Activities: in classrooms, 49–52; collaborative, 4, 92–93; icebreaker, 5–9; information gap, 94–95, 113; games, 50–52; low-risk, 92–93; new, 49–52; pair, 73–79
Answers, checking, in pair and group work, 88–90
Anticipation guides, 45, 83–84; versus open-ended discussion, 84–85
Assessment: as basis of teaching, 31–32; and lesson plans, 31–32, 45–46
Attendance, 14, 36. See also Late-arrivals/Late-comers
Bingo, 49
Blackboard, use of in direct instruction, 106–107
Blended learning, 38
Bloom’s taxonomy, 38
Boggle (game), 49, 165
Brainstorming, 7–8, 40, 46, 80, 118, 121, 160; think-pair-share in, 96; in whole-class discussion, 133
Breaks, taking unauthorized, 14, 151–152; movement of students and, 128–129
Case study problems, solving, 17
Cell phones: and cheating, 159; excluding, 15; ringing of, in class, 15, 162–163; taking photographs with, 167–168; texting on, 163–164; as tools, 164–170
Charades, 49
Chatting with other students, 153–161
Cheating: cell phones and, 159; versus helping, 154–160; preventing, on quizzes and tests, 174; preventing on quizzes and tests, 155–158; question-asker and, 157; view of, in U.S. culture, 160; writing compositions on, 160
Churchill, Winston, 63
Class discussion, use of textbook exercises for, 82–86; whole class, 130–132
Classes: allowing students to record, 175; disruptions, 145–146; giving quizzes at beginning of, 149–150; late arrivals to, 145–151; recording, 166–167, 175
Classroom. See also ESL classrooms; Student-centered classrooms: activities and games in, 49–52; tone in setting, 5–12; icebreakers in, 5–9; learning names in, 9–12
Classroom environment, 4–26; class rules in, 14–26; tone in, 5–12
Classroom interactions, 102–143
Classrooms: games in, 48–52, 94–95
Classroom trouble spots: arrivals and breaks, 144–175; chatting with neighbors, 153–154; helping versus cheating, 154–161, 174; recording of class, 175; smart phones, 162–171
Class rules, 14–26; amending, 18; for arriving late to class, 149–151; communication of by teachers, 16–18; English-only policies in, 18–22, 26; explaining to late arrivals, 146; Golden rule in, 14–16; for joining class late, 143–149; showing respect and, 145; for unauthorized breaks, 15–152
Class time, efficient use of, 43
Clicking of teachers with students in class, 183–185
Collaboration, 101, 118, 122, 125, 153–154, 161, 179; low-risk activities in, 92–93; in pair and group work, 87–88, 90–91
Communication. See also Oral communication: game-like, 94–95; oral, in bring variety to lesson plans, 43; student-to-student during, 157
Communicative approach, 71; paradigm shift from audiolingual method to, 82–83
Concentration (game), 49
Controversial topics: exercising caution, 143; in fostering critical thinking, 142; scaffolding, in whole-class discussions, 135–139; in whole-class discussion, 134–135
Cooperative learning, 120
Critical thinking, 42; controversial topics in fostering, 142
Crossword puzzles, 49
Desks, arrangement of, in whole-class discussion, 131–132
Dictionaries: as app on smart phones, 165; avoiding use of, 15
Direct instruction; blackboard/whiteboard use in, 106–107; combining scaffolding and modeling with think-alouds, 109–111; teacher questions in, 107–109; teacher’s place in room during, 103–106
Discussion. See Class discussion and Classroom interactions
English-only policies in class rules, 18–22
Fairness, use of L1s and, 22
Feedback, 45–46
Find Someone Who activity, 7, 49, 50, 126
First day, sensitivity on the, 25
First language: as issue in pair and group work, 75; use of, in classroom, 18–22, 26
Flipped ESL classrooms, 37–41, 103,
Games in classrooms, 49–52, 94–95
Goals, in lesson planning, 68
Golden Rule, 14–16
Grading: on a curve, 160
Grammar explanation: interruptions of, with questions, 58–59
Graphic organizers, 85
Group work, 4, 21, 27, 47–48, 67, 151, 184; as safe haven, 95–96; forming, 73–79; managing, 112–117; participation in, 117–122; short-term vs. long-term, 79–81, 100; student preferences in terms of groups, 100–101, 141. See also Pair and group work
Hangman (game), 49
Helping versus cheating, 154–161
Higher-order thinking, 41
Homework: assigning, 39–40; checking, in pair and group work, 90; copying classmates, 15–16; copying of, 160; pacing and, 48; reading aloud when checking, 92–93; time spent working on, 18
Humor, 57, 155–157, 181–183
Hybrid classes, 38. See also Flipped ESL classes
Icebreakers, 5–9, 122; Find Someone Who activity as, 6–7, 48, 50; late arrivals and, 146, 148; Two Truths and a Lie as, 7, 48, 50
Information gap activities, 94–95, 113
Interviews: structured pair, 6–7, 8, 90, 96; of teacher, 96
iPads, 96
Jeopardy (game), 49
Language. See First language; Second language
Late-arrivals/late-comers, for class, 145–151; planning for, 173–174
Learner-centered classroom. See Student-centered classrooms
Learning: blended, 38; cooperative, 120; task-based, 36–39
Lesson plans, 27–70; activities and games in, 49–52; assessment in driving, 31–32, 45–46; chunks in lesson plans, 43; flexibility in writing, 31; flipped, 36, 37–41; format for, 67; goals in, 68; guiding principles in, 42–46; need for variety in, 45; pacing in, 46–49; scaffolding in, 46; templates for, 33–37, 63–64; variety in, 42–54; whether teachers write out in advance, 28–33
Linguistic accuracy, 81–102
Listening, 42–43; asking questions and, 62; importance of, 12–13; pre-listening, 94
Low-risk collaborative activities, 92–93
Modeling, 109–110
Movement of teachers: building, into lesson plans, 123; of students around the room, 122–129; of students on class breaks, 128
Multiple choice tests, cheating on, 156, 157
Names: encouraging students to use each others’, 11–12; teachers learning, 9–12, 25; tags, 10
Negative behaviors, addressing, 170–171
Note-taking (of students), 41, 133, 158, 166–169, 173, 175
Off-topic questions, 59, 60
Open-ended discussion: versus anticipation guides, 84; reasons for avoiding, 85–86
Oral communication. See also Communication: use of pair and group work in, 73
Over-planning, 29–30, 32
Pacing, in lesson planning, 43–44, 46–49
Pair and group work, 71–101; ability in, 78; avoiding long-term groups, 100; benefits of, 71–72; checking answers in, 88–90; checking homework in, 90; collaboration in, 87–88, 90–91, 122; completing and checking textbook exercises in, 86–91; cooperative learning in, 120; ensuring participation in, 117–122; formation of pairs and groups, 73–80; frequency of by teachers, 73–74; game-like communicative activities in, 94–95; how teachers form, 74–79; information gap activities in, 94–95, 113; integrating, with textbook exercises, 82–91; learning goals in, 112–113; low-risk collaborative activities in, 92–93; managing, 112–117; mixed abilities in, 77–79; overcoming reluctance in, 100–101; pacing in, 98; peer teaching and, 74–76; personality types in, 77–79; pitfalls in working with neighbors, 74; purpose of, 82–83; randomness in, 77, 79; reluctance of students, 100–101; role-plays in, 119–120; short-term versus long-term, 79–81, 100; in student-centered classroom, 97–98; turn-taking in, 121–122; types of tasks, 92–93; in writing classes, 96–98
Peer review, 49, 76–77, 80, 97
Peer teaching, 72, 74–75, 90, 154
Photographs, taking, with smart phones, 168, 193, 194
Pre-reading exercises, 83, 84
Presentations, 96, 109–110
Questions, 55–70; about grammar points, 58; articulation of, 61; balancing, 69–70; concerns about test, 59; disturbing the flow, 55–60; encouraging, 60–63; fear of asking, 60; off-topic, 59, 60; planning time for, 61; on previously covered material, 59, 60; request for further explanation or repetition, 62; on tests, 59; too many by students, 55–60, 69
Quizzes. See also Tests: creating alternate forms of, 156; giving, at beginning of class, 150; multiple choice, 156; open-ended, 156–157; preventing cheating on, 155–158, 175; true/false, 156
Read aloud, checking of homework exercises and, 92–93
Reader’s theater, 96
Recording of classes, 165–167, 175
Role-plays, 95–96, 119–120
Rubrics, 46
Rules and policies. See Class rules.
Scaffolding, 46; combining with think-alouds, 109–111; of controversial topics, 135–138
Scrabble (game), 49
Smart phones. See Cell phones
Student(s): allowing to record classes, 175; arriving late, 145–151; 173–174; engaged in learning, 180–181; movement around the room, 122–129; movement in class break, 128; out of seats in class, 122–129, 141; preferences regarding groups, 141; standing by, in pair and group work, 122–129
Index

Student-centered classrooms: active participation in, 12; asking questions in, 55–70; chatting to help in, 154; class rules in, 12–26; collaborative activities in, 4; guiding of flow in, 63; learners in, 4; lesson planning in, 27–70, 63–64; pair and group work in, 71–101; questions in, 70; students’ presence in, 152; teachers in, 4, 22; whole-class discussions in, 130–132

Student interactions, 112–129; ensuring group participation, 117–122; managing group work and, 112–117; student movement around the room, 122–129

Syllabus, 17, 31

Task-based learning, moving toward, 36

Teachable moments, 31

Teachers: as authority figure, 176–178; and balance regarding planning in classroom, 66; burnout of, 32; in control of learning, 178–179; and controversial topics, 134–139; place in the room, 103–106, 130–132; moving around the classroom, 122–129; stand on L1 use, 18–22, 26; their L2 experiences, 52–54, 68–69; use of, as title, 170

Templates for lesson planning, 33–37, 64

Tests. See also Quizzes: concern over questions on, 58; preventing cheating on, 175; student-to-student communication during, 157

Textbook exercises: completing and checking, in pairs and groups, 86–91; integrating pair and group work with, 82–91; use of, for class discussion, 82–86

Texting, 163–164

Think-alouds, combining modeling and scaffolding with, 109–111

Thinking: critical, 42, 142; higher-order, 41

Think-pair-share strategy, 8, 44; in brainstorming, 96

Tone, setting in the classroom, 5–13; icebreakers in, 5–10

Tools, smart phones as, 164–170

Twenty Questions (activity), 49, 50; in pair-group work, 125–126

Two Truths and a Lie (activity), 7, 49, 50

Whiteboard use in direct instruction, 106–107

Who Am I? (game), 49; in yes-no questions, 125–126

whole-class discussion, 130–132; body language in, 132; controversial topics in, 134–139; recording ideas in, 132–134

Writing, 43; controversial topics in, 138; flexibility in, 31; need for quiet time for, 44; pair and group work in, 96–98; summaries, 110

Yes-no questions: in pair-group work, 125–127