

Chapter Five

classroom management

What is classroom management?

Refers to the way teachers organize what goes on in the classroom. As the most powerful person in classroom, the teacher has the authority to influence the kind of interaction that goes on in the class and this interaction is created from a combination of many related factors.

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?

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, sometimes terms that are beyond comprehension we can elect to use English selectively and purposefully to answer students' questions, give instructions, demonstrate useful reading processes, explain homework assignments.

How teacher can focus on their questioning behaviours ?

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

1. **Display questions:** A question in which the teacher already knows the answer and wants the student to display knowledge. (What colour is your shirt?).

B. To learn things about students and their knowledge through referential questions. Such questions can stimulate interaction and show genuine interest in the students. 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? The same is true if the teacher asks, Who has been to a museum? To know who has and who has not been to one because of genuine interest.

Referential questions provide a means through which to bring real questions into the classroom. They can also be engaging for students because the question are aimed at communicating with them not testing their knowledge.

2. **Referential Question:** A question in which the teacher does not know the answer. (What is your favourite colour?

C. To check student's comprehension to do this teacher often ask, do you understand? Such comprehension checks are not as common outside as they are inside classroom and I wonder what real value the sometimes have. Much of the time, if asked, Do you understand? Students will reply that they do, even when they do not. Perhaps a question such as Who can tell me what I just! Shows student comprehension but also gives the "e valuable because it not only practice in paraphrasing.

3. **Comprehension check:** A question to find out if a student understands. (Do you understand?)

d) To confirm understanding For example, We will meet at 6:00 Right asks the listener to confirm something that the asker believes is true.

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

e) To clarify understanding for example: Did you say you like strawberry or chocolate ice cream? and I am a little confused.

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

Why do some teachers believe in including study of subject life general and life personal questions in their classes?

Provide greater opportunities for meaningful interaction than when their questions focus exclusively on the study of language opportunities for meaningful interaction than procedures. Study questions can involve students in using language to learn about a topic, rather than simply studying about the language itself. Likewise, life general and life personal question involves students in talking about their culture and themselves.

What are the content areas of the 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 favourite kind of music?

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.

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.