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TeachingEnglish

# Managing the classroom: no student left behind

**Speakers: Agnes Gizo Kolo, Muhaymina Talib Omar, Enow Njang Arrey Ebot and Dr. Zeinab Tahir Hamad Mohamed**

Saturday 7 March 2026

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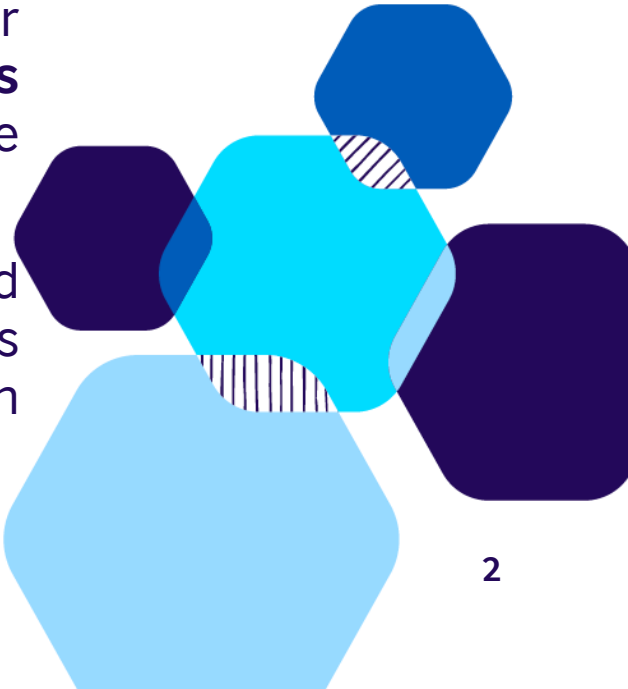

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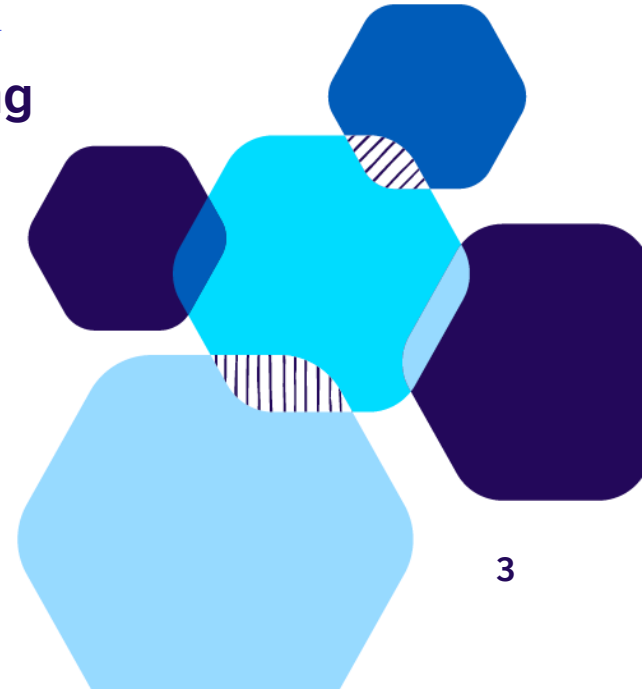


# Pre-webinar polls:

1/ Have you ever tried using gender-responsive pedagogy or rewards in class?

a) yes, both, often 58%

b) I've tried one of the above 25%

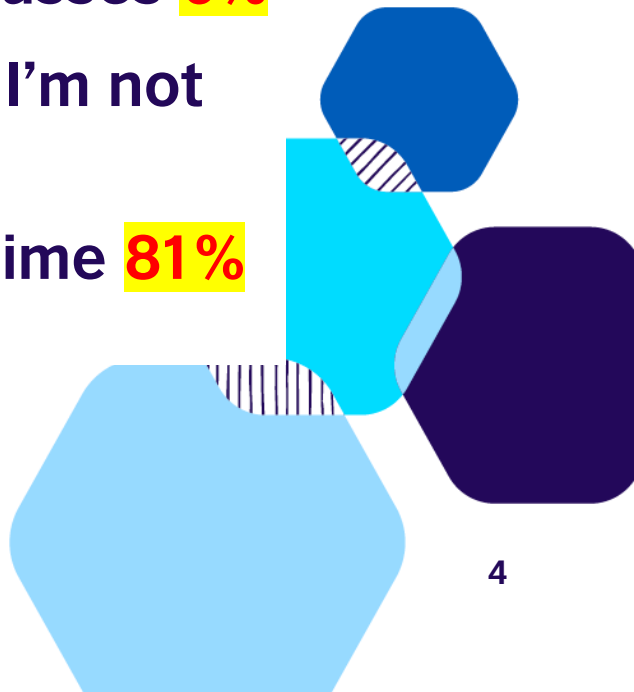
c) I've never tried either of these 17%

2/ Have you ever used more than one language in class to teach English and make your classes more inclusive?

a) No – it's not recommended to bring languages other than English into English classes 6%

b) I'd like to try this, but I'm not sure how 13%

c) Yes – I do this all the time 81%



# About the speakers

Enow Njang Arrey Ebot is an English teacher based in Yaoundé, Cameroon. She has 10 years of teaching experience and is passionate about classroom reflective practices.

Zeinab Tahir Hamad Mohamad is an experienced ELT practitioner with a proven history of working in higher education. Skilled in training, lecturing, syllabus design, material writing, and academic writing. An ELT professional with a Doctor of Philosophy (Ph.D.) focused on applied linguistics.

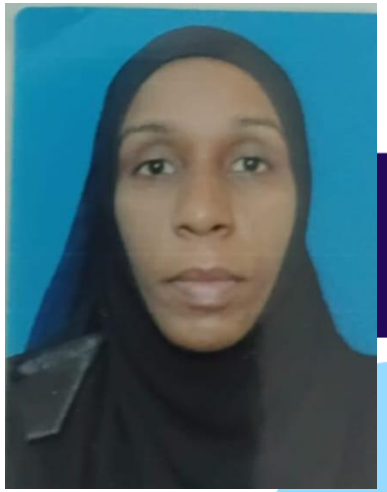


*

# About the speakers

Agnes Gizo Kolo is a Nigerian English Teacher and Trainer passionate about inclusive education. She empowers teachers to create learning environments where every child can thrive.

