

Successful classroom management

Successful teachers see classroom management as an important aspect of their teaching skills. When they design an activity, they also think of procedures to make the activity successful. The following are two important aspects of classroom management.

▪ **Grouping**

You want to strive to have variety in using some of each group structure in each lesson (when possible) for variety and to accommodate different learning styles.

- *Whole class:* If you, a teacher, decided that the best type of classroom organization is whole class, be sure to have the students focus on you and give them a task to accomplish. Whole class is useful for presenting information, repetition and drilling. Often whole class teaching is less effective if the focus is speaking or individual contribution due to the learners' hesitation toward speaking out in front of a whole class.
- *Group work and pair work:* Having students work in small groups or with a partner fosters cooperative activity for accomplishing tasks such as discussing topics, doing role-plays, or writing up a report. This arrangement can allow students to make decisions about their learning and to have more opportunities to talk. To prevent one student from dominating group work or pair work, the teacher can design the task so that everybody's participation is mandatory. Pair work creates more speaking time than group work and if the learning focus is developing speaking skills, pair work is better than group work.
- *Solo work:* This lets students have thinking time, relieved from the group-centered learning atmosphere, and consider their own individual needs and progress.

▪ **Creating lesson stages**

- *At the beginning:* Start the lesson off to arouse students' interests for better engagement. Teachers can tell the students what they will be doing or discuss what the students can achieve as a result of what they are going to do. This start can enhance the students' engagement of the following activities.
- *In the middle:* When an activity has finished and another one is about to start, teachers should make this clear so that the students can be aware of the progress and defocus from an activity and refocus on the following activity. Each activity and its meaning for the class objectives can be clearly summarized by the teacher so that the students can briefly review what they have done and how they have progressed. The teacher can also give some ideas about the next

activity for the students to get a positive attitude towards the learning.

- *At the end:* The teacher can wrap up the class by reminding the class the class objectives and expectations that the teacher and the students had discussed at the beginning of the class and have the class evaluate about their progress. If there are some unaccomplished tasks from the viewpoints of the students or the teacher, the teacher can assign the students homework or recycle – modify—the incomplete tasks in the next class.

Reference:

Harmer, J. (2007). *How to teach English*. England: Pearson Education Limited.