

Study on Factors and Strategies of Effective Classroom Management*

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ABSTRACT

Classroom management refers to various practices employed by teachers to make sure that the behavior of the students does not disrupt or interfere with lesson plans, with the intention to maintain an environment that is conducive to instruction and learning, which is important in all classroom settings, even including settings that are largely populated by adults for the necessary rules and procedures to create and maintain the environment in which “teaching and learning” behaviors come out. In addition to the necessary professional knowledge, teachers must also master classroom management skills, so that they can carry out the teaching work proficiency in the classroom environment and the formulation of classroom rules. The discourse immediacy, the rational use of teaching time by teachers and the involvement of students in learning are essential elements of effective classroom management. In order to effectively use teaching time and improve teaching efficiency, excellent teachers will take measures to attract and maintain students’ attention, improve students’ participation, maintain the compactness, rhythm and fluency of teaching activities, and make students aware of the rules and regulations of learning activities, including teachers’ discourse immediacy and other management measures.

Keywords: Classroom management, Management discourse, Discourse immediacy, Classroom management strategies.

1. INTRODUCTION

Classroom management is a term that is used to describe various practices employed by teachers to make sure that the behavior of the students does not disrupt or interfere with lesson plans. Many people think of classroom behavioral issues as being specific to students who are in elementary school, middle school, and sometimes even high school. Classroom management, however, is important in all classroom settings, even settings for adults. Also, classroom management for a room full of graduate students may include efforts to keep students from monopolizing class discussions or openly attacking ideas expressed by other members of the class, which possesses the necessary rules and procedures for teachers to create and maintain the environment in which “teaching and learning” behaviors come out. In addition, effective classroom management is

the guarantee of teaching quality for teaching practice has proved that teachers are the organizers and leaders of teaching activities, and the key factor of teaching management is teachers [2], and good teaching result depends on the coordination of teachers, students and classroom teaching situations, which is a prerequisite for teachers to successfully complete all tasks in all aspects of teaching for students’ learning activities are mainly completed in a certain classroom, and the development of teachers’ teaching activities depends on effective classroom management.

2. EFFECTIVE CLASSROOM MANAGEMENT

Despite the age of the students in a given group, classroom management is intended to maintain an environment that is conducive to instruction and learning. Also, effective classroom management is a process in which teachers adopt appropriate teaching methods and strategies to achieve predetermined teaching goals, actively coordinate

*Project: University Philosophy and Social Science Research of Jiangsu Province 2018 (Study on Immediacy Discourse Construction of Teachers in Foreign Language Classroom). Project No.: 2018SJA1004

various elements of teaching, and ensure ultimately the smooth implementation of teaching activities which is a classroom with a positive atmosphere, and an admirable organization.

Teacher identity is gradually functioning when he/she enters the classroom and works in every word and every behavior with the associations such as power and resource. Good teachers should take all aspects of classroom management into consideration, and keep in mind that students' motivation to learn is closely related to successful classroom management. On the basis of synthesizing the research on teacher effectiveness, excellent teachers should possess two aspects: organization and management in the classroom and classroom teaching. The existing research results have proved the relationship between classroom teaching and classroom management, and the necessity of classroom management has been supported from the research results and relevant evidence. It is known that experienced teachers generally spend less time on classroom management, while teachers with inefficient and inexperienced classroom teaching tend to spend more time on classroom management. In all, the purpose of classroom management is to plan and direct activities in an orderly manner, engage students actively in the classroom learning process, and reduce students' various disciplinary problems to minimum. Therefore, teachers should actively create a classroom teaching environment that is respectful, democratic, caring and responsible for students.

3. FACTORS OF EFFECTIVE CLASSROOM MANAGEMENT

Well-performed teachers will establish the basic principles of teacher-student interaction, employ appropriate methods to prevent students from

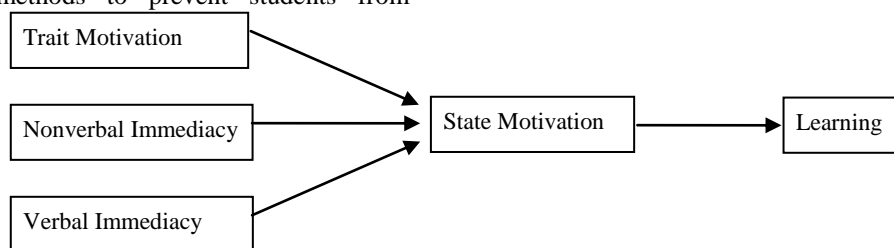


Figure 1 Motition Model (Frymier, 1994).

3.2 Effective Teaching Practice

It is found that excellent teachers are better at teaching preparation, teaching organization and

classroom misbehaviors, make propmt responses to some conflicts and disagreements, and be able to predict possible problems in teaching performance with the flexible mind and method.

