

Let's Teach English – Video Transcript

Classroom Management Methods

Website: [VOA Learning English](https://learningenglish.voanews.com/z/5203) (https://learningenglish.voanews.com/z/5203)

Teaching Topic: Organizing student groups and pair work

Video Transcript

Narrator: This is a bonus video for this series with examples of managing a communicative language classroom. These methods are useful for large classes. They help to create a setting where students can communicate easily with one another.

Pairing students at random: The teacher asks students to line up so she can assign random partners. Students talk to find their order in line, and to get to know all of their classmates.

(“Unit 1” appears in the top, left-hand corner of the screen.)

Teacher: Let's stand up and make a line by your birthdays. January at the front; December at the end.

(The teacher gestures to her right and left. Students stand up and form a line as they ask each other about their birthday months.)

Mimi: I'm January.

Julia: February.

Jamie: May.

Maryam: December.

Teacher: Okay, now bring the line around.

(Students walk to face each other.)

Teacher: The person across from you is your partner.

Teacher: This group – tell about your families.

(Teacher gestures to the other line.)

Teacher: This group – listen and take notes.

(The teacher gestures to one line.)

Teacher: Please have a seat.

Teacher: Please line up by the time you woke up this morning. Who woke up early?
Stand here.
(The teacher gestures to her left.)

Teacher: Who woke up later? Stand here.
(The teacher gestures to her right. Students line up as they ask each other what time they woke up.)

Teacher: Okay, now let's divide here.
(The teacher uses her hand to divide the students into two groups.)
You will be shopkeepers.
(The teacher points to the students to her right.)

Teacher: And you will be shoppers.
(The teacher points to the students to her left.)

Narrator: Cooperative learning: In their cooperative learning groups, students create a conversation. In groups of four, students can choose from these roles: The Writer puts the group's ideas on paper. The Checker looks up spellings or meanings of words, asks questions, and watches the time. The Leader starts the group on the assignment and makes sure everyone helps and understands. The Speaker introduces the group's conversation and contributes to group work.
(“Unit 2” appears in the top, left-hand corner of the screen.)

Teacher: Work with your group to write a conversation about food. Each group has a leader, writer, and speaker.

Narrator: Return to teacher focus from group work: When students have been working in small groups, the teacher may need to call attention back to herself in order to change to the next activity. In Unit 6, she has them count down together to begin the next activity.
(“Unit 6” appears in the top, left-hand corner of the screen.)

Teacher: Class, two minutes left. Please finish your work soon.
(The students continue their work.)

Teacher: Okay, class, time's up!

All: Five, four, three, two, one.

(The teacher holds up her hand and counts backward on her fingers as a way to call students to attention. The students join her and count backwards on their hands too.)

Teacher: Are you ready?

Students: Yes!

Teacher: Good!

Narrator: Surveying student pair work: Sometimes, teachers need to know if student groups have completed enough work to share with the class. In Unit 8, the teacher asks students to hold their fingers up against their throats to show her how many "hopes and dreams" notes they have written about their partners.

(“Unit 8” appears in the top, left-hand corner of the screen.)

(Students write notes as they discuss their hopes and dreams.)

Teacher: Okay, time’s up! Now, show me the number of notes you have by placing that number of fingers on your throat.

(The teacher demonstrates by putting two fingers on her throat. Each student puts three or four fingers on her throat.)

Teacher: Nice work!

Narrator: Flipping the classroom: In a flipped classroom, students read and write at home. Then in class they speak and apply the learning strategies. In Unit 9, students wrote an interview at home.

(“Unit 9” appears in the top, left-hand corner of the screen.)

Teacher: What was your homework? Mimi, please read the project assignment to help us remember.

Mimi: 1. Choose a job. 2. What do you need to be able to do that job? Make a list. 3. Write a dialog(ue) with two people – you and an interviewer. 4. Bring the dialog(ue) to class.

Narrator: Thank you for watching the Let's Teach English series. Like all VOA Learning English materials, this series is free for you to use and share.

Transcript Vocabulary

This definition is from [TeachThought](https://www.teachthought.com/learning/the-definition-of-the-flipped-classroom/) (https://www.teachthought.com/learning/the-definition-of-the-flipped-classroom/):

flipped classroom (noun) – A flipped classroom is one where students are

introduced to content at home, and practice working through it at school. In this blended learning approach, face-to-face interaction is mixed with independent study via technology.

Creative Commons Attribution-Share Alike 4.0 International (CC BY 4.0) License



© 2017 University of Oregon and Voice of America. This work is licensed under the [Creative Commons Attribution-Share Alike 4.0 International License](https://creativecommons.org/licenses/by/4.0/) (<https://creativecommons.org/licenses/by/4.0/>) except where noted.