

Acknowledgments

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More resources available here:



FOREWORD

The video entitled “*Effective Classroom Management*” is part of the *Best Practices Video Series* designed for training student teachers, teachers, and teacher supervisors.

This trainer’s guide provides teacher educators or trainers with a detailed plan for using this video as part of teacher preparation or training programs.

In a training workshop designed for student teachers or teachers, the trainer needs six to eight training hours to cover the core materials in this training manual and the video entitled “*Effective Classroom Management.*” This does not include the *Optional Activities*. But, for a training workshop designed for supervisors using this trainer’s guide and its video, the trainer needs around 4 hours.

- *Pre-Viewing Activities* prepare trainees for the content of the video segment and relate it to their teaching experiences
- *First and Second Viewing Activities* focus trainees’ attention on important concepts in the video lesson.
- *Post-Viewing Activities* consolidate the knowledge, skills, and attitudes learned from the video and help trainees retain them and use them in their classrooms.
- *Task Sheet 5: Reflection* gives trainees an opportunity to express their own reflections on the teacher’s performance, the rapport between the teacher and the students, and various teaching strategies and techniques in the video. Trainees also relate the activities to their own teaching situation.
- *Application* is practiced when trainees work in small groups to plan a listening lesson from “*Hello!*” applying the knowledge, skills, and attitudes they learned from the segment.
- *Optional Activities* reinforce the theoretical background, by stressing a technique the teacher in the segment has done well:

TRAINER'S NOTES

Pre-Viewing

Objectives:

- ◇ Prepare trainees for the content of the video segment
- ◇ Relate it to their teaching experience.

Set up:

- ◇ Task Sheet 1: *Before/After*
- ◇ Handout 1: *Theoretical Background* (can be assigned for reading before the training session)
- ◇ Handout 2: *Instructional Objectives & Summary* (can be assigned for reading before the training session)

Approximate Time

Required: 40 minutes

Relate to Past Knowledge and Experience

Ask trainees to look at the read the questions in *Task Sheet 1: Before/After* and make sure they understand them.

Allow them 10 minutes to jot down their answers to the questions in the column entitled “**BEFORE**”. They have to answer the questions individually. When time is up, they check their answers in pairs or small groups. Then, get their feedback and write it on a transparency of *Task Sheet 1*, the column entitled “**BEFORE**” or on the board.

Present and Discuss Theory

Referring to Handout 1: Theoretical Background, familiarize the trainees with its sections. You may ask them to read it before class or may give them about them about 15 minutes to read it in class.

After the trainees read *Handout 1*, ask them to change or add to them answers to the questions in *Task Sheet 1* in the column entitled “**AFTER**.”

In pairs or small groups, they compare their knowledge before and after reading the theoretical background in Handout 1. Monitor them and when they finish, get their feedback.

Clarify Instructional Objectives

Direct the trainees’ attention to *Handout 2: Instructional Objectives & Summary* and briefly discuss the ideas presented there. Allow them about five minutes to read the summary. Depending on the level of the trainees and/or their familiarity with *Hello!* series, you may have to explain difficult vocabulary items and review the summary.

Referring to *Handout 2*, explain to the trainees that as a result of viewing this segment and participating in the activities, they will:

- recognize that classroom management is a complex process based on management skills, methodology, good knowledge of group dynamics and leading students and establishing rapport with them.
- identify aspects in a lesson that make for efficient classroom management.

- demonstrate familiarity with activities that:
 - A.** help students work well as members of one learning community.
 - B.** provide opportunities for creating a relaxed, non-threatening atmosphere in their class.
- apply techniques and strategies of effective classroom management with their students

First Viewing

Objectives:

- ◇ Trainees get an overall idea of the content of the segment.
- ◇ They practice their listening skills.

Set up:

- ◇ Task Sheet 2: *Viewing*

Approximate Time

Required: 45 minutes

View the Video

Ask the trainees to read the questions in *Task Sheet 2: Viewing*.

Check that the questions are clear to the trainees.

Let them watch the video once without stopping. While viewing, they have to **think** of answers to the questions.

Discuss

After viewing the video, trainees work in pairs or groups to answer the questions. Elicit feedback from the whole class.

Second Viewing

Objectives:

- ◇ Trainees understand the details of the video segment.
- ◇ They relate them to the main theme.

