

Formulas for Effective Teaching and Classroom Management

J. John Sunil Manoah, Ph.D.

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Abstract

Teachers need special skills to teach subjects and manage their class. These skills involve the attributes of one's language competence, character, and understanding, helping and loving nature, appropriate style, attitude, intelligence, knowledge and resource. Many may be extraordinary in those skills and still couldn't be successful managers of the students in their classrooms. In this article, I suggest a set of formulas which I practically applied in my classes and thus could be successful in handling the students. The formulas suggested are useful and other teachers may utilize these to enhance the effectiveness of their teaching and the management of their classes.

Key words: Formula for better teaching and management of students and classroom

Introduction

Skills are essential for any job to accomplish it in a better manner. Especially for the professionals in teaching industry it should be on its higher ground, specifying the reasons to emulate and enhance their prominence/performance in classroom and students management. The more the teachers learn, the better they apply, which takes them to eminence in their field. Many may presume that teaching is one of the easiest jobs and to become a teacher it doesn't take any special skills. None of the teachers will agree to this presumption. May be its easy to become a teacher but to survive in that field they need some essential elements. These elements are identified in this article.

Skills Required for Classroom Handling

“Some teachers command authority through the way they look, their appearance itself makes the students to respect them.” (www. Soyowantedtoteach.com). Everyone can easily manage a room with four walls and a roof with nobody sitting in it. But when you get some people inside it, who want to be trained and taught with knowledge and skills, and when the individuals under the roof have mixed ability, then it becomes a complex situation. Different types of schools and colleges provide different environments and learning atmospheres with different types of students. A professional teacher cannot and will not expect the environment and learning atmosphere to be in their favor. But still the teachers must train and motivate themselves to take control over the situation and circumstance. Imagine a classroom with sixty students; all have secured more than 90% of marks in their previous academic class; and they are obedient. Then it’s not a big deal for a teacher to manage and maintain the situation and doesn’t need to do any extra homework for this cause, since it’s said “when the road is smooth and safe anyone can drive fast & furious but the real challenge comes for the driver only when the road is inundated.” In case the scenario is entirely different, the teachers must need some sort of expertise to handle.

Only to achieve two causes the teachers are projected to enter the classroom: (i) To carry out academic work and (ii) to encourage non-academic work beneficial to the students and their society. Academic work involves teaching, training, counseling, mentoring and conducting seminars and workshops, whereas non-academic work involves marking attendance, application filling, giving announcements and instructions, and babysitting even as values honored by the society are imparted. The teachers have to make some distinction between these presentations.

Skills Required for Classroom Handling in Academic Activities

“Not only do good teachers tell students how to act, they demonstrate appropriate behavior in all their daily routines and interactions” (Jones: 2002). Subject knowledge is the essential source for any teacher to handle the classroom, since teaching holds the top priority for teachers. They have to be expert in the subject they teach. For one hour of class they must have enough resource for at least one and half hours, only then the entire session will be utilized fully and even the last minute of the class will not lose its nerve that makes the first impression and

the biggest impression among students. Once the students have realized that the teacher is resourceful, then they will show their response with respect.

However, resource alone is not the only matter that should be displayed. Ability to make effective presentation also plays a vital role for teachers. In order to make effective presentations of their knowledge one must have relevant skills which include communication, the knowledge and application of grammar rules, sentence formation, pronunciation, rate of speech, voice and accent and fluency of in language use. When someone is good in all the above skills no wonder their presentation in the classroom would be amazing. This will help them with classroom handling. Their skills will be sought after and this would help managing the class better. Teachers should find source materials to improve themselves in the above mentioned skills. When they have these skills they will do effective counselling and mentoring as well. Counselling and monitoring skills are also equally important for teachers. These are prescribed as academic work.

Skills Required for Classroom Handling in Nonacademic Activities

Teachers are often disinclined to carry out nonacademic activities. But they cannot escape from essential nonacademic activities. These are prescribed as part of the duties of teachers. So they need to develop skills to manage the classroom even for nonacademic activities. They would have maintained a unique style of presentation for handling students in academic activities and they have to watch out that they don't lose it in nonacademic activities. The teachers have to carefully manage the situation in a diplomatic manner and maintain a balance in their presentation in both academic and nonacademic activities. The teachers should not attempt to be extremely liberal or accommodative and at the same time not take extreme positions. It is said, "Nothing strengthens authority better than silence" and "speech is silver and silence is gold." So every teacher must have a good control over themselves which will make them have a good control over others, especially in the activities like babysitting and application filling, etc. In some cases, the teachers have got nothing to do in the classroom and still they are forced to look after that class. In that scenario, the teachers can utilize those hours for the benefit of common good in which they can narrate moral stories, their own experience of overcoming

difficulties, or they can conduct activities like group discussions, debate on social causes, fun learning games which really make even the poor scorers to participate enthusiastically.

Non-verbal Skills

Non-verbal behavior related to movement either of any part of the body or the whole body makes a remarkable contribution in building relationship among students and teachers. Smile plays a vital role in shaping up the relationship. Through smiles we can acquire an added value in relationship with the people we mingle with. Hence the teachers must acquire this skill to maintain a healthy relationship with their students. Eye contact, gestures, and body language are some of the other essential part of kinetic skills. Teachers must maintain some culture dictated discipline in their eye contact. As human beings, we all would have our personal interests, but must ensure that these don't get reflected in our gestures and body language and that we follow what is proper as practiced in the society.

Personal Identification

The teacher must see every student as an opportunity for them to help and serve them. Students are like clay in the hands of a potter, so the teachers are responsible for the design and the mindset of their students. Knowing more about the students will definitely help them to maintain cordial relationship. Remembering the names of students and identifying their past activities in every approach will also improve the image of the teachers in students' minds.

Conclusion

Even though there is not much difference between the skills in classroom handling and students handling, still one must take some sort of extra effort to maintain consistency in teaching methods they adopt. Teachers have to believe in themselves that they can do well with all the abilities of self-reliance and self-motivation.

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J. John Sunil Manoah, Ph.D.

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J. John Sunil Manoah, Ph.D.
Assistant Professor in English
Vel Tech Dr. RR Dr. SR Technical University
Avadi
Chennai – 600062
Tamilnadu
India jjsmanoah@gmail.com