

**“Teaching Methods and Classroom Management: An Observation”**

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August 2009



BRAC University, Dhaka

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A Report

Submitted to the department of Department OF English and Humanities

Of

BRAC University

Submitted by

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Student ID – 05203004

In Partial Fulfillment of the

Requirement for the Degree

Of

Bachelor of Arts (Honors) in English



BRAC University, Dhaka

ACKNOWLEDGEMENT



## **ACKNOWLEDGEMENT**

I would like to give thank to MR Fazlur Rahman who give the chance to do my internship in an esteemed institution and who introduced me to the world of teaching, made me more concerned about it and helped me out whenever I got stuck with any problems. This paper would not have been written without Mrs Shenin Ziauddin who not only helped me as my supervisor but also encourage me to work our through out the semester. I also thankful to all my teachers specially; Prof Firdous Azim, Prof Shayed Manzoorul Islam, Ms Roohi Huda, Ms Asifa Siltana, Mrs tamanna Mustafa and my onsite supervisor Ms Shammi Islam who guided me through the dissertation process. I thank them all.

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## 1. Introduction

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I completed my internship as a teacher from Darland International School, Dhaka. It was a great experience for me to be a teacher. There I observed different classes of different level of different teachers and I also took some English classes as a substitute teacher. While observing I felt that English plays a key role in English medium schools not only as an important subject but also as the medium of instruction. When I started my internship I was previously acquainted with the theoretical knowledge of teaching methods and techniques of classroom management. As part of my undergraduate I completed the courses ELT methodology, Teaching Practicum, Material Designing, Testing and Evaluation and Teaching Techniques. So when I started my observation I got the opportunity to find out whether the teachers are using those methods and techniques or not and how they apply those methods and techniques and how those methods and techniques help in the second language learning process of students. The findings of my observation included that the teachers are not using any particular method but they are using various kinds of methods and different kind of teaching materials. So in this paper my focus will be on “Teaching Methods and Classroom Management: An Observation”.

## 2. Literature Review

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A teacher has to decide a particular method to be used in the classroom which he/she thinks is suitable for the learners. Therefore it is necessary to a teacher to be aware of the different methods and techniques otherwise a teacher will be unable implement those methods in the class. There are several kinds of methods and approaches to the second language teaching. Among them there are some methods which teachers use frequently. I am focusing on some of the methods which I have observed in the classroom, they are

- Grammar Translation method
- Communicative Language teaching
- Direct method

### 2.1 Grammar Translation method:

The Grammar Translation Method derived from traditional approaches to the teaching of Latin and Greek in the nineteenth century. It is “a way of studying a language that approaches the language first through detailed analysis of its grammar rules, followed by application of this knowledge through the task of translating sentences and text into and out of the target language” (Richards and Rogers, 2002). Students in this method develop the ability to read prestigious literary texts. They also learn to read and write in the target language accurately, which is a necessity. However, this method is a particular analysis of the written target language, especially its grammar and vocabulary that are learned



from bilingual word lists which can be boring as a main task. In addition, the mother tongue is used as the medium of instruction, would not work for any form of teaching listening and speaking skill. It is thought that if the last two points are used as a pre-task, it will be rather enjoyable. Unfortunately, this method hardly gives any attention to listening and speaking skills, and the result is usually an inability on the part of the student to use the language for communication. This method believes that students should be taught grammar of the target language. In The Grammar Translation method the instruction is given in native language. It also emphasizes on the grammatical rules, and provides vocabulary with direct translations and also gives importance in memorizing. It was the predominant method in Europe in the 19th century. Most instructors now acknowledge that this method is ineffective by itself.

**The principles of Grammar translation method:**

- The Grammar translation method is to enable the students to read and write the target language. No emphasis is given on oral skill.
- Grammar translation method emphasizes on the memorization of vocabulary by the bilingual learners.
- Grammar is taught in a in the direct way. For example: the students are first taught the rule and then the examples. Native language is used for instruction.
- Grammar Translation method gives importance on translation of target language to native language. They believe that if the students can translate from one language to another, they would be considered to be successful language learners

### *The Techniques of Grammar Translation method:*

Techniques adapted by the teacher to make the teaching effective vary from teacher to teacher.

The basic techniques of GTM are:

- **Translation of a literary passage:** Students will be asked to read a literary passage and then translate the target language into their native language. Translation may be written or spoken. Translation made by the students can show that they understand their meaning
- **Reading comprehension questions:** Students answer these questions in the target language. Answers to the questions may be in the reading text, or based on the understanding of the students or students' own experiences related to the text
- **Fill-in-the-blanks:** The teacher gives students sentences with word missing. Students should fill in the blanks with the new vocabulary or with a particular grammar type
- **Use words in sentences:** Students are asked to make up sentences with the new words they learn in the text. This technique can show whether students really understand the new words
- **Composition:** Students are asked to write a composition in the target language. The topic is based on some aspect of the reading passage



## 2.2 Communicative Language Teaching (CLT)

The “Communicative approach to the teaching of foreign languages” — also known as Communicative Language Teaching (CLT) or the “Communicative Approach” — emphasizes on learning a language through genuine communication. Learning a new language is easier and more enjoyable when it is truly meaningful. Communicative teaching is based on the work of sociolinguists who theorized that an effective knowledge of a language is more than merely knowing vocabulary and rules of grammar and pronunciation. Learners need to be able to use the language appropriately in any business or social context. Over the last three decades, some theorists have discussed (and continue to discuss) the exact definition of communicative competence. They do agree, however, that meaningful communication supports language learning and that classroom activities must focus on the learner’s authentic needs to communicate information and ideas. Grammar, pronunciation, and vocabulary are, of course, necessary parts of effective communication. With the communicative method two primary approaches may be taken. Some teachers prefer to teach a rule, and then follow it with practice. Most, though, feel grammar will be naturally discovered through meaningful communicative interaction.

The communicative approach is a flexible method rather than a rigorously defined set of teaching practices. It can best be defined with a list of general principles. In *Communicative Language Teaching* (1991), David Nunan lists these five basic characteristics:

1. An emphasis on learning to communicate through interaction in the target language.



2. The introduction of authentic texts into the learning situation.
3. The provision of opportunities for learners to focus, not only on language but also on the learning process itself.
4. An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.
5. An attempt to link classroom language learning with language activities outside the classroom.

As these features show, the communicative approach is concerned with the unique individual needs of each learner. By making the language relevant to the world rather than the classroom, learners can acquire the desired skills rapidly and agreeably.

*Techniques of Communicative Language Teaching (CLT):*

- **Authentic materials:** Teachers use the materials from real life for example newspaper, article, television etc. which use the authentic language for communication so that students can get an idea how language is being used in real life.
- **Rearrange sentence:** the students need to rearrange the sentence into the correct and meaningful order.
- **Role play:** the students have to act according to the given situation and they have to also communicate with each other through the given character.
- **Information gap:** the students have to predict something and they have to match their prediction with their partners. And they will get instant feedback from the partners.



- **Picture strip story:** in this activity the teacher will show the students an incomplete picture and the students have to complete the story by prediction what another probable part of the story.

### 2.3 THE DIRECT METHOD:

The direct method is also known as Reform Method / Natural Method / Phonetical Method / Anti-grammatical Method. Some linguists were strongly opposed to teaching of formal grammar and aware that language learning was more than the learning of rules and the acquisition of imperfect translation skills. Instead grammar should be acquired inductively by inducing the rules of how the language behaves from the actual language itself. "Never tell the children anything they can find out for themselves." (Jesperin 1904). The Direct method of teaching was developed as a response to the Grammar-Translation method. The direct method believes that Second language can be learnt as the same way we learn first language. All teaching is done in the target language, grammar is taught in the indirect way, there is a focus on speaking and listening, and also only useful 'everyday' language is taught. The weakness in the Direct Method is its assumption that a second language can be learnt in exactly the same way as a first, when in fact the conditions under which a second language is learnt are very different.

