

CLASSROOM MANAGEMENT

Classroom management is defined as the methods and strategies an educator uses to maintain a classroom environment that is conducive to student success and learning. Although there are many pedagogical strategies involved in managing a classroom, a common denominator is making sure that students feel they are in an environment that allows them to achieve.

Respect

An important part of classroom management is respect. Before any instruction begins, a mutual amount of respect must be developed between student and teacher. Students must understand that there are certain rules that they must follow to ensure their success. Similarly, instructors must understand that students are not necessarily willing to give respect to an instructor without feeling they have reason. Setting guidelines for the classroom will help develop the respect that is needed so students can do their best.

Consistency

Order and organization make a classroom run smoothly. Having a consistent set of procedures and routines that the students are familiar with will help the classroom run like a well-oiled machine. Many educational experts, emphasize the importance of having a set of procedures that are practiced and revisited from day one. The less time that students have to be off-task the more likely the teacher will be able to have quality classroom management.

Proximity

Proximity helps instructors manage what is going on in the classroom. Walking around the room and standing next to students who may be causing a problem will usually eliminate the problem quickly. It is important for instructors to know that their standing in one place in the classroom will make students feel as if they are allowed to do what they would like.

Seating Arrangement

Classroom management can be affected by how the seats are arranged in the classroom. The instructor needs to think about the order of the room and how it will affect what their expectations of the students. For example, if the instructor chooses to put the desks in pairs or groups, they need to be realistic about the fact that there is bound to be some amount of socializing. The seating arrangement also needs to be organized in a way that the instructor can easily move around the room and monitor student behavior.

Trial and Error

Any style of classroom management is going to involve some trial and error. Finding out what works with students and allowing the class to develop into a safe and secure environment takes time. The most important element of classroom management is allowing your students an opportunity to understand that your rules are a part of giving them the best education possible.

Approaches and Methods for Foreign Language Teaching

What is a method?

- All methods include prescriptions for the teacher and the learners.
- All methods are a pre-packaged set of specifications of how the teacher should teach and how the learner should learn derived from a particular theory of language and a theory of language learning.
- For the teacher, methods prescribe what materials and activities should be used, how they should be used and what the role of the teacher should be.
- For learners, methods prescribe what approach to learning the learner should take and what roles the learner should adopt in the classroom.

What is an approach?

- Underlying each method is a theory on the nature of language and a theory on the nature of language learning both of which comprise the approach.
- These theories are derived from the areas of linguistics, sociolinguistics, psycholinguistics and are the source of principles and practices of language teaching.

What is an approach influenced by?

- Theory of language:** How is language viewed?

–Structural View of Language.

–Functional View of Language.

- Theory of language learning:** How do learners learn the language?

–What are the psychological and cognitive processes involved (habit formation, induction, inferencing, generalization)?

–What are the conditions that need to be met for these learning processes to be activated?

If language is seen as a system of structurally related elements for the coding of meaning:

- What dimension of language is prioritized?

- Grammatical dimension.

- What needs to be taught?

- Phonological units.

- Grammatical units and operations.

- Lexical items.

If language is viewed as a vehicle for the expression of functional meaning:

- What dimension of language is prioritized?

- semantic and communicative dimension of language.

- What needs to be taught?

- functions, notions of language.

Methods as part of a paradigm

Each of the main FLT methods that we present here was not superseded by a subsequent one as soon as it appeared but, rather, it went on living, the new one superimposing on the former. We can even say that the appearance of a new method corresponds with a loss of expectation of the former one along with the progressions of theory, research and the experience of school practice. There is not, broadly speaking, a marked line between different methods, but often an eclectic mixture between methods is present.

In this sense methods are considered representations of language knowledge for pedagogical purposes and are part of a paradigm (a unit of theory, research and practice), which means a predominant way of building up theories, doing research and carrying out classroom activities. In fact, FLT methods have appeared as a result of the application of the new theoretical findings. Methods are also conditioned by educational philosophy, approaches about language nature and how it can be taught

and learnt, and conceptions about classroom interaction. All this pervaded by those values concerning society and human relationships. When these aspects start to change it can be said that a shift of model is taking place (Alcaraz 1990: 10-14).

The Traditional or Grammar-Translation Method

This method applied the study of Latin and Greek grammars to the study of foreign languages from the XVIIth to the XXth centuries. In the 19th century this method was rather widespread for learning foreign languages, though by the end of the century moves towards the Direct Method were noticed. Even today, in spite of its obsolescence, it has not entirely died out as some textbooks still in use and the practice of some classes are there to prove.

a) The principles of the Grammar-Translation Method.

