CLASSROOM MANAGEMENT

جامعة ساوة

كلية التربية

قسم اللغة الانكليزية

المرحلة

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TEACHING ENGLISH

Teaching English as a Foreign or Second Language

A Teacher Self-Development and Methodology Guide

Second Edition

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3- Setting up 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.

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.

Q/ how can teachers 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 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

4- Giving instructions

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.

5- Keep students on task.

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.
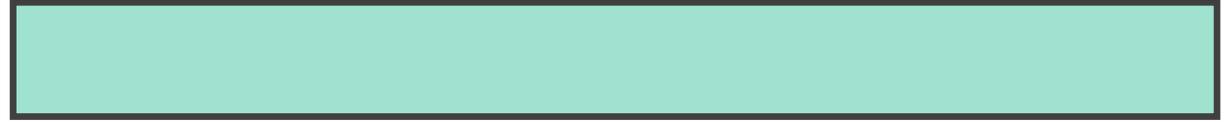
6- Make language comprehensible

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.

Q/ what problems do some EFL/ESL teachers have in managing classroom interaction?

3- 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

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.

CLASSROOM MANAGEMENT & INTERACTION – MCQS

1. **What is the main point behind using various seating arrangements in the classroom?**

A) To follow a traditional classroom setting

B) To make the classroom look more organized

C) To allow students to communicate meaning in English effectively

D) To help students focus on grammar rules

☑ **Answer:** C

2. Which of the following is *not* a classroom seating arrangement mentioned in the list?

A) Face to face

B) Triangle seating

C) Semi-circle

D) Back to back

☑ **Answer:** B

3. What is an effective way to group students by personality or language ability?

A) Alphabetical order

B) Color-coded seating

C) Matching shy students with talkative students

D) Random drawing

☑ **Answer:** C

4. What is an example of randomly grouping students?

A) Matching based on proficiency levels

B) Dividing by seating rows

C) Giving students colored dots and grouping them by color

D) Grouping them by height

☑ **Answer:** C

5. Which of the following is *not* a suggested method of giving instructions?

A)   Whispering the instructions

B) Writing them down

C) Miming the instructions

D) Role-playing them

☑ **Answer:** A

6. How can a teacher keep students on task?

A) Interrupting frequently

B) Giving vague instructions

C) Assigning tasks that interest students

D) Ignoring off-task behavior

☑ **Answer:** C

What does "foreign talk" mean in classroom speech?

A) Speaking in a foreign accent

B) Using overly advanced vocabulary

C) A simplified speech style that includes pauses and gestures

D) Speaking only in the students' native language

☑ **Answer:** C

8. Which of the following is a *nonlinguistic aural* medium to help comprehension?

A) A picture of a cat

B) The printed word "wind"

C) The sound of the wind

D) The word "tree" written on the board

☑ **Answer:** C

9. What does it mean to *negotiate meaning* in the classroom?

A) Bargain with students about attendance

B) Use translation to explain vocabulary

C) Ask questions to clarify and confirm understanding

D) Give students difficult vocabulary

☑ **Answer:** C

10. Which of the following is a common problem in EFL/ESL classrooms?

A) Too much use of English

B) Remembering students' names

C) Students refusing to take breaks

D) Having too much time for activities

☑ **Answer:** B

11. What is a solution to the "Problem of Time" in classroom interaction?

A) Let students manage the time

B) Cancel some classroom activities

C) Build time estimates into lesson planning

D) Extend the class duration

☑ **Answer:** C

12. How can teachers encourage students to use English in class?

A) Punish them for using their native language

B) Allow them to only write in English

C) Negotiate with them why English use is important

D) Use only textbook activities

☑ **Answer:** C

Q1: What is the main purpose behind using different seating arrangements in the classroom?

A) To control students' behavior

B) To avoid using traditional desks

C) To increase opportunities for meaningful English communication

D) To make the class look organized

Answer: C

Q2: Which seating arrangement is best for simulating a telephone conversation?

A) Semi-circle

B) Face-to-face

C) Back-to-back

D) Traditional seating

Answer: C

Q3: Which arrangement helps students conduct interviews?

A) Back-to-back

B) Side-by-side

C) Face-to-face

D) Whole-group circle

Answer: C

Q4: What is the advantage of the semi-circle arrangement?

A) Students cannot see each other

B) Students have more books on desks

C) It promotes discussion and eye contact

D) It is only for testing situations

Answer: C

2. Grouping Students

Q5: When teachers choose groups based on personality or skill, this type of grouping is:

A) Random grouping

B) Teacher-selected grouping

C) Student-selected grouping

D) Mixed-ability grouping only

Answer: B

Q6: Which of the following is an example of random grouping?

A) Matching shy students with talkative students

B) Pairing fluent students with beginners

C) Giving students colored dots and grouping by color

D) Grouping by exam scores

Answer: C

Giving Instructions

Q7: Which of the following is a *non-verbal* way of giving instructions?

A) Writing instructions

B) Dictating instructions

C) Miming instructions

D) Asking students to paraphrase instructions

Answer: C

Which method involves students checking each other's understanding of instructions?

A) Miming

B) Oral explanation

C) Dictating instructions

D) Writing instructions

Answer: C

Why might a teacher ask a student to paraphrase the instructions?

A) To increase homework

B) To save teaching time

C) To verify comprehension

D) To avoid writing on the board

Answer: C

Which of the following helps keep students on task?

A) Giving unclear instructions

B) Assigning tasks that cannot be finished

C) Choosing tasks that interest students

D) Interrupting students frequently

Answer: C

When should a teacher interrupt students during a task?

A) Frequently

B) Only after considering the purpose

C) Every five minutes

D) At random times

Answer: B

Which of the following is an example of adding mediums?

A) Speaking faster

B) Reducing pauses

C) Using pictures and real objects

D) Giving more homework

Answer: C

Negotiating meaning involves:

A) Ignoring students' questions

B) Asking for clarification and confirmation

C) Speaking only once

D) Giving long grammar explanations

Answer: B

What is the "Name Remembering" problem related to?

A) Students forgetting lesson content

B) Teachers forgetting students' names

C) Students forgetting grammar rules

D) Teachers forgetting activities

Answer: B

Why is remembering students' names important?

A) It helps teachers grade exams

B) It shows interest and builds rapport

C) It improves test scores

D) It reduces homework

Answer: B

What is the best way to handle the problem of limited time?

A) Do not plan activities

B) Extend the class period

C) Build time estimates into lesson plans

D) Reduce student interaction

Answer: C

How can teachers encourage students to use English in class?

A) Punish them for using L1

B) Explain the importance of using English and gain their trust

C) Ignore their language choice

D) Allow only written English

Answer: B