Assessment of Role of Classroom Management on Teaching Speaking Skill (Study Area Herat)

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Abstract

The article is about role of classroom management on teaching speaking skill classroom management in the class is an essential issue, that all the teachers should make a good environment for their students to be able to do their tasks very well. Speaking skill is for all the students to have a class with good management, and our aim is to elaborate and analyze the classroom management on speaking skill. This research has done on 90 English students of Education Faculty that 45 of them were males and 45 of them were females and the participants’ age is 18 up to 25. In this research we used from experimental method randomly. The result is gotten from our research is, that classroom management has an essential role in speaking classes that will discuss more on result. When a class doesn’t have a good management then the students cannot focus on their speaking issue, it is the duty of teachers to control and manage the class as well as the students could speak, understand and analyze each other’s speech.

Keywords— classroom, management, speaking, teaching.

1. INTRODUCTION

The essential thing in a speaking class is to control the class as well as possible, because if the teachers cannot control the class the students don’t feel column in the class and they cannot concentrate on the issue they are speaking about. It is required from teachers to know the meaning of classroom management and speaking (Evertson & Weinstein, 2006).

Does Classroom Management effect on Teaching Speaking Skill?
The method that is used in this research is the questionnaire that was printed and participated among the students of Education Faculty, Herat University.

Classroom management has been defined broadly as any action a teacher takes to create an environment that supports and facilitates both academic and social-emotional learning (Evertson & Weinstein, 2006).

Group work involves students working collaboratively on set tasks, in or out of the classroom. Group work includes:
- Any learning and teaching tasks or activities that require students to work in groups.
- Any formal assessment tasks that require students to work in groups.

Group sizes can vary from pairs to large groups of students. This guide deals with small groups (pairs and small teams of three to six). While the focus is on the face-to-face environments, much of the content also applies to larger groups or the online context (H.S, 2002).

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994).

Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistic competence), but also that they understand when, why, and in what ways to produce language. Finally, speech has its own skills, structures, and conventions different from written language A good speaker synthesizes this array of skills and knowledge to succeed in a given speech act. (Burns & Joyce, 1997; Carter & M.C. Carthy, 1995; Cohen, 1996).

Aims of Experimental Research: Experiments are conducted to be able to predict phenomenon. Typically, an experiment is constructed to be able to explain some kind of causation. Experimental research is essential to society - it helps us to improve our everyday lives.

Literature Review

Classroom management is defined as a collection of non-instructional classroom procedures implemented by teachers in classroom settings with all students for the purposes of teaching prosaically behavior and preventing and reducing inappropriate behavior. These procedures are considered universal because they are implemented with the entire class
rather than with individual children or small groups requiring additional behavioral support. The classroom management practices reviewed and required to be actions performed by the classroom teacher in the context of the classroom, with the expectation that they would reduce problem behavior for the students in the classroom. Studies that delivered an intervention to the classroom teacher (e.g., teacher training in classroom management) needed to then have the teacher implement the strategies in the classroom to be included in this review. Studies involving universal school-wide strategies such as School-Wide Positive Behavior Support (Sugai & Horner, 2002).

We’re not eligible because they did not address classrooms as the location for intervention. Additional definitional criteria included:

1) Interventions delivered universally to all subjects. Pull-out or small group interventions (e.g., small group social skills) were not eligible.

2) Interventions that began treatment outside of the classroom in a small group and then transferred it into the classroom were not eligible (e.g., guidance counselor working with a small group of students outside of classroom and then working in students” classroom).

3) Additional treatment components (e.g., parent training) were allowed provided there was at least one outcome variable measuring treatment effects with students in the classroom (Coulthard, M. 1977).

