

Teacher's Page

Motivation

1. Self-motivation is an important part of student motivation; the students will imitate your enthusiasm of second language learning. Find out what motivates you and what motivates them.
2. Learn about your students and draw from their personal experiences. Surveys are one way to accomplish this goal. (Give examples of surveys)
3. Build classroom spirit by promoting cooperation, fostering good attitude, respect for others, and effort. (“How-to’s” for promoting cooperation)
4. Establish classroom procedures from the first day of school. Establish classroom rules in collaboration with the students. (Examples of procedures and rules)
5. Communicate with colleagues on a regular basis.
6. Establish a bank of activities that can be used in the classroom for student motivation enhancement when needed. (Pick me ups) (See activity page)
7. Know your strengths and develop them.
8. Find your favorite quote and refer to it occasionally (pick me up) (Examples of quotes)
9. Remember that you are human and students are human also.
10. Each day is a new learning day.

Examples of procedures and rules

Establishing procedures for your classroom can be challenging, as we are certain each teacher has a different class situation whether it be having an actual French classroom or being responsible to circulate from class to class. In any situation, it is important to ask yourself the following questions: Who, What, Where, When, Why, and How? An example of a procedure checklist may be found below. Here are some examples of these questions.

Start of class.

1. What do you expect your students to do when they enter the classroom? What should they be bringing to class? Toys, binders,

- pencils etc. (Should they gather scribbles?, Should they pass out participation papers? Should they check a job list poster? Should they be quiet when they come in?)
2. Where are you? (Are you at the door welcoming them as they come in? Are you at your desk?)
 3. Why should they do this? (When establishing procedures, it is important to define why one is following that procedure. Example: Why should they be quiet when they come in? (Time restrictions on Core French. Respect for the classroom.)
 4. When should they do a certain procedure? (Example: Is it appropriate to speak when the teacher is instructing or another student is speaking? Why or why not? What should the students be expected to do when there is a visitor at the door?)
 5. How do they do it? (This depends on classroom size and space; do you want 10 students passing out activities or 2? Are you encouraging others to thank the students who are distributing items/papers? Should it be quiet during transition times between instructing and actually doing the activity?) *See Teacher strategies
 6. Who do you expect to do this procedure? (Make sure students are aware of their responsibilities and class behavior.)

Here are some other situations where a procedure would be useful:

Leaving class (either whole or one)

Fire drill

Cooperative grouping

Whole class activity

Small group activity

Teacher strategies

Establishing how the students do a procedure is a teachable moment. Here is an example of a strategy of a whole class procedure:

Activity: Survey,

Method: Students circulate the room asking questions to other classmates using a checklist or sign up sheet.

Potential problem: Loud volume, Students not using target language; No cooperation, Poor attitude.

Possible Solution:

On a chart or board, put the following (What I see.. What I hear)

Ce que je vois

Ce que j'entends

La Coopération

Le français

L'Attitude

Le volume

Each element is worth 2 points for the class total at the end of the activity. This score may be used as part of a participation evaluation. It also establishes where and how the students could improve by putting the onus of responsibility on themselves. Note: Is it very important to define what each element is about. Give examples of what you want to see... and hear.



COMMENT COMMENCER LA CLASSE DE FRANÇAIS? QUELS SONT VOS TRUCS (OU TRAITES)?



Nous sommes ici.

L'ENTREE

ATTIRER L'ATTENTION PENDANT LA CLASSE

LA SORTIE

Jouer de la musique

A.R.B.R.E.

Mot de passe

Les 5 doigts

Course à la porte

B.E.E.M.
bien écouter épeller les mots

Frapper les mains

Qu'est-ce qui manque?



Les stratégies pour le professeur. Logiciel inspiration
Développé par L. Weare, J. MacKay et L. Langley
2001

