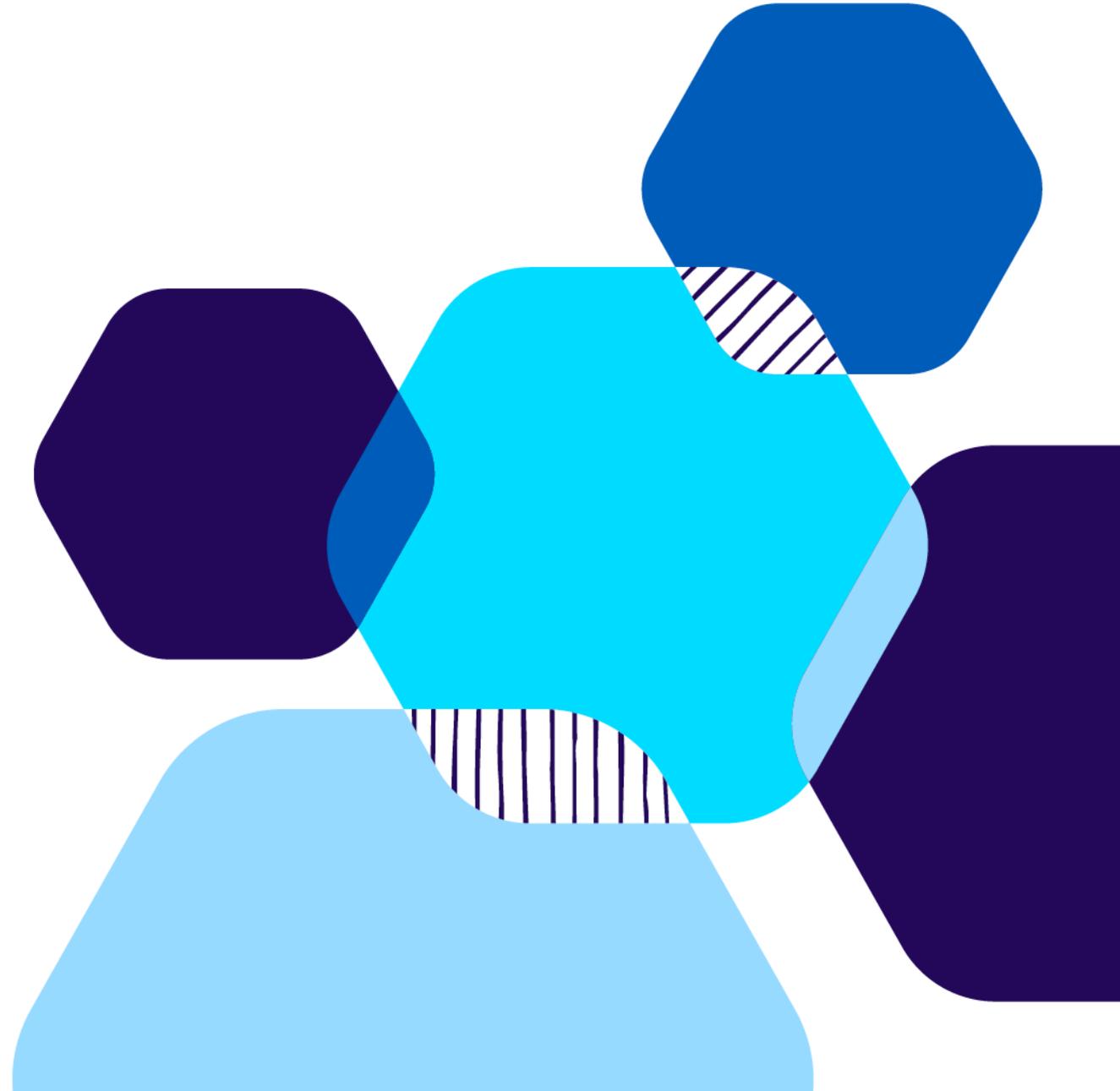


TeachingEnglish

**Managing the  
classroom: managing  
to maximise learning**

**Speakers: Prudence Ngenda, Thandi  
Mosholi, Khadim Mbacke Badiane and  
Doris Wanchia**

**Saturday 21 February 2026**



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## About the speakers

**Prudence Ngenda** is a Zambian Secondary School Teacher of English with four years of classroom teaching experience and six years of TESOL practice. She currently teaches at Mulambwa Secondary School in Western Province and holds a Bachelor of Arts with Education.



**Thandi Mosholi** is an English teacher from South Africa. She is teaching at Strydom Secondary School. She has 13 years experience teaching English as a second / additional language. She is a member of NAETSA (National Association of English Teachers in South Africa).



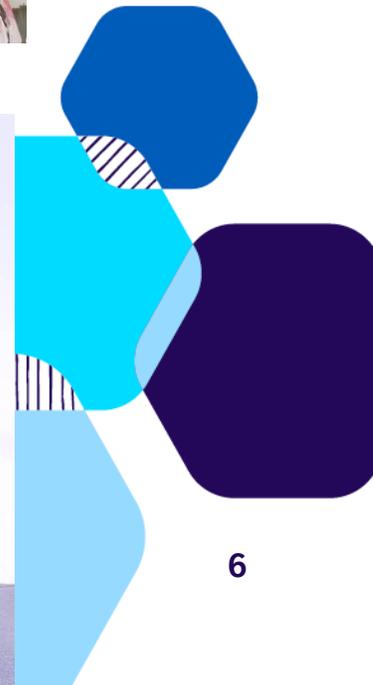
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## About the speakers

**Doris Wanchia** is an accomplished teacher and teacher educator from Cameroon, with over two decades of experience in English as a Foreign Language (EFL) teaching. She currently serves as an Inspector of Pedagogy with the Ministry of Secondary Education in her country. Doris is passionate about continuous professional development for teachers and is dedicated to fostering innovations in EFL teaching.



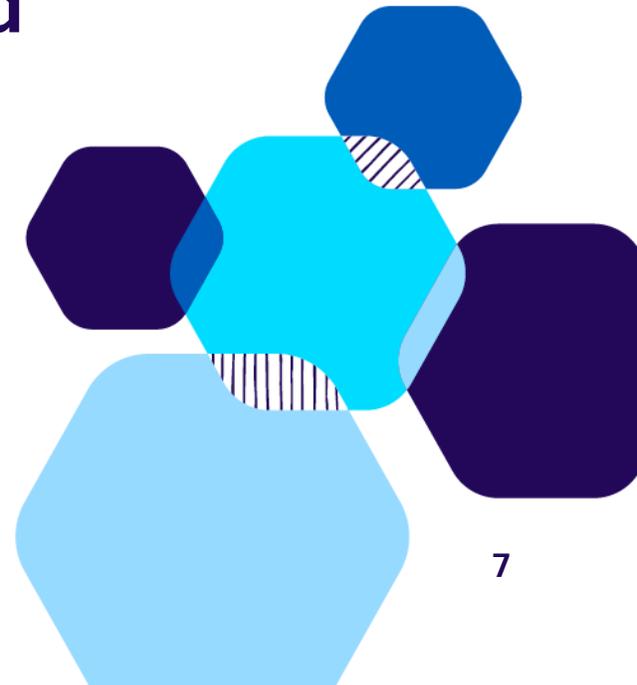
**Khadim Mbacke Badiane is** is a teacher of English at Daroul Mouhty High School in the region of Louga, Senegal. He holds a Bachelor of Arts degree in English Language from the Cheikh Anta Diop University in Dakar, Senegal, and a Certificate of Teaching Competence. He completed the British Council LPACTE, and ACTE programs, and the Materials Writing Hub Project.



