Creating a Positive Learning Environment

With video from Jordana Mazzaro and Ana Francisca Rosada

www.teachingenglish.org.uk
Managing the Lesson

Professional Practice 3
Module aims

The aim of this module is to support teachers to explore an element of managing the lesson by examining practical ways to ensure a positive classroom environment to benefit both teachers and learners.
Learning outcomes

By the end of the module, teachers will be better able to:

- Reflect on current practice in relation to creating a positive classroom environment
- Explore four areas to work on to ensure a positive classroom environment (rapport; motivation; classroom management and teacher characteristics and styles)
- Reflect on the topic explored and apply new learning to their current contexts
Lesson content

- Positive learning environments
- Motivation
- Rapport
- Classroom management
- Teacher characteristics and styles
Creating a positive learning environment
Four areas of exploration

1. Motivation (intrinsic and extrinsic)
2. Rapport
3. Classroom management (body language and interaction)
4. Teacher characteristics and styles
Motivation

“The extent to which you make choices about goals to pursue and the effort you will devote to that pursuit.”

Brown, 2001

Do you agree or disagree?
Intrinsic and extrinsic motivation

Video 1

Jordana Mazzaro and Ana Francisca Rosada
Rapport

“Rapport in language learning refers to the _______ between the teacher and the learners. Teachers try to build good rapport with the learners in order to produce an _______ that will help _______.”

British Council

learning    relationship    environment
Classroom management

1. I have clear rules and procedures
2. I encourage, listen to and notice my students positive cooperative behaviour
3. I plan to cater for mixed ability classes with variety in my approach
4. I respect students even if I ‘dislike’ them
5. I aim to create a positive classroom environment as part of my teaching goals
Body language
Body language

Video 2

Jordana Mazzaro and Ana Francisca Rosada
## Interaction

<table>
<thead>
<tr>
<th>Things I do regularly</th>
<th>Things I’d like to do</th>
<th>Things I never do</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Teacher characteristics

“How students perceive their teachers is part of establishing successful rapport”

Harmer, 2007

Do you agree or disagree?
Three core characteristics

1.

2.

3.
Teacher characteristics

Video 3

Jordana Mazzaro and Ana Francisca Rosada
# Three core characteristics

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Implication for teaching and the classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect</td>
<td></td>
</tr>
<tr>
<td>Empathy</td>
<td></td>
</tr>
<tr>
<td>Authenticity</td>
<td></td>
</tr>
</tbody>
</table>
Teaching styles

shy
formal
reserved
rational
understated
steady
serious
restrictive

gregarious
informal
open, transparent
emotional
dramatic
moody
humorous
permissive
Teaching styles

Video 4

Jordana Mazzaro and Ana Francisca Rosada
Reflections

food for thought??
Conclusions

“We have to motivate our students but we need to keep ourselves motivated too!”

Jordana Mazzaro and Ana Francisca Rosada