



Managing the lesson

Teaching**English**

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How to use this resource

Teachers

Work through the module at your own pace. Do the self-assessment activity on the page after the Introduction to check your skills in this professional practice. The self-assessment activity will help you to decide which elements of practice you want to improve. Each area has four sections:

- A Analyse: Can you advise these teachers?** This section looks at real teachers' situations and a part of the practice they're finding difficult. Think of the advice you would give the teachers in the case studies. This section helps you to think about what you already do, and gives you some ideas to try in your own classes.
- B Think: What do you know?** This section gives an explanation of the area of practice. It might have new terminology. It is a good idea to have an ELT glossary, such as the [Teaching knowledge database](#) on the TeachingEnglish website, open for you to look up any words you don't know. This section also has a short task for you to check your understanding of the area of practice described.
- C Try: How does it work?** This section asks you to try something out in a class or over a number of lessons. The tasks will help you to think more about the area of practice in Section B and also to understand how the area applies to your teaching context. Some of the tasks need resources, but many can be done without any special preparation. It is a good idea to read several in-classroom tasks and then plan which task to do, with which groups of learners, and when.
- D Work together: What will help your teaching?** These sections have ideas for how you and your colleagues can do the activities together and support each other's professional development. If you are working on your own, then choose some of these activities and think about the questions. It's a good idea to keep a journal of your thoughts.

If you can, make a regular time to meet in a teachers' club or activity group, and together discuss your self-reflections. Write a plan for the year, deciding which sections to look at each time you meet. Make sure you consider the time you need for the in-classroom task, as you will need to do some things before the meeting, and so that you have ideas to talk about with your teacher activity group.

Teacher educators

If you're a teacher educator working with teachers, there are many ways you can use this resource. Get an idea of the teachers' strengths and weaknesses using the self-reflection page. You can also use other needs analyses you've done with your teachers, such as observations of classes and informal chats about their professional development.

Next, create a professional development plan for your teachers, choosing three to five of the most useful elements over a school year. Ask the teachers for their input into the plan as well, so they feel in control of their professional development.

If the teachers you are working with are in a group, you can use many of the *Work together* ideas. If you're working with individual teachers, you might like to work through sections yourself first, with your own classes if you have them, or perhaps by team-teaching parts of your teachers' classes, so that you can discuss and compare ideas.

Managing the lesson: Introduction

Managing your lessons effectively is probably the key to the success of the lessons and courses you plan. Managing the lesson is not only about classroom management, such as how you use the classroom space by moving the chairs and tables, putting learners into different groups or using classroom equipment. It's also about giving clear instructions to set up activities and about how you check that learners have understood. It includes how you manage learner behaviour and how you respond to what's happening in the classroom by making small changes to your lesson plans, too. Finally, it's about thinking about those decisions after the lesson and using that experience to improve ideas and techniques for future lessons. In this module you will discuss, try out and develop your lesson management skills.

From our research and work with teachers, the six elements of this professional practice that most teachers ask for help with are:

- 1 Explaining learning aims and content appropriately**
Learners want to know 'Why am I doing this activity?' Helping your learners understand the aims of a lesson allows them to join in tasks, reflect, make connections to previous learning and get a sense of progress as they achieve each lesson aim. Reflecting on how well your lesson aims have been achieved also helps you plan for future lessons.
- 2 Setting up classroom activities that include a variety of interaction patterns**
Interaction patterns are the different ways that learners work with each other and the teacher. You need to think about the best way for your learners to do learning activities. Will they read or write alone? Or speak in pairs, or small groups? Will they sit, or stand, or move? When you have different ways of working in a lesson, you can increase learners' understanding, provide opportunities for sharing knowledge and improve group dynamics. Your learners won't be bored.
- 3 Checking understanding**
Making sure your learners understand what to do, or what a language point means, is essential for their language learning, and for the success of your lesson. Knowing which learners have understood and which are finding it difficult helps you to adapt your lesson and know when to provide more practice or move on to a new learning point. Making sure your learners have understood is essential to their progress, motivation and enjoyment.
- 4 Establishing and maintaining classroom discipline**
How you manage your learners' behaviour, establish classroom discipline and use classroom management skills to maintain it will often depend on the age of the learners, your learning space and your class size. When your learners know what you want them to do, what you expect from them and why, they will usually behave more positively. Effective classroom discipline techniques help you create the conditions for learning to take place.
- 5 Making appropriate decisions about which languages are used by the teacher and learners**
How much English is used in your classes will depend on many things, including the level of your learners, the topic and the learning aims. It's good to think about when English is needed, and when the learners' first language is more appropriate. You will need to be clear with your learners about which language(s) you want them to use at different times in your lessons. Which language will work best for your learners to understand language points and for what you want them to do?
- 6 Controlling the pace and timing of activities**
This helps you to make sure you spend lesson time on the most useful class activities to support learning. You need to have a good idea of how long activities take to be able to control the pace and timing. A change of pace and interaction adds variety, and will keep your learners motivated.

Throughout all the sections, you are asked to reflect on your lesson management, identify strengths and weaknesses, and make adjustments as needed.

Managing the lesson: Self-reflection

The table lists the elements that are included in this chapter. Think about what you already know and what you're good at. Self-assess by colouring in the stars. You can colour in more stars as you progress. The page numbers show where you can find out more about the element and work through some related professional development tasks.

Element	Rating	Pages
1. Explaining learning aims and content appropriately		4–7
2. Setting up classroom activities that include a variety of interaction patterns		8–11
3. Checking understanding		12–15
4. Establishing and maintaining classroom discipline		16–19
5. Making appropriate decisions about which languages are used by the teacher and learners		20–23
6. Controlling the pace and timing of activities		24–27

Further reading

Ellis, G (2003) *Starting Primary*. TeachingEnglish. Available online at: <https://www.teachingenglish.org.uk/professional-development/teachers/managing-lesson/starting-primary>

Lavery, C (2010) *Dealing with Discipline*. TeachingEnglish. Available at: <https://www.teachingenglish.org.uk/professional-development/teachers/managing-lesson/dealing-discipline>

Scrivener, J (2011) *Learning Teaching: the Essential Guide to English Language Teaching*. Oxford: Macmillan Education, Chapter 3.

Scrivener, J (2012) *Classroom Management Techniques*. Cambridge: Cambridge University Press.

Workman, G (2008) *Concept Questions and Time Lines*. Gem Publishing.