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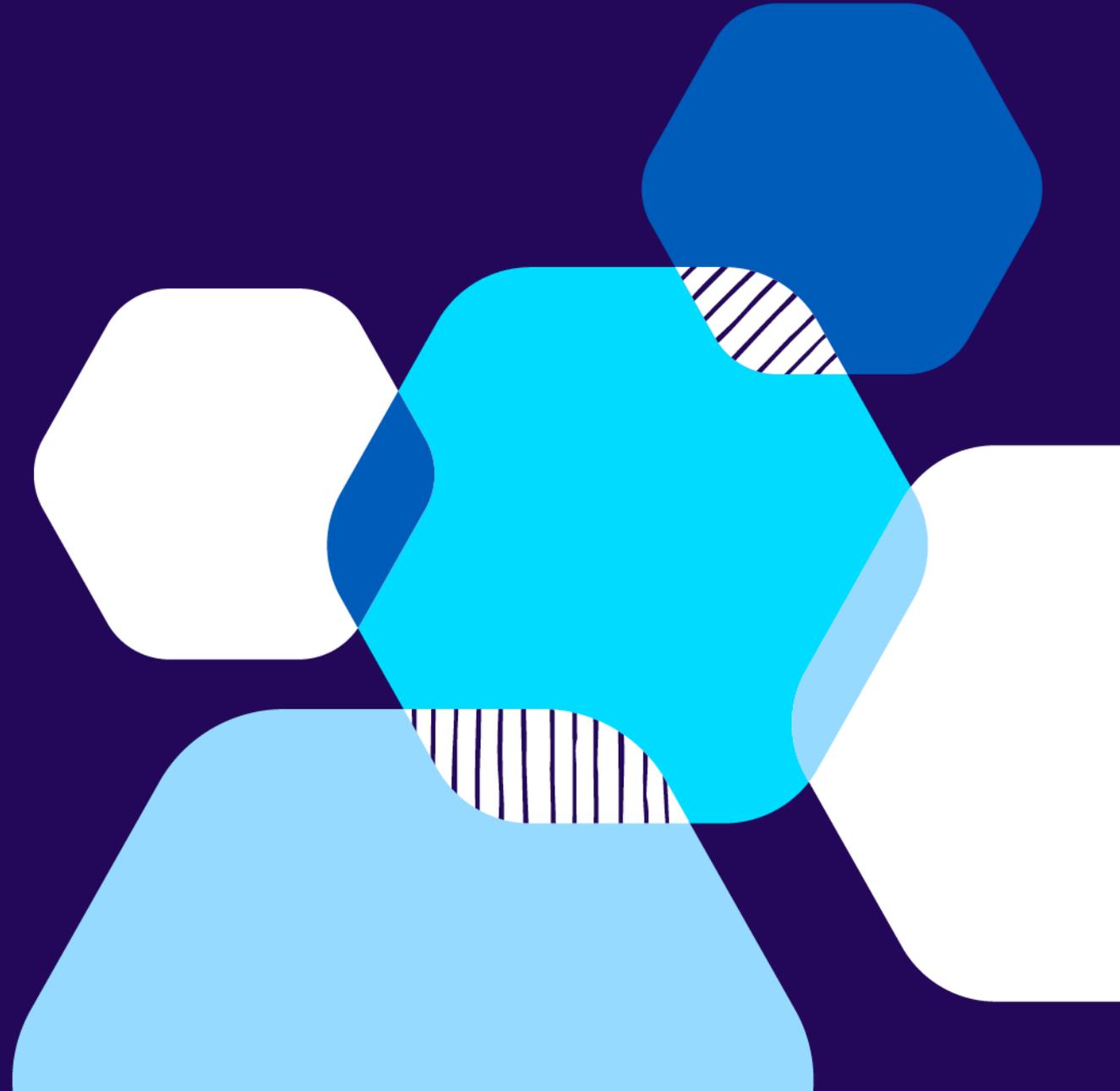
# Objectives

- **Identify practical classroom management strategies that improve learner engagement, time use, and participation in beginner classrooms**
- **Define teacher- centered and learner-centered classroom practices**
- **Look at why learner autonomy matters, and practical strategies for developing this**
- **Provide ideas for improving time management**



# Managing Beginners in English (A1)

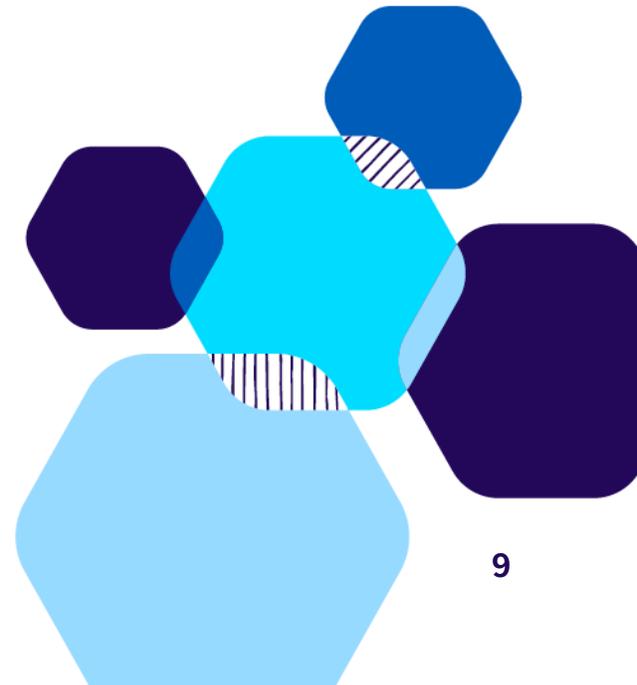
Prudence Ngenda



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**Please answer in the chat:**

- 1. How often do you teach real beginners (A1 level)?**
- 2. What are your strategies to teach this level effectively?**
- 3. and can you name 3 important rules?**

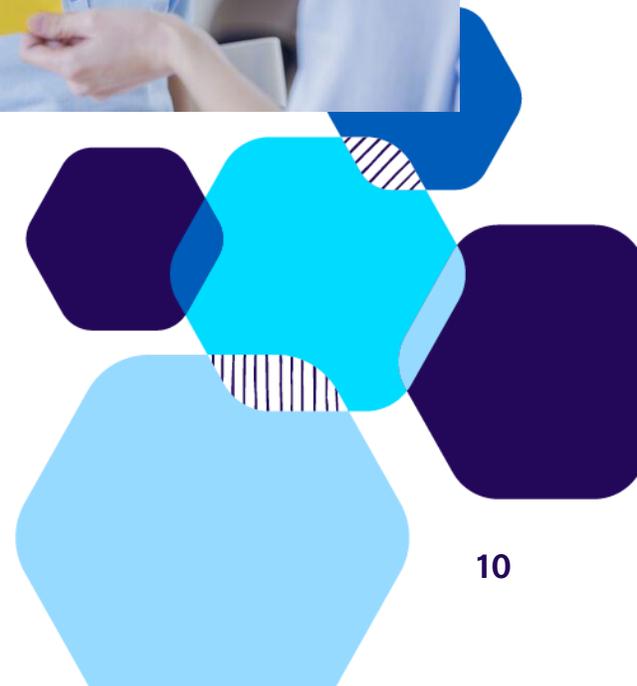


# Core strategies for A1 classroom management

- **Simple, visual rules (keep rules short):** Listen, sit nicely, be kind, show picture icons for each rule, practise rules everyday
- **Use gestures:** stand up, sit down, look, stop, demonstrate first then let learners copy
- **Use pictures and real objects:** Flash cards for new words, real objects for instructions and visual schedules for routine



