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EFFECTIVE APPROACHES AND METHODS FOR TEACHING ENGLISH YOUNG LEARNERS

In the scientific literature scientists [1] often refer in their definition of Contemporary approaches and methods for teaching English young learners to the actions of teachers take to create and supportive environment for the academic and social emotional learning of pupils of primary school. Scientists describe five types of actions. In order to attain a high quality of classroom management, teachers must (1) *develop caring, supportive relationships with and among students* and (2) *organize and implement instruction in ways that optimize students' access to learning*. The importance of developing favorable teacher – pupil relationships is also expressed by L. Morska [7]. Additionally, J.Soars and L.Soars [9] state that teachers should (3) *encourage pupils' engagement in academic tasks*, which can be done by using group management methods. Teachers must (4) *promote the development of pupils' social skills and self-regulation*.

A.Starkov [5] refers to this as making pupils responsible for their behavior. Finally, J.Soars and L.Soars [9] state that teachers should be able to (5) *use appropriate interventions to assist pupils with behavior problems*. The last two actions proposed by J.Soars and L.Soars [9] indicate that effective classroom management improves pupil's behaviour. Hence, classroom management is an ongoing interaction between teachers and their pupils. In such a way J.Freitas [6: 130] presents a similar definition: "Classroom management refers to actions taken to create and maintain a learning environment conducive to successful instruction (arranging the physical environment, establishing rules and procedures, maintaining pupils' attention to lessons and engagement in the activities)". Both definitions emphasize the importance of actions taken by the teacher to facilitate learning among the pupils.

Even though there are many factors (both internal and external) that should be taken into consideration while we are engaged in the teaching process. Under “the internal factors” it means “factors inside classroom” such as:

- ***Effective instruction.*** Guided practice due to the attention to individual pupils lead well-planned instruction, which tend to enhance order and effective learning.
- ***Setting and implementing rules.*** The goal is to achieve to achieve maximum amount of learning within minimum time.
- ***Feedback on appropriate behavior.*** It is good point to remember that praise of behavior would be more effective if linked with good performance.
- ***Classroom environment.*** Fully managed classrooms will increase students desire to study in such supportive learning environment.
- ***Teacher’s Approach.*** The best way to teach students is to develop an activity that lets them create the rules, instead of telling the students what the rules are.
- ***Disabilities.*** If one pupil has a learning disability, the teacher may need to spend more one-on-one time with this pupil or allow the development of technician to work with him/her.

Under external factors we’ll put the external factors, or factors “outside the classroom” that affect class management such as: *planning, teacher’s personality, parent-teacher meetings* and *psychological factors*.

They are distinct because the former deals with behavior problems in class management whereas the latter deals with the way how teachers teach and students learn. While dealing with pedagogical matters (learning-teaching process) teachers deal with the behavior matters too. All these factors are just like pieces of a jigsaw that make the main figure, in this case, “successful class-management” and a successful teaching and learning process in general.

So, the teachers’ role in managing a classroom successfully is of much importance since teacher should consider different factors in order to make a successful class management. And as a result of this we’ll consider some of the psychological factors that affect on class management too.

In a climate of rapid change, increasing innovation, and proliferating knowledge, lifelong learning is an important educational objective. Because of the exponential growth rate of information, knowledge and skills become obsolete before acquisition, let alone mastery, is possible. To effectively address the impact of the information explosion on the preparation of students for the future, professional schools and educators need to utilize instructional methodologies that not only help pupils acquire content knowledge and develop problem-solving and reasoning skills, but also develop lifelong learning skills. “We teach most effectively when we help our pupils learn how to learn...not what to think and make and do in [the current year]; but how to think and how to learn for those years of life and profession than lie ahead” [4: 22].

What are the psychological factors affecting classroom management?

1. Pupils' Motivation

Unfortunately, as children grow, their passion for learning frequently seems to shrink. Learning often becomes associated with drudgery instead of delight. A large number of pupils – more than one in four – leave school before graduating. Many more are physically present in the classroom but largely mentally absent; they fail to invest themselves fully in the experience of learning.