British Council (n.d.) *Managing the lesson*. Available online at: <https://www.teachingenglish.org.uk/professional-development/teachers/managing-lesson>



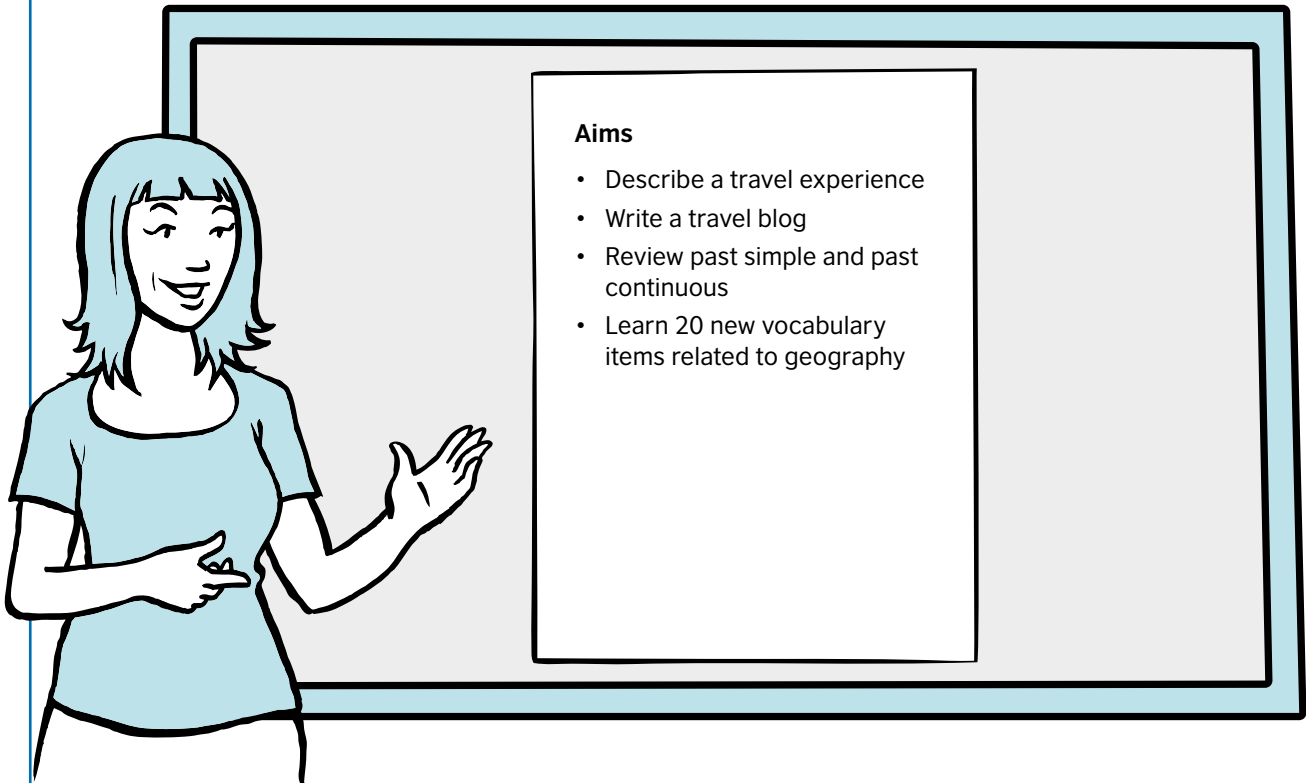
Introduction

Learners want to know 'Why am I doing this activity?' Helping your learners understand the aims of a lesson allows them to join in tasks, reflect, make connections to previous learning and get a sense of progress as they achieve each lesson aim. Reflecting on how well your lesson aims have been achieved also helps you plan for future lessons.

Aims

In this section you will:

- give advice to a teacher on how to use learning aims with her learners
- consider what is best practice with writing and explaining learning aims
- compare two methods of explaining learning aims
- share your findings and ideas on best practice with learning aims with your colleagues.



Anita's coursebook always starts a new chapter with learning aims for the chapter. She thought the learners read them, and she didn't spend any classroom time on them. As part of her professional development she observed another teacher, Wei, and saw that he spent the first few minutes of the lesson writing three lesson aims on the board and asking the learners which of the chapter aims this would help them achieve. The learners numbered the aims in their books 1–3 and correctly matched their teacher's aims for the class to one of those aims.

Halfway through the lesson and again at the end, Wei asked the learners to look back at the three lesson aims and identify which ones they had worked on. The learners reflected on what they'd been doing and seemed to enjoy this.

Anita liked the idea of using the aims in the lesson like this and decided to try it. After one week, Anita asked Wei for advice because she found the learners got bored during these stages and they didn't participate.

Reflection

- Read and underline all the problems Anita has with explaining learning aims.
- What advice do you think Wei gave to Anita?
- How will Anita know if her learners understand the lesson aims?
- How much time should she spend on this during the lesson?

Now read the commentary in the *Answers and commentary* section on page 28.

1B Think: What do you know?

Teachers' aims on lesson plans often describe what the teacher wants learners to be able to do by the end of a lesson, or what they will have done during part of a lesson. Lesson aims should be written so learners can understand them easily. Teachers can tell learners their lesson aims, or involve the learners in setting them. This can help create a sense of purpose and progress. It's good practice to draw learners' attention to the aims at the beginning, during and after the lesson, and ask the learners to reflect on what they have or haven't understood and if they still have questions.

Here are some examples of lesson aims.

By the end of the lesson you'll be able to:

- use language to talk about distances
- read a text and complete a table about the solar system
- use adjectives, comparatives and superlatives to compare planets
- produce descriptions of the solar system.

By the end of the lesson you'll be able to:

- match, name and sequence parts of the body and the face
- organise information according to categories
- work in groups to plan how to build a human skeleton.

By the end of the lesson you'll be able to:

- use adverbs of frequency to talk about household jobs
- rank household jobs from favourite to least favourite and give reasons for your opinions
- design a questionnaire to find out how often people do jobs around the house.

Activity

Look at the tips for explaining learning aims. Are they examples of 'dos' or 'don'ts'?

1. Describe the skills that language learners will develop during the lesson.
2. Write the aims on the board at the start of a lesson (or have a learner write them).
3. Use academic language.
4. Check understanding by using examples and asking questions.
5. Think of ways the learners can measure their progress.
6. Take notes to give individuals feedback and decide which areas to focus on.

Now read the answers in the *Answers and commentary* section on page 28.

Reflection

- How often do you ask your learners to look at the learning aims?
- Look at your coursebook. Does your coursebook have learning aims for each chapter? Does the contents page show all the learning aims?
- Write three lesson aims for a future lesson in simple language your learners will understand. Think about how to share these aims with the learners in an interesting way.

1C

Try: How does it work?

Resources: Poster paper, computer and printed handout
Time: The time needed for a unit of work (chapter or topic)

Rationale

There are different ways to get learners to reflect on their learning using learning aims, and different things will work with different groups. This activity asks you to compare two methods of explaining learning aims with two different classes.

Instructions

With one class:

- Write the course aims from your coursebook or syllabus for a chapter or topic you're teaching on a poster. Number the aims.
- At the start of each lesson, write the lesson aims on the board. Ask learners to choose the number of the course aim from the poster that they're working on by writing it down, holding up their fingers, etc. Clarify the correct answer.
- At the end of the lesson, go back to the lesson aims and ask again which course aim the learners have done. Explain that sometimes it takes more than one lesson to complete a course aim. Ask learners if they think they have completed the aim on the poster yet.
- When the class has completed an aim on the poster, ask a learner to tick it.
- When all aims on the poster are ticked, ask the learners what they remember doing for each aim.

With another class:

- Prepare the course aims from your coursebook or syllabus on a handout. Number the aims and give one handout to each learner to keep in their notebooks.
- At the start of each lesson, write the lesson aims on the board and ask the learners to discuss which aim they think they are working on with a partner. Ask learners for feedback and clarify the correct answers.
- At the end of the lesson, show the aims again and refer learners to their handouts.
- As you work through the aims, learners keep track of the ones they have achieved by ticking them on their handouts.
- When all the aims on the handout have ticks, ask the learners to talk with a partner about what they remember doing for each aim, and then take feedback as a whole class.

Make a list of the advantages and disadvantages of each method (poster or handout) and decide which one you prefer using.