Set up:

- ◇ Task Sheet 3: *Detailed Viewing*
- ◇ Transparency of Task Sheet 3 (optional)

Approximate Time Required:

70 minutes

View the Video Segment for Details

Direct the trainees' attention to *Task Sheet 3: Detailed Viewing*. You will need to stop the video at least three times, but you may stop it more frequently if you feel your trainees will benefit.

Explain that they will watch the video segment again but this time they will focus on shorter parts of the video and discuss each section with their peers and the trainer.

For *Section A* of *Task Sheet 3*, ask trainees to take 2 or 3 minutes to read the questions before they watch Dr. Ola's introduction to the video lesson. Tell them they can answer the questions while watching this section of the video. This section ends with Dr. Ola Hafez, the Mentor, saying: "*by using rapport and using a variety of groupings*" just before Mr. Ashraf starts the video lesson.

After watching the video and jotting down their answers, put them in pairs or small groups to check their answers. Then, get their feedback.

For *Section B* of *Task Sheet 3*, tell the trainees that in order to complete this section, they have to watch it carefully, paying attention to the techniques and the visual aids the teacher

is using, the captions (bands) that pop on the screen during the lesson, and Dr. Ola’s voice over (during-lesson commentary.)

Ask trainees to read the statements before they watch the specified section on the video. Tell them they can fill in the gaps while watching the video. **Section B** starts and ends with the class session of Mr. Ashraf, applying many of the notions and processes Dr. Ola explained. Stop the tape after Mr. Ashraf says: “***This is for tomorrow. Thank you and goodbye***”.

After watching the video and filling the gaps, put the trainees in pairs or small groups to check their answers. Then, get their feedback.

For **Section C** of **Task Sheet 3**, allow the trainees 2 or 3 minutes for the trainees to read the statements before they watch the specified section on the video.

This section is based on watching both of Dr. Ola’s post-lesson commentary and Mr. Ashraf’s reflection. Explain that both of the comments and the reflection show how the **Instructional Objectives** have been realized and applied in practice in Mr. Ashraf’s class.

After watching this section of the video allow them about five minutes to express their agreement or disagreement with the statements. Then, put them in pairs or small groups to share their views. Call on random trainees to share their feedback with the class.

Post-Viewing

Objectives:

- ◇ Trainees comment on the video segment, training materials and the new KSA acquired from them.

Set up:

- ◇ Task Sheet 4: *Post Viewing*
- ◇ Transparency of Task Sheet 4 (optional)

Approximate Time

Required: 40 minutes

Discuss the New KSA

Direct trainees' attention to *Task Sheet 4: Post Viewing*.

Ask trainees to review the following resources:

- a) *Handout 1*
- b) Their answers a/b on *Task Sheet 1*
- c) Their answers to the questions on *Task Sheet 3*

Divide the class into groups of four or five. Let them answer the questions on *Task Sheet Four: Post Viewing*. After about 10 minutes call on the spokesperson of every group to answer the questions. Invite comments on the answer from the other groups and so on until all the questions are answered. End the session by showing how the activities

have been managed to achieve the *Instructional Objectives* and elicit views on the key concepts.

Application

Objectives:

- ◇ Trainees relate the teacher's reflection to their own teaching situations.
- ◇ Trainees consolidate the new KSA
- ◇ Trainees review key materials in this segment and plan a lesson.

Set up:

- ◇ Handout 2
- ◇ Task Sheet 1,2,3 (completed)

Minimum Time Required:
180 minutes

Warm Up

Explain to the trainees that they will now use classroom management techniques and activities in a real or simulated classroom situation.

Develop Lesson Plans

Divide the class into four equal groups. Ask each group to choose any lesson they like from the *Hello!* textbook they teach. Each group will assign a group member to be the 'teacher.'

Allow them enough time to plan a lesson that would be suitable for exercising the classroom management points assigned to them according to the following list. In about 7 minutes, the 'teacher' chosen by each group will micro-teach that lesson, emphasizing these classroom management points.

- **Group 1:** Physical comfort, seating arrangements, making sure every student hears and sees everything that is going on in class.
- **Group 2:** Large classes, discipline problems, motivating interaction, pair and group work, role play, chorus work.
- **Group 3:** Establishing rapport, supportive error correction, consistently treating students fairly and equally, eye contact.
- **Group 4:** Dealing with unexpected situations in class (a question difficult to answer, an unavoidable interruption, failure of electric power).

