

A large, stylized black graphic of a leaf or branch, positioned on the left side of the slide, extending from the top left towards the center.

# Teaching English as a Second Language

Unit Three: Classroom Management

<http://www.youtube.com/watch?v=nXofm6abzJ>

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# Classroom Management

## Teacher Center

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- ❖ Delivery of a lesson
- ❖ Teacher talk
- ❖ Teacher questioning
- ❖ Error correction
- ❖ Classroom activities
- ❖ Organizing seating
- ❖ Giving instructions
- ❖ Keeping students 'on task'

## Student Centered

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- ❖ Classroom activities
- ❖ Seating arrangements





# Teacher Talk

How much is too much?



# Teacher Talk in the ESL Classroom

## True/False

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1. Too much teacher talk in the ESL classroom is bad.
2. Teacher talk is important as it may be a student's only exposure to the language.

## Non productive Teacher Talk

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- ❖ Long explanations
- ❖ Talking aloud to yourself
- ❖ Long winded speeches on abstract topics



# Teacher Talking Time (TTT)

## Why Reduce TTT?

1. Excessive TTT limits the amount of STT (student talking time)
2. Creates boring lessons. Students not involved, loose concentration. Reduced learning.
3. TTT takes away opportunities for students to find answers for themselves.
4. Students not active in lesson as focus is on teacher, not on student
5. Limited student autonomy. Lack of learner responsibility



# Strategies for reducing TTT

1. Elicit answers instead of explaining
2. Use body language, mime, gestures and facial features instead of words
3. Have students give feedback to one another instead of to the teacher.
4. Keep instructions simple; explanations carefully worded and repeated rather than paraphrased
5. Tolerate silence



# Positive uses of TTT

- ❖ Good listening practice; sound not affected by poor quality audio equipment/materials
- ❖ Valuable source of authentic English; especially in EFL environments
- ❖ Personalized presentations: students likely to pick up content knowledge as well by listening to a teacher introduce a topic.
- ❖ Questioning: holds students interests, increases learner involvement
- ❖ Natural conversations
- ❖ Anecdotes: a natural way to engage students; stimulates interest; encourages students to ask questions
- ❖ Storytelling:



# A Teacher's Questions

Why do teacher's ask questions







# Purpose of a Teacher's Questions

- ❖ Display question
- ❖ Referential question
- ❖ Comprehension check
- ❖ Confirmation question
- ❖ Clarification check



# Techniques of Effective Questioning

1. Establish an appropriate environment.
2. Create a climate conducive to learning.
3. Prepare the students for the questioning session and discussion
4. Use both pre-planned and emerging questions.
5. Use an appropriate variety and mix of questions.
6. Avoid trick questions and those that require only a YES or NO response
7. Phrase the questions carefully, concisely, and clearly.



# Techniques of Effective Questioning

8. Address questions to the group; select both volunteers and non volunteers to answer questions.
9. Adapt questions to the needs of the learners.
10. Use sufficient wait time.
11. Respond to answers given by students
12. Use questions to identify learning objectives for follow-up self-study.



# Open vs. Closed Ended Questions

<http://www.youtube.com/watch?v=NFMfEVdfDys>



# Introducing Question Types to Learners

Type	Question	Type	Question
<i>Recalling</i>	Who, what, when, where, how _____?	<i>Identifying Attributes &amp; Components</i>	What are the characteristics/parts of _____?
<i>Identifying Errors</i>	What is wrong with _____?	<i>Sequencing</i>	Arrange into sequence according to _____.
<i>Comparing</i>	How is similar to/different from _____?	<i>Establishing Criteria</i>	What criteria would you use to judge/evaluate _____?
<i>Inferring</i>	What might we infer from _____? What conclusions might be drawn from _____?	<i>Elaborating</i>	What ideas/details can you add to _____? Give an example of _____.
<i>Predicting</i>	What might happen if ____?	<i>Identifying Main Idea</i>	What is wrong with _____? What conclusions might be drawn from _____?
<i>Classifying</i>	How might we organize into categories _____?	<i>Verifying</i>	What evidence supports _____? How might we prove/confirm _____?
<i>Summarizing</i>	Can you summarize _____?	<i>Representing</i>	In what other ways might we show/illustrate _____?

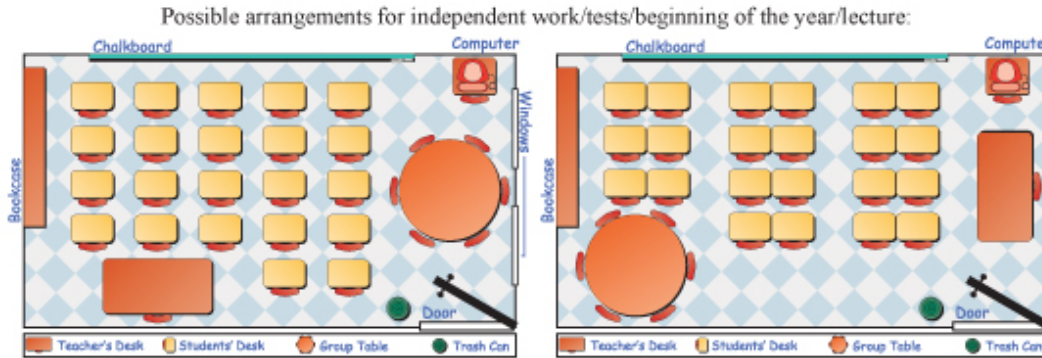
# Arranging Classroom Activities

To promote interactive communication in  
the classroom



# Seating arrangements

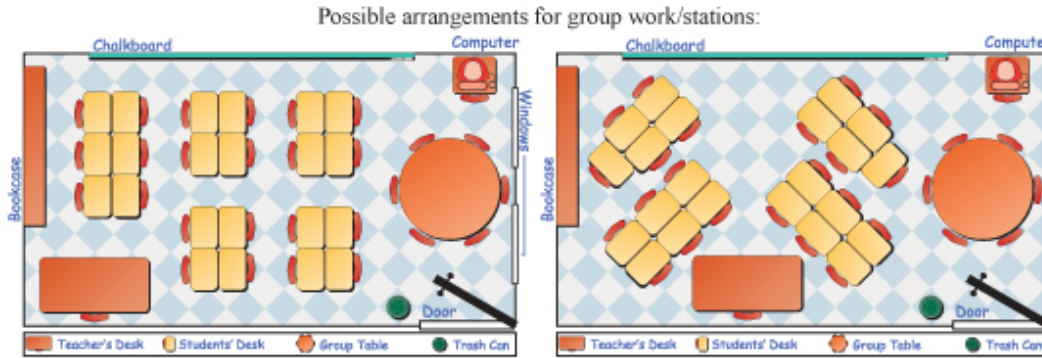
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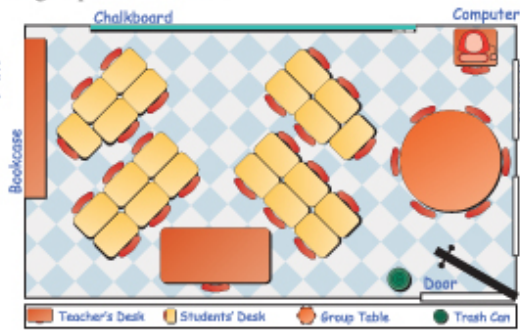
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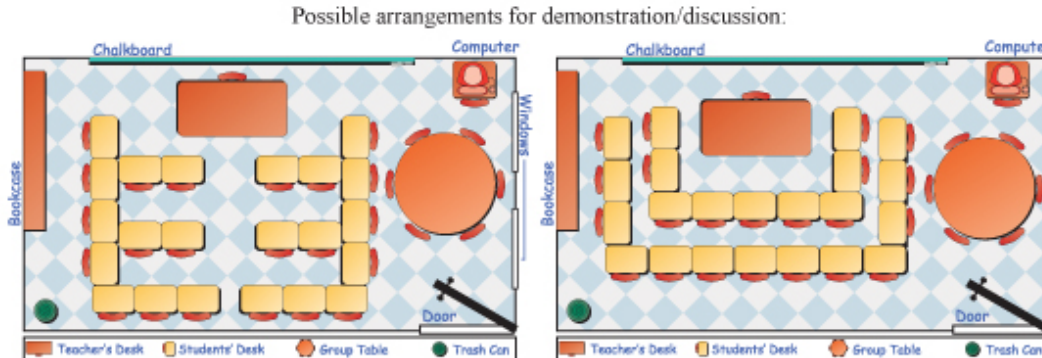
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# Grouping Students

