

A-Z Classroom Management Techniques for Teachers to Teach Technocrats

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Abstract

Classroom management is the process of ensuring the lessons to run smoothly despite disruptive behavior by students. Without a set of rules, standards and expectations, teachers risk the intrusion of many distractions that can interfere with the students' learning experience. Classroom management is one of the most overlooked aspects of teaching English for engineering students, but it is one of the most important factors to determine how effective a teacher is in the subject. Usually engineering students' come with their own challenges and they have their own opinions of appropriate classroom behavior due to their previous experiences under different instructors at +2 level. But frankly speaking, engineering students seem to be mainly involved in issues like shoving each other or refusing to sit still for one hour in a classroom. Such being the case, a teacher should be in a position to navigate smoothly with just the skills needed for classroom management, which means a teacher must develop a classroom management style that is appropriate for the class. This article presents some **Classroom Management Techniques** to motivate young students to involve themselves in the lessons in the classroom.

Key Words: shoves, Challenges, Classroom Behaviorism, Classroom Management, Classroom Management Techniques

Introduction

Classroom management is the process of ensuring the lessons run smoothly despite any disruptive behavior by students. Without a set of rules, standards and expectations, teachers risk

the intrusion of many distractions that may disrupt the students' learning experience (Cangelosi, 2014). Classroom management is one of the most overlooked aspects of teaching English for engineering students, but it is one of the most important factors to determine how effective a teacher is in the subject.

Usually, Engineering students' come with their own challenges and they have their own opinions of appropriate classroom behavior due to their previous experiences under different instructors at +2 level. But frankly speaking, engineering students seem to be mainly involved in issues like shoving each other or refusing to sit still for one hour in a classroom. Such being the case, a teacher should be in a position to navigate smoothly just with the skills needed for classroom management, which means a teacher must develop a classroom management style that is appropriate for the class.

Proper classroom management techniques will encourage students to become involved in the lesson. Students could end up being fed up with the lesson and get diverted by irrelevant activities. However, with the right classroom management techniques, a teacher has a chance to motivate his/her young students and prevent disruptions in the classroom. Finding the right classroom management strategies and merging them with a teacher's own personal style will help make him/her an effective teacher.

Common Rules for Effective Classroom Management

- Teachers should develop well-defined classroom rules. Rules in the classroom are effective management tools that help students to understand what type of behavior is acceptable in the classroom. Some appropriate rules for engineering students in classrooms include asking students to turn off their cell phones during class and to inform the teacher if the student is going to be late or absent from class. Once the rules have been developed and taught, the teacher should ensure that they are applied without fail.
- Establish an objective-oriented learning environment. This is very helpful for engineering students as it encourages students to prepare their own academic goals regarding what they wish to achieve. This requires engineering students to monitor their own academic

goals and check their progress throughout the course to observe how well they are performing in the race toward their academic goals.

- Foster a positive and encouraging climate. Teachers should build an environment where positive interactions are the norm and negative consequences are minimal. Teachers have to provide effective feedback immediately after the demonstration of appropriate behavior. Research has shown that positive reinforcement leads to an improvement in behavior. So, Teachers should speak to them in the appropriate tone good for engineering students and not in the manner usually reserved for children.
- Provide students with clear expectations of responsibility. Teachers of engineering students usually have higher expectations of their students compared to young learners. The course syllabus will have outlines of all the projects and assignments deadlines. Engineering students will be responsible for submitting their requirements on time without repeated reminders from the teacher.

Techniques for Teachers for Effective Classroom Management

- Be fair, firm and consistent. Don't try to be the students' best friend. Teacher should be in the classroom to teach, so behave as a mentor and not as students' buddy.
- Establish clear rules from day one and be consistent in applying them. Don't suddenly start yelling at students or engage in irregular behavior.
- Demonstrate the lesson but not too much explanation. Usually, it is better for a teacher to go forward with different teaching techniques such as limiting wordy explanations and opting for more demonstrations. As Celia Oyer mentioned in her book *Actions speak louder than words: Community Activism as Curriculum*, a teacher has to design social action projects as part of the regular classroom curriculum.

