



Classroom management: Engaging Young Learners

S. T. A. R. (Space, Time, Attention, Reinforcement)

ELT Conference - February 2017

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- Managing Space

- Classroom corners
- Sitting Arrangements
- Standing Arrangements
- Desks and chairs
- Room movements
- Classroom furniture
- Classroom walls
- Lighting
- Indoors/outdoors
- Repetition of patterns

- Managing Time

- Lesson distribution
 - Warm-up Game
 - Routine
 - Vocabulary games
 - Table time
 - Story Time
 - Closing Game
- Activity length
- Transition Time
- Fast finishers
- Repetition of patterns

ATTENTION CATCHERS

- TPR (total physical response)
- Songs and rhymes
- Finger plays
- Clapping games
- Magic bags
- Warm-ups to each activity
- Class mascot
- Voice volume & tone
- Face expressions

TRANSITIONS

- Time
- Songs and rhymes
- Movement around classroom
- Beginnings & ends of activities

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POSITIVE REINFORCEMENT

- Stickers
- Volunteers
- Names list on board
- Names list poster
- G.A.M.E. (dis/appearing)
- King/Queen competition
- First in line
- Using the “next activity”
- Encouragement (smile, high-five...)
- Peer Encouragement

NEGATIVE REINFORCEMENT (debate)

- Frown
- Telling off
- Saying no
- Shouting
- Punishment

Important tips

- Course evolution (importance of first lessons)
- Have clear rules before going into the class (they will test us)
- Read your audience & adapt
- Don't allow your plan to monopolize your lesson
- Win them over (joke, laugh, be happy...)
- Sts as mirrors of the Teacher's state of mind
- Particularly difficult children
- Class management enhances language acquisition

Class gone wrong

Class gone wrong

- Running when entering the class
- Missuse of classroom material (chairs, tables, colours...)
- Game gone out of control
- 3yo crying
- Shoes off during activity
- Standing up/sitting down when not supposed to
- Coming to talk to you without permission
- Toilet
- Moving around the room/to different rooms
- Shouting / hitting...
- Particularly difficult sts
- ...

Self-revision check list

- What is the first thing I did when they saw me?
- How was the distribution of activities?
- How was the timing?
- How were the transitions?
- How was my management of space?
- How were the Sts at the start of each activity?
- Were my instructions clear? Did they understand me?
- Did I smile enough? Did they see me have fun with them?
- Did I praise them enough? Enough positive reinforcement?
- Were the activities fun?
- Did I include enough language?
- Are the routines working?

Class Dynamics

- Routine / the comfort in structure
- Flow of activities
- Different activity focus
- Use of different spaces
- Use of different sitting arrangements
- 10m sections
- Transitions
- Attention catchers
- Sts participation

Any questions?



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