Muhaymina Talib Omar. An English teacher for more than a decade, who holds a Bachelor of Arts with Education (English and Geography), a Masters of Education in Youth, Gender and Development. She is the Professional Development Coordinator of ZANELTA, and a subject advisor (English and Swahili).



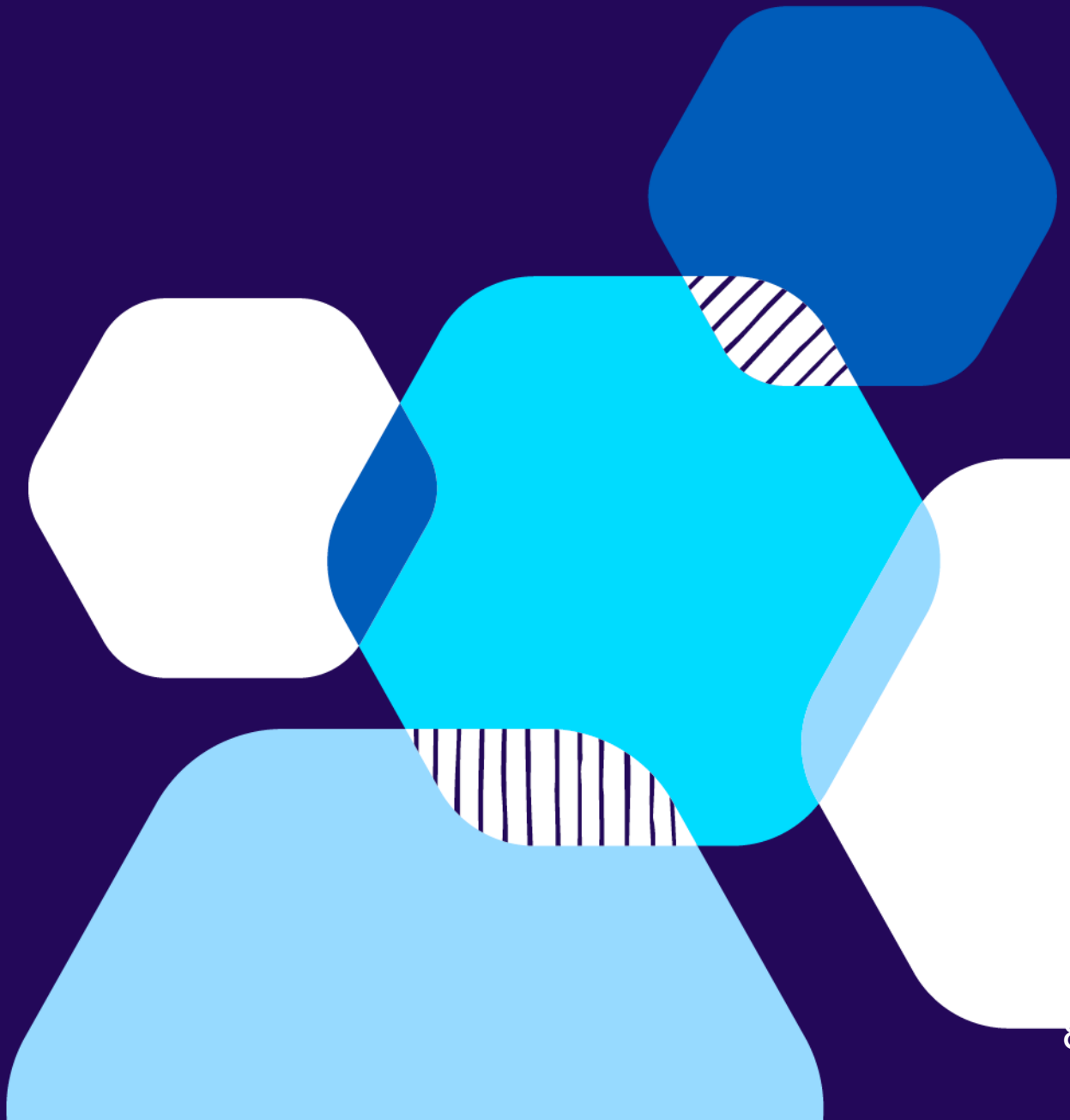
# Objectives

## To discuss the following:

- how to manage an inclusive class
- the use of multiple languages to promote cultural awareness and support language development
- how gender-responsive pedagogy can help
- using rewards in class

# Enow Njang Arrey Ebot

## Managing an inclusive class



# This farmer is in a dilemma of crossing these animals to the other side. Solve the riddle.

AI generated image

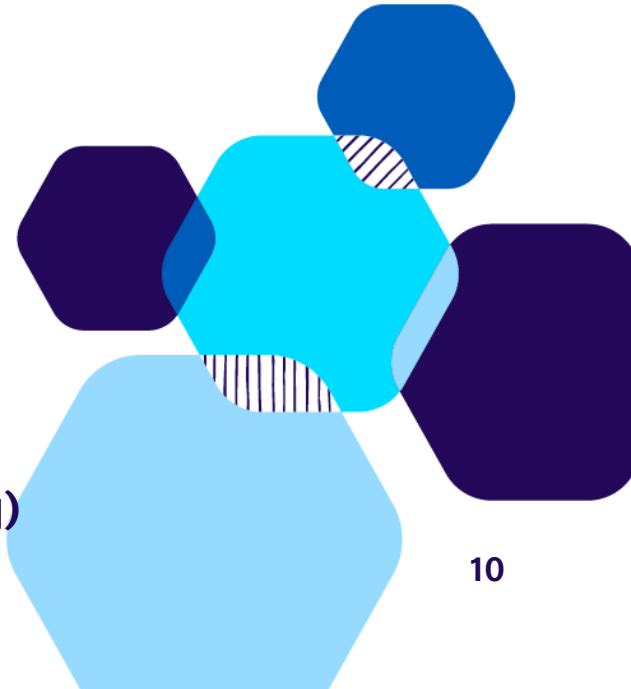
# What is inclusion?

Inclusion is a basic right of everyone and its objective should be to embrace everyone regardless of race, age, gender, disability, religious and cultural beliefs.

## What is an Inclusive classroom?

An inclusive classroom is one that creates a supportive and responsive environment for all learners.

