

**UNIVERSITY OF EL SAVADOR
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**AN EFFECTIVE TEACHER AS AN EXTREMELY GOOD CLASSROOM
MANAGER IN AN EFL CLASS**

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TABLE OF CONTENTS

<u>Topic</u>	<u>Page</u>
Introduction	iii
Objectives	1
Theoretical Framework	2-21
Recommendations	22-23
Bibliography.....	24

INTRODUCTION

The present research will be based on a factual report and will be taken from different bibliographic resources. Since the importance that an ESL class has in a school in order to learn English as a foreign language, it is considered that the classroom management is a fundamental aspect that teachers must take into account to have a successful learning process.

In order to have an effective classroom management, the teacher must take into account some important points that will assure the success in teaching the new language. For example, the teacher should know the curriculum, in which the language will be taught, the procedures that the teachers have to follow before they plan a class, the classroom rules that students have to follow in order to be in a class, and the environment that the teacher wants to have to encourage students to study the language. Another important point that must be taken into account is how to become an affective teacher in an EFL classroom and, finally, the material used in class.

Nowadays, English is a very important language used around the world and parents are more interested in their children's learning this language, but they do not know how effective a teacher or material can be. That is why classroom management will give them an overview of what they are learning and the success they will have to follow it. This research will be done specially for the readers that want to know how English is transmitted and all the components that the teacher takes into account in order to teach a class.

OBJECTIVES

GENERAL OBJECTIVES:

- To show how to establish a good classroom management for an EFL class the first day of school in order to have a good control on the rest of the school year.
- To know the importance that the decoration, procedures and routines have for the success of a class with the purpose of creating a good environment in the learning process.

SPECIFIC OBJECTIVES

- To establish the importance of decoration, procedures and routines for the classroom management in order to create an appropriate learning environment.
- To demonstrate how a teacher can administer the class in a constant way, so that his/her students can be successful.
- To provide the English teacher with the most appropriate techniques to manage a class, so as to attain his/her teaching learning objectives.

CLASSROOM MANAGEMENT FOR AN EFL CLASS

An effective classroom management is provided by the environment in which the students are managed, the curriculum that is taught and an effective teacher. There are a lot of ways that a teacher can take into account at the time to create or decorate a classroom in order to create a good environment for his or her students' learning process. Also classroom management is how to monitor a class, how to evaluate students, how to sit students in a group or pair work, how to get students' attention and interest, and how the teacher will check and classify homework assignments and other tasks.

When teachers talk about classroom management, they consider aspects like the fact that there is no one best way to arrange seating in a language classroom. However, there are some general rules that apply. First of all, teachers asseverate that educators must be able to see all children at all times in order to monitor work and behavior. Likewise, the students should be able to see their teachers, and these must also move easily around the classroom and stand next to each child's desk.

According to **Harry K. Wong and Rosemary I. Wong**, the authors of the book **How to Be an Effective Teacher the First Days of School**, the success of the classroom management is the control that a teacher has in his or her classroom. Also they explain that students have to feel sure in the environment they have to know that everything that is around them is something from which they can learn and believe in.

According to **Andrea Harries**, the author of the book "**Brainstorming**", the success of a good classroom management depends a lot on the curriculum that the school or the academy has. The curriculum shows all the objectives and the aids that a classroom has to have. Also the curriculum includes many activities that are performed in a classroom, for example, there are schools that work with an American curriculum called "**Abeka**" from Pensacola University.

The curriculum describes every single detail about how to decorate the classroom with the necessities that the classes will require. According to Abeka curriculum, it is the teacher's task not only to have the classroom management but also to develop the learning activities as well as to provide an appropriate environment to his/her students. Harry K. Wong and Rosemary I. Wong reply that a good classroom management depends on an effective teacher; they also establish a comparison between an efficient and an effective teacher and they explain that to be efficient is to know what is correct and be effective is to know what is correct and do it correctly.

An effective teacher is always ready to manage the classroom, is organized and shows the students that they have to be sure in the environments that he or she creates. When teaching, one can never stop learning. It is important to maintain a positive attitude as this will be reflected in one's teaching. Also the effective teacher states the classroom rules from the first day of classes and takes advantages of every visual aid that he or she has used in the EFL classroom.

The classroom management is a group of elements in which everything is important. An EFL class needs to have the correct environment and curriculum and an effective teacher who can manage with all of this and combine in order to produce a good classroom management in which some aspects like how to sit students, how to get their attention, how to use resources, how to get students' participation in class, how to reward, and apply the rules are included. What a teacher does the first days of school will determine his/her success or failure for the rest of the school year. Also the first days of school can make or break a teacher and, based on what a teacher does or does not do, he/she will either have or not have an effective classroom for the rest of the year.

What happens on the first days of the school will be an accurate indicator of teachers' success for the rest of the school year. Classroom management refers to all of the things that a teacher does like, for example, organizing students, space, time, and materials so that student learning process can take place. The most important thing a teacher can provide in the classroom during the first week of school is CONSISTENCY. Students want a well-managed classroom more than the teachers do because there is security in a classroom that is CONSISTENT. There are no surprises and no yelling in a classroom where a teacher and his/her students know what is happening, and consistency comes from installing procedures and routines. However **Douglas Brooks** as stated in his article **The First Day of School**; discovered two things:

1. Very few teachers receive any instruction on what to do on the first day of school.
2. Very few teachers get any experience or training during student teaching on what to do on the first day of school.

The effective teacher establishes good control on the class from the very first week of school. Control does not involve threats or intimidation. Control means that teachers know what they are doing, their classroom procedures and their professional responsibilities and it is urgent also those students know what their teachers are doing in front of them reflecting security and confidence. A teacher can give this impression the first day having everything ready and under control. A good classroom management is teachers' best friend. A well-managed classroom is a task-oriented environment where students know what is expected of them and how to succeed. According to Douglas Brooks' research, most students will make better achievement gains in a class such as this.

A well-managed classroom is also a predictable environment. Both teachers and students know what to do and what is supposed to happen in the classroom. You should be able to close your eyes and know where every single thing is. Teachers have to know that every single paper has a role in the classroom. If it is not in the place where it must be, the teacher will lose the control because the students lose their concentration and the line of the class. **Carolyn Evertson** (1985) in her book **Training Teachers in Classroom Management** established that, according to a research, the studies have shown that effective teachers had the classroom ready. They prevented problems by implementing a plan at the beginning of the school year. This plan used time as effectively as possible, implemented group strategies with high levels of misbehavior, chose lesson formats and academic task conducive to high students' involvement, and communicated clear procedures of participation.

Because the effective teachers had the classroom ready, they were able to prevent much misbehavior from occurring. The reason why effective teachers are effective is that they have far fewer students' problems and hence are able to get their students to work and to achieve. Consequently, effective teachers had far less stress in having to deal with behavior problems and were able to leave each day feeling happy, accomplished and proud.

PREPARATION is an important word that all teachers must have. This is determinant of teachers' effectiveness. For example, all teachers have to take into account the importance of every single space in the classroom and the objective that this will have. According to **Douglas Brooks** as stated in his article "**The First Day of School**", there are some aspects to take into account when the classroom is decorated for example:

Before you move any furniture or put anything on the walls, here are some truisms:

- A climate of work is what you want to establish during the first week of school.
- Do not overarrange or overdecorate your room for the opening of school.
- Spend your time in classroom management of students' procedures rather than making your classroom look like a showcase.

Prepare your Floor Space

- Desks do not have to be in traditional rows, but all chairs should face forward so that all eyes are focused on the teacher.

- Keep high-traffic areas clear. Do not put desk, chairs, or tables in front of doors, water fountains, sinks, pencil sharpeners, or your desk.
- Have a strategy location ready for students who need to be isolated from the rest of the class.

Prepare the Students Area

- Plan areas for students' belongings and provide space for their binders, backpacks, books, lunchboxes, and lost-and-found items.
- Provide a coat rack for students to hang their coats.
- Practice routine with every place

Prepare the Teachers Area

- Maximize your proximity to students and frequently used materials equipment.
- Put in order all your material like visual aids, exams reports, markers, erasers, students' projects. These will help the teacher when he/she has a meeting with parents or coordinators.
- Organize and file your masters, lesson plans, and computer disk. Do likewise with your extra worksheets so that they are immediately ready for any students who were absent or who need extra help.

Finally, prepare yourself

- Keep your briefcase, handbag, keys, and other valuable in safe location.

