

English Connects

Professional development for teachers

Unit 5: Managing the lesson

Trainer
Notes

Learning outcomes

Notes: The following summary explains what participants can expect to achieve by following the tasks in this worksheet. It is followed by guidance notes to support the trainer in facilitating the video tasks in a teacher training session.

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.

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>

1 Lead-in

1.1

Notes: This lead-in stage can be conducted as a whole class exercise or with participants in small groups. Write 'Managing the lesson' on the board and have participants brainstorm associated ideas. If materials are available, participants could create mind maps of their ideas, or a collective mind map could be produced on the board.

Watch and listen to the first part of the commentary to check ideas. Stop just after the narrator says, [*Using the classroom space efficiently*], pausing the screen. Have participants compare their ideas with the ideas on the screen.



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

Notes: Have participants work in pairs to discuss the question, making notes to refer back to in the reflection stage at the end of the video. After a few minutes, do a general class feedback, making a note of areas of commonality.



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

Notes: Before watching the next part of the video, have participants work in the same pairs and complete the gapped transcript text below (part of the commentary coming up). Make sure they read the text first, ignoring the gaps, before discussing how to complete it. If necessary, write the missing words on the board in jumbled order to help. More confident participants can try guessing the missing words without the clues.



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.

Notes: Watch the next part of the commentary and have participants check their answers. Play the commentary from [*Now let's see how this works in practice*], stopping just after, [*makes expectations clear*].



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

Notes:

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

2.2

Notes: Play the next part of the video from, [*Let's watch how Jules does this*] and pause at the on-screen viewing task (see below also). Have participants read the question. Then play the video clip and pause at the end. Give participants a few minutes to discuss their thoughts in pairs; then show them the feedback screen and have them compare their answers. If necessary, allow some time for participants to ask questions about the points on-screen or add further ideas of their own.

Teacher in the video: Jules (Cote D'Ivoire).



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.

Answers: See feedback screen.

2.3

Notes: Pause the video at the second feedback screen and read the last point again: 'He *elicits* the lesson theme from students (rather than telling them)'. Then have participants work in small groups to discuss the two questions below. Then conduct a whole group feedback.



Work in a small group and discuss the questions.

- 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 Clear lesson stages

3.1

Notes: Read the question below and have participants listen for the answer in the next part of the commentary. Then play the commentary, from [*Clear lesson stages show ...*], pausing after [*Let's have a look at some teachers doing this*]. Have participants discuss the answer in pairs, then conduct feedback.



Listen to the commentary and answer the question.

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

Notes:

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.

3.2

Notes: Focus participants on some practical examples on-screen. Play the video on a little so the next screen task appears. Then play the next section with participants keeping the question in mind as they watch.

Teachers in the video: 1. Anestine (Cameroon); 2. Jules (Cote D'Ivoire); 3. Elsie (Cameroon).



Watch the section. Think about:

- How do these teachers guide learners through their lessons?

Notes:

Notes: After watching the clips, have participants work in pairs, giving them several minutes to discuss their answers to the viewing task. Then have them check their answers against the feedback screen.



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

Answers: See feedback screen.

4 Clear instructions

4.1

Notes: Before watching the next part of the video, have participants discuss the question below in small groups. To introduce the section, you could give participants a little demo of effective and ineffective instructions by 1) introducing this task with long, wordy instructions; then following it with 2) short concise instructions, and asking them to discuss the differences in the approaches. Then have them discuss their own techniques for effective instructions around the question below.



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

Notes: Play the commentary (from, '*Now let's move on ...*') and pause on the task screen. Ask participants to look out for effective techniques already discussed in the previous task, as well as new points. Then play the video clips and pause at the end of the second clip. Give participants several minutes to discuss their thoughts in pairs; then show them the feedback screen and have them compare their answers. If necessary, allow some time for participants to ask questions about the points on-screen or add further ideas of their own. Highlight the Giving Instructions (Unit 5) as a source for a more in-depth look at this area.

Teachers in the video: 1 Jules (Cote D'Ivoire); 2 Anestine (Cameroon).



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.

Answers: See feedback screen.

Note: please see **Giving Instructions** video for more in-depth look at giving instructions.

5 A variety of activities

5.1

Notes: Introduce the section by asking participants why they think it is important to vary activities in class, and how this relates to effective classroom management. Write their ideas on the board and use this stage to pre-teach any unknown vocabulary that comes up in the next task. Then focus them on the task below. Have them read through the paragraph first (it is a transcript of the next section of commentary), then discuss the words to complete the text, in pairs.

Listen to the commentary, [*A well-organised lesson ...*], pausing just after, [*...keeps learning on track*] for participants to check their answers.



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.

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

5.2

Notes: Play the video from the commentary, [‘The captions on each clip explain ...’], pausing on the task screen for participants to read the task question. Then play the clips, pausing at the end of the fifth clip.

