

BEGINNING ENGLISH TEACHERS :CLASSROOM MANAGEMENT

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Abstract

Classroom management is the vital professional content of successful professionalization of beginning teachers. This study explores the challenges beginning English teacher face in classroom management during early years of teaching career. Through survey method and using a valid questionnaire tool the required data was collected and then analysed statistically using SPSS 16. A sample of beginning English teachers was carefully chosen through stratified sampling from 43 schools located in Bangalore city, . In total, 113 participants responded to questionnaires and 20 participated in the interviews. It was found that many students in classes, variation in cognitive approach and mother tongue, adaptation to new teaching and learning techniques, and ineptness in using latest ICT based audio-visual aids are main challenges in classroom management that affect the ultimate performance of beginning English teachers. These issues require more attention to improve teachers' performance. It is hoped that findings of this study would help beginning teachers and educationists in developing strategies to cope with classroom management challenges in the perspective professional socialization.

Keywords: classroom management, professionalism, beginning teachers, performance

1. Introduction

1.1 Background

English language has acquired the status of global language for the last few decades and its importance in every discipline of life cannot be denied (Crystal, 1997). In Pakistan, English has taken over another important role while being second language of the country. In Pakistan, the area of English Language Teaching is passing through different rapid reforms both in public sector and in the private sector (Akhtar & Kausar, 2011). This study views the professional socialization of English teachers in Pakistan in view of present ELT reforms. It has been observed with grave concern that English teaching community in India needs much more to do to meet international standards of English language teaching (Tahir & Qadir, 2012). There are several causes and facts of this concern ranging from pedagogical to administrative dimensions. Scores of problems fall under the category of professional socialization of English teachers in which teachers being the part of an academic institution face different problems.

1.2 Classroom Management: Teacher Socialization Content

In the perspective of teacher socialization and especially for their professional learning while serving in an organization, managing a classroom is an important professional task to be done. Pollard (1982) divides organizational contexts into two main categories i.e., influence of pupils on their teacher and persuasions on teacher-student interaction in the form of classroom ecology. Many other studies (e.g., Baumrind, 1980; Blase, 1986; Doyle, 1979; Riseborough, 1988) have confirmed the same findings related to the influence of classroom ecology and pupil-teacher relationship. Doyle (1979) has asserted that the selection of appropriate teaching methodologies is directly influenced by the students' classroom behavior and class participation. This process of interactive socialization affects the performance of both teacher and students. The one significant element which makes a teacher better in skills, knowledge and experience in interactive socialization is students' role (Larson, 1986).
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Different scholars like Denscombe (1982), and Connell (1985) enlighten the facts about the classroom related to the teacher's physical condition while delivering lecture(s). They have discussed different factors about teaching as a profession e.g., size of the classroom and strength of