USEFUL EXPRESSIONS OF CLASSROOM MANAGEMENT IN ENGLISH LANGUAGE TEACHING

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Abstract

Classroom management skill is one of the basic skills of teaching that should be implemented in teaching learning process by all teachers in particular, English teachers. By having theoretical knowledge, teachers are expected to have ability how to solve problems in the classroom such as how to handle uncooperative students, how to solve students’ reluctance to talk, and how to help students understand the audio tract, and so on. Besides that, teachers are expected to teach their students in English, however, they have problems and difficulties in giving instructions, giving commands, asking questions, explaining, and interaction. This paper is intended to help English teachers improve their skill in managing classroom through English expressions. Furthermore, this paper describes the definition of classroom management, two main components of classroom management, what important points to take into account in classroom management, and some useful expressions that can be used when English teachers manage their classroom in teaching English.

Keywords: useful expressions, classroom management, and language teaching.

INTRODUCTION

The success of the teachers in teaching learning process is also determined by their success in managing the classroom. Therefore, classroom management skill is teachers’ basic skill of teaching that should be possessed and implemented by teachers in teaching learning process. Wilson (2008:135) states that teachers should have ability to control and manage the classroom. In other words, teachers should be able to manage the classroom in order that teaching learning process runs successfully and smoothly. Wardani and Julacha describe classroom management skill as the skill in creating and keeping optimal condition in order that teaching and learning process takes place effectively and efficiently. Teachers need to have this skill to motivate students to develop responsibility individually and classically, to be aware of students’ need and give effective response toward students’ unacceptable behaviour. Creating and keeping good learning condition can be done by showing responsive attitude by looking into account carefully, approaching, giving statement or giving reaction toward classroom disturbance; by distributing visual and verbal attention, giving clear instruction, giving wise advice, and giving reinforcement. The skill related to control optimal learning condition is something to do with teachers’ responses toward students’ negative response. There are three strategies that can be done by the teachers to handle students’ problems which cover: to modify attitude, to organize the group and to find and handle attitude causing problems. The first strategy can be done by giving model and guidance, by giving reinforcement, and without giving punishment for inappropriate attitude. The second strategy is done by solving the problem through discussion. The last strategy is done by direct monitoring, by rearranging learning program, by encouraging students’ awareness to express their feelings, etc.

This paper is intended at least for three main purposes as presented in the following: (1) To improve English teachers’ comprehension in classroom management skill; (2) To present various expressions of classroom management in teaching learning process. (3) To give some alternative solutions to overcome students’ unacceptable behaviours

DISCUSSIONS

Classroom Management

According to Allwright and Bailey (1991:18) classroom is the place where teachers and students come together and language learning takes place. Richards, Platt and Platt (1992:52) describe
classroom management as the ways in which students' behaviour, movement, interaction, etc. during a class is organized and controlled by the teacher to enable teaching to take place most effectively. They also state that classroom management include procedures for grouping students for different types of classroom activities, use of lesson plans, handling of equipment, aids, etc., and the direction and management of student behaviour and activity. It can be inferred from the above definition that in managing the classroom, teachers should have ability to organize or manage the classroom well in order their teaching learning process runs successfully and smoothly. The other important thing to consider is that teachers must give logical and simple language instructions in order that their students know and understand what to do based on the instructions given. Harmer (2007:34) states that if teachers want to manage the classroom effectively, they have to able to handle a range of variables which include the organization of the classroom space, the use of the voice, the way the teachers talk to students, and the use of language instruction. He also states that successful classroom management also involves being able to deal with difficult situations such as students are uncooperative, students do not want to talk, students do not understand the audio track, and some students finish before everybody else.

A number of ways that can be done to overcome uncooperative students is as follows:

1. When students behave badly especially when this involves rudeness or obstinacy, teachers often feel very hurt and tend to see their behaviour as a personal attack. Teachers need to act professionally, they need to be able to stand back from what is happening so that they can react dispassionately, rather than taking instant decisions in the heat of the moment. In other words, teachers need to keep calm and respond as objective as possible.

2. When problem behaviour occurs, teachers need to act immediately and stop it from continuing. Teachers need to deal with the student or students who are causing difficulties by talking to them away from the whole class. It is also helpful to find out why the student is behaving uncooperatively.

3. Teachers can talk to students individually. Teachers can discuss the problems via email, or send a letter to the class explaining the problem and asking them to reply if they have anything they need or want to say.

4. Teachers can ask their colleagues, higher authority and school or institute's behaviour policy to help overcome their students' problem.

5. Teachers make a language-learning contract in which teacher and students say what they expect and what is unacceptable.

