen are the teaching/learning assignments with a challenge for the learners

Techniques for teaching to listen are the ways to run teaching activities

Tremendous! – Wonderful

That is Exactly the Point – It is great.

Warm-Up Activity- An activity used to orient learners to a new topic or area of focus in a lesson.

Values, Attitudes, Beliefs-(these three terms often appear together in the literature and discourse of professional development)

Values - are the guiding principles (often moral or ethical in nature) that govern behavior; they are typically rooted in tradition, religion or in individual or shared philosophy and in education they help to inform decisions at all levels, from national policy right through to the classroom.

1. **Visual** learners like to learn new information by seeing it. Showing pictures or charts and writing important information on the blackboard will help visual learners practice and remember new ideas and information.

2. **Auditory** learners like to learn new information by hearing it. Short lectures, hearing the information in a song or asking students to repeat information aloud will help auditory learners remember new things.

3. **Kinesthetic** learners prefer to learn new things by moving or doing. You can help your kinesthetic students by asking them to act (talking with a friend in the bazaar). You can also ask them to write answers on the blackboard or ask them to work in a group with other students.

4. **Tactile** learners like to learn new information by touching or holding things. You can teach students who are tactile learners by giving those objects (a blue

paper, a red paper, a shoe and a sock), writing vocabulary words on a card for them to study, or giving them instructions written on a card.

ФОЙДАЛАНИЛГАН АДАБИЁТЛАР РЎЙХАТИ

Норматив-ҳуқуқий ҳужжатлар ва методологик аҳамиятга эга нашрлар

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SUPPLEMENTARY MATERIAL

TESTS ON CLASSROOM LANGUAGE

1. Why is effective classroom management important?

A. It can help to reduce costs and thereby benefit the schools overall budget.
B. It helps to create a bond between pupils and the teacher.
C. **It helps teachers to keep students organized, orderly, focused, attentive and ultimately academically productive.**
D. It tells the teacher when to start and end a lesson.

2. What are lesson plans?
A. A method of knowing when to start and finish a class.
B. **They are a teacher's detailed description of the course of instruction and teaching for a lesson**.
C. It is a system that helps teachers to plan their academic year.
D. A way of organizing and supporting a range of extra-curricular activities.

3. What does SEN stand for?

A. **Special Educational Needs**
B. Senior Educational Nurse
C. Scientific Educational Needs
D. Second Educational Nurse

4. Which of the following is the best way to prepare pupils for examinations?

A. Give them a course of intense revision 3 days before the exam.
B. Make them drink lots of coffee on the morning of the exam.
C. **Give them enough time to study, and make them practise on old exams.**
D. Give them lots of homework to do the week before the exam.

5. What is the best way to record a pupil's progress in the classroom?

A.   **Have a simple spreadsheet assessment system that instantly compares individual attainment against local and national expectations.**
B.   Have a system that can be easily understood by other teachers.
C.   Only have written paper records that are filed away in your office.
D.   Give your assessment notes to the school office staff to type up and record.

6. Which of the following is the most important for a new teacher to be aware of;

A.   They should know the school term times.
B.   The names of all of the senior teachers.
C.   The history of the school.
D.   **They should be fully conversant with the schools policies, ethos and procedures**.

7. Why is it important to establish clear academic goals for pupils?

A.   So a pupil knows what sort of homework to expect.
B.   **So pupils know what is expected of them, and have a target to aim at and against which their performance can be measured.**
C.   So the teacher knows exactly what they will be doing throughout the school term.
D.   So the teacher will know what resources they need to bring to a lesson.

8. As a teacher, what are some of the main factors you must concentrate on in order to keep the students engaged in learning?

A.   You must be humorous in every way as people who laugh together learn better.
B.   **You must encourage students to observe, question, discover, and investigate in order to engage them in their learning.**
C.   You must be strict and aggressive as concentration comes through fear.
D.   Let the students learn at their own pace, you just concentrate on giving the lesson.

9. Why is it important to observe and evaluate every students' academic performance, progress, behaviour, and social development?

A.   So you can identify the best students and then give them preferential treatment.
B.   **As combined these areas contribute as a whole to the students end results and academic achievements.**
C.   So you can put the most competent ones at the front of the class and the least capable ones at the back.

10. As a Teacher, why is it important to constantly monitor a students question and answer scores and regularly carry out tests on their subject knowledge?

