# REVUE INTERNATIONALE DE LITTERATURE ET DE LINGUISTIQUE APPLIQUEES (RILLA)
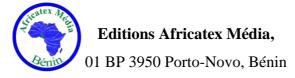


# RILLA

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## Pr Taofiki KOUMAKPAÏ &

## Pr Julien K. GBAGUIDI

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**Sous la direction du :**

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# LIGNE EDITORIALE ET DOMAINES DE RECHERCHE

## 1.   LIGNE EDITORIALE

La Revue Internationale de Littérature et de Linguistique Appliquées (RILLA) est une revue scientifique spécialisée en lettres et langues. Les articles que nous y publions peuvent être écrits en français, en anglais, en allemand, en espagnol et en yoruba. Ces articles sont reçus au secrétariat du comité de rédaction de la revue et envoyés en évaluation. Ceux qui ont reçu des avis favorables sont sélectionnés pour une réévaluation par les membres du comité scientifique en raison de leur originalité, des intérêts qu'ils présentent aux plans africain et international et de leur rigueur scientifique. Après les travaux préliminaires du secrétariat, le spécimen du numéro à publier est envoyé au comité scientifique de lecture pour des corrections éventuelles et la vérification de la conformité des articles aux normes de publication de la revue.

Notons que les articles que notre revue publie doivent respecter les normes éditoriales suivantes :

### ➢ **La taille des articles**

Volume : 18 à 20 pages ; interligne : 1,5 ; pas d'écriture (taille) : 12 ; police : Times New Roman.

### ➢ **Ordre logique du texte**

- Un TITRE en caractère d'imprimerie et en gras. Le titre ne doit pas être trop long ;
- Un Résumé fait dans la langue de publication (50 à 200 mots maximum) ;
  Les mots clés (03 à 05 mots) font partie du résumé ;
- Un résumé en anglais ou en français selon la langue d'écriture de l'article. Le second résumé ou abstract est juste la traduction du premier résumé. Il est aussi fait de mots clés exactement comme dans le premier cas ;
- Introduction ;
- Développement ;
  Les articulations du développement du texte doivent être titrées et / ou sous titrées ainsi :
  - ➢ Pour le **Titre** de la première section et sous-section
    1. Pour le titre de la première section
    1.1. Pour le titre de la première sous-section
    1.2. Pour le titre de la deuxième sous-section de la première section etc.

  - ➢ Pour le **Titre** de la deuxième section

2. Pour le titre de la deuxième section

2.1. Pour le titre de la première sous-section de la deuxième section

2.2. Pour le titre de la deuxième sous-section de la deuxième section etc.

➤ **Conclusion**

Elle doit être brève et insister sur l'originalité des résultats de la recherche

➤ **Bibliographie**

Les sources consultées et / ou citées doivent figurer dans une rubrique, en fin de texte, intitulé :

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    - La rédaction n'admet que des notes en bas de page. **Les notes en fin de texte ne sont pas tolérées.**
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## 2.  DOMAINE DE RECHERCHE

La Revue Internationale de Littérature et de Linguistique Appliquées (RILLA) est un instrument au service des chercheurs qui s'intéressent à la publication d'articles et de comptes rendus de recherches approfondies dans les domaines ci-après :

- **lettres :** littératures, grammaire et stylistique des langues française, anglaise, allemande, espagnole et yoruba ;

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Au total, la Revue Internationale de Littérature et de Linguistique Appliquées (RILLA) se veut le lieu de rencontre et de dissémination de nouvelles idées et opinions savantes dans les domaines ci-dessus cités.

**LE COMITE DE REDACTION**

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La Revue Internationale de Littérature et de Linguistique Appliquéee (RILLA), publiée par l'Institut Universitaire Panafricain (IUP), est une revue ouverte aux chercheurs des institutions universitaires de recherche et enseignants-chercheurs des universités, instituts universitaires, centres universitaires et grandes écoles.

L'objectif de cette revue dont nous sommes à la onzième publication est de permettre aux collègues chercheurs et enseignants-chercheurs d'avoir une tribune pour faire connaitre leurs travaux de recherche.

