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Addysg i Gymru | Education for Wales

Behaviour Management

15 Sep 2023



Session aims

- Analyse why pupils might display poor behaviours
- Evaluate typical behaviour management scenarios
- Design motivating tasks to engage MFL learners



Links to pedagogical principles

2. Good teaching and learning challenges all learners by encouraging them to recognise the importance of **sustained effort in meeting expectations** that are high but achievable for them.

10. Good teaching and learning encourages children and young people to **take increasing responsibility** for their own learning.

11. Good teaching and learning supports social and emotional development and **positive relationships**.



**What every teacher should know
about great behaviour management**

Behaviour Management 1 – Defiance

Observed behaviour:

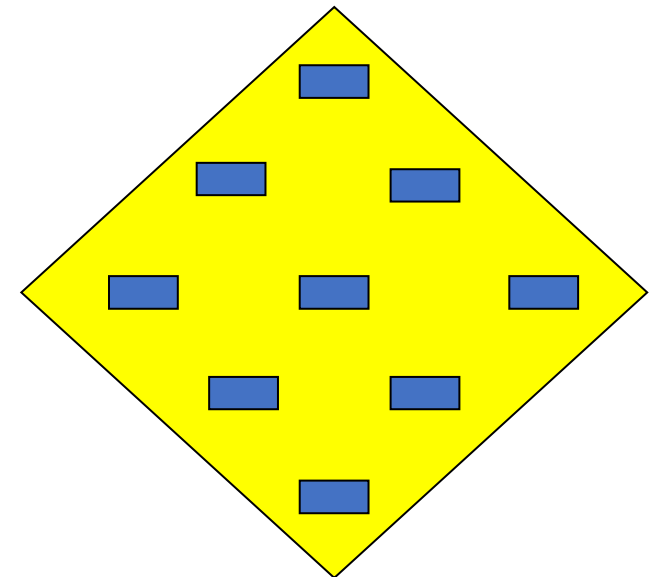
- Talks back or laughs at teacher
- Appears unaffected by what teacher says
- Claims teacher is unfair
- Poor relationship with peers
- Blames others
- Often over-emotional

Causes:

- Low self-esteem – tries to get attention in an inappropriate way
- Interactions with others are often negative, therefore student feels frustrated

Possible strategies:

1. Ignore the behaviour
2. Contact parents
3. Arrange lunch time or after school detention
4. Remove audience pressure
5. Acknowledge achievements
6. Respond with silence
7. Find out and use their interests
8. Call a member of the Senior Management Team
9. Tactically use a seating plan
10. Adjust the work to make it accessible
11. Explain the effect of their behaviour on others
12. Put student outside the door to calm down



Behaviour Management 2 – Low level disruption: noises

Observed behaviour:

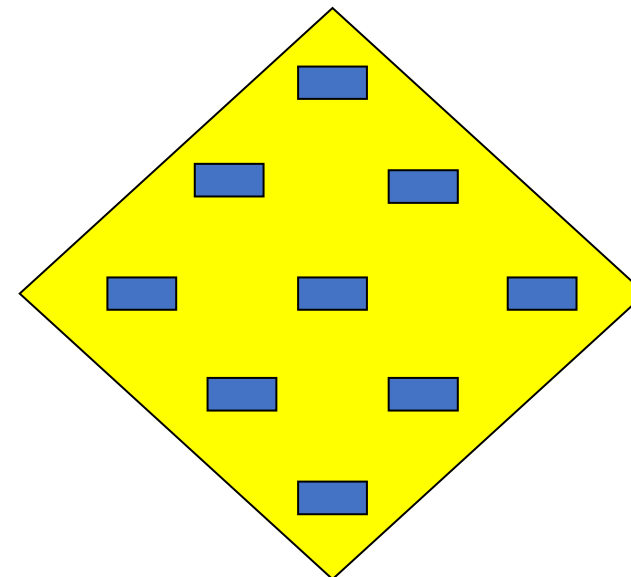
- Makes noises in the classroom (humming, tapping the desk, whistling, etc.)
- Pretends he is not the cause when asked to stop
- Gives impression he is purposely trying to annoy the teacher

Possible strategies:

1. Ignore the behaviour
2. Contact parents
3. Arrange lunch time or after school detention
4. Remove audience pressure
5. Acknowledge achievements
6. Respond with silence
7. Find out and use their interests
8. Call a member of the Senior Management Team
9. Tactically use a seating plan
10. Adjust the work to make it accessible
11. Explain the effect of their behaviour on others
12. Put student outside the door to calm down

Causes:

- Low self-esteem – tries to get attention in an inappropriate way
- May be bored
- Avoidance tactic – fear of failure
- Trying to satisfy need for power and belonging



Strategies To Take Control Of Noisy Students

Ineffective: yelling at students and sending them out of the classroom.