A.   Because it is important to look professional in your job.
B.   As the other Teachers do this so you should follow what they do to.
C.   **So you can identify their weaknesses and then help them to work on those areas where they are weak.**
D.   Because students who do well deserve praise and students who do not need to be disciplined.

11. You are teaching a lesson and some of your students do not understand the technique you are using to try and teach a complex subject, what do you do?

A. Focus on those who understand and ignore the others.
B. Tell them if they do not understand anything it is not the right subject for them.
C. **Speak to the students, find out what they do not understand, then break down the subject matter to make it easier for them.**
D. Give them extra homework to do.

12. At a parents evening, a students parents have approached you and are concerned their child is being bullied at school, what do you do?

A. Take this matter very lightly and tell them this is part of school life.
B. Tell them you are a teacher and ask them to speak to the school office staff in the morning.
C. Advise them to call the police as you do not have any authority to do anything about it.
D. **Take this matter very seriously, listen to what they have to say, identify who is doing the bullying, tell the parents you will look investigate the matter in the morning.**

13. A student gets into an altercation with another student and they become verbally abusive towards each other, what do you do?

A. It has nothing to do with you, let them carry on.
B. Stop the lesson, send both the students out of the class and tell them to only come back once they have cooled down.
C. **Stop teaching for a moment, remove one of the student from the class, then talk to both of them separately to calm them down.**
D. Shout at them until they stop and then carry on teaching.

14. Why is attending parents evening and speaking to parents important?

A. **It is a good way to discuss a pupils academic strengths and weaknesses, and to get parents to take an active part in their child's education**.
B. You get to meet the parents of your pupils and form a friendship with them.
C. It's a good way to publicise the school.
D. You get to meet teachers from other subjects and exchange ideas with them.

15. A teacher should have good communication skills so they can work alongside others and ….

A. Socialize with colleagues after work.
B. **Create a shared sense of purpose amongst teachers, pupils and their parents**.
C. Be able to market the school to other potential pupils.
D. Speak to the head teacher in a professional manner.

16. Why is it important to participate in teacher training days?

A. **It assists teachers to refresh and renew their professional skills, and also helps them to keep up to date with changes in the academic curriculum.**
B. It helps teachers to socialize and bond with fellow teachers.
C. You learn how to motivate and earn the respect of students.
D. It shows you how take part in departmental, year group and staff meetings.

17. Why is homework important for a pupil's development?

A. It helps take the load of a teachers day by giving pupils work to do at home rather than in class.
B. **It reinforces what they have learnt at school and helps them to further develop their**

research, time management and study skills.
C. It shows parents that the school takes their child's education seriously.
D. Pupils learn to take their education more seriously.

18. Which of the following is a key skill that makes a teacher stand out?

A. Favoring one student over another.
B. Being able to control a class by shouting at students.
C. Incorporating as much dialogue as possible in the shortest amount of time.
D. **Generating a positive learning atmosphere and developing a great rapport with students without favoring one student over another**.

19. What will you say after greeting the students?
A. I'm fine too, thank you.
B. Do you understand?
C. Please close your book.
D. Please do the question number ...
E. **Last meeting we talked about ...**
20. The following expressions can be used to check our students' comprehension, except ..
A. Is it clear?
B. Do you understand?
C. **Can you check it?**
D. Do you have any question?
E. Can you relate?
21. Which one is the most polite expression?
A. **May I wash my hands?**
B. May I go to the toilet?
C. I want to go to the bathroom.
D. I want to pee, Ma'am
E. May I go to the back?
22. These expressions mean that our students are confused or want to know more about the material, except ...
A. Sir, could you explain it again?
B. Ma'am, I wonder ...
C. Can I ask something?
D. Ma'am, can I help you?
E. Could you please tell me?
23. Before closing the lesson, we need to ...
A. Give assignment
B. **Conclude the lesson**
C. Give homework
D. Check attendance
E. Give presents
24. Which one is suitable expressions to motivate the students to struggle?
A. **Back to the drawing board**.
B. Barking up the wrong tree.
C. Can't judge a book by its cover.
D. Kill two birds with one stone
E. Piece of cake.
25. In the beginning of the academic year, we need to make ...
A. Teaching media
B. **Lesson plan**
C. Exercise

D. Teaching method

E. Research plan

26. What are the 4C skills that the students should master in the 21th century?

A.Creativity, collaboration, communication, and critical learning.

