



Institut Pendidikan Guru

Kampus Dato' Razali Ismail

# Managing the ESL Classroom TSL3109

Lecturers' Module

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## Course Module TSL3109 Managing the Primary ESL Classroom

### Introduction

This course is offered in 2013 to PISMP student in Semester 5 of their teacher training course *at Institut Pendidikan Guru Kampus Dato' Razali Ismail* in Kuala Terengganu, Malaysia, as part of the Bachelor of Education

This module supplies material and activities to engage IPG students in the hands-on application of principles and practices of good classroom management. The course pro forma allocation of time for each section of the course is followed as closely as possible in this module.

### Authors

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## TSL3019 Course Synopsis

The course synopsis as stated in the Course pro forma:

*This course focuses on the concept of classroom management, teacher and learner roles in effective classroom management, classroom management approaches, theories and models, managing resources and facilities: rules, expectations and procedures, communication skills for classroom management, observing and recognizing patterns of behaviour, developing, monitoring and maintaining productive student behaviour and developing a personal classroom management plan.*

## About This Module

This module of coursework was created for IPGKDRI in 2012/13 by Peter Wickham in conjunction with lecturers in the Bachelor of Education course TSL3112 Language Assessment. This is a compilation of pertinent material gathered from lecturers, from other relevant courses, and from research undertaken by the authors.

This Lecturer Module is intended as a guide and resource pack for lecturers in the course TSL3112 Language Assessment. It can double as a course module to be distributed to TSL3109 students.

This volume is available for free and safe download from

<http://communicative.weebly.com> Click on the 3109 Classroom Management tab to find the download icon.

## Something to Add?

This module is always going to be a work in progress. As more information comes to hand it can be added to the module. If you have something to add, please contact the authors via the contact form [\(click here for the online contact form\)](#)

New information and references can be added to this module and re-posted to the website shown above. Check the version by the date shown below the page number at the bottom of each page.

## Activities in This Module



This symbol announces a student activity in this module. At this point the lecturer should assign the given task to students of the course to complete according to instructions in the TSL3109 Classroom Management Student Resource Pack.

These activities are designed to give students hands-on experience in manipulating theory to define and design assessments that are authentic, reliable, valid, and practical with desirable “washback” effects.

Locate the same activity in the TSL3112 Student Pack for a one-page-per-activity printable copy for distribution to students. Most Activities in this Lecturer Module show suggestions and answers. Activities in the Student Pack do not show suggestions or answers.

## TSL3109 learning Outcomes

The course learning outcomes as stated in the course pro forma:

- 1. Demonstrate a basic understanding of different theories, models and perspectives on classroom management (1.1, 1.2,)*
- 2. Explore the use of appropriate techniques, and teaching resources for effective primary classroom management (1.3, 2.2)*
- 3. Reflect on and discuss issues in primary English language classroom management (1.6, 5.6,7 .2)*
- 4. Reflect on teacher and learner roles in the primary classroom (3.3, 4.6)*

## **TOPIC: Managing Resources and Facilities: rules, expectations and procedures**

Learning Outcomes as stated in LAM-PT05-03:

- How to manage resources and facilities in classroom.
- How to manage physical classroom environment.
- How to organise physical space effectively.
- How to locate instructional resources for maximum usage.
- How to create safe and positive environment to help build effective lessons.



<http://schoolwires.henry.k12.ga.us/Page/39672>

## *Classroom Rules, Expectations and Procedures*

It is extremely important for our classroom to be a community that is built on positive expectations and mutual respect. It needs to have a climate that is work-oriented, but relaxed and pleasant. In order for us to make this happen, all members of the classroom will need to follow the classroom procedures and expectations at all times. The following three simple, but important rules will be the basis of our classroom.

1. I will treat others, school property, and myself with respect.
2. I will be responsible for my actions, belongings, and assignments.
3. I will keep my hands, feet, and objects to myself.

In addition, in order for our classroom environment to be conducive to learning, the following expectations and procedures will be implemented:

1. Wait for directions quietly.
2. Listen to and follow directions carefully the first time they are given.
3. Raise your hand and wait for permission to speak unless told otherwise.
4. Use the appropriate voice level for the activity.
5. Stay in your seat unless given permission to do otherwise.
6. Complete all assignments thoroughly and neatly.
7. Change tasks quickly and quietly.
8. Have all materials ready for the next subject on desk after the previous subject has ended.
9. Keep your desk and work area neat and organized.
10. Line up quickly and quietly in a straight line.

