

College of Education for Humanities

Department of English Language

Lecturer's Name :Dr. Ibtisam Jassim Mohammed

Course Title: Practicum

Year: Fourth-year students

Topic: Communicative Classrooms

Academic Year: 2025-2026



### **Q1/How can teachers create opportunities to make students communicate inside the classroom?**

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 understand, 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.

### **Q2/Why do teachers ask students to record their teaching, listen to the tape, ? and count the total time they talk**

*As David Nunan points out "It can be argued that in many foreign language classrooms, teacher talk is important in providing learners with the only substantial live target language input they are likely to receive. When it comes down to it, 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. Other uses seem purposeful and potentially productive*

### **Q3/What are the types of questions?**

#### **Display Question**

A question in which the teacher already knows the answer and wants the student to display knowledge. (What color is your shirt?)

#### **Referential Question**

A question in which the teacher does not know the answer. (What is your favorite color?)

#### **Comprehension Check**

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

#### **Confirmation Question**

A question to verify what was said. (You said you got up at 6:00)

## Clarification Check

A question to further define or clarify. (Did you say you got up at 6:00 or 7:00?)

## Q4/ The purpose of Teachers' Questions what are they

.....,.....,.....,.....,.....

☞ Display Question.

☞ Referential Question .

☞☞ Comprehension Check.

☞ Confirmation Question.

☞ Clarification Check.

## Q5/How teachers can focus on their questions behavior?

### Through:

- Study of Language.

Questions that ask students about aspects of language( (What is the past tense of eat?

- Study of Subjects.

Questions that ask students about content other than the study of language. (How big is the Little Prince?

- Procedure.

Questions that ask students about procedural matters (Did you do your homework)

- Life General.

Questions about the lives of groups of people. (Do Japanese women generally like hot tea in the summer? How do Nigerians celebrate birthdays?).

- **Life-Personal**

Questions about the lives of individuals. (Do you like to drink hot tea in the summer?)

**Q9/What are the settings for classroom activities?**

*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*

- *alone.*
- *in pairs.*
- *in small groups.*
- *as a whole class.*

**Q10/What activities do students do in class?**

1→*They can sit in a traditional seating arrangement or in a semi-circle during teacher-class discussions or lectures.*

2→*They can sit face to face.*

3→*They can stand up and walk around as they study.*

Another aspect of setting up classroom activities is how we group students, and there are a variety of ways to do this One way is to select students in advance of the class based on personality characteristics or abilities and experience .

**Q11/How students can make their own decisions about which group to join?**

Students can make their own decisions about which group to join, or they can be grouped according to different characteristics, such as month of birthdate, color of eyes, etc. However, some students might be sensitive to being grouped in this way .

**Q12/What are the ways to group learners?**

•**Selectively by the Teacher in Advance.**

For example, shy students could be grouped together or shy and outgoing students grouped.

**•By Ability and**

**Experience.**

**Accurate/Not accurate.**

**Fluent/Not fluent.**

**•Randomly in**

**Class. By**

**Characteristics.**

**Favorite color.**

**•By Personality**

**Factors.**

**Shy/Outgoing.**

**Front-sitters/Back-sitters .**

**•By Lottery.**

**Same flavor candy.**

**• By location.**

**Same side of room .**

**Q13/what are the ways to give instructions in classroom management?**

**◆ Writing down instructions and giving them verbally .**

**◆Giving instructions verbally and role-playing them.**

**◆Having a student read the instructions,**

**◆Writing down the instructions, letting the students read them silently.**

**◆Whispering the instructions as students lean forward in their seats.**