The most relevant principles of this method can be summarized as follows (based on Larsen-Freeman 1986, and Richards and Rodgers 1986):

- 1) It emphasizes the study and translation of the written language, as it is considered superior to spoken language.
- 2) Successful learners are those who translate each language into the other, though they cannot communicate orally.
- 3) Reading and writing are the main language skills.
- 4) Teachers play an authoritarian role in the classroom and the predominant interaction is between teacher-student.
- 5) Students must learn grammatical rules overtly and deduce their Applications to exercises.
- 6) Students have to know verb conjugations and other grammatical paradigms.
- 7) The basic unit of teaching is the sentence.

8) The student's native language is the medium of instruction and used as well to compare with the language studied.

b) The main techniques used by the Grammar-Translation Method.

The Grammar-Translation Method focuses on the teaching of the foreign language grammar through the presentation of rules together with some exceptions and lists of vocabulary translated into the mother tongue. Translation is considered its most important classroom activity. The main procedure of an ordinary lesson followed this plan: a presentation of a grammatical rule, followed by a list of vocabulary and, finally, translation exercises from selected texts (Stern 1983: 453).

Other activities and procedures can be the following:

- reading comprehension questions about the text;
- students find antonyms and synonyms from words in the text;
- vocabulary is selected from the reading texts and it is memorised;
- sentences are formed with the new words;
- students recognise and memorise cognates and *false cognates*;
- fill-in-the-blank exercises;
- writing compositions from a given topic.

The Direct Method

While Henri Gouin's *The Art of Learning and Studying Foreign Languages*, published in 1880, can be seen as the precursor of modern language teaching methods with its 'naturalistic' approach, the credit for popularising the Direct Method usually goes to Charles Berlitz, although he marketed it as the Berlitz Method.

The Direct Method became popular when students failed to communicate effectively using The Grammar-Translation Method. It allowed no translation of any kind. Students were helped directly to pick up the target language through the use of demonstration and visual aids without seeking any help from the native language.

The basic premise of the Direct Method was that one should attempt to learn a second language in much the same way as children learn their first language. The method emphasised oral interaction, spontaneous use of language, no translation between first and second languages, and little or no analysis of grammar rules.

Richards and Rodgers summarized the principles of the Direct method as follows (2001: 12)

- Classroom instruction was conducted exclusively in the target language;
- Only everyday vocabulary and sentences were taught;
- Oral communication skills were built up in a carefully graded progression organized around questions-and-answer exchanges between teachers and students in small intensive classes;
- Grammar was taught inductively;

- New teaching points were taught through modelling and practice;
- Concrete vocabulary was taught through demonstration, objects, pictures; Abstract vocabulary was taught through association of ideas;
- Both speech and listening comprehension were taught;
- Correct pronunciation and grammar were emphasized.

Let us understand this method through an example:

The teacher shows a picture to the language classroom and entitles it as „an Indian fair“. She asks them to observe this picture for some time and then starts asking questions to get feedback from the class. The teacher asks questions such as what do you see in the picture? Prepare a list of different items seen in the picture? Is it a fair or a market place? Describe the ring in the centre of the tent? What do you see on the left and the right side of the ring? etc. Students give response to each question in a different way. They use their imagination and knowledge of vocabulary and sentence pattern while answering the questions. In return the students also ask questions to the teacher such as Have you ever been to a fair in your childhood? Can we go to see a fair some day? etc. Whenever students responded using a single word, the teacher instructed to answer using a complete sentence; for example instead of saying ‘toy’, a student was supposed to say: ‘I see a toy beside in the middle of the ring’ etc.

Students learned new words in situations. A teacher focuses attention on helping students to think in the target language in order to facilitate communication. Grammar is taught indirectly unlike The Grammar-Translation Method. Attention is given on the spoken not

written. Students are motivated to speak in the target language and discuss the history, geography and the culture of the target language people. They are helped with all the four major skills of the target language-Writing, Reading, Listening and Speaking. This method gives an opportunity for a two-way interaction between a teacher and students. They are like partners in the teaching-learning process.

The direct method was criticized due to the following reasons:

A. The direct method is successful in private language schools because this method can be applied only in small classes where all the learners can get individual attention.

B. In the direct method, the teachers exaggerate in keeping the mother tongue of the learners away from them.

C. The direct method demands the learners to do oral communication in the second language and it also demands the pronunciation and accent to be just like the native speakers so there is need for the language school to hire the native speakers which actually can be very expensive.

