

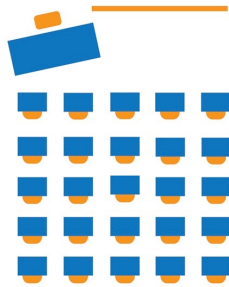
Classroom Management Handout

Activity 1: Classroom Layout

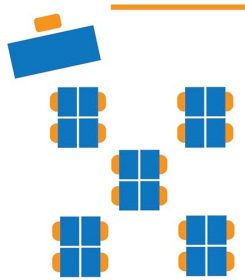
Classroom dynamics can change dramatically with a change in classroom layout.

Consider the following three classroom configurations. With one of your neighbors, discuss the advantages and disadvantages of each for a language learning classroom.

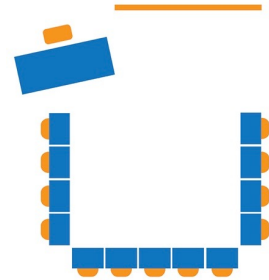
Rows/Columns



Clusters



Horseshoe/U-Shape



Rows/Columns	Clusters	Horseshoe/U-Shape
Advantages:	Advantages:	Advantages:
Disadvantages:	Disadvantages:	Disadvantages:

Discussion Notes:

Activity 2: Error Correction

Consider the following three Teacher/Student interactions. In each, the student makes an error (or produces a non-target-like utterance). Discuss the differences in each case with a new partner. Take notes in the space provided.

Exchange 1:	Exchange 2:	Exchange 3:
<p>Student: "After class, I back to my dorm."</p> <p>Teacher: "Oh, you're <i>going back</i> to your dorm after class?"</p>	<p>Student: "After class, I back to my dorm."</p> <p>Teacher: "No, not 'I back to my dorm'... after class you're <i>doing</i> what?"</p>	<p>Student: "After class, I back to my dorm."</p> <p>Teacher: "Remember, 'back' is not a verb. You need a verb in your sentence."</p>
<ol style="list-style-type: none">1. How would you describe teacher's reaction to the error in each case?2. How do you think the student is likely to react in each case? What do you think the student will do or say next?3. Do you prefer one of these types of error correction to the others? Why? Does your preference depend on situation? How?		

Activity 3: Student-Teacher Interactions

Work in groups of two at your tables—find a different partner than you had in the first two activities. Coordinate among your tablemates so that each pair discusses a different scenario. You will have 10 minutes to make notes on what you would do in this scenario and how, as the teacher, you would reflect on this situation. Be ready to summarize your discussion **for a minute or two at your table**.

Scenario 1

You have scheduled a unit exam for Wednesday. Nelia emails you to request permission to re-schedule the exam because she has to work that afternoon. You deny the request and remind her that the syllabus states there are no make-up exams allowed. Nelia is unable to reschedule her work shift, and therefore gets a 0 on the exam. On the day of the exam, Rana emails you to say she is sick and cannot attend to take the exam. She promises to bring a doctor's note to the next class and asks for permission to re-take the exam. You agree. Later, Nelia learns Rana was allowed to take a makeup exam. In class on Monday, Nelia approaches you to complain that it is not fair that Rana got to take a make-up exam when she was not allowed to.

What do you do?

Reflection:

Scenario 2

You are teaching a beginning level language course. The class has been a good class so far; they are willing to participate in your lessons. You spent a lot of time over the weekend designing a lesson for the class. The goal of the lesson is to help students learn how to make travel arrangements in your language and to learn about important, interesting and famous places in your home country. You've made a Powerpoint presentation with beautiful pictures of these places that introduces one new travel-related word per slide. You show students all 25 slides, pronounce each new word, and ask them to repeat the words one at a time. You then ask students to complete a matching activity to pair the new vocabulary with the relevant picture. About half way through the Powerpoint, you notice one student has his head down on his desk; two students are texting, and you see several students with Facebook open on their laptops.

What do you do?

Reflection:

Scenario 3

You understand how important it is to use the target language extensively in class. To help your beginner students follow along, you have established a routine for giving directions and commands: you explain the direction/give the command in the target language first, then in English. Students generally pay attention and seem to know what to do. After the first half of the semester, you decide to make the class more challenging. Now, when you give directions or commands, you only use the target language. You notice that some students pay attention and seem to know what to do, while a few do not participate in activities or seem frustrated.

What do you do?

Reflection:

Scenario 4

In your level 2 class (Beginner-Intermediate level), Shawn is doing very well overall. He attends every class and is on time. He completes all of his written work on time and the work is usually of very high quality. However, he never volunteers to speak in class, and during partner and group-work time, you notice that he does not interact with his peers very much.

What do you do?

Reflection: