***Classroom Management Challenges.***

***Task 1: Which of these are the most problematic? Choose three only.***

|  |  |
| --- | --- |
| Classroom management challenges |  |
| a. Many of my students are noisy. |  |
| b. There are too many students in my class. |  |
| c. Some of my students do not show respect to me. |  |
| d. Some of my students answer every question without raising their hand. |  |
| e. Some students play with their phones during my class. |  |
| f. Some students never bring their books to class. |  |
| g. Some students do not do their homework. |  |
| h. Some students do the homework for another subject during my class. |  |

***Classroom Management Profile***

***Task 2: How true is each statement to you? Tick in the right column.***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Statements | strongly disagree | disagree | agree | strongly agree |
| 1. If a student interrupts me , I send him to the principal without discussion |  |  |  |  |
| 2. I don’t want to give rules to my students. |  |  |  |  |
| 3. The classroom must be quiet for students to learn. |  |  |  |  |
| 4. It is not my problem if a student is late with an assignment. |  |  |  |  |
| 5. I don’t correct students’ misbehaviour. I might hurt their feelings. |  |  |  |  |
| 6. Class preparation is not worth the time and effort. |  |  |  |  |
| 7. I will not accept excuses from a student that is late. |  |  |  |  |
| 8. Students well-being is more important to me than class control. |  |  |  |  |
| 9. Students can interrupt my lesson if they have a question related to it. |  |  |  |  |
| 10. I usually allow students to do something from the time they ask for. |  |  |  |  |

**Decision and Action.** Classroom management involves both decisions and actions:

***Task 3: Complete the sentences below:***

* to say something or ……
* to stop an activity or …………..
* to take 3 minutes to deal with a question or …………
* To tell off a latecomer or ……………… him/her.

**Task 4: Classify the following clues under the appropriate heading.**

(Only two clues under each heading)

**a.** gathering and holding attention – **b.** speaking at an appropriate speed – **c.** timing – **d.** starting the lesson –

**e.** really listening to students – **f.** using visual aids – **g.** arranging setting – **h.** giving clear instructions –

**i.** dealing with unexpected issues – **j.** deciding where you will stand - **k.** spreading your attention appropriately **l.** deciding who does what.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Grouping and Setting** | **Activities** | **Authority** | **Critical moments** | **Tools and Techniques** | **Working with people** |
| 1.  2. | 1.    2. | 1.    2. | 1.  2. | 1.  2. | 1.  2. |

**Task 5: What is the adjective you would use to qualify these animals?**

|  |  |  |  |
| --- | --- | --- | --- |
| ***animal*** | ***adjective*** | ***animal*** | ***adjective*** |
| Eagle |  | Parrot |  |
| Dove |  | Shark |  |
| Ostrich |  | Fox |  |

**Task 1: In pairs, reorder the teacher’s instructions.**

1. Okay then, how many words are there? (Learners: Eight).
2. Teacher points to the phrases.
3. Teacher holds up a worksheet.
4. Teacher hands out the worksheet. Learners start the task.
5. I want you to do this alone and check in pairs after.
6. Teacher points to the left-hand side of the worksheet.
7. And are you going to do this together? (Learners: No)
8. I want you to match these eight words …
9. There is one extra definition that does not have a word.
10. And how many definitions are there? (Learners: Nine). Good.
11. … to the definitions on the right.

***Answer:***

**1 c.** Teacher holds up a worksheet.

**2 h.** I want you to match these eight words …

**3 f.** Teacher points to the left-hand side of the worksheet.

**4 k.** … to the definitions on the right.

**5 b.** Teacher points to the phrases.

**6 i.** There is one extra definition that does not have a word.

**7 e.** I want you to do this alone and check in pairs after.

**8 a.** Okay then, how many words are there? (Learners: Eight).

**9 j.** And how many definitions are there? (Learners: Nine). Good.

**10 g.** And are you going to do this together? (Learners: No)

**11 d.** Teacher hands out the worksheet. Learners start the task.

**Task 2: Look at the correction of task 1 and discuss the questions below.**

1. Which steps of the sequence give the instructions?
2. Which steps of the sequence check the instructions?
3. Why does the teacher wait to hand out the worksheet?
4. What should teachers do with their voices when giving instructions?
5. Where should teachers stand when giving instructions?
6. If you wanted your learners to change seats to carry out this task, at what point would you give that instruction?

**Teachers’ role**

***Task: Choose the letter which does NOT complete the statement correctly.***

**1.** When acting as **a monitor in pair work**, the teacher…

**a.** stands watching the learners **b.** moves around **c.** partners a learner

**2.** When acting as **a language expert**, the teacher …

**a.** maintains discipline **b.** explains meaning to learners **c.** provides models

**3.** When acting as a facilitator, the teacher…

**a.** finds out learners’ names **b.** develops learners’ autonomy **c.** encourages the use of learning strategies

**4.** When acting as **a manager**, the teacher …

**a.** organises learning resources **b.** presents new language **c.** sets up group work

**5.** When acting as **a diagnostician**, the teacher…

a. evaluates test results b. check’s learners’ homework c. introduces new lexis

**6.** When acting as **a rapport builder**, the teacher …

**a.** uses a correction code **b.** motivates learners **c.** gives positive feedback

**7.** When acting as **a resource**, the teacher …

**a.** gives information on language **b.** gives homework **c.** advises on learning strategies

**Managing the learner group. Task:** Complete the table below:

|  |  |  |
| --- | --- | --- |
| Do you … | Yes / No | Why? |
| a. use gestures a lot? |  |  |
| b. like to sit as well as to stand during the lesson? |  |  |
| c. always monitor learners during pair work? |  |  |
| d. ask a question, then nominates a learner? |  |  |
| e. always stay at the front of the classroom? |  |  |