

Ms. Dina: *“Best Practices in Teaching English”* is a series of teacher training segments dealing with eight topics: **Classroom Management, Writing, Reading, Listening, Presentation Skills, Practice, Error Correction, and Supervision.**

“Best Practices in Teaching English” can be used for teacher and supervisor in-service training or by faculty in pre-service teacher education. Also, tapes can be used separately by student teachers, teachers, and supervisors for individual study and self-development.

Accompanying the video series is a set of printed, supplementary materials that describes the content and includes information on how to use the videotapes.

“Effective Classroom Management”

Dr. Ola: A novice teacher may think all she needs to teach well is a good book. Nothing could be further from the truth. What she really needs is to relate to the students as human beings. A good teacher is a good manager. To establish rapport, a positive relationship with the students, the teacher needs to relate to them as human beings. This can be done in a number of ways. One way is to use the students names, so that they are not just a crowd but a group of individuals. Another is by setting a relaxed atmosphere, being friendly and warm to them through smiling and caring for the students. This way they can take risks, which is needed with learning languages. Another thing is to maintain eye contact with the students as a group and listen to them carefully. This way, they feel the classroom is a warm, inviting environment. One last point is the teacher's use of body language. What I mean here is the teacher's use of mime and gestures in order to explain the meaning of a word or in giving instructions and checking them. At any cost, the teacher should avoid such mannerisms that are repeated every now and then, things like saying "Okay, Okay, Okay", or playing with the keys, or any such behaviour that would distract the students from listening to the teacher and focusing on the lesson. By maximizing such rapport, the teacher can create an environment that's conducive to learning. Let's now see how Mr. Ashraf Moustafa manages his class effectively, by using rapport and using a variety of groupings.

Mr. Ashraf: Good morning

Students: Good morning Mr. Ashraf.

Mr. Ashraf: Thank you.

Students: Thank you.

Mr. Ashraf: Ah..today we have something to talk about. It should be.... What's this?

Students: People.

Mr. Ashraf: Yeah. Today we are going to talk... about people. What do you know

about people? What do you think we are going to describe people or talk about people? Yes, Nada?

Warm- Up

- Nada:** The characteristics of people?
Mr. Ashraf: Characteristics of people. Thank you. Amira, what do you think of when...when I say the word "people"?
Amira: Rich people.
Mr. Ashraf: Rich people. Sit down. Thank you. So when we talk about people, we describe them with many different... things. We can describe them for.... What's this?
Students: Hair color and style.

Frontal Teaching

- Mr. Ashraf:** Hair color and style. Yes. How do you think people style their hair? Sometimes you have the colour...the... the hair...?
Students: Straight.
Mr. Ashraf: Yeah. Straight. Other times it could be...?
Students: Curly.
Mr. Ashraf: Yes. Then we can describe them from the ...?
Students: Character.
Mr. Ashraf: Character. Character. Some people are ...?
Students & Mr. Ashraf: Funny
Mr. Ashraf: Other people are...?
Students & Mr. Ashraf: Serious.
Mr. Ashraf: (Yes),also we can describe them from the.... We can talk about the ...?
Students : Nationality.
Mr. Ashraf: Yes. Nationality. What's your nationality?
Students: Egyptians.
Mr. Ashraf: All of you are Egyptians?
Students: Yes.
Mr. Ashraf: Also we have...?
Students : Shape.
Students: Fat, thin.
Mr. Ashraf: Now this is "People", and we have four categories. Here we have...?
Students: Shape.
Mr. Ashraf: We have...?
Students: Hair color and style.
Mr. Ashraf: We have...?
Students: Character.
Mr. Ashraf: And we have...?
Students: Nationality.

Mr. Ashraf: Yes. This is good. Then I have some adjectives for you. What is this?

Drilling

Students: Funny.

Mr. Ashraf: Yeah...?

Students: Straight.

Mr. Ashraf: Straight.

Students: Egyptian. Fat. Thin.

Mr. Ashraf: Thin.

Students: Thin.

Mr. Ashraf: Thin.