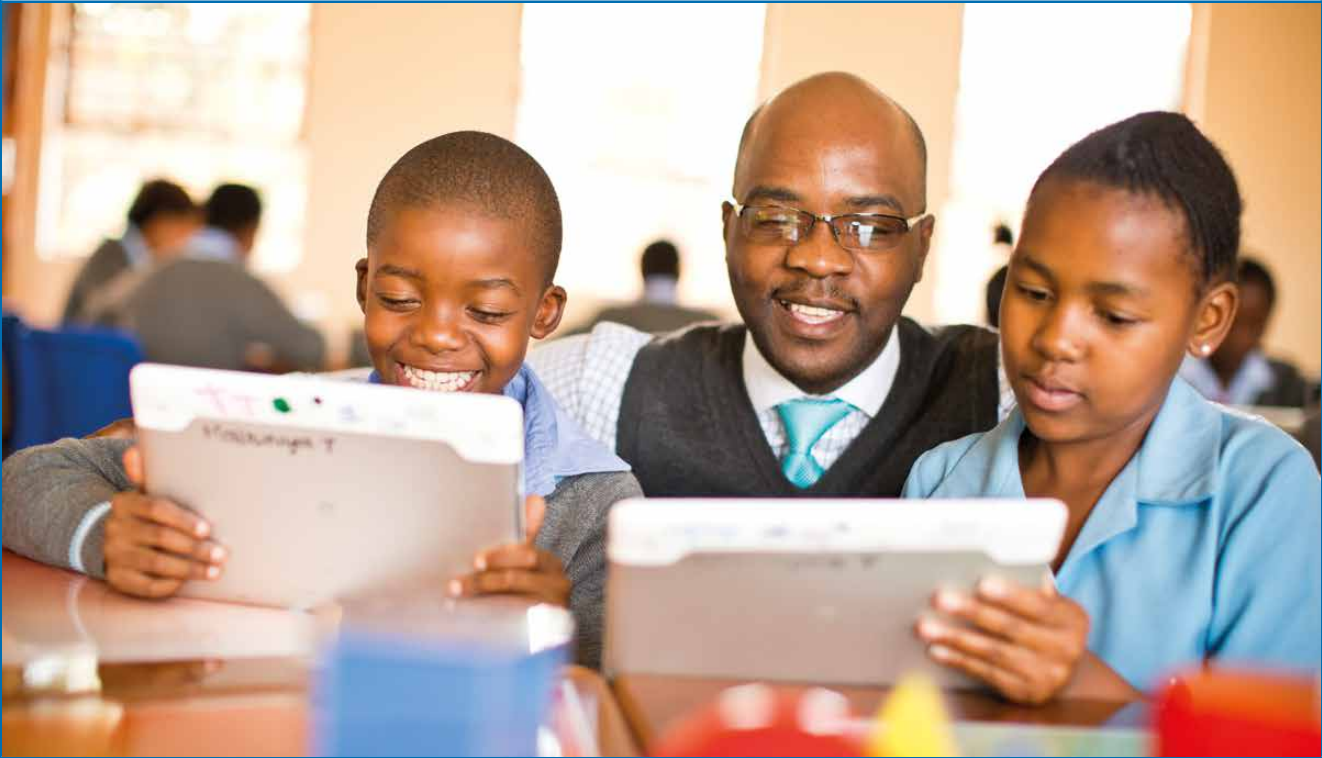
Reflection

- How did focusing on lesson aims help your learners?
- Which method helped learners the most? Why?
- How will you improve this method in the next unit of work?

1D

Work together: What will help your teaching?

- 1 Bring your list of advantages and disadvantages and your lesson aims from 1C and share them with your group. Do your lists have a lot of differences? If yes, discuss why that might be.
- 2 Discuss how focusing on learning aims in class helped your learners.
- 3 Discuss other ways you could explain lesson aims to your learners.



Introduction

Interaction patterns are the different ways that learners work with each other and the teacher. You need to think about the best way for your learners to do learning activities. Will they read or write alone? Or speak in pairs, or small groups? Will they sit, or stand, or move? When you have different ways of working in a lesson, you can increase learners' understanding, provide opportunities for sharing knowledge and improve group dynamics. Your learners won't be bored.

Aims

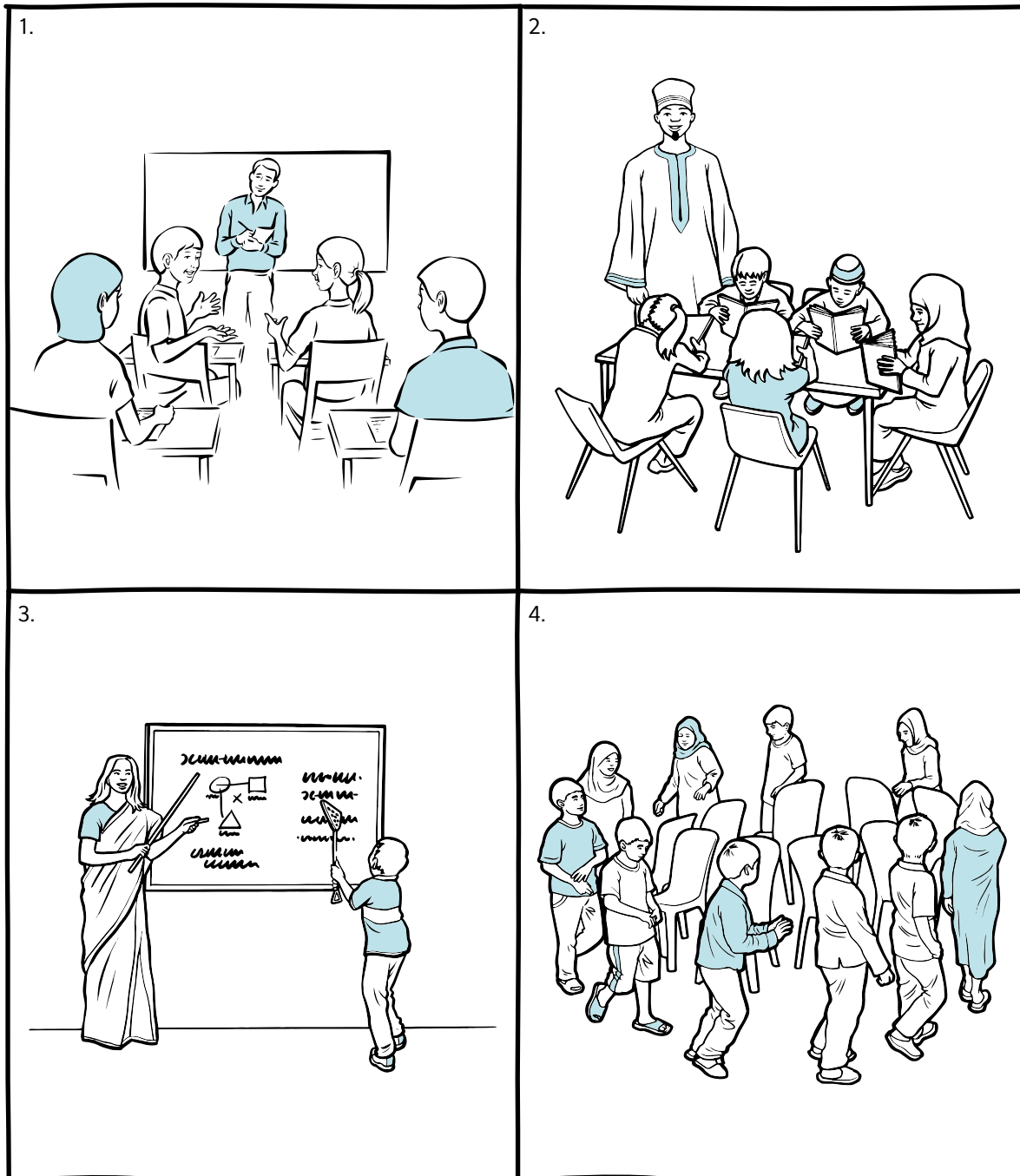
In this section you will:

- analyse some classroom interactions
- match different interaction patterns to their descriptions
- research how different interactions affect your learners
- solve problems with using different interaction patterns and practise giving clear instructions.

