Chapter 1 : Resources â€" Learntefl

A complete and essential activity-based guide to ELT classroom management. Classroom Management Techniques offers a huge range of practical techniques to help teachers make the most of their teaching space and get students working in more focused ways.

Two things I should say. First, you can find a good overview of the book here , and a nice review here. The last 50 pages of Classroom Management Techniques offer tips and activities related to 10 different topics, which are: Starting lessons I totally agree withâ€¦ starting at the very beginning of a lesson. Students need to be engaged straight away, whether they are doing a review task, a warmer that gets them settled, an energiser, etc. All these suggestions from Jim are great. I often have an anagram game as a settling activity but I need to mix things up a bit. Scrivener suggests you position yourself next to the door as students enter and greet them as they arrive, tell them where to sit, give them a task to start working on, etc. This is a nice idea and is assertive, but it depends on your class. I have a task waiting on the table for them to do normally either anagrams, cryptograms or crosswords that review vocabulary from the last class , and I have a set seating plan so they know where to go and what to do. For the ones that are really late, they enter with minimal fuss and I quickly tell them the task so they can get up to speed. Using the board I totally agree withâ€¦ everything in this section, in fact it seems I unwittingly ripped it off in my own post on board work. I must have got most of my ideas from this book and forgot! The first is the need to ensure the clarity of your writing. This is a tip to stop you writing on the board with your back to the students. You just need to develop the technique to both stand facing the students and write on the board at the same time. I think I might need interactive whiteboard training, because my ability to write on them is poor. The coursebook I totally agreeâ€¦ that working with a coursebook involves being selective. Also, the idea that the order of coursebook activities is not set â€" although some coursebooks seem to follow very logical structures. I normally start teaching from a book without giving much thought to the method that underpins it. This is bad practice. Obviously, after a while I start to see patterns and work out what motivated the writer to devise certain activities. I should probably take more time to explore the coursebook and read about it before teaching from it. Scrivener talks about asking learners their opinions about what they want to do, how they want to do it, etc. Sometimes I ask students how they want to do tasks, like in pairs or groups, but I normally consider what I think is best for certain activities at the planning stage. I wonder whether giving students more control over how we work with the coursebook might be useful in my classesâ€¦ Low-prep resources I totally agreeâ€¦ with having a vocabulary box. When interesting or tricky vocabulary comes up, the teacher or student can write them on a new card: As the collection of cards grows, they can be used to revise and recycle the items Scrivener I mentioned before that I keep a word list for each class to help with revision. I might use a box now so students can contribute to it. As in, real flipcharts, with an easel, board pens, etc. One school I worked at chose to use flipcharts in place of whiteboards, it was the biggest waste of paper ever. My students enjoy creating posters, and they take a lot of pride in their work. They also like collaborating on them. I should reflect on this I think. Closing lessons I agreeâ€¦ that encouraging student reflection is a great way to close lessons. Jim suggests some great methods for doing this â€" see pages and of the book for these! This sounds really fun and great for reflection! This is a great piece of ELT literature to use for reflections.

Chapter 2 : Classroom Management Techniques by Jim Scrivener

Written by Jim Scrivener, who has authored other popular ELT titles such as " Learning Teaching " and " Teaching English Grammar ", " Classroom Management Techniques " is one of the latest from the Cambridge Handbooks for Language Teachers series.

The book itself is over pages and is divided into seven chapters related to English language teaching with each chapter focusing on individual aspects of teaching: The classroom, The teacher, The learners, Key teacher interventions, Facilitating interaction, Establishing and maintaining appropriate behaviour and Lessons. The book is intended for teachers of varying experiences, native as well as non-native teachers, those that are teaching young learners as well as adults, those teaching monolingual or multilingual classes as well as those teachers that are experienced or newly qualified. Nevertheless, the first chapter focuses on the setting of the classroom. The classroom The first chapter looks at the space where most teaching and learning takes place where there are various suggestions to best organise and exploit its potential. There are nine suggestions that prompt thought and reflection on the organisation of the classroom with thought on classroom layouts, setting up the classroom with seating and tables for specific activities as well as varying the position of the teacher in the classroom. Each of the nine ideas suggested for reflection are ideally written with an aim, brief background reading and questions for reflection. Furthermore, the pictures within the chapter are invaluable to capture an essence for organising the classroom and offer practical ideas for readers. For example, the differing seating arrangement is accompanied by a picture. Scrivener also offers techniques to develop awareness of the classroom with ideas such as putting yourself in the shoes of the learners as well as organising the decoration of the classroom. The teacher The following chapter focuses on the teacher and, as above, tries to develop reader awareness of the subject, offers practical ideas to develop for lessons and questions educator behaviour. Within this chapter, there are ten units, with the first units setting the scene with an example of developing authenticity. Other aspects introduced within the chapter include establishing rapport, listening to learner production of language as well as gestures and facial expressions, which, as in the previous chapter, offers some wonderful illustrations of possible expressions which could be incorporated in the classroom. Personally I was able to develop some expressions and incorporate these in lessons with some success. The learners If you are like me when teaching a new class, I find myself with butterflies in my stomach, worrying how the learners will develop as well as whether I will get on well with the learners. Scrivener attempts to defuse potential problems arising when teaching a new class within chapter three, with some techniques to develop greater learner and teacher and vice versa rapport such as strategies to learn names with some wonderful suggestions such as name cards, developing learner posters or learner profiles on the internet as well as creating a room map to name just a few , get to know you GTKY activities, as well as teaching mixed-levels. As with the other chapters, there are questions for teachers to reflect upon as well as some wonderful illustrations. Finally, there is some explanation of learner style and Scrivener questions the suitability of stereotyping with learners with the thought provoking read within the chapter. Key teacher interventions The following chapter, which is related to teacher authenticity introduced and related to chapter one , attempts to develop reader awareness of possible teacher intervention within the classroom. Scrivener describes teacher interventions as those things in which the teacher does or say particular things p. The chapter is supported by fourteen units which develops awareness of potentially positive interventions and include various tips such as being supportive, giving instructions, elicitation techniques as well as checking understanding and potential learning. Within this chapter, there are limited illustrations and the reader can notice that the majority of the suggestions are more thought provoking. However, I should mention that the ideas put forward are not solely theoretical but they also balance practical ideas as well. I find this chapter is more suited for experienced teachers and provides continual reflection and there are some practical ideas that I will be incorporating in future language lessons. Facilitating interaction Transactional functions of language includes the execution

