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Classroom Management

Prevention

Rules and routines are powerful preventive components to classroom organization and management plans because they establish a behavioural context for the classroom that includes what is expected, what will be reinforced, and what will be taught if inappropriate behaviour occurs (Calvin et.al, 1993 in Oliver et al., 2011: 7).

II- Practical Arrangements and Procedures to Create a Positive Learning Environment

In addition to the teacher's classroom management skills, the way in which the physical classroom environment is arranged has a direct impact on students' behaviour and learning. Moreover, the use of effective classroom procedures, routines and rules may promote order, eliminate disruptions and increase instructional time.

1- Physical Arrangement

A major consideration in designing a classroom to prevent management issues is to generate that all learners can see and hear what the teacher intends. The traditional classroom layout with rows of fixed desks all facing the front may be appropriate for a teacher-centered classroom, but it is less practical in a learner-centered classroom where a learners has to communicate and interact to keep his interests alive and motivation higher.

To facilitate classroom interaction, the seating arrangement needs to be carefully planned as it needs to be changed occasionally according to the classroom activities and learning tasks

to avoid feelings such as boredom and lack of commitment, facilitate withitness and attain the following objectives. (Morino, 2010: 415)

- ‘1- Minimizing distraction during silent reading
- 2- Working in cooperative learning activities
- 3-Engaging in whole-class discussion
- 4- Conducting individual student presentations
- 5- Administering standardized tests’

Scrivener (2012: 8-9) proposed different classroom layouts. Here are a number of suggestions for rearrangements.

1-Semi-circle or U

This allows to make eye contact and communicate with each other. There can be a number of rows if needed.

2- One large table

Pull the tables together to form a large table, and sit learners around it. This many increase the feeling of cooperating together on a single task.

3- Full circle / Seminar arrangement

This is a very democratic arrangement allowing everyone to see everyone else. It is viewed as the best option to conduct student or teacher presentations.

4- Rectangular

Arrange rows of desks and seats around all four edges of the room, allowing space to walk behind the seats.

Finally, learners have to be seated in ways that are more useful or effective than random placements. It is a good idea to place misbehaving or uninvolved students close to the teacher to be easily controlled.

2- Classroom Procedures

‘They are the routines for accomplishing recurring classroom tasks, such as how students will turn in homework, go to the restroom, or transition from one activity to another.’ (Moreno, 2010: 417)

Effective classroom managers use procedures to reduce behavioural problems and increase instructional time. Teachers should develop procedures for the following activities (Weinstein, 2006; Weinstein & Mignano, 2007 in Moreno: 2010:417).

- 1- Student movement (e.g; entering class)
- 2- Administrative tasks (e.g; responding to lateness)
- 3- Lesson routines (e.g; collecting and returning homework and assignments).
- 4- Housekeeping (e.g.; storing personal items)
- 5- Student-teacher interactions (e.g.; help seeking)
- 6- Student-student interactions (e.g.; group work routines)

Classroom procedures need to be taught and practised until they become the desired good behaviours.

3- Classroom Rules

They list *'the "dos and don'ts" of classroom behaviours and corresponding consequences'* (Moreno, 2010: 2018). According to experts in classroom management, students should participate in the rule development process to increase their commitment to the rules and promote their sense of responsibility, self-determination and self-esteem (giving power to students).

Classroom rules are important because they are valuable to classroom cooperation. They diminish the necessity for teacher enforcement and provide for the control of individual and group behaviour. (Orlich et.al, 2010)

Classroom rules are generally posted on the first day of school but an effective teacher would wait for the best opportunity to post the rule. If the teacher posts ten rules, learners will remember five but he posts five; they will obey at least three. Thus, needless to post too many rules at the beginning of the academic year. Emmer and colleagues (2006 in Moreno, 2010: 418) suggest the following six general rules for secondary school students.

- 1- 'Bring all needed material to class.
- 2- Be in your seat and ready to work when the bell rings.
- 3- Respect and be polite to everyone.
- 4- Respect other people's property.

5- Listen and stay seated while someone else is speaking.

6- Obey all school rules.’

Furthermore, teachers have to be consistent and fair about the consequences of breaking the rules to ensure that the rule system is respected by all students. Besides, they should focus on positive behaviours more than negative ones. Instead of punishing those who break the rules, teachers should recognize and reward those who follow the rules. To be an effective classroom manager, the teacher must learn how to use the least amount of power necessary to attain the desired academic results and keep up classroom norms. (Orlich et. al, 2010)

III- Collaborating with Parents and Other Teachers

The only reason I always try to meet and know the parents better is because it helps me forgive their children. (Johannot, 1965)
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Developing collaborative relationships with both parents and teachers will significantly help prevent management problems and find suitable solutions for behavioural issues.

1-Parent Collaboration

Parent collaboration or parent involvement in education has been defined as *‘parents’ interactions with schools and with their children to promote academic success’* (Hill et al., 2004 in Anderman & Anderman, 2009: 669). Students’ education is considerably improved when parents are involved because this fact can impact school quality and learning outcomes. According to research parent involvement is linked to higher term achievement as well as to more positive attitudes and behaviours in the classroom (Garcia, 2004; Hong & Ho, 2005 in Moreno, 2010: 419-420).

Parent cooperation should be involved from the beginning of the academic year. Teacher can maintain regular communication with parents using different methods. They can send home reports or samples of students’ works. They can even call parents after school hours. When students inappropriate behaviours are serious, face-to-face meeting are greatly recommended. (Moreno: *ibid*) Such methods help teachers understand students’ home conditions (e.g. family problems, bad living conditions). Cooperating with parents can reinforce classroom management plans and help teacher resolve minor classroom misbehaviours instantly before they become serious ones.

2-Teacher Collaboration

According to researchers (Bandura, 2000; Goddard et.al, 2000), teachers who collaborate with each other have a higher **collective-self efficacy** which is '*a teacher's belief that working as a team can have a positive impact on students' achievement.*' (Moreno, 2010: 421)

Novice teachers have to collaborate regularly with more experienced colleagues to increase their teaching effectiveness, and identify what hinders students' learning and provokes misbehaviours issues. Such cooperation can help less experienced teachers create a successful learning environment in their classrooms and find suitable solutions to overcome any behavioural problems. Moreover, working collaboratively rather than in isolation can provide a sense of school community for both learners and teachers.

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