

# Creating a Positive Learning Environment

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# How to de-motivate

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- Think the worst, not the best of your students
- Expect the worst – it will happen
- Don't listen
- Expect the students to be like you
- Remember that these are students, not people
- Don't notice if they get something right
- Do pay attention when they make a mistake
- Make fun of students who make mistakes
- Don't forget that you are always right
- Remember, whatever your students do is not good enough

## From *Don't* to *Do*

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- Stop messing about
- Don't forget your homework
- Don't be late
- Stop talking
- Don't forget the test tomorrow
- No walking about the room

## From *Don't* to *Do*

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- Stop messing about
  - Sit still and pay attention
  
- Don't forget your homework
  - Remember tonight's homework
  
- Don't be late
  - Make sure you're on time

## From *Don't* to *Do*

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- Stop talking
  - Be quiet and listen now
  
- Don't forget the test tomorrow
  - Remember tomorrow's test
  
- No walking about the room
  - Sit down and look at me

# The Meaning Behind Words

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- How many more times do I have to tell you?
- Grow up and act your age!
- That's typical of you!
- Oh, Philip, not you again!

# The Meaning Behind Words

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- How many more times do I have to tell you?
  - Stupid!
- Grow up and act your age!
  - Baby!
- That's typical of you!
  - You're no good, you're a failure!
- Oh, Philip, not you again!
  - I didn't expect anything better of you

# Escalator Language

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up to this point

yet

sometimes

bit

clear

just



# Escalator Language

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- You've got everything wrong
  - It hasn't been too easy for you up to this point
- Open your book
  - I notice that you haven't opened your book yet
- Don't be so stupid
  - It's sometimes easy to get this wrong

# Escalator Language

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- Why haven't you started?
  - It's only the first part that's a bit difficult
- Why don't you understand?
  - OK now which bit isn't quite clear for you yet?
- Why haven't you done what I said?
  - Just finish the sentence and then we'll do something else

# Norms and Rules

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Real group norms are inherently social products and therefore in order for a norm to be long-lasting and constructive, it needs to be explicitly discussed and accepted as right and proper by the majority of the group.

*Dörnyei and Murphey 2003 p47*

# Put These Words in the Right Order

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1. understand I'm sorry don't
2. right excuse this is me?
3. word say you this do how?
4. mean does what that?
5. again say that you can?
6. help please you me can?
7. doing exercise we which are?
8. please what answer is right the?

# Teacher Language

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- If you don't do it now, I'll send you out.
  - If you choose not to do it now, you're choosing to go out.
  
- Sit down and shut up.
  - I'd like you to choose to sit down and be quiet.

# The Three Stage Approach

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1. Say what you want:

'OK Tania, facing me and paying attention now. Thanks.'

2. If ignored:

'Tania the instruction is to face me and pay attention. Thanks.'

3. If still ignored:

'Tania if you choose not to face me and pay attention you're choosing to move to another table.'

# Norms and Rules

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Trust between teachers and learners is at the heart of the classroom climate ... The foundations of trust are located in what Carl Rogers refers to as the teacher's 'unconditional positive regard' for the student.

*Wright, 2005*

# Carl Rogers' 5 Qualities

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- P
- A
- T
- E
- R



# Carl Rogers' 5 Qualities

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- Prizing
- Accepting
- Trusting
- Empathy
- Realness

# Bibliography

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