Formation of Self-Management Skills in Foreign Language Teaching

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ABSTRACT

Teachers should remember to always try to involve those parents who are unable to be actively involved in the classroom throughout the class day. A positive classroom environment is an important tool for establishing a successful and effective class year. There are numerous factors that may have an influence on positive classroom environments. However, it is critical that teachers create a positive classroom environment to encourage the students' growth. A positive classroom environment enhances the students' ability to learn and to be productive in and out of the classroom.

INTRODUCTION

One of the most important skills teachers can give their students, especially those with disabilities, is to empower them to advocate for themselves. Students need to be able to make their needs and wants known. For example, preclass students need to be able to tell others when they need to use the bathroom. As students get older they need to understand and be able to describe their strengths and weaknesses to their classroom teachers and other people with whom they work. Identified five steps to empower students and help them become self-advocates, takes a different point of view concentrating more specifically on problems in groups based on her research suggesting that there are three potential sources for group problems naming teacher-group conflict, intra-group conflict, and the 'indigestible' group member. To help treating these problems she suggests using interactive games and other affectively aimed activities from her book.

It seems useful to emphasize here that the individual study does not apply only to a part of a lesson either but according to Harmer should be incorporated to the course of the week and the whole year. He reminds teachers not to forget the importance of individual study in their enthusiasm for pair and group work and make the use of learning centres or individual computer terminals. Hadfield further points out that during the year or in the middle of a term a class may experience a sort of stagnation, when learners may feel bored with the routine and low on motivation, sometimes referred to as a mid-term slump. For this time it seems useful to take a break from the usual learning and incorporate some relaxing activities as taking the class to a theatre to see an English play or do something else completely different from the usual routine as working on a special project for example using drama, creating a video or going to the cinema together. These activities can give learners a sense of solidarity and achievement. At the end of a week you can as well take some time to reflect on it and discus goals for the upcoming week.

Learners' expectations of what they want to learn and why are closely connected to their learning styles and as young students may not be explicitly aware of their own styles or expectations it is very useful to incorporate activities which will help them to define their expectations their goals and think about their learning strategies? These activities may prevent possible tension that can rise from a lack of recognition of students' own objectives and strategies or lack of tolerance towards aims and styles of others. that some students want to learn grammar because they feel it helps them to improve their English, others feel that grammar is boring and it distracts them from what they really want to express by using the language as some students learn analytically some prefer intuitive learning others are visual types or have better auditory memory.

To this she If each category thinks that its style is the only way to learn, then you have potential for resentment and conflict, unless you help learners to understand how aims, attitudes, and learning styles may differ and also encourage them to start thinking about how they as a group can reconcile and what may be conflicting aims and interests The classroom should be inviting by using bright, and bold colours on the walls. It is stated that no one wants to learn in a dull environment.

The teachers should also encourage academic engagement by incorporating the use of word walls and thematic units in the classroom. The word walls and thematic units may serve as motivational tools for the students. These areas should always be organized, neat, and clean. Keeping bulletin boards up-to-date in the classroom encourages students to perform to the best of their ability. Undeniably, the appearance of a classroom leads to a positive classroom environment and a productive class year.

Moreover, allowing and encouraging parents to be involved within the classroom can aid in creating a positive environment. Parental involvement in the classroom and in their child's education are two factors that play a crucial role in having a successful class year as well as having a positive classroom environment. States that, when parents are involved in the classroom, it sends the message that what is happening in the classroom is important. Parents may actively get involved by chaperoning on field trips and taking part in special events that take place at the class and out of class.

METHOD AND MATERIALS:

According to be having a sense of direction and a common purpose is essential for a group to work successfully. However, it is one of the most difficult tasks to set and agree on common goals as a class with each student having different priorities, different learning style and strategies or prefers different approaches to learning languages. While defining and agreeing with students on common aims a teacher has to respect these individual aims and needs for everyone to feel satisfied with the way they learn and be motivated. It is good for students to realize and clarify their own goals and the fact that learning inside a group can help them achieve them even though it will require certain compromises. He recommends using a variety of activities that would help students to think about their individual as well as group aims

