

# Classroom management tips and tricks

Edmund Dudley

Serbia, March 2017



# Classroom management tips and tricks

In this session

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Questions, questions, questions

English only?

Techniques for promoting interaction

Handling behaviour problems



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## Questions, questions, questions

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# Questions, questions, questions

- Ask questions about the picture
- If the answer is yes, remove a sticker...



# Questions, questions, questions

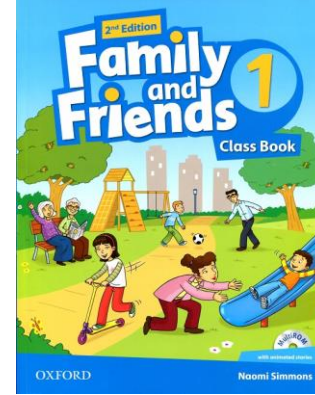
Now answer the teacher's questions!

- What's her name?
- How old is she?
- Where is she from?
- What does she like?

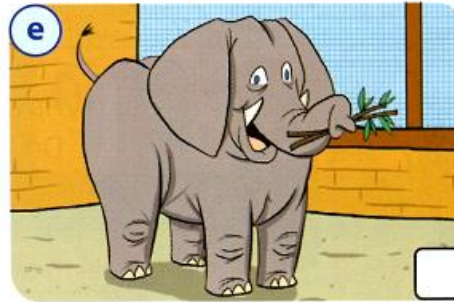




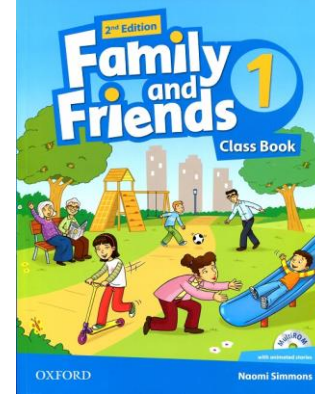
# Guess which animal



- Work with a partner
- Ask questions



# Which animal is...?



funny

lovely

happy

hungry

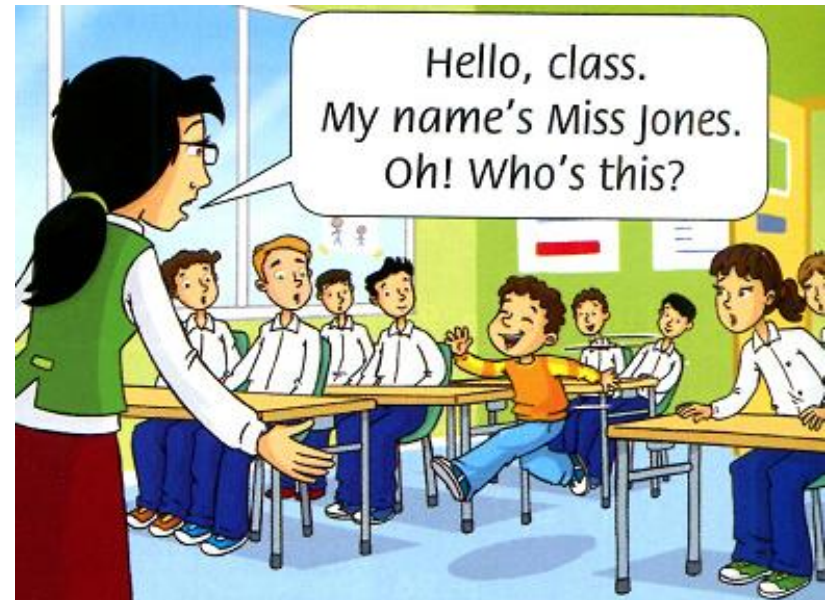


# Questions, questions, questions

Think about the different ways you ask questions in class.

