



EEI1304

English Classroom Management

Chapter 5

Engage Students in Learning



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Engage Students in Learning

What is student engagement?

focused

interpersonal

showcase

academically

Student engagement is the ability of a student to **stay** _____, **learn** and **build** _____ relationships with others and towards education and school. It is a level of students in which they _____ **curiosity**, **optimism**, **concentration**, and **passion** that allows students to learn and succeed _____.

(Pal, 2025).



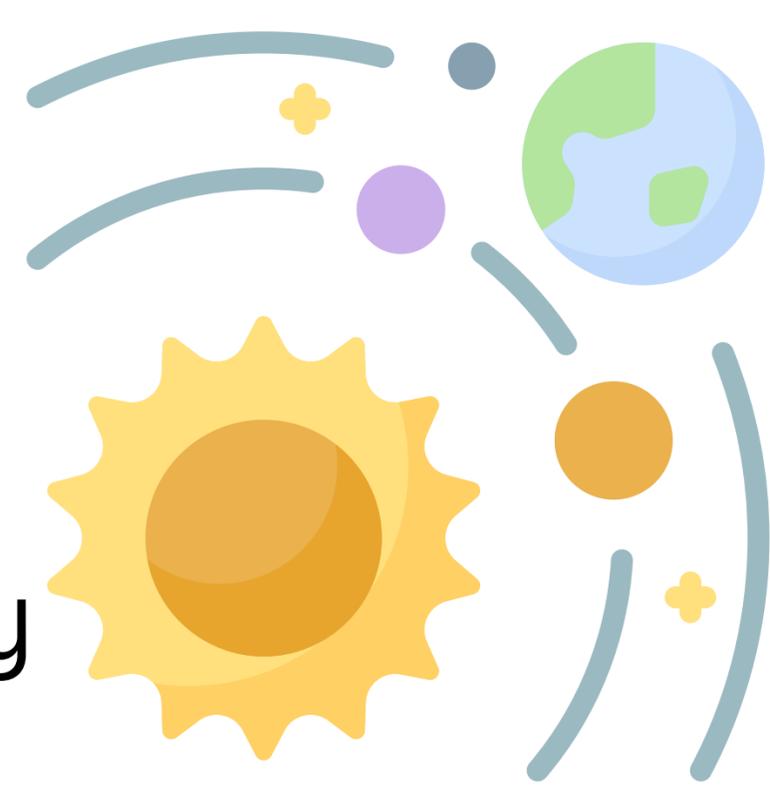
Engage Students the Moment They Enter the Classroom

Begin a class to

- establish clear expectations
- set the tone for the rest of the class period
- ensure that all students feel welcome and included



Establish clear expectations



Explaining learning aims and content appropriately

- allows students to join in tasks

Sample learning aims and content:

By the end of this lesson, you will be able to:

- use language to talk about distances
- read a text and complete a table about the solar system
- use adjectives, comparatives, and superlatives to compare planets
- produce descriptions of the solar system



Establish clear expectations

Explaining learning aims and content appropriately

- makes connections to previous learning

Sample learning aims and content:

By the end of this lesson, you will be able to:

- match, name and sequence parts of the body and the face
- organize information according to categories
- working groups to plan how to build a human skeleton





Establish clear expectations

Explaining learning aims and content appropriately

- helps get a sense of progress as students achieve each lesson's aim

Sample learning aims and content:

By the end of this lesson, you will be able to:

- use adverbs of frequency to talk about household jobs
- rank household jobs from the most favorite to least favorite and give reasons for your opinions
- design a questionnaire to find out how often people do jobs around the house.





Establish clear expectations

Explaining learning aims and content appropriately

- Describe the skills that language learners will develop during the lesson.
- Write the aims on the board at the start of a lesson (or have a learner write them).
- At the beginning, ask students to choose the number of the course aims (from the poster) that they are working.
- At the end, go back to the lesson aims and ask again which course aim the students have done.



