

# An Introduction to English Language Teaching

## Second Year 2020-2021

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**First Semester**

**Week 4:**

**Lecture 7:**

- **Classroom Management**



# What is classroom management?

Classroom management refers to the way teachers organize what goes on in the classroom. It also refers to the process of ensuring that classroom lessons run smoothly without disruptive behavior from students. Being the authority of the classroom, the teacher influences the kind of interaction that goes on in the classroom. This interaction is created from a combination of many related factors such as:

- How much the teacher talks,
- What the teacher says,
- The teacher's questioning behavior,
- How the teacher gives instruction,
- How the teacher keeps students on task,
- How the teacher makes the language comprehensible to the students.

The goal of classroom management is to create a classroom atmosphere that promotes interacting in English in meaningful ways.

## How does teacher talk promote meaningful interaction?

Teacher talk is important in providing learners with the only substantial live target language input they are likely to receive. Teacher talk should be purposeful and productive. By purposeful and productive I mean that teacher talk should be directed towards the purpose of promoting students' engagement in meaningful interaction in English.

The teacher's questioning behavior is considered one of the best uses of teacher talk that help provide the students chances to interact in English in meaningful ways. Teachers may ask questions for a variety of purposes such as:

- Display students' knowledge,
- Learn about the students,
- Check students' comprehension,
- Confirm students' understanding,
- Clarify students' understanding.

## Purposes of Teachers' Questions

Question	Explanation	Example(s)
<b>Display</b>	A question in which the teacher already knows the answer and wants the student to display knowledge.	What color is your shirt? What is the past tense of "speak"?
<b>Referential</b>	A question in which the teacher wants to know about the students and their knowledge.	What is your favorite color? Who has been to the aquarium?
<b>Comprehension Check</b>	A question to find out if a student understands	Who can tell me what I just said? Who can summarize my speech?
<b>Confirmation</b>	A question to verify what was said.	We will meet tomorrow, right? Your exam is this Monday?
<b>Clarification Check</b>	A question to further define or clarify.	Do you like coffee or tea? Is John your father or your brother?

## Content of Teachers' Questions

Content	Explanation	Example(s)
<b>Procedure</b>	Questions that ask about procedural matters.	Did you do your assignment? Have you answered all questions?
<b>Study of Language</b>	Questions that ask about some aspect of grammar or vocabulary.	What does "technique" mean? What is the past tense of "make"?
<b>Study of Subjects</b>	Questions that ask about content other than the study of language.	How fast does sound travel in air? How many bones are in the human body?
<b>Life- General</b>	Questions about lives of groups of people.	How do Americans celebrate Thanksgiving? What do Iraqis prefer to drink?
<b>Life-Personal</b>	Questions about lives of individuals.	How do like to drink your tea? What movies do you like to watch?

## Why are questions about other subjects and life important?

Questions about study of subjects other than language and about life-general and life-personal are important to include because such questions can provide greater opportunities for meaningful interaction more than when our questions focus exclusively on study of language and procedures. Study-other questions can involve students in using language to learn about a topic, rather than simply studying about language itself. Likewise, life-general and life-personal questions can involve students in talking about their culture and themselves.



# Wait Time

Wait time, in educational terms, is the time that a teacher waits before calling on a student in class or for an individual student to respond.

How long do you think teachers pause, on average, after asking a question?

The average length that teachers pause is less than one second.

Do you think it is enough?

It definitely is not enough for learners make sense of ideas, compose their thinking, and prepare a thoughtful answer.





# Wait Time Extension

Teachers are advised to extend wait time after asking questions to give students the chance to think. Teachers are recommended to pause for five to 15 seconds before calling on students.

**Provide wait time:** Give students five to 15 seconds to formulate a response to a question for which they should know the answer. Not every learner processes thinking at the same speed. Quality should be measured in the content of the answer, not the speediness.