Nevertheless, many classrooms all over the world continue to be teacher centered, so the question you have to ask yourself is, how learner centered is my classroom? Losing control of the classroom, on the other hand, is a different issue. Once again walking around and monitoring the students as they are working in groups can help, as you can naturally move over to the part of the classroom where the noise is coming from and calm the rogue students down and focus them back on the task without disrupting the rest of the students who are working well in their groups. If students really get too rowdy then simply change the pace of the class and type of activity to a more controlled task, for example a focus on form or writing task where students have to work in silence individually. Once the students have calmed down you can return to the original or another interactive group activity. These are just some of the problems that teachers with large classes face when teaching speaking activities in the classroom. These problems are not new nor are the solutions offered above (Coulthard, M. 1977).

Teachers all over the world continue to face the same hurdles, but any teacher who has overcome these difficulties and now has a large class of energetic students talking and working in English in groups together will tell you it is worth all the trial and error and effort at the outset. If you believe in the importance of teaching speaking skills in the classroom but are having difficulties making speaking activities work in your classroom, why not contact your local teaching associations or branch of TESOL. Maybe they run workshops for teaching speaking skills, or maybe they can put you in contact with other teachers in similar situations but with more experience teaching speaking skills who will be willing to share their experiences with you (Johnson, K. E. 1995).

Culturally responsive classroom management: Culturally responsive classroom management (CRCM) is an approach to running classrooms with all children [not simply for racial/ethnic minority children] in a culturally responsive way. More than a set of strategies or practices, CRCM is a pedagogical approach that guides the management decisions that teachers make. It is a natural extension of culturally responsive teaching which uses students' backgrounds, rendering of social experiences, prior knowledge, and learning styles in daily lessons (Baker, J. and Westrup. H. 2003).

Teachers, as culturally responsive classroom managers, recognize their biases and values and reflect on how these influence their expectations for behavior and their interactions with students as well as what learning looks like.

There is extensive research on traditional classroom management and a myriad of resources available on how to deal with behavior issues. Conversely, there is little research on CRCM, despite the fact that teachers who lack cultural competence often experience problems in this area (Regina M. Oliver, Joseph H. Wehby, Daniel J. 2011).

Speaking: Speaking is an interactive process of constructing meaning that involves producing, and receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable. Language functions (or patterns) that tend to recur in certain discourse situations (e.g., declining an invitation or requesting time off from work), can be identified and charted (Burns & Joyce, 1997). For example, when a salesperson asks "May I help you?" the expected discourse sequence includes a statement of need, response to the need, offer of appreciation, acknowledgement of the appreciation, and a leave-taking exchange (Cazden, C.B. 1988).

The Skill of Speaking: Second Language Learners speech is characterized by a number of errors and mistakes. Therefore, speaking is not a simple skill; its complete mastery requires some experience and practice. Luoma (2004: 1) argues that “speaking in a foreign language is very difficult and competence in speaking takes a Long time to develop.” The skill of speaking is quite different from writing in its typical grammatical, lexical and discourse patterns. Moreover, some of the processing skills needed in speaking differ from the ones involved in reading and writing. Also, second language speaking differs from first language speaking in terms of the lack of grammar and vocabulary knowledge of learners, i.e., the process of building utterances accurately and retrieving words does not yet become automatic in second language speaking (Bowman, B 1989).
Elements of Speaking: To speak the second language fluently and accurately, learners need to be able to know some elements which are essential to develop this skill. Harmer (2001) mentions these elements which refer to the language features that learners should have knowledge about. In addition to the processes of the language and information in the same time when an interlocutor interacts with them (Dakowska, M. 2005).

Speaking Difficulties in Foreign Language Learning Practicing the speaking skill of the foreign language is not as knowing about this language. Echevarria et al. (2008) support that the difference between the knowledge of how things must be done and the ability to do these things is crucial in the learning process. Learners often find some difficulties when practicing the speaking skill, even those who know about the system of the foreign language. Parrott (1993) asserts that teachers must perform a series of tasks that aim at providing learners with the confidence and the skills required to take advantages of the classroom opportunities in order to speak English effectively.