Students: Thin.

Mr. Ashraf: Thin.

Students: Thin.

Mr. Ashraf: Yes. Great. Now, how many adjectives do we have here?

Students: Twelve.

Mr. Ashraf: And how many columns do we have?

Students: Four.

Mr. Ashraf: Right. I want you now.... You are going to work alone. In two minutes, you are going to put these adjectives in the right columns here in your notebooks. You have two minutes to do that. So now start.

Individual Work

Dr. Ola : Notice how working individually gives students the time to do the work independently. It gives slow students the time to think without being dominated by faster students.

Mr. Ashraf: Pens down, please. Pens down now. Time's up. Yes. Have you finished?

Students: Yes.

Mr. Ashraf: Yes, it's okay. So we have four boxes and we have twelve characters. Have

you written them in the right boxes?

Students: Yes.

Mr. Ashraf: It's okay. Now you have one minute to work with the person next .. sitting next to you, and you are going to check what you have written here with the person sitting next to you. Now start. Yes.

Pair Work

Dr. Ola : Students now check in pairs, which helps them learn from each other, cooperating and making the lesson learner- centered.

Mr. Ashraf: You all finished?

Students: Yes.

Mr. Ashraf: Yes, right. Now who can come out now to stick these ..ah..cards to the right boxes? Shaza, Yara...

Involving students at the back

Dr. Ola : By getting students to move from their seats to the board once in a while, Ashraf manages to save on class time. He thus gives the chance to outgoing students who like to show off. He allows them to move around to break the class boredom and monotony. Moreover, the answers here are anonymous, not belonging to any one student so that blame or criticism cannot be directed against the student who made the mistake, thus encouraging learning without embarrassing any particular student.

Mr. Ashraf: Is it right?

Students: Yes.

Mr. Ashraf: Now who can add two more words for nationality? Who can give me two more words for nationality? Yes? Ah.. Nada?

Nada: Spanish.

Mr. Ashraf: Spanish. So now please, in one minute, you are going to work with the persons sitting next to you. You are going to work again to write down two more words for each box.

What are you going to do now?

Students: Write two more words.

Eliciting More Adjectives

Mr. Ashraf: Two more words. Yes, now start. Now, pens down. Who can add two more words here? Yes, for ... first for the shape, we have thin, slim, fat. Who can add more words? Amira?

Heba: Short.

Mr. Ashraf: Short. And what about the character? What words can we add for the character here? Aliaa?

Aliaa: Serious.

Mr. Ashraf: Serious. Thank you. For the nationality? What words can we add for the nationality? Radwa?

Radwa: Indian.

Eye Contact

Mr. Ashraf: Indian. We can have Indian. Yeah. Thank you. So today when we are talking about people, we have some...hm... famous people who are popular in our society or in the world. You know them? Do you know any popular one or famous one? Yes. Who is the famous one you know? Yes, Nada, you know...?

Nada: Michael Jordan.
Mr. Ashraf: Michael Jordan. Yes. How can you describe him then?
Nada: Ah...he's a black guy.
Mr. Ashraf: A black guy.
Nada: Hm... playing basketball. Tall. And fit.

Using Visuals

Mr. Ashraf: Thank you, Nada. Ah,...so ah, when we have some famous people, we can describe them using these... things or these adjectives here. I have now some pictures for these people. Do you know them? Do you know this person?

Students: Yes.

Mr. Ashraf: Who is that?

Students: Diana. Princess Diana.

Mr. Ashraf: Princess...?

Students: Diana.

Mr. Ashraf: Yeah. Princess Diana. Do you know this person?

Students: Amitab Batchan.

Mr. Ashraf: Yeah. Do you know this person?

Students: Asaar El-Hakeem.

Mr. Ashraf: What does she do?

Students: She's an actor.

Mr. Ashraf: What?

Students: Actress.

Mr. Ashraf: Do you know this one?

Students: Samir Ghanim.

Mr. Ashraf: Why are you laughing? Those are all famous people. You agree with this?

Students: Yes.