Establish clear expectations

Explaining learning aims and content appropriately

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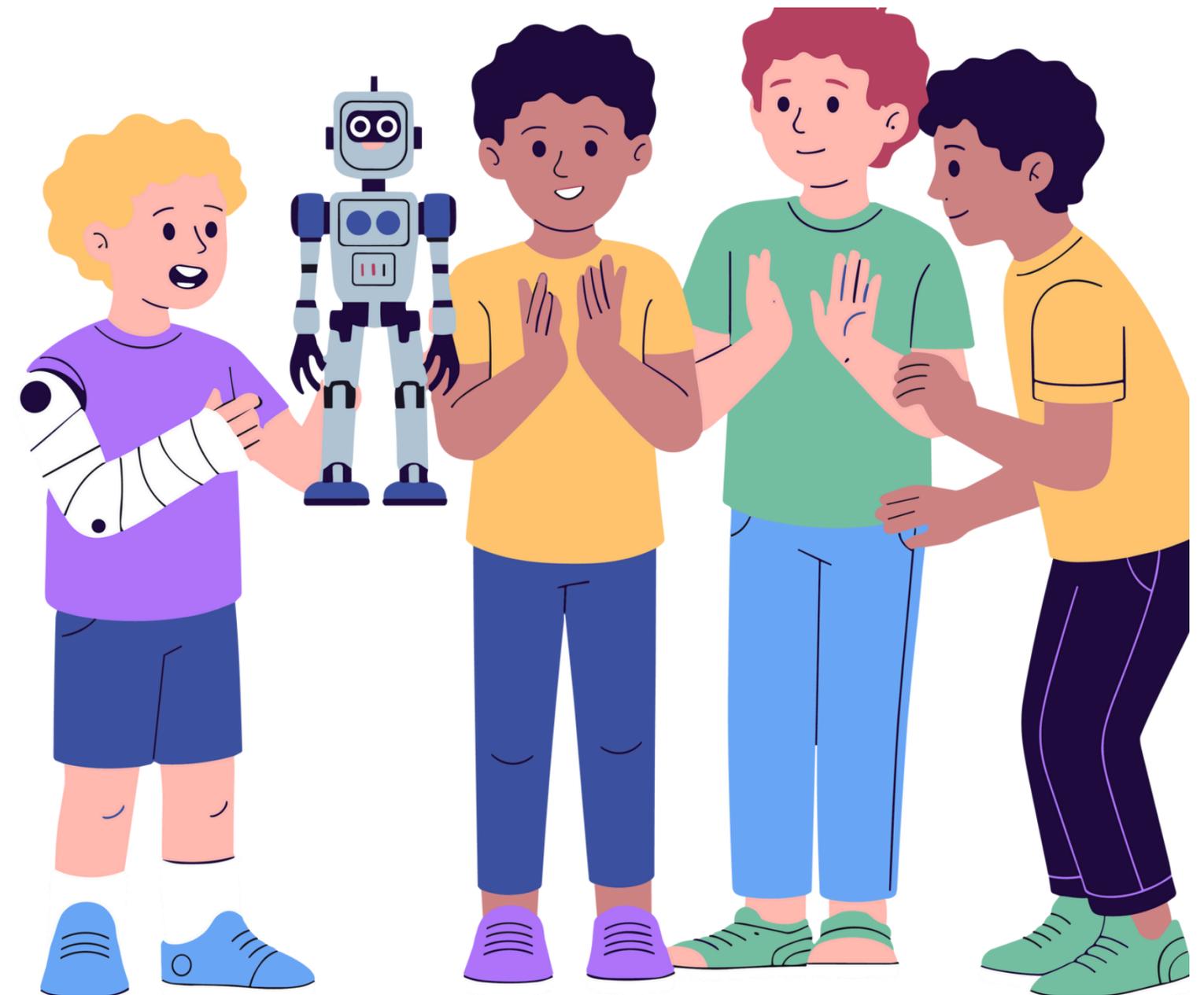
Warm-Up Activities: A Challenge Question

A Challenging Question

- can focus students' attention on **what they are about to learn.**

Example:

- If you could create any new invention to make your life easier, **what would it be?**





Warm-Up Activities: A Challenge Question

A Challenging Question

- can focus students' attention on **what they are about to learn.**

Example:

- If you could create a rule that everyone in the world must follow, **what rule would it be?**





Warm-Up Activities: A startling statistic or fact

Lesson: If Clause

By the end of this lesson, students will be able to:

- **Identify** the structure and function of Zero, First, and Second Conditionals.
- **Differentiate** between real possibilities (First Conditional) and hypothetical/imaginary situations (Second Conditional).
- **Construct** grammatically correct conditional sentences using appropriate tenses (Present Simple, Will, and Would).
- **Express** personal opinions and creative ideas using the If + Past, Would structure in response to global and personal challenges.



