UNIT 3 CLASSROOM MANAGEMENT

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3.0 OBJECTIVES

At the end of the Unit 3, I should understand

- how to organise pair work and group work in your class
- the advantages and problems of both pair work and group work
- the value of groups with a mix of abilities and cultural backgrounds
- the role of a teacher in the activity oriented and learner centred curriculum
- the cause of discipline problems and ways to deal with them

3.1 INTRODUCTION

In order to become an effective teacher, besides planning of lessons, use of audio-visual aids, adopting varying techniques in the classroom, it is of paramount importance to be able to manage the classroom. By 'manage' we mean to be able to deliver all the goods that we have planned effectively and systematically, with no danger of deviating or being forced to deviate from our goal. It does not mean that you should not be flexible; of course, you have to be flexible, keeping the spirit of the class in mind. Nevertheless, it is important that you develop the skill of classroom management.

Traditionally, teachers have managed their classrooms by what is known as the lecture method. In this method, the teacher stands in front of the class and speaks, while the pupils patiently listen to her. The advantage of this method is that the pupils get to listen to the best language model that is available. However, this method has certain flaws i.e., the students get very little or almost no time for interacting or sharing their viewpoint. It implies that most of the students hardly ever speak. Moreover, the weak and the shy ones may be unable to move at the same
speed as the teacher, and thus they find learning burdensome. Therefore, some other ways of engaging the students in learning activities is by pair work and group work. In this mode the students participate actively and find learning an enjoyable experience.

Let us then delve into the world of children and understand how really to organise pair work and group work in a large class. We will also discuss how to cope with problems of a multilingual class, mixed ability groups and understand the role of the teacher in such a classroom. Let us then remember that all the classroom management techniques which would be discussed in this unit would be keeping in mind a large class of 40+ students, as in the Indian situation anything below this is quite rare.

3.2 Pair Work

Pair work is perhaps the most convenient method of promoting active participation and interaction among teachers. Typically two students sitting next to each other ‘do’ something together. This could range from discussing the answer to a comprehension question to working for several minutes on a complex and well-structured task. Since only two students are involved, it is not easy for either of them to switch off. So pair work is also quite effective in keeping students actively involved in learning tasks.

When the class is divided into pairs and all pairs work on their tasks for some time, this is called simultaneous pair work. The formation of pairs can be of two types: a) Fixed Pairs and b) Flexible Pairs.

i) Fixed Pairs: Here a student works with a partner who is his/her neighbour (either on the left or right) in order to complete the work assigned. In order to acquaint your students with this new way of interacting, it is best that the pairs for interaction are the same for some time. For example, if it is a questionnaire to be filled up with questions like a) What is your favourite sport? b) Are you fond of green vegetables? If so, which ones, etc. etc. All of A will question B and ask him/her all the questions and fill up the questionnaire, then B will ask A and fill up the questionnaire. Similarly C questions D and vice versa.

Diagram 1

ii) Flexible Pairs: In this kind of pair work, the student does not interact with the same partner but changes partners. For example in case a student has to conduct interviews to get to know two or three things about each child’s opinion e.g. A goes to B and asks Do you like Steffi Graff? Have you read about her? Which other sports person do you like? Then A will go to C, D, E and F to ask the same questions in order to collect details from each child. Now, for this kind of flexible pair work it is essential that you judge realistically whether your classroom has sufficient space for the students to move around freely. Flexible pairing is an interesting way of handling this kind of activity so that each one can choose whom s/he wishes to interview. In case you have the space, it will probably be simpler to let the students move around freely. Otherwise you would have to take them out into a place which has more space, i.e. a sports field or the library. In a normal class where the strength is 45-50, this kind of pair work will increase the noise level. One way of tackling the noise level is to call a colleague to...
Another way is to prepare flash cards with Please Lower Your Voice on them which can be held up from time to time so that the children can be reminded of the noise they are making.

In most cases, given the constraints of space with fixed furniture, it will be quite difficult to interact freely as in the first case. In such a situation the next best method would be for a student to speak to the persons sitting next to him/her and in front and behind. Then the student just turns around without getting up, e.g.

