

# Contents

	Introduction	1
<b>1</b>	<b>The classroom</b>	<b>7</b>
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
<b>2</b>	<b>The teacher</b>	<b>36</b>
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
<b>3</b>	<b>The learners</b>	<b>76</b>
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

<b>4</b>	<b>Key teacher interventions</b>	119
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
<b>5</b>	<b>Facilitating interaction</b>	179
	<b>Whole-class work</b>	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
	<b>Pairs and groups</b>	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
	<b>The world</b>	226
14	Interaction beyond the classroom walls	226
<b>6</b>	<b>Establishing and maintaining appropriate behaviour</b>	231
1	Setting the stage for positive behaviour	231
2	Dealing with small disruptions	236
3	Serious discipline issues	241

<b>7</b>	<b>Lessons</b>	246
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