By working together to ensure the expectations are met and the procedures are followed, I believe we will be able to have a fun, exciting, and successful school year!

*Mrs Irvin*

Refer to Classroom Rules, Expectations and Procedures” sheet above.

### **RULES (3 hours)**



Study this example of one teacher’s 3 classroom rules.

1. Which of these rules would you include in your own classroom?
2. Would you add any more? Why? Think about your own preferences and teaching style, and change these rules to make them your own.
3. How would you change the wording to make rules more positive?
4. For a TESL classroom, what would you add to the rules about the use of English?
5. How many rules should there be? How many is too many?



What sanctions would you put in place for the breaking of each rule? Discuss with a partner the options available to you. Make a list of sanctions and encouragements that you are going to use for each rule. Think about:

- a. Verbal reprimand
- b. Reminders about rules
- c. Extra work as punishment
- d. Teacher-student interview
- e. Notes to parents
- f. Teacher-parent interviews
- g. Withdrawal of privileges
- h. Rewarding good behaviour
- i. Setting the example
- j. Discussion and explanation of rules
- k. Revision and reminders of rules
- l. Incorporation of whole school rules
- m. Incorporation of school discipline policies
- n. Involvement of school authorities/counselling services
- o. Sensitivity to social, religious and ethnic issues.

Share your plan with the class.



**Write your own set of classroom rules for your use while teaching.**

Remember to consider:

- Health and safety
- Positive environment
- Achieving learning outcomes
- Time Management
- Legal constraints

Our Classroom Rules	
RULE	SANCTION/REWARD
1.	
2.	
3.	
4	
5.	

## EXPECTATIONS AND PROCEDURES (3 hours)



Read Mrs Irvin's list of expectations and procedures.

Discuss in a group Mrs Irvin's expectations and procedures. Make notes about what could happen if these are not followed by students during a lesson.

Report your group's findings to the class.

As the teacher, you need to develop your own policies regarding:

- Routines for the beginning and end of each lesson
- Procedure for using exercise books and files
- Correct method of handing in homework
- Systems of transitioning from one activity to another eg movement of furniture
- Performing the duties of monitor
- Feedback from students to teacher
- Feedback from teacher to student
- Grouping students to maximise learning
- Safe and easy movement around the room



**Write your own set of classroom procedures to cover all of the issues above.**

**Briefly report your list of procedures to your class with an explanation of each.**

## Topic: Physical Layout of Your Classroom

Show the PowerPoint slideshow called TSL3109 Classroom Layout.

Distribute the PowerPoint file to all students via USB drive or download from the website

<http://communicative.weebly.com>

Lead a detailed discussion of the various layouts with regard to:

1. Ease of access for students to their desks.
2. Ease of access for the teacher to students.
3. Ease of access for students to the teacher.
4. Whether students can easily see the whiteboard and the screen.
5. Whether this layout allows for group work.
6. Personal space for each person in the room.
7. Room for other furniture and displays.
8. Clearance around doors.
9. Placement of disruptive students.
10. Distraction from work by facing other students.



After the discussion, students work on the PowerPoint slideshow to create their own ideal classroom. Room size and furniture size must remain constant.

Students present their work, explaining the features of their ideal classroom.

## TOPIC: Communication Skills for Classroom Management

Learning Outcomes as stated in LAM-PT05-03:

Give input and hold discussions on:

- The definition(s) of good communication skills.
- Important communication skills for effective classroom management.
- Personal characteristics of good communicators.
- How effective communication skills help build good ESL lessons.

### Be Positive

Take a moment to think about some typical classroom rules. How could you reframe the language in the left hand column to point to the behaviours that the teacher might want to see rather than mentioning the ones that they don't?

Rule	How could what is wanted be said more effectively?
Don't run	Walk in the corridors
Don't talk loudly in this activity	
Don't be rude	
Don't fight	

Rather than talk about what you don't want, have a constant schedule of positive reinforcement in which you mention frequently and clearly what you do want.

Take a moment to reflect on your own practice. What will you change?