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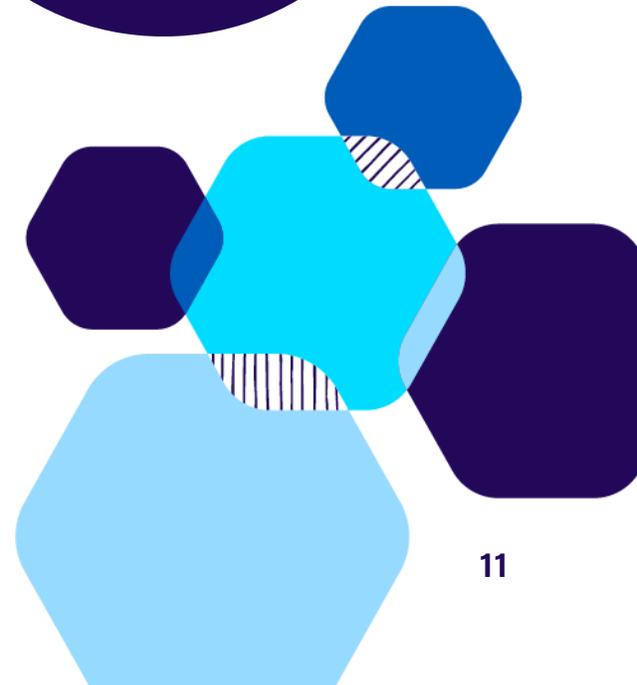
# Giving clear instructions

- Use this formular; **ACTION + OBJECT + GESTURE**
- Open (gesture).... Your book.
- Write (gesture).....Your name
- Stand up (gesture).

## TIPS:

- **speak slowly:** use the same phrases everyday, avoid long explanations.

**Routine ideas:** greeting routine ( start of lesson routine and pack up routine)



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# Strategic use of translation

- Helps beginners understand instructions and key concepts
- Reduces anxiety and builds learner confidence
- Encourages peer translation where appropriate
- Acts as a temporary support while transitioning to English

**Key Point: Translation supports learning but English remains the main language of instruction.**

How can we make good use of translation with beginners?

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# Common mistakes teachers make

- **Talking too much:** instead, show don't tell
- **Using big words:** keep vocabulary at A1 level
- **No visual support:** Always add gestures or pictures
- **Expecting long attention spans:** Use short, guided activities
- **Not repeating enough:** beginners need repetition every lesson

What useful gestures do you use?

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## Practical tips

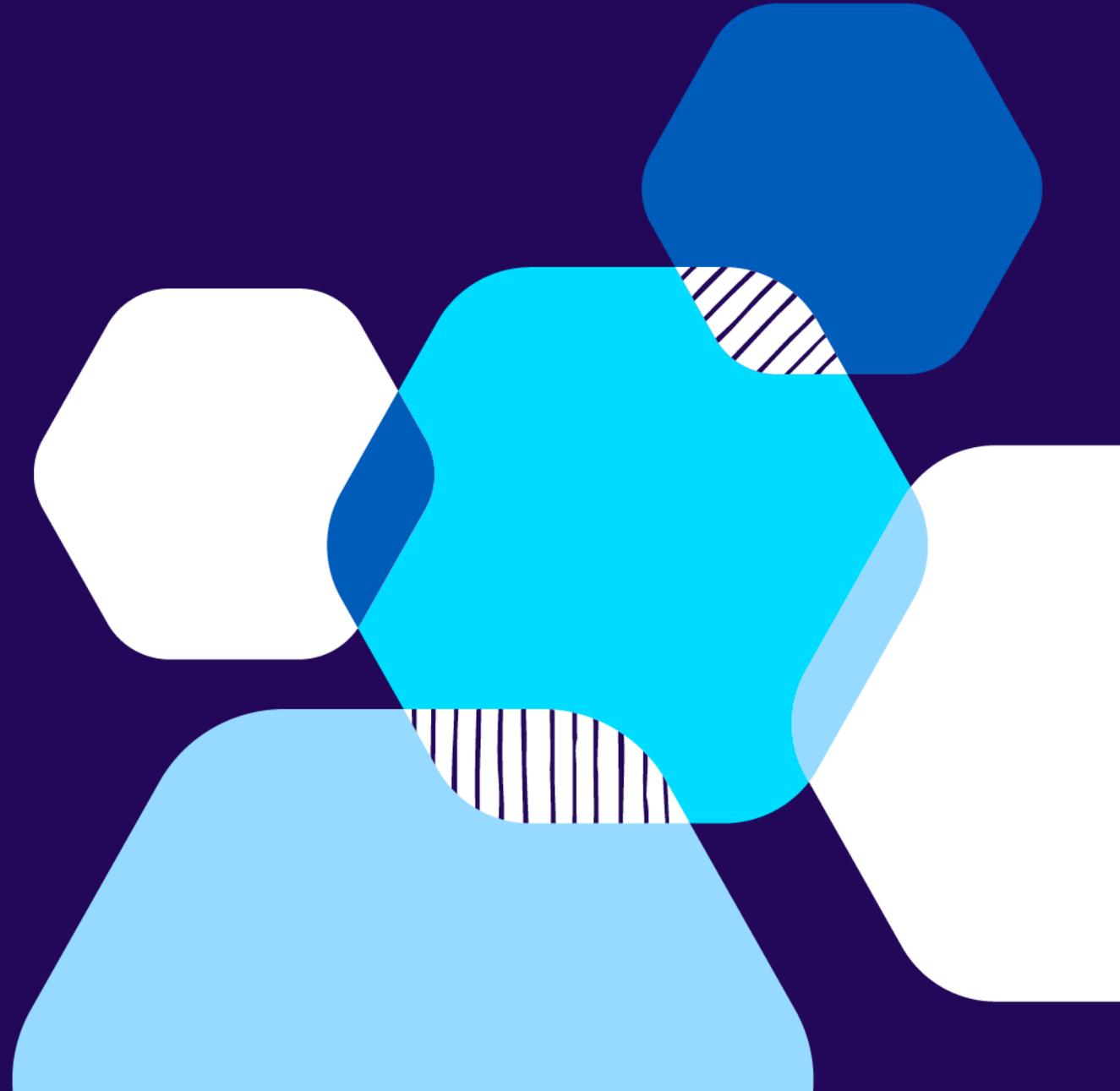
- **Teach classroom language:**  
“ I don’t understand”,  
“Teacher help”, “may I go out?”.
- **Pair strong + weak learners**
- **Praise good behaviour immediately**
- **Break tasks into very small steps.**



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# Balancing teacher-centred and learner- centred activities

**Thandi Mosholi**



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**How do you define ‘teacher-centred’ and ‘learner-centred’ activities? And what are the advantages of each?**

**Please add your ideas  
in the chat**

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# Teacher-centred activities

Teacher-centred activities are instructional activities in which the teacher plays the primary role in planning, delivering, and controlling the learning process, while students mainly receive information and follow instructions.