- Take **control at the door** to establish authority and tone before lesson.
- Classroom management involves both **inside and outside the classroom** interactions.
- Encourage positive behaviour and **acknowledge good behaviour**.
- Informal chat with students outside the classroom to **build rapport**.

Behaviour Management 3 – Refusal to work

Observed behaviour:

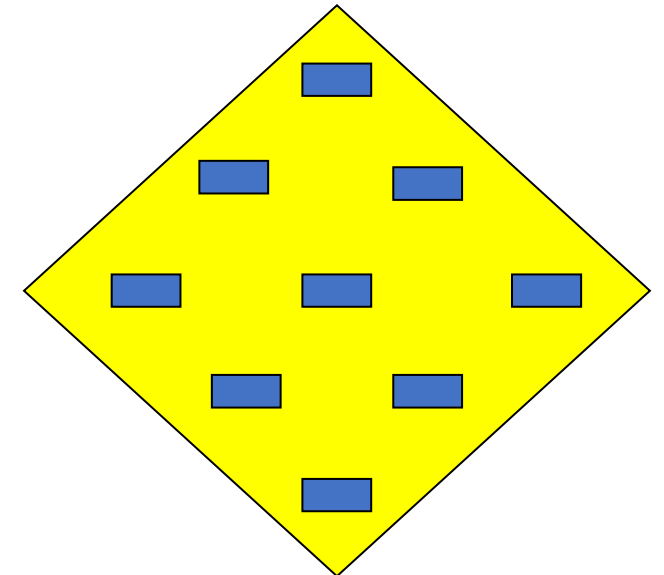
- Draws, daydreams and uses a variety of tactics to avoid work
- Frequently out of seat, wandering around the room
- Fails to bring equipment to class
- Short attention span

Causes:

- Few positive lesson experiences/successes to draw upon
- Lack of self-worth: *'there's no point'* attitude
- Does not feel connected to the rest of the class
- General lack of interest in school due to consistent failures and possibly family attitudes

Possible strategies:

1. Ignore the behaviour
2. Contact parents
3. Arrange lunch time or after school detention
4. Remove audience pressure
5. Acknowledge achievements
6. Respond with silence
7. Find out and use their interests
8. Call a member of the Senior Management Team
9. Tactically use a seating plan
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12. Put student outside the door to calm down



Behaviour Management 4 – Abusive language

Observed behaviour:

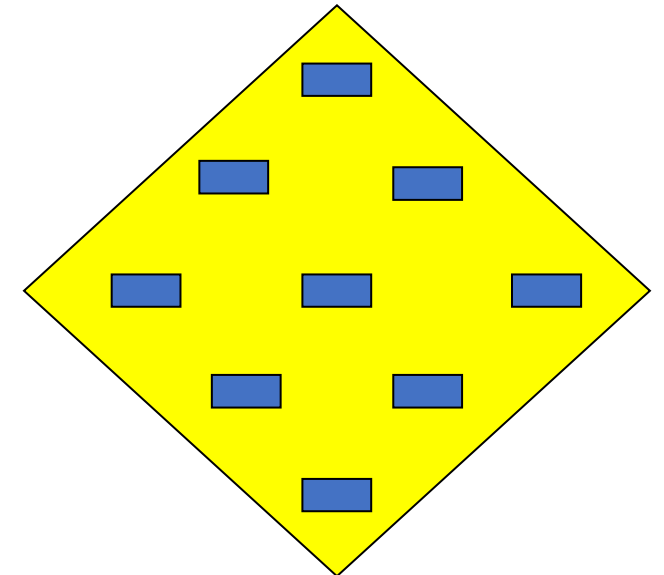
- Loud, offensive, abusive to others in group situations yet can be polite in 1:1 situations
- Can't accept criticism from others
- Attempts to shock staff and impress peers
- Can find it difficult to form relationships with peers

