



корпорация

российский
учебник

*Creating an effective
classroom environment*

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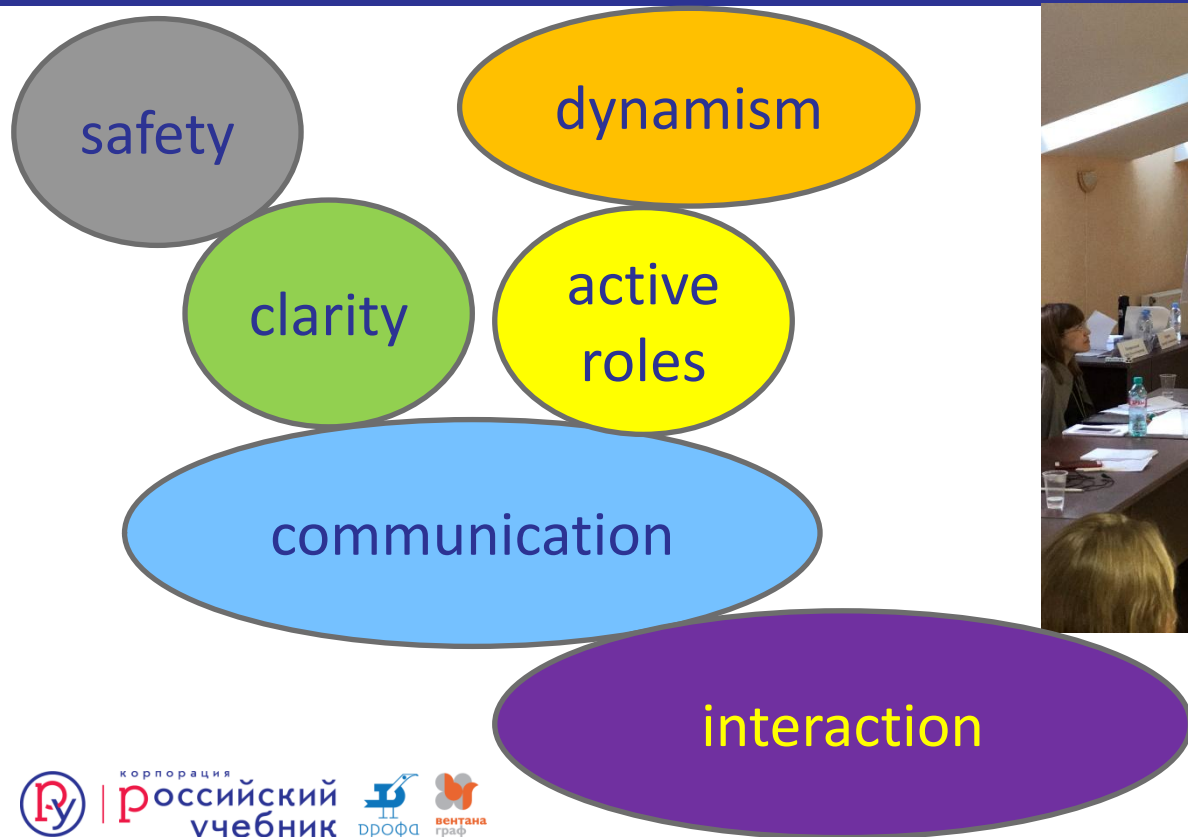
Learning goals

- Psychological and physical safety
- Different modes of work
- Classroom management techniques
- Classroom management language

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What makes an effective classroom environment?



Psychological security

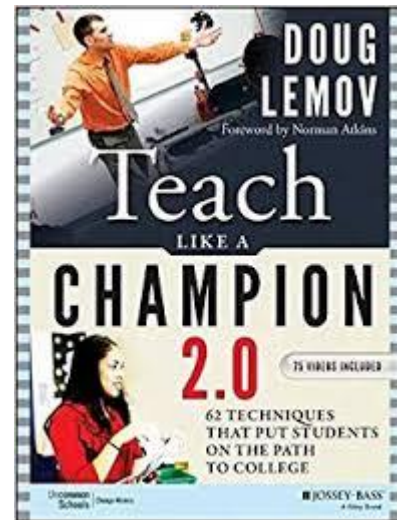
- Democratic (not authoritarian) communication style in the choice of lexis, intonation, posture, mimics and gestures.
- The adult's speech is soft and calm, the adult is smiling. Remember: raising your voice is a demonstration of helplessness.
- The adult is interested in communication with the child.
- The adult creates conditions for the child's success. All judgement is related to the concrete actions here and now» (**continuous** VS **indefinite**).
- The adult does not compare the kids.
- The rules of communication are clear for the child.