## Advantages:

- They help cover the curriculum quickly
- Exams reward memorization and recall
- Large or mixed-ability classes are easier to manage
- Teachers feel more confident with traditional methods
- Limited resources make learner-centred tasks harder



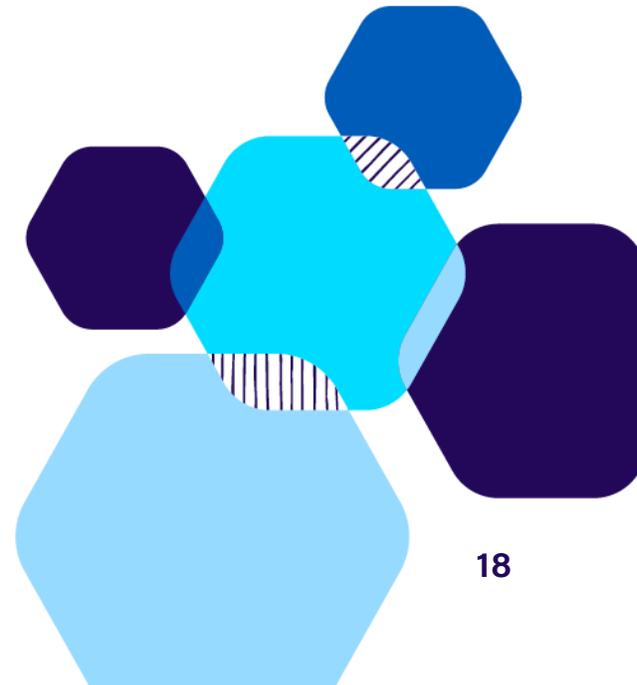
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# Learner-centred activities

Learner-centred activities are instructional activities in which students actively participate in the learning process and take responsibility for constructing their own understanding, while the teacher acts as a facilitator or guide.

## Advantages:

- Encourage active participation and collaboration among students
- Develop critical thinking and problem-solving skills
- Promote deeper understanding through exploration and inquiry
- Build communication and teamwork abilities
- Support personalised learning and student autonomy



## Blend approaches for balance:

- **Use short teacher-led input followed by learner-led practice**
- **Scaffold tasks:** start with teacher guidance, then gradually hand over responsibility
- **Mix assessments:** combine traditional tests with peer- or self-assessments
- **Structure group work with clear roles to avoid uneven participation**



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## Adapt to your context:

- In large classes, use pairwork or structured group tasks
- With limited resources, try low-tech collaborative activities (role plays, debates, poster creation)
- In exam-focused contexts, integrate learner-centred tasks that will build exam skills e.g. peer correction of practice tests



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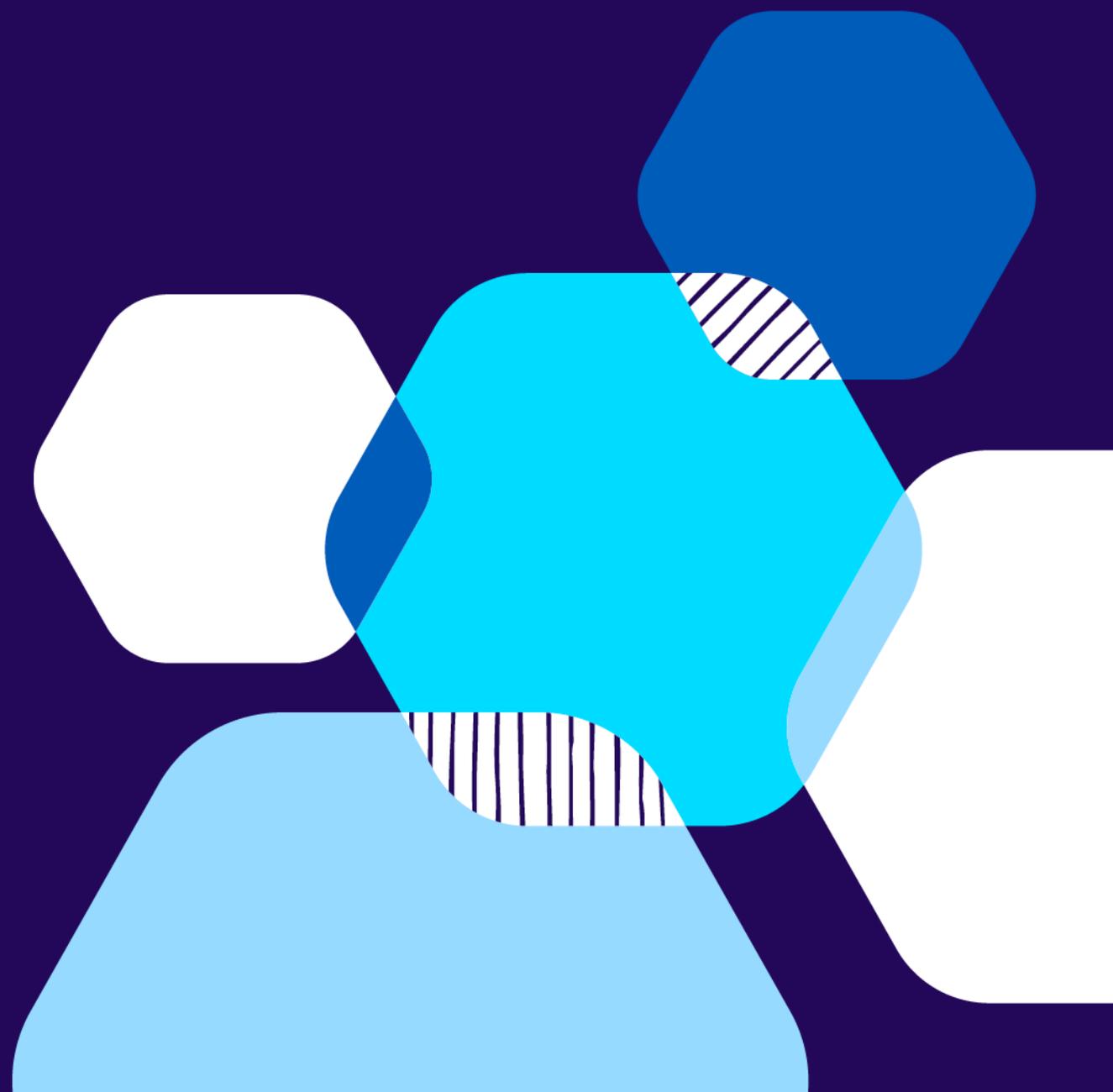
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# Reflection

- After each lesson: *did I balance clarification with engagement?*
- Try one new learner-centred activity each week
- Seek professional development opportunities to strengthen facilitation skills
- Share experiences with colleagues to build confidence

# Learner autonomy

Doris Wanchia



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# Why does learner autonomy matter?