Mr. Ashraf: They are all famous?

Students: Yes.

Mr. Ashraf: Now I'm thinking about one of these characters here about ... one of these persons here. Who can ask me some questions to know who...who is the person I'm thinking about? Yes, Donia, what's your question?

Donia: Is he man or woman?

Mr. Ashraf: Is he or is it?

Donia: Is he....

Mr. Ashraf: Again. Your question?

Donia: Is...is it a man or a woman?

Modeling

Mr. Ashraf: Yes. Thank you. A man. He is a man. Is it a man or a woman? What else?

Who can ask me another question? Haidi, can you ask me a question?

Haidi: What is his nationality?

Mr. Ashraf: What's...?

Students: ...his nationality?

Mr. Ashraf: He's Indian. Sit down. Thank you. What's his nationality?

Dr. Ola Hafez: If the task is too complicated, instructions may be followed by the teacher modeling an example himself. Alternatively, he may work on an example with a few good students while guiding them.

Mr. Ashraf: What does he look like? He's very tall with long hair. So now we said that he's a man ..ah.., he's Indian...Indian, and he's not a funny person, and he's very tall, with long black hair. Do you know who is the person I'm thinking about?

Students: Yes.

Mr. Ashraf: Who's the person I'm thinking about? Hala?

Hala: Amitab Bachan

Mr. Ashraf: Amitab Bachan? You all agree with her?

Students: Yes.

Mr. Ashraf: Is it right?

Students: Yes.

Mr. Ashraf: How did you know?

Hala: He's an Indian.

Mr. Ashraf: Indian. Thank you. What else? Yes, Reham?

Reham: He's not funny.

Mr. Ashraf: He's not funny. Yes, Hadir?

Hadir: He's tall with a long black hair.

Mr. Ashraf: He's tall and...?

Hadir: ...with a long black hair.

Mr. Ashraf: Long black hair. Thank you. You agree that he's Amitab Bachan?

Giving Instructions

Mr. Ashraf: Now we are going to do the same as we did now. We are going to have a program. In this program you are going to present one of the characters here, in the pictures on the blackboard. You are going to work in groups. In these groups you are going to make questions and answers. You are going to write questions and answers. Throughout these questions and answers you are going to describe one of these persons here.

Using Gestures

You have ten minutes to do this. But take care that you are not going to write the name of the person, but why? because other groups or the whole class is going to guess who is the character you are talking about. Okay?

Students: Okay

Checking Instructions

Mr. Ashraf: So now what are you going to write?

Dr. Ola : To ensure successful groupwork, Ashraf got all the students to listen before he started giving clear, set instructions. He reinforced these by using gestures and mimes, as well as well-spread eye contact to get all the students' attention. Such instructions should be checked to make sure students know exactly what to do before they start.

Role Cards

Mr. Ashraf: In groups you are going to have four cards. You are going to work in groups of four. The first card will be for the manager. And the manager is the person in the group who is responsible for that no one is speaking Arabic and everyone is participating. Then another one will have the red card. The presenter. And the presenter is the person who is going to come out with another...with one more to act the conversation. Then we have also the time keeper with the yellow card is the person who is going to keep the time... the person who's going to keep the time. Also you have the secretary. This is the person who is going to write down notes for the questions and answers. Right. So, what are we going to write now?

Dr. Ola : We've seen Ashraf giving role cards including the roles of the secretary, presenter, manager and time keeper. Such roles help the teacher monitoring and prevent discipline problems. In general, such roles enhance the team spirit of the group and they make sure everybody cooperates while competing with the other teams.

Assigning Roles

Mr. Ashraf: The green cards will be for the...?

Students: Manager:

Mr. Ashraf: The manager. And the manager is responsible for no one par...will speak Arabic and everyone is participating. Ah, now, please, Who has the green card? Who has the green card. Show me the green card. Yes, the green card. Show me the green card! Yeah.. What are you going to do here with the green card? Yes, Basant?

Checking Roles

Basant: To ..to..ensure that there is no one speaking Arabic and ensure everyone in the group is participate.

