Chapter Five

Classroom Management

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.

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Q/ 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.

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Q/ What are the purposes of teachers' questions?

First: Display question
A question in which the teacher already knows the answer and wants the student to display knowledge. For example, when a teacher holds up a large paper clock and asks, what time is it? The teacher is asking students to show they know how to tell time in English.
Second: Referential question
A question in which the teacher does not know the answer. 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?
Third: Comprehension check
A question to find out if a student understands. To do this, teachers often ask, Do you understand?

Fourth: Confirmation question

A question to verify what was said. For example, we will meet at 6:00. Right? asks the listener to confirm something that the asker believe is true.

Fifth: Clarification question

A question to further define or clarify. For example, did you say you like strawberry or chocolate ice cream? This question aims at clarification.

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Q/ What are the content areas of the teachers' questions?

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

* 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.

* 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?

* Life-General: Questions about the lives of group of people. For example, how do people greet each other in Vietnam?

* Life-Personal: Questions about the life of individuals. For example, What is your favorite kind of music?

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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.**

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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.

The point here is that we do not have to limit the students to traditional seating.

If our goal is to provide lots of chances for students to use

English to communicate meaning,

we need to feel free to create seating combinations that make this possible.

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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.

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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.
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 tasks that they can accomplish in a set amount of time.
5- Let students work on the task. Do not interrupt them without first considering
your purpose.

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Q/ How can teachers make language comprehensible to students?

There are three ways to make language comprehensible:

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.

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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

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.

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