**How to get good evaluations from your students**

**Building rapport…**

* T is a good teacher but T need to be more patience with student because we came here to learn and English is a new language to us so T need to understand some mistakes.
* Did not seem to care about students’ success one way or the other. Insensitive and uncaring.
* T should respect the student more.
* T is a very kind teacher. T wants their students to improve.
* This is my first time in EPI and it was difficult for me, but my teacher was care about every person and taught us very good. T was talking about our problem and would like to give help to us.
* T is enthusiastic about teaching!
* I like the class because the teacher good and happy every day.
* T’s method of teaching is very good because T gave us the exact amount of exercises to practice. The way T teaches is easy to understand, and T is very clear with T’s examples to make sure that the student understand.

*"The best methods are therefore those that supply 'comprehensible input' in low anxiety situations, containing messages that students really want to hear.” – Krashen*

**Teaching grammar…**

* Actually I didn’t learn anything because T didn’t explain the grammar.
* T is a good teacher, but some times T confused me with the grammar. I think T’s way of teaching is too high for my understanding, but T’s a very good teacher.
* When T explain the grammar, I getting hard to understand T because T just read the chart of grammar then we have to answer the exercises with my “partner”!
* T is good at explaining the grammar to us and the results in each activity we take is wonderful.
* I have a lot of information in this class and learn several rule in grammar.
* Was a great class, T is patient and takes time explaining each point of the program very well covering all the program.

**Teaching writing…**

* I did received all of my essay’s feedback on week 7; which means I did not get all the benefits of my mistakes.
* T helped me accomplish my personal goals in writing. I would like very much to have T again.
* Making a thesis, finding sources, and coherent writing are difficult part but in the class we all could practice for those. It helped me a lot before entering university.

**Teaching in general…**

* It is a very helpful course and every student at EPI should take it with T. …The teacher worked so hard in the class to make the student satisfied. The organization for homework is very good and very advance.
* T is a great teacher. Does not let any day pass without teaching or introducing something new. Every minute counts in T’s class. My bad grade is because I did not do my homework.
* I think T is one of the best EPI teachers. I learned a lot of things from T. I see T has a great way to teach. And actually I hope to have T in the future.
* T is a very good teacher! Because T explain is clearly and whenever I have a questions, T teaches me kindly.

\*All of the negative comments above are from courses receiving less than 3.0 average out of 4.0 for all students.

\*Half of the negative comments above are from one year ago; the teachers that received these comments have improved their evaluations at least one full point since then, and are now receiving excellent evaluations.

**If you are new, get started on the right foot.**

**If you have been here for a while, make this term your best term yet.**

* **Show respect.** Mutual respect builds a positive class environment in which students learn easily. Be kind and helpful, and show them that you want them to improve. They are here to learn. Students who get low grades because they do not work hard are expecting low grades. Focus on the students who want to learn, and help them to succeed.
* **Help your students to figure out grammar using data.** You are the expert on English grammar for your students; being the expert does not mean lecturing or showing them charts in the book. Focus on their use and awareness of grammar so that they really learn how grammar works.
* Use common sense descriptions rather than linguistic or grammatical terminology. Make grammar make sense for your students by putting it in terms they can understand. Use examples rather than simply giving oral explanations.
* Ask students questions to get them thinking about structure, meaning and use; direct them to discover the grammar using reading material rather than rule charts. When you use communicative activities, make sure that they did discover the correct grammar form, meaning and use; don’t just trust that pair work will produce correct answers. Don’t forget that there is more than one way to say just about anything.
* The book is a good reference once the students learn new grammar, but the book is not the teacher. If you don’t know the answer to a question about grammar, don’t simply tell students to look in the book.
* When students ask you questions about grammar, generate examples of the structure in use with them and work out the rule with them using data (examples) collaboratively. You have the information they need, because you are a native speaker. Figure it out with them. When you can’t figure it out, find out and explain it to them the next day. If grammar scares even you, you can’t help them to become comfortable with it. If you have the guts to get out of your comfort zone, they are more likely to do the same.
* **Make grammar learning meaningful by connecting it with communicative activities and/or writing.** When students use the grammar to express something, they become more proficient users of the language. Use writing activities to put the grammar they learn into practice. If students have a grammar lesson with no connection to meaningful communication of some kind, they will not retain it and you will have wasted your time.
* **Do not put them to sleep.** Students have just woken up, so get them moving and talking as soon as the class begins. Keep activities short and focused so that students are consistently engaged with the material.
* **Be in class on time and let them leave on time.** If you are ready to teach, your students will see you as a conscientious, organized teacher. Students need time to get to their next classes; let them leave on time. Their attention will be very limited after class time has finished.
* **Get through the material.** Your WG coordinator’s plan will help you to do this.
* **Remember that the textbook is expensive.** If you plan to use your own handouts rather than the textbook, do not ask them to buy the textbook. Make sure you review the copyright policy.
* **Encourage.** No one uses a language perfectly the first time they try. Learners need to make mistakes in order to develop proficiency. Use mistakes as opportunities for learning; not merely reasons for low grades or reprimanding.