<b>Selectively by Teacher in Advance</b>	<b>Randomly in Class</b>	<b>Other</b>
<b>Grouped by similar or opposite characteristics</b>	<b>By characteristics:</b> favorite color/car, types of books read for fun, hobbies, etc	Students <b>self select</b> how to group themselves
<b>By ability and experience:</b> <ul style="list-style-type: none"><li>-Accurate/not accurate</li><li>-fluent/not fluent</li><li>-has travelled overseas/not travelled</li><li>-dances/doesn't dance</li></ul>	<b>By lottery:</b> same flavor candy, same end of string, same number, same piece of picture, same line of sentence, same coin	<b>Pick teams</b>
<b>By personality factors:</b> <ul style="list-style-type: none"><li>-shy/outgoing</li><li>-talker/non-talkers</li><li>-early risers/late sleepers</li></ul>	<b>By location:</b> same side of room, proximity, number after counting (1,2, 3, 1, 2.....)	



# Giving Instructions





# What's Wrong with This?


"Ok, everybody, are you ready for the next activity?

Ok, well, to start with, I'd like you to all take out a piece of paper from your notebooks. You can tear it out, don't worry about the edges...

...Right, then, I'd like you to take a pencil, or a pen, it doesn't really matter. Actually, a marker is fine, too. Ok, so anyway, take your pencil or whatever and draw a line down the middle of the paper. To make it easier, you can actually, fold your paper first and then trace the line that is there for you. But you don't have to if you don't want to, it's just a suggestion. Then..."



# Make Instructions Clear

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1. Plan ahead
  2. Give short instructions
  3. Use logical order
  4. Whenever possible, demonstrate
  5. Check student understanding before they begin
  6. Think about how 'you' would respond to your instructions. If you're not sure, then your students won't be either!
  7. Get students' attention before you give instructions



# Giving Instructions

- ❖ Can be written or verbal
- ❖ Use role play to verbalize instructions and show them what to do
- ❖ Use paraphrasing techniques
- ❖ If written, students can read silently and then tell you what they understand
- ❖ Dictate instructions and have student check each other's dictations
- ❖ Mime instructions and have students guess (not effective)
- ❖ Whisper instructions and have students repeat instruction to the person beside them



# Keeping Students on Task

<http://www.youtube.com/watch?v=eQO3IMi5bqQ>



# On Task

## Difficulties

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- ❖ Students talk about different things when the teacher is on the other side of the room
- ❖ Students speak in their native tongue (not always a bad thing though!)

## What to do!!

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- ❖ Explain activity clearly
- ❖ Demonstrate
- ❖ Set a time limit
- ❖ Expect an oral/written presentation
- ❖ Stay out of student's way!



# Comprehensible Language

Speak at the level of your students



# Speaking to the Students

- Foreigner talk
- Materials

Simplified  
Speech



- Linguistic & nonlinguistic media

Media



- Ask questions to clarify and confirm

Negotiating  
Meaning







# Questions to Ponder

- ❖ What should the functions of teacher talk be?
- ❖ What is the purpose(s) of questions?
- ❖ What is an appropriate amount of wait time when questioning students?
- ❖ How should chairs be arranged in a classroom?
- ❖ What do students typically talk about when they get ‘off task’? Should this be a concern to the teacher?
- ❖ How can you make language comprehensible to students?
- ❖ How should students be grouped in a classroom?
- ❖ How should a teacher give instructions in an ESL/EFL classroom?



# Understanding the Instruction of ESL Learners

The ESL Environment





# Young Adult Learners

## Do's

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- ❖ Change activities frequently
- ❖ Use TPR (Total Physical Response)
- ❖ Repeat key ideas in different words
- ❖ Decrease use of complex words/sentences
- ❖ Use more gestures
- ❖ Consistently check comprehension
- ❖ Be creative
- ❖ Have fun!!