- Have emergency materials handy, such as tissue, rags, paper towels, and extra lunch money. Store these for your use, not the students`.
- Obtain a teacher`s manual for each textbook you will use in your class.
- Obtain a supply of the forms that are used for daily school routines, such as attendance, tardy slips, and students' reports. Since you will use these forms each day, place them where you can find them immediately.

Effective teachers know what they are doing. Teachers who do things right are **efficient** and people who do things right over and over again, consistently, are **effective**. So effectiveness has to do with doing. Being effective teachers must be doing something, constantly working toward improved performance. However, there are some teachers that get confused with the terms **efficient** and **effective** and they live different stages in their lives. The four stages of teaching are: fantasy, survival, mastery and impact.

Stage 1- Fantasy. Teachers believe that to be successful teachers, all they need to do is relate to and be a friend to their students. They also believe that teaching means doing activities, especially fun activities.

Stage 2- Survival. Teachers are on the survival stage when they rely on ineffective practices just to make it through the day. Teachers spend much time whining about work conditions and making excuses.

Stage 3- Mastery. These teachers know how to manage their classroom. They teach for mastery and they have high expectations for their students. They teach to make a difference and exhibit accountability.

Stage 4- Impact. Effective teachers make a difference in the lives of their students. These are the teachers whom students come back years later to thank for affecting their lives. To make an impact on their students, teachers need to use effective teaching practices and a good classroom management.

An effective teacher affects lives. Teachers who are efficient and effective are more capable of affecting the lives of students than teachers that are not efficient and effective. For example, what teachers have to take into consideration is the behavior or attitude of a student and teachers have to remember that they are hired not so much to teach a grade, history or physical education as to influence lives. A teacher should touch the life of a student. If a teacher gets to do this, he/she will have a student who will learn history, physical education, an EFL class, even science and math, clean the eraser, staple all the papers, and turn cartwheels to please his/her teachers.

According to **K. Proctor of Red River College**, (Cummings, 2000) "classroom management is a set of teaching behaviors by which the teacher promotes appropriate student behavior and eliminates inappropriate behavior, develops good interpersonal relationships and a positive socio-emotional climate, and establishes and maintains an effective and productive classroom organization. In short, classroom management is the organizational technique, of the teacher that keeps the classroom in order and on task".

Effective discipline is described as teaching students to exercise self-control. In fact, punishment as a form of discipline to gain control is a last resort (Cummings, 2000). Cummings states, "Our goal is to establish a community of learners who feel bonded and connected; such a community exhibits self-discipline and perseverance and takes responsibility for learning." Giving students the ability to bond and connect with other students on the same level is a great asset to any classroom. This asset is something that can make students learn and take it to the next level.

The not-so-surprising finding that "the more time students spend on a task, the more likely they are to master that task" seems to dictate that we should devote our time to the standards, not to teaching self-control. Standards tell us where we are going, and what students should learn. They do not tell us how to get there. Classroom management has the greatest effect on student learning, as compared with other factors including cognitive processes, home environment and parental support, school culture, curriculum design, and school demographics. Teachers need to anticipate what skills and work habits students need so that they can demonstrate high levels of performance on state and national standards.

Classroom management is a challenging task to accomplish. Teachers are expected to create an environment that enhances learning and creates and maintains a positive, productive classroom atmosphere conducive to learning. In order to achieve this task, teachers must take into consideration class size, number of students, and family life in order to produce effective classroom management techniques.

In order to succeed with the techniques is an effective classroom management teachers would incorporate the following ideas: to develop a better strategy to manage misbehaviors (such as time outs), make classroom rules, and to have a successful plan of action during transition time throughout the course of the daily activities.

There are two reasons that help to explain why children misbehave: to gain something such as a toy or the teachers' attention and to avoid something such as discipline and/or homework. When procedures are not working, we need to regain control with the use of verbal redirecting, positive words of encouragement, and reevaluate academic lesson to make learning more age appropriate so children are not easily distracted or bored. In addition, it is necessary to include students in their own behavior change programs through the use of self monitoring which will allow students to record their behaviors.