**( Inclusive Classrooms, TeachingEnglish.org)**



# How to implement inclusivity in classrooms and possible benefits to learners.

## Create consistent routines

- Make predictable lesson structures
- Have clear signals for transitions
- Have consistent group work roles

## Benefits

- Prepares learners psychologically and builds readiness
- Builds responsibility and eventual autonomy

## Provide a physically and emotionally safe space

### Physically:

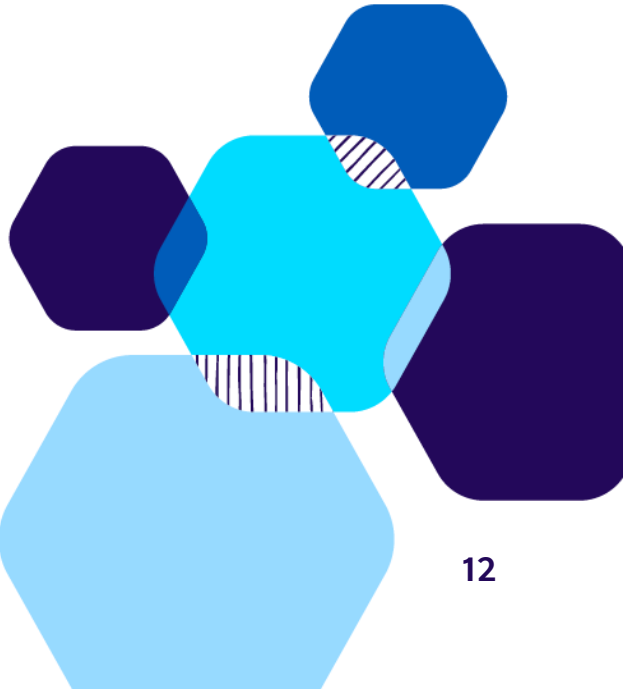
- Have same seating plans
- Promote a representation culture e.g posters
- Decorate the classroom with students' projects

### Emotionally:

- Focus on learners' strengths more than their weaknesses

## Benefits

- Gives a sense of belonging
- Builds confidence

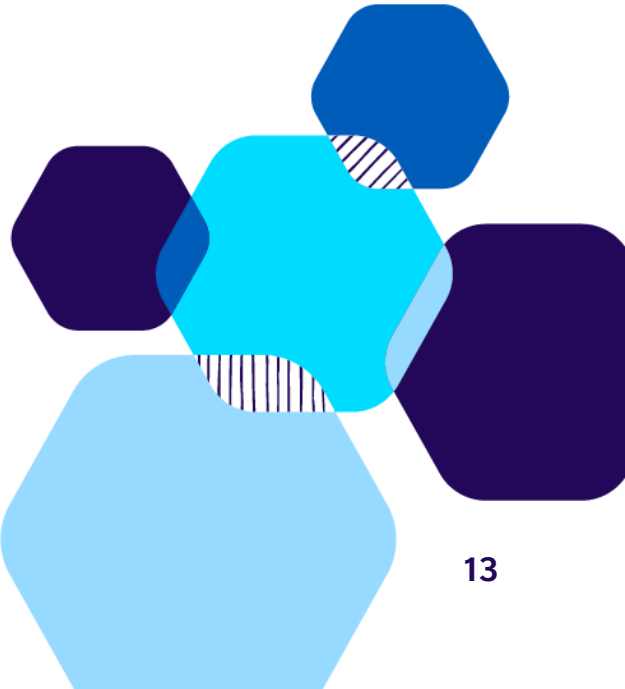


## Tailor activities to be inclusive

- Understand learners needs, strengths and weaknesses
- Differentiate activities
- Give extra time to struggling learners

## Benefits

- Builds learners' autonomy
- Makes learning personalised



## Collaborate with others

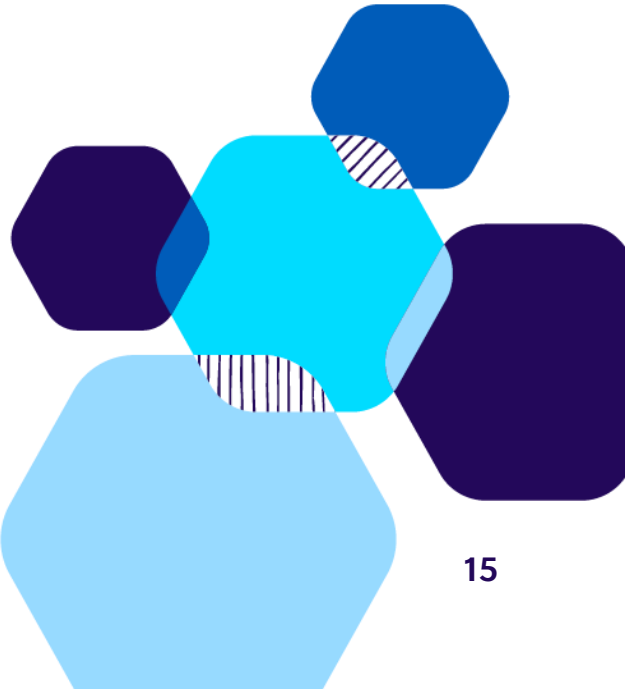
- Work with learners' parents and carers e.g set joint learning outcomes and goals

## Benefits

- Promotes good understanding of learners
- Makes learning purposeful and strength-based
- Builds a positive learning community