Divide all phrases into two groups: adequate and inadequate

1. Take it and calm down, will you...
2. Look, all kids behave, it's just you who...
3. Hi champions!
4. Let's go wash your face. Girls have to be beautiful.
5. I don't like the fact that you are throwing the papers all around.
6. Good job!
7. If you do it one more time, we will have to go to the class teacher.
8. Too difficult? Let me help you..
9. Please, shut your mouth.
10. You need to understand that...
11. I don't like it when the toys are all around the floor.
12. Boys/girls don't do such things.
13. That's no problem. You shouldn't be sad about that.
14. Oh, all toys are hiding in their houses? That is brilliant!










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Look at the ground rules below and decide what level of students (approximately) you could use them with. NOTE: The phrases may be used with more than one level.

Rules	A1	A2	B1	B2	C1	C2
1a. I am Mr Jones/Peter.						
1b. Please call me Mr Jones/Peter.						
1c. Please feel free to address me as Peter.						
2a. No phones in class.						
2b. 						
2c. Phones must be switched off during class.						
3a. Please arrive on time for your classes.						
3b.    						
3c. If you are more than 10 minutes late, you will be marked as absent.						
4a. Please make sure you always have your books and a pen with you.						
4b. You should always bring books and a pen to class.						
4c.    						
5a. Homework: Monday, Wednesday, Friday						
5b. You will have homework three times per week.						
5c. Homework will be set three times per week.						



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2a. No phones in class.		x	x			
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3a. Please arrive on time for your classes.			x	x	x	x
3b.    	x	x				
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4b. You should always bring books and a pen to class.		x	x	x		
4c.    	x	x				
5a. Homework: Monday, Wednesday, Friday	x	x				
5b. You will have homework three times per week.		x	x			
5c. Homework will be set three times per week.			x	x	x	x

Use different forms of work:

- Individual
- Pair
- Group
- Team
- Whole-class

Teams/Groups

- *Get into two/three/four/five groups of three?*
- *Can we have no more than three people in each group, please?*
- *Let's divide into three groups.*
- *Ok, it's going to be a competition so can you split into four teams, please?*
- *For the next activity we need four groups of three.*
- *Can you get into groups of five?*
- *Could you make three groups of four?*
- *I'll divide you into five groups.*
- *Can you team up with Lenny's group, please?*
- *Alina, can you join Sophie's group?*

Pairs

- *Can you work with the person next to you?*
- *Ok, if you could find yourself a partner, please...*
- *For this activity you need to get into pairs.*
- *Could I ask you two to work together and then James, could you work with Ilham, please?*
- *Could you work with Zlata today?*
- *I would like you to work on this exercise in pairs.*
- *Has everyone got a partner?*
- *Roma, you need to find a partner. There's no one left? Ok. You'll be working with me, then.*

Individual

- *In the next activity you are going to work on your own.*
- *Christina and Zarina, you need to work by yourselves, please.*
- *Try to work individually.*
- *Let him try on his own.*
- *Let's see if you can manage this exercise without anybody's help.*

Now write at least 2 different phrases that you remember to set up...

- individual work;
- pairwork;
- teamwork.

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Look at the incorrect phrases below. why are they incorrect?
Give a correct version of the phrase.