**Builds  
confidence  
and  
responsibility**

**Encourages  
lifelong  
learning**

**Improves  
engagement  
and  
motivation**

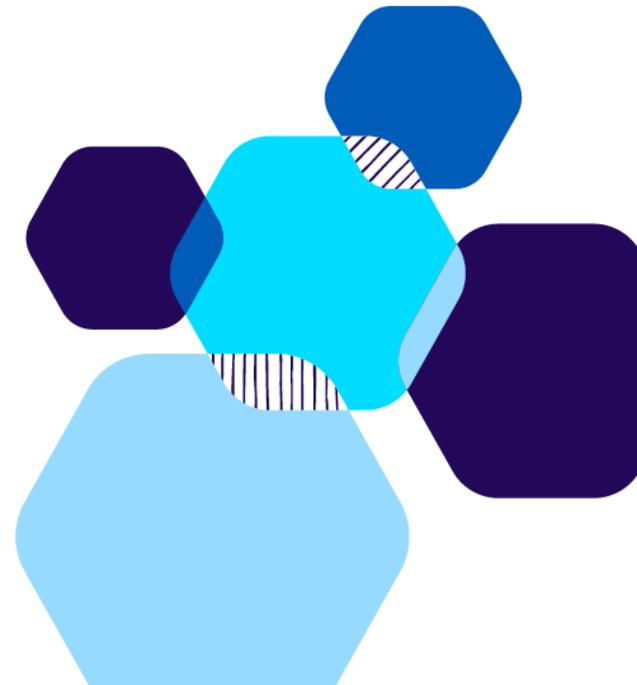
**Autonomy - Motivation Achievement**

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# Simple strategies that put students in charge of their learning

## Strategy 1: Promoting Autonomy Through Choice

1. Selecting project topics
2. Choosing presentation formats
3. Selecting research resources
4. Different reading materials
5. Choosing assignment deadlines

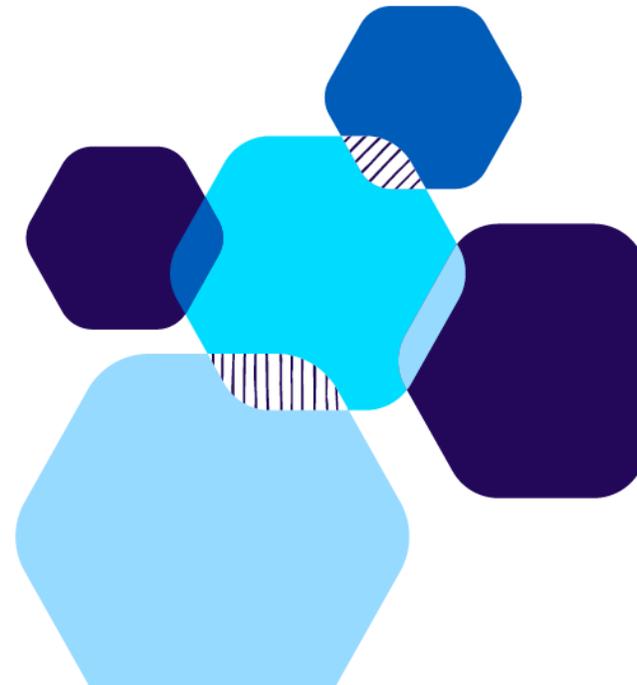


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# Simple strategies that put students in charge of their learning cont.

## Strategy 2: Peer Teaching Moments

1. Rotate “mini-teacher” roles in small groups
2. Learners explain grammar points or vocabulary to peers
3. Boosts confidence and deepens understanding
4. Peers give constructive comments on clarity and usefulness of explanations



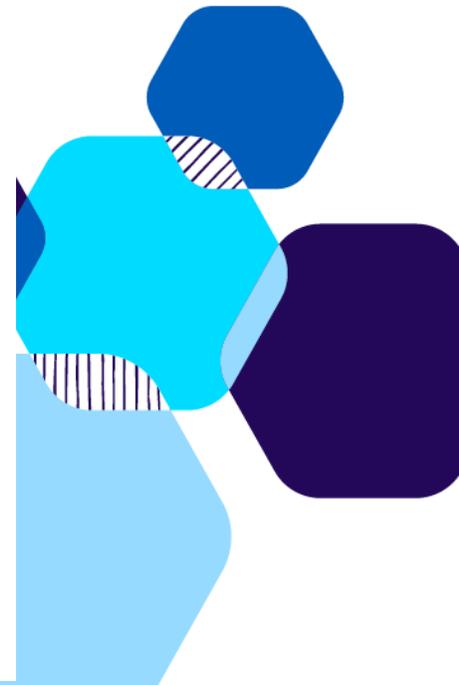
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# Simple strategies that put students in charge of their learning cont.

## Strategy 3: Encouraging questions

1. Analyzing case studies
2. Researching topics of interest
3. Tailoring projects based on questions
4. Sharing questions in group discussions
5. Reflecting on their understanding

**Encouraging questions nurtures curiosity, builds critical thinking, and empowers learners to own their learning confidently.**



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# Simple strategies that put students in charge of their learning cont.

## Strategy 4: Project-Based Collaborative Tasks

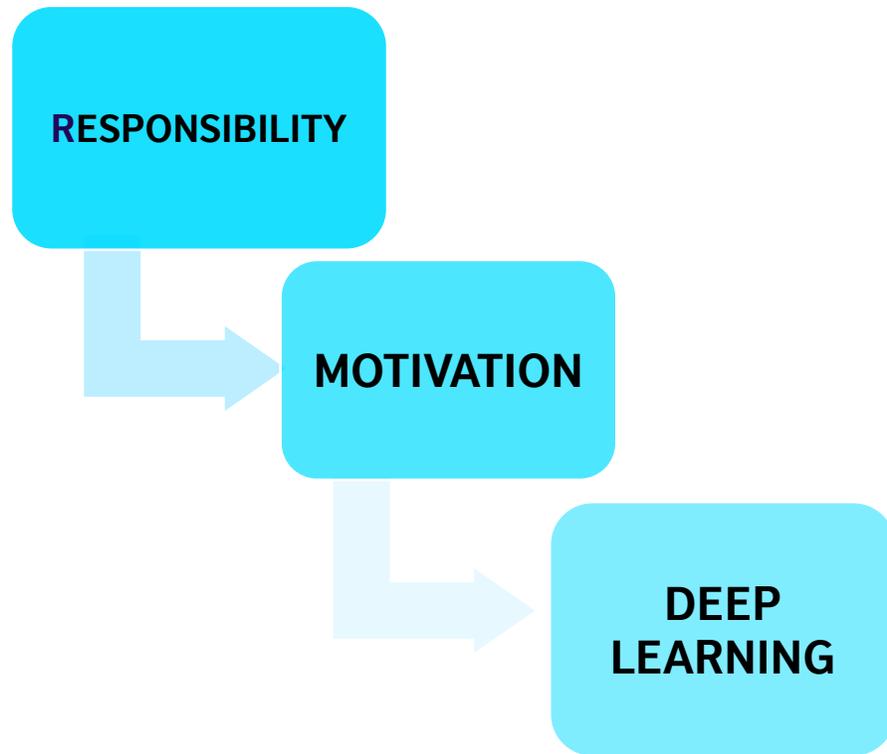
1. Choosing project topics
2. Assigning roles within the group
3. Developing project timelines
4. Solving real-world problems
5. Reflecting on group contributions
6. Presenting findings collaboratively

