



University of Tikrit

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Subject: Teaching English as a Foreign or Second Language

2<sup>nd</sup> year

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## Classroom Management

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### ❖ What is classroom management?

**Classroom management:** refers to the way teachers organize what goes on in the classroom.

### ❖ What are the factors that can help to create interaction in English inside the classroom?

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

### ❖ 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 way so that students can make progress in learning English.

### ❖ How Can EFL/ESL teacher use knowledge of classroom management to create opportunities for students to interact in English in meaningful way?

### Teacher Talk

Some EFL/ESL teachers think aloud in the classroom. Although some students might gain something positive from this authentic language experience, it can confuse students, so some students, might stop listening even when the teacher has something important to say. If the teacher gives long explanations or long-winded speeches on abstract ideas, some students will become passive learners, accepting English as a subject in which the teacher lectures. We can elect to use English selectively and purposefully to answer students' questions, give instructions, demonstrate useful reading processes, explain homework.

## The teacher's Questions

For many of teachers one purpose of questioning is to ask students to display their knowledge. Another purpose is to learn things about students and their knowledge through referential questions. such questions can stimulate interaction and show genuine interest in the students. Another purpose of teachers' questions is to check students' comprehension. Two to confirm and clarify understanding. Other purposes of asking questions are to confirm and clarify understanding

❖ How teacher can focus on their questioning behaviors?

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

### The purposes of teachers' questions:

1. Display questions: A question in which the teacher already knows the answer and wants the student to display knowledge. For example: (What color is your shirt ?).
2. Referential Question : A question in which the teacher does not know the answer. For example: (What is your favorite color?).
3. Compression check: A question to find out if a student understands. For example: (Do you understand?).
4. Confirmation question : A question to verify what was said. (You said you got up at 6:00).
5. Clarification Check A question to further define or clarity. (Did you say you got up at 6:00 or 7:00).

### The Content of Teachers' Questions:

1. Study of Language: Questions that ask students about aspects of language.  
*For example, what is the past tense of eat.*

2. Study of Subjects : Questions that ask students about content other than the study of language.

*For example*, when the teacher asks about movies, trees, food, or anything that is not about language itself.

3. Procedure : Questions that ask students about procedural matters, such as questions used to take attendance, return papers, and ask about schedules.

*For example*, did you do your homework ?

4. Life-General : Questions about the lives of group of people.

*For example*, how do people greet each other in Vietnam ?

5. Life-Personal : Questions about the life of individuals.

*For example*, What is your favorite kind of music ?

### 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.

### 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.

### 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

### 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

Names are important; learning a student's name shows that a teacher is interested enough to know his or her name. One activity to remember students' names is to have students interview each other in small groups (or pairs), and the teacher join each group.