The following are some ways to solve problems especially if students do not want to talk:

1. Teachers can use pair work (and group work). This activity can help to provoke quiet students into talking.

2. Teachers can allow students to speak in a controlled way at first.

3. Teachers can encourage quiet students by getting students to act out dialogues.

4. Teachers use role play so that quiet students speak more freely when they are playing a role.

5. Teachers can ask their students what they would like to say, outside the lesson. The teachers then listen to the tape and point out possible errors. The students have a chance to produce a more correct version when the lesson comes round, thus avoiding the embarrassment for them of making mistakes.

A number of alternatives that can be used to help students who do not understand the audio track:

1. Teachers can preview interview questions. Teachers can also encourage students to role-play what might be said before listening to it.

2. Teachers can give different audio excerpts (either on tape or CD- for some of them- as audioscripts) to different groups. This will have great predictive power.

3. Teachers can give a straightforward task which does not demand too much detailed understanding. For example, teachers can ask students to describe the speaker on the recording- the sound of the voice will suggest sex, age, status, etc.

4. Teachers can just play the first segment and then let students predict what's coming next.

5. Teachers can break the audio track into manageable chunks so that students understand the content of a part of it before moving on to the next one.
The Teacher effect on the way teachers need and teachers points to this informality worrying. Movement in example, or teachers striding up Some teachers successful teachers smaller students' interest the management Teachers' has the a in order, or work that the management of the class. All teachers, of course, have their own physical characteristic and habits, and they will take these into the classroom with them. The following are some important points to consider when they are teaching their students in the classroom: Proximity Teachers need to take into account how close they should be to the students they are working with. Some students are uncomfortable if their teachers stand and sit close to them. Deciding how close teachers should be to the students when they are working with them is a matter of appropriacy. Many teachers create an extremely friendly atmosphere by crouching down when they work with students in pairs. In this way, they are at the same level as their seated students. However, some students find this informality worrying. All the positions teachers take-sitting on the edge of table, standing behind a lectern, standing on a raised dais, etc- make strong statements about the kind of person the teacher is.

Movement
Some teachers tend to spend most of their class time in one place- at the front of the class, for example, or to the side, or in the middle. Others spend a great of time walking from side to side, or striding up and down the aisles between the chairs. This is to some extent a matter of personal preference. It is important to remember that motionless teachers can bore students, while motion teachers can make their students exhausted because their heads moving from side to side. Most successful teachers move around the classroom to some extent. That way, teachers can retain their students' interest or work more closely with smaller groups when they go to help a pair or group. How much teachers move around in the classroom will depend on their personal style, where they feel most comfortable for the management of the class and whether or not they want to work with smaller groups.

Awareness
In order to manage a class successfully, teachers should be aware of what students are doing and, where possible, how they are feeling. Teachers also need to be self-aware

Using the Voice
Teachers' voice in teaching learning process in the classroom has a very important role to play, and has a crucial impact on classes. Therefore, teachers should take into account the use of their voice in the management of teaching. At least there are three important issues to think about.

Audibility
Teachers must be sure that the students at the back of the class can hear them just as well as those at the front. But audibility cannot be divorced from voice quality: a rasping shout is always unpleasant. Teachers do not have to shout to be audible. Good voice projection is more important than volume. Speaking too softly or unpleasantly are both irritating and unhelpful for students.

Variety
It is important for teachers to vary the quality of their voices- and the volume they speak at-according to the type of lesson and the type of activity. The kind of voice they use to give instructions or introduce a new activity will be different from the voice which is most appropriate for conversation or an informal exchange of views or information. In one particular situation, teachers often use very loud voices, and that is when they want their students to be quiet or stop doing something. However, in another situation, speaking quietly is often just as effective a way of getting the students' attention since, when students realise that their teachers are talking, they will want to stop and listen in case teachers are saying something important or interesting.
Conservation
Teachers have to take great care of their voices. It is important that they breathe correctly so that they don’t strain their larynxes. Breathing properly means being relax and using the lower abdomen to help expand the rib cage, thus filling the lungs with air. Teachers should vary their voices throughout the day, avoiding shouting whenever possible, so that they can conserve their vocal energy.

LANGUAGE EXPRESSIONS OF CLASSROOM MANAGEMENT

In managing the classroom, English teachers are expected to give attention visually and verbally and also give clear instructions. Besides, they are expected to remind students wisely, clearly and explicitly. When they can manage the class in good condition, of course teaching learning process will run very smoothly and the learning objectives that have been designed before teaching learning process takes place can be achieved. Therefore, English teachers need to take into account classroom management principles which include teaching and learning spirit, variation stimulus, flexibility in doing the task, and self-discipline.

The following are some common situations in which spontaneous English can be used:

- Make groups of four.
- Move your desks into groups of four people.
- Turn your desks around.
- Make a horseshoe shape with your desks.
- Make a circle with your desks.
- Make a line of desks facing each other.
- Make groups of four desks facing each other.
- Sit back to back.

- Work together with your friend.
- Find a partner.
- Work in pairs/threes/fours/fives.
- Work in groups of two/three/four.
- I want you to form groups.
- Form groups of three.
- Here are some tasks for you to work on in groups of four.
- Have you finished?
- Do the next activity

- There are too many in this group.
- Can you join the other group?
- Only three people in each group.
- I asked for four people to a group.
- Now let’s get into pairs.
- Now let’s get into groups of 5.
- Please work with the person next to you.
- Who has not yet joined a group?
- Stand up and find another partner.

- Everybody, work individually.
- Work by yourselves.
- Work independently.
- Ask your neighbour for help.
- Work on the task together.

- Ask other people in the group.
- Ask others in the class.
- Interview someone else.
- Ask everyone in the class.
- Move on to the next activity.

The following are some phrases that can be used for classroom management dealt with organization, question, explanation and interaction:
Organization

Giving instructions

- Open your books at page 52.
- Come out and write it on the board.
- Listen to the tape, please.
- Get into groups of four.
- Finish off this song at home.
- Let's sing a song.
- Everybody, please.
- All together now.
- The whole class, please.
- I want you all to join in.
- Could you try the next one?
- I would like you to write this down.
- Would you mind switching the lights on?
- It might be an idea to leave this till next time.
- Who would like to read?
- Which topic will your group report on?
- Do you want to answer question 3?

Sequencing

- First of all, today, ...
- Right. Now we will go on to the next exercise.
- Have you finished?
- For the last thing today, let's ...
- Whose turn is it to read?
- Which question are you on?
- Next one, please.
- Who hasn't answered yet?
- Let me explain what I want you to do next.
- The idea of this exercise is for you to ...
- You have ten minutes to do this.
- Your time is up.
- Finish this by twenty to eleven.
- Can you all see the board?
- Have you found the place?
- Are you all ready?

Supervision

- Look this way.
- Stop talking.
- Listen to what ... is saying.
- Leave that alone now.
- Be careful.

Interrogation

Asking questions

- Where's Effi?
- Is Effi in the kitchen?
- Tell me where Effi is.
- What was the house like?
- What do you think?
- How can you tell?

Responding to questions

- Yes, that's right.
- Fine.
- Almost. Try again.
- What about this word?

Explanation

Metalanguage

- What's the Spanish for "doll"?
- Explain it in your own words.
- It's spelt with a capital "J".
- Can anybody correct this sentence?
- Fill in the missing words.
- Mark the right alternative.

Reference

- After they left the USA, the Beatles ...
- The church was started in the last century.
- This is a picture of a typically English castle.
- In the background you can see ...
- While we're on the subject, ...
- As I said earlier, ...
- Let me sum up.
Interaction

Affective attitudes

- That's interesting!
- That really is very kind of you.
- Don't worry about it.
- I was a bit disappointed with your efforts.

Social ritual

- Good morning.
- Cheerio now.
- God bless!
- Have a nice weekend.
- Thanks for your help.
- Happy birthday!
- Merry Christmas!

Other expressions that can be used when teachers want their students to cease their unacceptable behaviours as shown in the following:

- Close it now
- Retract that.
- End it.
- Drop it.
- Halt!
- Hand it over.
- Hang it up.
- Hold up.
- Desist!

- Don’t continue with that
- Quit doing that!
- That was uncalled for.
- Knock it off, now.
- Do you want detention?
- Desist or face detention.
- Don’t do that anymore!
- Please, don’t make too much noise.
- It’s not time to write SMS.

CONCLUSION

Having knowledge in classroom management skill is important for teachers in order teaching learning process takes successfully and smoothly. In the classroom, teachers need to consider proximity and appropriacy, movement, awareness, using voice which includes audibility, variety, and conservation. Successful teachers must be able to handle or overcome problems happening in the classroom such as how to handle uncooperative students, and to overcome reluctance of students to talk. Besides, teachers are expected to manage or control the classroom by using various language or expressions of classroom management. Using various expressions in managing classroom can improve teachers’ competence in English. Therefore, teachers are expected to teach their students, to give instructions, to manage the class using English in order that they use their English more fluently.

BIBLIOGRAPHY