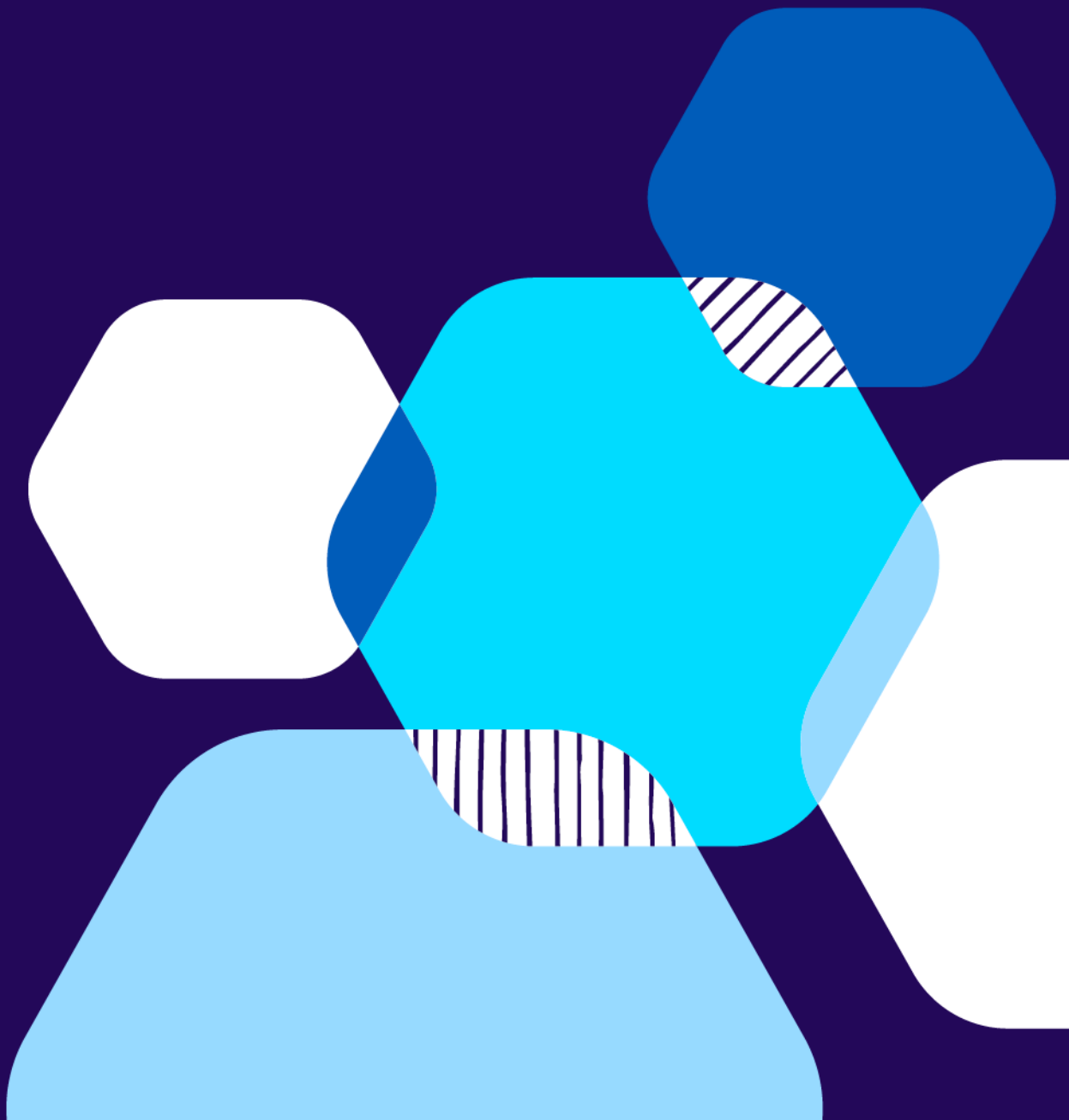
# Conclusion

## Consistency is crucial in promoting a safe learning community and environment where no learner is left behind.



# Dr. Zeinab Tahir Hamad Mohamed

# Multilingual Approach in the Classroom Management



# Multilingual Approach in the Classroom Management

*" A multilingual approach in classroom management refers to the intentional use of students' multiple languages as a resource for teaching, learning, and maintaining an inclusive classroom environment. It involves recognizing and valuing linguistic diversity, using students' native languages alongside the target language to support comprehension, participation, and classroom harmony."*

**What are the advantages of this? Please add in the chat**



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# Significance of the Multilingual Approach

Multilingualism in class has numerous advantages:

a) It fosters appreciation and cultural awareness.

b) It increases academic value.

c) It increases creativity and encourages collaboration of local languages.

d) It reduces misunderstanding and enhances communication.

# Multilingual Classroom  Practices

- Role-playing scenarios using students' home languages and the target language (English) - (Code-switching).  (e.g. at the airport, the supermarket). (words in their own languages)
- Thematic or project-based learning. Students do research in their native languages and present in English (for example, at a cultural event).
- Contrastive awareness practices by making systematic comparisons between languages (phonology, grammar, vocabulary …) to highlight similarities and potential differences learners can use. (For example, verb tense in L1 and L2/Word order in a sentence in L1 and L2…etc).
- Pre-writing tasks; students can use their home languages in brainstorming ideas, journaling, freewriting, and drafting.

# Code-Switching

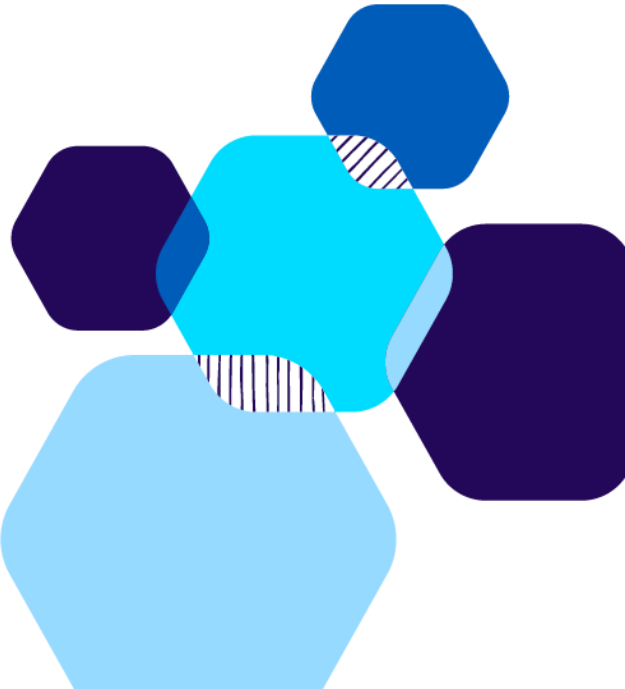
*"Code-switching refers to the alternation between two or more languages or language varieties within a single conversation, sentence, or discourse. It is a common phenomenon in bilingual and multilingual speakers and reflects cognitive flexibility and sociolinguistic awareness. While earlier studies often categorized it as interference or error, more recent perspectives recognize it as a rule-governed and meaningful behavior."*

*2019 JETIR June 2019, Volume 6, Issue 6 (Journal of Emerging Technologies and Innovative Research).*

