

A Study of Effective Classroom Management in English Teaching

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Abstract

Classroom management is one of the most important factors for effective teaching. In China, along with the new curriculum standard, research on classroom management in recent years has received the widespread attention. English, as a foreign language in China, is an important subject from primary school to university, and primary school children access to the root of the basic skills of English stage. Therefore, based on the Bloomfield's theory of teaching, this article emphatically from: a) the interaction between teachers and students in the classroom, b) effective classroom organization, c) the primary school English classroom discipline classroom management from these three to do the research. In the field of history and the current literature on the various research results, with the help of according to close the classroom observations, this article points out the common problems in the English classroom, and in the final summed up the effective classroom management skills.

Key words: Classroom management; The relationship between teachers and students; Classroom organization; Discipline

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INTRODUCTION

Classroom management is the term educators use to describe methods of preventing misbehavior and dealing with it if it arises. In other words, it is the techniques teachers use to maintain control in the classroom.

Classroom management is one of the most fearful parts of teaching for new teachers. For the students, lack of effective classroom management can mean that learning is reduced in the classroom. For the teacher, it can cause unhappiness and stress and eventually lead to individuals leaving the teaching profession. A teacher who teaches with a positive attitude will often have students who have positive attitudes. A teacher who has a poor attitude will have students who reflect this and are difficult to manage in class. When you praise your students instead of tearing them down, they will work harder to please you. Build on the moments when your students are doing things the right way and the bad moments will decrease.

The studies on classroom management can date back to hundreds years ago, when various forms of educational reforms have been carried out all over the world. At that time, education has become a symbol of a country's comprehensive strength. Countries like United States, Germany, China etc., all paid great attention to the innovation of national education and more advanced educational theories are popularized in schools and educational institutions of different levels. All these changes brought numerous studies on classroom teaching.

Management is a skill which helps to promote the efficiency and quality of any organization. Education has been a very important area of every developing and developed nation. It is a fundamental right of each human being. Mostly educational system based on formal system of education. If the system is well and responsible to give the education to the children than it plays pivotal role in the socio-economic development of the nation.

This guide to classroom management, which incorporates the essential features of classroom organization, management, and discipline, provides information to help elementary school teachers to establish effective classroom management systems. The text emphasizes prevention through planning and addresses decisions teachers must make in the typical classroom, e.g., arranging physical space, choosing rules and procedures, planning and conducting instruction, maintaining appropriate behavior, using good communication skills, dealing with problem behavior, and managing special groups. In addition, the volume provides checklists to organize concepts and principles into usable, concise formats, makes use of case studies, includes activities dealing with and correcting classroom problems, and links the concepts of instructional management with behavior/classroom management.

In China, with the implementation of New Syllabus, the studies on classroom management have enjoyed extensive attention in recent years. As is known to all, English as a foreign language in China is a major subject from primary school to university.

Based on Gump's research report (Gump, 1967), in classroom teaching, teachers only take half of the time to teach, and the rest time is used for classroom management, for example, 27% for the organization of students' learning, 14% for class discipline, and 12% for dealing with specific problems.

With "classroom management" as its theme, my thesis mainly discusses the following questions:

(a) How to establish good interactive relationship between teachers and students in the classroom? The roles teacher plays in the classroom, the teacher-learner interactions have great influence on the teaching process.

(b) How to organize an effective lesson? Every teacher should prepare good lesson plan, think about organizing class time and find the appropriate ways to deal with student grouping.

(c) How the teacher maintains a disciplined classroom? Discipline is the main preoccupation of some teachers, especially teachers of children and adolescents. We need to find out all the aspects, which contribute to the effectiveness of classroom discipline.

1. DEVELOP A GOOD RAPPORT WITH YOUR STUDENTS

Even though you are the authoritarian in the classroom, it is extremely important to build an individual relationship with your students from the beginning. Take the extra time to find out a little about each student likes and dislikes. Getting your students to believe that you are there for them and have their best interest in mind at all times will make it easier for you to discipline them when they make

a mistake. Seek out activities and methods to gain your students trust. Students can tell if you are being fake or if you are being genuine. If they smell a fake, then you are going to be in for long year.

2. ACCORDING TO NEW CURRICULUM, TEACHERS' ROLES ARE NOT STATIC BUT MORE FLEXIBLE

It is well known, in China, teachers play an indispensable role in classroom management. According to the new curriculum, teachers' roles are not static but more flexible. Below are comments on the different roles that teachers play in the language classroom.

2.1 Controller

The role of controller is helpful during the accurate reproduction stage (eg. Make announcements, reintroduce order, give explanations, lead a question and answer session), and especially during lockstep activities. He determines not only what the students do, but also when they should speak and what language forms they should use. He can predict virtually all student responses because he maps out everything ahead of time, and he leaves no space for tangents.

2.2 Organizer

The main aim of the teacher as an organizer is to inform the students what they are going to discuss, write or read about, give clear instructions, keep the activity going, and then organize feedback at the end of the activity.