2A Analyse: Can you advise these teachers?

Look at these classrooms. What are the differences between what's happening in each?

What problems could the teacher have setting up each activity? Think about how the learners might behave during the activity. What problems might this cause for the teacher? Where do you think more learning is happening?



Now read the suggested answers in the *Answers and commentary* section on page 28.

Reflection

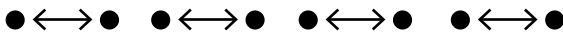
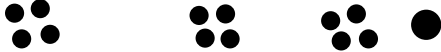

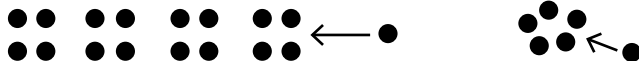
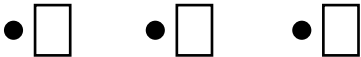

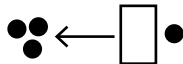
- Your classroom probably looks like these pictures, at different points. What percentage of time do you think it looks like each of these four situations?
- What advice would you give the teachers about each classroom setup?

2B Think: What do you know?

Different interaction patterns are useful for different activity types, and you'll want to use different patterns depending on the learning aim for an activity. For example, you might want learners to work in pairs using a new language point in a speaking task to develop and practise the language, but then you might ask them to work alone to write a story with the same language to check individual understanding. Another time, you might ask learners to write a story in pairs so they can share ideas, communicate and peer-teach.

Activity

Match the types of interaction patterns with their descriptions:

1. Learner to learners	<p>A. Two learners work together on a task.</p> 
2. Group work	<p>B. Learners work on a task in small groups. The teacher usually monitors, listening to each group and helping where needed.</p> 
3. Rotating groups	<p>C. The teacher talks to the whole class at once, presenting or answering questions. It might also include the teacher asking individual learners to share ideas.</p> 
4. Pair work	<p>D. A learner talks to the whole class at once, or to a group. This might be to present their group's ideas after group work, or check answers.</p> 
5. Mingle	<p>E. This is for individual tasks where learners don't need to work together.</p> 
6. Learners work alone	<p>F. This involves the whole class moving about and speaking to as many other classmates as possible. This usually needs a carefully set-up task where learners can tick off the people they've spoken to.</p> 
7. Teacher to learners	<p>G. Learners work in different groups. When they finish part of a task, the group changes and they begin the next part of the task with a new group. This needs to be set up using the classroom space, for example by setting up workstations.</p> 

Reflection

- Which interaction patterns give the learners the most opportunities to speak?
- Which give the least opportunity?
- Which do you use most and least? Why?

Now read the answers in the *Answers and commentary* section on page 29.

2C Try: How does it work?

Resources: Camera or other device to take pictures (optional)

Time: Several classes

Rationale

Knowing how your learners feel when you change the interaction can help you to achieve different lesson aims more effectively. For this activity, you'll take notes and/or take pictures of your learners working in different interaction patterns that you analyse later. Remember to check your school's policy on taking photos of learners before you do this activity. Try not to show your students' faces and photograph them from behind, above, or from the back of the room.

Instructions

Over a series of lessons, try out the techniques listed below. Take photos or take short notes about how the different interaction patterns affect your learners. For each technique, answer the questions:

- Are the learners more engaged than usual? How do you know?
 - What other effects does this technique have?
1. As you're giving instructions, walk slowly around, making eye contact with learners.
 2. Put questions on the walls all around the room. Put your learners into pairs. Ask them to move around the room and discuss the questions.
 3. Ask learners to stand in a circle around the room for the start of the class. Explain what you'll do during the class. End the class in the same way – standing in a circle reviewing what you've done.
 4. For a speaking pair-work task, ask learners to sit or stand back to back.
 5. When learners are working in a group and have finished one part of an activity, ask one learner from each group to move to the next group.
 6. During pair work, give each pair the answer to one question or part of the task. Ask the learners to stand up and walk around the class to find the correct answers for all the questions.

If you took photos, look at all of the pictures together and answer these questions:

- Do the learners look engaged? How do you know?
- How are they seated/standing? Can they all see and hear each other?
- What else was happening when this photo was taken?

Reflection

- Which techniques worked the best with your learners? Why do you think that is?
- Which interaction patterns do you feel work best and when?
- What other techniques could you use?

2D Work together: What will help your teaching?

- 1 Share your notes and the photos from your classes that you took for the task in 2C. What things are the same and what are different?
- 2 Discuss which interaction patterns you use most and why.
- 3 Make a list of any problems you had when you tried the techniques in 2C, e.g. with your classroom, the learners or your classroom management. Work in pairs for five minutes. Share your problems and brainstorm possible solutions. Work in groups and find two or three solutions for every problem.



Introduction

Making sure your learners understand what to do, or what a new word or language point means, is essential for their language learning, and for the success of your lesson. Knowing which learners have understood and which are finding it difficult helps you to change your lesson and know when to provide more practice or move on to a new learning point. Making sure your learners have understood is essential to their progress, motivation and enjoyment.

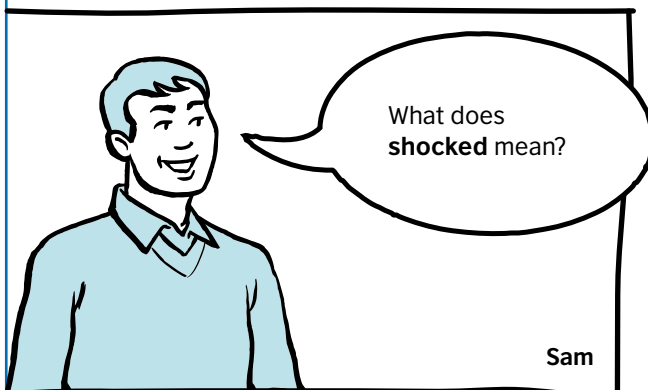
Aims

In this section you will:

- give advice to teachers who are trying to check that their learners understand a language point
- reflect on different ways of checking understanding of language points
- try some techniques for checking understanding with your learners
- share your techniques for checking understanding with your colleagues and get feedback, and discuss other times in a lesson when you need to check understanding.

3A Analyse: Can you advise these teachers?

Look at three teachers who are checking that their students understand some new language.



Reflection

- What is the problem in each situation?
- How would you check the learners' understanding in each situation?
- Look at a vocabulary or grammar lesson in your coursebook. How is the meaning shown? If you don't have a coursebook, how do you show meaning when you teach new language?

Now read the suggested answers in the *Answers and commentary* section on page 29.

3B Think: What do you know?


This section looks at six different ways you can check that learners understand new language.