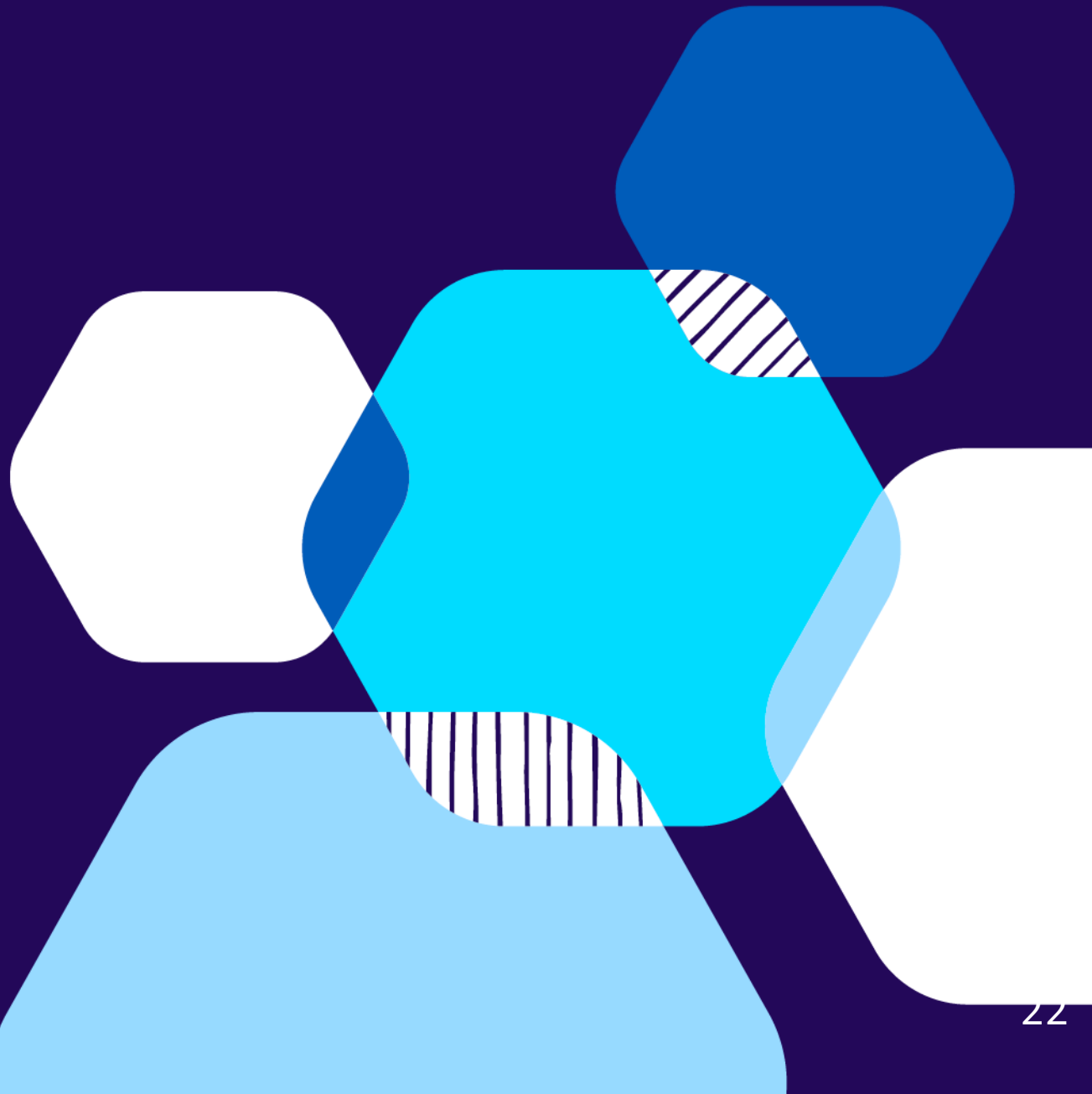
# Challenges in Multilingual Classrooms

- According to a study by Garcia and Lin (2016), the lack of a defined multilingual policy means that schools and teachers are unsure how to use or support numerous community languages in their classes.
- Overreliance on L1 that limits L2 input. Teachers should set clear task goals requiring progressive L2 production.
- Students may struggle to understand and use English; they may frequently switch code between their home languages and the language of instructions.

What other challenges are there? Please add in the chat



# Agnes Gizo Kolo
# Gender-responsive pedagogy



# What is Gender-responsive Pedagogy?

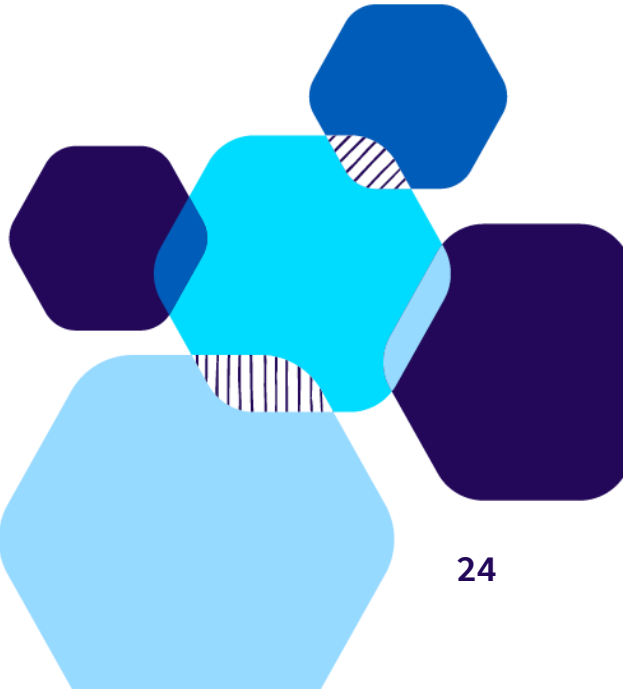
- Gender-responsive pedagogy (GRP) refers to teaching methods and practices that recognize and respond to the different learning needs of male and female learners.
- It aims to create an inclusive classroom environment where all students can thrive, regardless of their gender

# What Gender Bias Looks Like in Our Classrooms

Gender bias may appear when:

- Boys answer more questions; girls remain silent
- Girls are assigned cleaning tasks; boys take leadership roles
- Teachers praise or discipline learners differently based on gender
- Learning materials show limited or stereotyped gender roles
- Language reinforces assumptions (e.g., ‘boys are tough’, ‘girls are quiet’)

Can you think of any other examples? Please add in the chat

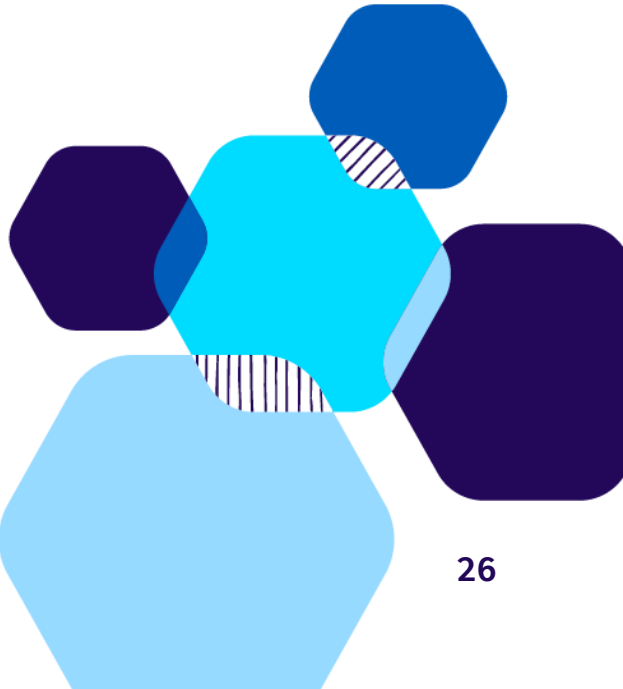


# Simple GRP Strategies You Can Use Immediately:

- Rotate classroom roles intentionally and fairly
- Call on boys and girls in balanced ways
- Mix seating arrangements and group work
- Use gender sensitive language
- Same rules, same consequences
- Agree on one class rule: ‘Everyone participates. Everyone matters.’

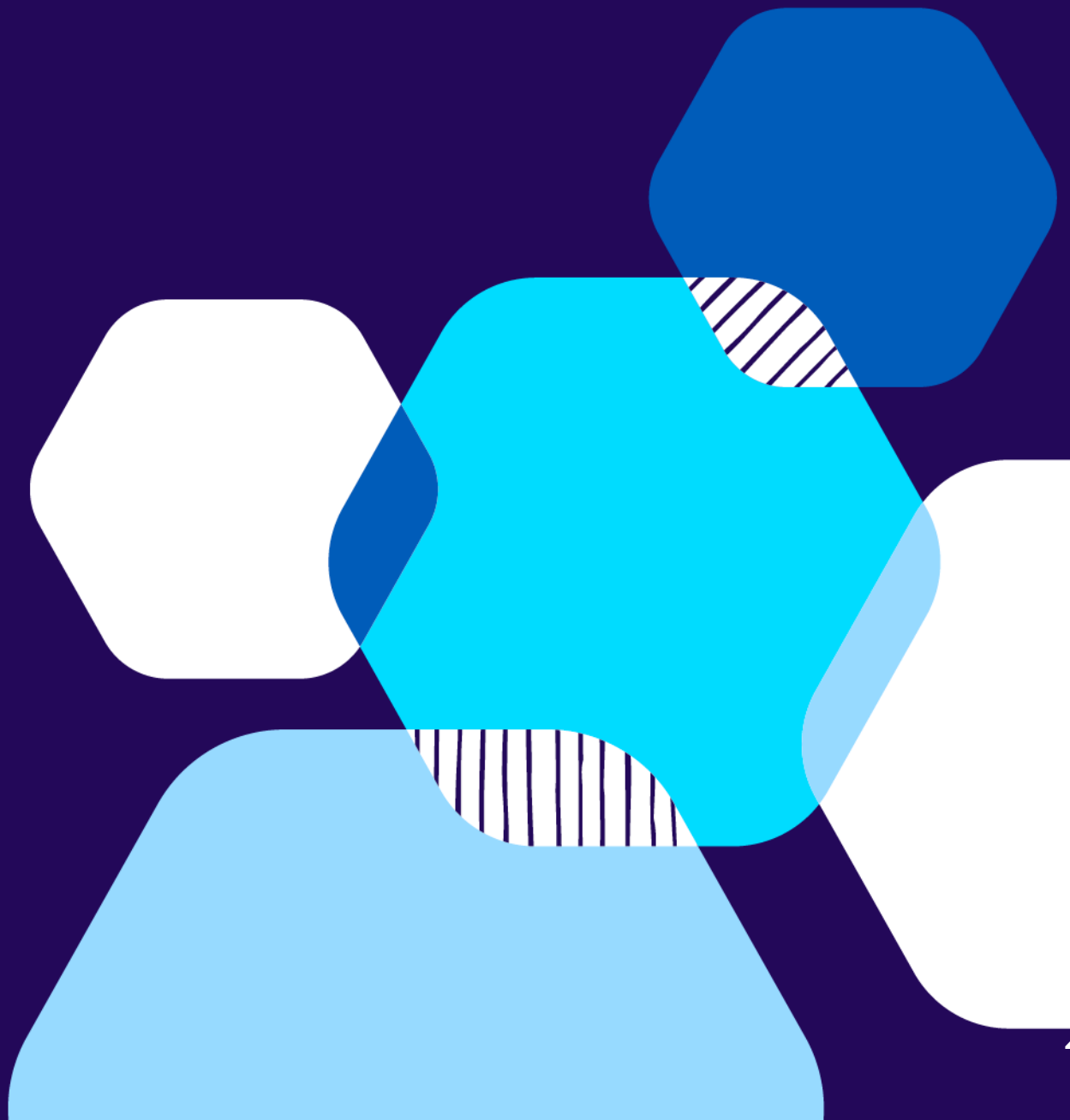
**Anything else? Please suggest in the chat**

In summary, GRP helps us build classrooms where fairness is normal, participation is balanced and every child has space to learn confidently. Thank you for listening and I encourage you to try at least one of these strategies in your next lesson



