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CLASSROOM MANAGEMENT IN FOREIGN LANGUAGE TEACHING

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INTRODUCTION

The specificity of modern classroom management which is conditioned by the increase of requirements in accordance with the indicators of the education quality of the general secondary education institutions and higher education institutions is often a quite crucial in terms of defining the efficiency of the educational process. Currently, classroom management is viewed as a basis for realization of the core concepts and strategies of a foreign language teaching, substantiated by the Common European Framework of Reference for Languages (CEFR). Correctly chosen management in the English classroom is a pledge for teachers' success because of the wide variety of methods, techniques and forms of work, as well as the effective learning of pupils or students.

The considerable amount of researches has been devoted to describe the phenomenon of classroom management (J. Kounin [31], C. Evertson [19], C. S. Weinstein [19], J. Brophy [7], M. Lewis [33]). Their studies elucidated the role of classroom management in foreign language teaching. W. Doyle [14] was one of the first who outlined two purposes of the classroom management. The first aim is to create a calm learning environment for a meaningful language input. The second one highlighted the importance of developing students socially as well.

A concept of Communicative-Language Teaching has been widely addressed by D. Nunan [38]. He emphasized on the implementation of a CLT-based curriculum that take into account learners' needs. He was among the first to focus on the use of a communicative task and describe the content of a language learning task. Within the CLT, D. Hymes [24] and M. Celce-Murcia [10] have defined the importance of forming in learners a notion of a communicative competence. They both agree that communicative competence presupposes the learners know when and how to use the acquired language input in realistic context. J. C. Richards [53] introduced an overview that highlights modern teaching practices in the CLT with an emphasis on classroom interaction, purposeful material and motivation. Much work on the roles of teachers and learners and classroom interaction patterns which take place in a language classroom has been carried out by J. Harmer [21] and T. Hedge [22]. However, few investigations

have been focused on the roles of learners (P. Watkins [68]) due to the fact that learners perform a limited number of roles comparing to the teachers. The first investigation into the human innate abilities was done by H. Gardner [4] in his Multiple Intelligences Theory. He highlights knowing of different types of intelligences, will help teachers to manage the language classroom more easily and effectively.

Having analysed these sources, we outlined the notion of classroom management and set the base for further research. For this study, relevant literature, publications and studies were reviewed in order to get in-depth information on modern classroom management in general and the role of interaction and virtual interaction in particular. The concept of classroom interaction was discussed by J. C. Richards, J. Platt and H. Platt [54]. Scholars interpret it as the patterns of verbal and non-verbal communication and the types of social relationships which occur within classrooms. Core Curriculum Observation Tasks [12] best presented the system of interaction patterns occur in the language classroom. They are: Teacher → whole class, Teacher → individual student, Student → student, Students working in groups, Student → whole class.

Cooperative learning and dynamic classroom interaction cannot be done without organization of physical space in the class. The greatest attempt to analyze the seating arrangements in the language classroom has been made by J. Scrivener [60]. An increasing number of studies have been devoted to the creation of learner-centered environment. D. Nunan [41], R. Mager [35], C. M. Evertson [18], I. R. Poole [18], N. M. Lambert [32]. M. Weimer [69], C. Rogers [58] considered a fundamental necessity of designing a learner-centered curriculum that will give a chance for learners to become more autonomous, to solve problems and take responsibility for their own actions.

Technologies have become an integral part of the educational process. A plethora of scientists have provided valuable guidelines and recommendations on how to use media and vivify the language classroom (A. Hargreaves [20], E. Jones & J. Sato [25], J. W. Santrock [59], G. G. Bitter [5], M. E. Pierson [5], R. Marzano [36], R. Arends

[3]). They consider the need of using Power Point Presentations, social networks, audio and video, etc.

Since our reality has significantly changed due to the COVID-19 pandemic, the modes of teaching and learning processes have altered respectively. Presently, teachers and students are facing rather radical and tough challenges – i.e. remote teaching, distance learning, online courses and virtual classrooms. Still online education is not a sentence. More and more new communication and collaboration tools are appearing to make online learning more comfortable and efficient.

Positively, that classroom management has no fixed limitations in its form of realization. If taking into account current shift to distance learning, teachers can implement it even through the screens of their computers. The issue of a remote teaching and virtual interaction with the use of multiple online learning platforms and virtual learning environments **is currently of great interest**.

The **object** of the study is classroom management in foreign language teaching in general secondary education institutions and higher education institutions. **The subject matter of the study** is the methods of organization of classroom management in foreign language teaching in general secondary education institutions and higher education institutions.

The study **aims** at theoretical and pragmatic grounding of the principles of classroom management in the modern process of teaching English in general secondary education institutions and higher education institutions of Ukraine.

The set aim presupposes the fulfillment of the following **objectives**:

- 1) to reveal the essence of the concept of CM in the modern process of teaching English;
- 2) describe the characteristics of CLT and communicative task from the point of view of CM;
- 3) determine the roles of teacher and student within the CM;
- 4) specify the psychological peculiarities of the language learners;

- 5) to investigate the peculiarities of the functioning of classroom interaction patterns and designing a learner-centered environment on the basis of a communicative approach;
- 6) identify the main characteristics of the virtualization of English language learning, taking into account new approaches to the realization of CM;
- 7) to develop and conduct a questionnaire of participants in the educational process of the third degree general secondary education institutions and higher education institutions of Ukraine in order to define the level of awareness of the basic of CM and its impact on the effectiveness of teaching CM;
- 8) to develop methodological recommendations for the implementation of modern approaches to the organization of CM in the process of learning English.

To achieve the research aim certain **methods** were used: theoretical (a critical analysis of theoretical literature for studying pedagogical, psychological and methodological prerequisites for implementation of classroom management; empirical (questionnaire of the participants of the educational process (pupils and students) with the goal of revealing their priorities of classroom management as well as defining their attitude toward different forms of its realization; questionnaire of school teachers and university teachers of English for clarifying the drawbacks of organization methods of classroom management in order to make methodological recommendations); methods of mathematical statistics for processing and interpreting the questionnaire results.

The paper examines such main terms as “classroom management”, “classroom interaction patterns”, “communicative competence”, “learner-centred approach”, “learning style”, “learning strategy”.

The findings of the study can contribute considerably to the development of techniques in realization of classroom management in offline and online formats. The results are of direct **practical relevance**.

Further studies, which take into account the elucidation the function of each interaction pattern at different stages of the offline and online language classrooms, will need to be performed.

The results of the study are **published** in the Kamianets-Podilskyi Ivan Ohienko National University edited volume of “The eighth students international conference “Language in Interdisciplinary Context of life-long Education” held on April 1- April 7, 2020.

The study is **divided** into three chapters and subchapters, illustrated by figures, tables and three appendices. The list of references includes seventy one items.

CONCLUSIONS

The obtained results fully correspond to the set aims of our study. With the advents in the educational field, teaching in a foreign language classroom puts forward certain requirements and demands for teachers. In our study, an attempt has been made to elucidate the meaning of a rather new phenomenon of classroom management and to specify the main interaction patterns that can be implemented in a foreign language classroom. We have come to conclusion that classroom management is a course of actions teachers take in order to enhance peer interaction, facilitate meaningful communication and promote language acquisition.

This paper has given an account of implementing a communicative approach and designing a CLT-based curriculum that will consider learners' needs and will give chance to promote classroom interaction emphasizing the use of language input in a realistic language environment. Communicative tasks and activities take central place in such practice. The material chosen should be relevant and meaningful, motivation – strong, language exposure – maximum and constant.

We have managed to define the main teacher roles and their functions in a language classroom. Still, teachers should remember not to focus on using only one role because different learning situations require performing various teacher roles. Changingness is highly required here, as the limited choice of roles, the less efficient is implementation of classroom management. Learners' roles were also our aim to define, however we have concluded that comparing to teachers, they perform limited number of roles.

Since all learners are individuals with their own needs and peculiarities, teachers should pay considerable attention to the learning styles and learning strategies they use to realize the language learning. Keeping in mind different types of intelligences and sensory preferences, will help to run a language class much easier and smoother.

This paper has highlighted the importance of creating a learner-centered environment that can be a prerequisite for successful organization of classroom management. The educators and teachers have to realize that a learner-centered curriculum will give a chance for the learners to become autonomous and independent.

Classroom interaction patterns realized in a learner-centered classroom will notably contribute to the proactive classroom management and enhance meaningful communication and foreign language acquisition.

Considerable progress has been made with regard to remote teaching, namely the organization of online interaction in the times of distance learning. We have outlined the online communication and collaboration tools which might be of a great assistance during virtual classes. We have described in details the online interaction that takes place before, during and after the online language class.

The pragmatical significance of our work lies in creating and conducting the questionnaires for the participants of educational process. The overall number of those who completed the questionnaires was 168. We have obtained comprehensive results demonstrating the crucial importance of classroom management in the foreign language teaching. These findings add substantially to our understanding of the essence of classroom management.

Based on the questionnaire results, we have devised the methodological recommendations that might be helpful and advantageous for effective implementation of the classroom management strategies and approaches. The list of them is below:

1. Teachers should as much as they can eliminate the use of L1 in a language classroom, since it greatly influences on the learners' language exposure.
2. Teachers have to root in their learners motivation to learn the language with the help of vivid and relevant learning material. Consequently, they have to encourage them and provide vivid and purposeful learning material.
3. Teachers should take into consideration learners' individual psychological peculiarities, learning needs, behavioural profile and types of intelligences.
4. Promoting and enhancing classroom interaction with the use of different interaction patterns should be of primary importance. Since interaction is the basis of any communication, teachers have to use a lot of pair and group work not only for speaking activities, but for practicing grammatical constructions and lexical material.
5. Before correcting the learners, teachers should to carefully think over the strategy or technique to use. As teachers' correction has to be very precise and laconic,

but not offending, otherwise it may discourage learners. Nevertheless, peer correction is the best choice that will increase their autonomous learning.

6. Teachers have to be ready to perform different roles during the classroom. That's why well-thought teachers' role can be a recipe for success. Nonetheless whether teachers play the role of an observer, facilitator, language guide or assessor, it is always vital to be in good relations with learners and create non-threatening language environment.

7. With a shift to distance learning, teachers should learn new skills and adapt to the new conditions. They should develop technical skills, inter-personal skills, self-motivation and time management. Despite teaching through the screen, teachers should somehow manage learners' interaction. Online communication tools and different specific means (e.g. web conferences, resources sharing, virtual learning environments or learning managing systems) might come in handy for facilitating online interaction.

Future work will focus on deeper insight of the function of each interaction pattern during different stages of the foreign language classroom.

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