2.3 Assessor

According to Harmer (2003, P59), as an assessor, the teacher does two things: correcting mistakes and organizing feedback. When correcting mistakes, the teacher should be sensitive to the students possible reactions. Feedback includes not only correcting students, but also offering them an assessment of how well they have done.

2.4 Prompter

The teacher should always encourage students to participate or to give the appropriate prompts or suggestions about how they may perform in an activity, where silence occurs or when they are in confusion of what to do next. Teacher needs to do it sensitively and encouragingly, with discretion.

2.5 Participant

After the teacher giving instructions, besides monitoring the class, he might join simulations as a participant, and sometimes he himself plays a role rather than stand in front of the classroom without doing anything. The teacher should not dominate or appear to be authoritative.

2.6 Resource-Provider

When teachers are acting as a resource they will want to be helpful and available so that students can consult them when they wish, but at the same time they have to resist the urge to spoon-feed students so that the students become over-reliant on teachers. Facilitator teacher should function as a helper to students' learning rather than simply transmitting knowledge. As a facilitator, the teacher should create a positive learning environment, use various strategies to motivate learners, guide them in planning and assessing their own learning and develop their learning strategies.

2.7 Tutor

This is the role of the teacher adopts where students are involved in their own work and call upon the teacher mainly for advice and guidance. For example, the teacher can help students by pointing out errors in rough drafts, offering advice about how to get the most out of their learning and what to do if they want to study more.

2.8 Researcher

Teachers themselves will want to develop their own skills and hope for a gradually deepening insight into the best ways to foster language learning. The best way to do this is by investigating what is going on, observing what works well in class and what does not, trying out new techniques and activities and evaluating their appropriacy.

2.9 Psychologist

Teacher should treat each student equally so that the students receive a sense of security and production cooperation.

3. DIFFERENT CHALLENGES IN CLASSROOM

Back in real teaching situation, teachers can meet up with several different challenges in classroom

(a) Classroom management challenge: Students find it difficult to participate because they don't want to make a mistake.

Classroom Management Tips: Give examples in (one of) the native languages of the students. You're sure to make some mistakes, and use this as an example of willingness to make mistakes. This classroom management technique should be used with care because some students might wonder at your own language learning capabilities. Break students up into smaller groups rather than conducting discussions as a large group. This approach can lead to more classroom management issues if the classes are large—use with care!

(b) Classroom management challenge: Students insist on translating every word.

Classroom Management Tips: Take a text with some nonsense words. Use this text to illustrate how you can

discern the general meaning without having to exactly know each and every word. Conduct some consciousness raising about the importance of context to language learning. You can also discuss how babies absorb language over time.

(c) Classroom management challenge: Students insist on translating each phrase into their own tongue.

Classroom Management Tips: Remind students that translating places a third "person" in the way. Instead of communicating directly, each time you translate into your own language you need to go through a third party in your head. There is no way you can keep up a conversation for any length of time using this technique. Take a text with some nonsense words. Use this text to illustrate how you can discern the general meaning without having to exactly know each and every word. Conduct some consciousness raising about the importance of context to language learning. You can also discuss how babies absorb language over time.

4. SOME DIFFERENT KINDS OF WORKS

As for works in classroom, here are some different kinds of works that teachers can use in real teaching.

4.1 Whole Class Work (Lockstep)

Whole class work is where all the student are under the control of the teacher. They are all doing the same activity at the same rhythm and pace. Whole class work is often adopted when the teacher is making a presentation, checking exercise answers, or doing accuracy reproduction. When the teacher asks questions, the students speak either together or one by one, in turns or indicated by the teacher.

4.2 Pair Work

Pair work is where the students work in pairs. It could be a competition over a game or co-operation in a task or project between the two students. They could also do certain exercises together or oral practice. When the students are doing pair work, the teacher usually circulates around the classroom, answering question or providing help when necessary.

4.3 Groupwork

Group work is where the students work in small groups. Each group has 3, 4, or 5 students, depending on the activity. What students do in group work is similar to pair work, only there are more members in the group. Group work is most beneficial when the activity requires contributions from more than two students. The teacher can join each group for a while, but only as a participant not as a leader or inspector.

4.4 Individual Study

Individual study is the stage during the class where the students are left to work on their own and at their own

speed. Usually they are doing the same task, but the teacher may give them a choice of tasks. Some activities cannot be done in pairs or groups, for instance, reading and writing. People read at different speed, so they cannot read together, though two people might share one book. It seems writing can be done in pairs or groups, but what they are actually doing when they are working together is brainstorming ideas, discussing, or revising. When it comes to the real writing stage students should work individually.

Classroom Management contributes directly to the efficiency of teaching and learning. Good managerial skills on the part of teacher are a very essential component of good teaching. The goal of classroom management is to create an atmosphere and set an appropriate condition in which teaching and learning can take place in meaningful ways. Classroom management is still a very important subject in English teaching, and it also needs both teachers and learners' efforts to make a much more effective teaching situation.

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