



Mohamed Khider University of Biskra

Faculty of Letters and Languages

Department of Foreign Languages

Division of English

Semester: Two

Lecture: Three

Course: Didactics

Level: 3 LMD

Lecturer: Mrs. MESSAIBI

BOUSBAA Samira

Classroom Management

Prevention

‘Classroom management encompasses all the components that impact upon the smooth delivery of education to student. These components include teacher behavior, student behavior, and the classroom’s physical features.’ (Anderman & Anderman, 2009:162)

Introduction

Jacob Kounin (1977) was one of the first researchers to study classroom management. In fact, he conducted a set of pioneering studies to examine the impact of different teacher management methods on students’ behaviour. Moreno (2010:409) stated that according to Kounin, ‘*the key to classroom management resides in the teacher’s ability to prevent problems from occurring rather than on his/her intervention after occurrence.*’ In other words, a successful classroom manager is the one who is able to anticipate disciplinary problems and provide conditions to prevent them. The idea is that **Prevention** which ‘*consists of arranging the classroom environment conditions before the occurrence of a disruption.*’ (Moreno. Ibid) should precede intervention. Thus, teachers can reduce the need to use intervention strategies by putting more emphasis on prevention. Skills such as planning, organising, withitness, overlapping, adapting and leadership can help teachers prevent disruptions in the classroom and create a successful learning environment.

I- Skills of Successful Classroom Managers

1-Planning

Teachers with well-developed plans are likely to motivate students to engage in productive activities and become less aggressive. An effective classroom manager is the one who plans well

to optimize the learning environment for students and any gap in the lesson, which is due to poor planning, may lead to discipline problems. Therefore, if classroom instructions are well-structured and carefully planned, learners will not exhibit undesirable classroom behaviours. A well-developed plan has the following characteristics (Moreno. Ibid: 410):

‘-It is connected to learning experiences.

-It takes into consideration the diversity of students’ needs, interests and goals.

-It is based on the best practices as suggested by educational theory and research.’

To conclude, good planning increases students’ interest and engagement and minimizes classroom behavioural issues.

2-Organization

A teacher who knows how to make good use of the instructional time and prepares instructional materials beforehand is likely to prevent disruptions in the classroom. Moreover, teachers should develop rules and procedures to maximize instructional time. **Time-on-task**, which is also known as engaged time, ‘*is the amount of time actually spent on learning.*’ (Slavin, 2003 in Anderman, 2009:945) is a strong predictor of learning (Marks, 2000; Rovan, Corenti and Miller, 2002 in Moreno, 2010: 410).

To increase time-on-task; teachers can use the following methods or tips.

‘-Communicate to students that learning is worth their time and effort. (Salganik, 1980)

-Start on time and avoid early finishes by planning more instructions. (Everton, 1982)

-Have materials organized and many necessary equipments set up ahead of time

-Give clear directions about learning tasks. (Weinert & Helmke, 1995)

-Choose tasks that are appropriate for students’ ability level in order to maximize engagement and minimize off-task behaviour. (Moore & Edwards, 2003)

-Manage transitions effectively because they are the points at which classroom order is most likely to fall apart.’(Burns, 1984)

(Moreno, 2010:411)

To sum up, most of students' time-on-task is under the direct control of the teacher. Besides, both teachers and learners should know exactly how much time they have got; when they should start and when it is time to stop.

3-Withitness

To be *withit* has an informal meaning which means to be up-to-date on current fashion and trends i.e. fashionable. However, in education this term was first developed by Jacob Kounin (1977) in a series of classroom studies that are interested in identifying how teachers responded to inappropriate student behaviour. Teachers who show withitness are those who detect any disruption in the classroom and are attentive and communicate awareness of any event that happens in the classroom. This concept of withitness helps teachers prevent behaviour problems promptly before they become discipline issues. *'Teachers can make frequent eye contact, use body language, and call students by their names.'* (Moreno, *ibid*: 412)

In short, Anderman (2009: 176) sees that withitness is the measure of the *'teacher with eyes in the back of her head.'*

4-Overlapping

It is the teacher's ability to address behavioural problems without interrupting the lesson. For instance, one of the students is playing a game using his cell phone; you can just stand next to the student's desk and carry on with the presentation of the lesson. This student will automatically stop playing. Like this, the teacher is able to address this issue without interrupting the lesson. On the contrary, if the teacher stops the lesson and starts to shout and punish the student, this will only minimize time-on-task and increase classroom problems. *'Overlapping helps teachers maximize time- on- task and is strongly associated with classroom order and achievement.'* (Charles, 2002 in Moreno, 2010:412)

5-Adapting

Effective classroom managers are generally aware of the different needs and skill levels of their students. Therefore, classroom instructions have to adapt to these particular needs because if teachers are insensitive to these different skill levels and needs, behavioural problems will immediately emerge. For instance, a learner who does not understand clearly the teacher instruction and cannot follow the teacher presentation will start asking his classmates for more explanation and turning around to clarify this misunderstanding. Such behaviour is a starting point for disruption.

Teachers have to be aware of the students' prior knowledge on a given lesson in order to introduce the new one and adapt it to their previous learning. They also need to have knowledge of the content and organisation of the syllabus or curriculum they are working with. Take the example of teaching conditional type 2 without revising conditional types 0 and 1. Any learning process needs scaffold, otherwise; learners will be lost. Teachers have to keep students on-task and adapt instructions accordingly. '*Students are less likely to become frustrated and engage in off-task activities when classroom activities are adapted to their knowledge and skill levels.*' (Robinson & Griesemer, 2006 in Moreno, 2010: 412)

6-Leadership

As reported by (Moreno, 2010:390) researchers such as (Lewin, Lippitt and White, 1939) made a study and examined three different forms of teacher leadership:

'-*Authoritarian*: teachers assumed full responsibility and control, and did not allow the students to make contributions.

'-*Democratic*: They worked with students cooperatively, help them develop strategies to accomplish projects, posed questions, and had them share ideas.

-'*Permissive*: They did not take responsibility for the tasks, did not provide structure in the classroom, and let students work on tasks with minimal supervision.'

The findings revealed that students preferred the **democratic leadership** style because they could display a high degree of independence, initiative, and positive desire to learn. Whereas, permissive leadership created chaos and uncertainty and authoritarian leadership led to high performance among students with feelings such as frustration, aggression and a negative group atmosphere. Being a democratic leadership is the keystone for an effective classroom management where the teacher shows both flexibility and strong structure for students' behaviour.

References

-Anderman, E.M & Anderman, L.H. (2009). *Psychology of Classroom Learning: An Encyclopedia.*

Gale Cengage Learning. USA.

-Moreno, R. (2010). *Educational Psychology.* John Wiley & Sons, Inc. USA.