3.1 Teacher Discourse Immediacy

Immediacy is an essential factor in teaching communication with the relation to the success between teaching and learning, and teachers' communicative ability. Teachers communication skills in immediacy will enable students to identify with the teaching objectives, the teaching content and teaching methods, and establish a good teacher-student relationship with a positive emotional orientation for teachers, reducing hostility between teachers and students. In the teaching context, teachers are always in an authoritative position, and the immediacy shown by teachers expresses their desire to be close to and communicate with students, which will weaken the authority, make students feel respected and understood, and increase their learning activities, and the engagement in learning to strengthen their positive learning experience, their learning attention, thus advancing the teaching effectiveness. Frymier(1994) [3] stated in the article "a model of immediacy in the classroom" with the emphasis on the importance of immediacy in the students' motivation in "Figure 1" below. Student's learning is the final result of their state motivation with the cooperation of trait motivation, nonverbal immediacy and verbal immediacy altogether.

successful transition between activities, in which well-performed teachers rely more on effective teaching behaviors and organize their teaching according to certain environmental rules and

effectively carry out learning activities; apply different teaching approaches according to different situations, achieve learning goals in different ways, and stimulate students' interest in and enthusiasm for participation. Excellent teachers will coordinate closely teaching strategies and management to form a whole, so that the classroom operation is smooth, orderly and productive. They focus on motivating and maintaining students' attention, make full efforts to personalize and engage students with homework, and have a keen eye for anticipating students' needs and potential problems in the classroom. That is, excellent teachers are good at creating a variety of atmospheres conducive to learning in class life, so as to stimulate students' learning motivation and enhance their internal drive for learning. Therefore, a good class atmosphere not only is characterized by its orderliness and efficiency, but also provides some support and motivation for students.

3.3 The Layout of the Classroom Environment

It is believed that the layout of the classroom environment and the formulation of classroom rules are important conditions for completing teaching tasks, which is to create a good and safe psychological atmosphere, in which teachers take necessary methods and measures to reduce or avoid students' learning misbehaviors, and to formulate appropriate standards for students to regulate students' behavior, thereby to ensure the smooth progress of students' classroom learning activities, in which such standards are penetrated into classroom teaching activities. Classroom management includes plenty of elements, one of which is the arrangement of the classroom environment. Studies have shown that teachers who pay attention to classroom environment will produce higher academic performance of students, vice versa. The layout of the classroom environment should be considered specifically according to the requirements of the teaching content and teaching objectives, and some teaching contents require students' active participation and a certain classroom discussion atmosphere under the classroom observation.

Some relevant studies have shown that the arrangement of classroom environment is of great significance to students' active participation in learning, effective interaction between teachers and students, and effective use of classroom time. Some researchers have also proved that there is a positive

correlation between students' active participation in learning and a well-arranged learning environment in which it can promote actively students' attitude towards learning tasks and understand their learning responsibilities.

3.4 Formulation of Classroom Rules

Research shows that in effective teacher classroom teaching, classroom rules will help teachers make effective teaching time and maintain the teaching order if teachers clearly formulate specific, clear and useful classroom rules and make students familiar with these rules during the teaching process, and finally consciously abide by the classroom teaching rules and actively participate in learning activities. Also, it is acknowledged that there exists the harmonious relationship between specific classroom rules and students' learning behavior, and classroom teaching management rules are a set of methods for how to manage students in teaching situations. Many classroom management rules are consciously chosen by teachers in the form of classroom norms that explicitly prohibit certain activities or instruct students to complete certain activity tasks for the purpose. The establishment of such norms can guarantee that both teachers and students can better complete the teaching tasks in the classroom teaching situation. Teachers complete their teaching goals within a limited teaching time, and students get the most out of their learning.

3.5 Time Allocation

In the university, effective classroom teaching time is generally divided into four levels: allocated time, teaching time, investment time, and academic study time. Due to the limited teaching time in a week, teachers should shoulder more responsibilities. In addition to teaching preparation, design, organization and evaluation, teachers should also consider the development of learning resources and learning activities, and the interaction between teachers and students in the learning process. Therefore, classroom teaching management is a prerequisite to ensure the plain completion of various activities. Top teachers must adopt effective management principles and strategies, and conduct reasonable planning and management of the entire teaching process and possible events.

In terms of students, they should focus on their learning, and partly on academic time which refers

to students' profound commitment to valuable learning activities, and more engagement in learning for the quality of classroom teaching. There is also a strong relationship between active classroom management and student learning time. It is obvious in some studies that the key to successful classroom management or successful classroom teaching is the ability of students to effectively use learning time, that is, to allow students to actively engage in learning activities and maximize the use of learning time to create a learning environment that maximizes students' input through positive organizational and management behaviors. For teachers, it is a good organization of teaching, which minimizes the time for students to have a good beginning of activities, and the time for the transformation of various learning tasks.

