Course Topic: Classroom Management Techniques

Course Instructor:

Dianne Tyers has held numerous English language teaching, training and management positions over the past 22 years in six different countries. She owns Advance Consulting for Education, INC, an English language teacher training and curriculum development company. Dianne is currently a PhD candidate at OISE, University of Toronto and has a Masters of Applied Linguistics (University of Queensland) and an MBA (University of Western Ontario). She has presented at local, national and international conferences on teaching and management techniques, culture, and language learning.

Course Synopsis:

The use of classroom management English is a crucial way to increase the exposure our students have to English. This is particularly important in English as a Foreign Language contexts, in which student exposure to English is limited to the English they see and hear in the classroom. This course, designed for English language teachers whose first language is NOT English, will take you through key phrases that you need in order to manage your English language classes in English.

Course Agenda

1. Key Phrases for Giving Feedback
2. Key Phrases for Beginning Your Lessons
3. Key Phrases for Ending Your Lessons
4. Key Phrases for Supervising Your Students
5. Key Phrases for Giving Instructions
6. Key Phrases for Confirming Instruction Comprehension
7. Key Phrases for Beginning an Activity
8. Key Phrases for Ending an Activity
9. Key Phrases for Taking Up Answers to Activities
10. Key Phrases for Using Metalanguage

1. Key Phrases for Giving Feedback

One of our primary roles as English language teachers is to let our students know if the English they are producing is correct or incorrect. With this information, they then know they need to fix something in their English or they can use it again exactly how they produced it. This is called the feedback loop. In order to provide students with the feedback loop we need to use different expressions for positive, negative and encouraging feedback.

Positive Feedback:
- Great job!
- Good job!
- Nice job!
- Way to go!
- Excellent!
- Super!
- Fantastic!
- Wonderful!
- Outstanding!
- Well done!
- I knew you could do it!
- Nice work!
- Good for you!
- Terrific!
- Awesome job!
- You've got it!
- Great stuff!
- That's right!
- That's correct!

Negative Feedback:
- Not quite.
- You need to change one thing.
- You need to change your verb tense.
- Your verb tense is not quite right.
- Not too bad but change your pronoun.
- Really good try but think about your subject-verb agreement.
- That's not quite right. You need to change something in your word order.

Encouragement:
- Nice try!
- Almost!
- You almost have it!
- One more time!
- You're on the right track!
- You've got the right idea!
- You're almost there!
- You're really close!
- That's better!
- Try again!

2. Key Phrases for Beginning Your Lessons

We need to clearly signal to our students that the lesson is beginning. Here are some phrases and sentences we can use to do that.

- Good morning everyone.
- Good afternoon everyone.
- Hello everyone.
- How are things going?

- How are you today?
- Are you ready to start?
- Is everyone ready to start?
- Let's begin our lesson now.
- Let's get started.

- Let's take attendance. Who's absent today?
- We'll start when everyone's quiet.
- Let's get down to work.

3. Key Phrases for Ending Your Lessons

We also need to clearly signal to our students when the lesson is ending. Here are some phrases and sentences we can use to do that.

- Close your books.
- It's time to pack up.
- It's time to go.
- Put your books away.
- That's it for today.

- Class is over.
- See you next week.
- See you next class.
- Nice job today.

4. Key Phrases for Supervising Your Students

Throughout our lessons we need to constantly work to keep our students focused and on track. This is true regardless of the age of our students. Here are some phrases and sentences with which to do this.

- Listen up.
- Pay attention.
- Quiet please.
- Stop talking.
- Look this way.

- Look up at the front.
- Listen to what Maria is saying.
- Be careful!
- Watch out!
- Speak English.

5. Key Phrases for Giving Instructions

Our instructions for activities need to be clear, concise and direct. If we use too many words, or if the grammatical structure of our instructions is too difficult, our students won't understand what we want them to do. The easiest grammatical structure for instructions is the imperative. Here are some examples of activity instructions.

- Make groups of four please.
- Get into pairs.
- Work individually.
- Move your desks into groups of four please.

- Turn your desk around.
- Everyone stand up.
- Everyone sit down
- Come to the front of the class.

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- Put up your hands if you know the answer.
- Show me a pen.
- Hold up a pen.
- Fill in the blanks.
- Match the words on the left with the definitions on the right.
- Complete the sentences.
- Turn to page 51.
- Open your books to page 43.

- Look at exercise 6.
- You'll need a pen and a piece of paper to do this activity.
- Repeat after me.
- Listen to the CD.
- Do it again please.
- Switch partners.
- Switch roles.

6. Key Phrases for Confirming Instruction Comprehension

Regardless of how clear, concise and direct our instructions are we always need to make sure that we confirm our students have understood what we want them to do. Here are some phrases to use to do this.

- Do you understand?
- Are you with me?
- Everyone okay?
- Okay so far?
- Do you follow me?

7. Key Phrases for Beginning an Activity

Just as we need to have a clear beginning to our lessons we also need a clear beginning to each of our activities within that lesson. Here are some phrases and sentences to do this.

- Are you ready?
- Get started.
- Let's get to work.
- You try it now.
- Give it a go.
- Get to work.

8. Key Phrases for Ending an Activity

And, of course, we need to have a clear ending for our activities!

- Time is up.
- We're moving on to something else now.
- You have one minute left.

- Put your pens down.
- Let's finish up this activity.
- Let's stop now.

9. Key Phrases for Taking up Answers to Activities

Once students have completed activities that have specific answers to them we need to confirm that their answers are correct. Here are some sentences and questions we can use to take up answers as a class.

- Compare your answers with a partner.
- Check your answers with a partner.
- Let's take up the answers.
- Let's check your answers.
- Let's see how you did.
- What do you have for question two?
- What's the answer for question four?
- Does everyone agree with this answer?
- Does anyone have any questions?

10. Key Phrases for Using Metalanguage

Metalanguage is the language we use to talk about language. It includes specific vocabulary such as the words 'noun', 'verb', 'adjective' and so on, as well as phrases, sentences and questions. Here are some examples.

- What does *suitcase* mean?
- Explain *suitcase* in your own words.
- What's the English word for *pensar?*
- How do you say *pensar* in English?
- How do you spell the word *green*?
- It is spelled *G-R-E-E-N*.

A Final Reminder…

The more English you use during your lessons the more exposure students have to the language!

Thanks for participating!

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