

September 2008



Teachers' Training Meeting

Rapport and Warm Up

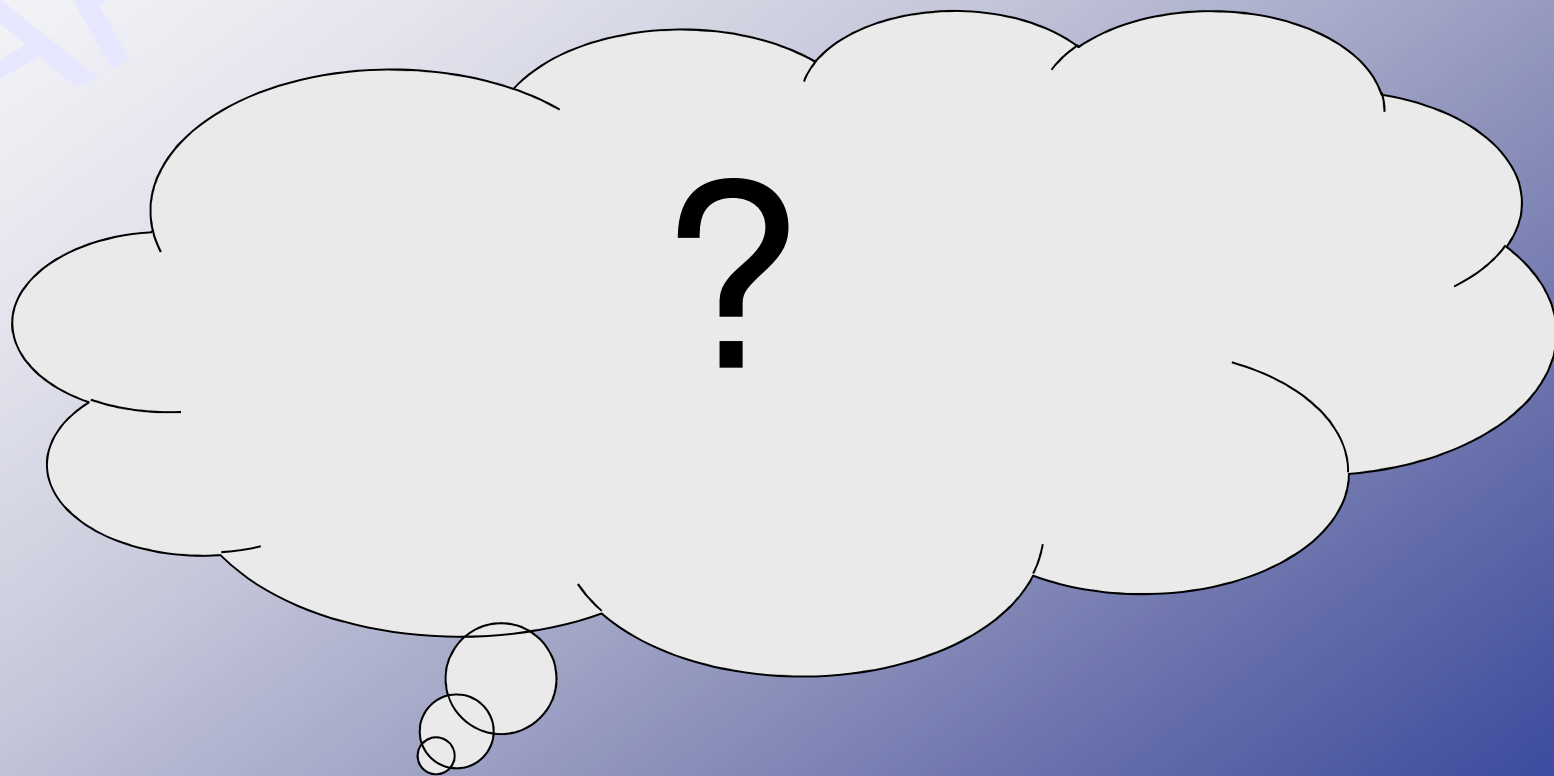
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RAPPORT

RAPPORT



Definition

RAPPORT

“Rapport is one of the most important features or characteristics of unconscious human interaction. It is commonality of perspective, being in “sync”, being on the same “wavelength” as the person with whom you are talking. Informally, rapport can also refer to a feeling of harmonious connection between people or groups of people.”
(Wikipedia)

Definition



RAPPORT

What is the purpose of establishing rapport?



