

Methodology module: Classroom management



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Primary school teachers often receive insufficient professional development on topics that deal with the day-to-day realities of the young learner classroom. All teachers need to assess and evaluate their classroom management strategies to determine if they support the kind of learning the teacher is trying to achieve in their classroom.

What is Classroom management?

Classroom management has been defined as 'curriculum planning, organising procedures and resources, arranging an effective learning environment, monitoring pupil progress and anticipating potential problems' (Lemlech, 1988).

Good classroom management strategies establish and maintain an effective learning environment. At all times, what holds the lesson together is a teacher's ability to 'manage'.

This module is intended to help you to reflect upon and perhaps rethink your classroom management approaches. The first step is to decide what your teaching and learning focus is. Then you need to assess and evaluate your classroom management strategies to see how they support the kind of learning you are trying to achieve in your classroom.



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Classroom management in *English World*

English World not only provides essential activities in key language skills, but it also builds classroom management techniques into the Teacher's Guide. These techniques include suggestions for **warm-ups**, classroom games (listed at the back of each Teacher's Guide) and varied approaches to use with the class **projects**.

Session 2 Warm-up

Ask questions using *Where ...?*
What colour ...? How many ...?, e.g.
Where is the book? What colour is it? How many pencils have I got?, etc.

Writing skills (WB p108) Composition practice (WB p109) Session 2

Session 2 Warm-up
Ask questions using *Where ...?*
What colour ...? How many ...?, e.g.
Where is the book? What colour is it? How many pencils have I got?, etc.

Dan's box
Write the sentences on the board. Ask volunteers to underline the question words.

Exercise 1
Children write the words under the correct objects.

Exercise 2
Children use the words to write sentences about the weather.

Exercise 3
Children complete sentences using question words.

Homework tasks
Portfolio (see Resource box)
Check-up 11 WB pp10-111 (Answers on page 161)

Summary box
Lesson aim: Writing
Lesson targets: Children:
• write about doing things in the 1st person
• practice composing questions
• describe present actions and weather
Test type: Account with repeated language
Key structure: present continuous
Key words: Vocabulary from Unit 11
Material: PB p117, WB pp108-109, CD2 track 57

Time division

Resource box
• You may wish to give slower children fewer target sentences to write.
Class composition: target writing
I am holding my plane. It is raining and it is windy. What colour is my train? How many planes are there? What are you doing?
What are you doing, Betty? I am standing in a boat. I am eating on ice cream. It is sunny and it is hot. What colour is the boating ice cream?
Composition practice: target writing
I am holding an umbrella. I am sitting on an ice cream. It is sunny. What colour is the umbrella? How many birds are there? How many umbrellas are there?
What are you doing? I am standing in the garden. I am looking at the birds. It is snowing. How many birds are there? Where? What colour are the birds? My coat?
WB answers
p108 Exercise 3: 1 What 2 How many 3 Where 4 What 5 Where
Portfolio
Follow the procedure as on p88.

Unit 11 Writing skills, Composition practice 147

Teacher's Guide 2, page 162

Games

Different games may be chosen according to different teaching situations.

Flashcard games

Flashcard and word card match (from Unit 1 onwards)
Put 6-8 flashcards on the board. Put the word cards in a different order underneath. Children volunteer to take a word card and place it under the correct picture.
Class reads. This game can be done with verbs or nouns.

What's missing? with pictures (from Unit 2 onwards)
Put up 6-8 object flashcards. Class looks for a minute or two. Take the cards down. Remove one. Put the others back on the board. Children tell you which one is missing.

Variation
As above but with word cards.
To make the game more difficult, put up more cards and remove two.

Memory game (from Unit 2 onwards)
Put up 6-8 flashcards. Children look for a few minutes. Take the cards down. Children write down what objects were on the board.
This game can be done individually or in groups. If you play this individually, give children a time limit then ask a volunteer what the objects were. Other children.

Variation
Tell the child to do the action, then ask the class *What is he/she doing?*
Two volunteers choose a card and do the action. Ask *What are they doing?*

What is this? What is that? (from Unit 2 onwards)
Put flashcards 18, 19, 27 face down on your desk. Put flashcards 20, 26, 29, 35 face down on the board.
Bring two volunteers forward. Child 1 may choose a card from your desk or the board. If Child 1 chooses from the desk, Child 1 shows the card to Child 2 and asks *What is this or What are these?* Child 2 points to the objects on the card and answers *This is .../These are ...*. Class repeats.
If Child 2 chooses from the board, Child 1 turns a card over. Make sure both children stand away from the board. Child 1 points and asks *What is that? What are those?* Child 2 points and answers *That is .../Those are ...*. Class points and repeats.

Where is it? (from Unit 9 onwards)
Put 8 or 10 flashcards on the board in two equal rows. Describe the positions of objects, e.g. *It's next to the whale. It's between the monkey and the dress.* Children name the object in that position. After a few turns change the objects in the game and/or their positions.
This game can be played in teams. Give a point to the first team to identify the correct object.

