



JALPY ORTA MEKTEBI
NUR ALEM
ЧАСТНАЯ СРЕДНЯЯ ШКОЛА PRIVATE SCHOOL

CLASSROOM MANAGEMENT

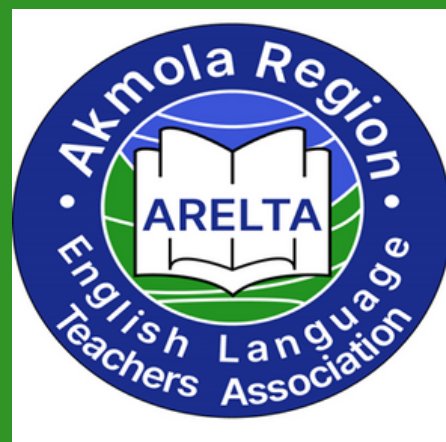
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For English teachers' audience

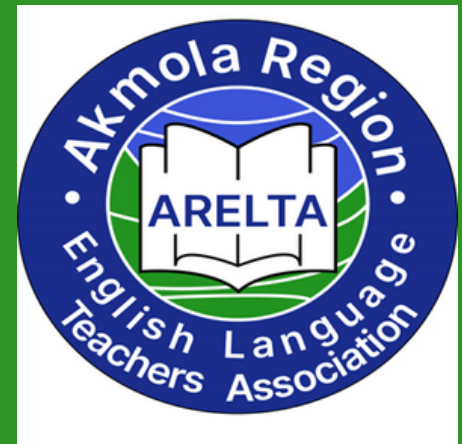
**ENGLISH
LANGUAGE
PROGRAMS**

The World is Your Classroom



U.S. DEPARTMENT OF STATE

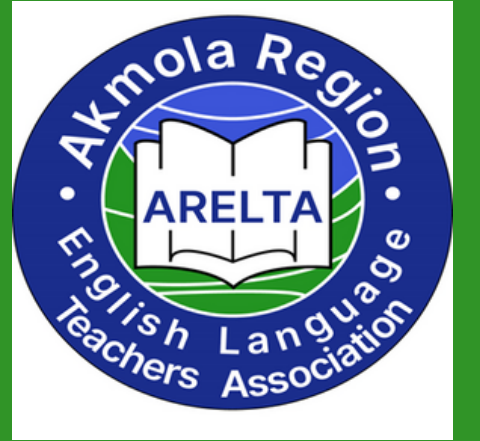
Course Description



The course is designed for English teachers. It aims to learn about effective classroom strategies and the importance of their usage. In this course, students will develop the skills to create a conducive atmosphere in the learning process. The first module introduces motivation through learners' needs and characteristics. The second module focuses on managing the teaching and learning process. In the third module, you will indicate classroom layouts and the teacher's role. In the final part of the course, you will establish and maintain appropriate behaviour. The final product of the course is to apply and manage the classroom atmosphere.



Course Objectives



To create and understand classroom management procedures through knowledge of principles and generalizations.

The training will focus on various areas of classroom management:

- key concepts and the language teaching classroom

- learning styles

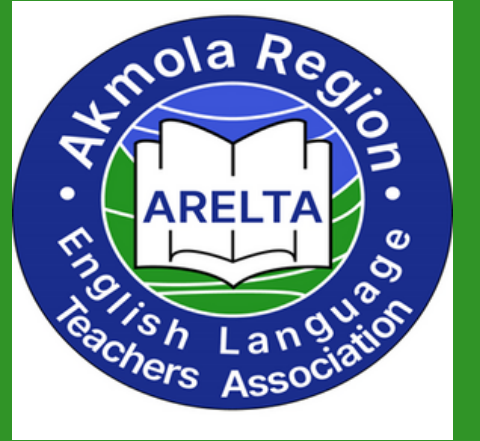
- classroom language

- layouts and teacher's role

- establishing and maintaining appropriate behaviour



Learning Outcomes



Upon completing this training, participants will be able to:

- Define strategies for raising students' motivation through learners' needs and interactions
- Identify learners' styles and appropriate approaches to each of them
 - Explore the spectrum of competencies required for effective behaviour management
- Develop greater personal responsibility for managing behaviour and establishing and maintaining harmonious working relationships in the classroom



Assessment Plan



Class attendance 10%

Regular attendance is required. Any missed work/tasks must be turned in during the following class. Late assignments will receive a lowered grade. You may miss no more than 4 classes without a legitimate excuse. You must also be on time for class.

Participation in class discussions 25%

Students will present and lead a discussion of a given task. The prepared task should include a summary of the main points.

Completion of tasks 25%

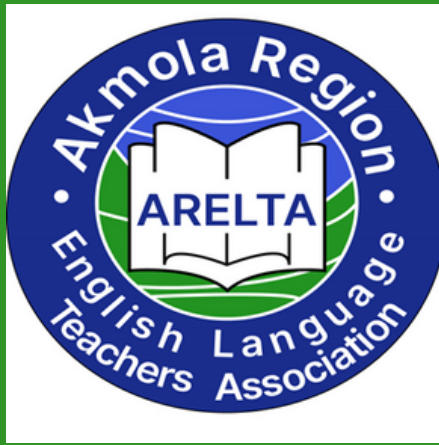
Participants will present their own worksheets to the trainer and the rest of the class and participate in peer feedback.