Causes:

- A need for status and attention
- Lack of social skills – inability to control temper
- May be a way of covering up inadequacies in group situations

Possible strategies:

1. Ignore the behaviour
2. Contact parents
3. Arrange lunch time or after school detention
4. Remove audience pressure
5. Acknowledge achievements
6. Respond with silence
7. Find out and use their interests
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Model Positive Behavior

- **Be a role model** for the behavior you expect from your students. Show them how to resolve conflicts, stay organized, and be respectful.
- **Demonstrate self-regulation** strategies, such as deep breathing or mindfulness exercises, to **help them manage their behaviour and emotions**.

Reinforce Positive Behaviour

- **Catch kids doing good.** Recognise students who consistently meet/exceed your expectations. **Use praise/certificates/token/point system/sticker chart etc.**
- When praising a student, **be specific about what they did right.** Mark the moment and 'anchor' the behaviour.
- Encourage **students to praise and support each other** for positive behaviour. Create a positive peer culture.



Consistent Consequences

Clearly communicate the consequences of not meeting expectations. **Make sure students understand that their actions have consequences.**

Be consistent with your reinforcement and consequences. If you reward a behavior one day and ignore it the next, it can confuse students.

Set and discuss clear expectations



Clearly define your expectations & rules at the start. Be specific, concise & positive (“Raise hand to speak” instead of “Don't shout”).



Take time to discuss and explain each expectation. Use real-life examples and scenarios to illustrate the expectations.



Engage students in role-playing activities where they act out scenarios. Allow them to internalise the expectations.



Seven seconds or less. That's all the time you have to **make a first impression**. From studies where viewers saw a microsecond of political candidates and predicted who would win the election to studies measuring the impact of eye contact, first impressions are a well-dissected human interaction.

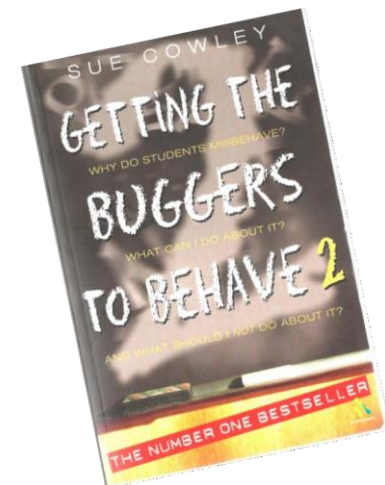
Susan Springer

10 Best Ways to Make a Great First Impression

Individual task:

Write a paragraph – your first five sentences of what you would say when meeting a class for the first time.

You can add a slide to your introduction.



Create a class display



Design a visually appealing display that showcases your expectations. Use colorful fonts and graphics to make it engaging.



Ensure that the display is at eye level and easily visible to all students. It should serve as a constant reminder of the behaviour you expect.



Involve students in creating and maintaining the class display. Give them ownership and a sense of responsibility for upholding the expectations.

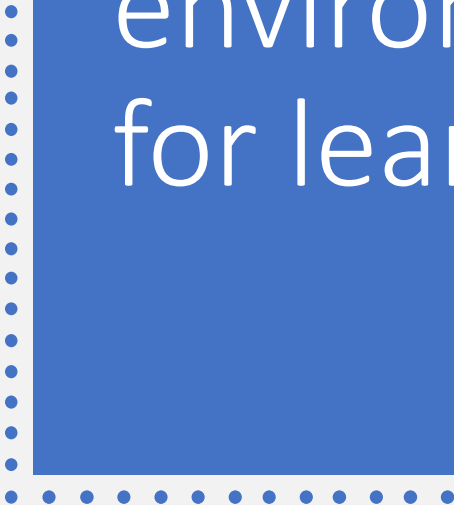
Body language and positive relationships

- Body orientation – co-operational not confrontational
- Posture – encourage don't dominate
- Head movements – signal permission to speak/show encouragement
- Eye contact
- Use of voice
- Facial expressions



Classroom Organisation

- Seating plans
 - Start/end routines
 - Transitions
 - Rewards/sanctions
- 



Create an ordered environment for learning



No one size fits all approach

Effective lesson planning

Personal organisation (preparedness and punctuality)

Get on the same wavelength (emotionally & cognitively) with your learners

Ability to adapt as you go along

Use data and adjust policies

Keep track of student behaviour data to **identify trends and patterns**. This can help you **target specific behaviors for reinforcement** and improvement.

Continuously **monitor the effectiveness** of your reinforcement strategies. If something isn't working, **be willing to adjust** and try different approaches.

- Involve parents in the reinforcement process.
- Share positive behaviour reports with them and ask for their support in reinforcing good behavior at home.
- Make positive phone calls home; send positive notes.



Parent Involvement

Plan for success!

It is an established idea in education that teachers need to reduce the chances of incidents arising. Smith and Laslett (1993) outlined 4 key rules of effective classroom management:

1. Get them in
2. Get on with it
3. Get on with them
4. Get them out





Why are we
learning
languages?!



- If you ever live abroad, you'll be able to talk with local people
- You may need the language for your work in your own country or abroad
- You will find the language useful when you go on holiday/travel
- You may need it to help visitors who speak another language
- You may need the language for study or research in another field
- To learn about the culture, civilisation or history of a country
- Just for the challenge of learning another language!
- Helps you to understand your own language/culture
- You may just enjoy the different sounds/words of another language – it's fun!



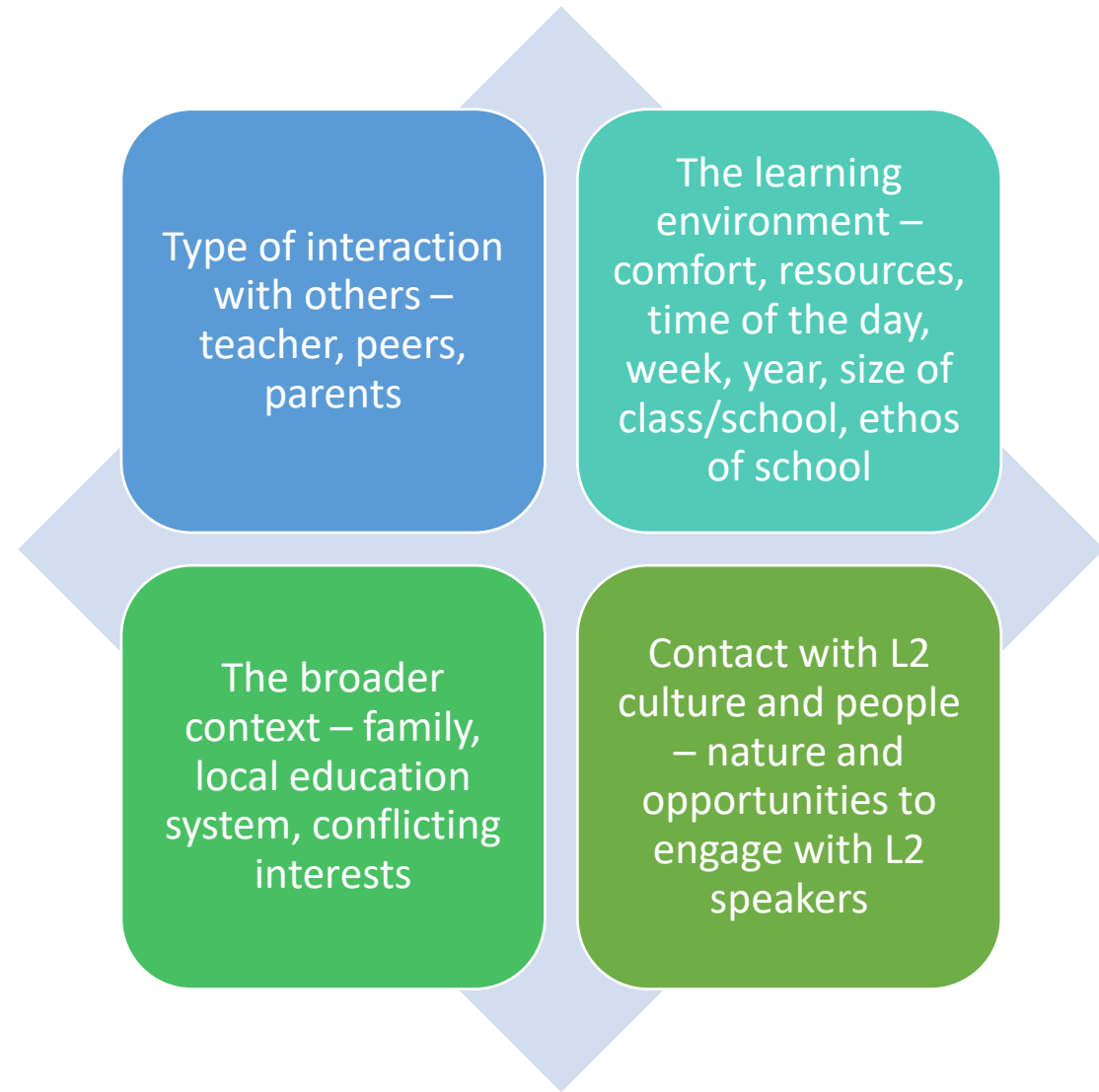
- Maybe you enjoy solving grammar problems and translating
- It'll make you look clever! People think languages are hard
- Maybe you don't want to look stupid in front of non-English speakers!
- To show courtesy and respect to people from other countries
- Watch films/understand songs in their original language
- Have an advantage over others in the job market
- Research shows that learning languages can make you smarter in other areas
- Learning certain languages will help you with your own grammar and spelling!
- To become a more tolerant and well-rounded individual (ethical informed citizen)
- You can have secret conversations which others don't understand!