and delivery of predicted language within particular circumstances: The language which is expected by both parties in these situations are used to transact particular functions, for example: However, Scrivener dedicates fourteen units towards ideas to incorporate in the language classroom. These units include ideas such as creating the right conditions learner to learner as well as learner to teacher interaction, using cues to prompt language production. The final unit in this chapter, Scrivener develops ideas to improve interaction outside of the classroom and I am keen to see more development in this area as learners have continuous access to the internet through using smartphones or tablets. Establishing and maintaining appropriate behaviour Chapter six, which is rather smaller compared to the other chapters with only three units, seeks to support teachers within a secondary school context but much of the ideas can be developed and incorporated in other classroom contexts such as young learners and teenagers. Some of the techniques include rewarding positive behaviour, dealing with small disruptions as well as dealing with more severe disruptions. Nevertheless, Scrivener highlights an interesting point about ex-army personnel retraining to become teachers so as to instill discipline within the classroom. Obviously, it is also highlighted that being a teacher is very different to being in the Armed Forces. Having served three years in the Royal Air Force, I personally find it difficult to incorporate any training techniques acquired form my time in the forces and I would rather not shout or bully learners into good behaviour. However, Scrivener does highlight various levels of poor behaviour such as coming late to class, cheating in tests or missing school without permission and offers some ideas to incorporate in such situations. I believe that this section is highly recommended for any director of studies or other managers in the language school. Lessons The final chapter Scrivener decides to analyse lessons and it is split into ten other units. Each unit focus on individual stages of a lesson with the first unit predictably looking at starting lessons. Other units include the use of the board, timing and pace within the classroom, preparing improved handouts as well as low-tech resources. However, much of this information can be read in reference towards other books dedicated to lesson planning, staging and the delivery of lessons. For example, some of the ideas suggested for the use of technology in the classroom include the organisation of the computer s in the classroom into particular areas: Much of this can be read in greater detail with other books dedicated to technology in the classroom. Notwithstanding, the illustrations within this chapter are invaluable for the reader and offer some further ideas on how to develop the lesson and classroom. Conclusion In conclusion, the book is a wonderful complement to the already large collection of English language teaching books. It is practical and encourages readers to develop greater understanding of classroom management techniques through the viewing of many different aspects: One thing that is sorely missed is an accompanying CD which could have been included with the book. The CD could have included teacher or student handouts from the book which would have supplemented the various chapters. For example, with each of the units a corresponding PDF worksheet could have been created, such as a worksheet that supports the analysis of learner interaction or name card templates. However, the book is highly regarded and should be in available in any school library so that teachers are able to improve their knowledge of classroom management through the numerous techniques.

Chapter 3 : Quick review: â€œClassroom Management Techniquesâ€• by Jim Scrivener | That is Evil!

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Chapter 4 : Teaching tips | Onestopenglish

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Chapter 5 : â€œClassroom Management Techniquesâ€• by Jim Scrivener - ELT Experiences

- Classroom Management Techniques Jim Scrivener Frontmatter Classroom management booklist Index Cambridge University Press.

Chapter 6 : Jim Scrivener | ELT planning

Cambridge Handbooks for Language Teachers: Classroom Management Techniques by Jim Scrivener, , available at Book Depository with free delivery worldwide.

Chapter 7 : Classroom Management Techniques | ELT planning

Classroom Management Techniques successfully provides concrete solutions for everyday difficulties encountered by language teachers worldwide. It is divided into seven chapters, each based on a specific topic and subsequently cross-referenced throughout the book, making it extremely user-friendly.