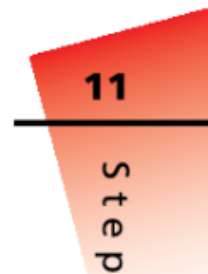
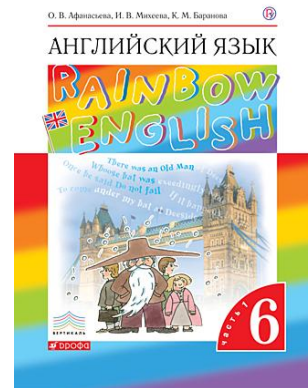
<i>Incorrect</i>	<i>Comment</i>	<i>Correct</i>
X Find a pair		
X In pairs, the way you sit		
X Now you are working in pairs		
X Go get into pairs, into triples		
X Now you are going to work all by yourself in little groups		

Key

<i>Incorrect</i>	<i>Comment</i>	<i>Correct</i>
X Find a pair	A pair means two of something, in this case, two people. To make a pair, you need a <i>partner</i> .	Find a partner.
X In pairs, the way you sit	This phrase does not sound natural and the tense is incorrect.	Work in pairs with the person (sitting) next to you.
X Now you are working in pairs	The use of the present continuous here is incorrect. It cannot be used for requests or instruction, unless you use 'going to' to express intention.	You are going to work in pairs.
X Go get into pairs, into triples	Wrong word - 'triple' is a verb meaning to multiply by three.	Could you get into pairs/threes.
X Now you are going to work all by yourself in little groups	It is not clear what this teacher means - are the students working all by themselves (individually), or in groups (together)?	Please work by yourself/on your own/individually. Or: Now, I would like you to work in small groups.

Can you formulate the task for the materials below?

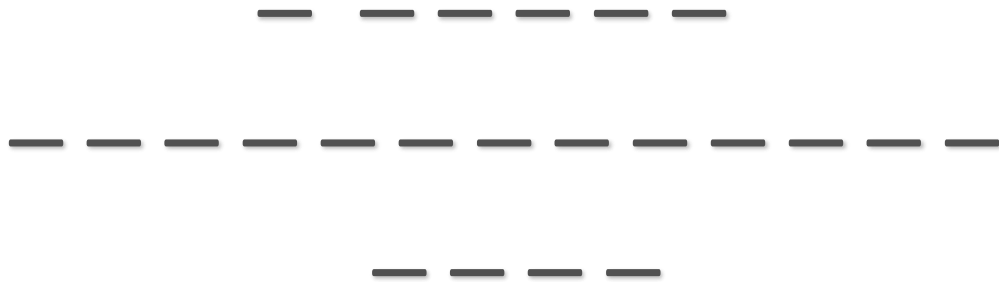
- ... likes pop music.
- ... is a good football player.
- ... can sing or dance.
- ... plays golf.
- ... has a pet.
- ... wants to be an engineer.
- ... goes to the sea for holidays.
- ... travels about Russia.
- ... can draw or paint well.
- ... wants to speak good English.



What is your best strategy of dealing with disciplinary issues?



"It looks like you have everything under control!"



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What is your best strategy of dealing with disciplinary issue?



A STRONG INSTRUCTIONAL PLAN

"It looks like you have everything under control!"

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Why?

*Children don't
misbehave.
They just don't know
how to behave.*

*Dr. Alex Desiatnik,
UCL, London Gates
Education Group*

CCQs and ICQs

Two great tools for any lesson:

CCQ - Concept Checking Questions

- When planning a lesson, design questions to understand if students get your explanations

ICQ - Instruction Checking Questions

- Make sure that your students understand the task – ask them to explain how they understand it;
- Avoid questions like ‘Do you understand’ and ‘Is it all clear’ – they can hardly help you monitor the level of understanding.

Yes, thank you, Alex.

Any more practical advice?

- Take control and show what to do from the very beginning (i.e. when they first enter your classroom)
- Make your classroom a special place for them, or create several 'zones' inside your classroom
- Swap seats
- Persistently use your attention getters
- Manage your voice



Special roles

- Teacher assistant
- Corrector
- Mystery student/group/table
- Secret friend
- Manager/Tutor
- Secret signals
- Set rituals and objects

Rewards

- Stickers
- Scent sticks
- Classroom regalia (crown)
- Verbal positive feedback

Congratulations!
You have earned your second star!



The most useful things I have learned today...



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Thank you for your attention
Questions?

Alexey Korenev



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