Mr. Ashraf: Yeah, you agree with her?

Students: Yes.

Mr. Ashraf: This is right. Sit down. Thank you. And the Presenter. Are you going to present what you...what you are writing here?

Students: Yes.

Mr. Ashraf: Yes. The presenter will do it. And

what about the time keeper? Who are the time keepers? What are you going to do here?

Dr. Ola : Once the instructions have been checked, the teacher starts the task formally. After a moment of letting the students start working, the teacher goes around the class quickly, listening to different groups to make sure that everybody understands what they are doing.

Group Work

As for the students' noise, which is sometimes considered problematic, it should not be considered a problem at all. It indicates that the students are producing the target language. They are learning and interacting

Monitoring

To monitor effectively, the teacher should not interfere but just be available to help and encourage the students silently by nodding and smiling every now and then. But he should help minimally, only if asked. Instead of correcting the students' errors now, the teacher can take notes of such errors in order to handle them later on.

Insisting That Students Are Using English

The teacher should monitor to check that all the students are working in English, encourage the shy ones and control the talkative ones.

Mr. Ashraf: Now you have one minute to finish. It's time.

Dr. Ola : Special attention here should be given to students sitting at the back, as these usually have discipline problems. Some of them are too shy, some are working on something else, so these need some attention in order not to feel left out.

Mr. Ashraf: Pens down now, please. Pens down. Look at me. Have you all finished?

Students: Yes.

Mr. Ashraf: Right. Now. So let's hear from this group. And we have Donia and Reham. Come out. Look at each other.

Feedback

Donia: Ah, welcome everybody in our program. We have this day ah, a very

popular and Lovely ah, person ah, with us. Ah, from our questions ah,
 you will ah, guess this person. And we with her.
Reham: Ah, welcome every body in the studio that I see there and they see me and at home that I don't see them by eyes, but I see them by my heart. And I love you all, and I hope for you to know me. Thanks.

Donia: And now we are with the first question. Are you a man or a woman?
Reham: I'm a woman.
Donia: Okay. What is your nationality?
Reham: I'm Egypt... I'm from Egypt. I'm Egyptian.

Guessing Game

Donia: Okay. Are you funny or not?
Reham: No. I'm just the actress.
Donia: Are you have series or films?
Reham: I have many series and films.
Donia: Ah, what are you look like?
Reham: Hm, I'm not tall and I'm not thin or fat. And I have brown eyes and brown short hair. (And, ah, I descib Egypt.)
Donia: Okay. Thank you very much. And now you know this person?
Mr. Ashraf: Yes, we know this person Donia. Thank you. Thank you .Sit down. Do you know this person? ...who this person is?
 Yes, Samar. Do you know the person? Who's this person?
Samar: Faten Hamama?
Mr. Ashraf: She's talking about Faten Hamama? Is it okay?
Students: Yes.
Mr. Ashraf: You agree with her?
Students: Yes.
Mr. Ashraf: How do you know, Samar?
Samar: He has a short brown hair.
Mr. Ashraf: She.
Samar: She has a short brown hair, and she has ah..a brown eyes.
Mr. Ashraf: Thank you. How did you know that she's Faten Hamama, else? Yes, Mai?
Mai: She's short.
Mr. Ashraf: She's short. You agree with this. Thank you. Yes, Rana?
Rana: Many films.
Mr. Ashraf: Many films. Thank you. Heba, how did you know that?
Heba: She is Egyptian.
Mr. Ashraf: She's Egyptian. Yeah. That was just great. And what about that group? Yes, Nada. Come here. Who's the presenter? Yes.
Student1: Good morning, everybody in our program. Now we are going to present

- our program as a puzzle.
- Mr. Ashraf:** Wait. Wait, please. Do you all hear?
- Students:** No.
- Student1:** Good morning, everybody in our program. Now we are going to present our program as a puzzle.and we will bother you. And we hope you enjoy your time with us. Now we have a famous character today, and we are going to guess who is this person. Hi, Mr. Famous Character.
- Student #2:** Hi, everybody Hi, everybody in the studio.

