

## **Chapter Four**

### **Teaching English as communication among people**

#### **What is the main goal of a communicative classroom? Clarify**

The main goal of a communicative classroom is a student development of communicative competence in English which is the ability to comprehend and produce written and Spoken English in a community proficient and accurate way. Communicative competence has four interrelated components: grammatical, discourse, socio-cultural, and strategic competencies as follows:

1. Grammatical competence means the apology to be able to recognize sentence-level grammatical forms including lexical morphological syntactic and phonological features.
2. Discourse competence is the ability to interconnect a series of utterances written or spoken to form a meaningful text. It has two components: cohesion and coherence. **Cohesion** is related to structural links between individual differences and **coherence** is related to the connection between ideas.
3. Socio-cultural competence: English in a social context and culturally appropriate ways.
4. Strategic competence: the ability to cope with the breakdowns in communications to problem-solve an unfamiliar context when communication fails and to draw on strategies that help restore communication.

#### **How do EFL /ESL teachers provide opportunities for students to communicate in English?**

This can be achieved by following two steps:

1. Pre-communicative activities: these include the activities that allow the teacher to isolate specific elements of knowledge or skill that compose communicative ability giving a student opportunities to practice them without having to fully engage in communicating meaning. It is divided into structural activities focused on the grammar of the Lexicon of English and quasi-communicative activities focused on how the languages are used to communicate meaning.
2. Communicative activities: these involve giving a student tasks to check upon their understanding of the communicative activities such as learning new words and phrases and putting them into a certain context.

#### **What makes a classroom communicative?**

Factors that contribute to making classroom communicative include:

### **1. Reduction in the centrality of the teacher**

This doesn't mean that teachers have to give up control of the class; the teacher can maintain control of what goes on in the classroom while still giving students freedom to initiate communication among themselves with the teacher.

### **2. An appreciation for the uniqueness of individuals**

Each student brings unique language-learning and life experiences to the classroom as well as feelings about these experiences thus teachers need to understand and accept each student as he or she is.

### **3. Chances for students to express themselves in meaningful ways**

Students need chances to listen to each other, express their ideas in speech and writing, and read each other's writing.

### **4. Choices are both related to what students say and how they say it**

Students have choices as to what they want to say, to whom they want to say it, and how they want to say it.

### **What roles are native and non-native English-speaking ESL EFL teachers expected to play?**

there are two types of Roles

#### **1. Roles related to English language abilities**

It includes language authority, cultural Informant and model English speakers.

As a language authority, teachers are expected to explain the rules of English grammar, the rules of speaking, and what speakers should say and do during social situations in different cultures. Teachers are expected to Explain the rules of writing and differences in meaning in readings.

Teachers are also expected to take on the role of Culture Informant. students ask questions not only about language behaviors but also about cultural values and beliefs on assumptions.

#### **2. Roles Related to the ability to create meaningful interactions**

such as needs assessor, classroom manager, text adaptor, and entertainer

Language or needs assessment includes learning about students' language learning history and interesting steady habits learning strategies are language learning styles.

Text adaptor

To Foster genuine interaction teachers must go be all the text by adopting materials on activities to the lessons in the text or introduce new activities related to it

Classroom manager

to manage Classrooms we need to be able to:

- A . engineer the amount of classroom talk we do
  - B. manipulate our questioning behaviors
  - C. Control the way we give instructions
  - D. form group and pair work
  - E. keep learners on task
  - F. make language Comprehensible to students
  - G. handle effective variables of classroom life
- Entertainer

It can lower students' level of anxiety by increasing their level of comprehension. This is going to be done by telling stories, jokes and even singing.

### **What problems do EFL ASL teachers face when teaching English as a communication among people?**

They face three types of problems: the bandwagon problem, the overly anxious problem, and the engagement problem

#### **1. the bandwagon problem**

This happens when teachers use up-to-date language Methodologies techniques strategies Without taking into consideration their students' needs And language levels. In addition, they do not rely on their teaching experience and the experience of other teachers to draw a new method to meet the needs of their Students. To overcome this problem, teachers need to depend on their classroom observation to make decisions on the right method to be used to teach our students.