B. Creativity, cooperation, communication, and critical thinking.

C. Creativity, collaboration, concentration, critical thinking.

D. **Creativity, collaboration, communication, and critical thinking.**

E. Creation, collaboration, communication, critical thinking.

27. The main purpose of the supervision of teaching should be the…..

A. **Advancement of pupil welfare**

B Proper utilization of school facilities

C Carrying out of the curriculum

D. Achievement of success in examination

28. Supervision should be primarily.

A. Preventive and critical

B. Preventive and corrective

C. **Constructive and creative**

D. Constructive and critical

30. The school headmasters are expected to.

A. Put into operation the course of study

B. Hold daily meetings

C, Prepare the budget

D. **All of the above**

31. The school policy should be determined by.

A. The professional educators

B. Headmasters

C. Citizens

D. **Citizens and educators**

32. Provision of good educational environment is.

A. **Instructional tasks**

B. Non instructional tasks

C. Both A and B

D. None of the above

33. A high school English Language Learner is making very slow progress in acquiring communicative competence in English. The student only produces short phrases orally or in writing for fear of "saying it wrong" and frequently consults a bilingual dictionary when encountering a new word, even when the context provides clear clues to the word's meaning. This student's acquisition of English would likely benefit most from instruction designed to promote development of:

A. grammatical accuracy.

B**. language automaticity**

C. intrinsic motivation.

D. language transfer.

34. The main purpose of the supervision of teaching should be the…

A. **Advacement of pupil welfare**

B. Proper utilization of school facilities

C. Carrying out of the curriculum

D. Achievement of success in examination

35. Supervision sould be primarily

A. Prevtive and critical

B. Preventive and corrective

C. **Constructive and creative**

D. Construction and critical

36. *The basic purpose of supervision is to help*

A. Teachers in improving methods

B. Teachers in understanding pupil

C. **Children learn more effectively**

D. Teachers in dealing pupils

37. *The chief responsibility of the principal is*

A. Organize and administer the guidance programmed

B**. Provide leadership in instructional plan**

C. Maintain school records

D. Handle discipline problems

38. *A test very popular with class room teacher is?*

 A. True false test

 B. **Multiple choices**

 C. Matching

 D. Completion test

39. *Frequently used tools of summative evaluation are?*

 A. **Test**

 B. Teacher observation

 C. Daily assignment

 D. None

40. *How many ways are there to communicate?*

a. 1

b. 2

c. 3

d. 4

e. 5

41. *What is Verbal Communication?*

a. Talking to someone

b. **When someone is talking and someone else is listening**

c. When more than one person is talking

d. Using verbal noises to show you are listening like "uh huh"

e. All the above

42. *If someone has a trouble speaking, for example had a stroke, what should you do?*

a. Guess what they are trying to say

b. Give them paper so they can write it down

c. Teach them sign language

d. **Allow them time to answer**

e. Use other forms of communication

43. *If you are speaking with someone who has a hearing impairment, what should you do?*

a. **Make sure you face them when you are talking**

b. You should not be speaking to them, this is disrespectful as they cannot hear you

c. Give them paper and pen and write to each other

d. You should learn sign language to communicate with them

e. Just mouth the words as it is easier for them to read your lips

44. *What is communication without words?*

a. There is no communication without words

b**. Non-verbal communication**

c. Telepathy

d. Sign language

e. Gestures

45. Which of the following is NOT a form of non-verbal communication?
a. Body language
b. Tone of voice
c. Written communication
d. Facial expressions
e. **Telepathy**
46. What are the two parts to communication?
a. There only needs to be one part, when someone says something
b. **When someone says something, and the other person has understood**
c. When someone says something, and the other person has replied
d. When someone says something while using non-verbal communication
e. There is four parts to communication
47. What needs to be complete for there to have been effective communication?
a. The persons sentence
b. The documentation
c. **Both the sending and receiving of the message**
d. The task that was asked of the person
e. An agreement
48. Scenario: You ask a co-worker if they can help you with a client, they cross their arms and roll their eyes but do not say anything. Have they communicated?
a. No, at this stage it is one-way communication
b. No, when they answer you they will have communicated back, completing two-way communication
c. No, but they are being rude
d**. Yes, they have used non-verbal communication**
e. Sort of, you won't really know until they answer though
49. Why are there rules about how to communicate?
a. There are no rules about how to communicate
b. Your workplace is just making sure it has full control over you
c. **It is to make sure everyone understands each other**
d. Your workplace is obliged to have a policy because of OSH
e. Some people are not very good at communicating
50. When you are talking directly to a person and you can see them, this is called what?
a. Verbal contact
b. **Face to face communication**
c. Talking
d. Interaction
e. Body language
51. How will you find out how you should answer the phone at your workplace?
a. You should not be answering the phone at your workplace
b. Listen to what the others say
c. Do what feels most comfortable
d. **In the policies manual**
e. There is no particular way to answer the phone as long as you are polite
52. When speaking on the phone, what type of communication is being used?
a. **Verbal and tone of voice**
b. Verbal and body language
c. Verbal
d. Nonverbal communication
e. Face to face
53. When speaking on the phone, you need to ensure you do not do what?
a. Break communication law
b. Break telephone contracts

c. **Breach confidentiality**

d. Hang up on someone

e. Speak any language other than English

54. Is text messaging an acceptable form of communication?

a. It is not formally classed as communication as communication involves talking

b. **Yes, in certain circumstances**

c. Yes, it should be the preferred choice when making arrangements

d. No, under no circumstances should you text for work reasons

e. Yes, also, by using emoji's it can demonstrate the feelings you want to get across

55. Besides how to answer the phone, what else might be in the policy about communication?

a. **Methods of communication are acceptable to use with a client**

b. There are not really policies on communication

c. Why you should communicate

d. What not to say when communicating

e. All of the above

56. How can a person correctly communicate?

a. Speaking

b. Text message

c. Email

d. Phone

e. **All of the above**

57. Which of the following is NOT an instance to use text messaging or Email?

a. To change an appointment time

b. To swap a shift

c. A reminder for an appointment

d. **To quickly give test results**

e. To let a client know you are running late

58. Who can give out information on the phone?

a. The care giver

b. The manager

c. The nurse

d. All of the above

e**. b and c**

59. What should never be discussed on social media?

a. Workplace politics

b. Clients in the facility

c. How you feel about management

d. How much you dislike your job

e. **All of the above**

60. A presentation is a form of oral communication in which a person shares factual information with an audience that is:

A. large

B. mixed

C. **specific**

D. small

61. The presenter acts as the:

A. **advocate of the information**

B. supporter of the information

C. medium of the information

D. deliverer of the information

62. The three major elements of presentation do not include:

A. a presenter

B. an audience

C. **visual aids**

D. specific content

63. *The audience for a presentation consists of people who:*

A. are uniform in their level of information and purpose

B. are confused in their purpose

C. vary in their level of information and purpose

D. are uninformed and lack a purpose

64. *To be able to give a good presentation, a full rehearsal is:*

A. *necessary*

B. useless

C. audience based

D. optional

65. *Reading out a presentation is:*

A. not allowed

B. allowed

C. helpful

D. dull

66. *To make a presentation effective and impressive, you should use:*

A. passive sentences

B. jargon

C. complex sentences

D. a simple and active form of sentences

67. *To select the content of your presentation, you should know:*

A. the available material

B. the audience's needs

C. your purpose

D. the time limit

68. *In presentation design, maximum time is given to the:*

A. question–answer session

B. main body

C. conclusion

D. introduction

69. *Initially, a presentation is a form of:*

A. intrapersonal communication

B. group communication

C. one-way communication

D. two-way communication

70. *Which of the following steps should be completed first when preparing to give a presentation?*

A. Consider your audience

B. **Define your purpose**

C. Organize your content

D. Designing a multimedia presentation

71. *Which of the following points should not be a part of delivering your presentation?*