Warm-Up Activities: A startling statistic or fact

A startling statistic or fact

- can arouse students' **curiosity and interest** in the lessons.

Example:

- The combination “ough” can be pronounced in **10 different ways**.





Warm-Up Activities: A startling statistic or fact

A startling statistic or fact

- The combination “ough” can be pronounced in **10 different ways**.

Let's try!

- A rough-coated, dough-faced, thoughtful ploughman strode through the streets of Scarborough; after falling into a slough, he coughed and hiccoughed.



A rough-coated, dough-faced, thoughtful ploughman

Nope, this isn't a Tinder profile (if only the quality of available man was that good). It's the start of a sentence containing some of...

emmawilkin.com



Warm-Up Activities: A startling statistic or fact

A **rough** /rʌf/ -coated, **dough** /dəʊ/-faced, thoughtful /'θɔ:t.fəl/
ploughman /'pləʊ.mən/ strode **through** /θru:/ the streets of
Scarborough /'skɑ:.bər.ə/; after falling into a **slough** /'slü/ | /slaʊ/, he
coughed /kɒf/ and **hiccoughed** /'hɪk.ʌp/.



A rough-coated, dough-faced, thoughtful
ploughman

Nope, this isn't a Tinder profile (if only the
quality of available man was that good). It's
the start of a sentence containing some of...

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Warm-Up Activities: A startling statistic or fact

Lesson: Pronunciation of words with -ough

By the end of this lesson, students will be able to:

- **Identify and produce** the seven distinct sounds represented by the letter combination "-ough."
- **Read** Charles Battell Loomis's poem "O-U-G-H" with correct pronunciation and expressive rhythm.
- **Categorize** "-ough" words into phonetic groups and use them correctly in new sentences.



Warm-Up Activities: A startling statistic or fact

Learning Content:

‘O-U-G-H’ by
Charles Battell Loomis,
an American author who
was born in 1861.



Source:https://en.wikipedia.org/wiki/Charles_Battell_Loomis



Warm-Up Activities: A startling statistic or fact

Learning Content:

'O-U-G-H' by
Charles Battell
Loomis, an American
author who was born
in 1861.

I'm taught p-l-o-u-g-h
Shall be prononcé "plow."
"Zat's easy w'en you know," I say,
"Mon Anglais, I'll get through!"



Warm-Up Activities: A startling statistic or fact

Learning Content:

'O-U-G-H' by
Charles Battell
Loomis, an American
author who was born
in 1861.

My teacher say zat in zat case,
O-u-g-h is "oo."
And zen I laugh and say to him,
"Zees Anglais make me cough."



Warm-Up Activities: A startling statistic or fact

Learning Content:

'O-U-G-H' by
Charles Battell
Loomis, an American
author who was born
in 1861.

He say, "Not 'coo,' but in zat word,
O-u-g-h is 'off.'"

Oh, Sacre bleu! Such varied sounds
Of words makes me hiccough!



Warm-Up Activities: A startling statistic or fact

Learning Content:

'O-U-G-H' by
Charles Battell
Loomis, an American
author who was born
in 1861.

He say, "Again mon frien' ees wrong;
O-u-g-h is 'up'
In hiccough." Zen I cry, "No more,
You make my t'roat feel rough."



Warm-Up Activities: A startling statistic or fact

Learning Content:

'O-U-G-H' by
Charles Battell

Loomis, an American
author who was born
in 1861.

“Non, non!” he cry, “you are not right;
O-u-g-h is ‘uff.’”

