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**Department of English**

**College of Basic Education**

**Salahaddin University-Erbil**

**Subject: Classroom Management**

**Course Book – Year 4**

**Dastan Abdullah Saeed, MA**

**Academic Year: 2022-2023**

**Course Book**

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| **1. Course name** | Classroom Management | |
| **2. Lecturer in charge** | Dastan Abdullah Saeed | |
| **3. Department/ College** | English, Basic Education | |
| **4. Contact** | e-mail: [dastan.saeed@su.edu.krd](mailto:dastan.saeed@su.edu.krd)    [**dastan.abdullah14@yahoo.co.uk**](mailto:Dastan.abdullah14@yahoo.co.uk)  Tel: (optional | |
| **5. Time (in hours) per week** | For example Theory: 6 hours per week  Practical: N/A | |
| **6. Office hours** | Wednesday | |
| **7. Course code** | / | |
| **8. Teacher's academic profile** | - Holds BA in English Translation, Salahaddin University-Erbil, 2008  - Certificate of Higher Education(English for Postgraduate Studies Program), Aston University, Birmingham, United Kingdom, 2012  - MA in Translation Studies, Aston University, Birmingham, United Kingdom, 2014  **Academic Interests:**  - Advanced Grammar and Lexis  - Speaking and Writing skills  - English for Academic Purposes  -English for Specific Purposes  -Computer-Assisted Translation Tools for English language  - Applied Linguistics  - Teaching Translation  - Research Writing  - Text Analysis  - Translation Profession  - Spoken and Written Discourse Analysis | |
| **9. Keywords** | interaction, class environment, grouping students, seating arrangement, student behaviour, gesture | |
| **10. Course overview**  Since the students will be future school teachers, they need to have some exposure to the classroom incidents and how to make an **enjoyable, active learning environment** for the students.  First and foremost, students should understand pretty soon what means managing classroom, as well as what are the main areas of classroom management. This paves the way to have a good understanding over the module and what classroom moments/incidents we are going to address.  The fundamental areas of classroom management are building and maintaining relationships with the students, strategies to make students to speak and interact with the teacher and their peers, student groupings, dealing with different classroom layouts, giving *clear* instructions, ways to make students involved and engaged in the class, etc.  Only transferring the information to the students does not mean the learning will happen and students are interested in such classes, and therefore teachers also need to be a good manager, facilitator, supporter, and guider at the same time. Hence the future student teachers are trained on how to manage classes efficiently to make learning easier and more effective and to engage students. | | |
| **11. Course objective**  The objective of this module is to give invaluable, up-to-date information over the best ways to manage a class effectively, and make an active, enjoyable, positive learning environment for students inside the class. Specifically, the objectives of this module are:   * Exposing students to the concept “classroom management” and what involves in it; * Training students on how to learn student names even in large classes; * Showing the appropriacy of the way teachers move and stand, and whether to get close to students when they speak; * Clarifying the significance and the way to establish and maintain rapport with the students and also among themselves; * Familiarizing students with the variety of ways of making their future reluctant students to speak; * Knowing the vital role of teachers in grouping students and monitoring them while working on their task according each specified activity; * Absorbing how to deal with different students behaviour problems inside the class | | |
| **12. Student's obligation**  The students are encouraged and pushed *in a way* to attend the classes. Besides, occasionally the students will have been asked to take the role of teachers in different specified moments of a class session. | | |
| **13. Forms of teaching**  All the classes throughout the academic year will be based on seminars rather than lectures. To this end, a topic usually is introduced in the class very shortly, and then many questions will be raised for the rest of the class and students should provide answers for them. If found possible and necessary, the future student teachers would be asked to apply what the class discussed in a limited time.  To add, a number of chapters from different books are provided as the only teaching material for students to study on.  Furthermore, PowerPoint Presentations, videos players, and white board will be mainly the teaching aids to get there interest and motivation to the classes. | | |
| **14. Assessment scheme**  Students are given assignments regularly and they will be asked to write and evaluate tests of the languages skills and systems to find out how much they understood.  Marking system: 40 marks till the final exam  Monthly test 1: 15 marks  Monthly test 2: 15 marks  Class participations and presentations/assignments: 10 marks  Final exam: 60 marks | | |
| **15. Student learning outcome**  Students, to a great extent, will be able to manage their future potential classes well, as well as how to deal with different classroom problems. They also learn how to make a lovely, active, learning environment for students in the class. | | |
| **16. Course Reading List and References‌**  Harmer, J. (2007) *How to teach English*. Harlow: Pearson Longman, 2nd  edition.  Scrivener, J. (2011) *Learning Teaching: The essential guide to English*  *language teaching*. Oxford: Macmillan Education, 3rd edition.  Wajnryb, R. (1992) *Classroom Observation Tasks.* Cambridge: Cambridge  University Press.  Wragg, E. (1999) *An introduction to Classroom Observation.* Oxon: Routledge, 2nd  edition.  Wright, T. (2005) *Classroom Management in Language Education.* New York:  Palgrave Macmillan. | | |
| **17. The Topics** | | **Lecturer's name** |
| **Week 1**   * Why learning students’ names? * Techniques for learning their names * Show a video on learning Sts’ names * How to remember Sts’ names? * Show a video on how to remember Sts’ names. * Teacher’s physical presence in class * Where to stand, sit and move in the class * The Appropriacy of teacher’s closeness to his/her students * Video   **Week 2**   * Setting up good relations among students * Techniques of establishing and maintaining relationships * Activities that establish a good rapport * What is eliciting * Showing videos * Practicing eliciting by students * Advice when eliciting * Show a video on eliciting to have a better understanding   **Week 3**   * Techniques for creating the conditions for speaking * Classroom interaction: teacher talk vs. students talk * Ideas for maximizing student interaction in class * Seating * Fixed, semi-fixed and large seating * Standing and sitting * Seating options in the classroom * Video   **Week 4**   * Different student groupings: * Whole class * Solo-work * Video * Planning simpler instructions * Improving instructions * How to get the learners’ attention * Video     **Week 5**   * Using L1 in English classes * Why L1? * The amount of using L1 in class * *Monitoring* * *Role of teachers while monitoring students* * *Video*       **Week 6**   * Large classes * Techniques of working with large classes * Video on how to manage speaking-large-classes * Discipline/ behaviour * Setting the stage for positive behaviour * Categorizing levels of behaviour: poor, unacceptable, series * Dealing with small problems | | Dastan Abdullah Saeed  (3 hrs)  13/9/2022 |
| **18. Practical Topics (If there is any)** | |  |
|  | | Lecturer's name  ex: (3-4 hrs)  ex: 12/9/2022 |
| **19. Examinations**  Here are some sample questions:   1. State FOUR different techniques to learn students’ names. 2. Sometimes teachers, soon after, learn students’ names; they may forget some of their names. What technique teachers can use to remember their names? 3. There are various ways to set up rapport between you and the students. State THREE of them and clarify each briefly. 4. When students make mistakes, what teachers need to take into account before working on their mistakes? 5. What steps should be taken when students make a mistake? 6. How to involve all students in orderly row classes? 7. Why it is good sometimes to ask students to rearrange seats or move students in a single class session? 8. What are the advantages of orderly row classes? 9. What are the tools teachers can use to elicit language from students? 10. What are the advice for teachers when they eliciting? | | |
| **20. Extra notes** | | |
| **21. Peer review**  This course book has to be reviewed and signed by a peer. The peer approves the contents of your course book by writing few sentences in this section.  *(A peer is person who has enough knowledge about the subject you are teaching, he/she has to be a professor, assistant professor, a lecturer or an expert in the field of your subject).* | | |