Invite comments from the other 3 groups after presentations from each group.

References

Brown, Douglas (1994), *Teaching by Principles*, Longman

Nunnan, David (1989), *Designing Tasks for the Communicative Classroom*, Cambridge University Press

Tanner, Rosie and Catherine Green (1998), *Tasks for Teacher Education*, Longman

Wajnryb, Ruth (1992), *Classroom Observation Tasks*, Cambridge Teacher Training and Development

Suggestions for Further Readings

- Hubbard, et al (1996), *A Training Course for TEFL*, Oxford University Press
A good introduction for the inexperienced teacher to different aspects of teaching and learning.
- Lois, Michael and Jimmie Hill (1997), *Practical Techniques for Language Teaching*, Language Teaching Publications
Useful suggestions for techniques on different language skills
- Wright, Andrew (1989), *Pictures for Language Learning*, Cambridge Handbooks for Language Teaching
A useful guide to the teacher on the role of pictures and other visuals on language learning.

EFFECTIVE CLASSROOM MANAGEMENT HANDOUT 1: THEORETICAL BACKGROUND

Instructions

Read the following theoretical background about how to effectively manage EFL classroom. Highlight or underline all ideas new to you.

A. Definition

Many educators agree that *classroom management* refers to the skills needed to organize students' behavior and interaction during a lesson to enable teaching to take place more effectively. In a well-managed class, discipline problems are few and learners are actively involved in learning tasks leading to high motivation and expectation of success. (Nunnan, 1989, Wajnryb, 1992, Tanner and Green, 1998) No matter how knowledgeable the teacher may be or how well prepared he/she is, students will learn very little if the teacher lacks basic managerial skills. Students learn best and are encouraged to take risks if treated as human beings in a comfortable, relaxed, non-threatening atmosphere.

B) Physical Comfort

Simple as this may seem, physical conditions in the classroom are so important that they can make or break a lesson. If ventilation is poor, outside noise is uncontrolled and the board is not usable, very little teaching or learning can take place. Using his normal teaching voice, the teacher can ask for an answer or comment from students sitting at the very back. Likewise he might write on the board and call on students farthest away from the board to read it. If the teacher's voice or writing cannot be heard or read, he has to use a higher volume or bigger handwriting otherwise little can be gained from the lesson.

C) Seating Arrangements

Although physical comfort is essential, how a student feels or thinks is much more important. Students are always in control of their own learning and unless they feel active members of one learning community with the teacher on their side, the value of meaningful interaction will be minimized. Far too often, fixed seats in classrooms make it difficult for students to see each other. Like rows in a movie theater, fixed seats force all students to look in front, thus encouraging frontal teaching. As Mr. Ashraf did in the video segment, pair work can be easily practiced among neighboring students and group work can also be done if two or three students work with those behind them by slightly turning in their seats to talk to them. An effective teacher using different kinds of groupings (pair work, discussion, reading circle or lecture) and corresponding seating arrangement can encourage students to learn a certain activity. If you are among the lucky teachers who have movable desk chairs, you may consider patterns of semicircles, horseshoes and any other arrangements that facilitate interaction among students.

D) Voice and Body Language

Regardless of the seating arrangement you choose, make sure that all students can clearly hear and see what is going on in class. Do emphasize, from the very beginning, that when you or a student are speaking, everybody else should listen. If you tolerate interruption, students will make a habit of it. If it happens, stop talking and look in the direction of the

source. If this doesn't help, ask the offender verbally or by gesture to wait his turn. Judicious use of your voice can help you control the class. Avoid at all costs a monotonous, boring voice that would put students to sleep. Vary your voice according to your purpose but do not strain your vocal chords. On the contrary, a soft, barely audible voice may help to control a very noisy class. Pauses and brief periods of silence can achieve the same effect. Remember that your voice is one of your most important assets.

Besides the teacher's voice, non-verbal messages are very powerful control instruments. Tanner and Green (1998) mention teaching space, eye contact and body language as three important aspects of the teacher's use of his/her body. The first refers to the area where teachers mostly prefer to sit or stand in a classroom which should vary according to the purpose and/or activity. Use of eye contact shows where the teacher directs his/her eyes and which learners he frequently makes eye contact with. This may show that the teacher favors certain students and ignores others. Body language such as use of arms, posture, facial expressions should be wisely used in a way that reinforces verbal messages and does not lead to misunderstanding and confusion especially in large classrooms. Mr. Ashraf, in the video segment is very skilful in using body language to reinforce or replace verbal messages.

