

Ch. 10: Managing the Learning Environments. In Curran and Dahlberg, Languages and Learners. 5th Edition

3 characteristics of effective teachers:

- classroom management
- zeal for lesson mastery
- practice positive expectations

Time of day affects class because they can be full of energy in the morning in elementary school, opposite for middle/high school

↳ tired during end of day, except Fridays

Where students come from (recess, lunch, etc) plays a role too

Where class is held also plays a role

Social and emotional factors also play a role

↳ must be knowledgeable about how kids develop → enthusiasm expressed in different ways in different ages

To plan effective program outside of classroom management for a specific school setting, you should:

- Be informed and follow school procedures
- Visit and understand best classroom teachers class
- Understand how each classroom functions
- Talk with other teachers
- Read books on successful management

Guidelines for classroom management:

- maintain positive environment
- plan for every single moment
- be proactive

To maintain positive environment, ask yourself your strengths, weaknesses, reasons for being a teacher, etc.

Remember your mission

Have a sense of humor - helps w/ tense moments

Be calm - don't yell (never put students down!)

Motivate students through positive environment

Be available to students

Establish rules that are observable, enforceable, nonjudgmental, an expression of behavior important to teach effectively, and stated in the target language

- ex: paren, miren, Escuchen!

to teach rules in target language, demonstrate them (can use props)

Establish connection b/t behavior and consequence → must have plan for when a student breaks the rules

can use layer system (remove a layer everytime a rule is broken and number of layers left is class' score for the day) and there's a competition

for the most points over a specified period of time and big prize at the end for a certain number

Teacher proximity can be used to help stop disruptive behavior

can use time-outs

- If disruptive behavior continues, you need to have bigger consequences like a call home
- Make sure students + parents know the consequences
- Don't make threats — use your system
- Remember it's students' choice to misbehave
- Reward good behavior like giving stickers or candy
- Students feel rewarded when given certain responsibilities like passing things out
- Establish a procedure for all classroom activities
- Students need a signal for when class has started → ex: a song/chant
↳ don't make it too long because first 5 mins and last 5 mins are prime learning times for students
- Must teach students that teacher and class, not the bell
- Be conscious of the way you leave the class for next teacher
- Have a routine to gain student attention like hand signals, songs, etc.
- Have procedures for performing other class activities like asking for permission to leave their seats, having student helpers, transitioning from one activity to another
- Have procedures for calling on students effectively → like moving students, include all students, use name sticks
- Consider wait time when calling on students
- Plan for every single moment because students lose focus during downtime
- Effective planning involves students directing their own activities
- Have a balance of movement and sitting-at-desk task
- Make the most of class time by playing games, posing challenges, etc.
- Involve parents and school community
- Send a letter home to parent at the start of school or every unit
- Design interactive homework → try to use target language at home
- For travelling teachers, work closely with classroom teachers
↳ arrive on time, leave classroom in good condition, notify teacher in advance if you need special materials

Lipton, Gladys G. Practical Handbook to Elementary Foreign Language Programs (FLES) Including Sequential FLES, FLEX, and Immersion Programs 3rd ed., Lincolnwood, IL: National Textbook, 1998.

- Seating arrangement impacts the class
- Most important thing is to ensure students feel at ease
- Teach words in context
- Emphasize culture, listening, speaking
- Use different materials
- Have review in each lesson
- Encourage students to speak to one another in target language
- In immersion classroom, target language is used throughout the day
- Target language isn't taught, it's a medium for instruction

- No English/very little used
 - Make sure to encourage and challenge students
 - Have listening activities
 - Use decorations to add to the learning process like posters, dolls, etc.
 - Can use plays, tapes, magazines in target language to help
 - Have an element of surprise in a lesson to ease tension
 - Praise student effort
- always have motivation for learning for students! → switch things up to keep engagement

- Involve students as much as you can during the lesson
- If there's a disruptive student, try to figure out the reason for the disruption

- plan short segments
- After each lesson, evaluate yourself

repetition is important for language learning, but also use word variety

↳ but avoid Boredom

- personalize language concepts to give students variety on how to express ideas
- Change activity when students get restless
- Have students role play
- Visual aids help with lessons
- Know the content and material being used
- provide "memory jogs" and other review tools
- Think of ways students respond to certain activities → what works and what doesn't
- Make homework meaningful to students by being creative and interactive
- Children have short attention spans and learn in different ways
- Use pictorized words to help students remember
- Correct students, but not in a way that suppresses their learning and ideas
- If there are advanced students in your class, give them more challenging work so they are motivated and avoid Boredom
- For less motivated students, do activities that have simple steps
 - have Variety
 - Use praise!
 - Make sure they understand
 - Use simpler questions

you must have a good understanding of your curriculum in order to have effective learning

• use real-life situations to engage students

• Communication is key!

• Not every page of your textbook needs to be covered, but ensure that there is a clear understanding

and level of communication reached