Questions can be:

- display or referential
- open or closed
- whole-class or nominated



→ Notice how your students respond in each case



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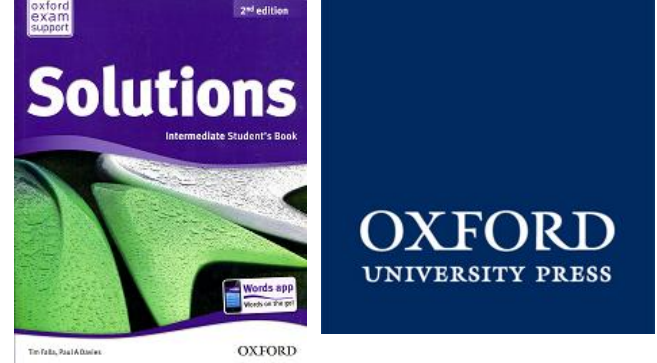


# English only?

## Advantages and disadvantages

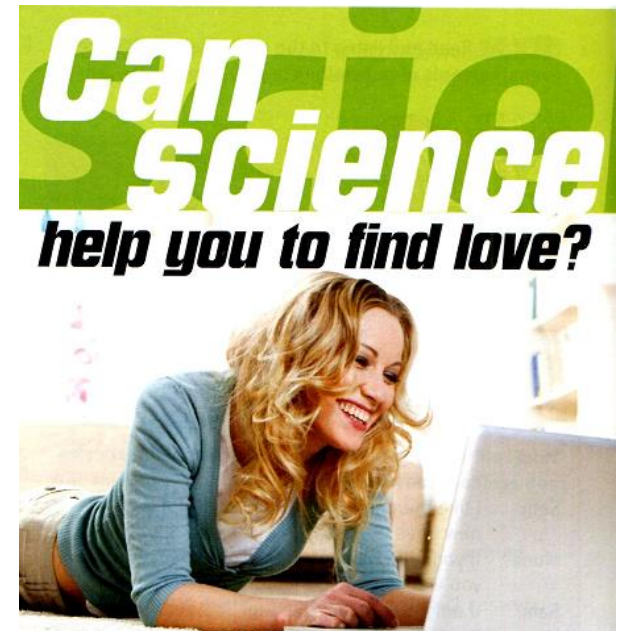


# Bilingual interviews



**1 SPEAKING** Discuss these questions with the class.

- 1 Can you fall in love with somebody without meeting them face to face?
- 2 In what ways can online relationships be dangerous?
- 3 Do you know anybody who has used an online dating agency or started a relationship online?



Student A: Interviewer – speaks English

Student B: Expert – speaks L1

Student C: Interpreter – speaks English and L1

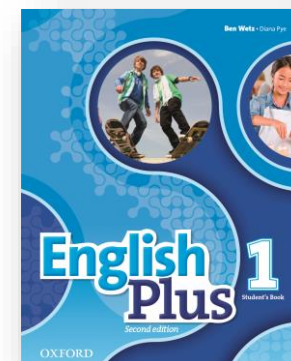


Look at the picture for  
10 seconds.  
Memorise the items!



BANANAS!

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Did anyone notice the unusual word here? →

## How many items can you remember?

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Work in pairs

- Students write down what they remember in Eng/L1
- Provide time for them to translate L1 → Eng
- Check:
  - Start with whoever had the fewest
  - Others listen and check off what's been said
  - Continue until all the items have been said

# Flipping the flag

## Finding time for L1

A two-sided flag to put on the board

- Start of the class: English side
- Halfway through the lesson: L1 side  
(for questions, housekeeping, or a special activity)
- Then back to English

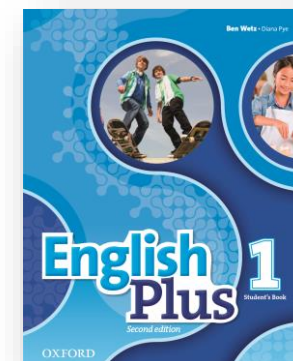
**English :) English  
:) English :)  
English :) English  
:) English :)  
English :) English**

Look at the picture for  
10 seconds.  
Memorise the items!