**Advantages: Enhance engagement, develop critical skills, encourage creativity, build ownership, facilitate real-world learning, and promote social interaction**

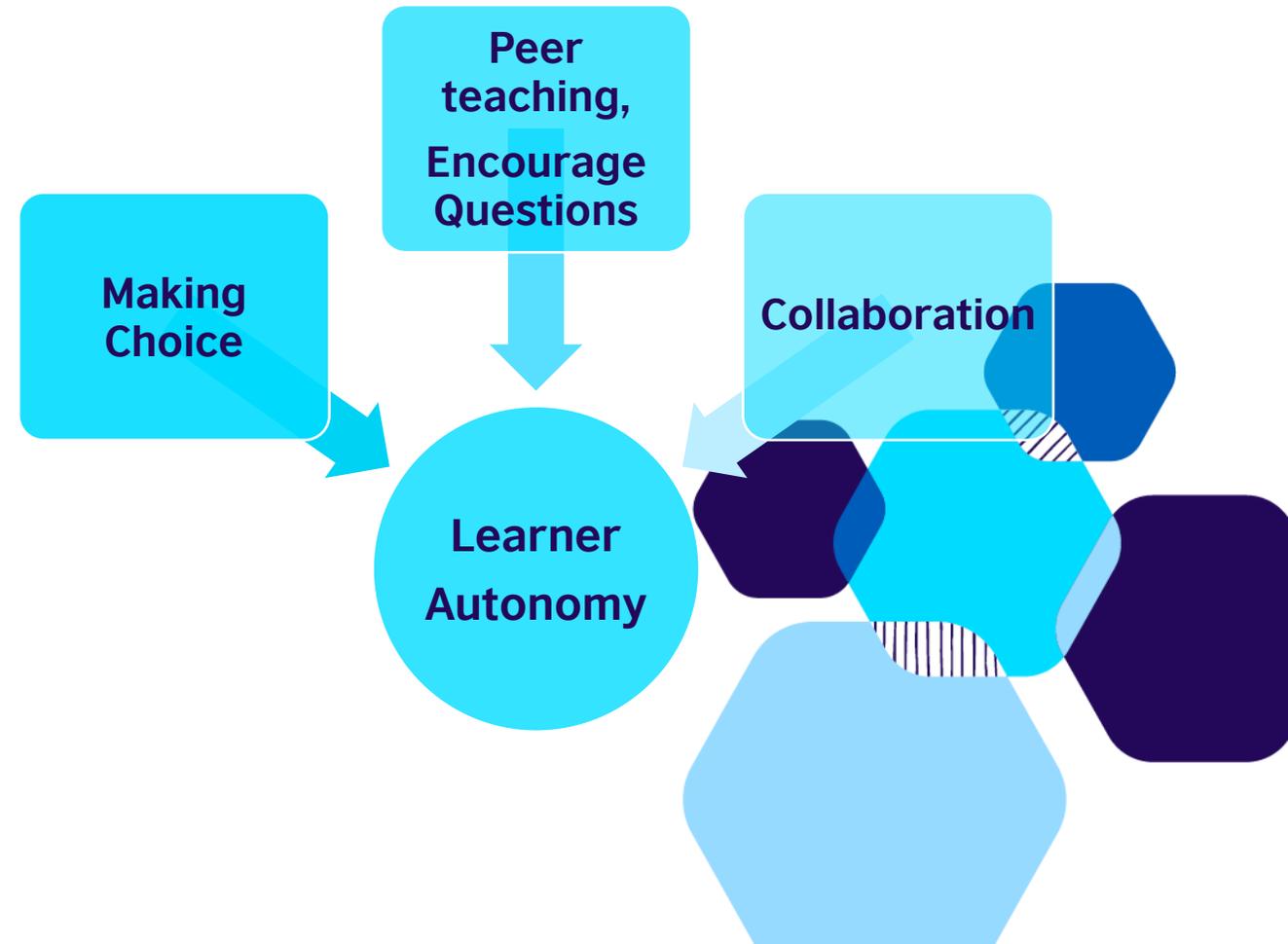


# Summary & Takeaways

Learner Autonomy fosters:

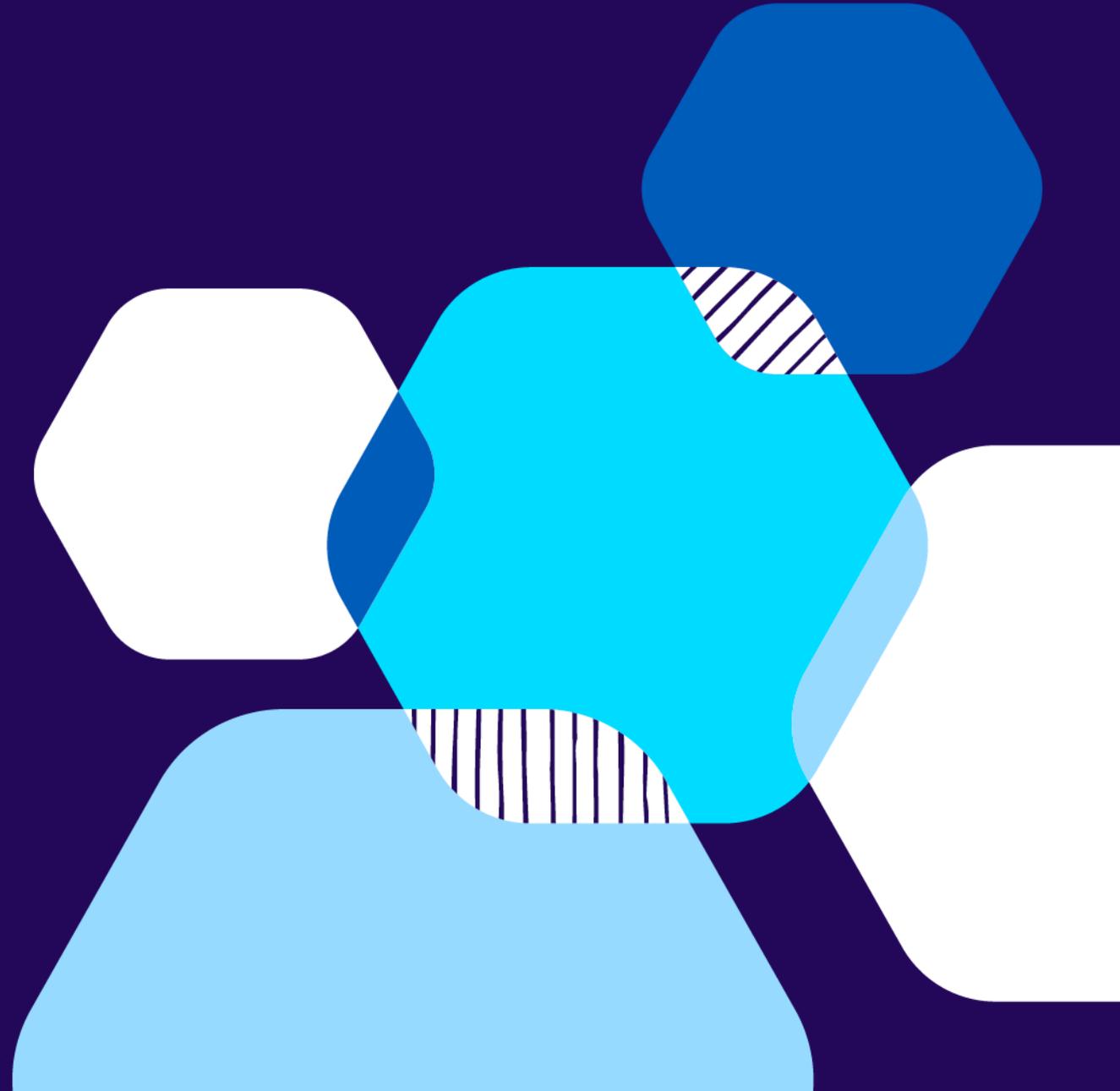


Practical strategies



# Time management

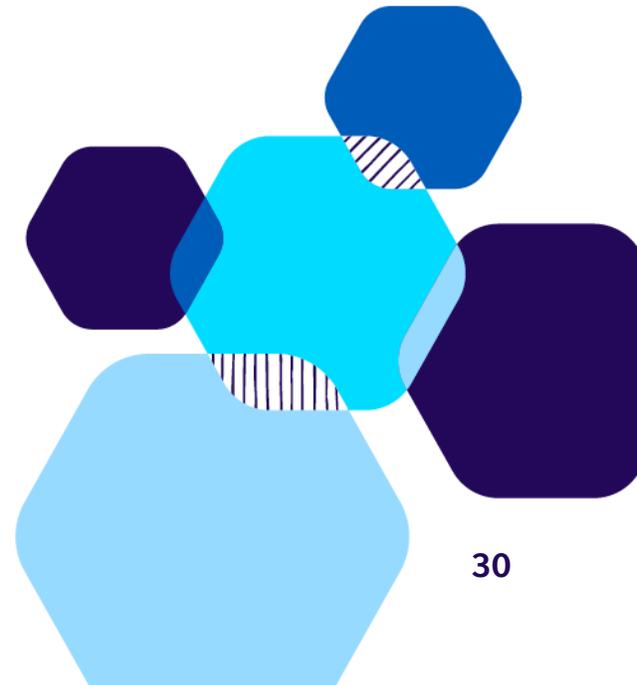
**Khadim Mbacke  
Badiane**



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## Questions to start:

1. What is time management?
2. Why is it important?
3. What causes poor time management?
4. What strategies can we use to help?



# What is time management?

Time management is simply how well we **plan** and **control** the time we use in class. It helps us achieve our lesson objectives without **rushing or wasting time**.

## Why is it important?

Good time management allows us to complete our lessons, keep students engaged, reduce noise and disorder, and improve our teaching effectiveness.



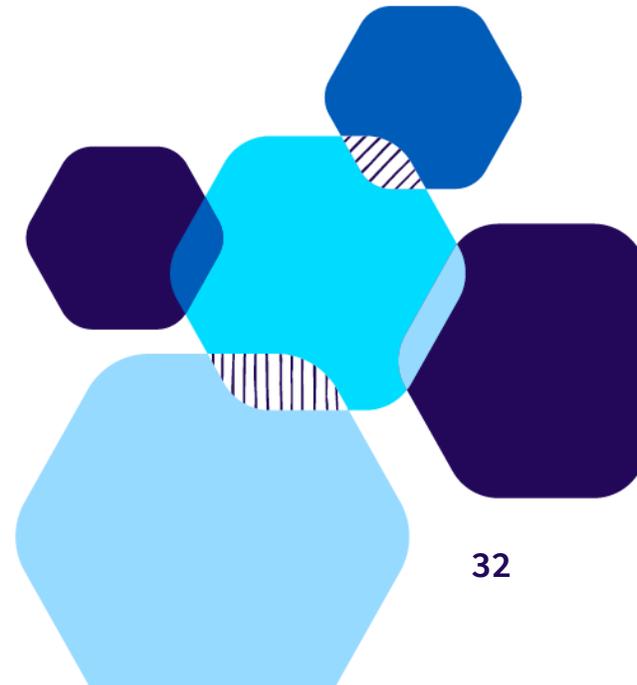
Mat Wright

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# Identifying causes of poor time management and strategies to help

Among the common causes, we can identify **Overestimating** or **Underestimating time**.

- Sometimes we plan too many activities for one lesson, or too few. When this happens, we either rush at the end or finish too early and waste time.
- To manage this challenge better, teachers should plan lessons with clear time limits, use a timer, prepare materials in advance, and set clear classroom rules.



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## Other common causes

**A. Poor Lesson Pacing**

**B. Unclear instructions**

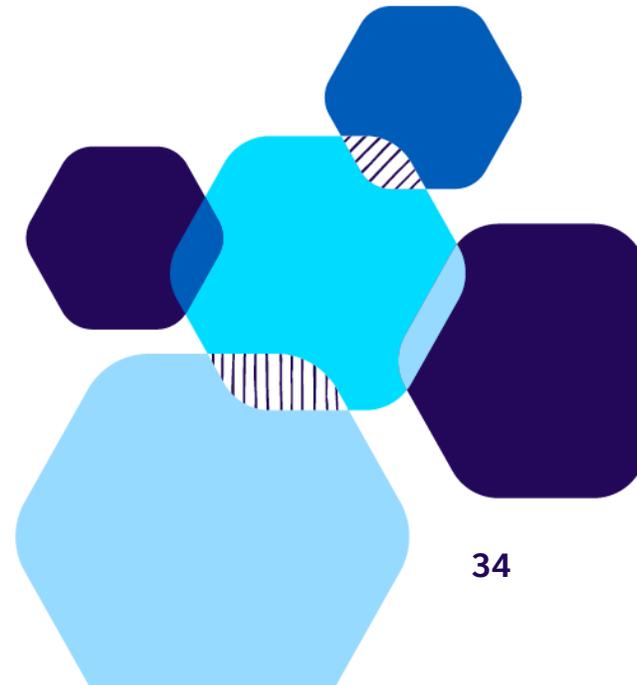
**C. Too much student participation**

What strategies can we use to help each of these?

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# Conclusion

- Effective time management significantly improves the **quality of teaching and learning**
- Students can become **more engaged** and **achieve better** with better planning and management
- Small changes in lesson planning, classroom organization, and time allocation can lead to **meaningful improvements** in classroom control and overall performance
- Mastering time management skills is essential for creating a **productive and successful learning environment**.