Activity

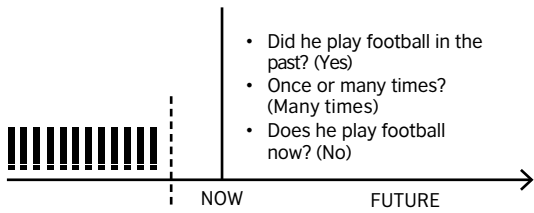
Match the names to the techniques below.

- A. concept-check questions (CCQs) B. pictures C. timelines D. translation
 E. matching definitions F. drawing

1. I'll get a book from the library.



2. He used to play football.



- Did he play football in the past? (Yes)
- Once or many times? (Many times)
- Does he play football now? (No)

3. I'll get a book from the library.

- What can you find in a library? (Books)
- Do you buy the books? (No)
- Can you keep the books? (No, borrow them)

4. He was disappointed with his exam result.

'How do we say *disappointed* in (Swahili/Thai/Mandarin...)?'

5. Sara was shocked/worried/disappointed.

Match the words (adjectives) with the meanings.

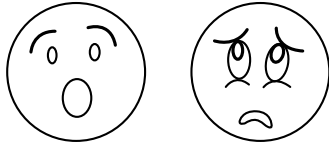
Shocked Unhappy because something you wanted to happen didn't happen or wasn't very good.

Disappointed Thinking about bad things that may happen and feeling unhappy and afraid.

Worried Very surprised about something bad.

6. Sara was shocked/worried.

Ask students to draw a shocked face and a worried face or choose emojis on their phones.



Answers: 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____

Now read the answers in the *Answers and commentary* section on page 29.

Reflection

- Which of these techniques do you use already? Put a tick next to them.
- Which of these techniques would you like to try? Put an asterisk (*) next to them.
- What other techniques do you and your colleagues use? Make a list.

3C Try: How does it work?

Resources: The vocabulary you plan to teach and any materials you need, e.g. pictures, definitions
Time: One lesson

Rationale

Sometimes learners will not understand new language, or they may confuse it with something else. There's nothing worse than a class full of confused faces. When you can see that a lot of learners don't understand, you know you need to go back a step and try a different technique to show the meaning. This activity gives you practice with checking learners' understanding of new language during a lesson.

Instructions

- Look at the next lesson(s) you are teaching. What language will you need to check? If possible, choose words where the meaning is not easy to see from a picture.
- Look at how the coursebook or materials show meaning, e.g. are there any pictures/definitions?
- Complete a table like the one below with ideas about how you will show the meaning and check understanding.
- Teach your lesson and take notes about what works and doesn't work.

Language	How to show the meaning	How to check understanding
Cough (v) 'He is ill and has a bad <u>cough</u> .'	Do the action.	Ask for a translation.
Should (modal verb) 'You <u>should</u> get more sleep.'	A situation between a doctor and a patient.	Concept-check questions • Do I want you to sleep more? (Yes) • Is it a good idea? (Yes) • Must you do it or can you choose? (I can choose)

Reflection

- What helped the learners to understand/not understand? Why?
- What did you do when your checks didn't work?
- What can you try differently in a future lesson?

3D Work together: What will help your teaching?

- 1 Share the vocabulary lesson that you taught in 3C. Take turns to demonstrate how you taught the vocabulary and checked understanding with your students.
- 2 Give each other feedback. What worked well? What could be improved and how?
- 3 Plan together how to check understanding for a future language lesson or for language your learners find difficult.
- 4 Discuss any other ways that you check your learner's understanding, e.g. practice activities.



Introduction

How you manage your learners' behaviour, establish classroom discipline and use classroom management skills to maintain it will often depend on the age of the learners, your learning space and your class size. When your learners know what you want them to do, what you expect from them and why, they will usually behave more positively. Without effective classroom discipline techniques you may not be able to create the conditions for learning to take place.

Aims

In this section you will:

- advise teachers who are having some classroom discipline problems
- read three teachers' ideas about classroom discipline and decide what the benefits are
- evaluate strategies to help establish and maintain classroom discipline
- learn how to create a classroom behaviour contract for your classes.

4A Analyse: Can you advise these teachers?

Rosa



I have so many ideas I want to try in my classes, but nothing seems to work for very long. I start a new reward system and my pupils seem to love it. But they soon get bored of it and it stops working. They don't listen or follow my rules. I have to tell them off again and again.

Antonio



I'm quite new to teaching and the school and I want my classes to like me and enjoy the lessons. I don't want to focus on 'rules' too much, but sometimes I feel out of control. My students make a lot of noise, and the other teachers think I'm having discipline problems.

Kairul

In some of my classes, when I ask students to work in pairs or groups, a few people do all the work. Some do nothing. When I ask questions, the class is silent. They won't speak at all, or do what I want them to do. This makes me feel very bad.



Reflection

- Read and underline the discipline challenges. Which are the biggest problems? Why?
- Why do some learners behave like this for their teachers? Make a list of possible ideas.
- What advice can you give the teachers?
- Which of these classroom challenges do you sometimes have? Who do you ask for advice?

Now read the *Answers and commentary* section on page 30 and compare your ideas with the suggested answers.

4B Think: What do you know?

This section looks at six different techniques you can use to help establish and maintain classroom discipline and positive behaviour management.

Activity

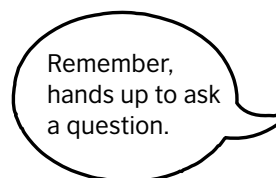
Match techniques A–E with the teachers' descriptions 1–5 below.

A being consistent **B** classroom rules **C** reward systems **D** establishing routines **E** signals and gestures

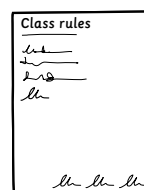
1. These help you communicate with learners to show them it's time for them to stop what they're doing and pay attention to a new instruction, or to begin a new stage in the lesson. You can use a digital stopwatch or simple actions such as clapping hands four times.



2. This is important for maintaining the classroom discipline you establish. You need to do what you say you will. Learners need to know that you mean what you say and it is important for them to follow the rules and routines you set.



3. These help you and your learners to be clear about the behaviour you expect in class. You can help your learners to think about and agree what is and isn't acceptable. Together, you can make a class contract.



4. These are used to celebrate positive behaviour and also encourage more of it. The most popular ones use charts for the whole class or points or mini-certificates for individual learners. Many teachers find it effective to introduce an element of teamwork, such as putting learners in groups and giving rewards for group efforts.

My Weekly Reward Chart							
TASKS	MON	TUES	WED	THUR	FRI	SAT	SUN
	☆	☆	☆	☆	☆	☆	☆
	☆	☆	☆	☆	☆	☆	☆
	☆	☆	☆	☆	☆	☆	☆
	☆	☆	☆	☆	☆	☆	☆
	☆	☆	☆	☆	☆	☆	☆
	☆	☆	☆	☆	☆	☆	☆

5. When you repeat the same activities and types of task, learners know what to expect and can participate more fully in activities. For example, at the beginning of every lesson you could set the aims, and at end of every lesson you could ask learners to write an 'exit ticket'.

Answers: 1. _____ 2. _____ 3. _____ 4. _____ 5. _____

Now read the answers in the *Answers and commentary* section on page 30.

Reflection

- Which of these things do you do in your classes already? Which could you try?

4C Try: How does it work?

Resources: Classroom contract, created with and by your learners and displayed on the wall

Time: A series of lessons or a term

Rationale

A classroom contract helps everyone to remember the rules, and if you display it on the wall you and your learners can refer to it whenever you need to. It's a good idea to involve learners in creating the contract, so they feel a sense of ownership over it. Don't expect learners to remember and follow the rules. You need to refer to the contract and change or update it after a few lessons or at the end or beginning of a new term.