Time Out is one strategy that is misused often and can be an effective tool that will most often redirect misbehaviors. Time out areas should not be considered a place but a process where the opportunity to get reinforced is withdrawn. For the most part, time outs should be done in the classroom where children are removed and placed in a quiet, non-intimidating area in which they can develop different skills. Classroom rules are effective when teachers use guidelines to create orderly, productive classrooms that teach appropriate social skills along with the academic curriculum. Teachers must remember that too many rules can make it difficult for students to comply and for teachers to enforce.

Students need positive recognition and support as well as discipline so that they are motivated to behave well. It is very easy to criticize a student for being badly behaved, but most teachers fail to comment on good, appropriate behavior. The teacher who uses assertive discipline effectively has a classroom plan, which he/she shares with pupils so that they are clear about the consequences of their actions. The teacher will have a list of classroom rules on display and will remind the students what they are at the start of the lesson. Some procedures that eventually become routines in a class with consistency that a teacher has to have into account the first days of classes are to show students that they are in a place where rules exist and they cannot be broken by them. Students have to do daily routines from these procedures. The authors **Lee and Marlene Cantor** asseverate in their book **Worlds to Discover with Student** that all teachers must have into account the following rules:

- Follow directions first time given.
- Ask for permission to communicate.
- Keep all the materials in order and ready.
- Do not interrupt when someone else is speaking.
- Respect everyone in the class.

The consequences of choosing to ignore these rules are:

- First time a rule is broken: Warning.
- Second time: Wait outside the classroom for one minute.
- Third time: Wait outside the classroom for two minutes.
- Fourth time: Phone call to parents.
- Fifth time: Sent to head teacher.

Rules are used to set limits. Students expect teachers to give directions and set boundaries. Limits tell students how far they can go. Limits are important in school because different kinds of behaviors are expected or tolerated by different teachers. For example, wandering around the room may be permitted by some teachers but not others.

Effective teachers use rules as a way of setting limits. Teachers who set limits are not ogres; rather, they give students a sense of security as to what the boundaries are. This is like a parent who builds a railing around a patio deck to prevent people from falling off. Students need to feel that someone is in control and is responsible for their environment and not only sets limits but also keeps them through the academic year.

When dealing with students, rules must have consequences. Some students know that they can break certain rules because the aftermath is consistent and predictable: nothing will happen to the violator. The responsible adult may find this hard to accept, but many people-children and adults- believe that they have done nothing wrong until they are caught. Consequences can be positive or negative. A consequence is the result of a person`s chosen action. Consequences are not punishments. At the most, they may be considered penalties, but students are used to penalties, as there are penalties in the games they play.

The issue is CHOICE. There are two kinds of consequences:

- Positive consequences with REWARDS
- Negative consequences with PENALTIES

But not only rules work in order to have a good classroom management, especially if you remember that an effective classroom management is the key to being an **effective teacher**, as well as in making sure learning is taking place. According to **Robert Marzano**, in his book *Classroom Management that Works*," well-managed classrooms provide an environment in which teaching and learning can flourish." An alternate definition can be found in **Educational Psychology** co-written by Robert Sternberg, and Wendy Williams. They define it as "a set of techniques and skills that allow a teacher to control students effectively in order to create a positive learning environment for all students." With either definition there are several things that go into classroom management.

The area of classroom management has sub-areas such as routines, rules, consequences, contracts, parent-teacher communication, and classroom layout. The first area that will be discussed is routines. Routines can be as simple as what to do when entering the classroom or as complex as the whole days schedules of the class.

Classroom management should not be equated with discipline. Discipline is but a very small part of classroom management. Procedures are not found in a discipline plan; nor should a procedure be a threat, a rule, or an order. A procedure is simply a method or process for getting things done in the classroom. Procedures and routines are different from a discipline plan. Do not confuse procedures with discipline. There are two major differences.

- Discipline concerns how students behave.
- Procedures concern how things are done.
- Discipline has penalties and rewards.
- Procedures have no penalties or rewards just instructions.

A student is generally not penalized for not following a procedure or rewarding if a procedure is followed. Since a PROCEDURE explains how you want something done, it is the responsibility of the teacher to have procedures clearly stated. A ROUTINE is what the student does automatically, without prompting or supervision. Thus a routine becomes a habit, practice, or custom for the student. Procedures are necessary for an effective classroom for several reasons.