Final exam 40%

There will be a final exam in the course worth 40% of final mark. The final exam will consist of a number of short response questions and will be 1.5 hours in length. The content to be examined will be drawn from the content of a given training.



Rubrics



| Needs to improvement | Beginner | Competent | Proficient |
|--|---|---|--|
| <ul style="list-style-type: none"> · Little or no advance preparation · Lets others set and pursue the agenda · Observes passively and says little or nothing · Responds to questions · Gives the impression of wanting to be somewhere else · Attendance record is haphazard and inconsistent; may be absent or late without notice | <ul style="list-style-type: none"> · Moderately prepared in advance · Takes some part in setting group goals and agendas · Participates in discussions, letting others provide the direction · Occasionally introduces information or asks questions · If likely to be absent or late, informs others ahead of time and arrange to cover your own responsibilities | <ul style="list-style-type: none"> · Well prepared in advance · Takes a large part in setting group goals and agendas · Actively participates in discussion and asks questions · Listens actively and shows understanding by paraphrasing or by acknowledging and building on others' ideas · Volunteers willingly and carries their own share of the group's responsibilities | <ul style="list-style-type: none"> · All of the markers of proficient participation, plus: · Draws out ideas or concerns of others, especially those who have said little · Re-visits issues or ideas that need more attention · Helps the group stay on track |



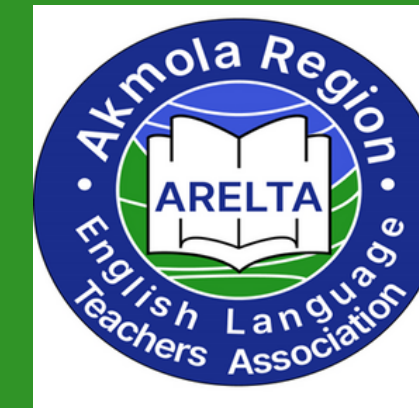
Course Outline



| # | Module Topics | Learning Outcomes | Assessment | Hours |
|---|---|--|---|-------|
| 1 | Key concepts and the language teaching classroom | Define strategies for raising students' motivation through learners' needs and interactions | Integrate classroom atmosphere, teacher's behavior, applying the task according to the learner's interest | 1 |
| 2 | Learning styles | Identify learners' styles and appropriate approaches to each of them | Produce different worksheets according to the learning styles | 1 |
| 3 | Classroom language | Research giving instructions | Organize instructions due to worksheets | 1 |
| 4 | Layouts and teacher's role | Explore the spectrum of competencies required for effective behavior management | Generate layouts and teacher's role according to the tasks | 1 |
| 5 | Establishing and maintaining appropriate behavior | Develop greater personal responsibility for managing behavior and establishing and maintaining harmonious working relationships in the classroom | Structure learners' behavior according to the learners' need, styles | 1 |



Course Schedule



| # | Lesson Topics | Learning Outcomes | Lesson Objectives | Lesson Content |
|---|---|--|---|--|
| 1 | Key concepts and the language teaching classroom | Define strategies for raising students' motivation through learners' needs and interactions | Integrate classroom atmosphere, teacher's behavior, applying the task according to the learner's interest | The teacher The classroom atmosphere The task/ Rapport Self- confidence Interest |
| 2 | Learning styles | Identify learners' styles and appropriate approaches to each of them | Produce different worksheets according to the learning styles | Different learners' styles |
| 3 | Classroom language | Research giving instructions | Organize instructions due to worksheets | Giving instructions |
| 4 | Layouts and teacher's role | Explore the spectrum of competencies required for effective behavior management | Generate layouts and teacher's role according to the tasks | Seating arrangements and teacher's role |
| 5 | Establishing and maintaining appropriate behavior | Develop greater personal responsibility for managing behavior and establishing and maintaining harmonious working relationships in the classroom | Structure learners' behavior according to the learners' need, styles | Warm-Ups Icebreakers Energizers |



Lesson Plan



| Lesson Topic: Learning styles | | Module: 2 |
|---|---|-------------------------|
| | | Duration: 60 min |
| Lesson objectives (from the State Syllabus): Produce different worksheets according to the learning styles | | |
| Learning Outcomes: Identify learners' styles and appropriate approaches to each of them | | |
| Materials, resources, and technology: Active board, worksheets. https://youtu.be/_lopcOwfsou | | |
| Time / Materials | Lesson Procedures | |
| | Warm-up/Intro: Activate prior knowledge of learning styles Trainees are asked about the types of learning styles and their descriptions | |
| | Presentation: https://youtu.be/_lopcOwfsou | |
| | Practice Activities: Trainees are given the task to match the description with the names of learning styles. | |
| | Application Activities: Trainees are given different descriptions of tasks to match the appropriate learning styles. | |
| | Wrap-up: Trainees are asked to present a type of activity according to the learning style | |
| Evaluation Plan: Trainees present their own worksheets with different learning styles. Differentiation of tasks is obligatory | | |
| Teacher Reflection: The trainer gives feedback and recommendations to each represented worksheet. | | |





Resources and References

Classroom Management Techniques - Jim Scrivener

Learning Teaching - Jim Scrivener

The TKT course training activities