E) Problems With Large Classes

For economic reasons, many schools in Egypt, especially two shift ones, suffer from exceedingly large classes of 60 students or more. Unavoidably, the ability among students varies and interaction among them and between them and the teacher is minimized. Students' participation and feedback are limited. Brown (1994) offers some solutions. The teacher attempts verbally and through body language to make every student feel important. He/she should resort to pair work and group and peer correction to increase opportunities for interaction. More listening comprehension activities can be useful in large classes if well planned.

F) Discipline Problems

The frequency of discipline problems in larger classes is a chronic ailment from which many of our teachers suffer. Underlying reasons for these problems include the facts that some students do not like the school, the teacher, the subject or other students. Slow learners and bright ones may also be disruptive because the pace and level of activities do not suit them. In some cases, teachers are the main source of discipline problems because they do not treat students fairly and equally, because they are unprepared, or disorganized, and their instructions are confusing. Some teachers are unaware that adolescents frequently daydream, in spite of themselves, and that primary school students are uncomfortable if they have to sit still for a long time

Dealing with many of the above difficulties requires patience, experience and wisdom. A teacher will be well on his way to gain the respect, affection and control of his students if he/she

- a) shows that he/she is comfortable with his/her position of authority.
- b) states from the very beginning: what his/her expectations are regarding his students' behavior in class.
- c) is fair and consistent in dealing with violations.
- d) is considerate in preserving the pride of students he reprimands.

e) deals with the source of the problem rather than treating its symptoms, he will be well on his way to gain the respect, affection and control of his students.

G) Cheating

In an exam oriented educational system like ours, cheating frequently occurs. Attempting to prevent cheating according to Brown (1994) is more productive than dealing with it after it happens. Students cheat because they want to do better than others, and their entire career may depend on the grades they get in exams. If you can lower the pressure of competition to do better, at least in monthly exams, this may minimize the chances of glancing at others' answer sheets. If you can use different forms of the test in which items are in different order, students sitting close to each other will not see what others have written. If the classroom size is inadequate, try to get students as far away from each other as you possibly can. Occasionally, creative cheaters, however, have managed to beat any system. As in exams, you may prepare for the prevention of cheating incidents but you may not always be ready for the innovative ways students use to cheat. The use of cellular phones, gestures, taps on a desk, notes on fingernails, rulers, shirt cuffs, lip reading, inaudible whispers and other clever techniques have been successfully used.

H) Establishing Rapport

When teachers succeed in gaining the respect and affection of their students, positive rapport with students comes naturally. This is an elusive concept that seems to defy definition. It happens when there is a perfect or near perfect fit between teaching style and learning style, between what the teacher teaches and what the students need and want to learn, between what the students and teachers should do and what they want to do, between students' expectations and teacher's expectations. One important procedure that contributes to good rapport is that the teacher gradually changes his/her role from being in full control at the beginning to monitoring and correcting in the middle of the session, to that of a facilitator or guide at the end. Respectively, the students will be at the receiving end at the beginning, then they participate in practices in the middle leading to meaningful production and communication at the end (*see the teacher student illustration*). When rapport is clearly established both students and teachers will realize that they have victoriously won the learning game and very few discipline and cheating incidents will occur.

I) Planning for the Unexpected

Among unexpected incidents are the teacher running out of material long before class is over, asides that throw off the plan for the day, difficult unexpected questions that come up for which the teacher has no answer, some disruptive happenings that distract the attention of the class, or a bell that rings before you manage to finish a very important activity. There is no magic cure for all these ailments. If you and your students face all of these difficulties as one team determined to successfully deal with them, you can easily and quickly regain control.

EFFECTIVE CLASSROOM MANAGEMENT HANDOUT 2: INSTRUCTIONAL OBJECTIVES & SUMMARY

Instructional Objectives

As a result of viewing this video segment and participating in these activities, you will:

- recognize that classroom management is a complex process based on management skills, methodology, good knowledge of group dynamics and leading students and establishing rapport with them.
- identify aspects in a lesson that make for efficient classroom management.
- demonstrate familiarity with activities that:
 - a) help students work well as members of one learning community.
 - b) provide opportunities for creating a relaxed, non-threatening atmosphere in their class.
- apply techniques and strategies of effective classroom management with their students.

