



# **Classroom Strategies and Tips**

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# Goals & format



- Review classroom teaching strategies that most ALT' s will perform
  - Consider the different tools we have in our pedagogical “toolbox”
  - To leave this workshop with at least one new technique to add to your toolbox
  - To have discussion about other strategies related to the topics, including what has worked for you
  - Take ownership over the parts of a class that we can contribute to, no matter how small
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- Organize into pairs.
  - Some topics have a case study related to it
  - A brave pair can role play the case study
  - Some topics have follow up case studies
  - Discussion is encouraged



# Case study/Role Play:

## Feedback



- Feedback should include what student is doing RIGHT
- Given at appropriate time
- Sensitive to individual learners needs
- Specific
- Refer back to something the students know
- Can be given verbally or non verbally
- Genuine feedback
- Make an effort to notice students

## Who corrects?



- Overall goal is to make independent, engaged learners
- First option: student corrects themselves
- A step towards mastering the material is being able to teach others
- Second option: Students correct other students
- If mistake is not going to be recognized or corrected by students
- 3rd option: teacher ASSISTS
- Drawing attention to an error gently

## When to give feedback



- More complicated than we think
- What are the students' general mood?
- What are the goals? Fluency? Or accuracy?
- Making new mistakes or the same ones?



# Feedback case study



# Case study

## Marking student papers



- Genuine, unique comments
  - Gentle feedback
  - Recognition for top papers?
  - Correct FOR the students or bring attention to errors?
  - What to do when paper is “not complete”? – Guide in the right direction and follow up
- 
- Marking sheet or legend
    - Shows students where mistake is
    - Allows them to correct their own mistakes
    - Efficient for teacher and beneficial for student

## Marking student papers – Examples



- Instead of doing the correction work for the students, indicate what kind of mistake it is by writing a circle with a letter that describes the kind of mistake above it
  - G=Grammar issue
  - S=Spelling issue
  - P=Punctuation issue
  - M=Something is missing
  - ?=Meaning not clear
  - W= Wrong word
  - O=Order needs to be changed

Any common mistakes you see that should be added?



# Case study

## Classroom management strategies – non verbal

### Eye contact



- Powerful tool for communication and building rapport
- Language learners need motivation and emotional engagement to learn best
- Eye contact conveys a subconscious sense of connection
- Use of eye contact is a tool to build positive relationships – contribute to student motivation and engagement
- Too much eye contact can be rude or intimidating in some cultures – careful with shy students
- few seconds
- Can also send non-verbal messages
- Start, stop, correct, incorrect
- Involve students in lesson, indicate who is next, who should be focus of activity, highlight the importance of something like a grammar point

## Classroom management strategies – non verbal Gesture/body language



- Use hands
- Proximity
- Height level
- \*\*\* change proximity to match activity
- DONTs: fold arms, stand behind barrier, be seen looking at your watch
- DOs: Smile, open palms and stand up tall
- Mindful of body language during wait times

## Classroom management strategies – voice



- What is your “teaching voice”
- Use a calm, neutral, assertive voice as default
  - “Studies have shown that, when listening to a dysphonic voice, students allocate more of their working memory capacity to the perception and decoding of a message and less to the integration, elaboration, and comprehension of the message” (Rodrigues et al. 2016)
- Modulate when appropriate
  - ““characteristics such as adequate pauses, precise articulation, and lower speech rate are key resources for a teacher’s expressiveness....[these] help to capture the students’ attention” (Rodrigues et al., 2016)
- Examples
- Quieting the classroom



# **Classroom Management case study**



# Case study

## Maximizing class time



- Mindful of teacher centered time and student focused time,
- Should focus on giving students as much practice time as possible
- Don't be the "sage on a stage"
- Still need to explain things like grammar or activities and give feedback
- Give students more "bang for their buck"
- We should only take as long as we need
- Avoid time without an objective or activity
- Quick transitions

## Activity instructions



- Gather student attention
- Use simple short sentences
- Use simple language or use vocab BELOW their level
- Chronological – 1st step, 2nd step etc.
- Gestures and drawings
- DEMONSTRATE
- Check for understanding before the activity
- Be consistent with language you use while giving instructions



# Maximizing Class Time Challenge

## Teaching style



- Activity

- Please watch these videos

- <https://www.youtube.com/watch?v=Ciw1os85nz0>

- <https://www.youtube.com/watch?v=SMCsXI9SGgY&t=31s>

## Teaching styles



- The lecturer – Teacher focused. Teacher relays information. Like presentation
- The coach – Uses other methods to relay information i.e. modelling, media etc.
- The facilitator – This style asks many more questions and promotes self learning
- The delegator – Hands off approach. Empower students to learn for themselves
  
- Mix or ‘conductor’

Teacher centered



Student centered

## Establishing Rapport

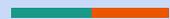


- Have you had professors/teachers that you had a good rapport with?
  - What did they do to build that rapport? Examples?
  - How did that affect your learning in that class?
  - My personal experience
- 
- “Nobody cares how much you know, until they know how much you care.” – Teddy Roosevelt

## Rapport



- Sense of humour
- Availability before and after class – arriving early leaving late
- Learn student names
- Learn about student interest and hobbies
- Share personal experiences
- Interact more, lecture less
- Be humble and approachable
- Relate English material to their lives
- Express that you are interested



