

College of Education for Humanities

Department of English Language

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Course Title : *First - ELT*

Topic : *Classroom Management*

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Ch 5= Classroom Management

Q1: What is classroom management?

Classroom management refers to the way teachers organize everything that happens inside the classroom. The teacher shapes interaction through talking, giving instructions, keeping students on task, and making language comprehensible, with the goal of creating meaningful English communication.

Q2: How can EFL/ESL teachers use classroom management to create meaningful opportunities?

Teachers use management strategies—teacher talk, questions, activity arrangements, grouping, instructions, task monitoring, and comprehensible language—to increase opportunities for meaningful English interaction.

Q3: Is too much teacher talk bad?

Not necessarily. The issue is **how** teachers use talk. Effective teacher talk provides valuable input, while long or confusing explanations can make students passive.

Q4: Why is understanding questioning behavior important?

Because teachers ask many questions, and understanding their purpose helps stimulate meaningful communication.

Q5: What are the main purposes of teacher questions?

Display questions, referential questions, comprehension checks, confirmation questions, and clarification questions.

Q6: What types of content can teacher questions have?

Study of language, study of subjects, procedure, life-general, and life-personal content.

Q7: Why is wait time important?

Waiting 3–5 seconds increases response length, improves accuracy, encourages peer reactions, and supports deeper thinking.

Q8: What seating arrangements promote interaction?

Students may work alone, in pairs, in groups, or as a whole class, using flexible seating such as circles, semi-circles, or face-to-face.

Q9: How can teachers group students?

Grouping can be selective, random, by location, or by student choice.

Q10: What are effective ways to give instructions?

Write and say instructions, demonstrate tasks, have students paraphrase, dictate instructions, use mime, or whisper instructions.

Q11: What problems occur in group work?

Students may go off-topic, switch to their native language, or lose focus.

Q12: How to keep students on task?

Give clear instructions, set time limits, assign roles, use interesting tasks, and require a product.

Q13: How to make language comprehensible?

Simplify speech, add media, and negotiate meaning.

Q14: Why is comprehensible language important?

Without it, students may become frustrated, anxious, or passive.