D. The success of the direct method depends on the teacher's skills and personality more than on the methodology (Richards and Rodgers, 1986).

The Audiolingual Method

The Audio-lingual Method is derived from "The Army Method," so called because it was developed through a U.S. Army programme devised after World War II to produce speakers proficient in the languages of both friends and enemies. In this method, grounded in the habit formation model of behaviourist psychology and on a Structural Linguistics theory of language, the emphasis was on memorisation through pattern drills and conversation practices rather than promoting communicative ability.

In more clearly stated terms, it is orally based just like The Direct Method. However it does not focus on picking up a vocabulary by using it in a situation like the Direct Method but drills students in the use of grammatical sentence patterns. Teacher wants students to use the target language communicatively and in order to do so want students to over learn the target language. The teacher provides with models for the students to imitate accurately and as quickly as possible. This way the students form new habits in the target language overcoming the old habits of the native language. Teachers provide with tapes of model speakers and students imitate the teachers' models.

Characteristics of the Audiolingual Method:

- New material is presented in dialogue form;
- There is dependence on mimicry, memorization of set phrases, and overlearning
- Structures are sequenced by means of contrastive analysis taught one at a time;
- Structural patterns are taught using repetitive drills;
- There is little or no grammatical explanation. Grammar is taught by inductive analogy rather than by deductive explanation;
- Vocabulary is strictly limited and learned in context;

- There is much use of tapes, language labs, and visual aids;
- Great importance is attached to pronunciation;
- Very little use of the mother tongue by teachers is permitted;
- Successful responses are immediately reinforced;
- There is a great effort to get students to produce error-free utterances
- There is a tendency to manipulate language and disregard content.

(adapted from Prator & Celce-Murcia 1979)

Example :EFL classroom uses Audio-Lingual method to teach the target language directly using four different elements such as Repetition, Inflection, Replacement and Restatement. A teacher drills students in the use of grammar by asking them to repeat a sentence word to word:

Teacher- I want to go to the market.

Students- I want to go to the market.

The teacher uses a word or a sentence and the students change the form:

Teacher- I am feeling hungry.

Students: I was feeling hungry.

The teacher says a sentence and students replace a word in the sentence:

Teacher- I am tired of reading.

Students- I am tired of playing.

The teacher says a sentence and the students rephrase the sentence:

Teacher- Ask me to read loudly.

Students- Read louder.

New vocabulary and structural patterns are presented through dialogues and these dialogues are learned through imitation and repetition. Grammar rules are not provided directly, they is induced through the examples given. Students learn the language patterns the way they are presented in the dialogue. There is student / student interaction

but mostly it is teacher directed. He/She is the controlling authority. Although the Audio-Lingual Method is still practised by the language teachers, one problem with this is that students are unable to transfer the habits they have mastered in the classroom to communicative use outside it. In that, this method focused on mechanical repetitions for the sake of habit formation but this is done at the expense of both the communicative and social values of language. Other disadvantages are the absence of creativity as students repeat and memorize what they do not understand. In addition the techniques used by this method become tedious and boring, causing fatigue.

As a result, the Audio-Lingual Method declined in 1960s when many linguists claimed that the theoretical foundation of this approach is weak and students were found to be unable to use skills learned in the classroom in real communication. In 1966, Chomsky criticized the behaviourist theory that was the main basis of Audiolingualism. He claimed that this theory could not function as a model of how humans learn languages. Chomsky introduced an alternative theory of language learning.