BANANAS!

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# Lollipop sticks

- Alternative to 'hands up'
- Write student names on lollipop sticks
- Choose a student at random
- Chosen student tries to answer



# Speak, pass, or nominate

## Giving students options

**6 ACTIVATE** Complete the sentences about sports for you. Then talk about your answers with a partner.

- 1 I'm / I'm not good at \_\_\_\_.
- 2 I don't take part in \_\_\_\_ competitions because \_\_\_\_.
- 3 I like / don't like watching \_\_\_\_ on TV.
- 4 I can / can't beat my friend at \_\_\_\_.
- 5 I like / don't like playing team games because \_\_\_\_.
- 6 I enjoy / don't enjoy running a race.

*I'm good at tennis and football. What about you?*

**SPEAK** = I'm happy to answer

**PASS** = No thanks. Please ask someone else

**NOMINATE** = My friend here has a great answer... ;)

# Traffic light cups

**Green** = No problems / happy

**Orange** = not 100% clear

**Red** = some problems / need help



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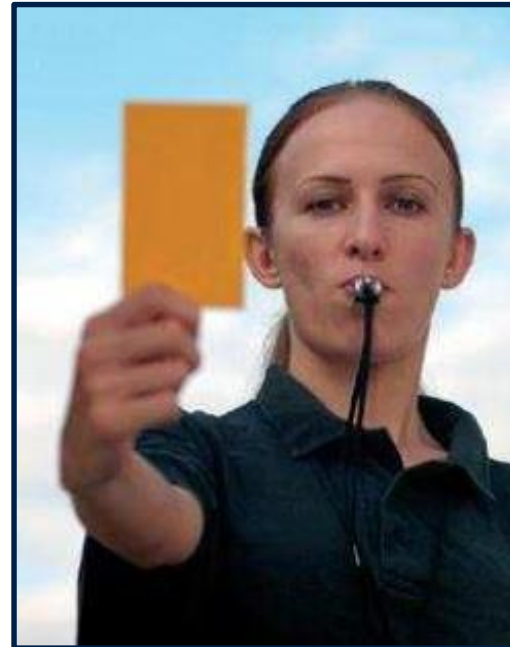




# Behaviour and discipline

How to create harmony in the classroom?

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# Handling conflict

Jill Hadfield

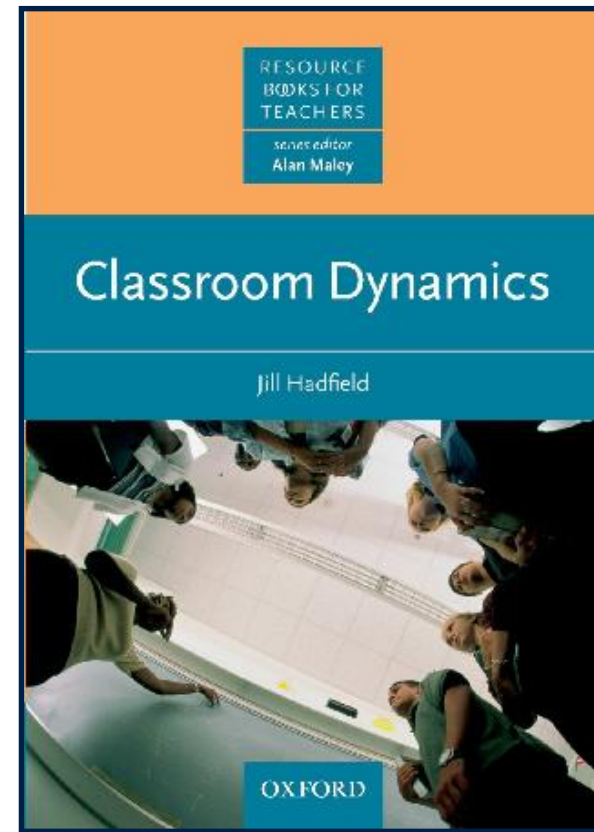
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## Level 1 Pre-empting