#### **2. the overly anxious problem**

a high level of anxiety can inhibit students from interacting with the teacher and classmates. This is true in EFL settings or students do not have much experience in interacting in English. There are different reasons for teachers to think about why students are anxious such as the ability to pronounce words, Not knowing the meaning of new words or sentences, an apology to understand and answer questions, and peer criticism to name just a few. To overcome this problem, teachers, for example, do not need to criticize students on their language, rather they should be understanding.

#### **3. The engagement problem**

This is highly related to the problem of overly anxious students. To avoid the engagement problem teachers need to show emotional maturity, sensitivity to the student's feelings, and perceptiveness and commitment that interaction in English isn't only appropriate but also expected and necessary for the students if they want to learn to communicate using English.

## **Chapter Five**

### **CLASSROOM MANAGEMENT**

#### **What is classroom management?**

refers to the way teachers organize what goes on in the classroom. It aims to create a classroom atmosphere conducive to interacting in English and meaningful ways so students can make progress in learning English. How much the teacher talks about what the teacher says and how the teacher gives instructions, keeps the students on task and makes language comprehensible to the students are all factors that are related to Language management and interaction inside the classroom.

How can EFL ASL teachers use knowledge of classroom management to create opportunities for students to interact in English in meaningful ways?

They can do so by.

#### **1. Teacher talks**

When it comes to a teacher's talk, it is not how much time we spend talking, but rather the way we use talk to promote significant interaction. So teachers here need to avoid over-talking because it confuses students and they may stop listening even when the teacher has something important to say.

In other words, teachers need to be selective and purposeful when answering students' questions, giving instructions, demonstrating useful reading processes, explaining homework assignments, relating an amusing story that students can comprehend, and participating in daily interpersonal communication with the students in English.

#### **2. The teacher's questions**

There are three things to consider here: the purpose of the question, the content of the question, and the wait time.

##### **1. The purpose of the question:**

One purpose is to ask the students to display their knowledge. For example, what time is it? is a question to show if the students know how to tell time.

Another question is to learn things about students and their knowledge through referential questions. For example, who has been to the Museum? This question is to know who has or who hasn't been to a museum because of a genuine interest.

Another purpose of the teacher's question is to check a student's comprehension.

Asking do you understand we may ask who can tell me what I just said.

to other services of asking questions to confirm and clarify understanding. For example, we will meet at 6, right?

## **2. The content of the question:**

It can include three possible content areas: study, procedures, and life.

For example, we may ask about the aspects of grammar or some vocabulary.

Procedures for example questions used to take attendance return papers and ask about schedules.

Life questions include two types: general and specific. general questions about searching groups for example on how we will agree with each other in Iraq?

specific or personal related to students themselves or individuals. For example, do you like the color pink?

## **3. Wait time:**

Wait time is related to creating chances for students to engage in meaningful interaction and participation. It has the following benefits:

the average length of responses may increase.

- students could ask more questions
- students may react to each other's comments
- the number of correct responses could go up
- students might make more inferences

## **3. Setting up classroom activities**

To manage and promote interactive classrooms we 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 or as a whole class. How we group students is another aspect to be considered and there are a variety of ways to do this.

One way is to select students in advance of the class based on personality characteristics or abilities and experience. For example, students can be matched with shy or talkative students with those who are not or are fluent, etc.

## **4. Giving instructions**

The way we give instruction is another aspect of managing the classroom, the dwarf taking time because of how I can make our instructions clear and at the same time provide opportunities through the instructions for students to interact in meaningful ways.