Motivation – Internal factors

- Intrinsic interest of activity – arousal of curiosity; optimal degree of challenge
- Perceived value of activity – personal relevance
- Sense of agency – ability to set appropriate goals for oneself
- Mastery – awareness of developing skills
- Self-concept – realistic awareness of personal strengths and weaknesses
- Attitudes to language learning in general
- Other emotional states – confidence, anxiety and fear
- Developmental age and stage; gender

Motivation – External factors





Motivating MFL Learners

- Set a personal goal with your own behaviour (organised, punctual, fair, consistent)
- Create a pleasant, relaxed, supportive atmosphere in the classroom
- Present tasks effectively (presentation, practice, recycle)
- Develop good relationships with your students
- Increase learners' linguistic self-confidence (clear presentation, opportunity to do scaffolded practice, formative feedback)
- Make the MFL lessons fun and/or interesting

to Year 10 Mandarin

我不太知道足球～可是，我觉得德国要赢欧洲杯！他们踢足球特别好👍
我爱音乐，我喜欢声音可以让你感觉。我想做音乐！我弹吉他的时候我觉得快
（我不可以好的但是很有趣！）有一个网站叫bandmate. 正常的人做音乐，
那里他们上传他自己的音乐。有一些真的好听的乐队。我常常用bandmate
乐。你们最喜欢的音乐是什么？

Unlike (2) • 5 Replies • Share • Follow

我同意哦，德国队今天3比0赢了斯洛伐克队！太棒了！
我最喜欢的音乐是爵士乐Jazz!

Like • Reply •

爵士乐？哇啊，我没听过！所以你喜欢Michael Jackson？我爱MJ！

Like • Reply •

cool!! 那个歌们很好～我也很喜欢1950/60/70/80's 音乐！真好听啊。The
Ronettes, Elvis Presley, The Beatles, Nirvana, the ramones and stuff(等等) 你
知道吗？哈哈 我也已经老了👉

Like • Reply •

to Group 02 and

你好！我必须写这两次因为我偶然的删除了我的第一讯息。我很
恼火。:-)

好运在你的考试，我觉得你要有好成绩。不烦恼，是镇静。校订很有帮
助，我的校订意见是：时常吃饭菜或者巧克力！例如何时你学一段落。
我希望这很有帮助！你必须吃留健康！

打擦网球是打篮球但是你不移动和球。是好的，但是我宁愿打篮球！
你的野餐听起来好晚。我爱野餐！尤其饭菜。。。;-)

你的意思是反复？:-) xx

Hello!! I have to write this twice because I accidentally deleted my first
message. I am angry. :-)

Good luck in your exam, I think you will have good results. Don't worry, be
calm. Revision is very helpful, my revision advice is: eat food or chocolate
frequently! For example, when you learn a paragraph. I hope this is helpful!
You have to eat to stay healthy!