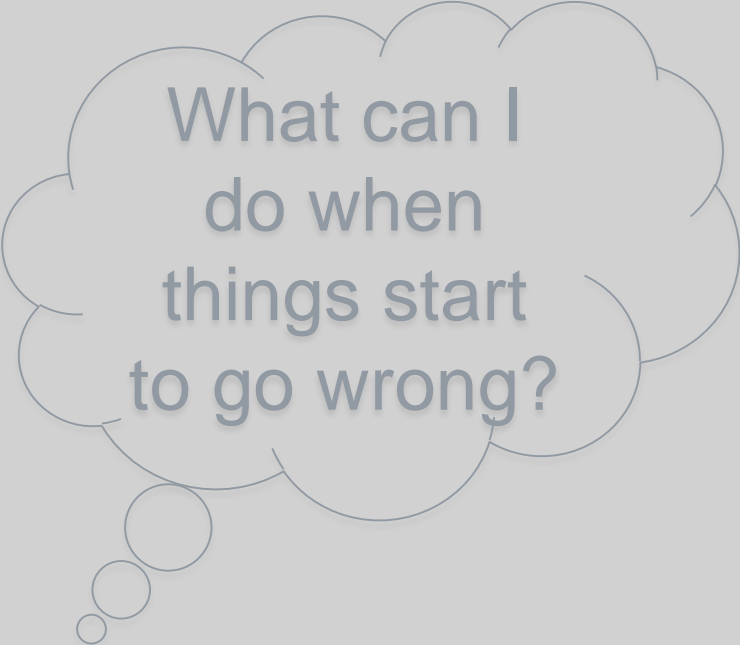
## Level 2 Monitoring

## Level 3 Possible strategies:

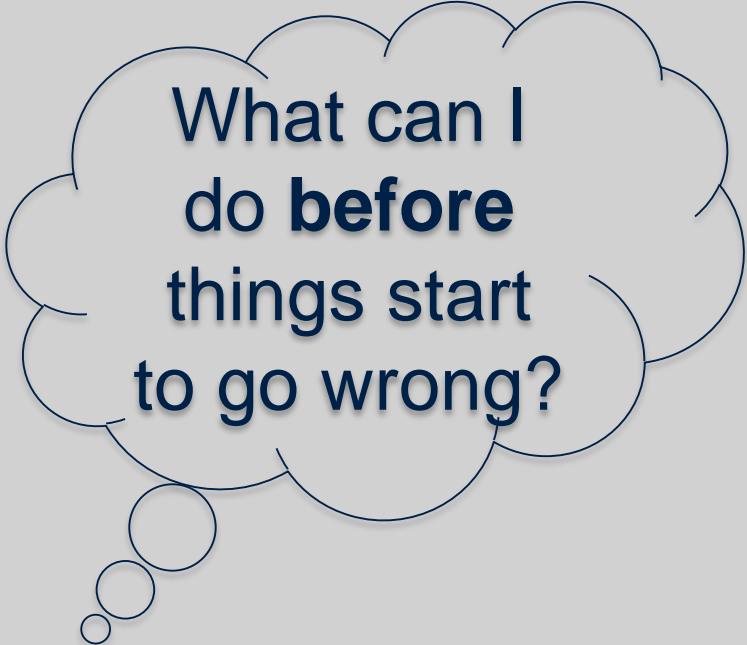
1. Soldiering on
2. Avoiding friction
3. Breaking the mould
4. Confronting the problem



# Behaviour problems



What can I  
do when  
things start  
to go wrong?



What can I  
do **before**  
things start  
to go wrong?

# Pre-empting conflict

Techniques to try

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# Pre-empting conflict

## *Two-by-Ten strategy*



- One student
- Two minutes
- Ten consecutive lessons



Raymond Wlodkowski

# Pre-empting conflict

Are you thirsty?

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What can I  
do **before**  
things start  
to go wrong?

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