Classroom Management Techniques
# Cambridge Handbooks for Language Teachers

This series, now with over 40 titles, offers practical ideas, techniques and activities for the teaching of English and other languages providing inspiration for both teachers and trainers.

Recent titles in this series:

<table>
<thead>
<tr>
<th>Title</th>
<th>Authors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personalizing Language Learning</td>
<td>Griff Griffiths and Kathryn Keohane</td>
</tr>
<tr>
<td>Teaching Adult Second Language Learners</td>
<td>Heather McKay and Abigail Tom</td>
</tr>
<tr>
<td>Teach Business English</td>
<td>Sylvie Donna</td>
</tr>
<tr>
<td>Teaching English Spelling</td>
<td>Ruth Slemen and Sheila Waller</td>
</tr>
<tr>
<td>Using Folktales</td>
<td>Eric K. Taylor</td>
</tr>
<tr>
<td>Learner English (Second edition)</td>
<td>Griff Griffiths and Kathryn Keohane</td>
</tr>
<tr>
<td>Planning Lessons and Courses</td>
<td>Tessa Woodward</td>
</tr>
<tr>
<td>Teaching Large Multilevel Classes</td>
<td>Natalie Hess</td>
</tr>
<tr>
<td>Using the Board in the Language Classroom</td>
<td>Jeannine Dobbs</td>
</tr>
<tr>
<td>Writing Simple Poems</td>
<td>Vicki L. Holmes and Margaret R. Moulton</td>
</tr>
<tr>
<td>Laughing Matters</td>
<td>Peter Medgyes</td>
</tr>
<tr>
<td>Stories</td>
<td>Ruth Wajnryb</td>
</tr>
<tr>
<td>Using Authentic Video in the Language Classroom</td>
<td>Jane Sherman</td>
</tr>
<tr>
<td>Extensive Reading Activities for Teaching Language</td>
<td>Julian Bamford and Richard B. Day</td>
</tr>
<tr>
<td>Language Activities for Teenagers</td>
<td>Seth Lindstromberg</td>
</tr>
<tr>
<td>Pronunciation Practice Activities</td>
<td>Martin Rewings</td>
</tr>
<tr>
<td>Drama Techniques (Third edition)</td>
<td>Alan Maley and Alan Duff</td>
</tr>
<tr>
<td>Five-Minute Activities for Business English</td>
<td>Paul Emmerson and Nick Hamilton</td>
</tr>
<tr>
<td>Games for Language Learning (Third edition)</td>
<td>Andrew Wright, David Betteridge and Michael Buckley</td>
</tr>
<tr>
<td>Dictionary Activities</td>
<td>Cindy Leaney</td>
</tr>
<tr>
<td>Dialogue Activities</td>
<td>Nick Bilbrough</td>
</tr>
<tr>
<td>Five-Minute Activities for Young Learners</td>
<td>Penny McKay and Jenni Guse</td>
</tr>
<tr>
<td>The Internet and the Language Classroom (Second edition)</td>
<td>Gavin Dudeney</td>
</tr>
<tr>
<td>Working with Images</td>
<td>Ben Goldstein</td>
</tr>
<tr>
<td>Grammar Practice Activities (Second edition)</td>
<td>Penny Ur</td>
</tr>
<tr>
<td>Intercultural Language Activities</td>
<td>John Corbett</td>
</tr>
<tr>
<td>Learning One-to-One</td>
<td>Ingrid Wisnewiska</td>
</tr>
<tr>
<td>Communicative Activities for EAP</td>
<td>Jenni Guse</td>
</tr>
<tr>
<td>Memory Activities for Language Learning</td>
<td>Nick Bilbrough</td>
</tr>
<tr>
<td>Vocabulary Activities</td>
<td>Penny Ur</td>
</tr>
</tbody>
</table>

© in this web service Cambridge University Press  www.cambridge.org
Classroom Management Techniques