Summary of “Effective Classroom Management”

*After a brief introduction by the Mentor, Dr. Ola Hafez, about the elements of **classroom management**, Mr. Ashraf starts teaching Hello 4, unit 22. He does his best to engage most of the students in the activities. He uses many techniques to provide a warm, friendly, relaxed atmosphere in class by involving everybody in the activities. His pleasant personality earns him the respect and affection of his students.*

The Mentor, Dr. Ola Hafez, steps in from time to time to emphasize the important aspects of classroom management and the purpose of the activities. Finally, Mr. Ashraf reflects on the class.

EFFECTIVE CLASSROOM MANAGEMENT
TASK SHEET 1: BEFORE/AFTER

Answer the questions in the column entitled “**BEFORE.**” Then after reading *Handout 1*, add to your answers in the column entitled “**AFTER.**”

BEFORE	AFTER
1. What do you think classroom management means? What does it include?	
2. How can you make sure that students can clearly hear and see what goes on in class?	
3. To what extent can seating arrangements help students communicate and cooperate better?	
4. How could your voice and body language help you manage your class?	
5. What are the problems of managing large classes? How can you deal with them?	
6. What are some of the techniques for establishing positive rapport with students in class?	
7. Why does cheating frequently occur in some schools?	
8. What are some unexpected incidents that may happen in your class? How could you handle them?	

EFFECTIVE CLASSROOM MANAGEMENT
TASK SHEET 2: VIEWING

While watching the video, think of answers to the following questions. Then, answer them in pairs or small groups.

1. How does the teacher, Mr. Ashraf, establish rapport with students?

2. How does he make sure that students know what to do and why they are doing it?

3. According to Mr. Ashraf, what are some of the challenges teachers have in managing their classes? What are his tips for overcoming these challenges?

4. To what extent does Mr. Ashraf, the teacher, emphasize full participation of the students in the interaction?

EFFECTIVE CLASSROOM MANAGEMENT
TASK SHEET 3: DETAILED VIEWING

Each of the following activities corresponds to one or more short sections of video segment. The trainer will pause the video according to the title indicated at the bottom of the screen, corresponding to the title of the next section

- A) Watch Dr. Ola Hafez’s introduction to the video lesson until she says “...*by using rapport and using a variety of groupings*” and answer the following questions.

1. What is more important than a good book in teaching?

2. How can the teacher encourage risk taking in his students?

3. What does body language mean? How can it be used as an instrument in classroom management?

B) Watch the video lesson, which ends with Mr. Ashraf saying: ***“This is for tomorrow. Thank you and good bye”***, and complete the following statements.

- 1) In order to activate his students’ previous experience and background knowledge, Mr. Ashraf
- 2) are the four important characteristics of people.
- 3) Some of the advantages of individual work are
- 4) In order to encourage students’ participation in listing adjectives for the four characteristics, Mr. Ashraf
- 5) By....., Mr. Ashraf gives outgoing students a chance to show off according to Dr. Ola.
- 6) are some of the gestures and body language Mr. Ashraf uses to serve his teaching purpose.
- 7) Mr. Ashraf uses pictures in order to
- 8) Role playing is an effective technique which Mr. Ashraf used because
- 9)
That’s why his use of group work is successful.
- 10) The guessing game helps students get involved in the activity because.....

C) Watch both of Dr. Ola's post-lesson commentary and Mr. Ashraf's Reflection. Then, read the following statements. Agree or disagree with them and give your reasons.

1. In a student-centered class, students' talk should be much more than the teacher's talk.

AGREE _____

DISAGREE _____

2. Building rapport is closely related to variety of groupings.

AGREE _____

DISAGREE _____

3. Different seating arrangements have no relationship to class activities.

AGREE _____

DISAGREE _____

4. Because of expected problems and challenges the teacher thinks that he will not use group work or pair work.

AGREE _____

DISAGREE _____

5. According to Mr. Ashraf, the teacher should keep eye contact with his students to make them feel equally important.

AGREE _____

DISAGREE _____

6. Gestures can be used to control class activities.

AGREE _____

DISAGREE _____

7. Asking students to prepare some pictures for the lesson is not a useful idea.

AGREE _____

DISAGREE _____

EFFECTIVE CLASSROOM MANAGEMENT
TASK SHEET 4: POST-VIEWING

In groups of four or five, answer the following questions in detail. Review the sections mentioned at the end of every question before answering it.

