**TESL-3050-Chapter 3 & 14**

**Chapter 3-Managing the class**

* Many aspects to managing a class, however, one the big ones are the use of your **voice**
* May need to use the students mother tongue
* Successful Classroom Management is dealing with difficult situations
* Physical Presence-how we move and our response
* Proximity to students-cultural awareness-crouching, sitting etc affects students
* Movement done be a statute but don’t be moonwalking either+ personality
* **Using your voice** 
  + Audibility-not too loud, not too low
  + Variety- know when to change the tone, and volume of voice
  + Conversation- Conserve your voice
  + Rough-Tune-Simplification of Language
  + Teacher needs to understand kind of language student will understand
    - What and how they will say to students
    - Manner they will speak to students
    - Teachers can use exaggerated body movements to get point across
* Giving instructions
  + KISS
  + Check with Students if they understand
* Student Talk and Teacher Talk-say things in a limited time. Don’t yap
* USING L1
  + Make sure you ask students to repeat it back, and if they understood
* Lesson Plans
  + Make sure lessons are planned that u don’t miss anything prior to bell going off and know how to make change of direction in lesson.
* Seating Arrangements
  + Culturally top-down, I prefer circular
* Orderly Rows  
  + Effective, easy to get around, and talk or help students, everyone is included. Effective for small to large classes
  + Usually at beginning of classs
* Circular/Horseshoe
  + Good for smaller classes, or for group activities. ‘
  + Less top/down
  + More intimidate
* Separate Tables
  + Good for teachers to easily help other students but might be hard if students don’t like to be with certain students or others don’t pull their weight or holding the group back.
* Different student groupings
  + Whole Class
  + Can be great for presenting info and controlled practises
  + Harder to get individual contribution
* Group Work and Pairwork
  + Both add cooperative activity
  + Higher chance to experiment with L1.
  + Greater chance for student independence no teacher involved
  + Give opportunity for teacher to focus per group
  + Need to structure task so everyone participates
* Solowork
  + Work at own speed, be individuals, welcome relief from public face for students
* Class-to-class
  + Good for lectures, surveys, can be good for students,

**Chapter 14-What if**

* Teachers face mixed-ability groups
* Use different materials/technology
  + Differentiation-great for group work, and teacher has chance to concentrate on other students
* Do different tasks with the same material/tech
* Ignore the problem
  + Use the students-teachers needs to be cognisant of faster/slower students, can get better students to help slower students etc. teacher may need to be careful not to alienate other students.
* Big classes
  + Can be intimidating
  + Use worksheets
  + Use Pairwork and groupwork
  + Chorus reaction- use this to separate the work, one part answers x, and so on.
  + Group leaders, use big and good visuals, and acoustics
* Students using own language
  + Talking to them
  + Encourage them to use English, help them by repeating it to them
  + Respond only in English
  + English Environment-
  + Remind them
* Homework not done
  + Talk and ask the students, set HMW tasks that they can relate to.
  + Make it fun
  + Respect students’ efforts, get HMW back to them.
  + Encourage feedback, go over it with them and to correct it.
* Uncooperative students
  + Be professional in your response
  + Deal with bad behaviour-one-on-one discussions, ask students what is happening, etc
  + Even handed
    - Make expectations clear on what wil happen
* Go Forward
  + Moving forward, start fresh, move students to different seat
  + Ask for that good behaviour
  + Use any means of communication, enlist help form other students/teachers
  + Set expectations early
* What if students don’t want to talk
  + Use pairwork
  + Allow them Controlled speaking ie they write a sentence etc and read it outloud
  + Acting our and reading our loud-role playing,
  + Record outside the class
* If students don’t understand audio tracks
  + Preview with students, use jigsaw approach, one task only, play first section only, don’t want to overwhelm them, use audio script but then again, break it down into parts, they can fill in the blanks, they can then read all or part of the script
  + Use MP3 for extra listening
  + If one group finishes first, provide them with extra work