

Discussing Classroom Management Techniques and Efl Learning Scaffolding in Lexis Lesson

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Abstract: Classroom management is a significant part of the English as foreign language (EFL) classroom to build an effective learning environment. Scaffolding is the basic method in the second language (L2) teaching procedures to guide teachers. Giving instructions and pair work monitoring are two aspects of classroom management that share the same goal: keep the lesson under the teacher's control and reach the lesson's aim. Effective instructions and monitoring could encourage scaffolding, help students cooperate with the teacher, and undertake their tasks through peer interactions. Different features and techniques of introduction and monitoring are discussed in this article, and we suggest educators choose appropriate methods to build a positive EFL learning atmosphere.

1. Introduction

Classroom management is the way teachers guide students learning by controlling or ignoring, transferring everything that happens in the classroom [1]. "Scaffolding" was first defined by Wood et al., (1976) in the supporting role relationship between parents and children, and it indicates learning happens through interactions with senior people or peers [4]. Through analyzing a student-centered second language acquisition (SLA) class about communicative lexis and skills, this article discusses two classroom management techniques: giving instructions and pairwork monitoring, trying to figure out the way learning is scaffolded in a filmed English lexis lesson through classroom management techniques.

2. Literature Review: Scaffolding and Classroom Management

2.1 Scaffolding

Sociocultural theory (SCT) argues that "human mental functioning is fundamentally a mediated process that is organized by cultural artifacts, activities, and concepts" [3]. Individuals can understand and learn the existing object and then create a new one independently. The development of human cognition is mostly depending on the interrogaractant rather than the nervous system itself [3].

Scaffolding is a significant concept from SCT. Wood et al. (1976) were trying to figure out the influence of people with higher proficiency to help the lower ones. Holton & Clarke (2006) argue that scaffolding has three main functions: Solving the immediate difficulty; helping the student make progress in understanding and performance; helping the learner review the learned knowledge [5]. On the other hand, according to Wood et al. (1976), Scaffolding functions include: "Recruitment; reduction in degrees of freedom; direction maintenance; marking critical features; frustration control; demonstration" [4].

A significant concept related to scaffolding is the Zone of Proximal development (ZPD). ZPD is a development zone between the part which the development has already attained and the stage student cannot do with any help [6]. Therefore, ZPD is the stage where higher than the learner's

existing ability but can be reached with mediation: the help of elder people or people with higher proficiency.

In the EFL classroom, the tutor is not only a role model for learners but also an assistant of scaffolding, which includes the procedure to help the student resolve problems beyond their ability [4]. With the combination of scaffolding and ZPD, reaching the specific zone that learners can do with guidance is an important task for educators.

2.2 Classroom Management

Classroom management is the approach applied by teachers to build progressive circumstances for both learner and tutor. The main aspects of classroom management include whole-class, individual work, pair work, and group work. In an effective class, the teacher is supposed to deliver the knowledge incrementally and students are able to follow the process of the whole lesson and focus on the content and instructions taught by the teacher [7]. Moreover, with the development of the theory of the class teaching methods, like communicative language teaching, learner-centered interaction, and post-method teaching, students gain a fresh learning experience, and teachers are supposed to search for new roles as well as suitable classroom management methods.

The student-centered lesson doesn't weaken the importance of the teacher during the class, and it is significant for the teacher to get involved at the proper time. According to, teacher intervention refers to the action or expressions delivered by teachers to affect students learning process. It can be unremarkable or obvious, planned or unconscious. Key teacher interventions include: Being supportive, asserting authority, giving instructions, telling, eliciting, questioning, checking learning and understanding, being catalytic, etc. This paper will focus on 'Giving instructions' and 'monitoring' of pair work management.

3. Aims and Structure of the Lesson

The chosen lesson is about lexis and skills led by a male teacher, with 8 pre-intermediate (A1) level adult students participating [8].

The main aim of this lesson is to help the learners obtain the usage of daily life lexical sets and the relevant collocation. The lesson also allows learners to develop their reading, speaking, and interaction skills.

