
REVIEW: CLASSROOM MANAGEMENT TECHNIQUES

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**Scrivener, J. (2012). *Classroom Management Techniques*.
Cambridge: Cambridge University Press.**

As the title *Classroom Management Techniques* suggests, this book focuses on the techniques employed to facilitate ELT classroom management for native or non-native speakers who are new to teaching English as a second, foreign or additional language to young or adult learners. This book is also applicable to the teaching of general English, English for Academic Purposes, and English for Specific Purposes in both monolingual and multilingual classes in either private or governmental institutions.

The book is sectioned into seven chapters, each of which starts with a teacher's reflection on a real challenge being faced in a classroom. *Aim and Introduction* comes next as a way to deal with such challenge, followed by one or more suggested *Techniques* to manage a class under the said challenge, and ends with *Questions of Reflection* for users to think further about the application of their future practice. Individual chapters are simply named based on five key issues.

The first issue is classroom analyses, covering three aspects as in the first three chapters: the classroom, the teacher,

and the learners. Chapter One, *The Classroom*, focuses on how best to organize and utilize the teaching/learning space as represented in the nine units of the chapter: *Different Classroom Layouts*, *Setting up the Room for Specific Activities*, *Avoiding chaos when rearranging the room*, *Effective seating arrangements*, *Varying Teacher Positions*, *Using a Limited Space*, *Sharing Classrooms*, *Improving the Classroom Environment*, and *Design and Purchasing Decisions*. The second chapter, *The Teacher*, with ten units starting with the teacher himself or herself, like Unit One (Being Yourself), then scoping out how the teacher can boost students' learning as in Unit Two (Establishing and Maintaining Rapport), Unit Three (Ways of Listening), Unit Four (Turning the Volume Up and Down), Unit Five (Finding the Right Voice Tone), Unit Six (Varying the Quantity of Your Control), Unit Seven (Gestures and Facial Expressions), Unit Eight (The Teacher's Language), and looking at what changes can be probably made to the teacher's actions, reactions and behavior as in Unit Nine (Using Intuition), and Unit Ten (The Teacher as Researcher). Another aspect of classroom analyses falls into *The Learners* in the third chapter. Chapter Three, with six units advising the teacher on how to get to know his or her students as in Unit One (Learning Names), then introduces the teacher how to work with both individual students and groups as presented in Unit Two (Helping the Group to Work Together), Unit Three (Mixed-level Classes), Unit Four (Large Classes), Unit Five (Individuals), and the last unit (A Learner-centred Approach).

Following the second issue of analyzing teacher interaction, the fourth chapter, *Key Teacher Interventions*, consists of 14 units representing 14 different ways of how a teacher can interact with learners: being supportive, asserting authority, giving instructions, telling, eliciting, questioning, checking learning and understanding, being catalytic, structuring and signposting, giving encouragement, feedback and

praise, giving difficult messages, permitting emotion, being unhelpful, and vanishing. Illustrations are also provided to clarify some seemingly confusing techniques such as ‘Carousel’ (pp. 205-206).

How to facilitate English-language classroom communication addresses the third issue in the next chapter, *Facilitating Interaction*. Chapter Five presents techniques on how to ease and have more and better quality student-student and student-teacher interactions in English. It is subdivided into three sections: *Whole-class work* with six units, *Pairs and Groups* with seven units and *The World* with a single unit.

Chapter Six, Establishing and Maintaining Appropriate Behavior, includes three units based on the issue of critical teaching. The chapter focuses on the discipline issues of both good and bad behavior in Unit One (Setting the Stage for Positive Behavior), Unit Two (Dealing with Small Disruptions), and Unit Three (Serious Discipline Issues).

The final issue is classroom problems and solutions in the last chapter, *Lessons*. The chapter has ten units involving teaching alternatives on how to carry out tasks and approaches to materials and resources. The ten units are organised as *Starting Lessons*, *Using the Board*, *The Coursebook*, *Time and Space*, *Handouts*, *Low-tech Resources*, *Working with Computers*, *Post-task*, *Closing Lessons*, and *Closing Courses*.

After the seven chapters in the book, *Classroom Management Booklist* is provided to readers with relevant references for further reading.

With the full extent of new ideas, authentic activities, and hands-on as well as universal techniques for novice teachers or teachers in training, this handbook, designed for time-saving teaching preparation, can be a key to help promote classroom teaching being livelier and serve various students’ needs. When a teacher gets stuck on new and creative ways to teach, or has no

idea of how to make classroom teaching supportive of students' learning, this activity-driven book presents a variety of critical pedagogical ideas, together with classroom problems and issues with authentic solutions. Even for experienced teachers of English, *Classroom Management Techniques* is worthwhile to enhance professional teaching.

The Author

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