Confidence

The feeling of trust and confidence in an English lesson is essential for students to be able to learn and practice speaking the language. I agree with this as according to my experience if there is a lack of trust and much insecurity in the group students will be afraid to express their opinions, open-up and use English in front of others simply out of fear of being laughed at or judged for their views or mistakes. If this kind of atmosphere is present in a classroom it will be very difficult for a teacher to work with such group as well as for the learners to learn. It is very important to remind again that the attitude of a teacher is vital in terms of establishing trust and helping students to feel confident using the language by being reassuring, encouraging and comforting however it is perhaps even more important to feel acceptance and support from the group as a whole. According to who wrote an introduction to The Confidence Book, a teacher should incorporate activities which would help build up students language confidence leading them to a greater awareness of just how much they can achieve, even when they think they know very little and allowing them to enjoy and draw on their own strength, feelings and experience his Teaching Foreign Languages in Classs reflects on this topic saying that: "Every student knows more than they think they know. Every student knows much more than the teacher thinks they know.

However even with individually motivated learners the classroom atmosphere may be lacking the feeling of group achievement which may lead to a rise of tension among learners not feeling motivated to work together and to cooperate because they may not be aware of the benefits learning from each other can bring them. For students to realize these incorporating group product-oriented activities into English lessons on regular bases, which provide the group with common purpose leading to a recognizable, tangible achievement. She further explains that these group activities do not have to end with a written product; students may for example make a video film together, create a dramatic play, a magazine, a short book or complete some short term tasks which can fit into one lesson as creating for example a group song, a poem, a poster, a scrapbook or writing a letter together. The commonality of purpose demands support from group members for each other, and the fact that there is an end-product gives the group a feeling of satisfaction and a sense of pride in them as a group.

She also points out that pair work or small group work can be modified to contribute more to the sense of group achievement as well instead of just finishing open-ended as it often does. By making pairs come back to the whole group and share their reflections and receive feedback from others brings the pair or small group work to a definite conclusion. This can be done by for example various pyramid discussions or presentations. A macro view of the social context of teaching and learning requires that we look at how the classroom relates to the world outside. Indeed, there are many ways in which what happens within the classroom reflects this world outside. As Bowers suggests, the classroom is a microcosm which for all its universal magisterial conventions, reflects in fundamental social terms the world that lies outside the window. This realization from within English language education is supported by discussions already taking place elsewhere, which place the classroom, as a culture, within a wider complex of cultures, between which there are many complex channels of influence.

The way in which the classroom mirrors the world outside can also be seen in the interest taken in it by a variety of disciplines: sociology, anthropology social psychology, communicative ethnography suggests that the classroom possesses special features which crystallize the social world, such a routines and scripts, which occur in a controlled context, and which make it particularly attractive to researchers. I shall deal with the question of the classroom as a culture in Chapters 2 and 3, and with its relationship with cultures outside the classroom in Part B. Here, by way of introduction, I shall describe briefly how the complex interconnection between the classroom and the world outside looks on the surface.

RESULT AND DISCUSSION:

In American English is it usual to use the structure "He/She has (long hair)" when describing, however in British English the most common structure is "He/She has got (long hair)" which is usually contracted to "He/She's got (long hair)". In this lesson plan we provide American English structures first, followed by the British English version, shown as (GB: ...). The worksheets, song and reader accompanying this lesson plan come in both American and British English versions.

Lesson Overview:

Warm Up and Maintenance:
1. See our "Warm up & Wrap Up" lesson sheet.

New Learning and Practice:
1. Introduce the descriptions of the vocabulary
2. Do "Funny Body" drawings
3. Play the "Describe Your Friend" song and do the active listening worksheets
4. Do the "Describe Your Friend Class Survey"
5. Read classroom reader "The Clever Prince"
6. Play "Guess Who?"

Wrap Up:
1. Set Homework: "Describe Your Family" worksheet
2. See our "Warm up & Wrap Up" lesson sheet.

Lesson Procedure:
Warm Up and Maintenance:
See our "Warm up & Wrap Up" lesson sheet.

