

2 Rapport – Trainer Notes

<p>OVERVIEW</p>	<p>DVD content Programme 2 looks at rapport – the relationship between teachers and their students. We see teachers in their classrooms and the trainer, John Kay, talks about the importance of having a good relationship with your students and things you can do to help such a relationship develop.</p> <p>Material content The materials ask teachers to think of ways to encourage empathy, authenticity and respect (see below) and also looks at different learning styles – the different ways that learners learn. In particular, the materials look at visual, auditory and kinaesthetic learning styles and how these different styles might affect the way teachers teach.</p>														
<p>KEY CONCEPTS</p>	<p>Empathy, authenticity and respect</p> <div style="border: 1px solid black; padding: 5px;"> <p>Empathy is the ability to imagine another person's thoughts, beliefs and feelings. In an ELT context, it normally refers to the ability to understand how a learner is feeling. Showing empathy with learners is important when they choose to talk about real feelings and experiences. Similarly, it is important to understand the emotional difficulties connected with a learning experience.</p> <p>Authenticity means making the classroom a place where <i>real</i> communication takes place. Teachers should have a real relationship with students – treating them as <i>people</i> rather than just 'students'</p> <p>Respect means allowing students to express themselves and get involved – <u>making sure they feel comfortable and able to participate fully in the lesson.</u></p> </div> <p>The session asks teachers to examine the relationship they have with their students. How does the way you treat your students affect the way they learn? What can teachers do to create a classroom atmosphere that will help learners learn?</p>														
<p>PLAN SUMMARY</p>	<p>Note: All sessions in the Teaching Speaking series will be more effective if participants are able to discuss things in pairs or groups. You should arrange your training room to facilitate this as far as possible.</p> <table border="1" data-bbox="432 1361 1442 1758"> <tr> <td>Warmer</td> <td><i>Quick discussion activity</i></td> </tr> <tr> <td>1 Before you watch</td> <td><i>Reflection – What makes a good teacher?.</i></td> </tr> <tr> <td>2 Watch</td> <td><i>Checking predictions/gist comprehension.</i></td> </tr> <tr> <td>3 Watch again</td> <td><i>note-taking/listening for specific information.</i></td> </tr> <tr> <td>4 Analysis & Reflection</td> <td><i>Reflection on the advice given in the programme. Action planning.</i></td> </tr> <tr> <td>5 Additional activities</td> <td><i>Learning Styles</i></td> </tr> <tr> <td>6 Suggested classroom activity</td> <td><i>Family trees</i></td> </tr> </table>	Warmer	<i>Quick discussion activity</i>	1 Before you watch	<i>Reflection – What makes a good teacher?.</i>	2 Watch	<i>Checking predictions/gist comprehension.</i>	3 Watch again	<i>note-taking/listening for specific information.</i>	4 Analysis & Reflection	<i>Reflection on the advice given in the programme. Action planning.</i>	5 Additional activities	<i>Learning Styles</i>	6 Suggested classroom activity	<i>Family trees</i>
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Procedure

Warmer

(optional)

- You will need enough space for participants to move around freely. Before the start of the session, stick a piece of paper on each side of the room. On 1 write 'I agree' and on the other, 'I disagree'.
- Ask participants to stand in the middle of the room. Tell participants you are going to read out statements (or write them on the board) and they must move to the side of the room that matches their opinion – agree or disagree. When they have moved to the 2 sides of the room they should talk to the other people there about why they have that opinion. Stop the discussions after 3 or 4 minutes and ask people to move back to the centre to listen to the next statement. You can use these sentences – or any others you think will interest your participants.

Speaking is the most important skill.

We should correct all of our students' mistakes.

The most difficult thing in speaking English is pronunciation.

Grammar lessons are boring!

- If you don't have the space for participants to move around the room you could do the warmer as a line discussion where participants sit facing each other in 2 lines.
- e.g. XXXXXXX
- YYYYYYY
- After each question, every Y moves to the right and they give their opinions on the next question to a new partner.

1 Before you watch

- Before the session begins, cue the DVD to the menu screen. You could then turn off or cover the TV set until you're ready to watch.
- Ask the participants to close their eyes and think about their school days. While their eyes are closed, read out prompts;

What do you remember about English lessons at school?

Who was your first English teacher? What was he/she like?

Who was your favourite teacher when you were at school?

Why did you like him/her?

What was his/her teaching style like?

- Give any other prompts that you think are relevant.
- When they have thought about the questions, ask them to work with a partner to tell each other their answers. What do they remember about their school days and what do they remember about their favourite teachers?
- Feedback as a whole group. Are there any interesting/funny memories people want to share? Are there any qualities that everyone agrees are important for a good teacher? You could make a list of

these on the board.

- Move on to the next section. Ask participants to work in pairs or groups of 3 to think about what they do to create good relationships with their students.
- Let them talk for a few minutes then feedback as a whole group – what suggestions have people added to the list in the book? Write these extra suggestions on the board – you need them in the next section.

2 Watch

- Play the DVD all the way through then ask the question from Section 2 – ‘*what other ways of building rapport do you hear mentioned?*’
- (**Answers** include: praise students, stand where they all can see you, ask them to look at you, allow them to express themselves, think about ways to make them feel more involved etc.)
- Feedback as a group.

3 Watch again

- When participants are ready, play the DVD again and ask them to make notes for the headings. When the DVD is finished they can compare their notes in pairs before feedback for the whole group.
Don't spend too long on the feedback – participants can look at the transcript if they want/need to.
- Possible **answers**:

Empathy	be friendly to make Ss feel comfortable	Ss must trust you and you must trust the Ss
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Encourage Speaking	Ss are very shy and think accuracy is more important than fluency	Let Ss know that it's OK to make mistakes	praise them	smile!
Encourage your students.				

Learning styles	everyone learns in different ways – visually or through listening or doing things with their hands
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Body Language	eye contact is important	ask them to look at you	stand where they can see you
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Authenticity	be genuine with the Ss	don't do 2 things at the same time
don't say 'Yes, very good' if you don't mean it.		

Respect	allow them to express themselves	think about what they can do	the more you involve them, the more motivated they'll be.
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4 Analysis & Reflection

- Ask participants to work alone at first. Ask them to read the 6 pieces of advice and think about how often/whether they do those things in their teaching. After a few minutes, ask the participants to work in pairs. Remember that these might be quite personal subjects for participants so don't ask them to share things with the group if you don't think they will feel comfortable doing so.
- Allow time for participants to fill in the planning ahead boxes – they can share their plans with a partner if they want to.

5 Additional activities

- Ask participants to read the information about different learning styles. If you have access to computers you could ask them to look at a learning style questionnaire at the Open University website (<http://www.open2.net/survey/learningstyles/> - a paper version is also available and you could print this out for your participants). If you don't do the questionnaire, you can simply ask participants to work in pairs and say what kind of learner they think they are – how they like to learn things and what kind of classroom activities they like as learners.
- Ask participants to work through the exercise in pairs. The answers are not always clear cut. You should monitor to keep track of discussions.
- Feedback as a whole group. You could ask participants to think of other activities for each learning style.

6 Suggested classroom activity

- It would be a nice conclusion to the session to ask the participants to do the activity.