



Tikrit University

College of Education for Women

English Department

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Classroom management

Classroom management refers to the wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during a class.

In short, to be a good teacher, you also need the following classroom management skills .classroom management skills every teacher must have:

1-Authority

2-Knowledge

3-Individualization

4-Time-management

5- Patience

Classroom management creates a set of expectations used in an organized classroom environment. It includes routines, rules and consequences. Effective classroom management paves the way for the teacher to engage the students in learning.

Efficient Use of Time

Taking time before school starts to create routines and procedures saves you time in the long run. When the children know what to do, it becomes a natural part of the routine. After a few weeks, you don't need to tell them what to do. The students know they get their planners out, write in homework assignments and gather all of their materials at the end of the day, for example. You can get your kids out the door faster at the end of the day. When you train them how to do each part .of the school day, you don't spend as much time giving directions

Consistency

A teacher with strong classroom management skills creates consistency for his students. The kids know what to expect every day when it comes to the routine activities. Your students may fare better when you're gone if you have set expectations for everyday tasks. They know how the classroom runs so they are able to help the substitute run the classroom.

For example, if the kids know they're supposed to enter the room and start working on a math problem on the board, a substitute doesn't have to spend his time corralling the kids or trying to keep them occupied while everyone arrives. You can also create consistency throughout the school by aligning your management strategies with the school wide standards. If your school focuses on respect and responsibility, incorporate them into your classroom management techniques. The students will hear those words throughout the school and know that the expectations are the same anywhere in the building.

Behavior Problems

The main goal of classroom management is to reduce misbehavior in the classroom. Effective classroom management gives the students little time to misbehave. Because the expectations are clearly explained, the students know what they need to do. Transitions in particular are easier to control when a teacher has strong classroom management skills. The expectations for behaviors that are part of a classroom management plan give students boundaries, as well as consequences. Classroom management in English language teaching (ELT) is crucial for creating a positive and productive learning environment where students can effectively acquire language skills. Here are some key strategies for effective classroom management in ELT:

Establish Clear Expectations: Set clear and consistent .1 expectations for behavior, participation, and academic performance from the beginning of the course. Clearly communicate these expectations to students and reinforce them regularly.

Create a Positive Learning Environment: Foster a supportive and .2 inclusive classroom atmosphere where students feel safe to take risks, ask questions, and participate actively in learning activities. Encourage mutual respect among students and between students and the teacher.

Organize the Physical Environment: Arrange the classroom layout .3 in a way that facilitates interaction and engagement. Consider

seating arrangements that promote communication and visibility, and ensure that teaching materials are easily accessible.

Use Engaging Teaching Strategies: Incorporate a variety of .4 interactive and engaging teaching techniques, such as pair and group work, role-plays, games, and multimedia resources. Keep activities varied and relevant to students' interests and language proficiency levels.

Manage Transitions Smoothly: Plan and execute transitions .5 between activities efficiently to minimize downtime and maintain student focus. Provide clear instructions and time limits for tasks, and use signals or cues to indicate transitions.

Address Behavior Issues Promptly: Respond promptly and .6 consistently to disruptive behavior using positive reinforcement, redirection, or appropriate consequences as needed. Deal with behavior issues calmly and privately whenever possible to avoid disrupting the flow of the lesson.

Differentiate Instruction: Recognize and accommodate the .7 diverse learning needs and preferences of students by providing differentiated instruction and support. Offer opportunities for both independent and collaborative learning, and adjust teaching strategies as needed to meet individual student needs.

Build Relationships: Take the time to get to know your students .8 as individuals and build positive relationships with them. Show genuine interest in their progress, strengths, and challenges, and provide encouragement and support as they work towards their language learning goals.

Monitor Progress and Provide Feedback: Regularly assess student .9 progress and provide timely and constructive feedback on their language skills and performance. Use a variety of assessment methods to gauge student learning, and involve students in setting goals and tracking their own progress.

Reflect and Adapt: Continuously reflect on your teaching practice and classroom management strategies, and be willing to make adjustments based on feedback from students and observations of what works best in your specific teaching context. Keep abreast of current research and best practices in ELT to inform your instructional decisions. .10