



EFFECTIVE CLASSROOM MANAGEMENT STRATEGIES TO IMPROVE ENGLISH LANGUAGE SKILLS FOR ENGINEERING GRADUATES

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Abstract

In an Engineering English classroom setting, students can progress in their English language acquisition through meaningful interaction and effective classroom management. Effective classroom management requires the ability to address a variety of aspects.

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Introduction

Management is the capacity to control, manage and make decisions in an organization while interacting, dealing or controlling people or things. In an Engineering English classroom setting, students can progress in their English language acquisition through meaningful interaction and effective classroom management. Classroom management covers a wide range of areas including lesson planning, managing individual, pair and team work, handling transitions, giving instructions, dealing with disruptive behaviour. Effective classroom management requires the ability to address a variety of aspects. These include how the classroom is set up, whether students are working in groups or individually, and how classroom time is organised. Another important aspect of classroom management is taking into account how teachers encounter the students, how they communicate, and who speaks the most during the session. The point to be noted is the influence of the students' mother tongue in learning language. Successful classroom management also involves being able to deal with difficult situations (Harmer, 34).

Classroom Management

Graham Crookes similarly sees a well-managed classroom as a relatively systematic room in which “whatever superficial manifestations of disorder that may occur either do not prevent instruction and learning, or actually support them” (2). All definitions of classroom management highlight the importance of creating an appropriate environment and maintaining order in the classroom in order to facilitate teaching and learning. A well-managed classroom can be crucial to the development of an individual or a good society. That's the reason why a teacher is also called a manager. An excellent learning environment in the classroom encourages students to exhibit positive behaviours and attitudes, which in turn improves their academic performance. Such an environment provides an opportunity for

effective teacher- students and student-students interaction. Teachers are responsible for guiding every student's holistic development and meaningful learning in their classroom (Save the Children, 2008).

Classroom management aims to provide students more opportunities to learn about the things teachers do to set up the classroom for efficient learning. It is an important skill in both the academic and professional spheres. It is an intended practice to ensure students with more opportunities to learn the things the teacher does to organize class so that effective learning can take place, is a matter of concern in both academic and professional life. But our outdated practices regarding seat management, classroom structure, activities, presentation, mixed ability grouping of students, and time management are yet the bitter reality of prevailing classroom practices, specifically in public schools. Effective teaching and learning cannot occur in poorly managed classroom (Jones & Jones, 453).

English Language Classrooms

The control that teachers exercise over the teaching and learning environment is known as classroom management. Everything that occurs in the classroom, including the students' behaviour, is the teachers' responsibility. English Classroom management is dependent, like any other classroom, on a set of variables like how 'the classroom space is organized, whether the students are working on their own or in groups and how we organize classroom time" (Harmer 34). The way the English classroom is arranged has a direct impact on what can be done and how can it be done. Most of the times, English classes are interactive rather than conventional or traditional. The traditional classroom layout with rows of fixed desks all facing the front may be appropriate for teacher -fronted explanations, board work and quite individual work, but is arguably less suitable for communicative or task-based work. English Classroom management indicates to the "ways of keeping order in class ad specifically to discipline-related problems" (Scriviner, 2). English classroom management as a whole is a complex task of designing an environment that facilitates better teaching and learning. Curriculum planning and the organization of teaching are major aspects of pedagogy which are often referred to as the "management of learning" (Tsui, 308). A broader term than "Classroom Management," refers to the techniques English teachers use to organize their lessons for better learning. It can be understood as effective planning, encouraging engineering students to participate more actively in their education, and creating a stimulating and engaging environment in the classroom while being sensitive to the needs of the students and the educational objectives. Well-organised English classrooms are orderly, healthy spaces that are easy for both teachers and students to adjust to and thrive in. Teachers must put in a lot of work to manage the classroom, especially in the beginning. To accomplish their intended educational objectives, teachers must have effective classroom.

Effective Strategies to Improve English Language

It was also stated that the English teacher has important roles in managing the classroom, in enhancing the students to find the tasks more meaningful and in implementing effective learning strategies (Cardenas & Cerado, 21). An Engineering English Classroom management needs skills and experience. Furthermore, managing the time and space of the class is the means to an effective class management. Teachers need to organize the class time based on the predesigned activities. They need to be dynamic and resourceful when they search for efficient strategies in making students think critically. In an Engineering English classroom, management and teachers' strategies are vital parts of teaching. Classroom management could effectively predict student learning motivation, and that learning atmosphere exerted the most influence. Research has provided definitions of classroom management. McCreary defined classroom management as "the methods and strategies an educator uses to maintain a classroom environment that is conducive to student success and learning" (1). Efficient teachers should acquire a toolbox of classroom management strategies that they can use within their classrooms. According to Marzano, "well-managed classrooms provide an environment in which teaching and learning can flourish" (1).

Planning is good preparation is vital for quality classroom instruction. Rosenshine and Stevens highlighted basic principles for effective instruction and curriculum enactment: well-organized lessons, systematic delivery, activities that can be applied in authentic situations, clear criteria for assessing student performance and constructive feedback. (49). When students find lessons attractive, they are less likely to feel bored and misbehave. English teachers can engage their engineering students more actively and increase their concentration span by discussing the subject matter being taught with them and encouraging them to ask questions. Also, including topics which students show a strong desire to learn will clearly increase the likelihood of their being attentive and involved.

Motivation is often described as an inner force that propels people to persevere in finishing tasks or realizing their objectives. Motivated students are more likely to pay attention in class, participate more actively in their education, and generally conduct properly. Increasing students' motivation is one of the most reliable approaches to support them in realizing their maximum potential. If the lessons and learning exercises are dull and uninteresting, this is unlikely to happen. Classroom guidelines are necessary. To manage small, yet intricate changing community where teaching and learning occur, classroom rules are required. Clear classroom guidelines can minimize confusion and ensure orderly interaction among pupils, and so minimize the loss of valuable teaching time (Weinstein, 49). An organized learning environment may be created in the classroom by establishing clear expectations and standards for students to follow. This way, rules that are well-designed can enhance both teaching and learning. In addition to helping kids comprehend the objectives of the school, providing them with explicit rules and guidelines and hands-on practice with them also boosts their academic performance and sense of security. Since classrooms are public and unpredictable spaces, it is vital to develop processes for excellent "housekeeping" as well as norms that will guide student conduct when needed. In order to make these policies and

guidelines more applicable to and acceptable to the students, instructors must clearly and appropriately explain them to the students. Students should also be engaged in drafting these policies and guidelines.

The primary concern in the realm of classroom management is around the question of whether pupils possess the ability to exhibit self-discipline. In order to achieve these objectives, it is imperative for the educator to develop consistent routines and protocols for daily tasks, as well as implement appropriate strategies for addressing any instances of disruptive conduct that may impede the classroom atmosphere. The two major goals of classroom management are to create a learning environment which is conducive to learning and to develop in students a sense of responsibility and self-regulation in maintaining it. The topic of discussion pertains to the establishment and implementation of classroom procedures. Procedures encompass the established classroom procedures that need particular conduct at designated moments and in relation to specified tasks. Educators are obligated not alone to facilitate the seamless execution of educational endeavours, but also to minimize the frequency at which instructors are required to deliver instructions for routine classroom occurrences. It is useful to distinguish two types of guidelines for effective classroom management: procedures and rules (Levin, 137). Classroom procedures need to make good sense to students otherwise they are not likely to follow them. Students who do not comply with the classroom procedures, the consequences should be logical and natural (Brophy, 12).

The enforcement of classroom rules is essential for the establishment and maintenance of a conducive learning environment. Certain educators choose to compile a comprehensive inventory of permissible and prohibited actions for certain circumstances, while others opt to develop a compendium of regulations applicable across various situations. A more pragmatic and cultured approach to formulating classroom regulations involves contemplating the minimal amount of rules necessary to mitigate instances of disciplinary issues. Hence, it is important to develop classroom rules that prioritize the promotion of students' constructive and focused conduct, rather than just focusing on disciplining disruptive behaviour. Hence, instead of employing punitive measures for disruptive conduct, it is advisable to establish classroom regulations that foster students' constructive and focused demeanour. It is advisable for educators to collaboratively establish fundamental classroom regulations with their pupils, engaging in a democratic and transparent environment that allows for the exploration of their rationale, anticipated outcomes, and corresponding consequences. In the event when student participation in rule-making is not feasible, it is imperative for the instructor to effectively elucidate the rules to the students, ensuring a comprehensive understanding of their objectives and rationale. Alternatively, there is a potential for the rules to be viewed as lacking fairness, rationality, and consistency.

The impact of classroom management on student outcomes is considered to be highly influential. Classroom management pertains to the manner in which an educator strategically arranges and oversees many aspects of the educational program, including the curriculum, time allocation, physical environment, and student relationships. As well acknowledged

among educators, disciplinary concerns have the potential to spread among students. When considering classroom discipline, it is first important to consider that without order provided by effective classroom management, there is little hope for teachers to instruct in any consistent and effective manner. When teachers feel that they need to discipline students, it is often because there was a lack of procedures and routine in place (Wong & Wong, 352).

The establishment of a structured and orderly learning environment is crucial for the achievement of both students and instructors. A classroom characterized by high noise levels and disruptive behaviour, coupled with a deficiency in disciplinary measures, is not favourable to fostering effective learning outcomes, as often acknowledged by educators. The establishment of a conducive and educational atmosphere necessitates the cultivation of effective classroom management abilities. Effective utilization of skill and strategic planning, along with fostering students' comprehension of the anticipated outcomes and repercussions of their activities, will provide substantial benefits in terms of enhanced attention span and general engagement throughout instructional sessions. A consistent approach to punishment is likely to elicit good responses from students across various age groups. It is imperative that students possess a clear understanding of the expectations placed upon them. It is essential to establish clear guidelines for expected behaviour in the classroom at the outset. Effective classroom discipline is closely linked to instructional strategies that engage students' interests. In order to optimize student engagement, it is important to familiarize one with the students and their individual interests, hence enabling the tailoring of lectures to their specific needs and preferences.

In a broad sense, it is seen that students, especially those who are new to the educational environment, may exhibit disruptive behaviour due to the following factors. Individuals may encounter a situation wherein they are placed in a novel educational setting devoid of assistance, so lacking familiarity with the environment. Consequently, engaging in classroom activities and interacting with individuals within the school community may prove to be disagreeable experiences for them. Additionally, they may encounter difficulties in adapting to the demands of classroom life, including adhering to established norms and regulations. Sasidher et al. (2012) students those show disruptive behaviour create problems in the classroom may also lead to low achievement. The instructor encounters several behavioural and intellectual challenges pertaining to students inside the classroom, such as frequent absences, forgetfulness of school materials, inattentiveness, hyperactivity, inappropriate discourse, acts of vandalism, noncompliance, aggression, and a lack of student enthusiasm. While effective planning can prevent most of these concerns, it is inevitable that misbehaviour will occur if good management is not implemented.

Teachers must use thoughtfulness when dealing with perplexing behaviour because it can occasionally be accepted. Although punishment has the potential to elicit anger, the utilization of praise and prizes fosters a pleasant environment that is conducive to upholding desirable conduct and facilitating the process of learning. Additionally, these strategies have the capacity to enhance students' self-esteem. It is recommended that educators demonstrate



generosity in bestowing commendation or incentives upon both individuals and collectives, whether in a public or private manner. On one end of the spectrum, certain educators may choose to employ an authoritarian methodology, exhibiting a preference for maintaining classroom order through the implementation of stringent disciplinary measures. On the opposite end of the spectrum, certain educators may opt to grant pupils unrestricted autonomy as a means to minimize potential conflicts. In both instances, the teachers are failing to exercise their authority effectively and demonstrate proficient classroom management skills.

The authority resources possessed by instructors have a noteworthy correlation with the learning outcomes of students. This implies that as the degree of authority held by instructors increases, so does the level of student engagement in their studies. Effective classroom management encompasses several aspects that contribute to the overall well-being and development of students. These elements encompass the promotion of students' physical and mental health, fostering a positive and motivating learning environment, ensuring the well-being of the teacher, facilitating open and effective communication, and using discipline strategies that prioritize the kids' overall health and progress.

Effective classroom management is a multifaceted approach that supports students' development across several domains, including physical, social, spiritual, emotional, intellectual, and environmental dimensions. The complexity of the notion arises from its conceptual overlap with power and its many origins, encompassing both formal and legal sources as well as informal ones. A teacher who possesses effective classroom management skills is one who delivers captivating instructional content, fosters a conducive learning atmosphere, and employs authoritative strategies that motivate students to actively participate in the establishment of classroom procedures and regulations, as well as engage wholeheartedly in all facets of the educational process. The effective use of teacher authority in classroom management does not include authoritarian and dominating control. The concept of a “boss teacher” has been replaced by that of a “lead teacher”— a good teacher who gains pupils' respect and stimulates them to participate actively in the learning and teaching process.

Effective communication and positive connections serve as the fundamental pillars for the transformation of a classroom into a cohesive learning community, wherein students cultivate an atmosphere of inclusivity, mutual regard, and emotional well-being. The extent to which the teacher-student connections are of high quality has a significant role in determining the fulfilment of students' requirements and has a direct impact on their attitudes towards classroom conduct. The importance of competent listening in creating contact with pupils is a subject of contention. There is a common assertion that instructors exhibit poor listening skills due to two primary reasons. Firstly, teachers tend to perceive students' issues as inconsequential, resulting in insufficient attention being devoted to them. Secondly, teachers frequently prioritize offering advice rather than genuinely listening to students' concerns. In the absence of trust, respect, and empathy, students may be disinclined to openly discuss their difficulties, resulting in their concerns going unaddressed and unresolved. It is important for

students to believe that their statements are accorded undivided attention and that their capacity to resolve their issues is held in high regard. The establishment of positive teacher-pupil relationships may be characterized as a combination of emotional warmth, nurturing, mutual respect, inclusivity, and effective instructional practices. It is essential for educators to consistently engage in introspection on their attitudes towards their students. The absence of healthy interpersonal connections among individuals within the educational setting renders the process of imparting knowledge and acquiring knowledge ineffective.

Conclusion

In the classroom, the teacher carries out two main activities namely teaching and learning activities and classroom management. It is a set of skills that teachers should master in order to maintain the class in a very positive and discipline that eventually leads students to success in teaching learning process. As far as English Language Teaching is concerned, classroom management is one of the important aspects that can influence students' paradigm regarding the importance of English. English teachers are challenged to be able to manage the classroom, including creating and maintaining of the optimal learning conditions.

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