Netball is basketball but you can't move with the ball. It's OK, but I prefer to
play basketball!

Your picnic sounds exciting. I love picnics! Especially the food... ;-)

Did you mean over and over? Continuously? :-) xx Less...

Unlike (1) • Reply • Share • Following

Nov 7, 2015, 9:42 AM





Ben十五岁，有十六个姐姐。有一天，他的大姐问他，你想去公园吗？Ben说，我不想去，因为公园有大风。他的三姐说，我们可以遛狗。那只狗是黑白两色，叫Lemon，很可爱。他的七姐，八姐，九姐，十姐，十一姐是quintuplets。她们长得一样，Lemon不知道她们who's who。

现在，他打wheelchair篮球。他的篮球比normal 篮球打得好。后来，Ben的十六个姐姐都结婚了，他有八十个侄子和侄女一共。但是他们都很矮，都只有十六厘米高。不幸，他accidently step了他的十侄女。她死了，所以她的soul去了heaven。她每天看Ben的篮球比赛在heaven。

你好

很高兴认识你!

你比我更大! 你是一个姐姐
对吗? 我有一个十八岁的
姐姐叫



怎么样呢? 我希望你要喜欢我的小狗! 她叫 Pepsi. 有红色的毛. 也有小白色的爪子

你道到 Paprika 在英语是一个调料吗?

太可爱了! 我要叫你 Paprika 小白.

你喜欢古风歌曲?! 哇! That's awesome!

我没听过了. 如果你可以唱给我听,

我会很开心. (看起来很吓人):)

我最喜欢的音乐是 Indie Indie 音乐. 是乐队

像 Bastille 和 Shicky fingers. 但是你不

这们因为他们有 YOUTUBE. 如果你来英国,

我要给你看. 我也喜欢 BIGBANG!!! Kpop eyyy.

我爱中国美食! 但是在英国我们的中国美食不太好.

你喜欢英国食品吗? (It's ok I guess hahah)

我们可以说话

你喜欢什么课?

你喜欢什么名人?

我希望我们可以成为好朋友

XOXO





谢谢你们接待
和照顾我!

这个星期很令人高兴

非常感谢!

祝好, 爱伦 ☺

Dear Christina and Family,

Thank you for hosting and taking
care of me!

This week was very exciting.

Thank you so very much!

Thank you for the time and effort
you spent organising the trip to
China. [redacted] has had the
most incredible & memorable
experience, she absolutely
loved every moment. It was
most definitely the trip of a
lifetime!

She has come home full of
stories which she's shared
with all her family & friends.



Rod Ellis - TBLT

Outline

1. What is a 'task'?
2. Two ways of using tasks in language teaching
3. Evaluating a task
4. Final comments

Four criteria

1. A task involves a primary focus on meaning.
2. A task has some kind of 'gap'.
3. The participants choose the linguistic and non-linguistic resources needed to complete the task.
4. A task has a clearly defined communicative outcome.

Second language acquisition research

- built-in-syllabus (Corder, 1967)
- 'acquisition' versus 'learning' (Krashen, 1981)
- The Natural Approach (Krashen and Terrell, 1983)



Long (1985)

Drawing on research in SLA, Long (1985) argued that 'there is no reason to assume that presenting the target language as a series of discrete linguistic or sociolinguistic teaching points is the best, or even a way to get learners to synthesize the parts into a coherent whole' (p. 79).

He saw an approach based on tasks as providing an 'integrated solution to both syllabus and methodological issues' (p. 89).