# Pronunciation case study

## Pronunciation



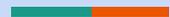
- One area that ALTs “specialize” in
- \*Recognize Japanese pronunciation difficulties with English\*
- Teach listening first
- Model with emphasis on your mouth
- Use diagrams and pictures of structures in the mouth – example R vs. L
- Model behaviour that says mistakes are OK – laugh at yourself, smile when someone makes a mistake but don’ t mock
- Review phonetic alphabet (textbook already uses it)
  - [https://teflpedia.com/International\\_Phonetic\\_Alphabet](https://teflpedia.com/International_Phonetic_Alphabet)

## Pronunciation – difficulties



- \*Vowels:
  - “oo” sound – good v.s. Food
  - “Eh” v.s “uh”
  - A – no sound in Japanese for /eɪ/ or
- Consonants:
  - English 24 consonants vs. 14 in Japanese
  - Fricatives: F, V TH (this) and TH (thin)
  - L vs. R
  - V vs. B
  - TH vs. S

Example: Volleyball v.s. ‘Bareebooru’



# Pronunciation case study



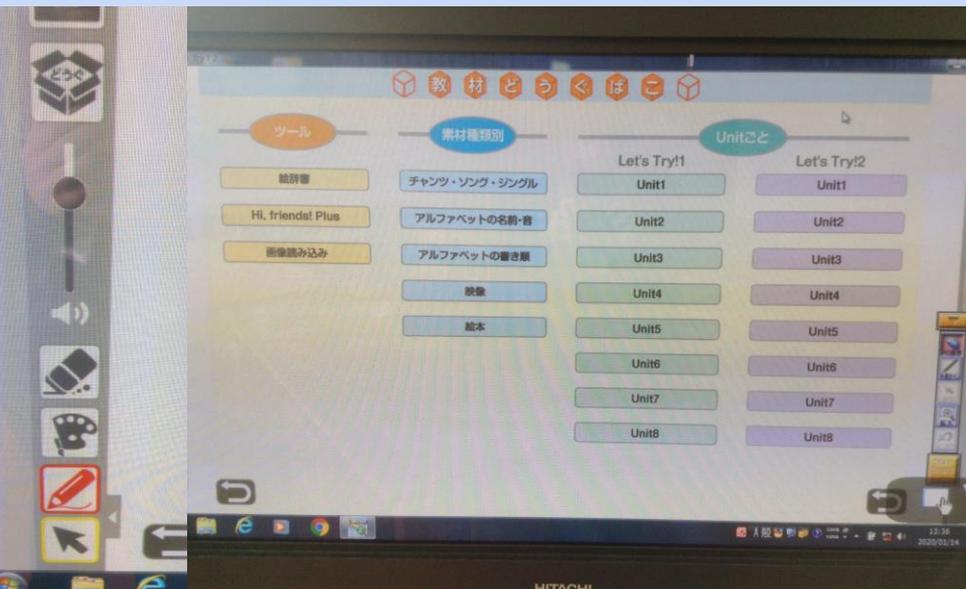
**Don't you hate it  
when this happens?**



# Equipment Case-Studies

Colby Draney – Hida RPA

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Your JTE shows you a small activity that she wants to use as a warm-up, but they suddenly need to run to the teacher's room for something, and leave you in charge for the start of class. The activity's buried somewhere on this page, but you forgot where it is. What do you do?

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**You prepared a flash drive with materials to use in one of your activities, but you lost it at school, and no one in the teacher's room knows where it is.  
What do you do?**





**Fifteen minutes before first period, one of your JTEs asks if you have any photos from your vacation/holiday time that you'd like to share with their third period class. You do, but they're all on your phone, and you don't have a way to get them onto a school laptop. The teacher's room has rental tablets, but they don't have any of the proper connection cables between the two devices.**

**What do you do?**

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**Imagine you're granted a special English classroom. Classes are typically supposed to come to this room for English, but the fourth graders are notoriously rowdy at your school, so much so that the teachers make you move the TV from the English room to their classrooms (on the other side of the school) whenever they show up on your schedule. There's often not enough time to get there before the bell rings, and peripherals like speakers and the mouse tend to fall or get damaged at some point along the way.**

**How should you handle this situation?**





**In one of your classrooms, the speakers that you normally use are broken, so you and your JTE have to settle for quiet stand-up speakers made for inexpensive desktops. Even when everything is at full volume, the videos from the textbook are quiet. One day, the JTE tries to show a long video from the textbook as a listening activity. The students are clearly struggling to make out the words, and the teacher's edition of the textbook doesn't include a script for the video. What do you do?**

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**You and your JTE cannot, for the lives of both of you, figure out how to get a touchscreen TV to turn on. There is no other TV in the classroom. The day's activities depend entirely on the textbook material, including photos, videos, and songs. What do you do?**





**It's the end of the school year, and your JTE wants to take a photo of you and the class with their camera. However, they are out of battery power, and ask if you are able to use your phone's camera. You don't know what your school's policy is about using your own camera in class. What do you do?**



**Great job today,  
everybody! <3**



# Bibliography

Rodrigues, Ana Luiza Vilar, et al. “Impact of the Teacher’s Voice in a Classroom: A Literature Review.” *Distúrbios Da Comunicação*, vol. 29, no. 1, 27 Mar. 2017, p. 2, [revistas.pucsp.br/index.php/dic/article/viewFile/29063/22851, 10.23925/2176-2724.2017v29i1p2-9](http://revistas.pucsp.br/index.php/dic/article/viewFile/29063/22851,10.23925/2176-2724.2017v29i1p2-9). Accessed 15 Jan. 2020.

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