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Getting to Know You: The Importance of Establishing Relationships

By *Patty Kohler-Evans*

About two or three semesters ago, I conducted an informal experiment with two of my classes. With one, on the first night of class, I asked students their names and major courses of study. I introduced myself in much the same way, with a brief statement about my chosen field. With the other class, I spent time during the first and second class sessions on activities designed to acquaint students with each other and establish how we would conduct the class. I used what I learned about students that first night throughout the rest of the course. When I compared feedback from the two classes, I was amazed at the differences between the two. For example, one student from the second class noted that these activities made the class more "user friendly." He left class looking forward to the rest of the semester.

I'd like to share some of the activities I used to get students connected with each other and with me.

What's in a name?

When students introduce themselves, I ask them to tell us their name and also to share what that name means, if they know that; to talk about the individual for whom they were named; and to indicate whether or not they like their name. I have also asked whether they live their name. For instance, my name, "Patricia," means loyal. I tell students that it's because I am generally a

faithful friend. In some cases students don't know what their name means. I have found that they are very willing to do some research to find out what it means and to then share that information with the rest of the class.

T-shirt collage

Sometimes I have students introduce themselves to each other by creating a T-shirt that represents who they are. I supply each student with a pre-drawn T-shirt pattern on a sheet of paper. I ask students to use magazine pictures, markers, crayons, etc., to design the shirt.

Usually, I bring all the materials to class. Students tend to talk to each other about themselves as they are designing their T-shirts. I do a shirt too. I believe this shows students that I value this activity. Students seem to really enjoy doing this activity, and they usually work very hard to include multiple aspects of themselves in the collage. Students listen attentively when it's time to share the T-shirt collages, and even at the end of the semester they still remember information about their classmates.

Identification of personal interests

In many of my classes, I ask students to share information about their personal interests and learning preferences. I use a questionnaire to obtain this information, and I tell students to only share what they are

comfortable having me know. A commercially available product that generates this information is the Learning Express-ways™ folder.

Asking for written feedback

I frequently ask for written comments at the end of lectures. Students may comment about the class, express a concern, or share other information. I respond to all comments in writing and return them at the next class. Sometimes I ask students to rate their understanding on a 1-to-10 scale, and sometimes I ask for a brief reflection.

Since I have started to invest more time in getting to know my students, I have noticed that my relationships with them have improved in numerous ways. When students come to me after the course has ended, I still remember their names and something about them. I have also noticed that I have more students asking questions about their chosen fields. They regularly tell me that they value the activities as well. I believe that the time invested in relationship building increases students' motivation and commitment to the course. Recently, I overheard one student commenting to another about a group assignment that I had made. She was admonishing her fellow classmate to seek out other students who were different as a way to enrich the experience. Whether these examples are a direct result of the relationship building I can't say for sure, but I am convinced that it does make a better climate for learning in my classes. ●

John Eastwood

OXFORD GUIDE TO ENGLISH GRAMMAR



PRIMARY SCHOOL TEACHER'S CLASSROOM MANAGEMENT TECHNIQUES: IMPLICATIONS ON PUPILS' ACADEMIC PERFORMANCE

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PRIMARY SCHOOL TEACHER'S CLASSROOM MANAGEMENT TECHNIQUES: IMPLICATIONS ON PUPILS' ACADEMIC PERFORMANCE

ABSTRACT.

The study examined the classroom management techniques of 73 primary school teachers in Oyo West Local Government Area of Oyo State, teachers' Classroom Management Techniques Questionnaire (TCMTQ) was used to collect the basic data while classroom observation was used to confirm the information given in the questionnaire by the subjects. The data were analyzed with the use of simple percentages. It was found among others: that most of the classrooms housed more than the expected number of pupils for

classroom, majority of the teachers prepared well for their teaching, had a good knowledge of every pupil in their classes, had a good knowledge of time (even though many of them did not have working wrist watches) and developed some other measures of class control. The implication of the findings on pupils' performance is that conducive learning atmosphere is being achieved through effective classroom control, and conducive learning atmosphere promotes academic achievement.

INTRODUCTION

Learners' academic performance at any level of education is a factor of many



CLASSROOM MANAGEMENT STRATEGIES AND TECHNIQUES: A PERSPECTIVE OF ENGLISH TEACHER TRAINEES

Abstract
The aim of this paper is to identify the best English language teaching strategies and techniques used by English teacher trainees in primary and secondary schools. The questionnaire was administered to 100 English teacher trainees in Oyo State, Nigeria. The data were analyzed with the use of simple percentages. It was found among others: that most of the classrooms housed more than the expected number of pupils for classroom, majority of the teachers prepared well for their teaching, had a good knowledge of every pupil in their classes, had a good knowledge of time (even though many of them did not have working wrist watches) and developed some other measures of class control. The implication of the findings on pupils' performance is that conducive learning atmosphere is being achieved through effective classroom control, and conducive learning atmosphere promotes academic achievement.

Introduction
The ever changing landscape of education demands a shift in the thinking of the teacher. Teachers must be able to adapt to the needs of their students and the demands of the 21st century. This paper explores the classroom management strategies and techniques used by English teacher trainees in Oyo State, Nigeria. The data were analyzed with the use of simple percentages. It was found among others: that most of the classrooms housed more than the expected number of pupils for classroom, majority of the teachers prepared well for their teaching, had a good knowledge of every pupil in their classes, had a good knowledge of time (even though many of them did not have working wrist watches) and developed some other measures of class control. The implication of the findings on pupils' performance is that conducive learning atmosphere is being achieved through effective classroom control, and conducive learning atmosphere promotes academic achievement.

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However, the illustrations within this chapter are invaluable to the reader and offer some additional ideas on how to develop the lesson and the classroom. Facilitating interaction The transactional functions of the language include executing and delivering the intended language in particular circumstances: booking a ticket at the cinema, posting a letter at the post office, requesting a train ticket, etc. The language expected by both parties in these situations are used to trade particular functions, for example: "Can I be a first-class seat?" "Adults of the Seven Years for the Seven O Clock Demonstration", ä ~ ÁTo return to London, please, etc., obviously, the interaction is unpredictable and develops greater fluency in English and it is always a challenge for any teacher to develop a student's confidence in the interaction. However, Scrivener devotes fourteen units to ideas to incorporate into The Language Classroom. These units include ideas such as creating the right conditions for the learner to the interaction of learning (as well as for the learner to the teacher), using the signals of fast language production. Investigation of interaction during the L Esson, training students to listen to each other, as well as ideas to help the quieter students to interact in pairs or groups. The chapter develops interest for those teachers who are interested in an approach to language acquisition, and Dogme ELT, and I am willing to incorporate some interactive ideas into future lessons. The final unit in this chapter, Scrivener develops ideas for The interaction outside the classroom and I am willing to see more development in this area, since students have continuous internet access internet Using smart phones or tablets. I am a teacher and coach in the field of the elt. Scravener also offers techniques to develop classroom awareness with ideas, such as putting yourself in the shoes of students, as well as in the organization " classroom decoration". Students if you are like me when I teach a new class, I meet butterflies in my 3 magician, worrying about how 3 develop students, as if I will get good with students. Scrivener tries to defuse the potential problems that arise when he teaches a new class within Chapter Three, with some techniques to develop a representation of 3 student and teacher (and vice versa), as strategies to learn names (with some wonderful suggestions, such as identification cards, 3 student poster development or Internet profiles also How to create a map of the room 3 to name a few), to know it (GtKy), as well as the other chapters, there are questions for teachers to ponder, as well as some of the wonderful illustrations. "Finally, there is some explanation 3 the learning students and Scrivener's questions, the suitability of stereotypes with students with thought provoking the last within the CapÁtulo. I am essentially a practical classroom teacher rather than an academic, so I have written mainly about the methodology, trying to capture useful and exciting ways of working that help bring learning alive (and keep it interesting for teachers). My the most popular titles for Teachers are: Learning teaching (a high-ranking guide to the methodology, now in its third edition" with DVD) Classroom management techniques (General winner of the ESU Duke of Edinburgh English Language Book Awards 2012 and The House Ben Warren Award 2012) Teaching English Grammar (a reference book of bright ideas for introducing and practicing grammar in class; "Best Ticket for Teachers" ESU Duke Edinburgh Edinburgh Language Book Awards 2010)My latest title is for students:Visual Grammar (a book for Elementary learners) Written by Jim Scrivener, who has authored other popular ELT titles such as eÁÁLearning TeachingeÁÁÁ and eÁÁÁTeaching English! GrammareÁÁÁ, eÁÁÁClassroom Management TechniqueseÁÁÁ is one of the latest from the Cambridge Handbooks for Language Teachers series.Á Á The book itself is over 300 pages and is divided into seven chapters related to English language teaching with each chapter focusing on individual aspects of teaching: The classroom, The teacher, The learners, Key teacher interventions, Facilitating interaction, Establishing and maintaining appropriate behaviour and Lessons.Á Á The book is intended for teachers of varying experiences, native as well as non-native teachers, those that are teaching young learners as well as adults, those teaching monolingual or multilingual classes as well as those teachers that are experienced or newly qualified.Á Á Scrivener (2012) highlights that the book is expected to be referred rather than eÁÁÁto read from cover to coverÁÁÁ (p.4) but there are numerous cross-references where the reader can read more about particular areas in another chapter and this in itself suggests that some thought has gone into the structure of the book.Á Á Nevertheless, the first chapter focuses on the setting of the classroom. Key teacher interventions The following chapter, which is related to teacher authenticity (introduced and referred to chapter one), attempts to develop reader awareness of possible teacher intervention within the classroom.Á Á Scrivener describes teacher interventions as those things in which the teacher does or say particular things (p.119).Á Á The chapter is supported by fourteen units which develops awareness of potentially positive interventions and include various tips such as being supportive, giving instructions, elicitation techniques as well as checking understanding and Within this chapter, there are limited illustrations and the reader may notice that most of the suggestions are more provocative.Á However, I should mention that the ideas presented are not 3 you3 rich, but they also balance practical ideas.Á I think this chapter is more suitable for experienced teachers and provides a continuous reflectionÁ 3 and there are some practical ideas to incorporate in future language classes. The next chapter focuses on the teacher and, as before, tries to develop the reader's awareness of the subject, offers practical ideas to develop in lessons and questions about the behavior of the educator. Within this chapter, there are ten units, the first units set the stage with an example of authenticity development. Other aspects introduced in the chapter include the establishment of the relationship, listening to the production 3 the language of the student, as well as gestures and the production 3 the student, as well as gestures and facial expression3. Expressions, which, as in the previous chapter, offers some wonderful illustrations of possible expressions that could be incorporated into the classroom.Personally I have been able to develop some expressions and incorporate them into classes with some success.

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