Speaking in front of the class

- Dr. Ola :** Whoever is presenting may go to the front in order to overcome the problem of fixed desks. During feedback, the teacher makes sure that all the students are listening. If somebody is talking in a corner, the teacher can get their attention easily.
- Student #1:** What's the kind of your job?
- Student #2:** My job is...I am a actress. I... I am a movie star.
- Student #1:** Oh! A movie star. And what is your nationality?
- Student #2:** I am Egyptian woman.
- Student #1:** And what is the style of your personality?
- Student #2:** I am a tender woman. I am.ah, my style...my style in my clothes. My... I have a long hair-- long brown hair. I have a white face and I have brown eyes-- small brown eyes, and I have...many peaceful characters.
- Student #1:** Uhm, okay. Everybody know. We thank you, thank you wonderful character. Thank you at all.
- Student #2:** Thank you and I hope everybody now knows who I am.
- Mr. Ashraf:** Now you know who they are talking about? Yes, who is this person? Soha?
- Dr. Ola :** Feedback should be checked from peers before the teacher comments, which can be prompted by such questions as "Do you agree?" In this way we maximize the involvement of all the students attending.
- Mr. Ashraf:** How do you know that she is Asar El-Hakim? How did you know?
- Student:** She has long brown hair.
- Mr. Ashraf:** Thank you. Long brown hair. What else? Amira?
- Amira:** Brown eyes.
- Mr. Ashraf:** Brown eyes. Thank you. If you are describing Athar El-Hakim, can you add more things or more details for this? Nada?
- Nada:** She's funny and always laughs.
- Mr. Ashraf:** She's...do you all agree with her that she laughs a lot. Can you add anything else, Mai?
- Nermine:** She's thin and tall. Thin and tall.
- Mr. Ashraf:** Thin and tall. Thank you. Now with another group. We'll have here Lobna and Noha. You can come out.

Student #1: Welcome all of you in our program in the studio. This day we have a very important person. And we will love her so much, and we welcome our people at homes. Now we will ask her some questions and it will answer these questions. Nice to meet you, Mrs. Famous Character.

Student2 Hi.

Student1: Ah, ah, could you tell us, are you a man or a woman?

Teacher doesn't interrupt

Student #2: I'm a man, and I'm very famous.

Student #1: Are you an actor?

Student #2: I am a singer, and I'm actor too.

Student #1: What is your..what is .. what is (unclear) character?

Whole Class

Student #2: Sometimes I'm very funny, and another times I'm very serious.

Student #1: What is your hair color?

Student #2: My hair color is a black.

Student #1: What is your nationality?

Student #2: I am a Lebanese

Student #1: What is your shape?

Student #2: I am very slim.

Student #1: What does you look like?

Student #2: I'm very tall.

Student #1: At the end of our program, we thank you very very much. And we hope to meet you again in the next week. And ah..we thank all of you ..ah..and

our

people at home. And we...and I think that all of our people guess what's our Mrs. Famous Character today.

Mr. Ashraf: Do you know our famous character? No, stop here. Stop. You can stay here. Yes. Who is this famous character? Yes? You can say.

Student: Noha said, "Japanese."

Mr. Ashraf: No, Lebanese.

Students: Lebanese?

Mr. Ashraf: You are not Lebanese? No, she's talking about a Lebanese one. Yes, Yara ?

Yara: Magda El-Roomy.

Mr. Ashraf: Magda El- Roomy. You agree with her that she's Magda El-Roomy?

Students: No. She said a man.

Mr. Ashraf: She said what?

Students: A man.

Mr. Ashraf: No. Did you...? She said a man, but Magda El-Roomy is ...?

Students: A woman.

Mr. Ashraf: Instead of this, everything is right?

Students: Yes.
Mr. Ashraf: She's Lebanese. You agree with that?
Students: Yes.
Mr. Ashraf: Yes. How did you know that she is Magda El-Roomy? Yes, HEND?
HEND: She is a singer.
Mr. Ashraf: Singer. Yeah. Thank you. Yes, Basant?
Basant: She has long black hair and smooth hair.
Mr. Ashraf: Right. Thank you. What else?
Student: She is tall and she has a good dress.
Mr. Ashraf: Thank you. Right. Do you agree that she's Magda El-Roomy?
Students: Yes.

Home Assignment

Mr. Ashraf: Yes. Thank you. That was great ..uhmm.. That's very nice. I want you now for your assignment when you go home to write down a composition about your best friend. A composition about your best friend. You are going to write about her... his or her character, hair style, nationality, her shape and everything. And this is for tomorrow. Thank you and good bye.

Dr. Ola : A great lesson. There is certainly a lot of rapport between Ashraf and the students. But I especially liked the way he managed group work. In the traditional teacher centered classroom, the teacher lectures a lot and the students participate minimally. There is a lot of teacher talking time (TTT) and very little student talking time (STT). In a learner- centered classroom, we hope the students can participate to the maximum. To maximize student interaction, we can use a variety of groupings. Such group and pair work have a number of advantages. One such advantage is that shy students speak out. They gain confidence from their peers, and they start producing on their own before the spotlights are placed on them when they have to face the whole class. Another advantage which is more important is that half the class or a quarter of the class are participating at the same time, in contrast to only one student at a time. This is specially important in large classes, which we are all familiar with. Most importantly, when we use group work, students start learning from each other, which is the objective of most teaching. We have also seen how the teacher, Ashraf, managed the class through the different seating arrangements. These are very important when you have to do group work. We have seen different seating arrangements for frontal teaching, whole class tasks, individual work, pair work where students sitting on the same desk work together, and group work where students sit..work in fours-- each two on a desk with those on the desk behind, or the one beside. Let's now remember how he managed group work. He went through a number of steps: first, giving instructions and then, checking these instructions; third, modeling; fourth, grouping and assigning roles; then, he monitored and finally, got feedback. By using different groupings,

individual work, pair work and group work, the teacher manages to vary the pace of the lesson and caters for individual differences. In this way, the teacher maximizes student production and involvement in the lesson.

Such

involvement is enhanced through the teacher's creation of rapport, through the friendly attitude, and the use of body language effectively. In this way we maximize student involvement and enjoyment of the lesson.

Reflection

Mr. Ashraf: Some teachers may find some challenges when they are working in the classroom and applying some techniques like group work or pair work. One of these challenges is, ah, like, how to find a space to move around

the

class to monitor their students ah, and also to give them their advice, ah,

but I

think to overcome this challenge is like to train yourself and adjust your body to move around the class and to see your students ah, make your eye... I mean, contain the whole class in front of you and to see which group needs help and to go there. I was teaching today ah, the skill of speaking. Ah, students have to make a dialogue and -- or a conversation between two students ah, to describe one of the characters they have. Uhhh..this lesson uhhh...is from-- or related to-- or from the *Hello* series, *Hello 4*, for prepa...second- year preparatory,... unit 22.

Sometimes

I keep eye contact on my students with them because I want them to feel that I'm looking at them all, ah, so... everyone can feel that he is as important as the others. Uhhh...and I want to have a warm friendship between me and them. Other times I neglect them, not to look at them and this also for specific person of mine, that I want...

I don't want to put them under certain pressure. And I want them to act freely at that time, and to be themselves, as I want to say. I used in this class some gestures. Like I. I di..with my fingers, I said, "You're going to work alone", and other times I said, "You're going to work with the

person

sitting next to you." These gestures like [], now [], pens down.

Here I want my students to know what I want to say. Even if they didn't hear me, they look at my fingers and then they are going to be accustomed to my directions and to do them after that easily. Relating to the pictures that I have on the blackboard, I didn't prepare them all of myself. Of course, I asked some students to prepare some of them, to cut them, and they got... collected some magazines, and gave me some of these pictures. So here the responsibility is divided into aspect the teacher and his students. I think this way the teacher will not be exhausted or tired from doing something like this

More resources available here:

