

# CLASSROOM MANAGEMENT

**Autor: Olga David**

Universitatea Tehnică a Moldovei  
[olga\\_d4@yahoo.com](mailto:olga_d4@yahoo.com)

**Abstract.** *This paper will build up on choosing classroom management options, classroom interaction. The most important job of a teacher is perhaps “to create the conditions in which learning can take place”. The skills of creating and managing a successful class may be the key to the whole success of a course. An important part of this is to do with teacher’s attitude, intentions and personality and the relationships with the learners. However, the teacher also needs certain organisational skills and techniques. Such items are often grouped together under the heading of “classroom management”.*

**Key-words:** *classroom management, decisions, options, instructions, TT(teacher talk), ST(student talk)*

## 1. Introduction

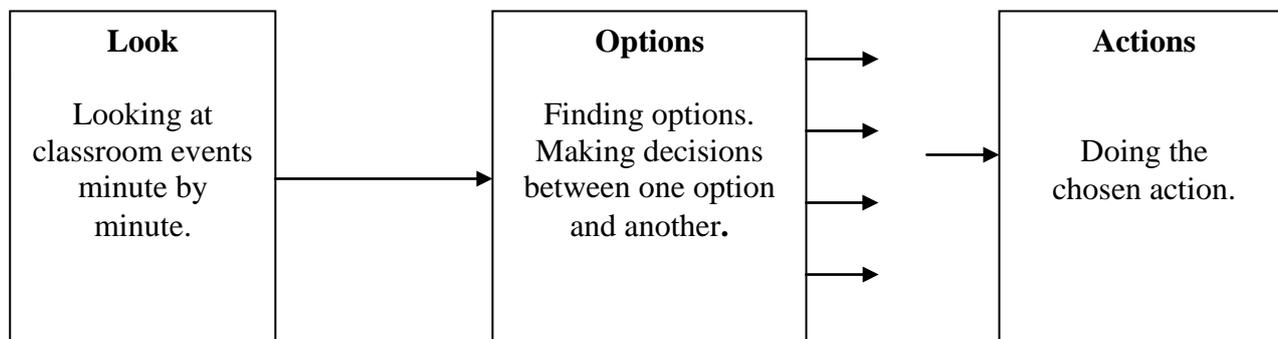
Classroom management - the ability to control and inspire a class - is one of the fundamental skills of teaching. It involves both decisions and actions. The actions are what is done in the classroom, e.g. rearranging the chairs. The decisions are about whether to do these actions, when to do them, how to do them, who will do them, etc. Classroom decisions and actions are also greatly determined by the teacher’s attitudes, intentions, beliefs and values. What do you believe about learning? What is important for you in learning? What is genuine feeling towards your students?

## 2. Choosing classroom management options

At any classroom moment, there will be a range of options as to possible actions. To say one thing or to say something different. To stop an activity or to let it continue for a few more moments. To take three minutes to deal with a difficult question or to move on with what the teacher had previously planned. To tell off the latecomer or to welcome him. To do something or to do nothing. These options continue throughout the lesson; at every step, the teacher’s decision will take him forward to a particular route. No one can tell the teacher The right way to do something. There is no single correct answer, no single route through a lesson, though some routes may in the end prove to be much more effective than others. Different people or different situations create different solutions. The total lesson is created by the teacher’s choices.

The essential basic skill for classroom management is therefore to be able to look at and read classroom events as they occur and think of possible options available to the teacher, to make appropriate decisions between these options, and to turn them into effective and efficient actions. As the teacher grows in experience, his awareness of possible options will grow.

Thus the basic skills of classroom management can be summarised as follows:



Becoming a more effective teacher is partly a matter of increasing your awareness of what options are available. It is also about the skilful selection of the most appropriate option at each point and the ability to efficiently, effectively turn these into actions. Reading books like this, talking to other teachers, observing

other teacher at work, getting feedback from observers of your lesson- these are all ways of increasing your range of options and your skills at deciding and acting on decisions appropriately.

### 3. Classroom interaction

The language classroom is rich in language for learners, quite apart from the language that learners and teachers may suppose they are focusing on in the subject matter of the lesson. Students learn a lot of their language from what they hear the teacher says: the instructions, the discussions, the jokes, the comments. Having said that, it would be unsatisfactory if the teacher talk dominated the lesson to the exclusion of participation from as many learners as possible.

The teacher knows more of the target language and that by listening to him, the learner is somehow absorbing a correct picture of the language; that by interacting with the teacher, the learner is learning to interact with a competent user of the language. We could maximise learner speaking time at certain points of the lesson by putting them into pairs or small groups and getting them to talk to each other. Thus, instead of two minutes' speaking time in a whole lesson, they all get a lot of speaking practice within a short space of time.

Getting students to talk – to use the language they are learning – is a vital part of a teacher's job. In general terms, therefore, a good teacher maximises ST(Student Talk) and minimises TT(Teacher Talk).

The best lessons are ones where ST is maximised, but where at appropriate moments during the lesson the teacher is not afraid to summarise what is happening, tell a story, enter into discussion. Good teachers use their common sense and experience to get the balance right.

Maximising student interaction, the teacher should encourage a friendly, relaxed environment, ask questions rather than giving explanations, increase opportunities for ST, make use of pairs and small groups to maximise opportunities for students to speak, encourage interaction between students rather than only between student and teacher, get students to ask questions, give explanations to each other rather than always to the teacher; allow students to finish their own sentences; really listen to what the students say, work on listening to the person and the meaning, as well as to the language and the mistakes.

### 4. Conclusion

In this paper we tried to demonstrate the importance of classroom management in the process of teaching a language. An important part of class management is using a variety of means to keep track of students' progress, such as: homework assignments, speaking activities where the teacher scores the participation of each student, and frequent small progress tests. Good teacher managers need to assess how well their students are progressing. Good teachers keep a record of their students' achievements so that they are always aware of how they are getting on. Only if teachers keep such kinds of progress records, they can begin to see when teaching and learning has or has not been successful.

### References

1. Jeremy Harmer "How to teach English", Addison Wesley Longman 1998
2. Jim Scrivener "Learning Teaching" Macmillian Education 2005
3. *Methodology in Language Teaching: An Anthology of Current Practice* Cambridge University Press 2002
4. Anne Jordan "Approaches to Learning: A Guide for Educators" Open University Press 2008
5. Dr. Carolyn M. Orange *25 Biggest Mistakes Teachers Make and How to Avoid Them* Corwin Press 2008