Find examples of posters here: <https://www.teachingenglish.org.uk/teaching-resources/teaching-primary/teaching-tools>

- Give some examples of class rules and write them on the board, e.g. 'Respect our teacher and classmates' and 'Listen when someone else is speaking'.
- Ask learners for their ideas, and choose which language to use. Maybe it is clearer for your learners if the rules are in their own language, or in both.
- Ask learners to make a poster of the rules with pictures. Ask each learner to sign the poster contract.
- Display the poster so everyone can see.
- Ask learners to copy the rules onto paper or into their English books.

Use English when we can.

Respect everyone.

Listen when other people are talking.

One speaker at a time in group work.

Be quiet when Mrs Sula is talking.

Do our best.

Ask when we don't know what to do.

Take responsibility for our learning.

After each lesson ask your learners to reflect on their learning, and if their behaviour has helped everyone to learn or not. Discuss when or if you need to make any changes. Keep notes about how your learners react to these discussions, and whether it helps to improve classroom discipline.

Reflection

- How do your learners behave when you use the classroom contract, e.g. when you point to a rule they are breaking?
- If you need to add to the rules or update them, what effect does that have on classroom discipline?
- Do some learners need more help to understand why they are responsible for their own behaviour? What can you do?

4D Work together: What will help your teaching?

- 1 Decide on areas of discipline/behaviour problems that you would like to focus on in your classes/ school(s). Write a question to research e.g. *What stops my learners in class X from learning?*
- 2 Exit tickets: Learners write answers to your question *What stopped me from learning today?* on small pieces of paper like bus or train tickets. They can sign their name if they want to, and they can use their first language or English.
- 3 Collect and group these tickets from one or two classes into different groups. How many involve classroom discipline? Prepare to share your reflections and data with your colleagues.
- 4 Two-minute talks: Take two-minute turns sharing what you learned about your question with colleagues, while those listening write questions to discuss. When everyone has spoken for two minutes, discuss all the questions that the group has written. Do this in shared language(s). What advice can you give yourself and each other?



Introduction

How much English is used in your classes will depend on many things, including the level of your learners, the topic and the learning aims. It's good to think about when English is needed, and when the learners' first language is more appropriate. You will need to be clear with your learners about which language(s) you want them to use at different times in your lessons. Which language will work best for your learners to understand language points and for what you want them to do?

Aims

In this section you will:

- identify times when it is suitable to use English only or other languages
- explore techniques you can use to increase use of English in the classroom
- research the languages used in your classroom
- practise explaining new language points in simple English.

5A

Analyse: Can you advise these teachers?

Suresh



I welcome all languages in my classes, for example, at the start of classes so everyone feels comfortable; when learners are planning during group and pair-work tasks; when we are comparing the way we say or write something in English, like the order of words in our language, so I can help learners 'notice' the differences; or when I have important messages, for example, about setting homework.

I get frustrated when I've set a task and the learners don't use English.

Kaori



These are all good reasons. If you think more English could be used, you could try introducing set phrases in English for the start and end of a lesson, using classroom posters with sentence starters, and drilling language needed for the tasks, for example, for agreement and disagreement.

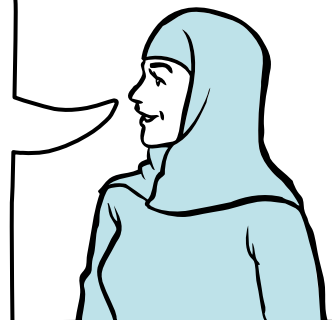
Saku



My learners tell me they feel shy about using English, and they don't see the point when everyone can speak their own language perfectly well. They say they feel stupid making the funny sounds there are in English.

This makes me feel sad sometimes, but I understand how they feel.

Menaka



You could discuss reasons for learning English, and when it could help your learners in the future: for jobs, to use the internet, communicate with other people who don't speak their language and so on.

When you do pronunciation practice, make it fun, use masks, or mime, or ask the learners to cover their mouths with their books or papers so nobody can see the shape of their mouths and their tongues when they try new sounds.

Reflection

- What other advice would you give Suresh and Saku?
- What other times in a lesson do you think there are good reasons for learners to use their own or other languages?
- What advice from Menaka have you already tried?

Now read the suggested answers in the *Answers and commentary* section on page 31.

5B Think: What do you know?

As language teachers, it's important to build on your learners' exposure to English and to give them as much practice and feedback as possible. You also want your learners to understand, to experiment with language and not to feel frustrated. *When* it's appropriate to use English varies according to different situations. This means you have to monitor what's happening in the classroom, identify whether the reason for the use of another language is appropriate and then decide if you can take steps to introduce more English. For example, you can teach more useful classroom phrases, have learners create bilingual vocabulary displays and give rewards for English-only activities. The next activity has more techniques to help your learners when they are not confident using English.

Activity

Match the teaching techniques to help learners use more English (1–7) with their definitions (A–G).

1. To paraphrase (a text or something someone says)	A. When you say what a learner says in another way, with more accurate or appropriate language so the message is clearer
2. To prompt your learner(s)	B. When you say or write the same idea in your learner's own language
3. To reformulate what a learner says	C. When you don't understand what someone is saying, you ask questions to help. You clarify by checking you both understand the message
4. To ask your learner(s) for clarification	D. When you help your learners to remember a word or idea, e.g. by asking a question or giving a clue, or writing the first letter(s) on the board
5. To elicit learner self-correction	E. When you use different words to communicate what you read or heard, or what someone said
6. To simplify (your language, an activity)	F. When you make something easier for your learners to understand or do
7. To translate a word, an idea, an instruction	G. When you ask a learner to say or write something again, because there's a language problem – you can give clues to help them, but you don't correct

Answers:

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____

Now read the answers in the *Answers and commentary* section on page 31.

Reflection

- Which techniques do you already use? When do you use them?
- Keep a list of these techniques and try to use them all over your next few lessons. Tick off each technique as you try it and add stars when your learners respond well to a technique, so you know to use it again.
- Explain the unfamiliar techniques that may not be clear to your learners so they understand their purpose. Ask why it is a good idea to self-correct, and if a reformulation helped them (and why/not). This feedback from your learners can be very helpful.

5C Try: How does it work?

Resources: Lesson plan, recording equipment (e.g. mobile phone)

Time: A series of lessons

Rationale

Being aware of which languages are used, and when they are used in your lessons, helps you to think about reasons for the language choices. Maybe there are times when more English could be used. This task will help you to focus your attention on which language you and your learners are using at the start of your classes.

Instructions

Choose one class and record the audio for the first five or six minutes. Complete the first column of the table before the lesson. Listen to your recording and complete columns 2–4 after the lesson ends.

Activity	Language mostly used by you and why	Language mostly used by learners and why	Why/what things stopped you/the learners from using English? What ideas do you have for helping yourself/your learners use more English?
Warmer – game	English for instructions – learners understand imperatives	Mostly English but they got excited and started to use their first language in the new game.	I could add extra points/rewards in the game for learners using English.

Reflection

- What percentage of English and other language(s) were used in your class?
- Did you notice anything (interesting/positive/negative/surprising) when you listened to your recording? What?
- Can you identify places where your learners need more help and could use more English? What techniques can you use?

5D Work together: What will help your teaching?