- Classroom procedures are statements of students' expectations necessary to participate successfully in classroom activities, to learn and to function effectively in the school environment.
- Classroom procedures allow many different activities to take place efficiently during the school day, often several at the same time, with a minimum of wasted time and confusion.

- Classroom procedures increase on task time and greatly reduce classroom disruption.
- Classroom procedures tell students how things operate in a classroom, thus reducing discipline problems.

Effective teachers manage with PROCEDURES. Every time the teacher wants something done, there must be a procedure or a set of procedures. For instance, have procedures for taking role, exchanging papers, registering the students on the first day, collecting lunch money, and moving from task to task.

Classroom procedures answer such questions as these:

- What to do when the bell rings.
- What to do when the pencil breaks.
- What to do when students hear an emergency alert signal.
- What to do when students finish their work early
- What to do when students have a question.
- What to do when students need to go to the restroom.

Tell the students that classroom procedures are for their benefit. Following procedures will help them do their work with less confusion and thus help them succeed. Knowledge of classroom procedures tells your students to perform such activities as these:

- How to enter the classroom.
- What to do when they enter the classroom.
- Where to find the assignments.
- What to do when you want their attention.
- How paper is to be done.
- Where you want the paper placed.
- What to do if they want to sharpen a pencil.

Every classroom needs to have a set of procedures. Procedures allow the class to operate smoothly. A smooth-running, effective classroom is free from confusion and it is a pleasure to teach and learn in. Most behavior problems in the classroom are caused by the teacher's failure to teach students how to follow procedures. It is good to take into account the three steps to teaching procedures.

1. Explain. State, explain, model, and demonstrate the procedure.
2. Rehearse. Rehearse and practice the procedure under your supervision.
3. Reinforce. Reteach, rehearse, practice, and reinforce the classroom procedure until it becomes a student habit or routine.

Explain classroom procedures clearly. Effective teachers know what activities need to be done and they have worked out the procedures for each of them. These procedures are posted or distributed to the students early in the school year or when the activity surfaces in the class. Unless the students read well, primary grade teachers should teach the procedures verbally rather than post them. It is essential that teachers have the procedures for each opening of school activity ready on the first day of school.

Rehearse classroom procedures until they become routines. Effective teachers spend a good deal of time during the first weeks of school introducing, teaching, modeling, and rehearsing procedures. Do not expect the students to learn all the procedures in one day, especially at the elementary school level. Behaviors must be taught, modeled, practiced, monitored, and retaught. Have students practice the procedures, step by step, under your supervision. After each step, make sure that the students have performed the step correctly.

Reinforce a correct procedure and reteach an incorrect one. As the coach guides a team, class, or student through practice, corrections are made instantly. The coach tells, shows, demonstrates and even loudly calls out commands until the task is done right. And when it is done right, the coach responds with words of praise, hugs, pats, and smiles. But good coaches do not stop there. They reinforce the correct technique by having the students do the acquired technique over and over again, each time exhorting the student to do it better.

When students know how the class is run, they will be more willing to do whatever you want them to do. You can then have an exciting and challenging classroom with much learning for mastery because procedures and routines manage the classroom. Once teachers have procedures in place, they can have responsible students. The only way to have responsible students is to have procedures and routines for which the students can feel responsible. And once teachers establish structure and responsibility, you can have the most exciting classroom in the school, doing all the challenging and fascinating things students love to do, and teachers will be able to leave the school knowing that if they were not in class the next day, the class could responsibly run itself.

Another important aspect for having a successful class is that the effective teachers know how to design lessons to help students to reach mastery. There is one way for students to learn anything. The students must put in effort; the students must work to learn. Learning does not come from the teachers' work, such as lecturing, leading a discussion, time allocated to maximize students time and effort. Effective teachers must take into account different points like, for example, allocated time, instructional time, engaged time, and academic learning time.

Allocated Time. It is the amount of time given to a student for learning. First, there is the time a school board adopts as the school calendar. The time may be negotiated with the teachers' organization and other interested parties, but once the time are adopted, it becomes the allocated time. Thus allocated time is the total time within which teacher instruction and learning can take place. It is 100 percent of available time.

Instructional Time. It is the time when you can observe a teacher teaching. Instructional time is easy to ascertain because the teacher is the focus in the room. All eyes are on the teacher because the teacher is talking. Research has shown that the typical teacher consumes 90 percent of the allocated time. Yes the teacher is at center stage almost every minute of school year.

