

English Connects

Professional development for teachers

Unit 5: Managing the lesson

**Participant
Handbook**

Learning outcomes

The aim of this module is to equip teachers with techniques and activities that help them to manage interactive and communicative tasks successfully in class.

This unit complements the professional practice of 'Managing the lesson' from the CPD Framework for teachers <https://www.teachingenglish.org.uk/professional-development/teachers/managing-lesson>

By the end of this module the participants will be able to:

- Identify a number of techniques and approaches, linked to learning activities, that support successful classroom management.
- Understand better the link between classroom management and successful learning.
- Analyse techniques used by the teachers in the video footage.
- Compare the approaches shown with their own classroom practice.

1 Lead-in

1.1



Work in groups and discuss these questions.

- What factors are important in managing a lesson well?



Now watch and listen to the first part of the commentary to check your ideas.

Notes:

1.2



Work in pairs. Consider the factors listed in the video introduction.

- Which factors are the most challenging for you?

Make notes to refer back to at the end of the video.

Notes:

2 Clear lesson aims

2.1



Work in pairs.

Before you watch the next part of the video, read the transcript of the commentary below. Guess which words complete the gaps?

Make the aims of your lesson clear at the ¹_____ of the class. Tell learners what they are going to do and ²_____. This sets ³_____, focuses students and makes ⁴_____ clear.



Now watch and listen to the commentary. Fill in the gaps in the transcript above.

Notes:

2.2



Watch how Jules establishes clear lesson aims with his students. Answer the questions on-screen:

- What are the aims of the lesson?
- How does Jules help learners to work this out?

Notes:



Compare your answers in pairs. Then check your ideas with the feedback screen.

2.3



Work in a small group and discuss the questions.

- Why do you think Jules elicited the lesson theme, rather than simply telling his students?
- Why is it important to discuss lesson aims with your class?

3 Clear lesson stages

3.1



Listen to the commentary and answer the question.

- Why is it important to make lesson stages clear to students?

Notes:

3.2



Watch the section. Think about:

- How do these teachers guide learners through their lessons?

Notes:



Compare your answers in pairs. Then check your ideas with the feedback screen.

4 Clear instructions

4.1



Before you watch, discuss in a small group:

- How do you make your instructions clear in your own classes? What techniques do you use?

Notes:

4.2



Watch the commentary and the clips for this section. Think about:

- What makes these teachers' instructions effective?

Notes:



Compare your answers with a partner. Then check your ideas with the feedback screen.

Note: please see [Giving Instructions](#) video for more in-depth look at giving instructions.

5 A variety of activities

5.1



Before you watch, work in pairs. Why is it important to vary activities in a class? Complete the advice with words from the box.

active stimulate motivated learning activities calm

A well-organised lesson includes a variety of activities that ¹stimulate students in different ways. This keeps them focused and engaged, so ²_____ can take place.

Combine ³_____ which energise students and make them ⁴_____, with other activities which settle and ⁵_____ them down. The change in dynamics keeps learners ⁶_____ and keeps learning on track.



Now listen to the commentary and check your answers.

5.2



Watch the clips for this section, keeping in mind the points from [5.1](#). Think about:

- What is the purpose of each activity?

Notes:



Compare your answers with a partner. Then check your ideas with the feedback screen.

5.3



Consider what you have just seen in the video. Discuss in your group:

- What are *stirring* activities? What are *settling* activities?
- Look at the activities in the table. Write (St) for *stirring* and (Se) for *settling* activities. Tick (✓) the activities that you do in class.
- What other activities do you do in class that are not on the list? How would you classify these activities?

Motivating Activities	Stirring (St) or Settling (Se)?	Do you use these activities?
Vocabulary games		
Comparing answers in pairs		
Brainstorming ideas in pairs or groups		
A roleplay activity		
Choral drills to practise pronunciation		
Discussing a topic in pairs or groups		
Completing a worksheet		
Copying vocabulary into notebooks		
Activities with singing or physical movement		
A fun warm-up activity with realia		
Finding key points in a reading text		

6 Setting up activities

6.1



Work in a small group. Consider the activities that you discussed in 5.3 and answer the questions:

- Which activities do you find challenging to set up in class? Why?
- Are there any activities that you don't do because they are too challenging to manage?