The whole lesson is designed based on Communicative Language Teaching (CLT). This lesson is a good example of helping students practice their ability to communicate with people with correct expressions. The teacher applied a learner-centered teaching approach, and learners play an important role and exhibit the "learning ability and process" [9]. The teacher designs every stage with at least one task to encourage students to express themselves and solve the problem through peer discussion.

The chosen EFL class consists of 7 stages: Lead-in, pre-teaching, first reading task, second reading task, clarification, restricted use, and authentic use. This paper will analyze the classroom management approach in stage 1: lead-in, which includes preparation, answering questions, pair discussion and feedback, learners' authentic dialogue, and teacher-student, students-student interactions [8].

4. Lesson Analysis

4.1 Giving Instructions

Instruction is an indispensable element in the lesson, especially in pair work activities. Effective instructions should help students gain a sense of what they should do in the following session. However, sometimes teacher delivers vague instructions which lead to confusion and time consumption. Scrivener & Thornbury (2012) defined giving instructions as "critical moments in any lesson" [1].

Thornbury (2013) argues instructions are mostly delivered in spoken language and sometimes in

written form [10]. The key problem with that argument is taking oral and written separately. Scrivener & Thornbury (2012) point out that an effective introduction should be writing down the keywords and detailed information during oral speech [1].

In the selected section of the lesson, the teacher gives two instructions:

First instruction (1'40"-1'54"):

4.2 T: Can You Work with Your Partners? So You Two Please, Two, Two and Two ((with Gestures)).

4.3 T: I Want You to Ask Each Other This Question(...) These Questions and Answer the Questions.

4.4 T: You don't Need to Write So Put Your Pens Down((with Gestures)), Talk to Each Other for Two Minutes, Please.

Second instruction (5'45"-6'40"):

4.5 T: Can You Take Up Your Books and Turn to Page 34 Please (2.0) Page 34 (8.0), Good(...)

34(...) Ok(...) 34(...) good

4.6 T: and There Are Four Questions Here(...)Look(...)Look(...)Here

4.7 S: ((Laughter))What?

4.8 T: There Are Four Questions on the Top of Page 34.

4.9 T: Can You Ask Your Partner These Questions and Answer Them Eh(...) in Pairs.

4.10 T: I'm Going to Give You about 4 Minutes So Do as Much as You Can, Ok?

We can discover the following features of the teacher's instructions:

His instructions are clear and well-organized. He has pre-planned, and remembered some specific information about the task, for example, the page number. The methodology of managing the group is considered before the lesson and the organization that separate students from the same country intended can force students to speak English during their dialogue, moreover, two tasks are designed step by step to help students gradually scaffold their knowledge about the whole lesson. He tries to keep the task within students' ZPD and help them continuously progress. Peer interaction "often complements the work of the teacher with the whole class" and peers have no power distance so they can openly negotiate meanings [11]. During peer interaction, individuals can help each other with scaffolding to reach their ZPD, however, this advantage may be weakened if they interact with the same person. A reasonable approach could be to arrange students to sit in a round and talk to the person on the right and left respectively [12].

The words and expressions used by the teacher are simple and short, and he keeps his speaking speed slow [13]. The longest word he uses is "question", therefore, it is easy for learners to follow and figure out what they need to do. Moreover, the teacher gives students enough time to process the instructions. Like sentence 2.1, he provides two pauses for students to find the right page. Some learners fail to follow the instruction, so he walks toward them and helps them individually (2.2). Gestures can help teachers deliver instructions effectively. the teacher adopts gestures to divide into pairs quickly (Sentence 1.1). And in 1.2, he points out the questions on the board. When speaking of putting your pens down (1.3), he uses his pen as an example. Similarly, the teacher holds the book up for everyone to see and points at it to show where the students should be working on the page during introduction 2. Lots of repetitions are used to ensure all the students can locate the right place. The video shows students easily understand the instructions.