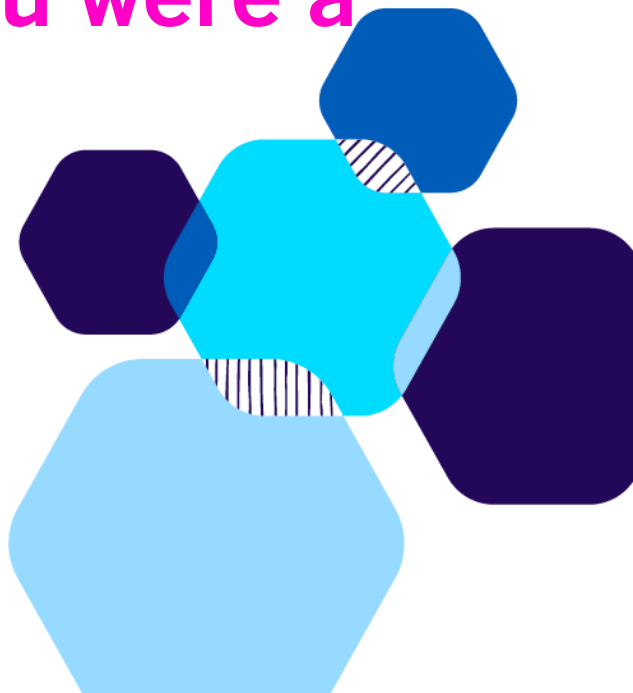
# Muhaymina Talib Omar

## Employing a reward system in class



# Questions:

1. In one word, what comes to mind when you hear “reward system”?
2. Why should we give rewards?
3. Did you have a reward system when you were a student?



# Employing a Rewards System for the Class

## Definition:

Any process that encourage certain behaviour by giving positive outcome

## Why use reward system?

- Encourage positive behaviour
- Create predictability
- Reduce misbehaviour by rewarding desired actions rather than constantly punishing
- Increase participation, especially in language learning where confidence varies
- Promote inclusivity: all students have pathways to succeed

# Types of rewards

## Tangible/material rewards

- Physical incentives given to students
- Concrete items that students can see, touch or use

Examples:

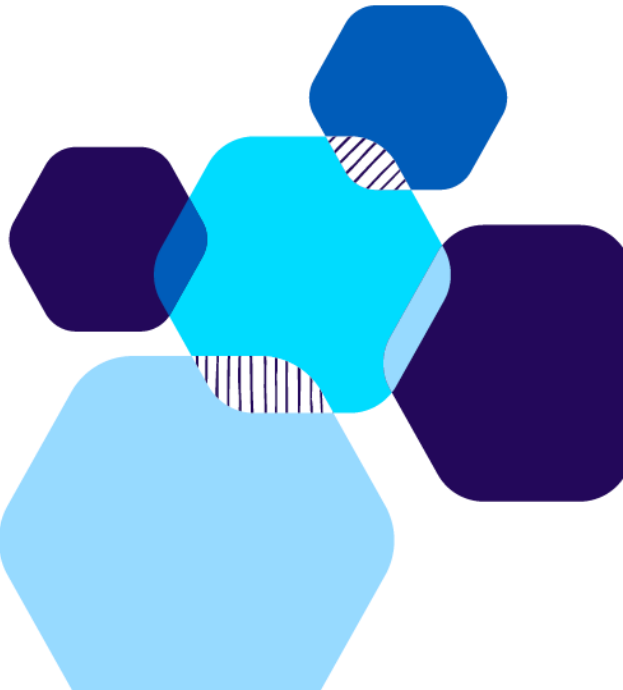
- Stationary/school supply
- Small gifts/toys

## Non-tangible rewards

- Incentives that are not based on physical items
- Focus on emotional, social and psychological motivation

Examples:

- Praise and verbal recognition
- Positive feedback



**What are the pros and cons of each?**

# Tangible rewards

## Pros

- Provides immediate motivation
- Boost engagement
- Reinforce behaviour effectively-link action to outcome
- Enhance satisfaction and morale-can create a sense of achievement

## Cons

- May undermine moral development
- Reduce intrinsic motivation to students
- Short term behaviour change
- Shift focus from learning to winning

# Non-tangible rewards

## Pros

- Encourage intrinsic motivation
- Build self-esteem and confidence
- Promote positive behaviour and academic engagement
- Are cost effective and sustainable
- Help students value effort and improvement not just outcomes

## Cons

- Less motivating for some students
- Perceived as insincere or routine if over-used or given without  clear criteria
- May fail to address students' external needs
- Harder to measure value; don't have a clear or equal value for all students

# Reflection

## Which is more sustainable (A or B)?

## Which fits your school context (A or B)?

A: Points, praises, public, leaderboards

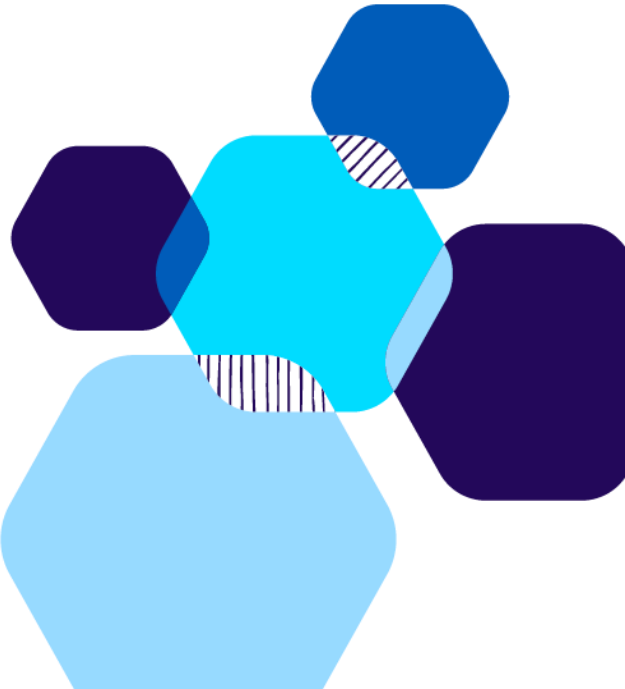
B: Recognition, choice, responsibility, feedback