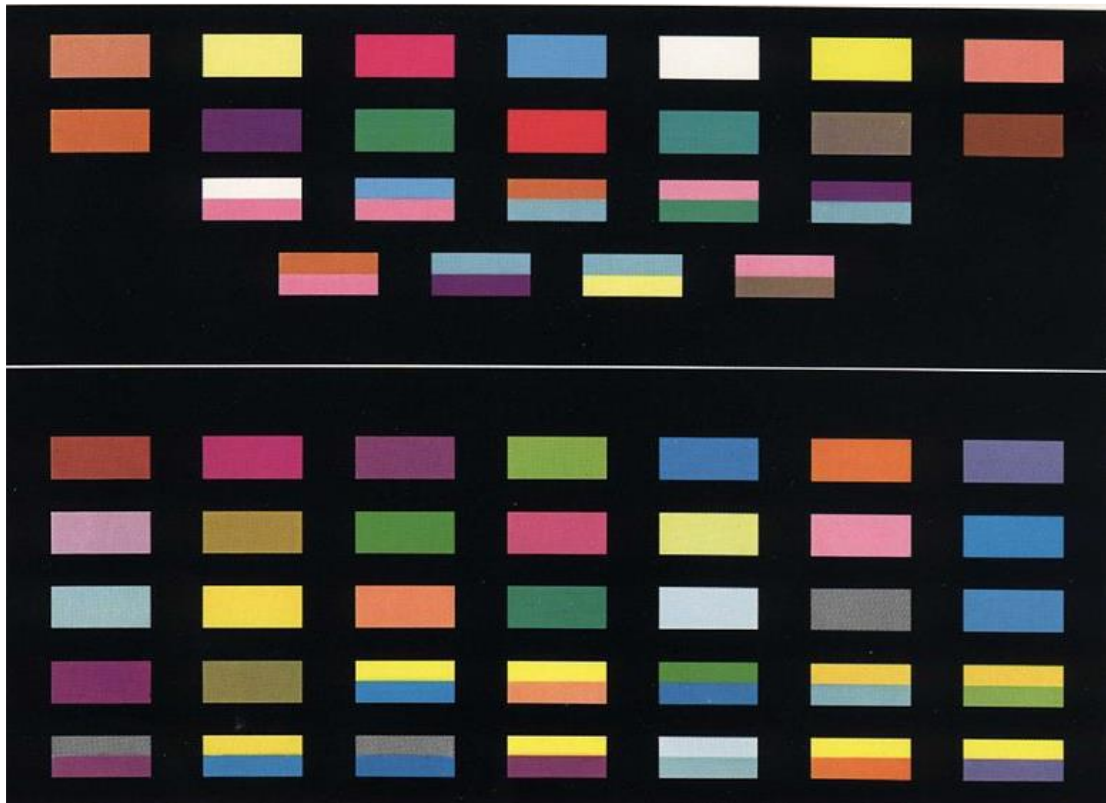
He explained that languages are not acquired by repetition and imitation, but “generated from the learner’s underlying competence”. With the appearance of Chomsky’s transformational grammar theory, Audiolingualism lost its popularity. (Richards & Rodgers, 1987).

Humanistic Approaches 1970's 1980's

- Influenced by principles of psychology and psychotherapy.
- Developed in 70's and 80's mainly in US.
- The Silent way.
- Total physical response.
- Suggestopedia.
- Community language learning.

The silent way (Caleb Gattegno)

- Characterized by a problem-solving approach.
- Develops independence and autonomy and encourages students to cooperate with each other.
- Learning is facilitated if the learner discovers or creates rather than remembers and repeats what is to be learned.
- Learning is facilitated by accompanying (mediating) physical objects).
- Learning is facilitated by problem solving the material to be learned.



Sound-colour chart: Each colour symbolizes one sound.

Sound-Colour Chart: The teacher refers students to a color-coded wall chart depicting individual sounds in the target language - students use this to point out and build words with correct pronunciation.

- Teacher's Silence:** Teacher is generally silent, only giving help when it is absolutely necessary.

- Peer Correction:** Students encouraged to help each other in a cooperative and not competitive spirit.

- Self-correction Gestures:** Teacher uses hands to indicate that something is incorrect or needs changing - e.g.. using fingers as words then touching the finger/word that is in need of correction.

- Word Chart:** Words are depicted on charts, the sounds in each word corresponding in colour to the Sound-Colour Chart described above - students use this to build sentences.

- Fidel Chart:** A chart that is color-coded according to the sound-colour chart but includes the various English spellings so that they can be directly related to actual sounds.

Suggestopedia

One of the innovative methods dating back to the 1970's (Georgi Lozanov). Lozanov suggests that the human brain could process great quantities of material if simply given the right conditions for learning, among which are a state of relaxation and giving over the control of the teacher. Music is central to this method. Lozanov (1982) indicates that this method transcends the language classroom and can be applied in

other school subjects. He claims that about 200 to 240 new words may be introduced in each lesson.