I say, “I try to spik your words,
I cannot spik zem though.”



Warm-Up Activities: A startling statistic or fact

Learning Content:

'O-U-G-H' by
Charles Battell
Loomis, an American
author who was born
in 1861.

“In time you’ll learn, but now you’re
wrong!

O-u-g-h is ‘owe.’”

“I’ll try no more, I s’all go mad,
I’ll drown me in ze lough!”



Warm-Up Activities: A startling statistic or fact

Learning Content:

‘O-U-G-H’ by
Charles Battell

Loomis, an American
author who was born
in 1861.

“But ere you drown yourself,” said he,

“O-u-g-h is ‘ock.’”

He taught no more, I held him fast,

And killed him wiz a rough!



Warm-Up Activities: A Fun Story

A fun/funny story helps motivate students to **become involved in the lesson.**

Why are you late, Terry?

Because of a sign down the road.





Warm-Up Activities: A Fun Story

A fun/funny story helps motivate students to **become involved in the lesson.**

What does a sign have to do with you being late?



The sign said, School Ahead, Go Slow!





Warm-Up Activities: A Fun*ny) Story

Lesson: Imperative (Command and Request)

By the end of this lesson, students will be able to:

- **Identify** imperative verbs in signs, instructions, and daily conversation.
- **Formulate** affirmative and negative imperative sentences (prohibitions) using the base form of the verb.
- **Distinguish** between a direct command and a polite request by using "Please" and appropriate intonation.
- **Demonstrate** the ability to give and follow classroom management instructions effectively



Warm-Up Activities: A T/F Quiz

A T/F Quiz

- get your students actively involved within the first two minutes of the lesson.



A group of monkeys is called a troop .

True

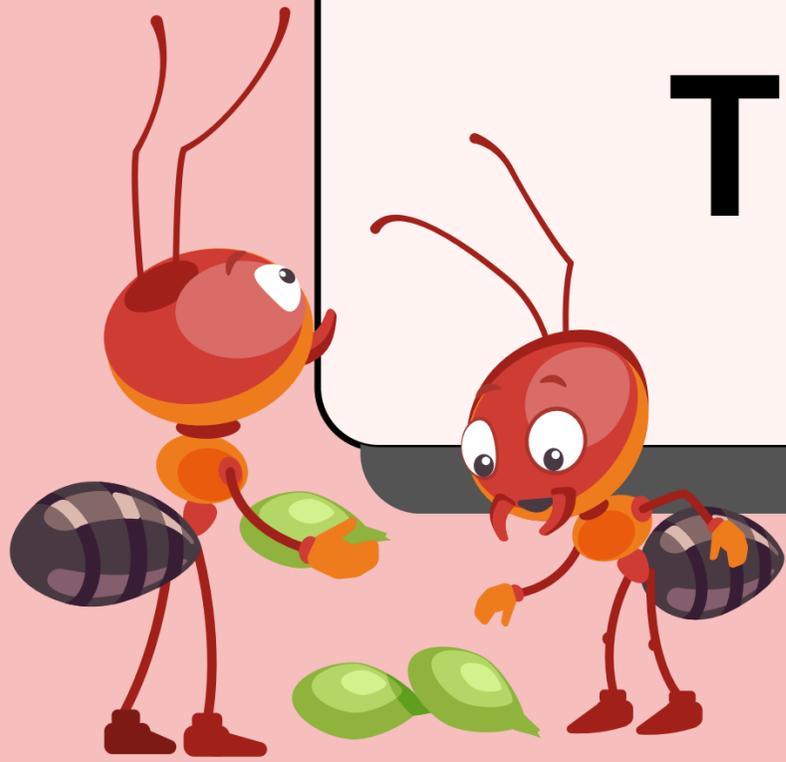
False



A group of ants is called a colony.