3.6 The Level of Teaching Effectiveness

It is evident that teachers' teaching effectiveness will affect classroom management strategies, which means when teachers plan their classroom management strategies, they need to think about what kind of classroom environment they want, and the rules and routines necessary for the environment creation. In addition, you must learn how to make students follow the rules, and how to reinforce and reward students for this behavior. Finally, you must plan how to stop misbehaviors when they do occur. Some researchers have found that teachers with high teaching effectiveness are more likely to adopt open attitudes towards students than teachers with low teaching effectiveness. The democratic classroom teaching management is of great significance to the cultivation of students' individuality and innovation ability. Teachers with high teaching efficiency believe that their teaching ability can well stimulate students' learning motivation and affect students' learning methods and outcomes. That is to say, teachers with high teaching effectiveness are willing to make students learn in a relaxed and democratic atmosphere, and a teaching effect is likely to come out; while teachers with low teaching effectiveness think that students cannot manage their own learning well and need to learn more effectively. Only external rewards and strict discipline can make classroom teaching proceed in an orderly manner, and can better maintain the authority and status of teachers.

4. EFFECTIVE CLASSROOM MANAGEMENT STRATEGIES

In order to effectively use teaching time and improve teaching efficiency, well-performed teachers often take some effective management measures.

4.1 Efficiency of Teaching Activities

The teacher should carry out the verbal and nonverbal immediacy in the teaching process, and avoid being interrupted or slowing down the teaching progress, that is, keeping the teaching in order and as planned. During the observation and interview, some teachers believe that the most important point of classroom management is to make a room for students to have something to do, so that students can concentrate on listening in class, and eliminate the factors that are disturbed in teaching. In addition, the rhythm of classroom teaching refers to the continuous alternation of various comparable components in the teaching process, and the form in which they present in a certain order and regularly in time. These comparable components are the density, speed, difficulty, focus, intensity, and passion of teaching. Fluency means that teaching takes less time to transition from one activity to the next, and the transition of teaching activities should be natural, avoiding the transition from one topic to another unrelated one, manifested in inconsistent, repetitive ways, or the review on previous knowledge. The teaching activities should be fully prepared to avoid pauses in the middle or taking too much time to prepare for the next session, otherwise the students will be distracted and the teaching effect will be affected.

4.2 Increase on Student Engagement

Excellent teachers pay attention to how to allocate teaching time. There is a time limit for students' attention to one thing. At present, many teachers still tend to talk in one sentence or ask one or two students to solve problems during observation, while other students have nothing to do, which can easily distract some students' attention. This not only wastes the students' academic investment time in the classroom, but also leave room for students' misbehaviors. For example, some students will do some trivial actions, play with cellphones or think about other things. Research shows that good teachers are more willing to provide more opportunities for students' active

participation. Especially in the classroom teaching of cooperative learning, the time for students to participate in learning is much more than that of independent classroom learning. Effective classroom management requires the active participation of students. Teachers need to solve students' behavioral problems and learning problems. The role of teachers is a guide, facilitator and assistant. Teachers need to help students formulate learning plans, supervise students to implement or revise plans, and make continuous efforts to pursue their success. In the classroom, teachers should plan the learning progress according to the needs of the students and make effective use of the learning time. When teachers truly understand students' needs and believe they are the most important and respected individuals in the classroom, teachers will create a positive and supportive classroom atmosphere, help students build a positive self-image, and guide students to be themselves cognition and self-actualization. When certain behaviors of students are deviated, teachers will not blindly deny students and correct their mistakes, but more emphasis on the intrinsic value of each student as for their distinct intellectual advantages, and through positive feedback to motivate students to do better. In this way, students understand the requirements of teachers, and they will also conduct self-management and self-discipline [4]. Teachers do not have to spend more time on classroom management, but spend more time on students' learning.

4.3 *Understandings of the Rules of Learning Activities*

The specific performance is to make each student aware of what the specific rules of each teaching activity are and how to complete the teaching task according to the rules. Teachers must first clearly state the purpose and task of teaching, and how students work to achieve the purpose of learning; teachers must pay attention to all students, respond to each student democratically, mobilize the enthusiasm of all students to participate, make each student aware of it and know how to be the subject of learning, rather than a passive participant. At the same time, teachers should set positive expectations to students, improve each student's self-esteem, and respect each student's ability level.

5. CONCLUSION

In all, research shows that excellent teachers maintain consistent positive expectations, positive

attributions, and positive reinforcement for their students which is very important for cultivating students' proper self-awareness and self-concept, and this expectation is of great significance for students to form good social morality and social responsibility. Here, every student enters the classroom with original experience and background knowledge, then, the questions raised by students are often produced after their continuous thinking. Only simple answers are not satisfactory, they are eager to explore the unknown world through a variety of questions. Thus, teachers should understand the students' respective needs and knowledge background before class, and teachers should learn to appreciate the different experiences of students.

AUTHORS' CONTRIBUTIONS

Shaoxia Zhan was responsible for writing the manuscript and article revision, and Jichun Yuan collected and analyzed materials.

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