Principles of Suggestopedia

- Learning is facilitated in an environment that is as comfortable as possible, featuring soft cushioned seating and dim lighting.
- "Peripheral" learning is encouraged through the presence in the learning environment of posters and decorations featuring the target language and various grammatical information.
- The teacher assumes a role of complete authority and control in the classroom.
- Self-perceived and psychological barriers to learners' potential to learn are "desuggested".
- Students are encouraged to be child-like, take "mental trips with the teacher" and assume new roles and names in the target language in order to become more "suggestible".
- Baroque music is played softly in the background to increase mental relaxation and potential to take in and retain new material during the lesson.
- Students work from lengthy dialogs in the target language, with an accompanying translation into the students' native language.
- Errors are tolerated, the emphasis being on content and not structure. Grammar and vocabulary are presented and given treatment from the teacher, but not dwelt on.
- Homework is limited to students re-reading the dialog they are studying - once before they go to sleep at night and once in the morning before they get up.
- Music, drama and "the Arts" are integrated into the learning process as often as possible.

Total Physical Response

- TPR is an approach to teaching a second language, based on listening linked to physical activities which are designed to reinforce comprehension.
- TPR is a method developed by Dr. James J. Asher to aid learning second languages.
- The method relies on the assumption that when learning a second or additional language, that language is internalized through a process of code-breaking similar to first language development.
- Students respond to commands that require physical movement.
- Successful second language learning should be a parallel process to child first language acquisition.
- Appropriate activities can produce stress-free learning.
- Learners are encouraged to speak when they feel ready to speak.
- Theory of language:**
 - a grammar based view of language.
 - verb in imperative form.
- Theory of language learning:**
 - a stimulus-response view.

Communicative language teaching (1980s)

- An emphasis on learning to communicate through interaction in the target language. Authentic and meaningful communication should be the goal of classroom activities.
- The introduction of authentic texts into the learning situation.
- The provision of opportunities for learners to focus, not only on the language but also on the learning process itself.

- An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.
- An attempt to link classroom language learning with language activation outside the classroom.
- Fluency is an important dimension of communication.
- Communication involves the integration of different language skills.
- Learning is a process of creative construction and involves trial and error.

Task-based language learning

- Task-based language learning (TBLL)** is a method of instruction which focuses on the use of **authentic language**, and students doing **meaningful tasks** using the **target language**; for example, visiting the doctor, conducting an interview, or calling customer services for help.
- Assessment is primarily based on task outcome (ie: the appropriate completion of tasks) rather than simply accuracy of language forms. This makes TBLL especially popular for developing target language fluency and student confidence.
- In TBLL the role of the teacher changes from that of an **instructor and prosecutor of errors** to that of a **supporter and inventor of tasks** which her/his learners enjoy doing.
- It proved useful to divide the learning process in TBLL in three phases: The **pre-task phase**, the **doing of the task**, and the **post-task phase**. Taken together they form a **task cycle**. The major role of the teacher changes from phase to phase.

CRITICISM: Problems associated with methods

- No general agreement on what method is: Any principled choice of techniques can be termed “method”.
- Some methods not based on clear language and language learning theory.
- Methods are open to wide interpretation by materials developers and teachers.
- Methods that present themselves as “state of the art” have in essence been around for thousands of years. Total corpus of ideas available to language teachers has not basically changed in 2000 years. In essence methods represent different configurations of the same basic options.
- The rise and fall of methods is mainly due to the influence of profit seekers, promoters and forces of the intellectual marketplace. Methods become influential when they gain the seal of approval by university departments.
- Language teaching is a massive industry where much is done in the name of profit and glory.
- Most methods have been developed in western developed countries (US and UK). Fallacy that anything imported by US and UK is by nature effective and advanced.
- Methods developed in a specific educational, social and cultural context cannot be exported wholesale and used in countries with different philosophies, values and beliefs.

Eclectic Approach in Teaching English

- Larsen-Freeman (2000) and Mellow (2000) both have used the term principled eclecticism to describe a desirable, coherent, pluralistic approach to language teaching.
- Eclecticism involves the use of a variety of language learning activities, each of which may have very different characteristics and may be motivated by different underlying assumptions.
- The use eclecticism is due to the fact that there are strengths as well as weaknesses of single theory based methods. Reliance upon a single theory of teaching has been criticized because the use of a limited number of techniques can become mechanic.
- The teacher decides what methodology or approach to use depending on the aims of the lesson and the learners in the group. Almost all modern course books have a mixture of approaches and methodologies.

Advantages of an eclectic approach

- Safety:** The use of a variety of ideas and procedures from different existing approaches and methods will increase the chances of learning taking place.
- Interest:** Teachers need to use different techniques to hold the learners' attention.
- Diversity:** Different learning/teaching contexts require different methodologies.
- Flexibility:** Awareness of a range of available techniques will help teachers exploit materials better and manage unexpected situations. Informed teaching is bound to be eclectic.