1. What does *classroom management* refer to? Why are physical comfort, proper seating arrangements and effective use of body language essential for good classroom management? (see **Handout 1** a, b, c and d and your answers to 1, 2, 3 and 4 on “**Task Sheet 1**”)

2. How can a teacher deal with the challenge of large classes especially discipline problems, cheating and minimized interaction? (see **Handout 1**, sections e, f and h. “**Task Sheet 1**” answers to questions 5, 6 and 8)

3. What advice would you give to a new inexperienced teacher about *classroom management* to establish rapport with his students? (see answers to **sections A, B and C** in “**Task Sheet 3**”, and all of **Handout 1**)

EFFECTIVE CLASSROOM MANAGEMENT OPTIONAL ACTIVITIES

Divide the class into two groups. Let each group view the video lesson for a different purpose.

- *Group one* will observe, evaluate and comment on the use of body language, gestures and facial expressions in reinforcing or replacing verbal messages and establishing rapport. With the help of *Checklist 1*, trainees write down the purpose of each of the teacher's nonverbal techniques and students' response to them in the columns entitled "**PURPOSE**" and "**STUDENTS' RESPONSE.**" Encourage the group to add any other gestures they use in their classes and their student's response to them.
- *Group two* will observe, evaluate and comment on the use of teaching aids in the lesson using *Checklist 2*. Ask them to point out the purpose of each of the teaching aids used by the teacher and the students' response to them in the columns entitled "**PURPOSE**" and "**STUDENTS' RESPONSE.**" Encourage the group to add any other aids they use in their classes and their student's response to them.
- Using the board or a transparency of the relevant checklist, let the spokesperson of each group brief the other group members about his/her group's comments concerning the purpose of the aspects they were observing and the students' responses.
- Wrap up the session by mentioning that teaching aids and body language make abstract concepts more concrete and help contribute to establishing positive rapport between teachers and students.

EFFECTIVE CLASSROOM MANAGEMENT
OPTIONAL ACTIVITIES: CHECKLIST 1
Body Language (Group 1)

While watching the video lesson and focusing on Mr. Ashraf’s body language, fill in the columns entitled “**PURPOSE**” and “**STUDENTS’ RESPONSE**” in the following checklist.

TEACHER’S USE OF THE FOLLOWING	PURPOSE	STUDENTS’ RESPONSE
Smiles		
Miming: Describing Meaning through Actions		
Arm Gestures		
Eye Contact		
Head Nodding		
Hand Clapping (twice)		
Hand Clapping (many times)		
Finger Movement		
Flicking Fingers		
Raised Eyebrows		
Face Expressions		

Can you add to the above list from your own experience?

TEACHER’S USE OF THE FOLLOWING	PURPOSE	STUDENTS’ RESPONSE

More resources available here:



EFFECTIVE CLASSROOM MANAGEMENT
OPTIONAL ACTIVITIES: CHECKLIST 2
Teaching Aids (Group 2)

While watching the video lesson and focusing on Mr. Ashraf’s use of teaching aids, fill in the columns entitled “**PURPOSE**” and “**STUDENTS’ RESPONSE**” in the following checklist.

AIDS USED BY THE TEACHER	PURPOSE	STUDENTS’ RESPONSE
The Board		
Flash Cards		
Pictures		
Role Cards		
Charts (Dr. Ola)		
Diagram		
Role Play		
Realia		

Can you add to the above list from your own experience?

AIDS USED BY THE TEACHER	PURPOSE	STUDENTS’ RESPONSE

More resources available here:



EFFECTIVE CLASSROOM MANAGEMENT

Answer Keys

Pre-Viewing

Task Sheet 1: BEFORE/AFTER

1-8 Open

First Viewing

Task Sheet 2: Viewing

1. The teacher has a pleasant and warm personality. He always encourages students to participate using gestures and praise. He calls all students by their names and invites them all into class activities.
2. Mr. Ashraf makes sure that students clearly understand his instructions by checking their understanding of these instructions. He always tells them the reason and purpose for the activities they are going to do and how they are related to the lesson.
3. He mentioned finding a space to move around the classroom to monitor pair and group work as some of the challenges. He recommended three techniques to overcome such challenges, e.g., a lot of moving around the classroom and adapting to different physical classroom environments, wise use and distribution of eye contact with the students and knowing when to keep an eye on them (when they need help and encouragement) and when to ignore them (when they should be on their own and work freely not under pressure), consistent use of gestures and body language, and finally getting students involved in preparing the class teaching aids, i.e., the pictures.
4. The teacher emphasizes full participation of the pupils by drawing them into the interaction and using group and pair work, role play and board activities to make them work as one learning community.