6.2



Watch the section, keeping in mind the points from [6.1](#). Think about:

- What techniques are used to set up these pair and group work activities efficiently?

Notes:



Compare your answers with your group. Then check your ideas with the feedback screen.

6.3



Discuss these questions in your group.

- After the clips, what point does the narrator make about setting up pair and group work?
- Have you used any of these techniques to set up pair and group work? What other techniques have you used that have worked well?

Notes:

7 Monitoring

7.1



Work in pairs. Read the sentences about the importance of monitoring when managing pair and group work. Draw a line to match the sentence halves.

- | | |
|------------------------------------|-------------------------------------|
| 1 Manage pair and group work by | a) individual attention. |
| 2 Students need your attention to | b) to ask questions. |
| 3 You can give your students | c) to assess progress. |
| 4 Monitoring allows students | d) keep them on track. |
| 5 It also gives you an opportunity | e) actively monitoring these tasks. |

7.2



Now compare your answers with the commentary.

8 Using classroom space

8.1



Watch the next section of the video and number the teachers' actions in the order they appear.

- a) The teacher demonstrating a language point with two students.
- b) A student taking the role of teacher in a feedback activity.
- c) A student circling answers on the board.
- d) Students performing a role play for their classmates.

Notes:

8.2



Discuss in a small group.

- Do you ever move students out of their seats? What activities work well with this approach?
- What benefits can this approach have on the class?

9 Positive reinforcement

9.1



Watch the last part of the video.

- What phrase does Jules use to praise his students at the end of the class? How do they respond?
- What phrases do you use to praise and encourage students in class? Share with your group.
- How does positive reinforcement help with class management in general?

10 Reflection

10.1



Work individually first, then compare your responses in a small group.
We have watched teachers use a variety of approaches to manage classes.

- Which techniques do you already use in your classes?
- Which approaches would you like to try now?
- What do you think are your greatest challenges in managing your classes? Refer to your notes from the beginning of the video and compare your views with your colleagues.
- Which suggestions in the video could help?

10.2 Action plan



Write three things from this unit that you would like to try when you next go into class:

1.

2.





3.







11 Explore






In this video you saw the teachers using a variety of techniques and approaches to manage their classes successfully.

In this section you can follow up on the video by accessing a number of articles, activities, and videos on the BBC and British Council's TeachingEnglish website. These will allow you to explore the area of classroom management in more depth, with further ideas, activities and relevant methodology.

Sub-topic:	Title:	Link:	Type of Resource:	Summary:
Defining Classroom Management	"Defining Classroom Management"	https://www.teachingenglish.org.uk/blogs/davedodgson/defining-classroom-management	Article David Dodgson 	Do you have any 'rules' with your classes? In this article a teacher outlines how he establishes routines and rules in order to organise and engage different kinds of classes.
Deciding on clear lesson aims and stages and giving instructions	"Planning Courses and Lessons"	https://www.teachingenglish.org.uk/sites/teacheng/files/J105_02_Planning_lessons_and%20courses_FINAL_0.pdf	Self-Study guide Mary Gorman  	This detailed self-study booklet provides advice and activities to help you set clear aims, divide your lesson into logical stages and decide how and when to give feedback to your learners.
	"Planning 1"	https://www.teachingenglish.org.uk/article/planning-1	Article Callum Robertson 	This is a good general article which discusses why it is so important to plan each lesson carefully!
	"Planning 2"	https://www.teachingenglish.org.uk/article/planning-2	Article Callum Robertson	Do you write aims for your lessons? This article explains why writing specific aims, finding relevant contexts and

