

## **GUIDELINES FOR AT's—MJC modifications 8-31-07**

These guidelines are designed to help you both in your teaching and in your relations with students and faculty. Remember that the success of the language program depends in great part on you, and for that reason we expect you to give a professional performance. So please observe the following:

### A. General Recommendations

1. Be on time for all classes.
2. Do not make any changes without first consulting with your Faculty Instructor (master teacher) –i.e. temporary substituting with other ATs; changing rooms or time schedule; holding sessions outside.
3. Take daily attendance.
4. At the beginning of the term set a schedule of regular consultation with your Faculty Instructor and stick to it through the whole term. Should you be unable to make the appointment, be sure to get in touch with him/her by phone or by e-mail.
5. Consult with your Faculty Instructor on any point large or small that may be of concern to you.
6. Become thoroughly familiar with your teaching materials as early as possible in the term.
7. Make use of the AT lounge to prepare classes according to your needs.

### B. In Class

1. Always stand and move about. Your animation animates the sessions and keeps the students alert.
2. Keep students' books closed unless the Faculty Instructor indicates otherwise.
3. Pronounce everything distinctly, but naturally. Speak at a normal conversational pace.
4. Be attentive and listen carefully to each student's response.
5. Make sure all students participate actively and regularly in class.
6. Do not follow a set pattern in eliciting student response; avoid predictability in calling on students.
7. Do not name the student before asking him/her to respond. Elicit a response by making eye contact and by encouraging the student with a gesture.

- 8.\* Maintain eye contact while listening to the student's response and while giving feedback.
9. Do not wait too long for a delayed answer. If the student hesitates more than a few seconds, go on to the next person, and then return to the one who did not answer.
- \*10. Vary the expressions used in giving feedback. Praise students' accuracy, their use of complete sentences, their good pronunciation, and (if appropriate) their creativity. If their response is not yet correct, encourage the improvement they have shown.
11. Do not be too slow or too fast. Maintain a good rhythm in the activities as in your speech (active, but not rushed; allowing for repetitions where necessary and useful).
12. If a student makes an error in a short-answer exercise, elicit a correct response from two other students and make sure the student who made the error repeats the correction correctly. In open-ended activities, tactfully correct the most significant errors (usually when the student has finished speaking).
13. Do not give up too quickly if the students are having difficulty. Model an appropriate response, and if necessary, repeat an exercise to ensure comprehension. But you should also try to gauge levels of fatigue and the need for variety during the session.
14. Speak only in the target language, in class (and encourage the target language outside of class), except when a brief translation would remove a serious, time-wasting obstacle.
15. Insist that students come prepared for AT sessions at all times.
16. Be disciplined, but show humor. Show confidence in your ability to achieve the objectives of the lesson and in the students' ability to learn the language.
17. Never let your students doubt that you want them to learn the language; that you are delighted when they do well, and encouraging when they need to improve.
18. Remember that sessions are of 50 minute duration. Always be prepared for review or a game in case you run short material to work with.
19. Above all use the material intelligently and imaginatively. If you would like to introduce other activities to enhance grammar practice or cultural awareness, be sure to consult your Faculty Instructor beforehand. The suggestions and input of ATs can contribute greatly to improving the program.
20. Observations by members of the department will take place regularly. These are designed not only to assess your performance and that of your students, but also to coordinate the various aspects of the program.

C. Place of Preparation and Reports

1. In the afternoons and evenings until 9:00 pm M-F, you may prepare for the AT sessions and write the daily AT report in the Ascension AT Lounge. (If you find it locked, talk to Ascension secretaries.)
2. Materials for your use in preparing AT classes will be available from your Faculty Instructor or stored in a closet in the Ascension AT Lounge.
- 3.\* Be sure to submit the AT report in a timely manner for each AT session, either by bringing the completed AT report form to your Faculty Instructor's office or, if preferred by the Faculty Instructor, by filing a report electronically. It is your responsibility to consult with the Faculty Instructor to determine how best to file your report.