True

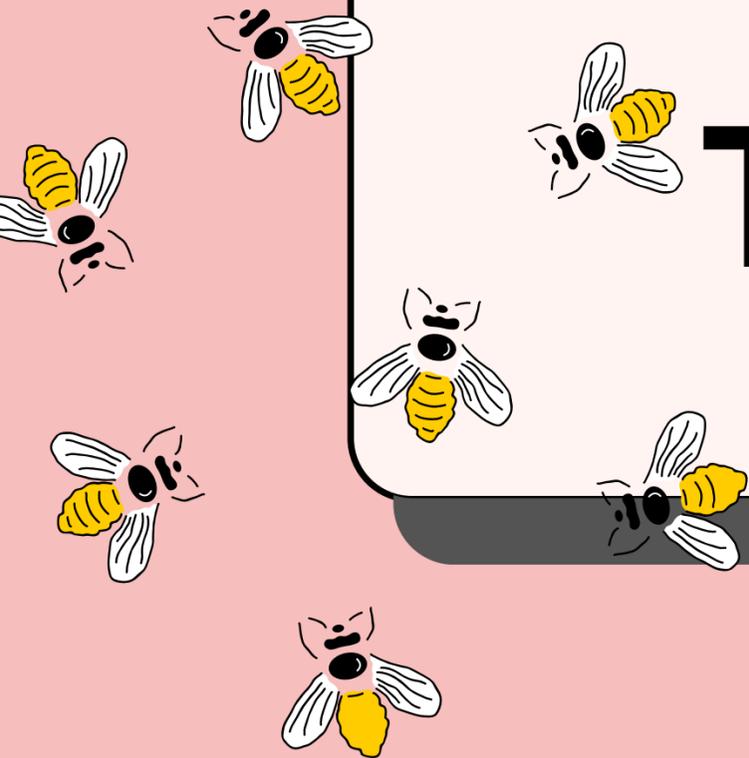
False



A group of bees is called a swarm.

True

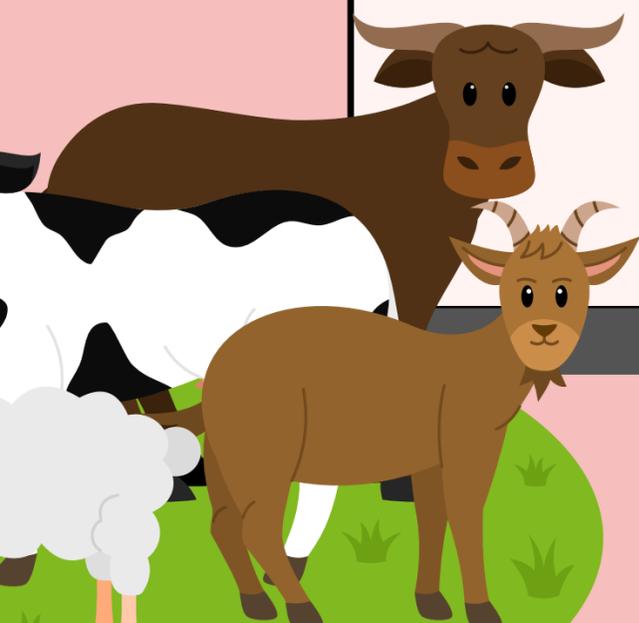
False



A group of buffalo is called a gang.

True

False



A group of camels is called a caravan.