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# Take-away tips – to try out before our discussion in Telegram:

Please try out some of our ideas about:

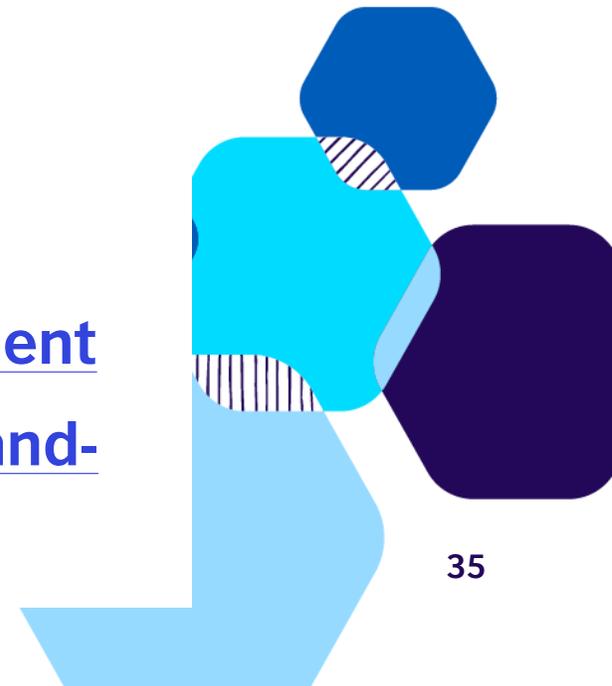
- Teaching basic beginners
- Balancing teacher-centred and learner-centred activities
- Learner autonomy
- Managing time

And find out more about the topics e.g. in Teaching Tips and Webinars

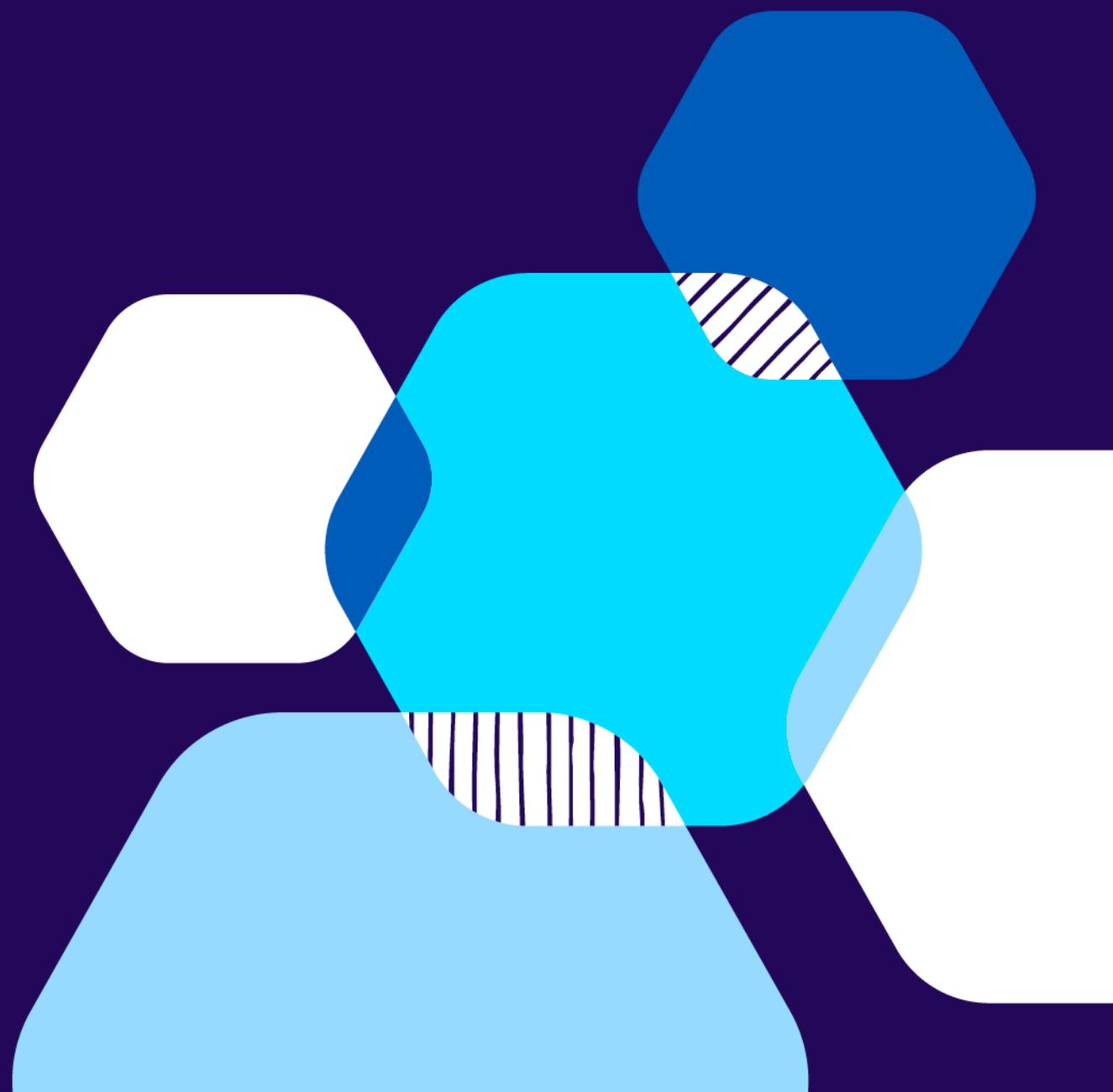
Time management:

<https://africa.teachingenglish.org.uk/skills/tips/time-management>

Learner autonomy: <https://www.teachingenglish.org.uk/news-and-events/webinars/webinars-teachers/learner-autonomy>

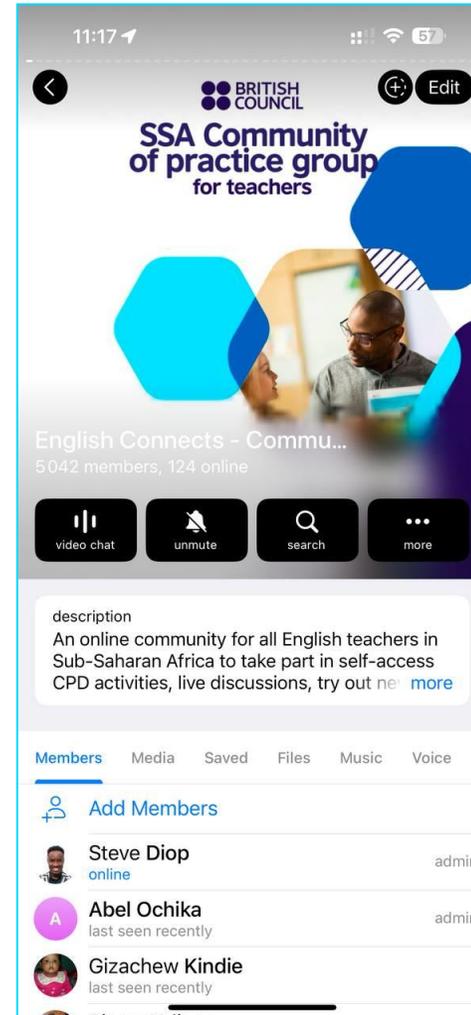


**Thank you**  
**Any questions?**



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**BRITISH COUNCIL** TeachingEnglish

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**Unable to connect via Zoom?**  
The webinar is also backed up via the Telegram app.  
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**16:00 Lagos**  
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**17:00 Pretoria**  
**18:00 Addis**

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