

## **Unsuccessful classroom management**

It is hard to define unsuccessful classroom management. But once you, as a teacher, have concrete ideas about successful classroom management, it is easier to imagine what it would be like to be a teacher who manages a class unsuccessfully. The bad news is that every teacher can be in that situation where he/she gets out of the classroom unsatisfied with his/her own class.

Unsuccessful teachers in terms of classroom management have the tendency of:

1. not appropriately matching tasks and group formations such as whole class, group work, pair work, and solo work. If a teacher thinks about the nature and purpose of a task carefully, it becomes obvious that which grouping or sequence of groupings are the best for the best results.
2. remaining monotone verbally and physically. Successful teachers vary the quality of their voices according to the type of lesson and activity. Voices for giving instructions will be different from voices for engaging in conversations or exchanging views or information informally. The volume and tone of teachers' voice can be a great tool for better language learning. Appropriate gestures can also facilitate learning by providing scaffolding. Movement of the teacher around the classroom also helps teachers keep the attention of the class while reducing the likelihood of students in the back becoming disengaged.
3. not being flexible in their mind. If a teacher thinks an activity was successful in a class, and expects that would happen again and again for the same students, that is wrong. That never happens in real classes. Everything changes. So do the class topics, the target vocabulary and grammar, and even the moods of the same students.
4. not being well prepared. A successful teacher thinks about an activity and a class from the start to the end. He/she also thinks about each step in between. He/she even visualizes the activity and class, thinking about each

- student's responses to them. If necessary, they prepare back-ups for better learning in case that the class does not proceed as they expect.
5. not paying attention to learning process. Language learning is a dynamic process that has various factors. Some of them are internal factors such as learner motivation and language aptitude. Others are external factors such as L2 teacher and classroom activities. The teacher's classroom methodology and personal qualities are very important for language learners' success. Unfortunately, the students cannot change the external factors.

## References

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