#### **The Principles of Direct Method:**

- The direct method focuses on oral communication and correct pronunciation of learners

- The Direct method basically focuses on oral communication and less importance is given on writing reading exercise.
- Grammar rules are taught inductively, i.e after giving the examples the rules are given.
- The Direct method focus on correct pronunciation.
- Vocabulary is taught through demonstration and pictures.

**The techniques of Direct method are:**

- **Reading aloud:** the students have to read a text, passage or dialog aloud. The teacher will explain the content of the text by using gestures and pictures.
- **Question and answer:** the teacher will answer question to the student's answer the student has to answer the question in the target language in a full sentence.
- **Self correction of error:** The students have to find out the error and they have to correct their error.
- **Dictation:** the teacher will read the passage and the students will listen to it .In the second phase the teacher will repeat the reading process and the listening will also be repeated. The third phase will comprise of writing a response or a reflection of the reading. Finally they will check the text by listening to the teacher.



## 2.4 Other Factors of Teaching Techniques

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### 2.4.1 Classroom management:

Classroom management is a term used by teachers to describe the process of ensuring that classroom lessons run smoothly despite disruptive behavior by students. The term also implies the prevention of disruptive behavior. It is possibly the most difficult aspect of teaching for many teachers and indeed experiencing problems in this area causes some to leave the teaching profession altogether. In 1981 the US National Educational Association reported that 36% of teachers said they would probably not go into teaching if they had the chance to decide again. A major reason was "negative student attitudes and discipline".(Wolfgang and Glickman)

According to Moskowitz & Hayman (1976), once a teacher loses control of their classroom, it becomes increasingly more difficult for them to regain that control (Moskowitz & Hayman, 1976, p. 283)). Also, research from Berliner (1988) and Brophy & Good (1986) shows that the time that teacher has to take to correct misbehavior caused by poor classroom management skills results in a lower rate of academic engagement in the classroom (Berliner, 1988, p. 310; Brophy & Good, 1986, p. 335).

Classroom management is closely linked to issues of motivation, discipline and sitting arrangement, interaction between both teacher VS student and student VS student. The factors that effect on classroom management are-

- Relation among teacher student (TS) and student student (SS)
- Seating arrangement
- Maintaining discipline
- Giving feedback

#### 2.4.1.1 Maintaining discipline:

Penny Ur, in the book “A course in language teaching” he discussed some important aspects of classroom management. She also focuses on dealing problems and keeping discipline in the class based on that he suggested two preventives to one is before the problems arise and when the problem in beginning.

##### Before the problem arises:

- **Careful planning:** The teachers have to set the lesson carefully. He/She has to keep in mind the his lesson should fulfill his goal and it also sets with students level
- **Clear instruction:** when the instruction of the teacher is not clear the students face problem. The necessary information should be in the instruction so that the students can get an idea what to do.
- **Keep in touch:** the teacher’s needs to monitor activity of the students each and every one. He needs to be constantly aware what is going on and keeping eyes and ears open. So that the students will be aware of the teacher monitoring them.



*When the problem is beginning:*

- **Deal with quietly:** the best option when any kind of problems accrue in the classroom the teacher needs to deal with it quietly. Otherwise the small problems will create a big problem.
- **Don't take thing personally:** it is better for the teacher not to take any problem personally because if they take problems personally he/she can't handle the problem successfully.
- **Don't use threats:** threats are often a sign of weakness. A teacher should not use any threat to the student and it may also de -motivate the students.