❖ Inspire confidence

❖ Achieve results

❖ Allow the student to lose his inhibitions

❖ Make the teacher feel at ease

❖ Change the way you are perceived

❖ Change the way you perceive others

❖ Make the learner feel at ease

❖ Build a relationship with the student



RAPPORT

What results?



RAPPORT

How to establish rapport?



RAPPORT

- ✓ Perceive yourself
- ✓ Get to know your student
- ✓ LISTEN to the student
- ✓ Let your sixth sense help you!
- ✓ Be a good judge of your student's mood
- ✓ Remember: Motivation is a two-way process
- ✓ Let some techniques help you! Eg: Mirroring



WARM UP

What is the purpose of a warm up?



❖ Experiment new activities

❖ Produce a relaxed student

❖ Raise energy levels

❖ Assess the student's abilities

❖ Set the tone for the next minutes

❖ Create a positive atmosphere

❖ Oil the wheels

❖ Signal any immediate or long-term potential problems

❖ Enhance the student's availability to learn

❖ Produce a less inhibited student



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WARM UP

How to prepare a warm up

- WARM UP
- ✓ First question: WHO is the student?
 - ✓ No-noes: too difficult or confusing activities.
 - ✓ Should last about 10 minutes.
 - ✓ Not necessarily related to the language objective of the class.
 - ✓ Do not correct the student.
 - ✓ Try to establish the so-called rapport!
 - ✓ Take risks! Do not assume that the student doesn't like a specific topic or type of activity.
 - ✓ "... So, how did your weekend go?":
- Warm up?



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WARM UP

Some Warm Up Activities

Pop Quizz

Give the student two statements about current events, and ask them to write, on a piece of paper, whether the statements are true or false. Ask the student how he got the news and let him talk about his impressions from the news.

Plot Imagination

Ask the student to close his eyes. State: "Suppose you came home one day and found a box with a button in it. On the box there was a note saying 'If you push the button, somebody will die, and you will get \$40,000.' What would you do with the box?" Not only does the student need to write his decisions, but he also has to explain his reasons.

Pictures Talking

After showing a picture for one or two minutes, ask the student to tell what he sees in the picture, or to make up a story, or to list as many adjectives or adverbs as possible.

Alternative Ending

Read a part of a story to the student and ask him to complete it in five minutes.

Saying/Proverb Questions

Write the first part of a saying, such as "Genius is one percent inspiration and...", and leave the last part for the students to complete it. Then, ask them such questions as:

1. What do you think this sentence means?
2. What could you substitute for "inspiration" and "perspiration?"
3. How could you paraphrase this sentence?
4. Who said this sentence?
5. What is the grammatical construction?

Mystery Identities

Write the names of famous people or places (or use animals or fruits for a simplified version) onto 3x5 cards. Attach a card to each learner's back. Give them time to mingle and ask each other questions to try to figure out their tagged identities. This is usually limited to yes/no questions, although beginners might be allowed to ask any question they can. Be at least 90% sure that the learners have heard of the items on the cards and especially the ones you place on their own backs.

Shopping Bag

The first person in the group starts by saying the following sentence: “Yesterday I went to the market and I bought some fish.”

The next person in the group repeats the first sentences and adds another thing that they bought. *eg,* “Yesterday I went to the market and I bought some fish and some bananas.” Each person in turn repeats the sentence and adds another item. The students have to concentrate hard to remember all the things in the correct order.

Personalized Objects

On a card or a piece of paper, the student draws three to five objects that are representative of him. Afterwards, he explains what the objects represent in his life.



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WARM UP

Tic Tac Toe



Hangman

Roleplay

Show the student some statements involving taboos. Then, give him a sheet of paper with the role he has to play (independently of his opinion).



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Thank you!