## Don'ts

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- ❖ Speak louder
- ❖ Ask procedural questions/factual questions
- ❖ Prohibit language use
- ❖ Forget to interact with the ESL student



# ESL Learners with Special Needs

Learning Disabilities

Physical Handicaps

Victims of Abuse





# Signs of a Learning Disability

- ❖ Problems decoding words, comprehension, fluency, vocabulary
- ❖ Problems organizing thoughts, writing stories, spelling, handwriting
- ❖ Problems with listening, speaking, use of vocabulary, word finding.
- ❖ Problems with family or social relationships, social perception, humor, emotional behavior
- ❖ Difficulty staying on task
- ❖ Difficulty in breaking tasks down
- ❖ Unable to distinguish similar sounds; difficulty in remembering what was said, difficulty in following more than one instruction at a time, mispronounces common words or sayings
- ❖ reverses letters, unable to follow a line on the page, poor visual memory

# Formal Diagnosis

- ❖ Very difficult to obtain for ESL learners
- ❖ Most tests designed for K-12, not tested with adult non-native speakers of English





# What to do?

- ❖ Find out what the students' strengths are and build upon those
- ❖ Design lessons and activities into small steps. Provide additional time to complete these activities.
- ❖ Give students a checklist of tasks completed
- ❖ Reinforce learning through visual and other sensory aids
- ❖ Demonstrate instead of explaining
- ❖ Provide frequent feedback
- ❖ Recognize learner success
- ❖ Teach ideas concretely; make directions specific, concrete, and understandable

# Physical Handicaps

- Do instructional techniques accommodate all learners?

Address mobility problems in student groupings



- Are multiple modes of learning encouraged? (i.e. visual, oral/aural, kinesthetic, tactile)

Use visual prompts for students with hearing problems

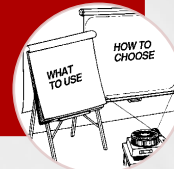
TPR for tactile learners



- Do classroom aids enhance learning? (i.e. visual aids, audio/video tapes)

Large print for visually handicapped students

Authentic-sounding listening passages for hearing difficulties







# Open Enrollment vs. Managed Enrollment





# Open Enrollment

## Justifications for

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- ❖ Immigrants and refugees enter the USA at all times of the year and need access to language instruction right away.
- ❖ Adult learners' life circumstances can change dramatically, requiring that they step in and out of a program.

## Challenges

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- ❖ Goal setting and keeping track of learner progress can be more difficult
- ❖ Knowing who the learners are and how many learners there will be in attendance for each class
- ❖ Building a sense of community and cohesiveness in the class
- ❖ Helping new learners catch up with the rest of the class
- ❖ Low retention rates



# Open Enrollment: What teachers can do

- ❖ Use peers as tutors. This works especially well with multi-leveled ESL classes. Learners who are more advanced benefit from helping students at a lower level.
- ❖ Whenever possible, use volunteers to help.
- ❖ Develop a simple introductory task that learners can complete if they arrive in the middle of a class: a simple goal-setting task; a simple survey of needs and interests; a set of visuals depicting needs and interests that they can choose from.
- ❖ In large ESL classes, it is important to NOT interrupt the lesson to address the needs of a new student. Instead, greet them as they arrive, have them introduce themselves to the class, and assure them that you will talk to them during the next break.



# Managed Enrollment

## What it is.

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- ❖ Classes are arranged with definitive start and end dates.
- ❖ Students study in the same class for the duration of the class and may continue on to subsequent levels only by re-enrolling
- ❖ Managed enrolled classes have strict attendance policies mandating how many class periods a student can miss.

## Benefits

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- ❖ Higher retention rates
- ❖ Increased levels of student and instructor satisfaction
- ❖ Increased sense of community and cohesiveness among learner cohorts
- ❖ Improved time management

# Common Problems in Managing Classroom Interaction

In the ESL Environment






# “Not Enough Time” Problem



Time  
Constraints

Pre-arrange  
Group  
Activities

Keep Track



# “Getting Students to Use English” Problem

## Tried but **NOT** True Methods

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- ❖ “English Zone Only” sign
- ❖ “Speak English”
- ❖ Systems where students are punished for not speaking English

## Increase Motivation

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- ❖ Gain students trust and commitment
- ❖ Build student confidence through encouragement
- ❖ Show them the value of learning English



# “Remembering Names” Problem

## VERY Important

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- ❖ Shows that teacher is interested in student

## What to do?

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- ❖ Create ways to help you remember names
- ❖ Use interactive activities: interviewing one another; games, cocktail party scenario's





# Cell Phones in Class

## Some Teacher's Beliefs

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- ❖ Shut phones off
- ❖ Disruptive to class

## Use to Your Advantage

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- ❖ Design lessons around the use of cell phones: call and speak in English, take pictures of something and write about it



# Homework

- ❖ Select one or two aspects of classroom management you find interesting. Then write a one to two page narrative portraying your point of view supported by facts.



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