



Department of *English*

College of *Education*

University of *Salahaddin*

Subject: *Classroom Management Practice*

Course Book – *Diploma Students*

Lecturer's name : *Asma A.Brime*

Academic Year: *2023-2024*

Course Book

1. Course name	Technology in Language Teaching
2. Lecturer in charge	Asma Abas Brime
3. Department/ College	English/Education
4. Contact	e-mail:Asma.Brime@su.edu.krd Tel: (0750 430 84 96
5. Time (in hours) per week	3
6. Office hours	7 h
7. Course code	
8. Teacher's academic profile	<ul style="list-style-type: none"> • Bachelor in English language and literature 2007-2008. • Master in English applied linguistics 2013 • Ph. D in English Applied Linguistics 2019
10. Course overview:	
<p>Classroom management practice refers to the strategies, techniques, and approaches employed by educators to create and maintain a positive and productive learning environment within a classroom setting. Effective classroom management is crucial for fostering student engagement, promoting learning, and minimizing disruptions.</p> <p>Course Aims:</p> <ul style="list-style-type: none"> • To equip EFL Diploma students with the knowledge, skills, and strategies necessary to effectively manage a classroom environment for English language learning. • To cultivate an understanding of the importance of classroom management in facilitating language acquisition and promoting student engagement. • To empower students to create inclusive, supportive, and productive learning environments conducive to language learning success. 	
11. Course Objectives:	
<ol style="list-style-type: none"> 1. To explore theoretical foundations and principles of classroom management in the context of English language teaching. 2. To examine various classroom management strategies and techniques applicable to diverse EFL learning settings. 3. To develop practical skills for establishing and maintaining a positive classroom climate conducive to language learning. 4. To foster the ability to anticipate and address potential challenges and disruptions in the EFL classroom. 	

5. To promote effective communication and collaboration with students, colleagues, and other stakeholders in managing classroom dynamics.
6. To encourage reflective practice and ongoing professional development in the area of classroom management for EFL educators.

13. Student's obligation

Students are expected to be able to collect information, analyze, evaluate, criticize it and choose what is suitable to the cases under study. They are expected to be critical in their reading and writing and respect the different points of view. They are also expected to write reports, debate and present seminars.

13. Forms of teaching

- Flipped classroom
- Summary and shared lectures

14. Assessment scheme

Grade Weighting:

- A. 50 % Final Exam
- B. 20 % Midterm
- C. 10% presentation
- D. 5% Daily discussion
- E. 15% book review

Total

100%

Learning Outcomes: By the end of the course, students will be able to:

1. Demonstrate an understanding of key theories and principles of classroom management as they relate to English language teaching.
2. Identify and apply a range of classroom management strategies to promote student engagement, participation, and language learning.
3. Develop effective classroom routines, procedures, and expectations to establish a positive and orderly learning environment.
4. Implement proactive measures for managing student behavior and minimizing disruptions in the EFL classroom.
5. Utilize effective communication techniques to build rapport with students, address conflicts, and collaborate with colleagues in

<p>managing classroom dynamics.</p> <ol style="list-style-type: none"> 6. Reflect on personal teaching experiences and apply insights gained to continuously improve classroom management practices. 7. Design and implement a classroom management plan tailored to the specific needs and context of an EFL learning environment. 8. Engage in professional development activities to further enhance skills and knowledge in classroom management for English language teaching.
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16. Course Reading List and References:

- "The First Days of School: How to Be an Effective Teacher" by Harry K. Wong and Rosemary T. Wong – This book offers practical advice and strategies for establishing a positive learning environment from the very first days of the school year.
- "Classroom Management for Middle and High School Teachers" by Edmund T. Emmer and Carolyn M. Evertson – Geared towards secondary educators, this book provides research-based techniques and solutions for managing classrooms effectively.
- "Tools for Teaching" by Fred Jones – This comprehensive guide covers a wide range of classroom management strategies, including techniques for establishing routines, managing transitions, and promoting positive behavior.

17. The Topics:	Lecturer's name
<ul style="list-style-type: none"> • Introduction to Classroom Management in EFL • Theoretical Foundations and Principles • Establishing Classroom Expectations and Routines • Promoting Positive Student Behavior • Managing Classroom Dynamics and Conflicts • Communicating Effectively with Students and Stakeholders • Reflective Practice and Professional Development • Developing a Classroom Management Plan • Case Studies and Practical Applications • Final Project: Implementation and Evaluation of Classroom Management Strategies 	

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19.**1. Attendance Policy**

Attendance is required in this class and students should be in class on time. No leave permission is given by the teacher because students are evaluated daily. According to the regulations, if a student is absent for more than 10% of the study year he/she will be considered a failure in this course(subject).If they attend class late for 3 times, they will be considered absent the third time. As for group absentees, the material will not be explained and you take a quiz on that material.

Grade Weighting:

Students' evaluation in academic debate is as the following:

- | | |
|---|-------------|
| F. 25% different daily activities (group work, creative thinking, problem solving and logical thinking activities,). | |
| G. 25% analyzing, synthesizing and evaluating articles, films and/or reading texts | |
| H. 25% seminar and interactive presentations (power point) | |
| I. 25% poster | |
| Total | 100% |

20. Extra notes:

Since academic debate course is a task based one the limitation of time has been distributed on months:

Distribution of the activities:

- **First month:** how to study; how to prepare the topics, learning strategies. showing the students videos or short movies, articles to analyze and discuss them, and connect them to the real-life issues.
- **Second month:** giving students a list of topics to be read, analyzed, synthesized and evaluated then a debate will be held at the end of the year. How to make posters is one of the main activities in this month.
- **Third month& Fourth month:** are devoted to society cases and collaborative work to investigate, analyze and discuss them in class. Meanwhile, the students prepare the power point slides. Furthermore, the students present the topic, ask questions, and answer the others' questions. Finally, debating a topic in groups as the final activity required. On the last week, the posters day will be announced at the college on the first week of April.

21. Peer review