### **What are ways to give instructions?**

- right instructions on giving them verbally
- giving structures variably and role-playing them showing the students what they are to do

- asking students to read the instructions and then Harvard students or two butterflies them to the class
- writing the instructions letting the students read them silently and then asking them to Tell you what you expect from them
- dictating instructions are then asking the students to check each other's dictation
- miming the instructions as the students guess what they are supposed to do
- Whispering the instructions as students learn forward in their seats and then asking students to reveal the instruction to the person next to them and knows where

### **5. Keeping students on task**

There are different ways in which we can keep students on task. clarify Students provide activities and explore ways to give instructions but this is not always enough to keep students on task. There are things we can do to keep students on task.

1. Give me clear instructions

make sure that students know what the goal of the task is.

2. let the student know that you expect them to stay on the task
3. ask students to work on Tasks that they can accomplish in a set amount of time.

let the students know how much time they have left to complete the task as they work on it

4. give tasks that have a product as an outcome.
5. appoint students to take on specific roles- For example as recorder timekeeper or discussion leader
6. let the students work on the task

do not interrupt without first considering your purpose.

### **6. Make a language comprehensible to students**

This can be done by following three steps: simplify speech, add visual sounds and non-verbal behaviors, and negotiate meaning.

First, we attempt to make Language comprehensible by simplifying our speech. This includes Clear pronunciation, facial expressions, slower speech rate; Frequent uses of pauses, just sentence expansion. We can also simplify materials as some writers of text Do.

Second, we can add visuals( pictures, objects, realia), sounds, and nonverbal features.

Third, we can work at making language comprehensible to students by negotiating meaning. For example, the teacher can open up communication by asking questions that aim for clarification and confirmation.

### **What can k-12 teachers do to create positive learning for ESL students?**

Before answering such a question, there are certain issues facing k-12 teachers to be considered. Those teachers are disadvantaged in that they have not had the chance to study the stages of second language acquisition on development and are not fully aware that it takes time for opportunities to interact and watch encouragement for ESL students to move from a beginning level to a fully communicatively competent and literate user of English. Second, some of those teachers unintentionally tend to prohibit interaction opportunities for ESL students. They turned to ask ESL students fewer questions than the other students or they do ask the questions they are more likely to be about procedures for example do you understand what you are to do with the to do with the paper and paste? Another problem some administrators assume is that these classes will be easier for ESL students so they will have time to develop their language skills.

To avoid the aforementioned problems, we can:

- pay attention to the social and emotional needs of the new ESL students.
- Justice beach by reducing sentence and virtuous simplicity and increasing repetition pausing and use of gestures.
- When possible use relia, photos on drawings while explaining concepts.
- Take time to check if the students. go beyond somebody asking do you understand instead ask specific questions such as Let us review when we mix red range annual paint we get purple paint, right?
- Include ESL students in any class discussions so they can get to know each other and their language abilities
- assign each ESL student a mentor or even a small group of mentors whose job is to get to know and couch the students and explain assignments Concepts and other classroom interactions when needed
- Engage the students in interaction for starting activities such as group work and task-based activities
- encourage administrators to place capable ESL students in higher truck or age-appropriate classrooms.



### **What problems do some EFL/ESL teachers have managing classroom interaction?**

There are two problems: how do I get students to use English in class? Problem and the name remembering problem.

Some teachers strongly believe in an English-only policy. They believe that to learn English students need to interact only in English. This is usually called the English-only zone. Others initiate a system in which students come to cash in poker chips at times when they want to use their native language. These techniques have minimal effectiveness for most teachers who face classroom English use problems. If students are not motivated to use English in the classroom or are pressured by peers to follow a hidden set of classroom rules that include interacting with the student's native language then these more or less superficial techniques to use English can become novelties that will only wane there if it is effective quickly. To overcome the problem, teachers need to gain students' trust and commitment. They need to want to use English in class because they see value in doing so.

Most teachers face the problem of remembering students' names. To solve the problem we can follow certain techniques such as information sheets with their pictures on them, have students interview each other in the smaller group and join this Group, and write a variety of information on a large name tag.