A. Establish eye contact with each member of the audience

B. Speak clearly

C. Face your audience

D. Keep each slide simple

72. *Which of the following techniques will help lessen your nervousness?*

A. Use a relaxation technique

B. Practice for distractions

C. Know that nervousness and its symptoms are not seen.

D. All of the above

73. Identify which statement below is not true about ethics and speaking.
A.   Your audience must believe you to be credible, truthful, and qualified.
B.   Every statement you make, each figure you show, and each conclusion you draw, must be supported by fact or based on credible information.
C.   Your presentation as well as your professional reputation is being judged by your audience.
D.   None of the above.
74. Which of the following tips should you consider when speaking to diverse audiences?
A.   Note the approximate percentage of each culture and speak to that culture.
B.   Speak slower than normal to give your audience time to translate your words mentally.
C.   Use humor liberally.
D.   Avoid protocol.
75. British audiences prefer speakers to use
  A. no gestures at all.
  B. informal, relaxed delivery styles.
  C. **relatively few gestures**.
  D. flamboyant gestures.
76. Which of the following is NOT a common style of delivery?
  A. **Contextual**
  B. Extemporaneous
  C. Memorized
  D. Manuscript
77. Which of the following delivery styles would be employed by a diplomat?
A.   **Manuscript**
  B. Contextual
  C. Memorized
  D. Extemporaneous
78. Which of the following is NOT a guideline for effective impromptu speaking?
A.   Be brief
 B.   Consider your audience
 C.   **Memorize key phrases**
 D.   Draw upon personal knowledge
79. When searching for vivid words, which resource is most appropriate?
  A. Rhyming guide
  B. Encyclopaedia
  C. **Thesaurus**
  D. Dictionary
80. Which of the following is NOT a technique to manage speaker anxiety?
A.   Focus on your message
B. **Focus on your anxiety**
C. Focus on your audience
 D. Take advantage of opportunities to speak
81. Research indicates that speakers with less than 50 percent eye contact are considered
A   powerful.
B   focused.
C professional.
D   **unfriendly.**
82. Asian audiences generally prefer __ eye contact compared to North American audiences.
A.   the same
B. **less**
C. more
 D. much more
83. Most speakers average between _____ words per minute.
A.   **120-180**

293

B. 200-300

C. 80-100

D. 100-200

84. If your audience is dressed in business attire, wear

A.   informal clothes to differentiate yourself.

B. informal clothes to show your confidence.

C. **business attire to help them relate to you.**

 D. "Friday casual."

85. Which kind of graph is most useful for making comparisons?

A.   Photo

B.   **Bar**

C.   Pie

D.   Line

86. Which of the following is BAD advice for speech preparation?

A.   **Arrive right on time to maintain energy**.

B.   Create a full-content outline.

C.   Rest the night before you speak.

D.   Practice several times.

87. Which speaking style is taught in most public speaking classes?

A.   Impromptu

B. **Extemporaneous**

C. Memorized

D. Manuscript

88. To prepare for your presentation, you see yourself giving it in your mind. This is called

A   internal practice.

 B   systematic desensitization.

 C   mind control.

 D   **performance visualization**.

89. Which of the following is NOT a common physical symptom of speaker anxiety?

A.   Rapid heartbeat

B.   Increased perspiration

C.   **Decreased blood flow**

 D.   Increased breathing rate

90. Which of the following is the LEAST effective in presentational speaking?

A.   Vivid words

 B.   **Complex words**

 C. Unbiased words

 D. Concrete words

91. Your stance, or the way you hold yourself during a presentation, is referred to as your

A   **posture.**

B   physical delivery.

C   gesture.

D appearance.

92. Computer presentation software is a….

A   pictorial representation.

 B   nonverbal aid.

 C   **presentation aid.**

 D   reference resource.

93. Which of the following is NOT advice that your textbook offers for selecting the right presentation aids?

A   Keep your specific purpose in mind.

 B Adapt to your audience.

 C **Use the equipment that is provided to you.**

94. The core text or the main textbook used in a specific class is a student's…
A. authentic text
B. graded text
C. **course book**

95. Most audio-lingual materials are designed to help learners develop their _____ skills.
A. reading and writing
B. spelling and punctuation
C. **listening and speaking**

96. Equipment, supplies, supplementary materials etc that teachers take to a class can be called
A. authentic materials
B. **teaching aids**
C. realia

97. Teachers use supplementary materials _____ a textbook or coursebook.
 A. **in addition to**
B. instead of
 C. such as

98. A graded reader always targets _____ reading level.
A. **a specific**
B. an unspecified
C. a below-average

99. Authentic materials used in a classroom are materials taken from
 A. a self-access centre
B. **the real world**
 C. authorized sources

