

Republic of Iraq
Ministry of Higher
Education and Scientific
Research Tikrit University
College of Education for Human Sciences
Department of English Language



Teaching English as a Foreign or Second Language (ELT)
Second Year Students


BY

Asst.Prof. Ibtisam Jassim Muhammed

Chapter five

" Classroom management "

Q1/What is Classroom management?

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

The teacher talks and what the teacher says .

how the teacher gives interaction and keeps students on task.

Makes language comprehensible to the students.

Q2/What is the main goal of classroom management?

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

Q3/How Can EFL/ESL Teachers Use Knowledge of Classroom Management to Create Opportunities for Students to Interact in English in Meaningful Ways?

This section discusses how teachers manage classroom teaching so that students have opportunities to interact in English in meaningful ways. I emphasize throughout that classroom management is a personal and creative endeavor in which a complex set of factors are combined and constantly tested through classroom use.

Q4/How can teacher create opportunities?

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.

Q5/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

Q6/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?)

Q7/ The purpose of Teachers' Questions what are they

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

- Display Question.
- Referential Question .
- Comprehension Check.
- Confirmation Question.
- Clarification Check.

Q8/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

(1) alone.

(2) in pairs.

(3) in small groups.

(4) 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.

Q14/How to keep students on task ?

Teachers can group students, provide activities, and explore ways to give instructions, but this is not always enough to keep students on task. In addition, some teachers believe that keeping students on task is an important part of providing students with opportunities for meaningful interaction

(Perhaps they even benefit more from their own discussion than from working on the task(

There are things we can do to keep students on task. The interaction themselves can be important. Some educators believe that - dents tend to begin working on a task sooner and work toward its completion when it is clear to them what the task involves.

Q15/What are suggestions to keep students on task?

Give clear instructions. Make sure the students know what the goal of the task is.

- **Let students know that you expect them to stay on the task.**
- **Have students work on tasks that interest them.**

Have students work on tasks that they can accomplish in a set amount of time.

- **Appoint students to take on roles-for example, as recording secretary, **Making Language Comprehensible to Students.****

As EFL teachers, we can also work at providing opportunities for meaningful interaction by making language comprehensible to the students. If the language used by the teacher or in materials is not comprehensible, students can lose interest,

Q16/How can making language comprehensible to students?

- Simplify speech.
- Add mediums
- Negotiate meaning .

First, we can attempt to make language comprehensible by simplifying our speech. This includes using a kind of foreign talk," a simplified register or style of speech.

Second, we can add media, including those that are linguistic aural (speech), linguistic visual (print), nonlinguistic visual (pictures, objects)

Third, we can work at making language comprehensible to students by negotiating meaning. The teacher can open up communication by asking questions that aim at clarification and confirmation.

Q17/What Problems Do Some EFL/ESL Teachers Have in Managing Classroom Interaction?

Problems some EFL/ESL teachers face include:

- **The "I never have enough time!" problem.**
- **The "How do I get students to use English in class?" problem.**
- **The "name remembering" problem .**

The "I Never Have Enough Time!" Problem.

First, 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. Likewise, keep track of time.

Next, when you set up group work activities, simply tell each group where they are.

Finally, think about the amount of time it took to do the activities and the different steps in those activities.

The "How Do I Get Students to Use English in class?"

Teachers who face classroom English-use problems. If students are not motivated to use English in the classroom or are pressured by peers to follow a hidden set of classroom rules that includes interaction in the students' native language then these more or less superficial techniques to compel students to use English can become novelties that will likely waste in their effect quickly.

The "Name Remembering" Problem.

My initial exploration into better remembering students' names inspired me to develop a number of activities for the first day of each class that focus on learning the names of the students.

A second activity is a round-robin memory game. The students form a circle, and starting somewhere in this circle.,

A third activity Is a "cocktail party." 19 I have each student write a variety of information on a large nametag. The information might include, for example, the student's name in the center; a favorite food in the top right corner; a word recently learned in the bottom right corner; a hobby in the top left corner; And, in the remaining corner, the name of a person, dead or alive, whom the student would like to meet.