No information about what students need to do after their discussion is provided, so students may fail to remember the specific details said by their partner. In the video, several students cannot answer questions after discussion, and they have to confirm it with each other again. It might be more effective if learners know what they are expected to answer after the interaction. However, it

is also possible that the teacher and his students have a fixed way of asking questions, so it is omitted from instruction.

4.11 Pairwork Monitoring

Since the selected setting is a classroom with eight well-behaved mature students with strong motivations to learn English, monitoring in this setting means organizing and promoting pair works rather than disciplining or preventing students from misbehaving [14].

the teacher in the video monitors the whole class and pairwork through the following techniques:

Look: 1'54"- 2'35"

According to the teacher's movement, the teacher "gazes carefully around the room, checking if each pair appears to look confident" [1]. After he ensures that everyone begins their task successfully, he begins to check their work pair by pair.

Teacher's interruption: 2'38"-2'51:

S: eh(...) bag, bicycle, and(...) ring.

T ((crouches down)): What was the second thing? The baike (pronunciation)?

S: The bag, and(...)eh(...)the bicycle.

T: ah(...)bike, ok.

S: A bike.

Here the teacher listens to a student's answer at first, but he doesn't recognize a word spoken by the student. He waits until the student finishes her sentence and then asks her a question directed at the vague expression. After the student repeats her answer, he provides the right replacement word and pronunciation of the word "bike". The teacher's monitor is not effective here because the student knows the right word but the teacher interrupts their conversation and gives an easier word "bike" which is not necessary. Interruption may lead to a waste of discussion time and make students forget what they are talking about.

Wander: 2'51"-3'01"

Teachers need to walk through the pairs quietly without any pressure on students [1]. the teacher walks behind students invisibly. During 2'53"-2'55", he notices the pair is not speaking anything, but he does not ask them. Learners may get stuck by some problems or the silence is the thinking time. A much more helpful approach would be identifying the reason for the silence and offering the necessary support or giving a nudge or two.

Discreet monitoring: 6'46"- 7'37"

During this time, the teacher checks the class pair by pair and spends several minutes with every group. He stays "a little out of their line of sight" [1] by crouching down to listen to what they are saying and doesn't get involved. He tries to avoid eye contact because it may get him involved in the student-centered activity. During 6'46" to 6'48". The teacher provides support to students:

S: What is the best present you ever received (wrong pronunciation)?

T: received(...)received (correction).

S: received.

After finding that the student has a question, the teacher offers the proper nudge. During the peer interaction activities, the scaffolding happens between the group members but sometimes all students in the group share the same knowledge gap. The teacher is supposed to provide the right amount of help as mediation to bridge the gap and assist learners to a higher level. For example, here both students don't know the right pronunciation and the correction can push them onto the right track.

At last, the teacher makes discreet notes on the whiteboard about the knowledge he would like to refer to during the feedback part when he is discovering the discussions. It is helpful because the teacher can figure out the problems and interesting points and show them to the whole class afterward. It is also an efficient way to bring the scaffolding from the pairs to the whole class.

5. Conclusion

In the EFL classroom, classroom management is an indispensable part to build an effective learning environment. Scaffolding is the basic method in L2 teaching and learning procedures to guide students to broaden their ZPDs. Classroom management methods are expected to encourage learning scaffolding. Giving instructions and pair work monitoring are two aspects of classroom management. Although they are different from each other at the micro level, they share the same final aim to organize the class and reach the lesson's aim. Giving instructions clearly and effectively can encourage scaffolding, help students cooperate with the teacher, and undertake their tasks through peer interactions. Useful monitoring of pairwork can provide essential help for students' scaffolding and keep the learning content within students' ZPDs and boost individual progress. Different features and techniques of a successful introduction and monitoring are mentioned, and educators should choose appropriate methods according to the classroom context to help build a positive EFL learning atmosphere and avoid using management techniques that may diminish learning interest.

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Appendices

Appendix 1: Transcription conventions:

Source: (Richards, 2003, pp. 173-174)

Transcription symbols	Interpretation
(2.0)	Pause about 2 seconds
(.)	Micropause
(())	Other details

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