Second Viewing

Task Sheet 3: DETAILED VIEWING

Section A

1. What is more important than a good book is a teacher who always makes sure that the students clearly understand his instructions. He demonstrates what he wants them to do and praises everything they do right in a supportive way.
2. By continually praising things they do right, never blaming them for mistakes and helping them to correct themselves.
3. Body language is the expression of ideas by using hand and arm movements, face expressions, eye contact and body motions. It can be used to emphasize, explain or replace verbal language.

Section B

1. ...asks them questions about their personal experiences with people and their different characteristics.
2. Hair color and style, character, nationality and shape...
3. ...giving the students time to do their work, helping slow students think without being dominated by the faster ones.

4. ...writes the four characteristics in columns on the board and asks the students to work in pairs to list the twelve adjectives under the proper headings.
5. ...allowing students to move from their seats,
6. Hand and arm movements, smiles and facial expressions.
7. ...encourage students to mention the characteristics of famous people.
8. ...it involves students and helps them understand the lesson and enjoy the interaction.
9. Mr. Ashraf explains the role of every group member and makes sure they know what they are about to do.
10. ...it's interesting for this age group and closely related to the topic of the lesson.

Section C

1. *I agree because:* As a facilitator and a resource person, the teacher should encourage the students to talk most of the time to help them practice the language they are learning.
2. *I agree because:* It helps students cooperate rather than compete and communicate better with the teacher and their peers.
3. *I disagree because:* Seating arrangement makes students better involved in activities, adds variety, interest and liveliness in the class and helps students know each other better.
4. *I disagree because:* The advantages of pair work and group work far outweigh the problems and challenges. They bring the class closer together into a good learning community.
5. *I agree because:* Eye contact with the students makes them realize that the teacher cares for all of them.
6. *I agree because:* Arm and hand gestures, head nodding, hand clapping and finger clicking can easily control class activities if students are used to them.
7. *I disagree because:* Students become more involved in the lesson, talk about it to their friends and relatives as they prepare and collect some pictures about it.

Post-Viewing

Task Sheet 4: POST-VIEWING

Answers to all questions can be found in the relevant sections mentioned at the end of each question.

Optional Activities

CHECKLIST 1

Body Language (Group 1)

Answers are suggestive not restrictive.

TEACHER'S USE OF THE FOLLOWING	PURPOSE	STUDENTS' RESPONSE
Smiles	Encouragement, agreement, warmth and friendliness	Motivated and interested
Miming: Describing Meaning through Actions	Makes meaning clearer, demonstrates action	Understand clearly what's meant
Arm Gestures	Giving instructions	Instead of verbal language, can be clearly followed
Eye Contact	Showing care for all students	Feel cared for, equally important
Head Nodding	Agreement, encouragement	Respond appropriately
Hand Clapping (twice)	Stop, end of activity	They stop
Hand Clapping (many times)	Applause and praise	Participate
Finger Movement	Pointing at students to act	Act accordingly
Flicking Fingers	Stop, end of activity	Stop on cue
Raised Eyebrows	Showing surprise or disbelief	Students understand what is meant
Face Expressions	Helps convey meaning and ideas	Respond appropriately

CHECKLIST 2
Teaching Aids (Group 2)

Answers are suggestive not restrictive.

AIDS USED BY THE TEACHER	PURPOSE	STUDENTS' RESPONSE
The Board	Organizing ideas	Participate and understand the message better
Flash Cards	Visual image of the verbal message	Interested and understand better
Pictures	Explain meaning better	Get more involved in class activities
Role Cards	Explain what each member of the group will do	Carry out the responsibilities better
Charts (Dr. Ola)	Concrete representation of abstract ideas	Easily follow organized information
Diagram	Concrete representation of abstract ideas	Easily follow organized information
Role Play	Demonstrate students' pronunciation and understanding	Interested participation
Realia	Explain vocabulary items	Multi Sensory Perception makes meaning clearer

More resources available here:



EFFECTIVE CLASSROOM MANAGEMENT

Glossary

abstract:	cannot be seen or heard
adolescent:	13 – 19 year olds
affection:	love, warm feelings
ailment:	sickness, problem
Apply:	put to practice
asides:	comments indirectly related to the lesson
aspects:	sides
assets:	important qualities
assigned:	given as a responsibility
atmosphere:	general climate, relationships
audible:	can be heard
body language:	expressing meaning through body movements
boring:	not interesting, tedious
challenge:	difficult, needs a lot of effort
cheat:	lie or deceive to achieve something
checklist:	a list of ideas, items
chronic:	staying for a long time
clapping:	striking the two open hands
coherent:	hangs together, easy to understand
comfort:	ease, happiness
competition:	trying to be better than the others
complex:	made of many parts
comment:	explanation, opinion
community:	a number of people depending on each other
concepts:	ideas
concrete:	not abstract, can be seen or heard
conferring:	asking the opinion of others
confusion:	a state of not knowing what to do
considerate:	nice, understanding
consistently:	doing things in the same way
consolidation:	bringing together
contribute:	take part
corresponding to:	the same as, related to
day dream:	dream with one's eyes open
determined:	firmly decided on
defy:	fight against, does not lend oneself to
demonstrate:	show
disorganized:	not in order
disruptive:	causing noise and violations
distract:	take attention away
effective:	doing the thing right
efficient:	doing the right thing
elusive:	cannot be easily caught
establish:	begin, make, start

exercising:	doing
exceedingly:	very much
eyebrows:	hair above the eyes
eye contact:	looking at somebody else's eyes for a while
face expressions:	showing feelings using features
facilitate:	make easy
facilitator:	one who makes things easier
failure:	opposite of success, inability to do something
fairly:	with justice
Fit:	the right size, shape, measure
flicking fingers:	making noise with fingers
focus:	point of attention and importance
frequently:	happening many times
frontal:	at the front
gestures:	hand, arm movements to express ideas
glance:	look quickly
group dynamics:	group relationships
grouping:	forming groups
ignore:	not pay any attention to
innovative:	creative, having new ideas
initial:	at the beginning
instructional objectives:	educational aims
interaction:	giving and taking
interruption:	breaking in, not waiting one's turn
involved:	greatly interested and taking part
judicious:	wise, careful, well-thought of
knowledgeable:	having a lot of information
likewise:	in the same way
lip reading:	ability to read what one is saying by watching his lips move
magic cure:	unexpected solution
make a habit:	will do it again and again
managerial:	controlling the situation
mention:	say
methodology:	ways of teaching
miming:	expressing meaning through silent movements
minimized:	made less
monotonous:	boring because of using the same tone of voice
motivation:	desire to do
multi- faceted:	has many aspects, sides
naturally:	of course
nodding:	shake one's head up and down expressing agreement
non-threatening:	safe
non-verbal:	without words
notions:	ideas
occasionally:	from time to time
offender:	one who's done something wrong
oriented:	concentrating on, deeply interested in

overall:	general
participation:	taking part
peer:	friend, equal, fellow
physical:	related to the body
positive:	good, effective
posture:	the way a person walks or stands
predictions:	guesses, expectations
preserve:	keep
pressure:	persuasion to do something with force
prevent:	cause not to happen
productive:	useful, good
proficiency:	ability
rapport:	warm relationships, good understanding
realia:	real things
refer:	mention, talk about
reflective:	thoughtful, thinking back
regain:	win back
reinforce:	emphasize
replace:	take the place of
reprimand:	blame
represent:	stand for
respectively:	in turn
review:	check, look again
role cards:	cards showing the part each one has to play
running out of:	finishing, ending
semicircle:	half a circle
simulated:	like real life
slightly:	a little bit, not much
spokesperson:	one who speaks for the group
stakeholder:	interested people, parties
strain:	overuse until it hurts
supportive:	encouraging
symptoms:	indications
synthesize:	tie together, relate to each other
taps:	knocks
techniques:	ways of doing of doing something
tolerate:	bear, put up with
underlying:	lying under, reason behind
Unavoidably:	necessarily, in a way that cannot be avoided
unaware:	not aware, does not know, ignorant of
vary:	change
ventilation:	enough air
verbal:	has to do with language
victoriously:	successfully
violation:	mistakes, breaking the laws
Wrap-up:	close, summarize