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
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**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
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