## Reflective Listening

(Huish, Only Effective Communication Skills, 2013)

Reflective listening is the most important verbal skill you will learn in your life. Effective facilitators, group leaders, counsellors, consultants, sales people, leaders, health professionals, teachers and parents use this skill more than any other.

Reflective listening is also referred to as:

- The empathic ear
- Active listening
- The understanding response
- Verbal pacing
- Paraphrasing

### **So what exactly is reflective listening?**

Reflective listening involves listening intently to a speaker then verbally restating, in your own words, the feelings and information that you heard the speaker say to you.

Examples of ways that you can reflect back to a speaker include:

- *So you feel...*
- *You're wondering if...*
- *It sounds like you...*

Reflective listening has a number of benefits. It:

- Ensures the listener is actively engaged in the conversation
- Helps the listener and the speaker clarify their understanding of each other
- Creates empathy
- Builds positive rapport and a deepening relationship
- Helps the speaker to clarify their own thoughts and feelings
- Can be used in any conversational situation
- Is a skill that can be developed

To use reflective listening well, you need to be free from your own problems to enable you to focus on the speaker.

You also need to trust the speaker to find their own solutions rather than trying to convince them of your own.

Reflective listening also requires the speaker to be willing to talk; you can't force them to open up.

When you use reflective listening, you express to the speaker your:

- Desire to understand and accept how the other person is thinking and feeling.
  - Belief in the person's ability to understand the situation, identify solutions, select an appropriate solution, and implement it responsibly.
  - Belief the person is worthwhile.
  - Desire to help.
  - Willingness not to judge the person.
  - Desire to share how others perceive what they say or do.
  - Desire to explore a problem and help them understand the dimensions of the problem, possible choices and their consequences.
- 



In pairs, Student 1 complains about their situation. ("I want my lunch / There are no donuts left / I am too hot / ")

Student 2 Expresses what they perceive that they are hearing, using Reflective Listening expressions.

Swap roles, with Student 2 taking the role of the speaker, and Student 1 taking the role of the Reflective Listener.

## I-Messages

(Huish S. , 2013)

I-messages were originally studied by Dr Haim Ginott, a noted psychologist, who discerned that statements starting with 'I' tended to be less provocative than those starting with 'you'.

If you consistently use statements like:

- *You broke your promise*
- *You weren't listening to me*
- *You're always late*

I can guarantee that these responses will provoke a defensive or hostile reaction from the person you are talking to. They will feel like they are being blamed and they will start to deny their wrong-doing and possibly start to blame back. This sets you up for a lengthy argument and continues the conflict.

With I-messages the focus is on how you feel about a situation, which you clearly state, not on how terrible the other person is for causing it. Psychologist John Gottman, one of the world's foremost relationship scientists, points to the importance of introducing our complaints in a 'softer' non-critical, non-contemptuous way if we are to obtain resolution.

### So what is an I-message?

I-messages focus on what you feel about someone's behaviour and simply state a problem, without blaming someone for it. This makes it easier for the other person to help solve the problem, without having to admit that they were wrong.

I-messages usually contain four elements:

- (1) How I feel about the behaviour and its effects
- (2) A description of the behaviour, what actually happened
- (3) The actual, concrete, tangible effects of that behaviour on you
- (4) The behaviour you would prefer

Another way they can be expressed is like this:

I feel \_\_\_\_\_ (express your feeling)  
when you \_\_\_\_\_ (describe the action that affects you or relates to the feeling)  
because \_\_\_\_\_ (explain how the action affects you or relates to the feeling)

### When can I-messages be used?

I-messages can be used to explain your concern when you own a problem. Other types of I-messages can be used to share your views and feelings when there is no problem.

Let's imagine you are car-pooling to work with a friend who tends to be tardy. This causes you to be late and you fall behind at work. If you let your anger build up and fuel your behaviour you might say, 'I'm sick and tired of you coming late every day and causing me work problems. How can you be such an insensitive jerk?'

Such a comment might make you feel good for the moment. After all, your friend caused you pain, why not give some back? Indeed, your comment probably would hurt your friend. In some cases, you may even resolve the problem in the process, but you also risk causing anger or resentment in return, which could cause some people to be deliberately late in defiance. You may even lose the friendship entirely.