## Based on this session

i) One reward practice I will keep

ii) One I will change

iii) One I will remove



# Take-away tips:

**Before our Telegram discussion this Friday, try to:**

**Look at these TeachingEnglish resources:**

- **Gender-responsive pedagogy (teaching tip):**

https://africa.teachingenglish.org.uk/skills/tips/classroom-environments

- **Multilingualism (webinar):**

https://africa.teachingenglish.org.uk/skills/webinars/promoting-multilingualism

**Try out some of our ideas on inclusion, multilingual approaches, gender-responsive pedagogy and rewards in class.**

# References


https://education.nsw.gov.au/

Using Inclusive practices/TeachingEnglish/British Council

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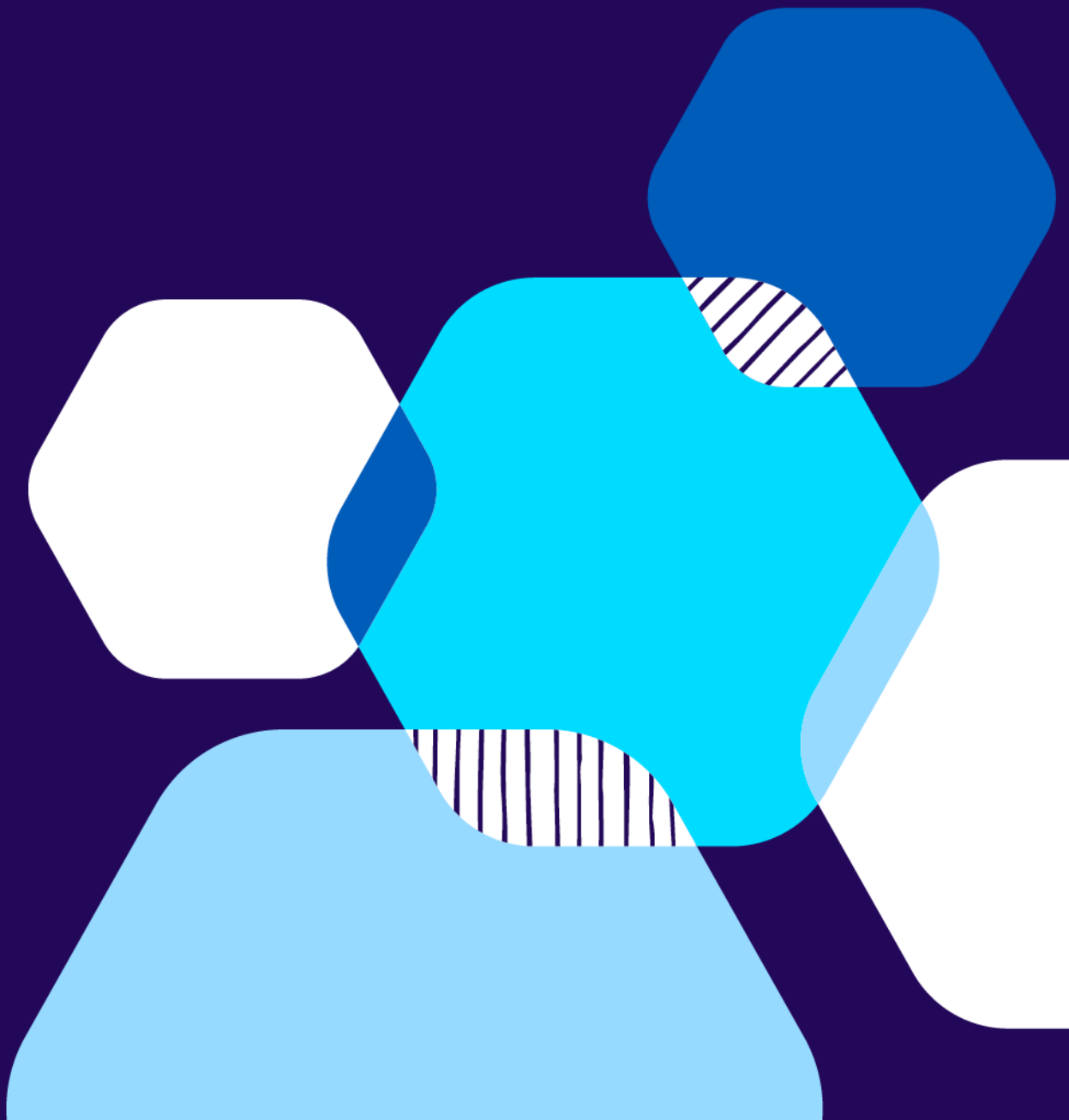
https://www.edutopia.org/

# Thank you
# Any questions?



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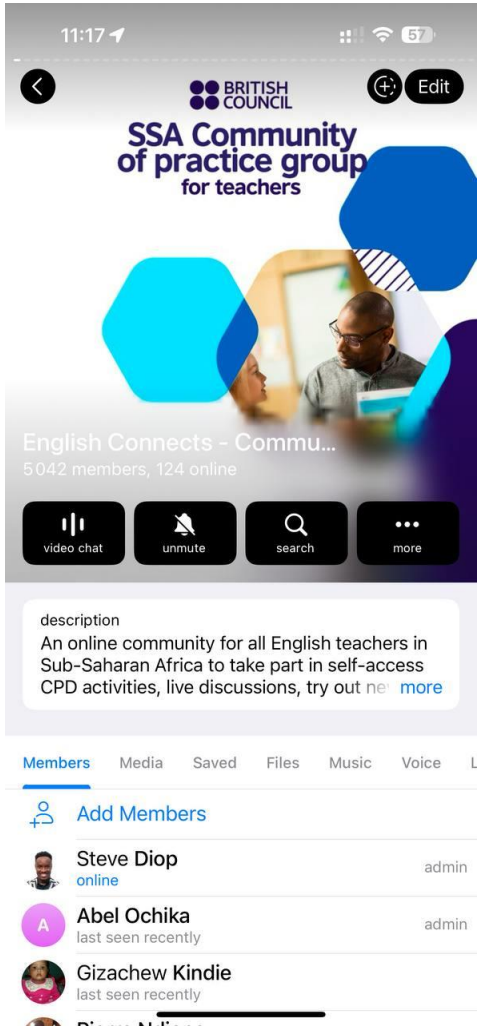

# Next webinar

Join us on **Saturday 28 March 2026** to discover practical solutions for managing challenging classroom situations, from large groups and misbehaviour to maintaining learner focus throughout every stage of a lesson.

Register today: https://africa.teachingenglish.org.uk/events/managing-lesson-overcoming-challenging-situations