100. Which can be called an "authentic text"?
A. a graded reader
B. **a newspaper article**
 C. a grammar textbook

101. What do we call objects from the real world that make a classroom feel more like a real-life setting for practising language skills?
A. supplementary materials
B. really objects
 C. **realia**

102. Supplementary materials for learners such as books, handouts, audio-lingual or AV files, apps etc are found in a school's
A. **self-access centre**
B. virtual classroom
 C. supplementary centre

103. Materials centred around certain skills such as reading, listening, pronunciation etc are called _____ materials.
A. authentic
B. audio-lingual
C. **skills-based**

104. Time spent writing lesson plans, choosing materials, planning activities, etc is called
A classroom time
B preparation time
C pre-teaching time

105. Moving around the classroom observing and assisting your students can be called
A circulating
B feedback
C free practice

106. Students can be left with little opportunity to find their own mistakes when teachers are engaging in
A over correction
 B student feedback
 C authentic tasks
107. A "pedagogic task" is a classroom task that learners would be _____ to need to do in the real world.
 A certain
 B likely
 C **unlikely**
108. An "authentic task" is a classroom task that learners would be _____ to need to do in the real world.
 A certain
B **likely**
C unlikely
109. Part of a lesson that gives learners the chance to use what they've just been taught in a structured way is called
 A **guided practice**
 B free practice
C teaching practice
110. Part of a lesson in which learners can practise a skill with little direction from the teacher is called
 A guided practice
 B free practice
 C skilled practice
111. The term "student feedback" refers to how _____ react to or evaluate what's happening in their classroom.
 A teachers
B **learners**
 C teachers or learners
112. The physical and emotional atmosphere or feeling in a classroom is often referred to as the…
 A virtual classroom
B critical period
C **classroom climate**
113. An unexpected or unplanned opportunity to teach something as an aside to a lesson's main focus is called
A an authentic moment
 B a critical moment
 C a teachable moment
114. A teacher, course or school with official approval from a reliable body has been…
A. qualified
B. accredited
C. academy-awarded
115. The person who maintains and develops academic courses and programs is the…
A. accredited coordinator
 B.**academic coordinator**
C. recruiting agent
116. Language schools with ESL/EFL courses often have _____ that continues throughout the summer.
A. **an academic year**
 B an academic coordinator
C an academic practicum

117. The CELTA is a certificate for English
A learners
B speakers
C teachers
118. A ''demo lesson'' is a lesson given as part of the application process for a new
A teacher
 B student
 C administrator
119. Language learning schools that have many locations in one country or around the world are called….
A chain schools
B global schools
C homestays
120. Observed teaching practice or ''practicum'' is part of every good _____ program.
A language learning
 B teacher training
C language training
121. In a _____ program, learners live with a local family while learning at a language school.
A. TEFL
 B chain school
C homestay
122. A recruiting or replacement agency is a business that helps schools to find new…
A students
 B teachers
C courses
123. A TEFL certificate qualifies a teacher to teach English as a _____ language.
A first
B foreign
C foreigner
124. Activities and games that can be used to fill free time during a class are called…
A warmers
 B fillers
C closers
125. In which activity are words removed from a text at regular intervals and replaced with blank spaces for students to fill in?
A a filler
 B an information gap
 C a cloze test
126. Warmers or warm-ups are fun and energizing activities usually used _____ a lesson.
A before
 B after
C instead of
127. What do we call an activity in which everyone can share their thoughts and ideas on a topic or a problem?
A brainstorming
 B role-playing
C drilling
128. Which are often used for pronunciation practice and in pronunciation drills?
A role-plays
B **minimal pairs**
C gap-fill exercises
129. Repetitive lines of rhythmic text that learners say out loud in a group are called…

A drills

B rhymes

 C **chants**

130. Any repetitive practice with the aim of perfecting a specific language point can be called….

A **a drill**

B a warmer

C a chant

131. Gap-fill exercises are most similar to…

A cloze tests

 B information gap tasks

C filler activities

132. In a language classroom, role-play is an activity usually used for _____ practice.

A writing

B reading

C speaking

133. Learners must communicate with their classmates to get information needed to complete a task when they're doing _____ activities.

A communicative

B information gap

C gap-fill

134. Research indicates that about ___ percent of the population feels anxious when they speak to an audience.

A. **80**

 B. 40

 C. 100

 D. 60