If you value the friendship and wish to be more certain of resolving the problem you would be wiser to use 'I'-messages. In this case you could say something like this:

*I feel frustrated (how you feel)  
whenever you are late picking me up (description of offending behaviour)  
it causes me to be late for my job (concrete effect on you)  
and I really need you to be more punctual (the behaviour you would prefer)*

Another example of an I-message is this:

*I find it irritating (how you feel)  
when you cancel our plans at the last minute (description of offending behaviour)  
it's usually too late to make other plans (concrete effect on you)  
and I really would like you to let me know in advance when you think our plans are not going to work out. (the behaviour you would prefer)*

### **What does an I-message do?**

When people start using I-messages with family members, work colleagues or people they are in conflict with, they are generally rewarded in a variety of ways.

An I-message:

1. Has a high chance of changing the behaviour of another person when you find that behaviour unacceptable.
2. Protects the self esteem of the other person.
3. Preserves the quality of the relationship between you and the other person.
4. Helps the other person to understand what goes on between you better, and to improve their performance.

The following is feedback I have received about using I-messages.

Some people feel more confident and begin to get more courage to tackle complex problems. Others accept that their needs are also important and start to express them. People report standing

up for their rights more frequently, as well as gaining a better understanding of what goes on in the minds and hearts of those around them.

Many people experience that their use of I-messages greatly reduces nagging and hassling. They stopped using rewards and punishments to get things done. They were not a necessity anymore. Others told us they have become more open and honest, not only with their spouses and friends, but also with their work colleagues and bosses.

Many people were also surprised to discover how often the people around them demonstrated a willingness to help, once they were told that they were hurting. And they were amazed at the ability of these people to find creative and appropriate solutions after learning they had been causing them a problem.

It would be nice if we never had relationship problems, but we do. Learning to manage them, therefore, is our best hope. Using I-messages is one way to handle everyday interpersonal difficulties that works. Communicating our annoyance, irritation, frustration and anger in this more controlled fashion is an effective outlet for these negative feelings. In the process we are less likely to cause reactions that may serve to perpetuate our problems.

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Another way of looking at I –Messages (sometimes called "I Statements") is that statements need to be made without using the word "you".

So "You need to improve" becomes "Improvement is needed here" or "I think this can improve".

"You are being disruptive" becomes "Others are being hurt by this behaviour" or "This behaviour is a worry to me"



In pairs, take turns at turning these critical statements around to avoid using the word "you", and preferably using the word "I":

1. "You won't be successful doing it that way"
2. "Hurry up, you are being too slow"
3. "You are talking too loudly"

## Simulations

Simulations for Management of the ESL Classroom TSL3109

### Simulations: Introduction

The following simulations are designed to give IPGKDRI students hands-on experience in problem-solving in the teaching situation. To facilitate ease of presentation, “students” are played by IPG students representing primary aged students. These “students” are prepared with special instructions from this module.

#### Outline of Simulation Method

One “teacher” is selected by volunteer or by random selection.

Privately instruct the “teacher” and the “8-year-old students” with their directions. One class member is the “teacher” and the rest of the class are “students”.

The “teacher” must not see or hear instructions for the “students”.

The “students” must not see or hear instructions for the “teacher”.

Ask the “teacher” to leave the room while you are preparing the “students”. Give them their written instructions. This “teacher” can read their teaching assignment while they wait.

Instructions to the Teacher (1) (2) and (3) give three different “teachers” their individual opportunity to present their unique set of instructions to the class.

## Simulation 1: Giving instructions

### Simulation 1 Learning Outcomes:

- Teachers give instructions only when students are paying attention.
- Teachers give instructions one at a time.

