

Chapter 5

Classroom management

Q/ What is classroom management?

Classroom management refers to the way teachers organize what goes on in the classroom. As the most powerful person in classroom, the teacher has the authority to influence the kind of interaction that goes on in the class and this interaction is created from a combination of many related factors.

Q/ What are the factors that can help to create interaction in English inside the classroom?

- 1- Makes language comprehensible.
- 2- How much the teacher talks and what he says.
- 3- How the teacher gives instructions.
- 4- Keeps students on task.

Q/What is the main goal of classroom management?

The goal of classroom management is to create a classroom atmosphere conducive to interacting in English in meaningful ways so that students can make progress in learning English.

Q/How can EFL/ESL teachers use knowledge of classroom management to create opportunities for students to interact in English in meaningful ways?

1- Teacher Talk

It is not how much time we spend talking, but rather the way we use talk to promote meaningful interaction that is significant. Certain uses of teacher talk lack this purpose and are therefore not productive. We can elect to use English selectively and purposefully to answer students' questions, give instructions, demonstrate useful reading processes, explain homework assignments relate an amusing story that students can comprehend, participate in daily interpersonal communications with students in English, and use teacher talk as part of the students' planned listening comprehension experience, such as a dictation.

2- The teacher's Questions

It is very important that teacher understand and be aware of questioning behaviors (the benefit of questioning behaviors) because it can benefit those who want to stimulate students to communicate in English in meaningful ways.

Q/ How can teacher focus on their questioning behaviors?

One way to focus on our questioning behaviors is two consider the following:

- 1- Consider the purposes of questions.
- 2- Consider the content of our questions.
- 3- Consider wait time.

▪ The purposes of questions

There are different purposes of question, which are:

- A. To ask student to "display their knowledge for example when the teacher hold up a large paper clock and as example, and asks, what time is it? the teacher is asking students to show they know how to tell time in when the teacher asks, What is the past tense of to do? the teacher wants to see if they know this grammatical point. This type of question called "display questions" which offer a way to practice language or to drill students, something some students both like and need, and when students find display questions to be engaging, this is being meaningful to them.

1. Display questions: A question in which the teacher already knows the answer and wants the student to display knowledge.

B. To learns things about students and their knowledge through referential questions. Such questions can stimulate interaction and show genuine interest in the students. For example, if the teacher forgot his or her watch and wants to know the time, he or she would use the referential question, what time is it? The same is true if the teacher asks who has been to a museum? To know who has and who has not been to one because of genuine interest. Referential questions provide a means through

which to bring real questions into the classroom. They can also be engaging for students because the questions are aimed at communicating with them not testing their knowledge.

2. Referential Question: A question in which the teacher does not know the answer.

C. To check students comprehension to do this teacher often ask, Do you understand? Such comprehension checks are not as common outside as they are inside classroom and I wonder what real value the sometimes have. Much of the time, if asked, Do you understand? students will reply that they do, even when they do not. Perhaps a question such as Who can tell me what I just said? is more valuable because it not only shows student comprehension but also gives the student practice in paraphrasing.

3.Comprehension check: A question to find out if a student understands. (Do you understand?)

D. To confirm understanding For example, we will meet at 6:00 Right asks the listener to confirm something that the asker believes is true.

4 .Confirmation question: A question to verify what was said.

E. To clarify understanding for example: Did you say you like strawberry or chocolate ice cream? and I am a little confused .

5 .Clarification Check: A question to further define or clarify.

Q/ Why do some teachers believe in including study of subject life general and life personal questions in their classes?

Provide greater opportunities for meaningful interaction than when their questions focus exclusively on the study of language opportunities for meaningful interaction than procedures. Study questions can involve students in using language to learn about a topic, rather than simply studying about the language itself. Likewise, life general and life personal question involve students in talking about their culture and themselves.

Q/ Why "wait time" is important after asking students a question?

Because student participation may increase in the following ways:

1. The average length of students' responses might increase.
2. Students could ask more questions.
3. Students may react to each other's comments.
4. The number of correct responses could go up.
5. Students might make more inferences.

In order to manage and promote interactive classrooms, we also need to know how to arrange a variety of classroom activities. We can choose to have students work (1) alone, (2) in pairs, (3) in small groups, (4) as a whole class.

Q/ what are the seating arrangements that teacher has to sit students in class? and what is the main point behind these arrangements?

1. Traditional seating arrangement.
2. Semi-circle.
3. They can stand up and walk around as they study.
4. Face to face as they interview each other.
5. Back-to-back as they simulate a telephone conversation.
6. Pairs side-by-side.
7. Equal small group.
8. Half-and-Half.

Q/ How teachers can group their students in class?

First: teachers can select students in advance of the class based on personality, characteristics or abilities and experience.

For example, shy students can be matched with shy or talkative students, Fluent students with those who are or are not fluent.

Second: We can also randomly group students.

For example, Students could be given pieces of paper with colored dots and grouped by the color of the dot, they receive.

Q/ What are the ways of giving instructions to the students?

- 1- Writing down instructions.
- 2- Giving instructions verbally and role-playing them.
- 3- Having a student read the instructions, then having a student or two paraphrase them to the class.
- 4- Dictating instructions then having the students check each other's dictations.
- 5- Miming the instructions as students guess what they are supposed to do.

Q/ How can teacher keep students on task?

1. Give clear instructions. Make sure the students know what the goal of the task is
2. Let students know that you expect them to stay on the task.
3. Have students work on tasks that interest them.
4. Have students work on task that they can accomplish in a set amount of time. Let students know how much time they have left to complete the task as they work on it.
5. Give tasks that have a product as an outcome. Let students know they are expected to report on their findings or conclusions for example, to give their solution to a problem or their answers to reading comprehension questions.
6. Appoint students to take on roles for example, as recording secretary, timekeeper, or discussion leader.
7. Let the students work on the task. Do not interrupt without first considering your purpose. Let the students ask for your input.

Q/What problems do some EFL/ESL teachers have in managing classroom interaction?

1- Problem of Time

Build time constraints into lesson plans. This includes estimating how much time it will take to do each step in an activity. For example, to give instructions for a group task, set up groups, and have students work on the task.

2- Problem of getting students to use English in class

If we truly believe that students need to use English to learn English but they are not doing so, we need to negotiate with them why it is important to use English in class. It is important to gain their trust and commitment. We then are more likely to be successful in implementing techniques that focus their attention on using English to learn English. 3- The "Name Remembering" problem

Q/ How can teachers make language comprehensible to students ?

First: Simplify speech

We can attempt to make language comprehensible by simplifying our speech. This includes using "foreign talk," a simplified register or style of speech. It also includes using slower speech rate, frequent uses of pauses, gestures, and sentence expansion, and completing students' sentences for them.

Second: Add mediums

We can add media, including those that are linguistic aural (speech), linguistic visual (print), nonlinguistic visual (pictures, objects), nonlinguistic aural (sound of water, the sound of the wind in the trees), paralinguistic (gestures).

Third: Negotiate meaning

The teacher can open up communication by asking questions that aim at clarification and confirmation. When the students work at clarifying and confirming meaning, language can become more comprehensible to them