- Establish rules and regulations. Try to start and end a lesson in a familiar pattern. Be strict about the rules that have been decided to follow in the classroom. *For example:* Emphasize that gold stars will be given to the students if they have finished their work on time.
- Praise and encourage good behavior. Students respond better to praise than disapproval. Never ever use destructive criticism as this will make them feel worthless. As a teacher, build up self-esteem in students through praise and positive dialogue. Draw more attention to good behavior and give out tasks to students who behave well. Rewarding students is part of the process, but do not resort to bribing them to achieve the desired results. Use ideas that give responsibility to the students such as verbal or written praise or a positive note to the parents.
- Use different teaching styles to reach all the students in the classroom. Don't just stand in front of the class since this will not interest many students. Using a wide variety of classroom techniques will engage the students and tap into their visual, auditory and tactile skills.

A-Z of Classroom Management Techniques for Teachers



Source: Google Images

Animate the course materials to understand easily.

Bring real-world examples and experiences into the classroom.

Contextualize, conceptualize and clarify the lesson.

Develop recognition of, and recording of, collocations.

Emphasis the key points equally from beginning to the end of the class.

Forward field trips that is remarkable.

Group learners are to be allowed imagination and variety.
Help the students to do hands-on activity.
Include the inattentive students with attentive ones.
Justify unpopular classroom decisions.
Keep the students on their toes.
Let communication activities run their course.
Motivate learning through Music intrinsically.
Nodding is not proof of comprehension i.e. Noise Vs Noisy.
Opinions are more than 'it depends'
Prepare plans Bs, Cs and Ds
Question questionable grammar rules.
Recycle, revise and recap the main points.
Silence should not be mechanically filled.
Test the content of what they learned in previous classes.
Use the students as primary resource.
Vary the interactions to get feedback.
Write student-teacher and teacher-student contracts.
X- tra co-curricular Activities to be initiated to motivate creativity.
You are a special teacher from the ones they are used to, show them why.
Zig-Zagging is often a more interesting path to follow than the mechanical A to B order.

Classroom Assessment Techniques (CATs)

As Thomas Angelo stated in his book *Classroom Assessment Techniques: A Handbook for College Teachers*, "Classroom Assessment Techniques (CATs) are generally simple, non-graded, anonymous, in-class activities designed to give the teacher and the student useful feedback on the teaching-learning process." Classroom Assessment Techniques are formative evaluation methods that serve to assess student learning in the classroom. CATs and other informal student feedback techniques are formative assessment methods that help a teacher to manage students' learning in the classroom. They provide information about the effectiveness of teaching methods used in the classroom. It is better to pose a questions such as "Was my teaching effective?", or "What is still confusing students?" Formative evaluations provide

Language in India www.languageinindia.com ISSN 1930-2940 14:11 November 2014

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information to improve course content, methods of teaching, and, ultimately, student learning. Formative evaluations are most effective and help teachers to make immediate adjustments in the activities of day-to-day operations of the course.

Considerable Criteria for CATs

Classroom Assessment Techniques (CATs) are very important. As per Lee Haugen's statements in the article *Strategies to check Student Learning in the Classroom*, the impact of CATs in classroom management are:

- provide day-to-day feedback that can be applied immediately;
- provide useful information about what students have learned without the amount of time required for preparing tests, reading papers, etc.;
- allow the teacher to address student misconceptions or lack of understanding in a timely manner;
- Help to foster good working relationships with students and encourage them to understand that teaching and learning are on-going processes that require full participation (Thomas Angelo and Patricia Cross, 1993).
- help the Learner to develop self-assessment and learning management skills;
- reduce feelings of isolation and impotence, especially in large classes;
- enhances understanding and ability to think critically about the course content;
- Foster an attitude that values understanding and long-term retention.

Conclusion

This article brings out the importance of effective classroom management that leads to greater student success in the ESL classroom. David Hawkins' suggestion of a triangular relationship may be considered: "I- Thou-It" triangle of educational relationship - the teacher ("I") - student ("Thou") relationship with the shared information of an engaging subject matter ("It). Awareness of this triangle helps teachers listen to students and to see each one as a whole person. Teachers who listen to students' hearts have fewer classroom management problems and are better equipped to motivate students for life-long learning and success in learning English.

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E- Resources:

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