### Simulation 1 Instruction to “8 year old students”:

- *Keep talking and gazing around the room until you personally have been called to attention, or until your attention is captured by the teacher.*
- *Answer all questions from the teacher quickly and politely.*
- *Follow no more than one instruction at a time. If your teacher gives you more than one instruction, eg “Come to the front and sit on the mat”, obey only the first instruction.*
- *Constantly rock, sway and fidget until you are instructed to be still.*

### Simulation 1 Instructions to the “teacher”: (1)

- ✓ *Speak only in English.*
- ✓ *Mark a large area at the front of the room (eg a large mat or a circle of tape on the floor).*
- ✓ *Call the students to come to the front of the class and sit on the floor/mat. They should bring with them a pencil and a book to lean on.*
- ✓ *Hand out a sheet of paper to each student. Tell them to write their name, date and class on the top line of the paper.*

### Simulation 1 Discussion of this simulation afterwards:

- ❖ *What adjustments to their instruction-giving did the “teacher” have to make?*
- ❖ *Were they successful in giving all instructions?*
- ❖ *Make suggestions to achieve a better result.*
- ❖ *Discuss groundwork that may need to be done before this lesson for a successful result.*
- ❖ *Discuss what you have learned and intend to incorporate into your practicum.*

Think about

- class rules
- rewards
- using a clear voice

- using familiar words
- giving one instruction at a time
- using “Silent Method” tactics such as showing an example as the teacher speaks
- requiring students to show the teacher that a task is completed
- watching all students at all times to ensure compliance

**Re-enactment of Simulation 1 after discussion:**

The same “teacher” re-enacts the same simulation, improving on the first performance where possible.

**Simulation 1 Instructions to the “teacher”: (2)**

- ✓ Speak only in English.
  - ✓ Instruct the students to choose two partners and stand together in a group of three.
  - ✓ Instruct the students to line up, one behind the other, in their group of three.
  - ✓ Instruct the front student to hold up their arms like they are driving a bus and move around the room with their group of three. The middle student should make a noise like an engine. The back student should make a noise like squeaky brakes when they stop.
  - ✓ After three minutes, instruct all students to stop acting like buses and sit in their seats.
- END OF LESSON

**Simulation 1 Instructions to the “teacher”: (3)**

- ✓ Speak only in English.
- ✓ Instruct the students to draw a circle on the piece of paper that you have handed out to each student, and draw their family in the circle.
- ✓ Instruct one student to come to the front of the class and introduce their family to the class.
- ✓ Instruct another student to come to the front of the class and give more details about just one family member (eg how old, what they do, their favourite things).
- ✓ Instruct two students to collect all the papers and bring them to you.



### **Simulation 1 Memory Exercise**

#### **Learning Outcome:**

- Students understand that people have limited capacity to follow multiple instructions: younger learners have even more limited capacity for multiple instructions than adults.

Give three instructions to a student in one sentence.

See if they can accurately enact all three.

Repeat with another student with four instructions, then five etc.

Point out that young learners have diminished capacity for multiple instructions. For example, 8 year-olds could reasonably be expected to carry out up to three instructions given at the same time, but enactment is expected to be less accurate.

## Simulation 2: Voice Control

### Simulation 2 Learning Outcomes:

- Teachers use appropriate voice volume
- Teachers use appropriate tone of voice

### Simulation 2 Instructions to “8 year old students”:

- *You have learned to stop speaking and moving, and pay attention to your teacher when they clap their hands once.*
- *Listen carefully to your teacher.*
- *Obey only one instruction at a time.*

### Simulation 2 Instructions to the “teacher”: (1)

- ✓ Clap your hands once to gain attention from students.
- ✓ Reward good attention by students.
- ✓ Begin giving instructions immediately after students begin paying attention.
- ✓ Give only one instruction at a time.
- ✓ Instruct all students to move onto the mat(s). Use a loud clear voice.
- ✓ Sit on a chair close to the students.
- ✓ Read them a short story (5 minutes) from a Big Book, using a much quieter voice. Use lots of expression in your voice.
- ✓ Show the Big Book pictures as you read. Make sure that all students can see each picture.
- ✓ Instruct two students to fold the mat(s) before returning to their seats.
- ✓ Still using your quiet voice, instruct students to return quietly to their seats. Ask two or three students to demonstrate how to return quietly to their seats before the rest move. Reward quiet responsible behavior.

END OF LESSON

**Discussion of Simulation 2 (Voice Control) afterwards:**

- ❖ What adjustments to their instruction-giving did the “teacher” have to make?
- ❖ Were they successful in giving all instructions?
- ❖ Make suggestions to achieve a better result.
- ❖ Discuss groundwork that may need to be done before this lesson for a successful result.
- ❖ Discuss what you have learned and intend to incorporate into your practicum.