Speaking is the key to communication. By considering what good speakers do, what speaking tasks can be used in class, and what specific needs learners report, teachers can help learners improve their speaking and overall oral competency (Allwright, R. (1984).

Classroom management is directly related to teaching speaking. In fact, Classroom Management is very essential in teaching cause when there is not classroom management so the students can’t learn. Teaching speaking is very difficult cause in this class the teacher should let the students to speak, but in teaching speaking skill the teacher should be very careful to have control of the class in the best way that students respect each other and listen to each other speech. (Brown, H. D.1994).

In 1981 on of the researcher by the name of McDougal had a research about management in speaking classes he used from questionnaire method among 13 university students the result of this research was positive in it was in United States of America (USA).

In 2003 on of the researcher by the name of Tsui B.M, Amy had a research about the effect of management on speaking skill in this research he used from questionnaire method among university teachers and the result of this research was positive and it has done in the Cambridge University.

Spartt, Mary, Alan Pulverness, and Melani Williams in 2005 had a research about the effect of management in speaking classes in this research they interviewed 12 teachers and the result of this research was positive all of them mentioned that management in speaking classes is very essential and in was in Cambridge University Press (Williams, 2005).

In Jun 2011 Regina M. Oliver, Joseph H. Webby, and Daniel J. Reschly together had a research about Role of Classroom Management on Teaching Speaking Skill in this research their opinions about this issue were positive it means that they said that classroom management has positive effect on teaching speaking skill in this research they used form questionnaire method and their participants were 80 teachers and students 71 of them agree that if the class has good management so the teaching speaking can be very useful and this research took place in England. M.S. Farooq, June, 2011. In Pakistan: University of the Punjab, Lahore had a related research and he used from questionnaire method among 34 teachers and the result of this research was positive all those teachers said that we according to our experiences first we should have good management then design a speaking class to receive good result (Regina M. Oliver, 2011).

Another researcher by the name of Metzger, Davon in 29th Feb, 2012 has done a related research and he has interviewed with 20 teachers and the result of these interviews were positive and this research took place in England (Metzger, Davon, 2012).

Another researcher by the name of Pr. Moumene Ahmed Miss, Belhoula Hanane in 2012 had a related research in this research he used the questionnaire method the participants were 68 faculty students in this research 86% of them had the same idea (management of the class should be perfect to have the best speaking classes ). Also, after this research Hanane had positive idea about this subject and this research has done in Mentouri University (Pr. Moumene, Belhoula Hanane, 2012).

In addition, Sisay Tilahun in October, 2013 has done a related research in this research his opinion about having control on the speaking class was positive. He has mentioned that if we have a well-managed class, we can teach speaking skill in a very efficient way. In this research he used from interview method between 25 teachers that the result was positive and this research took place in Universytet im. Adama Mickiewicz w Poznaniu. Furthermore, Haramaya, Ethiopia In his research paper in 2013 had a related research in this research he used from interview among nine students and nine teachers and their opinions were positive they said that teaching speaking skill in the classes is impossible without managing the class completely and this research was in Amhara Region North Shoa Zone.

Moreover, in 2013 Batite Taous has a related research in this research he used the questionnaire method among university students and the result was positive and this research had done in Mohammed Kheider University of Biskra, Faculty of letters and Languages, Department of foreign languages.

Finally, In University of Nusantara PGR1 Kediri in 2015, Addresszie Youhend Noerina has done a related research in this research his opinion was positive and he has found that good management will bring good quality in speaking classes and the questionnaire method among the university students and all of them had the same idea as Noerina.

After we have studied lots of journal. surely, we can tell that management is very essential in speaking classes and if we want to have the best speaking classes first we should manage our class then start teaching speaking cause when we...
arrange the class and have good control in the class the students will understand better and they become more motivated to attend in speaking classes. We hope that this research paper be useful for all teachers and students.

Methodology of Study
The aim of this research was to elaborate and analyze the classroom management on speaking skill. So, it was decided to search that how is the role of management on teaching speaking skill in Herat University Education Faculty English Department then it was provided the same questionnaire for 90 students under age of 18 up to 25 years old they were males and females. The participants were students from different classes of English department.

Participants of the research were 90 English students of Education Faculty Herat University that 45 of them were male and 45 of them were female and they were under the age of 18 up to 25 years old. In this research we followed Brown questionnaire that contained 20 questions (Brown, 2005).

We used experimental research randomly. It is a collection of research designs which use manipulation and controlled testing to understand causal processes. Generally, one or more variables are manipulated to determine their effect on a dependent variable (Bygate, M.1987).

The result of this research shows that control of the class has a good effect on teaching speaking skill. It is proved that without management the teachers can’t have effective classes to teach speaking skill to make it more clearly based on. We suggest to all the teachers that first manage their class and then try to teach speaking.

There is the result: The data was analyzed in Excel and results were shown in graphs.

1. Getting students to participate in the lesson is important.

Figure 1: The result shows that we should encourage the students to take part in the class and their role in speaking class is essential we need to let to share their own idea about the issue we are discussing in the class. (Source: questionnaires 2019).
2. Deciding the best seating arrangements.

Figure 2: In this graph it is obvious that arranging the class is critical in speaking class, if the students don’t set in a good way they cannot have a good speaking class. (Source: questionnaires 2019).


Figure 3: The result of this chart shows that motivating of the students in a speaking class is essential and we must be careful about this issue, if we don’t encourage the students as well as possible they will not have enough confident to speak well. (Source: questionnaires 2019).
Figure 4: The upper graph that is a simple of five questions shows that, first class management is critical then we can think about the speaking skill because without managing a class we cannot control the class in a way that students feel calm and have effective speaking. (Source: questionnaires 2019).

Research Questions
1- Getting students to participate in the lesson is important?
2- Deciding the best seating arrangements?
3- Keeping students motivated?

Discussion and Conclusion
This research shows that classroom management is effective on speaking skill. In this article the role of management is essential on teaching speaking skill and this research had done in Herat University, Education Faculty, English Department the participant were 90 students under age of 18 up to 25 years old in English Department.

Finally, it is proved that class management is critical in a speaking class.

In Jun 2011 Regina M. Oliver, Joseph H. Wehby, and Daniel J. Reschly together had a research about Role of Classroom Management on Speaking Skill. They used questionnaire method their participants were 80 teachers and students 71 and this research took place in England. The result of this research was similar to our research, it means that roll of class management is very important in speaking skill (Regina M. Oliver, Joseph H. Wehby, and Daniel J. Reschly, 2011)

Another research that had the same result as our research is was among 34 teachers and the method was questionnaire in Pakistan, University of the Punjab, Lahore according to their experiences first we should have good management then design a speaking class to receive good result(Regina M.Oliver,2011).

Finally, there was a related research that used the questionnaire method, the participants were 68 faculty students in this research 86% of them had the same idea (management of the class should be perfect to have the best speaking classes). And result of this research was the same as our research it means that class management has an essential role on speaking skill. (Pr. Moumene, Belhoula Hanane, 2012).

According to all those related research that we have done the result was positive (class management is essential and effective on speaking skill).

Furthermore, we completely agree with all those researchers because when there is no good management so the students can’t learn the lesson very well especially in a speaking class it is essential to be free for speaking beside that there should be a good management that the students understand and enjoy from their lesson.

We understand that teachers without management can’t have a good conversation classes or speaking classes. So, it is essential to teach students that respect for their teachers and classmate’s speech to have the best class.

In all those researches the researchers had found that management and control of the class is essential in teaching speaking classes when the teachers have good management so the students will understand the lesson better and can get a better result from their lesson.

The final result of research shows that 80% of the students agree that role of class management is essential on speaking skill. So, the crucial thing that in all the research that we have done were the same it means role of class management in all those research were essential and our research ‘s result shows that class management effects too much on speaking skill.
REFERENCES


