

Teaching **English** training videos



Rapport

Empathy, Authenticity and Respect: a good **EAR**

1 Before you watch

- a** Think about when you were at school. Was there a teacher you particularly liked?



If you can, tell a partner about your favourite teacher.

When people remember good teachers they often think less about teaching style and more about the 'feeling' of the lessons. **Rapport** is the feeling of understanding and connection between people and groups of people.

- b** Programme 2 is about what teachers can do to build **rapport** with their students. Before you watch, think about things you do to establish a good relationship with your students. There are some suggestions in the box to get you started.

Building rapport

- Making eye contact with the students
- Using students' names
- Letting students know it's OK to make mistakes
- encouraging and giving praise

Add your own suggestions to the list

2 Watch

Now watch Programme 2. Which of the things from your list are mentioned in the programme? What other ways of building **rapport** do you hear mentioned?

3 Watch again

In the programme John Kay says:

'We have to empathise with the students, we have to make the situation as authentic as possible, and we have to really respect the students' ability to speak. In fact, we need Empathy, Authenticity and Respect. We need a good EAR.'

Watch again. Make notes for each heading:

Empathy

Encourage speaking

Learning styles

Body language

Authenticity

Respect

If you can, compare your notes with somebody else. You can also check them with the transcript on pages 95 and 96.

4 Analysis and reflection

Look at some of the advice John Kay gives:

'The students must trust you. You must trust the students.'

'You need to reassure your students that making mistakes is OK.'

'If a smile will help, smile!'

'Eye contact is extremely important.'

'It is extremely important for the teacher to be genuine with the students.'

'Respect your students. Allow them to express themselves.'

Which piece of advice do you think is most useful for you and your teaching?

What can you do in your classroom to help build rapport with your students?

Think of two or three things you've seen in Programme 2. Think about how you can use these ideas in your classes. Make notes about which ideas you'd like to try.

Come back to this page in two or three weeks from now.

What did you try?	Comments

5 Additional activity

Learning styles

We all learn in different ways. One theory of learning focuses on the way information is given to learners and talks about **visual**, **auditory** and **kinaesthetic** learners.

- **Visual** learners respond well to pictures, colours, images. They need to see things to help them learn and remember.
- **Auditory** learners learn best by hearing things.
- **Kinaesthetic** learners like movement. They need movement and hands-on tasks to help them learn.

In any class we teach, the students will have a range of learning styles. This means that to help *all* of our students learn we have to use a range of classroom activities and techniques so that different styles of learner are interested and can learn from our lessons.

Some classroom activities can appeal to more than one learning style. Look at this example:

Student A describes a picture (auditory).

Student B draws the picture that Student A describes (kinaesthetic).

Look at this list of classroom activities and think about what kind of learner might like them. Remember that some activities work for more than one learning style.

A = auditory K = kinaesthetic V = visual		A	K	V
1	Students have cards with pictures on them. They put the pictures in order to tell a story.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Students listen to music and say how it makes them feel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Students watch a video with the sound down and try to guess the dialogue.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Students run to collect vocabulary cards from the classroom wall.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Students make posters and wallcharts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Students give each other directions and follow instructions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Teacher brings real objects into class to teach vocabulary or tell a story.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Teacher tells a story as an example then students tell each other stories.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Think about the activities in a lesson you taught recently. Would they appeal to **visual**, **auditory** or **kinaesthetic** learners?

6 Suggested classroom activity

John Kay talks about having a good EAR – using **empathy**, **authenticity** and **respect**. One way of adding authenticity to your lessons is **personalising** the subjects so that your students talk about their own ideas and feelings.

One simple, personalised activity is to let students describe their family trees to each other.

Working in pairs or small groups students can describe the different people in their family and the relationships between them and perhaps the different characters of their family members.

If you feel comfortable doing so, you could describe your own family tree to the students as a **model** for the activity.

Drawing each other’s family trees would bring a **kinaesthetic** element to the lesson as well as the **auditory** activity of listening to the description.

Remember what John said about **empathy**. If you think any of your students might not feel comfortable talking about their families it might be best not to do this activity.