Teacher's Guide 1, page 147

Project 1

Sam and Amy can make flowers.
You can make flowers, too.

Use these things:

paper pencil paints scissors glue

Draw a flower. Paint the flower.

Cut out the flower. Make a long, thin tube.

Use the glue. Stick the tube. Paint it green. Stick the flower on the tube.

Make lots of flowers. Write.

You can make a picture, too. Write about it.
These flowers are pretty. They are red, yellow, pink and blue. My mum likes flowers. My Grandma likes flowers. I can make flowers.

Project 1: Units 1-3 49

Teacher's Guide 2, page 57

Project 1 Making flowers (PB p49)

In this project children make paper flowers by following instructions. They may also make a picture and write about it.

Activity 1
Organise this work to suit the circumstances in your classroom. If children are not able to use scissors in school, you may wish to:

• use flower heads for

• use a template sheet of paper on which they both draw and colour flowers and write.

Alternatively, if children are able to use the classroom items shown in the PB, you may wish them to follow all the instructions. They make the flowers and stick them on paper to make a picture. Children may work on A4 paper or a larger size if you wish.

Summary box

Lesson aim: Revision
Lesson targets: Children:
• say what people are doing in different pictures
• find objects in the pictures
• read a text describing actions on days of the week
• read and follow instructions to make flowers, a frieze and write sentences

Resource box

Portfolio
If you wish, this project may be included in children's portfolio of written work.

All children should be able to complete this project working at their own level. You may wish children to:
• make the flowers and write a suitable message on a card
• make the flowers then make a picture and write about it
• draw flowers and write about the picture.
Slower learners may produce fewer sentences than more able children.

When children have completed their projects, now or in another lesson, let them show their work to the class. Children read the message and talk about the flowers. *These flowers are red and yellow. They are pretty.*, etc. Children who have made a picture read out their sentences.
Display all the work if possible and encourage children to look at each other's writing and flowers or pictures.

Project 1: Making flowers 57

Whether it is a CLIL lesson or an English reading lesson using a fictional or non-fictional text, *English World* aims to develop pupils' **cognitive, reflective, critical thinking, co-operative learning and creative abilities**. From the very start of the course, teachers can vary activities to allow for differing abilities, styles and intelligences, as they review and assess language levels. At all times, what holds the lesson together is a teacher's ability to manage.

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Reflecting on classroom management approaches

The table below outlines ideas on how to integrate different classroom management strategies into your teaching. Print it out and select four new approaches to use in your classroom over a period of one month.

Classroom management strategies	Why
Using sounds or instruments	To regain pupils' attention, revisit lesson objectives, highlight recurring stages in the lesson
Management charts – reward system	To motivate pupils and generate a positive working environment
Awarding personalised diplomas or happy-grams: Pupil/pair/group of the week. These can be sent home to parents.	To involve pupils in their own progress and to build social skills, encourage interaction and team work
Challenging questions: evaluative, analytical, reflective, creative	To challenge pupils' knowledge and develop critical thinking by asking questions that require reflection, analysis and creativity
Displaying pupils' work, classroom rules	To foster pupils' pride and achievement, to create a print-rich environment
Pupil helpers: Choose and rotate pupil helpers on a daily/weekly/monthly basis using a name chart.	To build social skills, encourage interaction and team work
Extension activities for fast finishers	To maintain pupils' motivation and provide challenges for them
Using visual, auditory, kinaesthetic activities	To cater to all learning styles in your class
Differentiated learning	To ensure that all pupils receive appropriate levels of challenge
Pause, prompt, praise	To encourage and motivate pupils to participate actively in the lesson.

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Teacher observation and reflection notes

Critically analysing classroom management approaches can result in a more effective learning environment. Re-evaluating your classroom management strategies by reflecting on the **what**, **when** and **why** of management approaches will enable you to design more effective lessons.

Now, having chosen and trialled four classroom management strategies in your class, consider the following questions:

● Which classroom management strategy did you like most/least? Why?

● Did you notice any changes in classroom behaviour and motivation? Were children keen to get involved? Did they react positively or negatively?