Give participants several minutes to discuss their thoughts in pairs (or small groups); then show them the feedback screen and have them compare their answers. If necessary, allow some time for participants to ask questions about the points on-screen.

Teachers in the video: 1 Jules (Cote D’Ivoire); 2 Anestine (Cameroon); 3 Jules (Cote D’Ivoire); 4 Gogan (Cote D’Ivoire); 5 Adjoumani (Cote D’Ivoire).



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.

Answers: See feedback screen.

5.3

Notes: If participants are not familiar with the terms, *stirring* and *settling*, write the words on the board and use a couple of example activities (eg. a board race game – *stirring*; a quiet worksheet activity – *settling*) to illustrate the answers. Then have participants move into small groups to do the next task. Give them plenty of time to work through the tasks and monitor the groups, giving support where needed.

When conducting feedback, make a board list of other activities that participants do in class that are not in the table under the *stirring* and *settling* headings. Then discuss which activities that the participants *haven’t* ticked and the reasons for those. If the reasons are to do with difficulties in setting up the activities in class, then point out that the next section may help.



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		

Answers: Participants' own answers. What is important here is to have them justify their choices. 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 Setting up activities

6.1

Notes: Participants may have already touched on the next questions in this section. If not, have them discuss the questions in small groups, noting down their answers for a plenary feedback. In feedback, note difficulties in setting up activities on the board, so participants can focus on them specifically when watching the next section.



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

Notes: Play the next part of the video, from [*'We've looked at how ...'*] pausing on the task screen for participants to read the task question. Then play the clips, pausing at the end of the third clip.

Give participants several minutes to discuss their thoughts in small groups; then show them the feedback screen and have them compare their answers. If necessary, allow some time for participants to ask questions about the points on-screen.

Teachers in the video: 1. Jules (Cote D'Ivoire); 2. Gogan (Cote D'Ivoire); 5. Anderson (Cote D'Ivoire).



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.

Answers: See feedback screen.

6.3

Notes: Then play the last part of commentary for this section, [*Remember, once your students ...*], and pause just after [*'...quicker and easier'*]. Have participants discuss the two questions below in the same small groups. Then conduct plenary feedback, encouraging the groups to share effective techniques that have worked well for them in class. Make a list on the board, so participants can record each other's ideas.



Discuss these questions in your group.

- After the clips, what point does the narrator make about setting up pair and group work?

Answers: 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).

- Have you used any of these techniques to set up pair and group work? What other techniques have you used that have worked well? (*Participants' own answers.*)

Notes:

7 Monitoring

7.1

Notes: Write the word, *monitoring*, on the board and ask participants what the term means. Focus on the next task. Do the first one as an example together, then have participants work in pairs to match the remaining sentence halves. Monitor the task yourself, giving help where needed.

Then play the commentary from [*But always make sure ...*] to just before the next section (**Using classroom space**, starting, '*Lastly, let's mention ...*'). Participants watch, listen and check their answers. Pause at the end to give them time to do this.



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.

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

8 Using classroom space

8.1

Notes: Before watching the last section, have participants read each sentence, a – d, first, then play the section. Then pause the video (just before the commentary continues, '*On a final note ...*') for them to check their order with a partner. Again, allow time for any questions or comments after watching the clips.



Watch the section 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:

Answers: 1 c; 2 a; 3 d; 4 b.

8.2

Notes: After watching, have participants discuss the following questions in small groups. When conducting feedback, list good ideas for the first question on the board for participants to record.



Discuss in a small group.

- Do you ever move students out of their seats? What activities work well with this approach? (*Participants' own answers*)
- What benefits can this approach have on the class?

Answers: 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 Positive reinforcement

9.1

Notes: Have participants read the first question below before they watch the last part of the video. Then play the video to the end, pausing just before the reflection questions. Have them discuss all questions in small groups.

In feedback, list useful phrases for the second question on the board, for participants to record.



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? (*'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?

Answers: 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’.

10 Reflection

10.1

Notes: Have participants refer back to the notes they made in response to the question at the beginning of the session, *Which factors are the most challenging for you?* Ask them to consider the approaches seen in the video and compare. For this stage, have them working individually, then compare notes in a small group.

Have participants work in groups for the rest of the discussion questions. Then have them share their thoughts with the whole group.



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.

Notes: Action plans are a way of getting participants to ‘make a promise to themselves’ to actually do something different after the training session. One of the biggest problems of training is that participants do not actually use what they learn in the training. Giving them time to write down these action points (~10 mins) makes it more likely that they will commit to changing their teaching behaviour.






In your next training session with the same group, you could ask them to bring out their action plans from this session and discuss what they actually did. What was the response of their learners and what they want to learn more about.






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 classroom space	“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 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.

Back page design

CODE for module

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