Le comité scientifique de lecture de la RILLA est présidé par le Pr Akanni Mamoud IGUE. Ce comité compte sept membres qui sont des Professeurs Titulaires. Aussi voudrions-nous informer les lecteurs de la RILLA, qu'elle devient multilingue avec des articles rédigés aussi bien en français, en anglais, en allemand, en espagnol qu'en yoruba.

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[1] Lycée in francophone educational system is a secondary school

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# ANALYSIS OF CLASSROOM MANAGEMENT TECHNIQUES IN ENGLISH AS A FOREIGN LANGUAGE TEACHING AND LEARNING AT LYCEE BEHANZIN[3], PORTO-NOVO, REPUBLIC OF BENIN

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**ABSTRACT**

For any subject teaching, there is need to practice the good techniques for the management of the classroom. The teaching of English as a foreign language in Republic of Benin's system of education calls for the application of good techniques for the classroom effective management. The great problem of this study is being able to make both teachers and learners to know their personal roles in the process of the language acquisition. This paper discusses and analyses classroom management techniques in the

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[3] Lycée in francophone educational system is a secondary school

process of teaching and learning of English as foreign language. Quantitative method of research is used to carry out the study. The results of the research have shown that the techniques of classroom management are very important for teachers and learners to know as it makes them to teach and to learn better, respectively.

**Key words:** English language, classroom-management, techniques, teaching-learning.

## RESUME

L'enseignement de toute matière requiert la mise en pratique de bonnes techniques pour le management de la salle de cours. L'enseignement de l'anglais, langue étrangère dans le système éducatif en République du Bénin, appelle à l'application de bonnes techniques pour la gestion effective de la salle de cours. Le grand problème de cette étude est d'amener l'enseignant et même les étudiants qui sont des apprenants à connaître leurs rôles dans le processus de l'acquisition de la langue. L'article discute et analyse les techniques de la gestion des étudiants en situation de classe dans le processus de l'enseignement et de l'apprentissage de l'anglais langue

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étrangère. La méthode quantitative de recherche est utilisée pour faire la présente étude. Les résultats de la recherche ont montré que les techniques de gestion des étudiants en situation de classe sont vraiment importantes et doivent être connues des enseignants parce que ces connaissances leurs permettent de mieux enseigner et de guider les apprenants de façon appropriée.

**Mots clés :** Anglais, salle de cours, management, techniques, enseignement-apprentissage.

## INTRODUCTION

The classroom is a place dominated by the teacher's authority. He sees to the provision of materials for work, regulates the time for activities and assigns duties to the class. There is need in educational setting for a classroom that contains students and instructional materials to be well managed by the teacher. Classroom management is very capital for the teacher, the person who must maintain peace and discipline in the classroom for effective teaching and learning to take place.

The Teacher is the Manager per excellence in the classroom. He is essentially the pivot of classroom

management for the purpose of accomplishing classroom objectives. English as foreign language teachers at Lycée Béhanzin of Porto-Novo accomplish their teaching duty while maintaining order, discipline and coexistence among students of different ethnic groups. The English language is taught to students of different socio-cultural backgrounds as the school is made up of almost all the ethnic groups of the country with a great dominance of the south students who are mostly Egun, Yoruba, Fon and Tori boys and girls.  At Lycée Béhanzin of Porto-Novo in Republic of Benin, the classroom management for English language teachers as well as others, is pathetic job because of the religious diversity of the students among other factors. Hence, the mastering of classroom management techniques are important and necessary for the classroom teachers of Lycée Béhanzin of Porto-Novo in Republic of Benin.

A large part of traditional classroom management involves behavior modification, although many teachers are still using behavioral approaches alone as overly simplistic. Many teachers establish rules and procedures at the beginning of the school year. According to Abimiku

(2012), rules give students concrete direction to ensure that our expectation becomes a reality. In line with their duty, an performance quality set by government and themselves, English as foreign language teachers at Lycée Béhanzin at the begin of the subject to be taught must give orientation and concrete direction and instruction to be respected by the students for smooth and conclusive teaching and learning.

This paper discusses and analyses classroom management techniques by presenting the theoretical framework of the study, the research design, techniques for effective classroom management, techniques for practical and day-to-day classroom management activities, suggestions for enhancing teaching and learning.

## 1. TECHNICAL FRAMEWORK OF THE STUDY

The technical framework of the study presents the justification of the study and the procedures used to carry out the research, to include the background, problem,

objectives, hypotheses and the conceptual clarification of the study.

## 1.1. Background of the Study

A school is a formal agency of education as it is a milieu where knowledge is acquired in a very organised way, step by step and level by level. Kocchar (2007:188) is of the opinion that,

> « *the classroom is a formal place where teachers and pupils meet the former for teaching and later for learning. Meetings between teachers and pupils should be occasions for learning, thinking and understanding*».

Classroom is the place where maximum advantages are achieved in the process of education. Language education and more specifically English as a foreign language teaching and learning is the object of this study. Classroom management needs techniques and methods to be applied by the teacher as to achieve his goal. Furthermore, it becomes imperative that educational

activities be best planned and be best conducted. For Kocchar (2007:189), « *the teacher should create learning situations and organize them in such a way that the child is motivated to know, to think and to do*». This shows the importance of the classroom management and the application of the techniques and methods that must be used to achieve the goal of teaching and learning.

## 1.2. Problem of the study

Techniques of classroom management such as planning the lessons, getting ready the teaching materials, understanding learners' sociology and psychology are necessary and constitute a challenge for the English as foreign language teachers in Republic of Benin, a francophone country. For effective teaching, there is need to create a conducive atmosphere for learning, but the problem is that most of the foreign language teachers in Republic of Benin are ignorant of these technics particularly those who are not well trained to handle language education. The absence of these managerial techniques of a classroom is a great problem to the teachers, resulting to ineffective teaching and learning.

Another factor, however, is poor teaching practice, which is a prerequisite for successful classroom management and effective teaching for effective learning. Indiscipline on the part of the students is another factor militating for the teachers to necessarily master the techniques of classroom management so that they can be able to handle discipline issues in teaching process.

## 1.3. Objectives of the study

The study stands to;

i.      expose and appraise the techniques of classroom management;

ii.      analyse the usefulness of classroom management technic in the teaching and learning of English as a foreign language;

iii.      discuss the impact of classroom management techniques on the English language studies.

## 1.4. Hypotheses

Three hypotheses are used to verify the usefulness of techniques of classroom management in the process of teaching and learning of English as a foreign language in Lycée Béhanzin, Porto-Novo, Republic of Benin.

i.      Exposing and appraising the techniques of classroom management help teachers to better know the classroom management techniques in order to apply them in teaching.

ii.      Analysing the usefulness of the techniques of classroom management in the teaching and learning of English as a foreign language makes teaching and learning process beneficial both to the teachers and to the learners.

iii.      Discussion on the classroom management techniques in the English language teaching and learning will help to improve the quality of teaching and learning as good techniques will be known and used.

### 1.5. Conceptual clarification

The significant and important terms of this study are clarified as to better present the conceptual clarification of classroom, management, classroom-management, teaching and learning.

### 1.5.1. Classroom

The Encyclopedia of Educational Research sees the classroom as a place where instructions take place in the school. It is made of walls, doors, few desks, benches, the chalkboard and other teaching aids. A classroom is a

place of social intimacy where children live together and are held together for the purpose of learning to read, write and also achieve the purposes of the school. It is the place where the teacher mostly carries out his primary assignment of teaching, counselling and research. The classroom is a logical first for study.

### 1.5.2. Management

Management is the act of running and controlling a business or similar organization. In the context of this study, management is the act of dealing with people, here students, and interacting with them in a prescribed way as to achieve results of predefined objectives. As stated by Oshionebe (1992), in Abimiku (2012),

> *«The term management is the total utilization of scarce resources in order to achieve pre-determined objectives. In a simple term, it is the orderly control of the pupils, the teaching materials and aids in order to obtain the desired learning objectives ».*

Absence of good management produce failure of the objectives and bad results.

### 1.5.3. Classroom Management

Classroom Management is a set of procedures that make the teacher to plan, control and organize the classroom by instructing, conducting and teaching students for learning to take place in a prescribed way. Kashim (2013) citing Abimiku (2012) supported that,

> *«Classroom Management is a process concerned with identifying, understanding, maintaining, stimulating, controlling and unifying human and material resources in the classroom for maximum success in teaching learning situation».*

Classroom management also refers to the prevention of disruptive behavior which is closely linked to issues of motivation, discipline, respect and depends on educational psychology. The absence of classroom management techniques in English language education

can be attributed to inefficient training and / or no training at all, of teachers.

### 1.5.4. Teaching

Teaching is a process by which knowledge is transmitted from a teacher to a learner. Teaching is a process through which one transmits knowledge to another person. Oxford (2010:1518) informs that *« teaching is considered to be an art. »* Learners are the raw material which the teacher has to deal with, as to make them learn. Kochhar (2007:23) points out that,

> *« as sculpture is to a block of marble, education is to the human soul. The teacher unconsciously designs the learners entrusted to him. The teacher has a purpose and he modifies the learners accordingly. »*

With the teaching practices, the teacher is like an artist. Nathaniel Cantor in Kochhar (1985:23) supported that,

> *« teaching is a sublime art. It is impossible to separate the teacher from teaching. The teacher, in fact,*

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*mirrors himself into the child; he puts an indelible stamp on the young, tabular razreder growing plastic mind of the learners. The learners generally take after the teacher. »*

There is however a difference between the teacher and the artist. Nathaniel's views here are taking the teacher closely to any artist. He gives any shape he likes to the material. He gives expression to his own ideas. He imposes his will on the material with which he works, and creates an object. The teacher cannot give any shape to the living material he comes into contact with.

### 1.5.5. Learning

Learning is an organised process through which one acquired knowledge. Learning is a natural outcome of the individual's attempts to meet his or her basic and normal needs. Learners want to learn, to know and to "be able.'' The learner is not the passive victim of his environment. Learning can only take place in response to the felt need of the child. Learning is a complex process. It consists of a more or less permanent modification of behavior. Kochchar (1997:50) states that,

*« Changes in manner of acting, ways of expressing one's thoughts, attitudes and feelings are called learning. In short, learning is an emergence of a new experience. In school, the major problem before the teacher is to cause learning in the learners. »*

## 2. RESEARCH DESIGN

The research design outlines the overall research design employed in this study. The research design is comprised of the instrument of the research, the scope of the study, the method of data collection, research questions, the data presentation and analysis, interpretation of the results.

### 2.1. Instrument of the research

Quantitative method of research is used to carry out the research.

Two questionnaires were produced for teachers and students of Lycée Béhanzin, Porto-Novo to appreciate

the level of mastering of classroom techniques by the teachers and the usefulness of well managed classroom to the learners.

## 2.2. Scope of the study

The article exposes classroom management techniques and discusses the role of the teacher in effective classroom management. The English language teachers are especially addressed for good attitude to teaching development in Republic of Benin.

## 2.3.Method of data collection

The two questionnaires were produced and distributed to twelve English as a foreign language teachers and hundred and ten students of $6^{eme4}$ (JSS1). Two weeks were given to the respondents to produce the answers to the questions that allow the researcher to carry out the discussions and analyses of the classroom

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[4] 6ème in the francophone system of educations like in Republic of Benin, is equivalent to Junior Secondary School one (JSS1) in the Anglophone systems of education like in Nigeria and Ghana in west Africa.

management techniques in Beninese secondary school where Lycée Béhanzin of Porto-Novo serves as a sample for the country.

Questionnaires were collected two weeks after their distribution and data collected for discussions and analyses. Out of the twelve questionnaires distributed to teachers, Ten were returned and hundred collected from hundred and ten students who received the questionnaires that were all well field. So, ten (10) questionnaires were returned by the students for data collection and analysis.

## 2.4.    Research questions

Two questionnaires were established for teachers and students. Each of the questionnaire is made up of 3 essential questions.

### 2.4.1.  Teachers questionnaire

(i) How long have you been teaching English as foreign language?

(ii) Are you a trained teacher? Yes or No?

(iii)       Do    you    master    the techniques of classroom management?

### 2.4.2. Students questionnaire

 (i) Did you like participating in English language teaching classes, yes or no?

 (ii) Does your English Teacher maintains discipline in the classroom during lessons, yes or no?

 (iii) Are you challenged by poor classroom management during English language lessons, yes or no?

### 2.5. Data presentation and analysis

Stratified Randum Access technique is used to treat the questionnaires returned by the teachers and students. The two questionnaires distributed to teachers and students were examined and data collected, from ten sheets of questionnaire collected of the teachers and hundreds of the students. After examination of the questionnaire sheets, data collected were presented and analysed in the two tables bellow.

→ **Table 1: For teachers data presentation and analyses**

| N° | Questions | Number of answers | Percentage of the answers |
|---|---|---|---|
| 01 | How long have you been teaching english as a foreign language? | 10 years: 5 | 50% |
| | | 5 years: 3 | 30% |
| | | 3 years: 2 | 20% |
| 02 | Are you a trained teacher? | Yes: 8 | 80% |
| | | No: 2 | 20% |
| 03 | Do you master the techniques of Classroom Management? | Yes: 8 | 80% |
| | | No: 2 | 20% |

**Figure 1:** Presentation of teacher's data and analyses

**Source:** Kodjo Sonou, G.T. 2020

→ **Table 2: Students data presentation and analyses**

| N° | Questions | Number of answer | Percentage of answer |
|----|-----------|------------------|----------------------|
| 01 | Did you like participating in English language teaching classes? Yes or No? | Yes: 100 | 100% |
| 02 | Does your English Teacher maintains discipline in the classroom during lessons, yes or no? | Yes: 90 | 90% |
|    |  | No: 10 | 10% |
| 03 | Are you challenged by poor classroom management during English language lessons, yes or no? | Yes: 10 | 10% |
|    |  | No: 90 | 90% |

**Figure 2:** Presentation of students' data and analyses; **Source:** Kodjo Sonou, G.T. 2020

## 2.6. Interpretation of the results

For table 1, the data analyses results have shown that:

(i)　　All the ten teachers have been teaching between 3 and 10 years;

(ii)　　Eight (8) out of ten teachers are well trained to the mastering the techniques of classroom management;

(iii)　　Eight (8) teachers mastered classroom management techniques and two did not.

At this point, it is necessary to state that all the English as a foreign language teachers of Lycée Béhanzin of Porto-Novo are experienced in the language teaching as none of them has less than 3 years of experience. But the challenge is that some of these teachers: 20%, are not well trained to the mastering of the techniques of classroom management. This is a great problem to Lycée Béhanzin authorities who are sending some teachers back to school for training further to government directives on the teachers training scheme. It is also observed that the few teachers are not full time teachers. So at the the Lycée

Béhanzin of Porto-Novo classroom management techniques are well mastered by the trained 80% teachers who teach well in a very good atmosphere, as they are able to maintain discipline in their classroom when teaching.

The research hypotheses are valid and verified with the objectives as:

- by exposing the classroom management techniques to teachers and school authorities, more conscience is taken about the importance of the techniques of classroom management in a school setting; so hypothesis one is valid vis-à-vis the objective one.

- the discuss on the topic made the teachers to know better on the classroom management techniques and those who do no master the techniques, few of them, 20% are part time teachers. This few teachers have great problem maintaining peace and discipline in the classroom but the situation is not significant vis-à-vis the 80% that are in good control of the classroom challenges. So,

the hypothesis two is verified and valid with objective two.

- the analyses have shown that the study has a great impact on the teachers who are more informed about the usefulness of classroom management techniques in English language teaching. Hypotheses three is verified with the objective three and the objectives of research are achieved and the hypotheses are validated.

For table 2, the students' results analyses have shown that all the hundred students like participating to English language teaching classes and that is interesting. It is has been observed that 90% of the students are trained in good atmosphere and discipline maintained in their classroom. The 10% remaining are probability trained by the teacher who are not well trained the classroom management techniques. The analyses of the data collected has shown that classroom management techniques by the teachers impacted seriously both the teacchers and students in their desire to teach and to learn.

# 3. ANALYSIS OF TECHNIQUES FOR EFFECTIVE CLASSROOM MANAGEMENT

For effective classroom management, the student-teachers must therefore acquire skills in the following areas: - chalk or white boards arrangement, classroom arrangement, time management, class control, sustenance of student's interest, among others.

## 3.1. Chalk or white boards Arrangement

The position of chalk or white boards in the classroom is very important. In African countries, chalk boards are still being used along with the white board. It helps to determine how the classroom is to be arranged. The boards help in the writing of important information, for students to copy or to better understand the explanation of the teacher.

## 3.2. Classroom Arrangement

Classroom arrangement is very important in the process of teaching and learning. This helps to create spaces for effective movement in the classroom. How the classroom is arranged depends on the type of furniture and

the teacher's creative ability to arrange them. Generally, there could be individual student desks, or long benches, chalkboard, and teacher's desk. The arrangement of students seating positions must make room for the teacher's movement from one place to the other in the classroom. In order to check the students' activities.

### 3.3. Time Management

Time plays a great role in the process of teaching and learning. The degree of efficiency and success in teaching and learning English as a foreign language in the classroom depends on the adequacy of the planning and use of time as a resource. If the time available is well managed, there will be enough time for all the activities the teacher has decided to carry out in order to bring efficiency and effectiveness in the school programme. In the classroom management, everything is done to following up the time as lectures are organized per minutes and hours.

### 3.4. Sustenance of Learner's Interest

This helps the teacher to think about what to teach, why the topic, how to teach and who to teach, as well as

how to evaluate what is taught in order to sustain the learner's interest and thereby create a conducive classroom atmosphere. To make these effective, Kashim (2015:44) is of the opinion that;

> *"In the sustenance of the learner's interest, the teacher should use a variety of methods and techniques of teaching. These include: questioning method, demonstration method, enquiry and fieldtrip methods, project method, role playing method and lecture method. Each of these methods and techniques is very useful to the system as discussed below".*

This is very important in capturing the attention of the leaner as to mark him be interested in what is been taught.

### 3.4.1. Questioning technique

This technique gives orientation to thinking and research for answers. Questioning may be used to introduce a new topic, seek solutions to a problem or draw student's attention to some important points in the

construction of a project or the carrying out of an experiment. Questioning makes students think about what they are hearing or doing.  Questions asked by one student can be answered by other students. This increases the involvement of students and makes the lessons more interesting and effective.

### 3.4.2.  Demonstration technique

The technique is leading by example as demonstration helps better understanding. In this method, teachers demonstrate by examples, and encourage the students to do likewise as Practice makes perfect, the lesson should be clear to the teacher. He must not only know everything about the skills he teaches, but he must also be able to demonstrate them perfectly for his students.

### 3.4.3.  Enquiry and Fieldtrip technique

The technique aims at enquiring for solution and better productivity. Enquiry method allows students to think for themselves thereby sustaining their interest. This involves taking students to a designated place or location of educational importance.

### 3.4.4. Project technique

This involves the teacher guiding students to select specific projects to investigate either as individuals or as a group. Usually, selected projects are of particular interest to students and also have some discernable educational value. The method makes students to carry out research and to discover things, to make suggestions through results production.

### 3.4.5. Role play technique

This technique allows the students to act a problem or a structured situation for the purpose of teaching a particular skill, concept or attitude. Students learn a lot from the method as it is practical and easy to understand.

### 3.4.6. Lecture technique

In the lecture technique the teachers supply information to students. There is very little student's participation. Students are merely required to listen, think about what they hear, and understand the information being given.

A neatly dressed teacher with trimmed hair' will command more respect from his pupils than a shabbily dressed one with rough uncombed hair. A teacher who is very authoritative in his classroom is likely to kill the initiatives of his pupils because most of them would refuse to participate in his lesson for fear of punishment.

## 4. SUGGESTIONS FOR ENHANCING TEACHING EFFECTIVENESS AND LEARNING

It is important to observe that enhancing teaching effectiveness and learning is a process that is to be followed step by step. Kashim (2015:49), stated that, «Accurately assessing your student's developmental state can direct your planning and impel your teaching. For instance, recognizing a 16-year-old's concern about his appearance and his standing among his peers may promote your rapport with him and eliminate learning barriers. ». so, it is necessary to keep in mind that chronologic age and developmental stage are not always related. Throughout life, people move sequentially through developmental

stages, but also fluctuate somewhat among stages, often in response to outside stressors. These stressors can cause a person to regress temporarily to an earlier stage. Sometimes a person may not achieve the task expected of his chronological age. So you will need to address your students at their current developmental stages, not at the stages at which you would expect them to be because of their chronological ages.

More so, it is very important that the following classroom management techniques are respected in the process of teaching and learning English as foreign language.

- **Seize the Moment**

Teaching is most effective when it occurs in quick response to a need the learner feels. So even though you are elbow deep in something else, you should make every effort to teach the student when he or she asks.

- **Involve the student in planning**

Just presenting information to the student does not ensure learning. For learning to occur, you will need to get the student involved in identifying his learning needs and outcomes.

- **Begin with what the student knows**

You will find that learning moves faster when it builds on what the student already knows. Teaching that begins by comparing the old, known information or process and the new, unknown one allows the student to grasp new information more quickly.

- **Move from simple to complex**

The student will find learning more rewarding if he has the opportunity to master simple concepts first and then apply these concepts to more complex ones.

- **Accommodate the student's preferred learning style**

Learners gain knowledge best by seeing or rending what you are trying to teach. The teacher can improve his chances for reaching success if you assess your student's preferred learning style, then plan teaching activities and use teaching tools appropriate to that style.

- **Sort Goals by Learning Domain**

You can combine your knowledge of the students' preferred learning style with your knowledge of learning domains. Categorizing what the students need to learn into

proper domains helps identify and evaluate the behaviours you expect them to show.

- **Make material meaningful**

It is important to observe that another way to facilitate learning is to relate materials to the student's lifestyle and to recognize incompatibilities. The more meaningful material is to a student, the quicker and easier it will be for him to learn.

- **Allow immediate application of knowledge**

Giving the student the opportunity to apply his or her new knowledge and skills reinforces learning and builds confidence.

- **Plan for periodic rests**

Planning for periodic rests is necessary in the teaching and learning process. So, while you may want the students to push ahead until they have learned everything on the teaching plan, remember that periodic plateaus occur normally in learning.

- **Tell your students how they are progressing**

Learning is made easier when the students are aware of their progress. Positive feedback can motivate them to greater effort because it makes their goal seem

attainable. Also, ask your students how they feel they are doing.

-   **Reward desired learning with praise**

Praising desired learning outcomes or behavior improves the chances that the students will retain the material or repeat the behavior. Praising your students' successes associates the desired learning goal with a sense of growing and   accepted competence. Reassuring them that they have learned the desired material or technique can help them retain.

Above all these consideration, effective classroom management makes good teaching for learning to be effective, where competent human capital is produced for national development.

**CONCLUSION**

To conclude this paper, I must say that is necessary to talk about some requirements for good classroom management for effective teaching. It is also my wish that teachers go through this article so as to minimize the wrongs they commit during the process of their teaching. More so, good teaching, is teaching learners how to learn,

and doing so in a manner that is relevant, meaningful, and memorable. Furthermore, good teaching is about substance and treating students as consumers of knowledge. It is about doing your best to keep on top of your field. Again, good teaching is much more about bridging the gap between theory and practice. In addition, good teaching is listening, questioning, being responsive, and remembering that each student and the class is different.

It is about eliciting responses and developing the oral communication skills of the quiet students, and pushing students to excel; at the same time, it's about being human, respecting others, and being professional at all times. Qualitative teaching is about not always having a fixed agenda and being rigid, but being flexible, fluid, experimenting, and having the confidence to react and adjust to changing circumstances. It's about getting only 10 percent of what you wanted to do in a class done and still feeling good. It is about deviating from the course syllabus or lecture schedule easily when there is more and better learning elsewhere.

The creative balance between doing an authoritarian dictator on the one hand and a pushover on the other, is also qualitative teaching. This is very important to know that qualitative teaching is about humor. It's about being self- deprecating and not taking yourself too seriously. It's often about making innocuous jokes, mostly at your own expense, so that the ice breaks and students learn in a more relaxed atmosphere, as qualitative teaching is about caring, nurturing, and developing minds and talents. It's about devoting time, often invisible, to every student. It is also about the thankless hours of grading, designing or redesigning courses, and preparing materials to still further enhance instruction.

At this junction, it is important to notice that competencies and leadership are part of qualitative teaching, as this supported by strong and visionary leadership, and very tangible institutional support resources, personnel, and funds. Finally, good, qualitative and excellent teaching is about mentoring between senior and junior faculty, teamwork, and being recognized and promoted by one's peers. It is compulsory to say that in

any good qualitative excellent teaching process, there is always good, qualitative and excellence classroom management.

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