

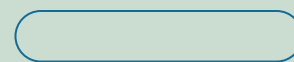


SWIPE



# USING YOUR VOICE EFFECTIVELY IN THE CLASSROOM





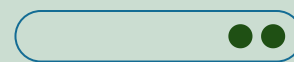
# CLASSROOM MANAGEMENT SKILLS

One of the most effective tools teachers use is their voice. Take a few seconds and think about your previous teachers, from primary to high school, that you really admired. What was striking about them?

One thing, I'm sure of, is their ability to grab your attention, make the subject more appealing and encourage you to learn. Believe it or not, those effective teachers are great speakers and they certainly know how to use their voice. It is the teacher's voice that makes the difference in each class.

Many teachers don't realise how important their voice is. But, if they do, they will probably develop different ways to uplift their students' learning level. With regard to the use of voice, there are many ways you can use it as an effective teaching tool. Consider the following tips:



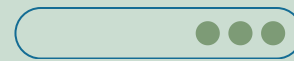


# EXPRESSION

In your class, what you say and how you say it, is very important. Try to use an expressive voice to help students who struggle with new issues and concepts. Encourage students who have little support and encouragement outside school.

Show and express how proud you are when learners show cooperation. When you teach, don't hesitate to express yourself, express positive emotions. This helps students learn to be expressive, too.





# VOLUME —

The volume of a teachers' voice is very important. The rise and fall of the volume help spark and maintain interest for all students and can be very effective, particularly, for older learners.

During a grammar lesson, draw students' attention to rules, using different voices and volumes to increase interest.

When you ask in-class questions, make announcements and give out- or in-class assignments, try to use increase your volume, if you want everyone to hear you clearly. On the other hand, yelling is never helpful! It shows you have lost control of your class and also feeds the disruption and tense you are trying to abstract.





# AUDIBILITY —

Obviously, teachers need to be heard. As teachers, we must be certain that students at the back can hear what we say. Audibility can't be separated from voice quality.

There is no need to shout to be audible. Great voice projection is more useful than volume (although the two are, surely, connected). Speaking too loudly or too softly are both intimidating and unuseful to students.



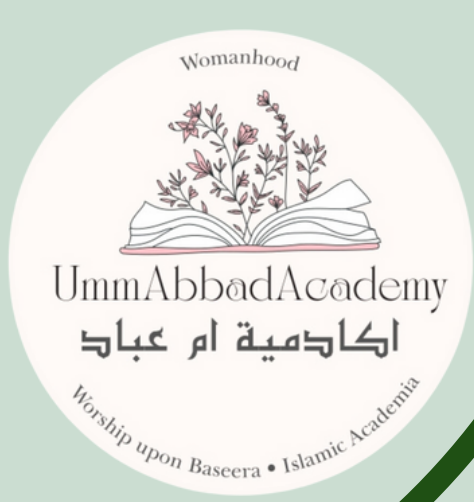


# VARIETY —

Teachers are required to vary the quality of their voices. The quality of the voice used to give instructions or present a new activity will be different from the quality of voice used to maintain an informal dialogue at the end of the lesson.

Teachers use very loud voices when they want their learners to be quiet. But, it is worth-noting that speaking softly is sometimes as effective as getting learners' attention. When students realize you are saying something, they will surely want to listen.





**USE YOUR VOICE TO GET ATTENTION  
RATHER THAN SHOUTING OVER YOUR CLASS  
AND HOPING THEY MIGHT STOP TALKING, USE  
YOUR VOICE DELIBERATELY TO MAKE THEM  
STOP AND LOOK AT YOU.**

To catch the attention of the class:

- Use a short loud command such as a 3,2,1 count down
  - Train your class to know what your expectations are
  - Reward those who instantly stop when you ask
- Your normal teaching volume should be quiet and clear. When you raise your voice, the difference should be obvious. Reduce your volume back to normal as soon as possible after a loud command.
- Get the Pitch Right





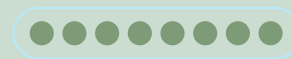
# GET THE PITCH RIGHT

Teachers often get higher and shriller when trying to get students to listen. This sounds out of control and desperate. It's hard to be heard over the general din.