2.4.1.2 Giving feedback:

The comments that the teachers make towards the students are known as feedback. The feedback has to contain two distinguishable components, one is assessment and another is correction. In the assessment the teacher informs the learners how well or bad he/ she have performed. On the other hand in the correction the teacher provides some specific information to the learners on the basis of his performance through explanation or by providing better alternatives or through eliciting of the information from the students. So feedback is a very important part of the learning process. By giving feedback teachers can help students understand where their mistakes were and give them ideas of how to correct their mistakes. There are the two kinds of feedback.

Written feedback:

When the teachers give the students a written note on their performance and the note consists of comments and suggestions on how well or bad has done is known as written feedback. Written feedbacks use both the writing and speaking activities.

Oral feedback:

When a teacher gives the students feedback verbally point out his mistakes and also providing suggestions in words is known as oral feedback. Oral feedback is used basically in oral activities.

In case of function there are two types of feedback- they are-

Positive feedback:

The feedbacks which motivate the students and help them to learn something is known as positive feedback.

Negative feedback:

The feedback which de-motivates the students and decreases their interest on learning is called negative feedback

2.4.1.3 Seating arrangement:

Seating arrangements are a main part in a teachers plan for classroom management. Not only do the teachers need to consider the physical arrangement of the room but also the nature of the students involved. The considerations in arranging the physical environment



of the room is so that teaching and learning can occur as efficiently as possible. The teacher needs to be able to walk around the room without the students having to move their desks. Teachers needs to take into account that students seated in the center or front of the classroom tend to interact more frequently with the teacher and the number of behavioral problems tend to increase as the students sit farther from the teacher. Also, students in the back and corners of the room are more likely to be off task than those close to the front or to the teachers' desk. There are many seating arrangements that the teachers can use, six common arrangements are cluster, rows, table rows, semi- circle, pairs and centers or activity zones. The best arrangement depends on the situation of the class and teacher.

#### Rows and Columns with an Aisle

Separate the rows and columns with a walkway and turn the seats so that the two sides are facing each other and the room is transformed for another learning environment. This arrangement puts students so that they face each other, promoting student interaction through discussions and demonstrations. The aisle is also a convenient layout for teachers who prefer to pace during, or act out parts of, the lesson.

#### Circle:

A circle of desks puts every student in the front row. The teacher can then either be in the middle for a teacher centered lessons or at one of the desks for activities in which the teacher is a collaborator or facilitator. This arrangement can work for any size class, but

might have to be changed to include an inner and outer circle if the room is not large enough for the number of students.

### Horseshoe

The horseshoe shape has the same benefits as using a circle, whether arranged one or more desks deep. Additionally, it provides room for the teacher to move easily among students and allows the teacher to redirect students' attention to a board or projection without the need to move seats.

#### 2.4.1.4 Classroom interaction:

Speech acts theory (Searle, 1970; Searle & Vanderveken, 1985; Eemeren & Grootendorst, 1984; Ramirez, 1988) combined with role theory (Jackson, 1968; Kedar-Voivodas, 1983) provides a conceptual framework for the study of teacher-student classroom interaction. Teacher-student interaction, by its very nature, can be characterized as a systematic and intensive social contact, necessitating a mechanism that maintains order and control (Jackson, 1968). The variables associated with the process of classroom interaction are determined by school roles and the structure of the lesson itself.

An alternative model, applied for the first time here, was implemented in the coding and analysis stages of this research (Shamai, Ilatov, Lazarovitz, & BenTsvi-Mayer, 1995).

The model facilitates classroom observation and description, recording both quantitative and subtle qualitative characteristics of teacher-student interactions. In the course of the interaction, the teacher has the following roles: instructional, motivational, evaluative, managerial, and social. All classroom speech acts can be categorized according to these



functions. Traditionally, the teacher controls learning and behavior in the classroom with these kinds of speech acts.