Jim Scrivener

Consultant and editor: Scott Thornbury
Contents

Introduction

1 The classroom
   1 Different classroom layouts  7
   2 Setting up the room for specific activities  11
   3 Avoiding chaos when rearranging the room  14
   4 Effective seating arrangements  17
   5 Varying teacher positions  20
   6 Using a limited space  23
   7 Sharing classrooms  26
   8 Improving the classroom environment  28
   9 Design and purchasing decisions  33

2 The teacher
   1 Being yourself  36
   2 Establishing and maintaining rapport  40
   3 Ways of listening  44
   4 Turning the volume up and down  48
   5 Finding the right voice tone  50
   6 Varying the quantity of your control  52
   7 Gestures and facial expressions  56
   8 The teacher's language  66
   9 Using intuition  71
  10 The teacher as researcher  74

3 The learners
   1 Learning names  76
   2 Helping the group to work together  82
   3 Mixed-level classes  88
   4 Large classes  96
   5 Individuals  100
   6 A learner-centred approach  108
# Contents

## 4 Key teacher interventions

1. Being supportive ........................................... 120
2. Asserting authority ......................................... 123
3. Giving instructions ......................................... 128
4. Telling .......................................................... 134
5. Eliciting ...................................................... 139
6. Questioning .................................................. 146
7. Checking learning and understanding ............... 152
8. Being catalytic .............................................. 154
9. Structuring and signposting ............................. 157
10. Giving encouragement, feedback and praise ....... 163
11. Giving difficult messages ............................... 167
12. Permitting emotion ....................................... 169
13. Being unhelpful ........................................... 173
14. Vanishing ................................................... 176

## 5 Facilitating interaction .................................. 179

### Whole-class work ........................................ 179

1. Encouraging students to speak ......................... 179
2. Researching interaction .................................. 183
3. Reducing unnecessary teacher talk ................... 185
4. Should students put up their hands? ................. 188
5. Training students to listen to each other .......... 192
6. Withholding validation of student answers ........ 196

### Pairs and groups ......................................... 199

7. Making pairs and groups ................................. 199
8. Keeping pair work and group work interesting .... 203
9. Encouraging quieter learners to speak in pairs or groups 207
10. Monitoring pair and group work ...................... 211
11. Encouraging students to use English ............... 214
12. Allocating group-participant roles ................. 219
13. Justifying pair and group work to students ....... 223

### The world ............................................... 226

14. Interaction beyond the classroom walls .......... 226

## 6 Establishing and maintaining appropriate behaviour 231

1. Setting the stage for positive behaviour .......... 231
2. Dealing with small disruptions ....................... 236
3. Serious discipline issues ............................... 241
7 Lessons

1 Starting lessons 246
2 Using the board 251
3 The coursebook 258
4 Time and pace 262
5 Handouts 266
6 Low-tech resources 270
7 Working with computers 274
8 Post-task 280
9 Closing lessons 284
10 Closing courses 292

Classroom management booklist 298

Index 299
Thanks and acknowledgements

I’d like to thank the following for all their work, advice and help towards creating this book: Nóirín Burke, Roslyn Henderson, Jane Walsh, Debbie Goldblatt, Andy George, Nick Hardcastle and especially Scott Thornbury and Verity Cole for their careful, thought-provoking editing. This book is dedicated to all the teachers and trainers who worked in Palace Court in the good old days. You know when that was and who you are. I learned it all from all of you.

The authors and publishers acknowledge the following sources of copyright material and are grateful for the permissions granted. While every effort has been made, it has not always been possible to identify the sources of all the material used, or to trace all copyright holders. If any omissions are brought to our notice, we will be happy to include the appropriate acknowledgements on reprinting.

Ken Wilsen for the extracts on pp.15, 201, taken from

http://kenwilsenelt.wordpress.com;

The estate of Theodore Roethke for the text on p.73 taken from Straw for the Fire: From the Notebooks of Theodore Roethke, 1972. Published by Doubleday;


The Publisher has used its best endeavours to ensure that the URLs for external websites referred to in this book are correct and active at the time of going to press. However, the publisher has no responsibility for the websites and can make no guarantee that a site will remain live or that the content is or will remain appropriate.