Instead, deliberately pitch your voice low, slow and loud to make it carry across the room. At first, it will feel unnatural to use a lower voice, but you don't sound as ridiculous as you might feel. Return to a normal pitch as soon as the noise stops.





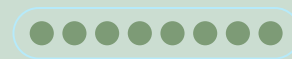


# SPEECH THAT DAMAGES CLASSROOM MANAGEMENT

## 1: Sarcasm

Young children do not understand sarcasm. They will be confused or answer you literally. Older children will hear the tone of your voice and dislike how you are speaking to them. Keep sarcastic comments for the staffroom where they'll be appreciated.





# SPEECH THAT DAMAGES CLASSROOM MANAGEMENT

## 2: Rhetorical Questions

You probably use rhetorical questions all the time without even realising. But much like sarcasm, children find them confusing. Rhetorical questions invite children to call out, but then get them in trouble when they answer you.

“Is there someone talking?”

“Why can I see people still working?”

“Who deserves a house point?”

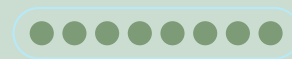
Children struggle to see that these questions are rhetorical. Instead, tell them exactly what you are looking for.

“I am looking for students who have stopped talking.”

“I need everyone to stop working and look this way.”

“I am seeing who deserves a house point.”





# SPEECH THAT DAMAGES CLASSROOM MANAGEMENT

## 3: Public Humiliation

Public humiliation is another common teacher tactic that never has the required effect. A child misbehaves so you go over to speak with them. Only instead of a quiet word, you announce it for the whole class to hear.

You end up with:

- Challenging children who enjoy the spotlight, even for a negative reason
  - Escalating behaviour
  - Students who feel embarrassed and dislike you for making them feel that way
  - Children labelled as 'the naughty one' by their classmates
- Instead of broadcasting bad behaviour for the whole class to hear, speak quietly and privately to a student who isn't on task. It is far more likely to work.





# MAKE YOUR VOICE INTERESTING



Think of a boring lecture, droning on and on for hours on end. You don't want to be that teacher! Think of yourself as an actor on the stage. Your job is to catch and keep the attention of your audience. To help keep the focus on you when you speak, try:

- Slowing down. Often teachers speak so quickly that children lose track of what is being said. Try slowing down and repeating key sentences. Make sure important information is heard and remembered.
- Dramatic effect. Everyone switches off when you sound monotonous. Instead, make your voice sound interesting by adding expression, whispers, and sound effects.
- Vary Your Tone. Changing the way you speak will keep the attention of your listeners. Experiment with altering the volume, expression, and tone you use.

No one, especially children, can listen to speech for very long. Add in paired discussion time





# USE SILENCE



It's too easy to fill every minute with sixty seconds full of speech. Instead, add in dramatic pauses and leave sentences hanging to add excitement to what you are saying.

Many teachers get the attention of their class without using their voice at all. Remember to decide exactly what you expect your students to do and practise it with them. Consistency is key. Reward those who stop quickly to encourage others to join in.

You could try:

- Hand signals
- Clapping patterns





# YOUR TEACHER VOICE



## Your Teacher Voice

Getting your teacher voice right takes practise. If you are struggling with behaviour management, consider recording yourself or asking a colleague to observe you using this blog post as a guide.

Remember:

- Go low and loud for attention
- Vary how you speak to keep interest
- Think about how you speak and what you are saying
- Look after your voice with basic self-care





# APPLICATION TO TEACHING QUR'AAN

1. Understanding Mashk

2. The impact of the teachers voice on the implementation of sounds

3. The impact of dips in the voice to aid in understanding of rules

4. The greatest tool of memorisation is the teachers' voice