The observed classroom interactions were divided into teacher's talk, which was all speech acts by the teacher that were addressed to students, and students' talk, which was all student utterances directed to the teacher. The initial categories developed for coding teacher data were: (1) academic instruction--the teacher's academic presentation, answering students' academic questions, and supportive and corrective feedback; (2) motivation --various illocutionary acts aimed at activating students (initiative calls, initiative markers, academic questions, and initiative feedback); (3) evaluation--positive and negative feedback; and (4) classroom management--discipline instructions, discipline directives (orders, requests, questions, and calls), discipline markers, discipline pauses, procedural instructions, procedural directives, and procedural markers. Students' talk was categorized according to source: (1) teacher-initiated-student utterances directly induced by, and addressed to, the teacher (including all kinds of student responses: academic, procedural, and discipline); and (2) student-initiated--spontaneous student utterances addressed to the teacher (academic and procedural questions, initiative calls and, mainly, calling out of turn).

## **Implementation of Methods**

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From my observation of the teachers in the school I found that none of the teachers used any single method. But most of the teachers used Grammar Translation, CLT and Direct method. Basically teachers used methods which suit the activity and are according to the students' level.

The class teacher of KG I was taking a revision class on spelling. The class consisted of 25 students. She divided the class into five groups .Each group containing five students. She planned the activity in a way that each group will ask spelling to the other group if they can't answer the correct spelling then another group will reveal the spelling. The class was basically student oriented because the students were interacting more than the teacher. I observed another class which was also an English class where the teacher taught them how to change verbs form singular to plural. First she introduced them to the whole idea how to change it and the examples as well. Then she gave them some individual class work to do in the class. Finally to check their concept and make the class interesting she drew some pictures on the board. They came one by one and wrote on the board which is singular and which is plural. They had enjoyed this class a lot because there was enough participation of students. First the teacher taught them the rules before giving the example. Both the classes were followed by the Grammar Translation method because the students have to memorize the spelling and the grammatical rules.



I observed one class where the teacher used both communicative method and the direct method. The class was a literature class of KGII. The teacher was teaching the short story "Cinderella". The teacher first asked the class different questions to find out how much they know about Cinderella. After that the teacher discussed about the different characteristics of that story. She also discussed about the main characters of the story. The teacher asked students lots of questions to know their opinion about the story and also about the characters or if the students want to make any change of the story what kind of change they want etc. The teacher was giving chance to the students to talk more in the target language. She was also giving emphasis on the communication rather than writing or reading. So this activity goes under both the communicative method and the Direct method

## **Implementation of techniques**

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During my observation I critically observed the teacher and student relationship along with relationship among students. In one hand I found that the relationship between teacher and students were very warm and friendly. The teachers were helping students when they need help. And students were also very happy to take help from the teacher. Sometimes students gifted pens, flowers, pictures, chocolate etc to the teacher to express their love. On the other hand the relation between student was also very friendly. Every student helped each other for any kind of activity. I also like one thing that they shared their tiffin with each other. And they also sometimes offered their tiffin to the teacher. I found that there is a strong bondage between the students. So from my observation I found that there was a strong connection in between the students and also students with the teachers.

While observing the class I found that the seating arrangement of the most classrooms were so traditional that there was no way to move the chairs inside the classroom because the classroom was small. In play group the seating arrangement was quite different. There were tables and four students could sit on the four side of the table but in other classes there were desks where one student can sit and in some other classes there were long benches where two or three students can sit together. All the students were sitting in a way where they were facing towards the teacher. It was problematic for the teacher and also for the students while they were doing group activity or pair work.



Another important thing was maintaining discipline and class room management in the classroom. All students maintained discipline in the classroom. And all the students were wearing proper uniform in the school, which showed their disciplines. They were also very punctual in timing of the class. As they were well disciplined they followed teacher's command very well. Moreover, I have found that, the teacher has a good control on her class. She was also able to maintain discipline in the classroom. All the classrooms were very clean and clear. The students helped the teacher to maintain cleanliness in the class. So from my observation I found that students were well disciplined and teachers were also very conscious to maintain discipline in the class. On the other hand the teachers were very proficient in managing the class. The classroom environment of the school looked very friendly and stress-free for a teacher as well as also for students. The teaching materials were also distributed according to the student level. The students of my class were beginners and they were between the age levels of 3.5- 4.5. The students were learning through games, blocks, and puzzles. Sometimes they made groups to complete a puzzle or a game and sometimes they worked individually. The atmosphere of that class was undoubtedly very warm and interactive. The students were active in doing their class activities and also well disciplined. On one hand, I felt that classroom environment and the classroom setting of these classrooms was very student friendly and also motivating for the students.

