Classroom Management: Helping Prep Year Students Learn to be College Students

Classroom Management Defined

By Dr. Rania Khalil

Classroom management means the way in which a classroom is set up, including, but not limited to, the physical set-up, the rules and guidelines, the teacher’s personality, and the consequences of rule breaking or misbehaviour.

(Doharty, 2012)

Cooperative Discipline

By Dr. Rania Khalil

For some faculty, teaching comes quite naturally and the notion of management in the classroom is irrelevant. But situations within the classroom do occasionally occur that lead us to seek out advice in order to maintain the learning environment for students not to mention, our own sanity. Since many professors teach for years without encountering some of the management instances which we as academics discuss regularly, our intent in this issue is to move beyond identification of classroom problems to suggest preventive strategies and practical solutions.

Some students simply do not realize that their behaviour is negative or disruptive to the instructor or their classmates. Below is a short list of desirable behaviours which you can edit to set expectations for your students in your classroom:

<table>
<thead>
<tr>
<th>Positive Impression Givers</th>
<th>Negative Impression Givers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submit assignments on time, asking if there is supplemental material that can be explored to better complete assignments, handing in neat presentable work.</td>
<td>Skipping assignments and/or breaking assignment policy, handing in shoddy, unstapled, ripped out pages that show no care for the assignment.</td>
</tr>
<tr>
<td>When using the Internet in class, stay on task rather than surfing for fun.</td>
<td>Attempt to be class clown inappropriately; a joke here and there is fine, but repetitious clowning is distracting.</td>
</tr>
</tbody>
</table>

Student’s Self—Insight

“I walk in my classroom. I’m a few minutes late. The teacher smiles at me. I go to my desk and start working. I don’t quite finish when the teacher asks for volunteers to check our work. I raise my hand for the first problem and the teacher calls on me. I say my answer, and the teacher says, ‘Good try! Thanks for taking a chance!’ I know my answer is wrong, but I feel good anyway. The teacher tells us that it’s more important that we try than to always get the answer right. The teacher calls us ‘risk takers’. After I hear the right answer and she explains it, I change mine so I’ll remember it.” — a student from the South Pacific

By Aya Elshabawi

A teacher’s ability to manage their students is seen in what they believe about their students as persons and what they do to develop a teacher-student relationship. In addition, student achievement and their productivity rely heavily on teacher-student relationship. Below are some strategies that can promote a classroom friendly environment:

Before Class:

Plan for an effective learning environment. Prepare lessons carefully to engage students in productive, interesting work that moves at a reasonable pace and involves a variety of different stimuli such as pictures, students’ own experience, etc.

Include life skills of good learning habits and self-reliance. Teach life skills to students in order to enable them to become mature self-confident and successful adults. An Example would be respectful, perseverant, cooperative, courageous, etc.

In class:

Establish realistic and doable routines and rules. Model and reinforce procedures and instructions for activities until they become a routine.

Become a teacher who has a contagious enthusiasm for teaching. Showing your students your passion for teaching will instill in them to become creative sparks flying.

After class:

Create your own classroom management plan. Use some strategies and monitor their effect on your class. Then create a list of the strategies that went successful in class.

By Aya Elshabawi
Effective classroom management strategies help reduce problems of discipline and distractions in the classroom. The following are some Do’s and Don’ts that are worth taking into consideration:

**Do’s**
- Make your class interesting and interactive. Plan and design a variety of tasks, so that students will need to start participating.
- Be well prepared and well organised. Work with students on something constructive and meaningful.
- Be the role model for your students. Lacking organisation encourages off-task behavior while more structured classes initiate positive behaviour.
- Be consistent in the way you deal with classroom management problems.
- Be firm, yet supportive with your students.
- Teach students to be responsible for their own learning; and let them know that you expect them to use their class time effectively.
- Establish rapport by talking with students about their interests. Positive rapport will help reduce disruptions in the classroom.
- Develop consensus rules with students. Keep your rules clear, consistent and fair. Make sure these rules are specific and visible.
- Set a friendship circle with other teachers to share thoughts and best practices about classroom problems.
- Praise! Praise! Praise! Reinforce positive behavior and demolish the negative.

**Don’ts**
- Do not make threats you will not follow; actions speak louder than words.
- Avoid using negative symbols, such as ‘X’ to mark answers.
- Avoid using red ink when giving grades. Red ink affects negatively students’ motivation and enthusiasm to learn.
- Do not attach yourself to the blackboard. Moving around the class in different places will keep students on task and discourage off-task behavior. Staying mobile in class helps you to pace the room and watch for signs of confusion or distraction.
- Do not redirect students who are off-task by calling their names or asking them questions. Redirect those students with ‘reminding’, for example “we’re on question 5 right now.”
- Do not deal with disruptive students publicly in front of the whole class. Instead, tap them on their shoulders; talk with them quietly at their desks; or ask for an individual conference with them outside the class.
- Do not lose control in front of the whole class, instead take a deep breath and do not let angry emotions show on your face. In addition, avoid yelling; as a disrespectful student will often escalate the situation.
- Avoid teacher centered classes. Allow your class to be student centered and work on actively promoting their choices of the learning methods according to their different learning styles.

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**References:**
- Classroom Management Idea Book Information Collection and Exchange Publication No. M0088

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**Preparatory Year - Teacher Support continued . . .**

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**For Further Support on Classroom Management visit:**
http://staffdevelopmentenglish.pbworks.com

**Classroom Management Handbook**

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**Why Do Students Misbehave?**

<table>
<thead>
<tr>
<th>Is the misbehavior in the classroom?</th>
<th>Volunteer Driver</th>
<th>Volunteer Teacher</th>
<th>What might be a useful response?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity at class time</td>
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<tr>
<td>Coming to class with books, supplies</td>
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<td></td>
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<tr>
<td>Failing to arrive on time</td>
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<td></td>
<td></td>
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<tr>
<td>Not participating</td>
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<td></td>
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<tr>
<td>Not standing when the teacher asks</td>
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<td></td>
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<tr>
<td>Not responding during class</td>
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</tbody>
</table>

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**Reflecting ...**

**By Dr. Rania Khalil**

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**Action Memo**

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**Good Reading**

**Ten Characteristics of a Good Teacher** by Patricia Miller

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**By Marwa Atieya**

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