- 1 Choose one minute of your recording from the task in 5C and your reflections to share with your colleagues. Discuss your reflections. What other suggestions can the group make for supporting the use of English?
- 2 It takes practice to explain language points in simple English. Think of a problem language area from a recent lesson. Share this with your group.
- 3 Take it in turns to give a brief reformulated explanation of the problem area(s). Each teacher in your group simplifies, or reformulates it so that by the last person, it is perfect.
- 4 Discuss areas you think different learners will find difficult in English and why.



Introduction

Controlling the pace and timing of activities helps you to make sure you spend lesson time on the most useful class activities to support learning. You need to have a good idea of how long activities take to be able to control the pace and timing. A change of pace and interaction adds variety, and will keep your learners motivated.

Aims

In this section you will:

- identify what kinds of problems teachers face with controlling the pace and timing of activities in their classes
- give advice about specific problems that some teachers have in their classes
- gain some tips for controlling the pace and timing in your own classes
- become more aware of how long things take in your classes.

6A Analyse: Can you advise these teachers?

Read these teachers' problems with the timings and pace of their lessons.

Izurin



My learners all seem to work at very different speeds. Some of them finish activities really quickly and are left waiting for the rest of the class to finish. Others don't ever seem to finish and I have to stop them before they finish so we can continue with the lesson.

Hanif



Generally, I manage my lesson pace well. I try to always give clear instructions, use simple short sentences and have a variety of activities. However, my learners' behaviour slows the pace of my lessons, for example, with too much talking, not following instructions or disturbing their classmates. I change where learners sit from time to time, but I still find it slows the lesson down.

Reya



I'm really surprised how fast I get through my lessons. My colleague and I are teaching the same syllabus and I seem to do so much more than she does in her lessons. Is this always a good thing or should I be looking for ways to slow the lesson down? At the end of the lesson, we have a routine homework stage and then I usually have a game for my learners.

Reflection

- Which teacher do you identify with the most? Why?
- What possible reasons might there be why Hanif's learners behave badly and slow the pace in class?
- Why do you think Reya finishes the same work a lot faster than her colleagues?
- How can Izurin manage the different learners in her class?
- What advice would you give to Hanif, Reya and Izurin?

Now read the *Answers and commentary* section on page 32 and compare your ideas with the suggested answers.

6B Think: What do you know?

Activities take different amounts of time and sometimes even the same activity with the same group can take much longer in one class than another. Even so, it's useful to predict, during a class, approximately how much time something is going to take. This can help you to make decisions about whether you need to speed up to get to the parts of the lesson where more important learning can take place, or whether you might need to miss something out or move it to another class.

Pace is more about how long you think things are taking in a class. Some activities might seem slow if they involve concentrating on just one thing for a period of time, or fast if they involve looking at many things at once or have an element of competition. While it's not a good idea to change topics within a lesson, you can change the pace by having a variety of activities and groupings. You can also show learners which stage they're at in a series of tasks, to give them a sense of their progress.

Activity

Look at the tips for timing and pace. Are they examples of 'dos' or 'don'ts'?

1. Have a variety of interaction patterns.
2. Set time limits.
3. Change the topic within a lesson.
4. Make changes to the lesson plan if needed.
5. Give long instructions to activities.
6. Give signals throughout the class about which stage you're at.
7. Have an additional, optional activity which can be used if there is time.
8. Have an open-ended approach to some activities (*Write at least three...*).
9. Stop the lesson if you finish your lesson plan.

Now read the answers in the *Answers and commentary* section on page 32.

Reflection

- How often do you finish teaching all the things you want to achieve in your lessons? Research and keep a record of one day or one class.
- Think about how realistic the timings you plan are. Think about and make a note of the factors that helped you keep to time and those that didn't, to share with your colleagues, later.

6C Try: How does it work?

Resources: Clock or stopwatch, table to record

Time: Several classes

Rationale

This activity will help you to become more aware of how long activities take with different groups. Your research record from 6B of one day or class will help, and it is also a good idea to record the timing of individual activities, so you can build up a more accurate picture. Where there are differences in the times for the same activities with different groups, you can think about the reasons.

Instructions

Choose a lesson you will teach. Write the activities you have planned in the first column, and how long you think they will take in the second. During the class, keep a note of the actual time taken. Alternatively, you and a teaching partner/colleague could observe each other and complete this form for each other. Then work out the difference. Do this for at least two classes, or as many as you like. Think about and answer the reflection questions to share your ideas with colleagues.

Activity	Time planned for (minutes)	Actual time taken (minutes)	Time difference	Reasons
Warmer	5 mins	15 mins	10 mins	Hadn't reviewed instructions; learners were excited by new game and kept talking

Reflection

- Do some activities take very different amounts of time to what you expect? Why?
- Does this change the more you repeat this activity with different classes?
- Do some activities feel longer or shorter than others, even when in reality they take the same amount of time? This is to do with pace – why do you think it's also important to think about pace?
- Do you notice you lose time and pace when changing activity?
- How can being aware of this help you to manage the pace and timing of activities more effectively?

6D Work together: What will help your teaching?

- 1 List all the typical classroom tasks that you do, then, using two colours, categorise the list into activities that usually seem to go quickly and activities that usually go more slowly.
- 2 Compare your categories with your colleagues – are they the same or different? Where there are differences, talk about why the activity usually seems fast or slow to you.
- 3 Discuss how you can change and control the pace of activities on your lists.
- 4 Try these ideas out, and then report back on them the next time you meet.

Answers and commentary

1. Explaining learning aims and content appropriately

1A Analyse: Can you advise these teachers?

Some possible answers are that Wei could advise Anita to:

- use language in the aims that the learners understand and can relate to
- keep the pace moving during stages when learners focus on lesson aims
- focus on lesson aims in different ways to keep learners interested
- be careful about timing so that focusing on the aims doesn't stop Anita from completing lesson objectives.

Anita can check understanding of lesson aims by asking learners to:

- match lesson aims and coursebook aims
- match the activities they do to the aims
- explain the aims in their own words/a shared language
- choose which aims best fit the lesson activities
- think about how the lesson aims will help them in their lives/futures.

Helping the learners understand the coursebook and lesson aims is time well spent at the beginning and end of a lesson. This might take around five or six minutes every lesson.

1B Think: What do you know?

Do:

- describe the skills and language learners will develop during the lesson
- write the aims on the board at the start of a lesson (or have a student write them)
- check understanding by using examples and asking questions
- think of ways the learners can measure their progress
- take notes to give individuals feedback and decide which areas to focus on.

Don't:

- use academic language.

2. Setting up classroom activities that include a variety of interaction patterns

2A Analyse: Can you advise these teachers?

In 1 the teacher has put learners in pairs and is listening to each pair. In 2 the teacher is monitoring group work. In 3 a learner is at the front of the class. In 4 the learners are playing a game and moving around the classroom.

In 1, 2, 3 and especially 4 you need to give clear instructions to set up these activities. The first time you do an activity with a class it can be difficult to organise, but once you have repeated the same activity a few times, learners start to understand what to expect. Sometimes it is difficult for you to know if everyone is focused on the lesson. When you are giving one group feedback, the others may not be working, so you need to observe all learners carefully at all times.

2B Think: What do you know?

- A. Pair work
- B. Group work
- C. Teacher to learners
- D. Learner to learners
- E. Learners work alone
- F. Mingle
- G. Rotating groups

3. Checking understanding

3A Analyse: Can you advise these teachers?