True

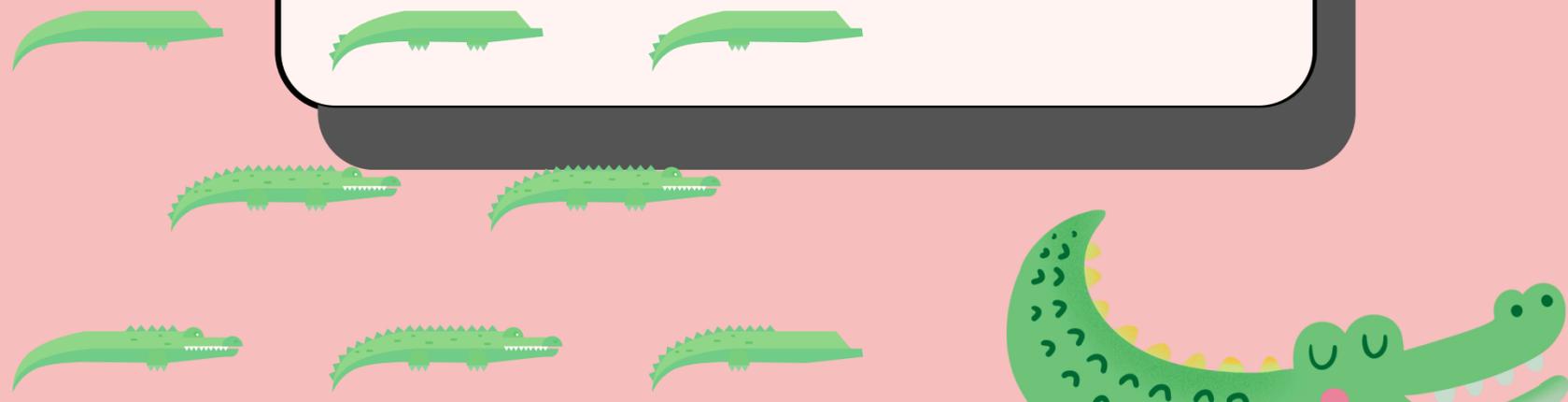
False



A group of crocodiles is called a float.

True

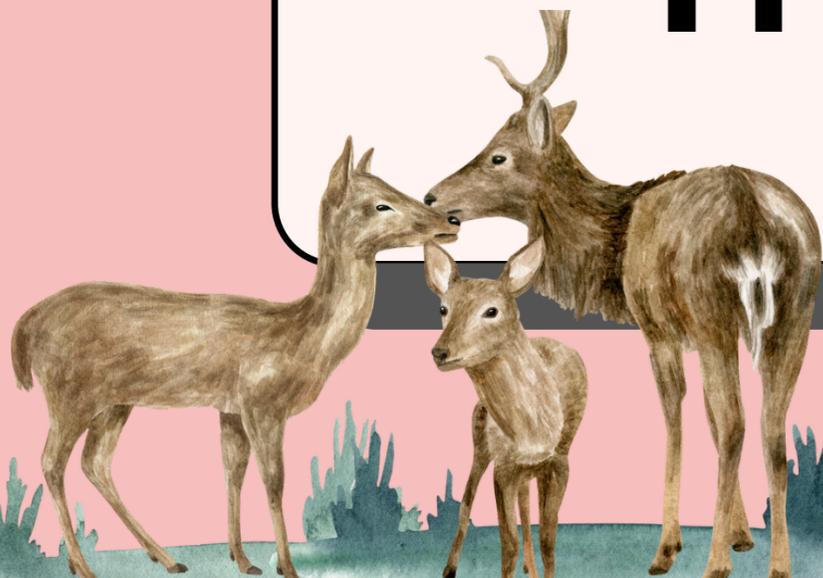
False



A group of deer is called a herd **/hɜːd/** .

True

False



A group of fish is called a school .

True

False

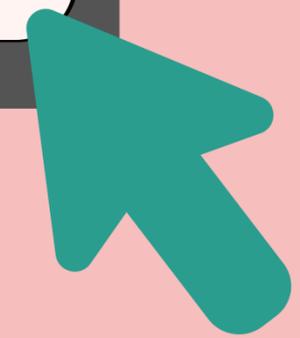


A group of giraffes is called a tower .



True

False



A group of kangaroos is called a troop .

True

False





Warm-Up Activities: A T/F Quiz

Lesson: Collective Noun

By the end of this lesson, students will be able to:

- **Define** what a collective noun is and identify its role in a sentence.
- **Match** specific groups of animals, people, and objects with their correct collective nouns (e.g., a pride of lions, a staff of teachers).
- **Apply** correct subject-verb agreement rules when using collective nouns (treating the group as a single unit).
- **Create** descriptive sentences or a short story using at least five different collective nouns.

Bibliography

Pal, R. (2025, October 31). Strategies to Engage Students in the Classroom: Learning Participation. Retrieved January 11, 2026, from 21K School:
<https://www.21kschool.com/th/blog/strategies-to-engage-students-in-the-classroom/>