Take Home III

If I were conducting research with an author from the third edition of *Teaching English as a Second or Foreign Language*, I would choose to work with Graham Crookes and Craig Chaudron because of my interest in SL classroom instruction. I believe the interaction between students and teachers, especially in an ESL or EFL classroom, is extremely important because what goes on in the classroom determines how well the students learn the language, and how quickly they can go out into the world and be able to live and work in an English culture. The methods, actions, and attitude of the instructor control the classroom environment, which either excels the student’s progress or diminishes it. Class organization is especially important to me, as I think it influences the progress of the students every day that they are present in the class. Crookes and Chaudron have much to say about class organization, which is why I would want to research with them on the best way that I myself will organize my own ESL or EFL classroom, if I ever have the opportunity to have one.

My main question about class organization is why is group work viewed as a much better method for teaching in a SL classroom? Does this have to do with the fact that some teachers can better teach their SL students, while others cannot keep attention or cannot relate to the learners? In the chapter that Crookes and Chaudron discuss this, they do not mention any exception to the theory that group work is better in ESL or EFL classrooms, but I would think...
that the topic could be up for more debate. I would want to view their research, and even conduct more, because I wonder if there is a circumstance where an instructor can pull off a successful Teacher-Fronted class, and if so, is that the method they should use? Also, can a 50/50 method work as far as group work and teacher-led lessons?

These authors could help to answer my questions because they claim to know the research that led to these opinions. My questions are all related to organization of classroom lessons, which the authors have studied. My reasoning for these questions is for my own benefit, as I may be teaching a SL classroom in the future, and I would like to know how to go about doing it, and why some methods are preferable than others in ALL circumstances, as I believe that all classroom circumstances are different, and should possibly be handled in different ways.

Can you draw on some of their work?

Great job for a fine display of thoughtful answers.

Always beautiful... we can improve... putting my best work ready and take your work.