From my point of view, the teacher adopted a very indirect way of giving feedback because the students were all young at age and they were learning the elementary things

of study. Now if the teacher gave them direct feedback it can be demotivating for them. But the process of giving feedback by a teacher was motivating for them and they can learn from that feedback as well. *For instance: when a student doesn't want to write or could not write properly the teacher says then "write baba lets see who can write first, teacher or u" or "if you can write it then I will give you a star"* so examples shows that teacher was giving feedback by motivating them. And after finish writing the teacher gave every student a *star*. I found that this also work as a motivator for the students to write again in the next class.

On the other hand, I have found the class rooms were very colorful and lots of pictures were hanging on the wall. And all the pictures which were hanging in the wall were basically related to their teaching materials which the teacher used while teaching in the classroom. So the pictures gave the students a visual motive and helped them to learn. The teaching materials were also according to the student's level. The books were very colorful there were lots of picture inside the books. I think those pictures increase the student's interest to learn.



#### 4. Recommendation

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While observing the class I found that everything of the classroom was all right e except A few things. I recommend that those things if the school authority can take care of those things it will be the best place for the students to get education.

- I critically analyzed the classroom situation, to me it was very traditional and students are kept under pressure. The teacher tried hard to make the classroom situation interesting and also tried to motivate the students and to reduce their stress. So sometimes the teacher can play music or poem or stories in CD player or in the break in between classes. The teacher can also ask them to sing a song or to recite a poem and so on. This works as a refreshing break for the students and also for the teachers.
- At some stage of observation I feel that sometimes students were under pressure. Their syllabus was so big so they have to cover many things in a class and also in home as home work. In school they didn't have any time to play except break. And I also feel the class timing were also unfavorable for the students of play group and nursery because it's 8.30 – 12.00. It's very difficult for the kids to wakeup in the morning and prepare for the class. If the class started from 10.00 it would have been better for the students to attend class.

- I felt that the sitting arrangement of the classroom was so traditional that there was no way to move the chairs inside the classroom because the classroom was small. Moreover there are lots of unnecessary things hanging on the wall that makes the room more jam-packed. So the school authority should take care of those unnecessary things.
- Most of the time the students of back row were less attentive in class. So the teacher might ask question before finishing the class briefly discusses what we have read in today's class. Then the students of the last bench will be more attentive then previous.



## **5. Conclusion:**

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In an ideal classroom a teacher helps the students to learn through different teaching techniques and methods. By proper use of those techniques and methods a teacher can create a well organized class. Sometimes teachers follow a method without knowing its techniques and even they know that they are following a particular method. This is an observation paper. In this paper I showed how teachers follow different methods and techniques in classroom. And from my observation I found that teachers are using different methods and techniques in different classes. Using different methods and techniques breaks the monotonous tone of the class and gives the new look in the education.

Three of my academic courses help me a lot in my job. "Elt Methodology" helped me to understand different kinds of methods which are actually followed by the school. "Material Design" helped me to understand how teachers make the activities for the class. And "Teaching Practicum" helped me to understand how teachers give instruction, give feedback and also how to management classroom

So in the conclusion I want to say that classroom management will not be a challenging task for any teacher if they have proper knowledge of different theories of teaching methods and techniques. The only thing that they have to do is to concentrate on the proper implication of those techniques according to the classroom environment and situation. If the teacher can manage classroom properly and can generate all the methods and techniques, it is obvious that both teachers and students will enjoy the class.

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