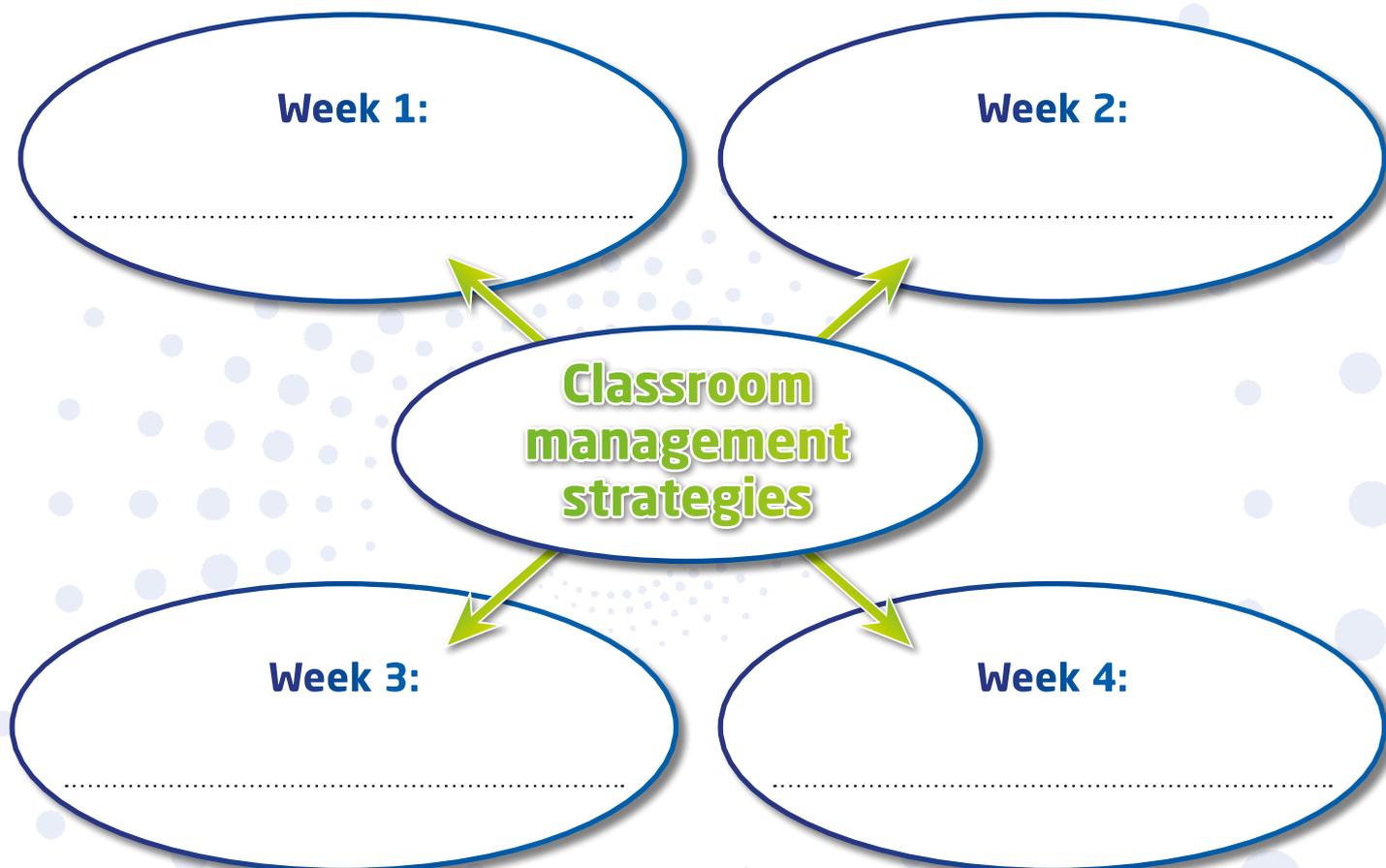
● Were the strategies you chose age-appropriate (suitable for younger/older pupils)? Explain why/why not.

● How easy or difficult was it to integrate the approaches into your class? Why?

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Action points

Look at the following mind-map and, reflecting on the classroom management strategies from the table on page 3, choose four more strategies to trial in your classroom, one per week for a month. Consider how you think they would help create an effective learning environment in your classroom.



- **Plan** for your classroom management strategies; use some, discard others, adapt some and invent others. Write personal reminders on flashcards or sticky notes.
- **Connect** with a fellow teacher, **extend** your ideas on what you feel works best in your classroom and set yourselves one challenge to try out. Reflect on what strategies would not work for you. Why? Discuss alternatives.
- Use **'think, pair, share'** with your colleagues to discuss favourite classroom management strategies for dealing with different ability groups. Record ideas on a flip chart or a computer.
- **Think about ...** Keep a record of the strategies used, noting which work best for you and your pupils.

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Further ideas for your classroom

Experienced teachers can use the advanced classroom management strategies listed below:

Advanced classroom management strategies	When are you going to use it? (beginning, middle, transition or end of lesson)	Why are you going to use it? (to motivate, to challenge, to establish routines, etc.)
Using a suggestions box for children's ideas and concerns		
Varying groupings (pairs, small groups, mixed ability and similar ability)		
Writing targets on the board using 'can do' statements		
Planning lessons that engage multiple intelligences (musical/ logical-mathematical/ interpersonal/intrapersonal/ spatial/linguistic/bodily-kinesthetic or naturalistic)		

References

Classroom Management: Methods and Techniques for Elementary and Secondary Teachers (2nd ed.)
Lemlech, K.K.
(Longman, 1988)