Diagram - 2

Pair work is useful when the teacher wants the students to interact with each other, jot down points and then write. It gives students an opportunity to use the language and also helps them to gain confidence. If the teacher is taking up comprehension questions, she can ask pairs to discuss a question and then agree on the answer. Similarly, if she's given them a letter or a composition to write, she can ask the children to discuss the ideas together and then write independently.

3.2.1 Organising Pair Work

The time factor is an important consideration in organising pair work. As a teacher you can't afford to spend a lot of time trying to move the students around so that they can work together. It is best to use the existing class room arrangement most of the time. Ask the students to work with their neighbour and if need be, only one or two students should be removed. In case you have a class where children are seated in twos or threes, let them work that way, e.g.

Classroom A

Classroom B

Classroom C

Though Classroom B seems ideal for pair work, you can easily organise pair work in classroom A and C. Let the students sitting in threes also work together. Here, your worry will be—what will the third student do while the pair is practising a dialogue.
or asking/answering a question. The third person will act as an observer or record the errors committed by the pair. This is a good preparation for group work where the students will be on their own and will have to correct one another.

Some other ways of organising pair work or changing fixed pairs is by changing the partners often

\(a\)

The teacher can allot numbers to the students e.g. one, two three, etc. The class should be divided into two, therefore in a class of 40, you will divide them into 20 each. So when you number them, you allot 1 to 20 and then again 1 to 20. In this way, you will have 20 pairs. Ask all the ones to sit together, all the twos to sit together, all the threes together and so on. Then number each desk. So pair one will sit on desk 1, pair two on desk 2, and so on.

In case you find this too time consuming the following method could help.

\(b\)

You could also change the pairs row-wise e.g.

All the A’s of Row 1 will move to C’s of Row 2 and all the C’s of Row 2 to move to A’s of Row 1 and vice versa. This would be much quicker.

The main reason for organising pairs in different ways is to break the monotony of fixed pairs. Sometimes, the children do need to change their pairs. Flexible pairs is far more enriching as one learns much more by sharing ideas with more people. A lot depends on time and space available for organising pair work. Therefore, whichever method of changing pairs you follow, remember the most important thing is that students should get into pairs quickly without wasting time. Giving them very clear and precise instructions is necessary.

### 3.2.2 Monitoring Pair Work

In order to monitor pair work, the teacher moves from pair to pair without disturbing the students. She offers assistance when required. She does not interrupt or hinder the progress of the activity. It is best to be a silent observer, intervening only if absolutely necessary. This is the best way to allow students to interact freely. However, the teacher must encourage and involve all students. She must not allow the bright and aggressive students to dominate. However, if the teacher feels that some pairs are digressing too much, she must hover around and set them back on the right track.

### 3.2.3 Some Points to Remember about Pair Work

Divide the students in the most convenient way possible, avoiding chaos and noise.
• **Instructions must be very clear**, so that students know exactly what they have to do.
• **Allot a time limit for each activity** so that students are time bound, therefore engaged in productive work.
• **See that the activities are simple**, so that maximum number of students can get it right the first time.
• **Control noise level as and when necessary** through signals (raising of hands, clapping thrice, etc.)
• **Monitor the activities by moving** from pair to pair without disturbing the students.
• **Provide feedback immediately** to tell the students how well/badly they've fared. Alternatively make a note of mistakes and reteach these items in a future lesson.

**Check Your Progress – 1**

1. Explain the following:
   a) **Simultaneous pairs**
   
   b) **Fixed Pairs**
   
   c) **Flexible Pairs**

2. What is the best way of organizing a class into pairs with least noise?

3. What should one do if the class is arranged in a combination of threes and twos?

4. What must the teacher do when the activity is going on?

5. What are some of the tips to be borne in mind by the teacher in pair work.
   a) ____________  b) ____________
   e) ____________  f) ____________
   g) ____________
3.3 GROUP WORK

When the activity at some stage in a lesson calls for discussion or active collaboration among a group of students, a number of such groups are formed and each given a relevant task to work on. This is called Group Work. Groups of 4 to 6 are typically used, but there is no fixed rule regarding size. The group should be large enough to ensure that a number of different ‘voices’ are heard, but not so large that some are left out. Certain role play and simulation tasks might require 8, perhaps more members to participate. Obviously groups of the needed size should be formed. As a general guide we could say that the nature of the activity should determine the size of the groups.

3.3.1 Organising Group Work

In organizing group work a lot depends on the availability of space and the nature of the furniture. In case the classroom is crowded and the furniture is fixed or too heavy to be moved, then ask the students in alternate rows to turn and face those sitting behind them. e.g.

Diagram 6

In this illustration you have seen the DEF have turned to join ABC.

The most important thing in forming the groups is to ensure that the students in a group are able to work together comfortably. You may feel that some changes are required to achieve a balance in some of the groups formed. In this case move only a few students from their groups to others.
An important aspect of group work is the means for leading or guiding – since the teacher is not there to do this. One of the students will have to take on this responsibility. Quite often the outcome of group work is the production of a ‘report’ that is presented (or shared with) the rest of the class. One student has to do the job of recording and reporting what the group wants to state as its opinion or suggestion. This reporter can also function as a chairperson or leader – seeing that the group focuses on the given task, that the discussion does not go too far off track, that everyone gets a chance to speak, etc. If the task involves a lot of writing, one student can do the reporting, while another serves as leader. For example, if the group is preparing for a debate, the reporter notes down all the points discussed within the group, and later compiles them to present it to the whole class. In the case of role play, the reporter would need to initiate the role play. She can then act as an observer or be one of the participants depending on the nature of the activity. The nomination of the reporter can be done by the teacher, or it can be left to the group. If it is a good idea, to form groups of mixed ability so that both weak and good students can interact with each other. Students do assist one another because the activity requires cooperation and collaboration. You’ll be surprised to note the kind of peer assistance that is provided in group activities. Students help one another and correct each others mistakes too. If the one thing that may be worrying you is whether the brighter or faster students might affect the progress of slower ones. Well it is true to some extent that the more able students will press ahead at their own pace and leave the weaker ones behind. However, if the group has a task that ‘demands’ cooperation and collaboration, the weaker ones will have to be encouraged and supported; they cannot be ignored. Thus selecting tasks that promote cooperation is an important aspect of planning group work. Putting students of the same general ability level together into the same group, might seem to be the solution. The problem is that the stronger groups will finish their tasks quickly and become increasingly impatient and unsympathetic. Most often group activity leads to reports or sharing with the whole class. This should be an exciting phase of the lesson, as what ‘other’ groups might come up with is a mystery. All this is lost if ‘strong’ groups come up with ‘good’ reports, and weak ones with unsatisfactory reports. The very purpose of group work will be defeated. Thus we see that it is highly desirable to have roughly ‘equivalent’ groups, each with a mixture of strong and weak students.

A special challenge that faces you in relation to group work is that of fully exploiting the diversity within the group of learners. Differences in ability are only one aspect of this diversity. Even more interesting is the variation in social-cultural-linguistic backgrounds. Linguistic diversity is a special feature and potential feature of the typical Indian classroom. We should aim in the language class especially, to capitalize on – indeed celebrate – this richness. Choosing topics and themes that invite the expression of different attitudes and perceptions linked to different linguistic and cultural backgrounds is one way. You could therefore try making the small groups mixed in this wider sense also.
Another aspect of group work that you need to pay special attention to is time. To begin with, your time estimate for the activity (in the lesson plan) should be realistic. Of course if many of the groups fall behind schedule but are doing some task-related activity which is interesting to them you should allow more time. However, this relaxation should not become a habit. The follow up of group activity is important, and this should not simply get squeezed into the last few minutes of the lesson. Further, group work because it is essentially a learner directed activity provides you the opportunity to train students to keep to time and avoid getting sidetracked. You could build up the ‘pressure’ to finish on time gradually over the term. You could also appreciate the work of groups that work well in this sense, during feedback.

3.3.3 Monitoring of the Groups

Who will monitor the activities of the groups? Well, the answer is, the students themselves. The aim is to make them self-reliant. But, that does not mean that the teacher has no responsibility. Well, you do have a very high responsibility. You must ensure that the task that has been set is suitable and simple and that the instructions are clear. Once the students have begun working, you should get out of the way and let them function naturally. However, move around, provide guidance when asked, listen to the group discussions, but as far as possible don’t intervene.

Provide a comfortable and a free atmosphere to facilitate their discussions. Support the group ‘leader’ in a group if this seems useful. But do ensure that the same student does not report or become a leader everytime. See that different students get a turn in successive rounds. Don’t correct mistakes immediately. Just listen and note. Discuss them and take up any reteaching needed in the next class.

Some points to remember in Group Work

- Simplify group formation: Don’t move the furniture unnecessarily. Try to get 4 to 6 students in a group. Ask them to turn around to face students at the back.
- Have mixed ability grouping: It is advisable to form groups with mixed ability. It would encourage peer assistance.
- Select the activities carefully: Simplify the task i.e. keep to the students level. Give clear instructions and set time limit.
- Avoid interference: Offer help only when asked. Otherwise allow free discussion.
- Don’t correct mistakes: Make a note of the mistakes and reteach the following day.
- Get a feedback: Very important to take a feedback from the groups.

3.3.4 Advantages of Pair/Group Work

What are the advantages of pair/group work?

- More language practice: Pair work and group work give students a lot of opportunity to speak English, thus increasing the students’ talking time.
- Students are more involved: Pair work/group work definitely make the students feel more involved. They have to concentrate on the task assigned. (in the traditional lecture type class they are merely passive listeners most of the time)
- Students feel secure: Students who are less confident or shy do not feel any pressure or anxiety when they are working in smaller groups. In fact, the peer-assistance helps the shy ones gain confidence. It contributes to a feeling of cooperation and warmth in the class.
- Students provide assistance: Pair work and group work help and encourage students to share ideas, rectify mistakes and explore meanings.
Students finds the variety of tasks interesting; The students get an opportunity to interact, discuss, role play and also simulate real life situations. All this makes the student deeply involved and interested in the variety of activities in the class and thus enhance learner motivation.

Fosters learner responsibility and independence

3.3.5 Concerns about Pair/Group Work

Noise level will be too high: The noise level will definitely be higher than in a traditional class i.e., where the teacher is in full control of the class. The traditional class moves at the same pace as the teacher (or so she thinks). However, don’t let the noise alarm or bother you, if it doesn't disturb the class next to yours. The students of course, will not be bothered by the noise if they can hear one another easily. Moreover they would be busy with the activity. But if the situation gets out of hand, you need to stop the activity and ask students to proceed more quietly. The message that the noise level is too high should be quite clear.

Large classes are a problem: It is true that large classes requiring many students to be set up to work simultaneously can be a problem because of noise, and of the strain on you while monitoring. However, let us remember that it is in the large class that the opportunity for the teacher’s direct personal interaction can cover only very few students. So group work should be taken up often. You should evolve ways of organizing the groups (the seating arrangement) quickly and quietly. Until the skills of working together and the ability to work primarily in English have built up, the tasks should be simple. This is necessary to reduce your monitoring load. If you cannot ensure that group work will proceed reasonably satisfactorily (through careful preparation, clear guidelines and adequate monitoring) it is better not to take up group work.

Fixed furniture: As explained earlier, you don’t have to move the furniture, just ask the students to turn around in order to form groups.

The students may not speak in English all the time: It is only natural for the students to shift to their mother-tongue, when they get excited. However, be alert and active and move around briskly. Keep the activities at the right level, so that they do not have to struggle with the language.

All the students may not understand instructions in English: This is a distinct possibility and you should be prepared for it. It is essential that all students are clear about the instructions and the task before they begin the activity. So you should keep the instructions in English very simple, and also state them with explanations in the regional language they know. But don’t make using the regional language a habit. The aim is to gradually bring the students to the point where they can follow instructions and discussion in English, and participate actively by speaking in English.

The best students will do all the work. While the lazy one will sit back. This can happen in any type of classroom. But it is reassuring to know that students definitely work harder and are more involved when there is pair work and group work. They also generally try to see that everyone contributes. This is a special responsibility of the reporter or leader. If you think that a few students in a group do not contribute at all, join that group and try to draw them in – as far as possible by supporting the group leader rather than by taking over.

The students will make mistakes: This is quite true, specially when they are struggling to express themselves and feel excited at the same time. But be positive. Firstly, they aren’t committing mistakes all the time. Secondly, they are correcting one another. Thirdly, mistakes are the first step to learning. Moreover, you are there to help them and to correct their mistakes. Remember that without the opportunity to express themselves in group work they wouldn’t "show" these mistakes and so you would not get the useful feedback that you now can get.

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- Students expect to be taught: It is true that students and parents do expect that the teacher actually stands in front of the class and ‘teaches’. Therefore it is important that you explain and justify procedures like pair work and group work and also help them see the ideology behind this more learner-centred approach/technique. If the students understand why a procedure is being followed, they would participate and contribute more willingly and more effectively.
- Monitoring all the groups is impossible: In the traditional method too, it is not possible to monitor each and every student. In group work it would be better if you decide which few groups to monitor on a particular day and which others on the following day or days. Over a period of time, you will be able to monitor all the groups and assess them too. Do not be over-ambitious, it is impossible to monitor all the groups on one day.

Check Your Progress - 2

1. How would you organise group work in a large class?

2. What is the most important thing to be borne in mind while forming groups?

3. Who monitors the groups?

4. Illustrate any two advantages of group work?
   1. 
   2. 

5. What could be some of the worries in organizing group work?
   1. 
   2. 
   3. 
   4. 
   5. 
   6. 
   7. 

3.4 INDIVIDUAL WORK

While we have emphasized the advantages of pair work and group work, we must not forget that the ultimate aim is to help the learner become self-reliant. Therefore, we must provide ample opportunity for the student to function individually and at his/her own speed in the class. They can do this in the reading and writing tasks, when all
the students are doing the same task independently. Individual study is equally important and the students can relax from outside pressures (no peer pressure, no time limit or competitive spirit). In these settings the students learn to rely on his/her own resources.

When an activity is designed for individual work, students should read the instructions first. You should ensure that all the students have understood the task clearly. If necessary, give an example to illustrate your point. Then set the activity. While the activity is going on, you should move around the class and provide help wherever necessary. Do not interfere or they may feel discouraged. Students will work at different speeds, so the class will not finish the task at the same time. The simplest way out is to ask the students who have finished to compare their work with the ones who have also finished. Later, call the class together if most of the students have finished and ask them for their responses. This will keep the class involved and the slower ones who may be faltering, will get adequate help and catch up.

### 3.5 Whole Class Work – Teacher Questions

We have given you imaginative and creative ways of generating rich and meaningful interaction in the classroom. However, the teacher has to engage in whole class work many a times. For example, if she is explaining a point or reteaching certain concepts because of errors noted after the previous class. Several teachers find it difficult to engage students in interaction, especially in teacher-front settings. Students often fail to respond to the teacher's questions. Why is it so? Are the questions too complex, inappropriately phrased or contain difficult vocabulary items?

There have been numerous attempts to identify characteristics of effective questioning techniques in the classroom. Questions have been classified across various different criteria: what kind of 'thinking' they try to elicit (plain recall, analysis; evaluation...etc); whether they are 'genuine' or 'display' questions (teacher really wants to know the answer or is she 'checking' whether the students know the answer); whether the questions are closed or open-ended (do they invite a single answer or many possible answers could be correct?).

As language teachers one motive in questioning is usually to get our students to engage in the language material actively through spoken English. Therefore, an effective questioning technique is very important. Penny Ur (1996) suggests some criteria for effective questions:

**CRITERIA FOR EFFECTIVE QUESTIONING**

- **Clarity:** do the learners immediately grasp not only what the question means, but also what kind of answer is required?
- **Learning value:** does the question stimulate thinking and responses that will contribute to further learning of the target material? Is it irrelevant, unhelpful or merely time-filling?
- **Interest:** do learners find the question interesting, challenging, stimulating?
- **Availability:** can most of the members of the class try to answer it? Or only the more advanced, confident, knowledgeable? Evidently it is a good question if only a few students can answer it.
- **Extension:** does the question invite and encourage extended and/or varied answers?
- **Teacher reaction:** are the learners sure that their responses will be treated with respect, that they will not be put down or ridiculed if they say something inappropriate?
- **Giving enough wait-time:** Not giving enough wait-time to process a question and formulate an answer is another reason for the lack of response from students.
Most teachers fear lengthy wait-time as they feel it slows down the pace of the class, so they often answer their own questions or expect only the 'bright' students to answer. Research has shown that if a teacher allowed a longer wait-time, the learner was much better able to respond correctly.

Check Your Progress - 3
1. Why is individual study important?

2. What is the role of the teacher in individual work?

3. Discuss the criteria for effective questions?

3.6 The Teacher in An Interactive Classroom

In the traditional method of instruction, the main function or role of the teacher is in the classroom to impart information to students. The college professor lecturing non-stop for an hour to a hall of a hundred and fifty students is a familiar image. The school teacher with a small class also 'taught' in essentially the same manner most of the time. Today we think of classroom instruction in basically activity and participation based. Many different activities or operations are included in classroom lessons. And this naturally means that the teacher has to contribute to the process in many different ways. We can call these aspects of the teacher's activity in class her roles. She has to understand and be able to play these roles well (at various different times) to make classroom teaching effective. Let us look more closely at these different roles.

a) **Teacher as organiser:** The most important role of the teacher is to be a good organiser. The students must know what they are expected to do. In case the student doesn't understand what she's supposed to do, there would be confusion and the activity would prove to be ineffective. By 'organisation' we mean all the stages, such as instructions, demonstration (if need be), organising group work, pair work, individual work and they finally feedback to be taken from the students to see how well they have assimilated the activity. Therefore, it is absolutely necessary that the teacher develops these organisational skills.

b) **Teacher as prompter:** It is often seen that the teacher sets the task well and the instructions are very clear but the students need some initial prompting. In such a case, the teacher needs to motivate the students by initiating the activity, or making a few suggestions to set the ball rolling. If a student who is unable to answer the question due to shortage of confidence, a short prompting by the teacher can prove beneficial by giving him/her the lead sentence or a few words to help the student answer.
c) **Teacher as resource or consultant:** When a group task is set, the teacher has to move from group to group to see that the activity is proceeding in a desirable direction, and that the students are interacting effectively. Whenever the teacher feels that the students need help, she can offer assistance. As a consultant she is available and offer help, but does not intervene and take control. By moving from group to group the teacher can make an up-to-date and ongoing assessment as to the progress of each group.

d) **Teacher as co-communicator or follow-participant:** The teacher may also participate in some activities such as role play or simulation. This would help her to present new ideas informally and to assess the group for better future planning. It will help a great deal in building a better rapport with the students. The only snag here is that the teacher may find it difficult to assume a role and keep to the level of the students (since she knows the materials and all the details such as expected answers). Another danger is of the teacher dominating the discussions. Therefore, the teacher will have to make a conscious effort to be part of the group and role-play as a student.

e) **Teacher as controller** The teacher plays the role of a controller when she directly controls the proceedings of the class. She decides what the students do and what and when they speak. This is most relevant at the time of the feedback session when the students are reporting their decisions or reactions, e.g. in a debate or a role play when the group leaders stand up and read out their decisions.

The teacher as controller is the traditional role, one which many people (students and parents) see as the proper one. This is related to the more basic notion of the teacher as authority – the one who possesses (correct) knowledge and gives this to (ignorant) students. In our discussion of language teaching in various units of this course we are questioning this old ‘idea’ and are finding that the other roles of the teacher are more desirable and effective, especially for language teaching-learning. It is only occasionally, for brief spells that the controller role is relevant and useful.

**Check Your Progress - 4**

1. What are the different roles of the teacher? Write in points only.

2. Why is it essential for the teacher to develop organizational skills?

3.7 **DISCIPLINE IN THE CLASS**

A lot of teachers are scared of anything but a “teacher-front” classroom, because they feel it leads to discipline problems. Pair work/Group work necessarily leads to more noise, which at times can get out of hand leading to problems of indiscipline. However, this should not prevent you from organizing cooperative activity. It should merely make you careful to anticipate problems and to deal with them sensitively when they happen.
3.7.1 Causes for Discipline Problems

Some of the problems related to discipline that come up in class are actually caused by what the teacher does. So the teacher herself might be responsible for indiscipline; of course without realizing it usually. Let us therefore try and understand how this can happen, by looking at some of the things the teacher should not do in class.

a) 
Don't go to class unprepared Students are very keen and alert judges. They can quite accurately sense that the teacher isn't adequately prepared. The teacher must therefore be well prepared, and also be knowledgeable so that she can anticipate several possible questions which the students may ask her.

b) 
Don't be inconsistent or partial The teacher must be consistent in her behaviour. If a student comes to class everyday without a book and this is ignored, it is unfair to punish him/her after a week for this. Also the same criteria for praising or scolding should be applied to all students, otherwise the very damaging impression that you have favourites will be formed in their mind.

c) 
Don't raise your voice It is disastrous to try to establish control over a class by screaming or raising one's voice. The noise level of the class will also automatically rise. In fact it has been found quite often that a quiet voice is more effective in showing the teacher's displeasure and restoring order.

d) 
Don't make empty threats It is important not to threaten to punish a student or a group and then not do so, or forget because you are no longer angry. If 'punishment' is called for, this should be announced and carried out quickly.

e) 
Don't let the lesson become boring It is important to make the class interesting so that students interest is maintained. If the class is boring, the students are likely to misbehave.

f) 
Don't be insensitive A teacher should be sensitive to the needs and feelings of the students or else they will feel rejected and even lose respect for her.

g) 
Don't break the norms If the teacher and the class have worked out some group norms for better conduct of the class e.g. punctuality, then the teacher should ensure that she is also punctual.

Thus so far we have looked at how, what the teacher does, can lead to problems. Now let us consider some other factors that lead to inattentiveness and indispline.

a) 
Student's attitude The atmosphere in class depends to some extent on the way the students view the class and the subject. Although the students in India by and large, are interested in learning English, it has been seen that in the higher classes they tend to take it lightly, laying more stress on science, commerce, maths, etc. as subjects. Where this is so, you need to try extra hard to make the English class interesting with many surprises and challenges so that the students look forward to it.

b) 
Physical conditions (Time and Weather) Factors such as heat, humidity, fatigue which vary from time to time can also affect students' behaviour. It is noticed that the class is generally attentive in the morning and the attention span seems to deteriorate towards the later part of the day. In parts of India where the summer is very hot, students find it very difficult to concentrate in the afternoon. You should be sensitive to these external factors and not find fault with the students.

c) 
An attention-seeking device It is often seen that adolescents as well as young children misbehave in various ways for the sake of getting attention. A teacher can be quite prepared for this behaviour especially when she is aware that the student has a desire only to be noticed. Therefore, it is best to handle such behaviour positively by channelizing it into some relevant activity in the class itself. This will meet the need for attention as well as promoting responsible behaviour on the student's part.
3.7.2 Some Tips to Deal with Indiscipline

There are number of things a teacher must keep in mind when dealing with students who behave badly. There is a basic rule: she must see that she doesn’t hurt them physically or emotionally. This would prove psychologically harmful to the student, and our purpose is surely not to harm them but to better them as individuals. Punishment, if any, should be seen as reasonable and fair, never vicious. The ability to control a group of students depends on the personality of the teacher and also the rapport that she develops with them. There are some tips to be kept in mind.

a) Immediate Action If the students indulge in deviant behaviour, the teacher must take instant action and not allow it to persist for a long time e.g. if a student is coming late to school repeatedly, the teacher should speak to the student immediately after the class.

b) Stop teaching Whenever the students disrupt the class, the teacher must stop teaching and tell the students who are misbehaving to stop doing so immediately. The moment the teacher stops teaching, it is clear that the teacher means business and will not tolerate misbehaviour in the class.

c) Change seats If a few students are disrupting the class, change their seats. Separating the trouble makers is quite effective in controlling indiscipline.

d) Adapt and be sensitive In case the entire class is gradually getting out of control, then it’s a signal that the activity is boring; the best way of controlling them is by changing the activity e.g. if they are reading immediately switch over to a writing task, which would keep them all quiet and involved. The teacher must learn to adapt and be sensitive to the mood of the class. This is the general point we noted in Unit 1, about the need to keep our planning flexible.

e) Counsel after class One of the most effective way of tackling a student is counselling after class. A heart to heart talk, explaining the anti-social behaviour to the student and giving an opportunity to him/her to explain to the teacher the way s/he behaves, the way s/he does, would prove beneficial in sorting out many issues. The teacher should also clearly explain the consequences of not improving.

f) Talk to the parents In several cases a talk with the parents, will improve the behaviour of the student. It would also give a better insight into the causes/ reasons for such behaviour. Parental assistance will help the teacher to understand the student and find ways of improving his/her behaviour.

Check Your Progress — 5

1. What do we mean by discipline?

2. How does the teacher promote indiscipline?

3. How can the teacher deal with indiscipline in the class?
3.8 LET US SUM UP

In this unit we have made you aware that there are other ways of organising a class besides the teacher controlled lecture method. We have demonstrated the advantages of organising the students into pairs and groups and described the role of the teacher in such an arrangement.

3.9 SUGGESTED READINGS


Nolasco, R., and Arthur, L. Large Classes. London: Macmillan


ANSWERS

Check Your Progress - 1

1. a) When all the pairs are working at the same time.
   b) When a student works with the same partner always i.e. a neighbour to his/her left or right.
   c) When a student works with a different partner for every activity, or in different stages of the same activity.

2. Divide the class into pairs without disturbing the class arrangement, preferably ask the student to interact with the student sitting on his/her left or right.

3. In such a class arrangement, wherever the seating arrangement is in threes, the third student can be deputed to become an observer or a reporter, coordinating the activity and eventually providing the necessary feedback.

4. The teacher must move from one group to the other, monitoring the proceedings of the activity without disturbing the students.

5. a) Divide into pairs without any fuss/chaos.
   b) Instruct clearly so that the task is clear.
   c) Allot a time limit for every activity.
   d) Ensure that the activity is simple.
   e) Control noise level through signals.
   f) Monitor the activities.
   g) Provide feedback immediately.

Check Your Progress - 2

1. In a large class or when the furniture is fixed, ask a row of students to turn around to face the students behind them.

2. The most important thing to be borne in mind while forming groups is to see that the students are able to work comfortably in their groups.

3. The students themselves monitor the groups and whenever required the teacher provides guidance to the groups. In this way she monitors the groups as well.
4. 1. More language practice.
   2. more involvement
   3. security
   4. peer assistance
   5. variety of tasks makes the class interesting (select any two)

5. 1. Noise level
   2. Large classes
   3. Fixed furniture
   4. Use of mother tongue
   5. Only brighter ones work
   6. Students make mistakes
   7. Expectations of students/parents to be formally taught in the traditional sense.

Check Your Progress - 3
1. It is important to do individual study so that the student learns to be self-reliant. Moreover, this is the time when he can relax from the pressures of peer group interaction, time and competition.
2. The teacher must ensure that the instructions are very clear, so that the students know what is to be done. She must then move around and offer help wherever necessary, but she mustn’t interfere with the proceedings.
3. Refer to Effective Questioning in 3.5.

Check Your Progress - 4
1. The different roles of the teacher are:
   a) an organiser
   b) an instructor
   c) a prompter
   d) a manager and consultant
   e) a co-ordinator
   f) a controller

2. It is essential that the teacher develops organisational skills in order to be effective, because she has to give clear instructions to the students, a demonstration has to be given if required, Group work or pair work must be organised. Later a feedback should be taken. It is necessary to follow all these stages for effective learning.

Check Your Progress - 5
1. Discipline does not mean a series of punishment. But it is establishing a code of conduct which binds the teacher and the taught.

2. a) By going unprepared to class
   b) By being inconsistent
   c) By being partial
   d) By threatening
   e) By raising her voice
   f) By giving a boring lesson
   g) By being insensitive
   h) By breaking the norms

3. a) By taking action immediately
   b) By stopping to reach the class
   c) By changing the seats of the students
   d) By being adaptable and sensitive
   e) By counselling after the class
   f) By talking to the parents