New Learning and Practice:
1. Introduce the descriptions vocabulary
For this lesson you are going to use your artistic drawing skills. Use a whiteboard or blackboard to draw the following:

➢ At the top of the board draw 2 circles (these will be the heads). Elicit «circles".
➢ On each head draw a nose, ears and a mouth. Elicit each as you draw them. Then ask "What's missing?".
➢ Elicit "eyes". Ask "What color are they?" and give the students the options of the colors of markers / chalk you have. Then draw the eyes in the chosen colors with different colors for each set of eyes (NB: it's ok to have strange colors, such as yellow, more the eyes – this will just make it more fun).
➢ Elicit "hair" and again ask "What color is it? » On one head draw long hair in one color (for the girl) and on the other draw short hair (for the boy) in a different color. Teach / Elicit "long / short hair".
➢ Finally, you'll need to draw 2 bodies. But rather than you draw them you are going to ask for 2 volunteers to do the drawings. For the girl, draw some shoes quite near the head (so that she will be short) and for the boy draw some shoes right down at the bottom of the board (so he will be tall). Have the students draw the bodies so that they join the heads with the shoes.

Now it should end up looking something like this:
➢ Now that the completed pictures are on the board, chorus 3 times the following sentences and point to the pictures as you do:
• He is tall.
• He has short hair. (GB: He's got short hair.)
• He has (blue) eyes. (GB: He's got (blue) eyes.)
• He has (orange) hair. (GB: He's got (orange) hair.)
• She is short
• She has long hair. (GB: She's got long hair.)
• She has (green) eyes. (GB: She's got (green) eyes.)
• She has (brown) hair. (GB: She's got (brown) hair

2. Do "Funny Body" drawings
Give a piece of A4 paper to each student and yourself.

On your piece of paper, model drawing a head with eyes, nose, ears, mouth, teeth and hair. Make it a really funny picture. Then tell everyone to draw their funny head. Make sure they use colors for the eyes and hair.

Next show them how to fold the paper so only the neck shows (so the head is folded behind). Then get everyone to pass their paper to a different student.

Now model drawing the body starting from the neck and going down to ankles –make it either a really short or long body and make it as funny as you can. Now have your students draw their bodies.

Again, shows everyone how to fold the paper so only the ankles are showing and have everyone pass their paper to another student.

Finally, model drawing funny feet and get everyone to draw feet on the heir pictures. Then get everyone to fold up their papers and return each piece to the person who drew the head.

Let everyone open up their paper and have a good laugh at the pictures. Now asks everyone to "present" their person in the drawing to the rest of the class – you model first (e.g. "This is Tom. He is short. He has pink hair (GB: He's got pink hair), etc.").

Play the "Describe Your Friend" song and do the active listening worksheet
Tell the class that they are going to listen to a song about a boy and a girl. Give out either "Describe your Friend Worksheet 1" or "Describe your Friend Worksheet 2" (worksheet 2 is better if you cannot print out colored worksheets).

Read the instructions to the class and then play the song. As they song is playing students should do the worksheet activity. Play the song again if required. Finally, go through the song one more time stopping to check answers.

If everyone enjoyed the song, you can play it again and have everyone sing along (especially as it's such a catchy tune!).

CONCLUSION
During my teaching I realized how important English classroom atmosphere is for both learners and teachers. Learners need to feel comfortable in order to be able to learn and develop positive attitude towards the English language as well as teachers need to feel good in the classroom in order to be able to use and keep developing their teaching skills. Realizing this I decided to address this topic in this in learning more about the factors that influence classroom atmosphere and the ways teachers can improve it.

All these factors, mentioned in the last chapter of the theoretical part of this thesis, take part in creating the classroom atmosphere specifically in English lessons and can be influenced by activities teachers can incorporate into their lessons regularly as it are one thing to create a good classroom atmosphere and another to maintain it throughout the existence of a group of learners.

Language lessons also provide great opportunities for incorporating interactive activities improving classroom atmosphere and not being too worried about the time loss and being behind in terms of the syllabus as these activities can be created to have both didactic as well as psychological function.

In order to have a good cooperation in a group it is important for the members to contribute and participate somewhat equally so everyone has a chance to practice their language skills and therefore improve. According to Hadfield equal participation also plays a significant role in learner's individual motivation to cooperate and be active during lessons as well as in the process of maintaining or establishing a cohesive group.

Some group members differ a lot in terms of their participation in the lesson usually due to their personality,

their temper and communicativeness or due to their level of language confidence.

To encourage shy students to participate more or overly active students to realize they should give other people a chance to express themselves a teacher should choose activities which wouldn't cause active students to loose enthusiasm and shy students feel too much pressure. To mention an example of such an activity the well know taking turns by passing or throwing of a soft ball during discussions is according on my experience rather effective.

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