

An Introduction to English Language Teaching

Second Year 2020-2021

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First Semester

Week 5:

Lecture 9:

- **Giving Instruction**
- **Keeping Students on Task**
- **Making Language Comprehensible to Students**

Giving Instruction

The way we give instructions to our students is another aspect of classroom management. The best instructions used by the teachers are those that are clear to the students and that provide opportunities to the students to interact in meaningful ways. Below are some suggestions on how instructions may be given:

1. Writing down instructions and giving them verbally
2. Giving instructions verbally and role-playing them; showing the students what they are expected to do.
3. Having a student read the instructions, then one or two others paraphrase these instructions to the class.
4. Writing down the instructions, letting the students read them silently, then having them tell you what they are expected to do.
5. Giving instructions as a dictation
6. Miming instructions as students guess and tell you what they are supposed to do.
7. Chain whispering the instructions



Keeping Students on Task

Keeping the students on task is sometimes not easy thing to do, even when they know what to do. For example, while on task, students use their native language to discuss things not related to the task. Below are some suggestions for keeping students on task:

1. Give clear instructions. Make sure the students know the goal
2. Let the students know that you expect them to stay on task
3. Have them work on tasks that interest them
4. Set a time for the students to do the task
5. Give tasks that have a product: report on findings or conclusions, answer questions, solve problems.....etc
6. Assign roles, for example, recording secretary, timekeeper, discussion leader, reporter
7. Let students work on task, don't interrupt them



Making Language Comprehensible

If the language used by the teacher or in materials is not comprehensible, students may lose interest, become anxious or frustrated, and sometimes go into a passive nonattentive mood. For these reasons, teachers should work at making language comprehensible, but how can this be done? The answer is, teachers can do so by means of:

1. **Simplifying speech:** using “foreigner talk”, a simplified register or style of speech help make language comprehensible. Foreigner talk includes exaggerated pronunciation and facial expressions, and sentence expansion; and completing students’ sentences for them.
2. **Adding mediums:** using linguistic, nonlinguistic and paralinguistic aids help make language comprehensible.
3. **Negotiating meaning:** using questions that aim at clarification and confirmation are useful to negotiate meaning for both the teacher and the students, and when the students work at clarifying and confirming meaning, language become more comprehensible to them.



Classroom Management Problems

There are some classroom management problems faced by EFL/ESL teachers:

1. **Shortage of time:** many teachers want to do a lot with and for the students but cannot find enough time to get everything done. Proper planning can help a lot in solving this problem:
 - **Building time constraints:** estimating time needed, setting up groups
2. **Use of native language:** the teacher wants to create a language rich classroom where students listen and use English. But students limit their attempts to use English, not fully cooperating with the teacher's vision of the language classroom. This problem can be solved by negotiating with the students the importance of using English in class. It is important to gain their trust and commitment. They need to use English because they see value in doing so.
3. **Name remembering:** The teacher has trouble remembering names. Using name tags will help teachers to remember students' names.