				having suitable marker sentences can help you when planning your lessons.
Providing a variety of activities	“What are your 5 top tips for teaching teenagers?”	https://www.teachingenglish.org.uk/blogs/vicky-saumell/what-are-your-top-5-tips-teaching-teenagers-vicky-saumell	Article Vicky Saumell 	Vicky has been teaching teens for 20 years. Here she shares some important ideas about how to keep teenaged classes engaging.
	“Teaching speaking: Techniques”	https://www.teachingenglish.org.uk/article/teaching-speaking-unit-5-techniques	Video John Kay 	In this short video teacher trainer John Kay suggests techniques for organising your classes at different stages of the lesson: warmers, controlled practice and extension practice.
	“Interaction Patterns: why and how?”	https://www.teachingenglish.org.uk/blogs/katherine-bilsborough/katherine-bilsborough-interaction-patterns-why-how	Article Katherine Bilsborough 	In this article Katherine encourages you to think about ensuring variety and the 4 C’s in your lessons: creativity, collaboration, critical thinking and communication.
	“Motivating students to Read and Write”	https://www.teachingenglish.org.uk/article/unit-2-motivating-students-read-write	Videos Jane Boylan 	In these three short videos you will see some techniques and activities designed to motivate students to read and write. There are a series of tasks to help you focus on the key points in the videos.
	“Open Cities: 2 Migration”	https://www.teachingenglish.org.uk/article/opencities-%E2%80%93-lesson-2-why-do-people-migrate	Lesson material 	This is one of a series of lessons around the topic of ‘open cities’, population change and migration. All lessons come with detailed plans and worksheets and show how a range of skills can be practised in a single lesson. If it is appropriate for your students, why not look at the other lessons in the series too?
Monitoring and using	“Teaching Speaking: Monitoring”	https://www.teachingenglish.org.uk/article/teaching-speaking-unit-7-monitoring	Video John Kay	In this short video a teacher trainer gives you a number of tips about how to successfully monitor

classroom space				your students. There's also a task after to see if you have understood everything!
	"Monitoring"	https://www.teachingenglish.org.uk/article/monitoring-0	Article Jo Budden 	In this short article a teacher provides four tips for successfully monitoring of students.
	"Monitoring Speaking"	https://www.teachingenglish.org.uk/article/monitoring-speaking	Article Barney Griffiths 	In this article Barney points out the importance of monitoring student language while speaking and of developing a monitoring and correction strategy with your students.

Answers

2.1: 1. start; 2. why; 3. targets; 4. expectations.

2.3:

- Why do you think Jules elicited the lesson theme, rather than simply telling his students?

Answers: By eliciting, Jules is making students think and participate more actively in the lesson, giving opportunities for them to practise English in their responses, rather than passively listening.

- Why is it important to discuss lesson aims with your class?

Answers: Discussing lessons aims lets students know what to expect so they can mentally prepare themselves for the lesson. It brings a sense of order and continuity. Students see an overall sense of progress across lessons, if they can see links between previous classes and the lesson about to start.

3.1: Why is it important to make lesson stages clear to students?

Answers: Clear lesson stages show students that lesson aims are being carried out. It helps them navigate through the lesson, knowing what to expect and preparing themselves. As each stage builds on the other, this gives them a sense of progress and achievement.

5.1: 2. learning; 3. activities; 4. active; 5. calm; 6. motivated

5.3: Your own answers. What is important here is to justify your answers with a clear rationale. **Brainstorming** for example is a stirring activity because it generates a lot of activity within the class with students shouting out answers or talking to others around them to generate ideas and translate from L1. **Copying the brainstormed words from the board** settles the learners down after the brainstorm and helps them to learn the vocabulary and spelling of them in a quiet, methodical way. Having the learners **play a vocabulary game** using the words they have written down can be a stirring activity if it is designed in an interactive way. **Writing sentences using the words from the game** is a settling activity as it requires concentration and focus.

6.3: Once students know the procedure for organising activities such as pair and group work, then it becomes much quicker and easier for the teacher to manage these activities (so it is worth spending some time 'training' students initially).

7.1: 1 e; 2 d; 3 a; 4 b; 5 c.

8.1: a) 2, b) 4, c) 1, d) 3

8.2: Getting students out of their seats allows them to engage more actively in the lesson. It adds a different focus and dynamic to tasks and is a good technique to revive energy and get students to focus again, if this is needed.

- 9.1:** What phrase does Jules use to praise his students at the end of the class? How do they respond? ('You did a great job today')
- What phrases do you use to praise and encourage students in class? Share with your group. (Participants' own answers)
 - How does positive reinforcement help with class management in general?
Positive reinforcement helps with classroom management because it keeps students motivated, on task and creates a good rapport between students and teacher. Teachers should aim their praise at specific examples (eg. 'interesting point – well done'; 'excellent pronunciation' etc'), rather than just continually saying 'very good'.

For all other activities see feedback screens in the video.

Back page design

CODE for module

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