Engaged Time. It is the time when you can observe students involved or engaged in a task. The students are known as the focus in the room, and the teacher is walking around helping those who are in need. It is easy to identify engaged time. This is the time when the students are on task, working. Research has shown that engaged time is about 75 percent of the allocated time. If this appears to be in conflict with the 90 percent devoted to instructional time (90 and 75 percent exceed 100 percent), it is because the teacher and the students may be working at the same time.

Academic Learning Time. It is the amount of time in which the teacher can prove or demonstrate that the students comprehended or learned the content or mastered the skill. According to the research, this probable or demonstrable time is only 35 percent of the allocated time.

Academic learning time has nothing to do with worksheets, board work, lecturing, videos, or discussions. The ineffective teacher spends time covering material. Conversely, the effective teacher has the students spend time working and earning their own achievement and success.

Allocated, instructional, and engaged time are all factors in a classroom but nobody answer the question “Has the student learned anything?” More days or hours do not guarantee more learning. Just because a teacher is teaching and a student is engaged does not guarantee learning either.

Assignments play an important step in an EFL class. Giving an assignment means that someone will be asked to perform a task and when the task has been completed, a specific result or product will have been achieved. For instance, you say to an assistant, “please type this letter and then give it to me so that I can sign it.” The assistant has been given a clear assignment, and the result is a completed letter. Similarly, good classroom assignments specify what the students are to do or learn. There are four steps to creating an effective assignment.

1. Determine what you want the students to accomplish.
2. Write each accomplishment as a single sentence.
3. Send these sentences home with students.
4. Give the students a copy of the same sentences.

To determine what the students are to accomplish. Focusing on goals or objectives makes the most difference in student achievement. The research of Kevin Wise and James Okey showed that “the effective classroom appears to be the one in which the students are kept aware of instructional objectives and receive feedback on their progress toward these objectives.” In simple terms, the use of objectives increases the chances that the students will learn. Effective teachers can define three key concepts:

1. Learning. The student shows that information or a skill has been acquired. Learning has taken place when you see a student perform a skill or grasp (define, identify, recall) information.
2. Comprehension. The student shows understanding of what has been learned. Comprehension has taken place when you see a student interpret, translate, explain, or summarize the information learned.
3. Mastery. The student shows the ability to use what has been comprehended. Mastery has taken place when you see a student use or apply what he or she understands. The student can also break down, recognize, and evaluate what is known and understood.

An effective assignment must have structure and be precise. Do this and you will have most of your students complete their assignments.

- The assignment must have a consistent and familiar format that students can recognize as their assignment.
- The assignment must be posted daily and in a consistent location before the students enter the room.
- The assignment must state clearly and simply what the students are to accomplish.
- The key word is accomplished.
- A poor assignment tells the students what to do at the beginning of the assignment.
- A good assignment states what a student is to have accomplished or achieved by the end of the assignment.

RECOMMENDATIONS

The success of an effective teacher as an extremely good classroom manager in an EFL class has been considered very important in order to develop the learning process and students' environment. The following recommendations show how a teacher can get the control of an EFL class.

- Teachers have to create an environment in which students get involved and feel the necessity to stay in the class. In order to rich this, teachers must take into account a careful planning for the start of the school year including the space in the classroom for students and for themselves, specific places in which students are going to build a routine established by rules and procedures in the class for the rest of the school year.
- Teachers must create a motivational climate in which students can feel motivated with the new language that they are learning, and encourage students to produce the language stated on the objectives.
- The curriculum is another important part in the learning process. Teachers must know the curriculum and apply it in the classroom with all the strategies and recommendations that the curriculum has. This is with the purpose that the classes get all the requirements for each topic and the goals that the effective teacher has.

- The center of the success of an EFL class is the effective teacher, who knows the environment and the curriculum that he/she will teach and the control that he/she must have since the first day of the school year. Teachers must be aware that problems exist in each class, but they must be able to manage each situation taking into account the rules and how they must be applied.

Finally, the success of an EFL class implies a set of elements that cover many things such the classroom space, how to decorate the classroom, the support that a student must have, the rules that a student must know, the routines that a student must follow in order to develop them as a habit and the knowledge that the effective teacher must have about the curriculum.

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