**Didactics for third year /group 04 Mrs. MADANI**

**CLASSROOM MANAGEMENT**

classroom management involves classroom interaction, group dynamics, various work-forms (whole class grouping, individual learning, pair work, group work ), and discipline problems.

**1- Classroom interaction**

Interaction is more than action followed by reaction. Interaction means acting reciprocally, acting upon each other. The teacher acts upon the class, but the class reaction modifies his next action and so on. The class reaction becomes in itself an action, evoking a reaction in the teacher, which influences his subsequent action. There is a constant pattern of mutual influence and adjustment. Interaction is a two way process. It can be a positive state or a negative one. Every interaction situation has the potential for cooperation or conflict.

**Interaction has different subtypes such as:**

**- Teacher – Student interaction**

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**- Course book – Student interaction**

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The teacher acts upon the learners to cause a reaction. This reaction informs some action performed by the learners: a response to a question, an item in a drill, a word pronounced or spelt, a sentence written. The teacher studies this action and perceives in it the reaction to his original action. He in turn reacts and builds this into the subsequent action on the class and so on. The teacher should constantly monitor the students reactions and take account

of these reactions at every stage of the lesson.

**2- Classroom dynamics**

Research in social psychology confirms what teachers know instinctively: a

cohesive group works efficiently and productively. A positive group atmosphere can have a beneficial effect on the morale, motivation, and self image of its members, and thus significantly affect their learning by developing in them a positive attitude to the language being learnt, to the learning process, and to themselves as learners. Successful groups can be “an instrument of behavioural or attitudinal change, an instrument of support and maintenance, a pool of resources, and an instrument to facilitate learning”(Douglas: 1983).

**An unsuccessful group can be described as follows:**

a- the individuals in the class do not cohere into a group,

b- there is an uncomfortable, tense or negative atmosphere,

c- some members of the group will not participate in group activities and some other members will tend to dominate group activities at the expense of shyer members,

d- group members are not interested in each other and they are not self-reliant but dependent on the teacher,

e- members of the group lack responsibility: they are reluctant to make an effort or to take the initiative.

**A successful group will be one where:**

a- the group is cohesive and the members have a definite sense of them selvesas a group,

b- there is a positive and supportive atmosphere: members have a positive self image

which is reinforced by the group,

c- group members are interested in each other and feel they have something in common,

d- the group is self-reliant and has a sense of responsibility; it is able to overcome problems and difficulties without the teacher,

e- the members of the group trust each other,

f- group members are open-minded, flexible, receptive to new ideas, they

empathize with each other.

**What should teachers do to from group cohesion?** Teachers must give a lot of role play activities, project work, competitions and further tasks requiring common efforts from the students. Learners must feel the responsibility for achieving the common goals and they

have to select the right persons for the various jobs in the group. A task like this will develop their emphatic attitude.

**3- Various work-forms in classes**

The teacher can group students in the classroom in as many ways as s/he wants to. Teaching a class as a whole group, getting students to work on their own, or having them perform tasks in pairs or groups all have their own advantages and disadvantages.

**a- Whole class grouping**

This work-form is used at the presentation stage of the lesson when studentsneed the same input. It reinforces a sense of belonging among the groupmembers, something which teachers need to foster.

**Advantages of whole class grouping:**

* it is suitable for activities where the teacher is acting as a controller,
* an ideal way of showing pictures, texts or audio/video tape,
* it is cost efficient as well,
* it is the preferred class style where students and teachers feel secure when the whole class is working under the direct authority of the teacher.

**Disadvantages of whole class grouping:**

* individual students do not have much of a chance to say something on their own,
* a lot of students are inhibited to participate in front of the whole class since they do not want to take the risk of public failure,
* this work-form does not encourage students to take responsibility for their own learning, it is the teacher who is responsible here for the learning process,
* frontal activities are not suitable for communicative language teaching; communication between individuals is more difficult in a group of twenty or thirty than it is in groups of four or five.

**b- Individualised learning**

Individualised learning is a vital step in the development of learner autonomy.

Students do exercises on their own in class where teachers are able to spend time

working with individual students. If we wish students to work on their own in

class, we can allow them to read privately and then answer questions individually, students can write compositions, essays on their own as well etc.

**Advantages of individualized learning:**

- it allows teachers to respond to individual student differences in terms of pace of learning, learning styles and preferences,

- this work-form is less stressful for students then performing in a whole class setting,

- it will develop learner’s autonomy and will promote skills of self-reliance.

**Disadvantages of the individualized learning:**

- this work-form does not encourage cooperation between students and it does not develop a sense of belonging,

- it demands more time from the tutor than interacting with the whole class.

**c- Pair work**

In pair work students can practice language together, they can take part in

information-gap activities, they can write dialogues, they can work

simultaneously with other pairs.

**Advantages of pair work:**

- it increases student talking time,

- it makes for teachers possible to work with one or two pairs while the other

students go on working,

- this work-form is quick and easy to organize.

**Disadvantages of pair work:**

- pair work is very noisy, sometimes teachers lose control of their class,

- students often use their native language,

- students would rather relate to the teacher as individuals than interact with

another learner who is just as weak linguistically as he is.

**d- Group work**

Students in groups can write a group story or they can role play a situation involving four or five students. Small groups of around four or five students provoke greater involvement and participation than larger groups.

**Advantages of group work:**

- like pair work it dramatically increases the amount of talking for individual students,

- personal relationships are less problematic here; there is a greater chance of

different opinions and varied contributions than in pair work,

- there are plenty of chances to cooperate and negotiate with one another than

in pair work,

- it promotes learner’s autonomy.

**Disadvantages of group work:**

- it can be noisy,

- some teachers can lose control over the class,

- sometimes groups are fossilised, some of the students are passive whereas

others may dominate,

- it can take longer to organise groups than pairs.