



Teacher Language

Successful teachers.....



- are direct and genuine.
- convey faith in children's abilities and intentions.
- focus on action.
- keep it brief.
- know when to be silent.

Classroom management can be tricky, and it often starts with the language and interactions we bring into the classroom. Being an effective communicator, though difficult, can make a real difference in how our students act in our classes and keep them motivated.

Reinforcing Language. This is about helping students build on their strengths by seeing and naming what they do well.

Be Specific

- Don't just say "Good Job."
- *Try:* "I appreciate how you raised your hand!"
- *Try:* "I can tell that you've been paying close attention to irregular verb conjugation."

Avoid Comparative Praise

- Don't praise one student as an example for others (e.g., "Jun wrote a very nice hook to his essay. You should all be like Jun!"). This can make other students feel criticized.

Praise Struggling Students

- Every student has strengths. Make sure you're giving specific praise to students who struggle. - "You spoke very well in our speaking homework assignment. What helped you accomplish that goal?"

Reminding Language. We all need reminders. Using reminding language helps students stay organized and on task.

Set Expectations First

- Before giving reminders, make sure you've already clearly set expectations and explained how to meet them.

Promote Autonomy

- Help students remind themselves, instead of telling them exactly what to do.
- *Avoid:* "Make sure you put your phone away and sit alone. If you're having a difficult time focusing, take a deep breath and close your eyes." (Although, this can help students who are unsure of study techniques.)
- *Try:* "Think about what you can do to stay focused and positive today." This shows faith in their ability to manage themselves.

Use Neutral Body Language and a Calm Voice

- Avoid rolling your eyes or "acting" mad; this can imply a student isn't smart.

Be Brief

- *Avoid:* Students often tune out long speeches. Avoid reminders that sound like mini-lessons or lengthy explanations.
- *Try:* "What did we learn about writing a solid summary essay?"

Focus on Change

- Acknowledge a student's action with a smile or nod after a reminder to reinforce positive behavior.

Redirecting Language. When students are deep into a behavioral mistake or overwhelmed by emotions, you need to redirect them with clear words to keep them safe and productive. Always use neutral body language and a calm speaking voice.

Be Direct and Specific

- Students need to know exactly what to do differently.
- *Avoid:* "Jisoo, you need to focus."
- *Try:* "Jisoo, put away your idol cards and work on the writing assignment."

Name Desired Behavior

- Tell students what *to do*, not what not to do.
- *Avoid*: "You are being too noisy; you should not be causing a commotion."
- *Try*: "Everyone needs to return to their seat so we can continue the writing assignment."

Don't Redirect with a Question

- Asking a question can create an illusion of choice, which can confuse students.
- *Avoid*: "Yuni, can you please focus on the audio?"
- *Try*: "Yuni, please focus on the audio."

Envisioning Language. Our words are powerful. Using positive language in the classroom helps students believe in their own potential.

Use Positive Language

- Focus on the positive potential.
- *Avoid*: "I see a lot of really great students here today, but some pretty distracted naughty students."
- *Try*: "I'm looking forward to seeing everyone demonstrate their best learning today."