Pupils' motivation naturally has to do with pupils' desire to participate in the learning process. But it also concerns the reasons or goals that underlie their involvement or noninvolvement in academic activities. Although students may be equally motivated to perform a task, the sources of their motivation may differ. So, there are students who are **INTRINSICALLY** and others who are **EXTRINSICALLY MOTIVATED**.

A student who is intrinsically motivated undertakes an activity for its own sake, for the enjoyment it provides, the learning it permits, or the feelings of accomplishment it evokes. An extrinsically motivated a pupil to perform “in order to obtain some reward or avoid some punishment external to the activity itself”, such as grades, stickers, or teacher approval.

So, teachers can do enough with students extrinsically motivated in order to make a successful management and a successful classroom in general. V.Sarah [8: 14] found

that “when pupils were confronted with complex intellectual tasks, those with an intrinsic orientation used more logical information-gathering and decision – making strategies than did students who were extrinsically oriented”.

Pupils with an intrinsic orientation also tend to prefer tasks that are moderately challenging, whereas extrinsically oriented students gravitate toward tasks that are low in degree of difficulty. Extrinsically oriented students are inclined to put forth the minimal amount of effort necessary to get the maximal reward.

Although every educational activity cannot, and perhaps should not, be intrinsically motivating, these findings suggest that when teachers can capitalize on existing intrinsic motivation, there are several potential benefits.

2. *Disciplinary Interventions*

As it was noted [2; 3], the annual Gallup poll of the public’s attitude toward public schools consistently identifies lack of discipline as the most serious problem facing schools today. Although the research by Gallup addresses discipline at the school level, it is the individual teacher who is the first line of defense for discipline problems.

Many of the strategies and interventions used to address discipline issues at the school or classroom level are administrative in nature. These strategies and interventions involve the school principal or classroom teacher. Examples of these strategies and interventions include suspension policies, teacher proactive time out, contracts, daily communication, debriefing, and family group conferencing. The staff and administration of a school need to carefully consider the use of these procedures and develop policies for their use.

3. *Teacher-Student Relationships*

If a teacher has good relationship with pupils, then students more readily accept the rules and procedures and the disciplinary actions that follow their violations. Without the foundation of a good relationship, pupils commonly resist rules and procedures along with the consequent disciplinary actions. The goal of teacher-relationships should be a balance between High Cooperation and High Dominance.

4. *Mental Set*

Of the four elements outlined, this is probably the most unusual, at least in terms of title – Mental Set. Mental-Set or “mindfulness” is “a heightened sense of situational awareness and conscious control over one’s thoughts and behavior relative to that situation. It is a tendency to only see solutions that have worked in the past. This type of fixed thinking can make it difficult to come up with solutions and can impede the problem-solving process. Meta-analysis shows that this element has the largest effect size. These mental sets can sometimes lead to rigid thinking and can create difficulties in the problem-solving process. While in many cases we can use our past experiences, help solve the issues we face, it can make it difficult to see novel or creative ways of fixing current problems.

What can be done to overcome these factors?

A first step for educators is to recognize the problem that causes the pupil to be unmotivated or passive, and then to interrupt it by assigning him with homework he likes accomplishing. Next step is to give him/her a choice of assignment, we have to determine three assignments and then let them choose one of them. This choice makes them feel happier. There is also a process called “attribution retraining”, which involves modeling, socialization, and practice exercises, is sometimes used with discouraged students.

The goals of attribution retraining are to help students to (1) concentrate on the tasks rather than becoming distracted by fear of failure; (2) respond to frustration by retracing their steps to find mistakes or figuring out alternative ways of approaching a problem instead of giving up; and (3) attribute their failures to insufficient effort, lack of information, or reliance on ineffective strategies rather than to lack of the ability. Because the potential payoff-having students who value learning for its own sake – is priceless, it is crucial for parents, teachers, and school leaders to devote themselves fully to engendering, maintaining, and rekindling pupils’ motivation to learn.

So, these behavioral challenges can usually be addressed by home and/or school management and discipline practices. Many of these difficulties can be addressed by having well-developed school – wide procedures in place. Interventions at this level

usually involve the Core Team and the In-School Team. As a school develops appropriate strategies and interventions for pupils with discipline problems, these basic practices should be kept in mind.

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