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Unité de Recherche en Sociolinguistique, Dynamique des Langues et Recherche en Yoruba (UR-02-SODYLARY)

Université d'Abomey-Calavi.

laboratoiresociolinguistique@yahoo.fr

Site : <https://lasodyla-uac.org>

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Casali, R. 2008. ATR harmony in African languages. *Language and Linguistics Compass* 2/3 : 496–549.

De Korne, H. 2007. The pedagogical potential of multimedia dictionaries. Lessons from a community dictionary project. The 14th annual stabilizing indigenous language symposium in Michigan on 1-3 June 2007. Consulté le 1er février 2012 sur <http://jan.ucc.nau.edu/~jar/ILR/ILR-11.pdf>.

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IMPACT OF EFFECTIVE CLASSROOM MANAGEMENT ON ENGLISH LANGUAGE TEACHING AND LEARNING AT THE 'LYCEE TOFFA'³ OF PORTO-NOVO IN REPUBLIC OF BENIN

G. Théophile KODJO SONOU

Institut Universitaire Panafricain (Bénin)
presidentsonou@yahoo.com

S. Corneille TEBA

Université d'Abomey Calavi (Bénin)
corneillesourou@gmail.com

Abstract

For any subject teaching, there is need to use appropriate 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 classroom effective management. The main purpose of this research paper is to bring both teachers and learners to be fully aware of their personal roles in the process of language acquisition. 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 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.

Keywords: English language, classroom-management, techniques, teaching-learning.

Résumé

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. L'objectif principal de cette étude est d'amener aussi bien les enseignants que les apprenants à s'approprier leurs rôles personnels dans le processus d'acquisition de langue. 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 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.

³Lycée in francophone educational system is a secondary school; Here the school is named after Late Toffa 1, Former King of Porto-Novo in Republic of Benin. The school is located at Porto-Novo, political capital of the country.

INTRODUCTION

Classroom is a place where teaching and learning activities are practiced. For Kashim (2015) «A classroom is a place dominated by teachers' 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 to be well managed by the teacher. A classroom is made up of students and instructional materials for use to teach and learn. Classroom management is very capital for a teacher. He is the person who has to maintain peace and discipline in the classroom for effective teaching and learning to take place.

The Teacher is the manager per excellence in a given classroom. He/she is essentially the pivot of classroom management for the purpose of accomplishing classroom objectives. Teachers of English as foreign language of Lycée Toffa in Porto-Novo area accomplish their teaching duties 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 students from the South who are mostly Egun, Yoruba, Fon and Tori boys and girls. At Lycée Toffa I of Porto-Novo in Republic of Benin, classroom management for English language teachers as well as others, offers itself as a pathetic job because of individual differences and cultural diversity of the students among other factors. Hence, the mastering of classroom management techniques are important and necessary for the classroom teachers of Lycée Toffa I 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 a performance quality set by government and themselves, English as foreign language teachers at Lycée Toffa I at the beginning 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 the impact of effective classroom management on English as a foreign language teaching and learning. It made up 4 sections as follows: the theoretical framework of the study; the research design; analysis of classroom management techniques and suggestions for enhancing teaching and learning of English a foreign language.

I. 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. It subsequently includes the background, problem, objectives, hypotheses and the conceptual clarification of the study.

I.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.”

A classroom is the place where maximum advantages related to teaching and learning are achieved in the process of education. Language education as particularly set in line with English as a foreign language teaching and learning is the object of this study. Classroom management needs techniques and methods to be applied by teachers as to achieve specific goal. Furthermore, it becomes imperative that educational activities be best planned and be best conducted. For Kochhar (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 goals of teaching and learning.

I.2. Problem of the study

Techniques of classroom management such as lesson planning, getting ready adequate teaching materials, ability to quickly understand learners' sociology and psychology are necessary and constitute a challenge for teachers of English as foreign language in Republic of Benin, a francophone country. For an effective teaching, there is need to create a conducive atmosphere for learning. Yet, the difficulty lies in the fact that most foreign language teachers in Republic of Benin prove ignorant of appropriate technics particularly those who are not well trained to handle language education. The absence of these managerial techniques of a classroom management remains a havoc for teachers and such a deplorable notice leads ineluctably to an ineffective teaching and learning.

Another factor that stands as a sine-qua-non requirement is the 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 factor for the teachers to necessarily master the techniques of classroom management so that they can be able to positively handle discipline issues in teaching process.

I.3. Objectives of the study

The study stands to:

- expose and appraise the techniques of classroom management;
- analyse the usefulness of classroom management technics in the teaching and learning of English as a foreign language;

- discuss the impact(s) of classroom management techniques on the English language studies.

I.4. Hypotheses

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

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

I.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.

I.5.1. Concept of classroom management

Classroom is a place where instructions take place mainly in schools. 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 settled 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 place for study in a given community. Kashim (2015) supported that «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: 10): «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 produces failure of the objectives and bad results. Therefore 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: 12) 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.

I.5.2. Concept of teaching and learning

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 teaching practices which instills new methods and urges to appropriate readjustments to reach specific purposes in classroom management, a teacher is like an artist. In such a vein, Nathaniel Cantor in Kochhar (1995:23) instigates the following:

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

Whereas, there is however a difference between a teacher and an artist. Nathaniel's views here are taking the teacher closely to any artist. The teacher gives any shape he likes to the material and gives expression to his own ideas. He also 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.

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 (a) 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. Kochhar (1997:50) accordingly states: "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." Learning develops a learner in many dimensions and likewise leads him to be more productive in fields of his/her study and at the same times makes him able to readapt to new situations.

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, Scope of the study and Method of data collection

Quantitative method of research is used to carry out the research. Two questionnaires were produced for teachers and students of Lycée Toffa I, Porto-Novo to appreciate the level of mastering of classroom techniques by the teachers and the usefulness of well managed classroom to the learners.

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

The two questionnaires were produced and distributed to twelve the teachers of English as foreign language and hundred and ten students of 6^{ème}⁴ (JSSI). Two weeks were given to the respondents to produce the answers to the questions that would allow the researcher to carry out the discussions and analyses of the classroom management techniques in Beninese secondary school where Lycée Toffa 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 filled. So, ten questionnaires were returned by the students for data collection and analysis.

2.2. Research questions

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

2.2.1. 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?

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

2.2.2. 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?

2.3. Data presentation and analysis

Stratified Random Access technique which consists of selecting out of the returned questionnaire sheets from the respondents the useful one which will be used for the analyses. The technique is used to treat the questionnaire sheets returned by the teachers and students. The two questionnaires sheets 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 I: 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%

Source: Presentation of teacher's data and analyses, October 2022

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%

Source: Presentation of students' data and analyses; October 2022

2.4. Interpretation of the results

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

- (i) All the ten teachers have been teaching between 3 and 10 years;
- (ii) Eight out of ten teachers are well trained to the mastering the techniques of classroom management;
- (iii) Eight teachers mastered classroom management techniques and two did not.

At this point, it is necessary to state that all teachers of English as a foreign language of Lycée Toffa of Porto-Novo are experienced in the language teaching as none of them has less than (three) 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 Toffa 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 Toffa 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 clearly stated as follow:

- 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. These 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 has been observed that 90% of the students are trained in good atmosphere and discipline maintained in their classroom. The 10% remaining are probably 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 teachers and students in their desire to teach and to learn.

3. ANALYSIS OF CLASSROOM MANAGEMENT TECHNIQUES

When well managed by the teacher with good classroom management techniques, students learn better. For effective classroom management, the availability of the certain materials and condition of work are necessary. These materials include : - chalk, marker, white or black boards arrangement, classroom arrangement, time management, class control, sustenance of student's interest, curriculum among others. Good classroom planning and management has a great impact on the students.

3.1. Classroom management materials and conditions

Classroom requires some materials. Kashim (2015) is of the opinion that «The position of chalk, marker, white or black 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. In a modern classroom, it is necessary to fix a television set and video cassette recorder for the use of video films teaching method a video tapes in English language teaching and learning. Multimedia projector is which is this device may be fixed permanently or taken to the classroom for use time to time.

The classroom arrangement is very important in the process of teaching and learning. This helps to create spaces for effective movement in the classroom. It is clear that 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,

white board 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. The teacher's movement is necessary in a classroom for many reasons among which: supervision, follow up of the work of the student security, health. It necessary that a teacher circulates in the classroom as to appreciate or I strict learners.

Time management determines a lot in order the classroom activities. For Kashim (2005), «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.» it is vital to note that 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. Time delay in classroom activities is not good for efficiency and effectiveness of teaching as well as learning activities. Classroom activities are organized within a time limit. Specific hours are given for a subject to be taught. The respect of the time approuved for subjects make teaching a well as learning to be more efficient and even effective.

These are important conditions without which learning cannot take place in a given classroom. Sustenance of learner's interest helps teachers 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. Kashim (2015:44) states 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.

In the absence of student's interests nothing can be achieved in a classroom as academic activities. Students interest is very important in capturing their attention as to make them, be interested in what is been taught. Students' interests in the process of a classroom activity render quite interesting relationships between teachers and students for the purpose of a good management.

3.2. Techniques Related to Teachers' Activities

Teachers embark on many activities in a classroom so as to help students acquire knowledge. A teacher can use questioning (method) 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 activity makes students think about what they are hearing or doing in the process of learning. The 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. At the end of questioning activity, the teacher must always supply the good and pertinent answers to the students.

This is an activity of leading by example, as demonstration helps better understanding what is or has been taught. 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. When students understand better the lesson, the acquisition for them is easier.

These activities planned in the classroom are not necessarily classroom activities. Fieldtrip 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. On the Field, students ask questions and get answers in a very practical way.

Project technique 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. This method makes students to carry out research, to discover things and to make suggestions through effective results production.

3.3. Techniques related students' activities

In a classroom activities students take part in role play during lectures. Role play is one of the most important classroom activities for students. Role play 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.

Lecture technique is not a student activities really but they play an important role in the process. 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. Under the classroom management techniques, the major role is played by the teachers, with great participation of the students.

A neatly dressed teacher with trimmed hair will command more respect from his students 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 students because most of them would refuse to participate in his lesson for fear of punishment or insult.

4. SUGGESTIONS

It is important to observe that enhancing teaching effectiveness and learning is a process that is to be followed step by step. Kashia (2015:49) supports this viewpoint in the following way: «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. This is so, because 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 a foreign language.

- (i) 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.
- (ii) 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.
- (iii) 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.
- (iv) 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.
- (v) Learners gain knowledge best by seeing or reading 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.
- (vi) 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.
- (vii) It is important to observe that another way to facilitate learning is to relate materials to the student's lifestyle and to recognize (note or remark) incompatibilities. The more meaningful material is to a student, the quicker and easier it will be for him to learn.
- (viii) Giving the student the opportunity to apply his or her new knowledge and skills reinforces learning and builds confidence.
- (ix) 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.

- (x) 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.
- (xi) 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 considerations, effective classroom management makes teaching and learning process to be sweet and effective, where competent human capital is produced for national development.

CONCLUSION

I must say that, it is necessary to talk about some requirements for good classroom management for an 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 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.

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 and excellent teaching process, there is always good, qualitative and excellence classroom management. Competent students are trained following a good teaching process, which include good, qualitative and excellent classroom management.

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