Lina's learners will probably answer 'Yes' even if they don't understand because they don't want to look stupid. Lina still doesn't know if her learners really understand. She could tell a story about a time when she was disappointed and ask questions to check what it means, e.g. *Did I want something to happen? (Yes.) Did it happen the way I wanted? (No.) Am I happy or sad? (Sad.)* She could also ask her learners to translate *disappointed* into a shared language.

Sam asks his learners to give a definition for *shocked* in English. This is difficult to do (even for the teacher) and the learners probably won't be able to give a simple and accurate definition. There is also no context (situation) to help the learners guess the meaning. It would help to know what they are shocked about, e.g. *I was shocked when I heard about the car accident.*

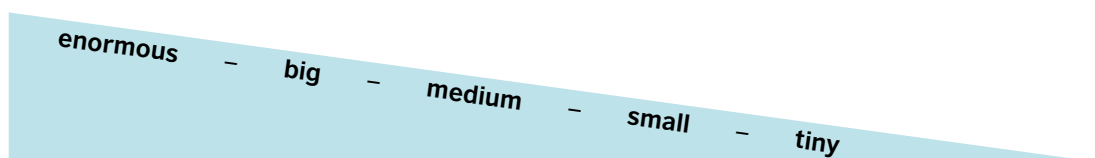
Asha is asking questions to check what *used to* means. This is a good idea, but her question is long and uses difficult vocabulary. She could ask easier questions, e.g. *Did he smoke once or many times? (Many times.) Does he smoke now? (No.)*

3B Think: What do you know?

1. Pictures (notice how students might confuse this picture with a bookstore)
2. Timelines (it's a good idea to ask CCQs while you draw your timeline on the board)
3. Concept-check questions (CCQs)
4. Translation
5. Matching definitions
6. Drawing

Some other techniques for checking understanding are:

- using real objects
- using actions
- asking learners to give examples, e.g. *(Fruit) Tell me some different kinds of fruit.*
- using words that are nearly the same (synonyms) or opposites (antonyms)
- asking learners for a personalised example, e.g. *Are you worried about anything at the moment? What about your mother/father/friend? What? Why?*
- using scales for adjectives (clines)



- using concept-check questions (CCQs) – short and simple questions that check meaning (concepts), e.g. Sara was shocked. *Was she surprised? (Yes.) What is a big or small surprise? (Big.) Was it a good or bad surprise? (Bad.)* Use yes/no questions, either/or questions and simple wh- questions. The answer should be short and simple.

4. Establishing and maintaining classroom discipline

4A Analyse: Can you advise these teachers?

Discipline challenges	Possible reasons for the learners' behaviour
<ul style="list-style-type: none"> Learners don't listen Learners don't follow the rules 	Learners don't know what is coming next – they are not sure what to expect. They think that Rosa will change discipline or reward systems often. Maybe Rosa talks too much, so her learners stop listening. Maybe there are no consequences when they break the rules.
<ul style="list-style-type: none"> Learners are not behaving as Antonio expects Antonio's learners make more noise than other classes 	Learners compare their different teachers – maybe Antonio is 'softer' in class than his colleagues. This can make his learners think Antonio doesn't care what they do. Maybe the noise is a good thing – speaking can be noisy, and so can fun. Maybe different subjects in schools have different styles of classroom.
<ul style="list-style-type: none"> Not all learners participate in pair and group work Learners don't volunteer answers to Kairul's questions 	Learners may not see why working in pairs or groups is useful. Maybe Kairul's learners don't work together in other classes so they find it strange. Maybe they don't think they need to learn English. Maybe they are bored, or the task is too easy or too difficult. Teenagers (and other learners) don't like speaking in front of the class in ANY language – they feel shy, or ashamed if they don't know the answer(s). Most learners prefer to answer teacher questions with their partner(s) first.

4B Think: What do you know?

- 1–E Signals and gestures
- 2–A Being consistent
- 3–B Classroom rules
- 4–C Reward systems
- 5–D Establishing routines

5. Making appropriate decisions about which languages are used by the teacher and learners

5A Analyse: Can you advise these teachers?

Advice to Suresh

If you feel there are times when your learners could learn or use more English, you could:

- identify when English could be used instead or as well in discussions
- work on the language needed to communicate, write the expressions and useful language on the board or on posters, and drill as a whole class
- encourage learners to use English with rewards or games (allowing the occasional phrase in another language if learners are making the effort in English)
- find ways to introduce a topic in simple English and with visuals.

Advice to Saku

These are some ways to help learners feel more confident about using English:

- a sign or signal can show learners when an activity requires English only or when different languages can be used
- do some fun and useful pronunciation drills or chants together to help with language needed before speaking tasks
- listen and monitor as your learners work in groups. Write down or record good examples of the language they use and share these examples with the class at the end of the activity
- a traffic light system can tell you how difficult an activity is: each learner has a green (easy), orange (medium) and red (difficult) card. You stop an activity (while learners are doing it) and ask them to show you how easy or difficult it is. If you have lots of red cards, learners need more help from you with the language to complete the task
- you could also create a class contract about how your learners see themselves using English in the future. When you need to, remind learners how the activities you are doing help them to progress.

Some examples of times when other languages may be useful in your English language lessons:

- when your learners need to understand a tricky grammar point or new language
- when your students need to reflect on the lesson/their learning, to analyse, or evaluate complex ideas (these are all examples of higher order thinking skills)
- if learners wish to discuss something not directly related to the lesson, for example a problem they're having outside the class.

5B Think: What do you know?

1-E

2-D

3-A

4-C

5-G

6-F

7-B

6. Controlling the pace and timing of activities

6A Analyse: Can you advise these teachers?

There are many reasons why Hanif's learners might be causing problems and Reya's classes might seem fast. Here are some suggestions.

Hanif's learners may be getting bored, or he could be giving them too long to complete a task. Learners might not know the aims of an activity. Some activities may seem to require too much effort, or the learners don't have enough help (scaffolding) or language at the preparation stage. Maybe the combination of learners in groups and pairs is not appropriate.

Reya may be going too fast and she may not be noticing learners' needs. She might not be repeating tasks after feedback with different partners to give learners a chance to apply what they've learned in feedback and to have more communicative practice. Her learners might work faster because they know they'll get to play a game, and her learners might need more challenging tasks than her colleague's class.

Izurin wants all learners to feel they've achieved during lessons. She could try breaking activities down to identify certain parts that need to be completed, and others that can be missed if necessary, so that all or most of the class get to the main task. It would also be a good idea for her to have some extra activities to challenge the really fast finishers.

6B Think: What do you know?

1. **Do** vary the interaction patterns. This helps maintain learners' focus and adds a different mix of learners. Notice who works well together.
2. **Do** set time limits. Ask one learner in each pair/group to be the timekeeper using the class clock, or a timer on their phone.
3. **Don't** change the topic within a lesson. This would be confusing in a language class.
4. **Do** make changes to the lesson plan if needed. You are teaching and responding to the learners, not the plan. Teachers need to notice what is happening, and be flexible.
5. **Don't** give long instructions to activities. Try writing them on a sticky note, one step at a time. Give the instructions in stages, and demonstrate or model the activity as well.
6. **Do** give signals throughout the class about which stage you're at. Write the stages on the board and tick them off as you signal. Ask your colleagues how they indicate the lesson stages.
7. **Do** have an additional, optional activity which can be used if there is time.
8. **Do** have an open-ended approach to some activities (*Write at least three...*).
9. **Don't** stop the lesson if you finish your lesson plan.

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