Think about

- class rules
- rewards
- using a clear voice
- using familiar words
- giving one instruction at a time
- using “Silent Method” tactics such as showing an example as the teacher speaks
- requiring students to show the teacher that a task is completed
- watching all students at all times to ensure compliance
- Practices for students to moves around the room eg “Come and sit on the mat”, eg “Return quietly to your seat”.

**Simulation 2 Instructions to the “teacher”: (2)**

As for “teacher” (1) but with a different Big Book.

## Simulation 3: Teacher Body Language

### Simulation 3 Learning Outcomes:

- Teachers use appropriate body language
- Teachers use appropriate hand signs

### Simulation 3 Instructions to “10 year old students”:

- *You have learned to stop speaking and moving, and pay attention to your teacher when they clap their hands once.*
- *Listen carefully to your teacher.*
- *You have very little understanding of “new English” but you try hard to understand by watching the teacher’s body language.*
- *After seeing an action once and hearing the “new English” words that describe it, you will learn that expression and what it means.*

### Simulation 3 Instructions to the “teacher”: (1)

- ✓ Your class has very low “new English” language understanding.
- ✓ Clap your hands once to gain students’ attention.
- ✓ Use hand and body language to demonstrate what you want students to do, while saying the words of instruction.
- ✓ Use only “new English” words. Do not speak in any other language.
- ✓ Your “new English” words of instruction are:

“gam bee” meaning “stand up”

“gam doo” meaning “sit down”

“ram bak” meaning “clap your hands once”

“ram bar” meaning “hold your hands together”

- ✓ After several repetitions of this drill, give the instructions without hand and body movements. Use hand and body movements only if there seems to be confusion.
  - ✓ Choose one student to stand next to you to say the words while the class obeys his/her instructions in “new English”.
- END OF LESSON

**Discussion of Simulation 3 afterwards:**

- ❖ Did the students successfully learn the new expressions?
- ❖ Suggest ways to extend this lesson using the same Silent Method techniques so that students speak the new words instead of just listening.
- ❖ Were the teacher’s instructions clear through hand and body language? Suggest some better movements to convey the same messages. Think about:
  - Cup your hand to your ear for “now YOU say it”
  - Raising palms upward for “stand up”
  - Lowering palms downward for “sit down”
  - Two thumbs up for “excellent”
  - Two palms held out and waved back and forth for “stop”
  - Two arms extended to one side with fingers extended for “go this way”
  - One hand shading eyes and extending neck forward for “faraway”
  - One index finger vertical on lips for “quiet please”
  - Clap continuously for hands raised to encourage the class to clap for a good effort

**Add some more to this list**

**Simulation 3 Instructions to the “teacher”: (2)**

- ✓ Your class has very low “new English” language understanding.
- ✓ Clap your hands once to gain students’ attention.
- ✓ Use hand and body language to demonstrate what you want students to do, while saying the words of instruction.
- ✓ Use only “new English” words. Do not speak in any other language.
- ✓ Your “new English” words of instruction are:

“ram goo” meaning “draw a circle in the air”

“ram ban” meaning “draw a square in the air”

“ram panda” meaning “put your hands on your shoulders”

“ram sanbee” meaning “put your hands on your knees”

- ✓ After several repetitions of this drill, give the instructions without hand and body movements. Use hand and body movements only if there seems to be confusion.
- ✓ Choose one student to stand next to you to say the words while the class obeys his/her instructions in “new English”

## Simulation 4: Using Visual Teaching Aids

### Learning Outcomes:

- Teachers use appropriate voice volume.
- Teachers use tone of voice appropriate to the occasion.

### Instruction to “10 year old students”:

- *You have learned to stop speaking and moving, and pay attention to your teacher when they clap their hands once.*
- *Listen carefully to your teacher.*
- *Obey only one instruction at a time*

### Instructions to the “teacher”: (1)

- ✓ Use your hands and body motions as much as possible while talking.
- ✓ Use concrete aids and pictures as much as possible while talking.
- ✓ Hand out enough pairs of scissors and a piece of A4 paper to each student.
- ✓ Explain to your students how to make a Little Book. Demonstrate one step at a time, showing them the result, then instructing students to copy your action each time.
- ✓ Reward compliant behavior.

### Discussion of this simulation afterwards: