



Classroom Management



The focus for the unit

- **What is classroom management ?**
- **What does classroom management involve?**
- **Factors affecting classroom management**
- **Principles to follow for classroom management**



I. What is classroom management?

Classroom management is precisely that skill which we, teachers, apply when we teach.

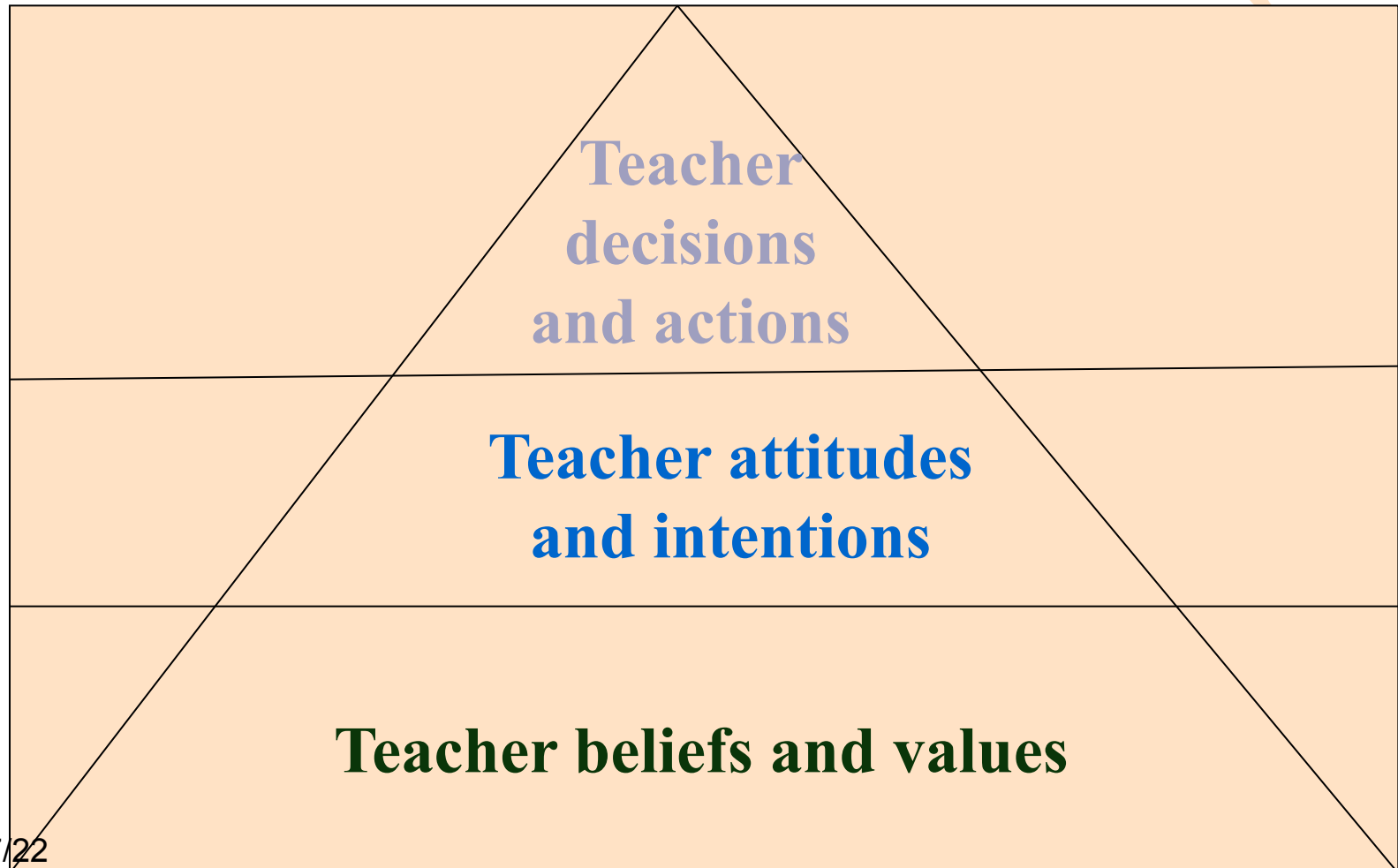
Since we most likely teach in a classroom, this skill is called “**classroom management**”.

II. What does classroom management involve?

Classroom management involves both decisions and actions.

Classroom management involves teacher recognizing options, making decisions and putting them into actions.

Classroom decisions and actions are greatly determined by the teacher's own attitudes, intentions, beliefs and values.



III. Factors affecting classroom management

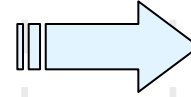
- ② The role of the teacher
- ② Giving instructions
- ② Student grouping
- ② Discipline
- ② Questioning in the classroom
- ② Dealing with students' errors

3.1 The role of the teacher

Modern teaching methodology sees teaching as the emancipation of human nature.

In the whole process of instruction, teacher and student both play a subjective role.

Before the class



planner

➤ **Decides lesson content -language**

 **focus, texts, etc.**

 ➤ **Decides lesson methodology**

 ➤ **Chooses materials**

Possibilities of choosing materials include:



Uses assigned course materials, e.g. course book and associated audio-visual materials

■ Uses assigned course materials, but supplement from other published or own materials

■ Assembles materials from a variety of published sources, e.g. course books, supplementary materials (according to pre-conceived syllabus)

■ Uses own materials, print-based, audio-visual (according to pre-conceived syllabus)

During class

✓ organizer

✓ controller

吉祥如意 ✓ assessor

吉祥如意 ✓ prompter

吉祥如意 ✓ participant

吉祥如意 ✓ resource-provider

吉祥如意



Textbook PP68-72

Organizer



- Starts activities
- Gives instructions
- Clarifies instructions
- Decides length of activities
- Decides to move on from one stage of an activity to another
- Keeps fast finishers occupied
- Stops activities where appropriate



**After
class**



evaluator



- **Evaluates learner performance**
- Provides positive and negative feedback
- **Gives guidance on how to improve future performance**

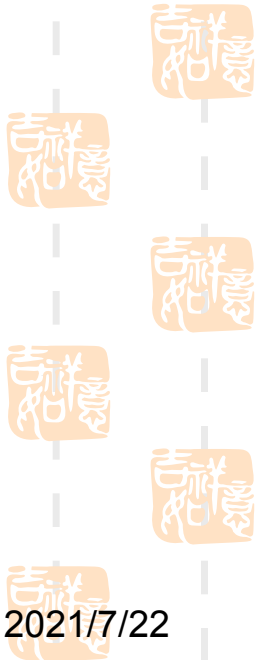


Teacher's other roles



- ◆ **Facilitator**
- ◆ guide
- ◆ researcher

P72



Facilitator

- **Contributes to positive class dynamics**
- **Gives additional information useful or necessary for the activity (e.g. language input, learning tips)**
- **Provides a stimulus or prompt (for learners to do something with the language, to shift focus of attention)**
- **Provides motivation (stimulates, encourages, cajoles, etc.)**
- **Provides technical support (operates equipment such as cassette / video recorders, overhead projectors, etc.)**



3.2 Classroom instructions

Read the textbook from P73 to 74
and get some ideas about how to
give classroom instructions
effectively.

Giving Instructions



1. Economy with words: the teacher should use as few words as possible.
2. Simple and clear language at all points: language should be easy to understand.
3. Demonstrate what is needed.
4. Check students' understanding: the teacher can check individual students to make sure that students understand the instructions and know what to do.
5. Use the native language when necessary.
6. Vary the instructions now and then.





Case

1:

Teacher:

Well, what I'm going to do? I'm going to ask you to get into pairs, but before that, there is something we've got to work out. So just jot down if you've got a pen, could you write this, then when we've finished that we're going to do the next thing which involves more...

comment



Obviously, this instruction is unplanned, and thus unstructured. Such kind of instruction is extremely confusing to students.



Case
2:

Teacher:

My instructions are so clear—but all the students did different things--- and none of them did what I asked them to do.

comment



It is necessary to check students' understanding of the teacher's

instruction. A simple way is to ask a

student or two to repeat them back. In

this way, the teacher can make sure that

the students really know what they are

to do.

**Case
3:**

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Teacher: Do you understand?

Student: Yes ...

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吉祥

吉祥

吉祥

吉祥

吉祥

comment

This way of checking students' understanding is useless. Teachers need to get clear information about what students have taken in. The best way to do this is to get students to demonstrate their understanding, for example by using the language in a sentence, or by repeating an instruction, or by explaining their interpretations of an idea. This provides real evidence, rather than vague, possibly untrue information.

practice

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Simplify the following

instructions using less confusing language or a gesture.

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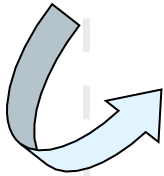
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Classroom instructions

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1. Now actually I would really like you if you could now stand up yes everyone please.



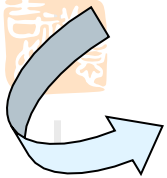
Gesture (or Stand up).



Classroom instructions

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2. If I were to ask you for your opinion on smoking what do you think you might say to me in your reply?

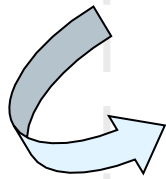


What do you think about smoking?

Classroom instructions

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3. Would you like to tell everyone the answer you were thinking of again because I don't think they heard it when you spoke so quietly and I'm sure we'd all be interested in hearing it if you could please?



Louder.

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