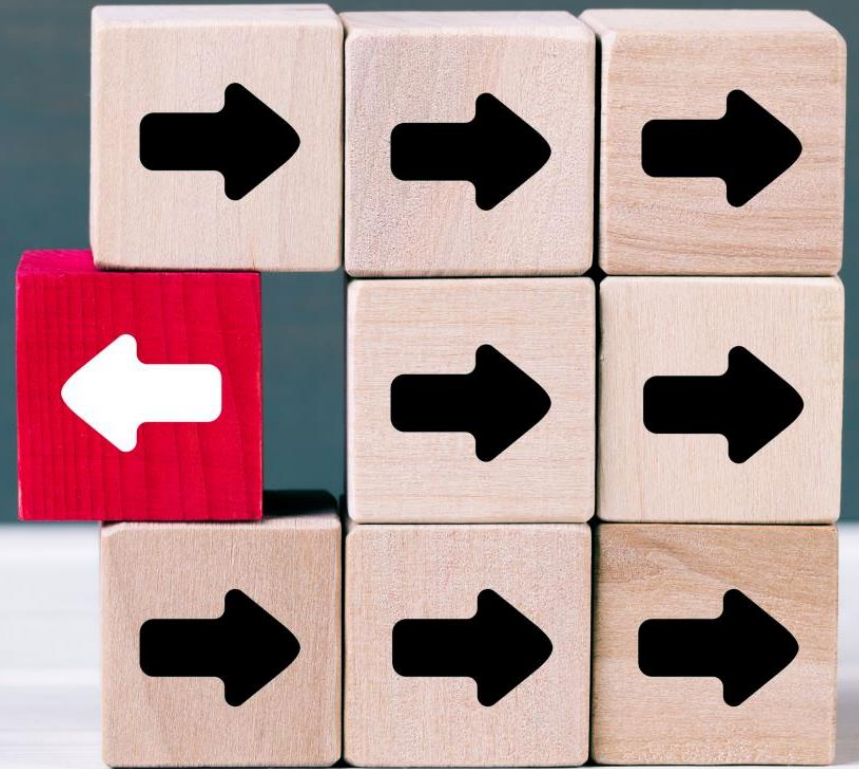
Defining tasks

Long (1985) defined tasks as 'the hundred and one things people do in everyday life, at work, at play and in between' (p. 89).

A task is a meaning-focused activity. It requires learners to focus on meaning rather than form (Nunan, 1989).

3 different types of tasks (Prabhu)

- Information gap
- Reasoning gap
- Opinion gap



WHAT IS A TASK?

To decide whether an activity is a 'task' we need a clear definition of a task:

1. The students' primary focus must be on meaning. That is students must be trying to use language rather than to learn it.
2. There must be some kind of gap. The gap motivates the exchange of information or opinions.
3. The students must mainly rely on their own linguistic and non-linguistic resources to perform the task. That is, they must make do with whatever language they already have and other ways such as gesture to convey meaning.
4. There is a communicative outcome. The task is completed when the outcome is achieved. Successful completion does not depend on using the language correctly.

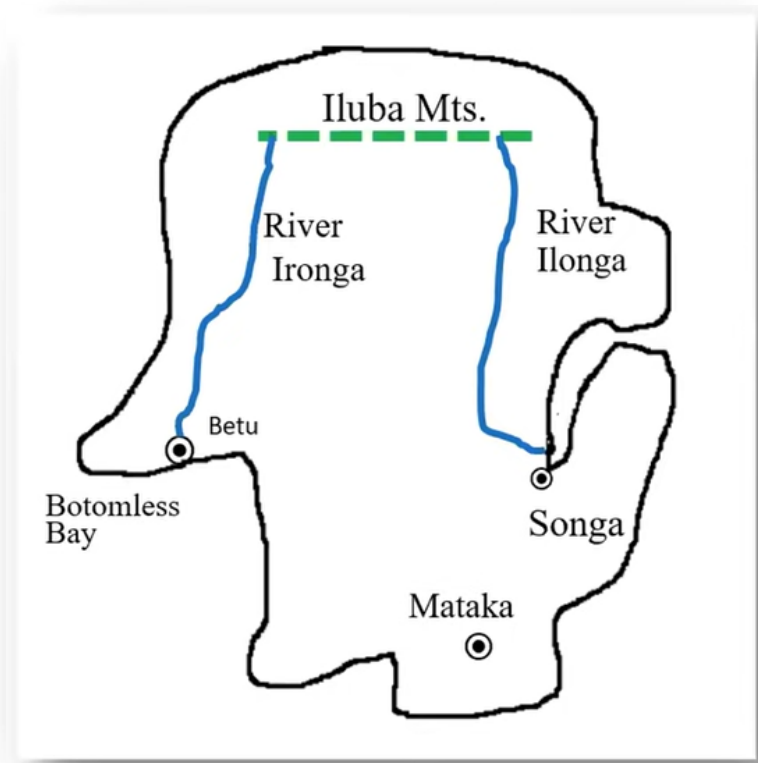
COMPARING THE OBJECTIVES OF A TRADITIONAL AND A TASK-BASED LESSON.

