

TEACHER ROLES IN CLASSROOM MANAGEMENT

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Abstract. *This paper deals with teacher roles in classroom management. It begins with two outlines used in teaching process. They concern the teacher, what they can do, and aspire to, and a discussion of classroom management techniques. The outlines are followed by an expansion of many of the points made. Classroom management is included in a course on ESP because most of students will, at some point in their lives, teach English in school. The material is based on our own personal experience of struggling to become a teacher, and our interaction with students and our colleagues.*

Teacher's roles take account of teacher's classroom language, teacher's responsibilities, and the criticism and the evaluation of teacher's performance. The teacher who makes great activation of his roles in classroom, tends to be the top and the most first factor that improves classroom management and enriches learners' knowledge. Quantitative method has been chosen because it provides statistical data from English teachers using questionnaire. Factual information was collected and arranged in graphs. The results were analyzed and compared with previous studies. The participants' responses provided supportive evidence and were fully consistent with this study

Keywords: *classroom management, teacher's role, students, achievement, classroom environment*

Teachers need to behave in different ways at different stages of a lesson to manage the classroom and to successfully guide learners through the lesson. These different ways of behaving in and managing the class are called teacher roles. Teachers adopt (use) a number of different roles in every lesson. Teacher roles vary depending on the teaching approach (way of teaching) used and on the teachers' and learners' preferred learning styles and learning needs.

Classroom management is a very complicated issue in the field of education. It resembles a surgery operation in heart clinic. It consists of diverse linguistic, communicative, and social aspects. Among these features are the lesson plan, the syllabus taught, the techniques used, the methods of teaching as well as teaching supports. Classroom management is almost always influenced by institute regularities, students background, teacher's background, outside institute environment and education goals. Moreover, in recent years, lots of research studies have essentially focused on technology applications in the institutes of education. Technology equipment has become a part of classroom environment.

In addition, the internet has encouraged students independent learning. Teachers can upload additional resources in form of videos, audios or interactive images. Although classroom management involves all the above mentioned aspects, the most prominent way that leads to the enhancement of classroom management, is the effective performance of the teacher's duties. This paper assumes that the constant establishment of teacher's appropriate classroom language, teacher's responsibilities and the criticism and evaluation of teacher's performance acts as a corner stone of classroom management.

English classroom teacher at university level always attempts to make harmony of controversial issues. It is very hard to manage these meticulous issues. The first instance of this problem is that student's lack of English knowledge because of his/her previous school background. At schools within 11 years, the students have to study English syllabuses intensively. Unfortunately, by the end of this respective period, there is a wide gap between English courses students studied and a very limited information students gained from these courses. This gap appears because in general education, teachers do not teach intensive phonics and phonograms in English classroom, therefore, students lack knowledge and practice of reading fluency. Teachers also introduce activities of reading passages before teaching students how to read words. In this case most students do reading by guessing. In addition, teachers limit students' awareness to a very narrow area in English textbooks although the syllabuses contain rich and valuable resources of information. When these learners enter universities, they feel dissatisfaction and that proves frustration both for teachers and students. When teachers come to practical work at lecture rooms, they feel disappointment about their students' EFL levels. They start complaining to administrators. In the same line, internet resources exposed everywhere in colleges. The question is who is the leader of classroom management? This paper is expected to find solutions to this question.

The objectives of the paper are to:

- 1) Explore and evaluate the effective roles of English teacher inside the classroom as the first and the top factor that improves classroom management and maximizes learner's performance.
- 2) Examine the efficiency of teacher's appropriate classroom language on the development of classroom management.
- 3) Investigate the efficiency of English teacher's responsibilities on the improvement of classroom management.
- 4) Examine the efficiency of English teacher's criticism and evaluation of his performance on the enhancement of classroom management.

However, the major aim of this paper is to emphasize the idea that when a professional teacher/ lecturer does his/her duties properly in classroom, the management of classroom and the learners education will be the best, comparing with other aspects that involve in class environment. To make judgment of this supposition, the research questions are:

- 1) Does the effective use of English teacher's roles improve classroom management and the standard English of Saudi EFL students?
- 2) To what extent does the efficiency of teacher's appropriate classroom language develop classroom management?
- 3) To what extent does the effectiveness of English teacher's responsibilities enhance classroom management and students learning?
- 4) Does the effective use of teacher's criticism and evaluation of his performance develop classroom management?

Quantitative research methodology has been designed to achieve this study. Quantitative method has been selected because it gives a most important function for literature review, using proposed research questions, instructive research problem, shapes a require for the track of study. It brings statistical facts from a huge group of people using questionnaire. It interprets views, evaluates collections, using tables & charts, and comparing these study results with the previous studies.

Three main points should be studied when we talk about the duties of teachers in classroom. The issues concerned are how do teachers use appropriate Classroom language, teachers' duties and the criticism and evaluation of teacher's performance. Classroom language can be appropriate to both learners and the subject, if the teacher pays close attention to instructions given, eliciting information, prompting learners, following learning, explaining new words, as well as group monitoring. Teachers instructions are always given to inform students what to do and how at different steps of EFL teaching. To do so, teachers have to follow certain procedures. These procedures involve stand still, book on chest, instruction should be clear, complete, concise and correct. You have to speak slowly and reasonably. You have to demonstrate or exemplify. Then finally, instruction check question should be given to learners. Learners like to speak continuously to their partners and do not pay close attention to their instructor during the lesson if the teacher's instructions are not comprehensible or his speech is not obvious.

Successful language instruction policies can support learners to promote positive attitudes towards the learning practices in general and studying English language courses in particular. Teachers also use elicitation technique to get information from their students. Elicitation is a very practical technique because one can bring information from students instead of giving it to them. It also increases students' participations and supports learner's self-confidence during the lesson. Teacher's classroom language is one of the basic roles that teacher does to develop classroom management. Prompting technique on the other hand is very important. Teachers sometimes show learners pictures of something and ask them to describe or talk about it. This technique sustains learners group discussion and it helps teachers to minimize teacher talk time and maximize student talk time. Prompting technique was positively correlated with instructions given and classroom management item which showed the importance of this technique on developing EFL students learning.

During the lesson teachers also attempt several times to measure their students understanding of the lesson. In most times teachers check learners learning when they teach new vocabulary, finish a task or a lesson. This technique allows instructors to know if there is a balance between information they give and the comprehension students gain. They can decide whether to speed up or low down the steps of teaching or even change the methods of teaching if learners do not grasp the points. In addition, teachers attempt to use a particular technique to explain and clarify new words or structures.

In classroom management, the teacher is an actor. He can play a number of roles. His responsibilities are planner, manager, facilitator, counselor and diagnostician. In order to get an

excellent classroom management, the teacher must perform all these duties with in each single lesson. The process of teaching learning can be carefully planned by class teachers. Teachers choose materials and tasks for lessons. They prepare tasks and exercises to match the levels of learners. Teachers can anticipate problems and find solutions. They can adapt texts and plan lessons. Planning item recorded the highest score which reflects participants' opinions that planning is the main class teacher's role. This concern was essentially consistent with previous studies. There are some English instructors who mainly depend on schoolbooks and leave other learning resources for the classroom. Making the use of schoolbooks as only one resource of knowledge holds back EFL learners' improvement because it limits students learning span. Skilled instructors always review the importance and value of their textbooks and they can change them if they do not fulfill the needs of learners. Additional tasks related to students' desires can create vigorous education atmosphere.

Teachers also lead classroom management. They decide the interaction patterns between student to student or teacher to student. They create a friendly rapport with learners. They also develop students' motivation via praising or giving presents. Teachers demonstrate activities and exercises of the lessons. They also create certain discipline for certain situations. For verbal communications, scholars tend to contribute and react to the discussion whereas instructors facilitate the learners' interactions. The responsibility of instructor is to advise and to keep focusing on the learners' communicative tasks. Moreover, teachers also facilitate learning. They support learners' autonomy by providing lots of duties with multipurpose and ask learners to participate according to their abilities and interests. Teachers always try to make sure that each individual learner fulfills his potentiality. They attempt to distribute opportunities equally among students. In other way, doing counseling is a great issue that teachers seek to fulfill. They sometimes give advice to students on problems happen outside the school environment. They listen carefully to students' problems and tell them how to behave correctly. They also guide students to follow and maintain correct disciplines. Teachers try to help learners to build safer tracks for their future success. In order to keep teaching learning process in its highest points of professionalism, teachers almost always make a diagnosis of two major things.

Teaching also has to be interactive, where teachers involve students in learning by asking questions and providing instructive feedback. Learners' studying performance should be developed if teachers have carefully given attention to their students learning style during lesson plan and classroom teaching.

During the long run of teaching learning process, from the first day of school to the final school exam, teachers remain consistently criticize and evaluate themselves and their duties. These criticism and evaluation should extend to teachers' language, techniques, activities used, class management, and record keeping files. Inside classroom, instructor's language should be checked to know whether it is low, to the level of students or high. The teacher has to ensure that the error correction is done or not. If it is done, then is it considerately, properly or remarkably. Is the praise given to students? If so, is it verbal, points or scores. The teacher also has to make sure that his sound is clear, ok or not obvious. The second points of criticism extend to techniques and activities used. Instructor has to vary his activities and to arrange them from easier to more difficult and from auditory, visual to kinesthetic tasks.

Particular lessons techniques create an excellent improvement in learners' activities and learners' performances. Professional teacher must have integrated knowledge. He can link new target point with previous information. He can relate his lessons to subjects in the syllabus. The teacher can also modify the lesson to match learners needs and learning outcomes. In order to make sure that the presentations reach learners' mind, the teacher must have built a better rapport with his students. The interaction patterns are carefully tackled in group work, pair work, good student with weak student, teacher with good student. This sort of rapport creates a better class atmosphere and facilitates students learning.

So, if the classroom is not managed properly, an endeavor as complex as teaching can easily become chaotic. When that happens, students are likely to become confused, bored, uninterested, restless, and perhaps even disruptive. But a well-managed classroom is not what many people think: students working silently at their desks, speaking only when spoken to, and providing verbatim recitations of what the teacher and textbook said. But if some of our goals are for students to acquire a meaningful knowledge base, become proficient problem solvers, and learn how to work productively with others, then we have to accept the idea that these goals are best met in classrooms that are characterized by a fair amount of autonomy, physical movement, and social interaction.

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