Traditional lesson	Task-based lesson
A typical objective states the language to be taught – for example - ‘Students will be able to use the prepositions <i>in, at, on</i> correctly in different time expressions’.	A typical objective just states the outcome of the task that is to be achieved – for example, the objective for the <i>Spot the Difference Task</i> would be ‘Students will talk together find the five differences in two pictures when they cannot see each other’s picture’. So in a task-based lesson there is no attempt to specify what language learners will learn. In fact, different students may end up learning different language as a result of performing the same task.

Map Task

Listen to the teacher's description of the island. Enter these places on the map of the island.

1. Betu
2. Songa
3. Botomless Bay
4. Mataka
5. River Ironga
6. River Ilonga
7. Iluba Mts.



Comparing a task and an exercise

A task

1. Primary focus on trying to communicate
2. There is a gap
3. Learners use own linguistic resources
4. Successful performance = outcome of task achieved

An exercise

1. Primary focus on using language correctly
2. There is no gap
3. Text manipulating
4. Successful performance = accurate use of target feature

Going Shopping

Look at Mary's shopping list. Then look at the list of items in Abdullah's store.

Work with a partner. One person is Mary and the other person is Mr. Abdullah. Make conversations like this.

Mary: Good morning. Do you have any ____?

Abdullah: Yes, I have some./ No, I don't have any.

Mary's Shopping List

1. oranges
2. eggs
3. flour
4. powdered milk
5. biscuits
6. jam

Abdullah's Store

- | | |
|-----------------|-------------------|
| 1. bread | 7. rice |
| 2. salt | 8. sugar |
| 3. apples | 9. curry powder |
| 4. tins of fish | 10. biscuits |
| 5. coca cola | 11. powdered milk |
| 6. flour | 12. dried beans |

Student A:

You are going shopping at Student B's store. Here is your shopping list. Put ticks next to the items on your list you can buy.

Mary's Shopping List

1. oranges
2. eggs
3. flour
4. powdered milk
5. biscuits
6. jam

Student B:

You own a store. Here is a list of items for sale in your store. Find the items that Student A asks for that you do not stock.

Abdullah's Store

- | | |
|-----------------|-------------------|
| 1. bread | 7. rice |
| 2. salt | 8. sugar |
| 3. apples | 9. curry powder |
| 4. tins of fish | 10. biscuits |
| 5. coca cola | 11. powdered milk |
| 6. flour | 12. dried beans |

Advantages of task-based teaching

1. Learning incidentally through communicating results in implicit knowledge.
2. It facilitates learning through the simultaneous development of interactional competence in the L2.
3. Students are more likely to develop intrinsic motivation in a task-based approach.
4. A task-based approach enables teachers to see if students are developing the ability to communicate in an L2.

How can teachers be sure that students are developing language?

- Some ideas:
 - Repeat tasks and observe whether there is improvement
 - Ask learners to keep a record of any new language they have picked up from performing a task.
 - Back up tasks performed in class with traditional types of learning activities that students can complete out of class

Teacher generated vs. learner-generated

1. Teacher generated task

Students work in pairs. Student A is given a picture and described it so that student B can draw it. After student B has finished, the students compare the two pictures.

2. Learner generated

Students work in pairs. Student A draws a picture depicting something interesting that happened to him/ her once. He/she then describes the picture to Student B who attempts to draw it. After Student B has finished the two students compare the pictures.

Suiting the task type to the learner

Type of learner	Type of task
Beginner learners	Pedagogic input-based tasks; closed; here-and-now tasks
Intermediate learners	Pedagogic input-based and output-based tasks; some focused tasks; mixture of pedagogic and real-life tasks; mixture of closed/ open and here-and-now and there-and-then tasks
Advanced learners	Mainly output-based tasks; focused tasks; real-life tasks; mainly open there-and-then tasks
Special purpose learners	Real-life tasks – input-based and output-based; closed and open tasks