

MANAGEMENT IN LANGUAGE TEACHING

Nizhneva N.
Belarus

Zaniewski J.
Poland

Nizhneva-Ksenafontava N.
Belarus

Management issues are fundamental to any organization, to any business, to any activity or process. There are various definitions of the term 'management'. Different scholars interpret management from their point of view based on their own approaches.

According to George R. Terry “Management is a distinct process consisting of planning, organizing, actuating and controlling; followed in order to accomplish predetermined objectives”.

Peter Ferdinand Drucker defines management as a multipurpose organ that manages business and workers.

In the words of E.F.L. Brech “Management is a social process entailing responsibility for the effective and economical planning and regulation of the operations of an enterprise in fulfillment of a given purpose or task. Such responsibilities involve: (a) judgment and decision in determining plans and in using data to control performance; and (b) guidance, integration, motivation and supervision of the personnel composing the enterprise and carrying out its operations”.

From the point of view of Kimball “Management embraces all duties and functions that pertain to the initiation of an enterprise, its financing, the establishment of all major policies, the provision of all necessary equipment, the outlining of the general form of organization under which the enterprise is to operate and the selection of the principal officers” [1].

A manager's primary challenge is to solve problems creatively, and management often refers to "the art of getting things done through the efforts of other people" [2]. The principles of management are the means by which you actually manage, that is, get things done through others individually, in groups, or in organizations. Formally defined, the principles of management are the activities that "plan, organize, and control the operations of people, materials, machines, methods, money and markets, providing direction and coordination, and giving leadership to human efforts, so as to achieve the sought objectives of the enterprise" [3,4].

Henry Fayol is considered to be one of the first theorists who defined the main functions of management. He identifies the following functions: planning, organizing, commanding, coordinating and controlling. He considers them to be universal and very important for performing by every manager [5].

According to Henry Fayol five functions of management are:

1. Planning - drawing up plans of actions that combine unity, continuity, flexibility and precision, type and significance of work and future trends. Creating a plan of action is the most difficult of the five tasks and requires active participation of the entire organization. Planning must be coordinated on different levels and with different time horizons.

2. Organizing - providing capital, personnel and raw materials for the day-to-day running of the business, and building a structure to match the work. Organizational structure depends entirely on the number of employees. An increase in the number of functions expands the organization horizontally and promotes additional layers of supervision.

3. Commanding - optimizing return from all employees in the interest of the entire enterprise. Successful managers have personal integrity, communicate clearly and base their judgments on regular audits. Their thorough knowledge of personnel creates unity, energy, initiative and loyalty and eliminates incompetence.

4. Coordinating - unifying and harmonizing activities and efforts to maintain balance between the activities of the organization in sales to production and

procurement to production. Fayol recommended weekly conferences for department heads to solve problems of common interest.

5. Controlling - identifying weaknesses and errors by controlling feedback, and conforming activities to plans, policies and instructions. Fayol's management process went further than Taylor's basic hierarchical model by allowing command functions to operate efficiently and effectively through co-ordination and control methods. [6].

Everard and Morris [7, p.10] believe that the manager's mission should be:

- to utilize and integrate resources economically in the pursuit of organizational goals;
- to facilitate beneficial change;
- to maintain and develop resources.

In teaching languages, and foreign languages in particular, it is necessary to take into consideration all these functions. In this article, we are going to analyze practical realization of these functions and, in particular, performance evaluation. The following table contains the most important stages of teacher performance evaluation.

TEACHER PERFORMANCE EVALUATION

Teacher's Name:

Book

Lesson:

Evaluator's Name:

Time started:

Time finished:

Lesson:

A-Outstanding

B-Excellent

C-Satisfactory

D-Needs improvement

E-Unacceptable

SECTION A. PLANNING AND PREPARATION

a) Objectives

1. Did the teacher base the lesson on clearly established objectives?
2. Did the teacher have the objective in mind and go for it purposefully and without digressing?
3. Did the teacher tailor the lesson objectives to the students' skill levels?

b) Structure

1. Were the steps and stages well defined?
2. Did the lesson move smoothly?
3. Did the teacher lead the students from one activity to another with assurance, never allowing time to waste because of hesitancy or indecision?
4. Did the teacher plan the lesson with good sequences, concise and accurate summaries?
5. Did the sequence of the lesson follow a logical order with clear transitions?
6. Were the instructions clear and brief?

c) Materials, techniques, teaching aids

1. Were teaching aids appropriate to the activities?
2. Did the teacher use audio-visual aids effectively?
3. Were teaching techniques appropriate to the learning tasks?
4. Were the lesson objectives, subject matter and activities appropriate?
5. Did the teacher use the board and teaching aids effectively?
6. Was there a clear connection between stated objectives and the techniques used to achieve them?

d) Flexibility and effectiveness of planning

1. Was the class on its toes, never sure of what was coming next?
2. Was the teacher ready to toss aside the plan or change it as the lesson evolved?

e) The teacher's preparation level

1. Did the teacher know the subject well?
2. Did the teacher keep an eye on the clock?
3. The students were not kept for too long at one type of activity even when the students appeared to be enjoying it, were they?
4. Did the teacher use grammatically appropriate language consistent with the students' level?

SECTION B. Qualities and components of the lesson

1. Is the lesson judged on its main qualities?

a) Strength

- Was the content relevant to the present and likely future needs of the students?
- Will the students derive from the lesson satisfaction that goes beyond the mere feeling of having mastered one more lesson and being ready for the next?
- To what extent will the students be able to use the content of the lesson immediately, in a lifelike way?
- Were the materials authentic culturally?

b) lightness

Did the teacher follow the sequence in presentation and proceed

- from the known to the unknown
- from the simple to the complex
- from the concrete to the abstract
- from the particular to the general
- from observations to reasoning

c) transparency

Could the students understand the units they studied and their relationships?

- To what extent did the students understand what they were doing and why?
- How easily could the teacher make changes or additions when it was necessary?

-Could the students understand the structure, the unit studied clearly enough so that they would be able to use it as a help in composing or comprehending new ones?

2. Did the lesson contain a number of clear suggestions for using the language about occasions for use

-establishing or further developing real social relationships with people, including classmates

-eliciting or imparting desired information

-learning or imparting useful skills

-learning to make culturally relevant judgments

- doing things for fun: humor, games, singing, relaxation.

3. Did the lesson contain a sample of how the language was used?

-Was the sample long enough to be viable?

-Was the sample short enough to be covered at the lesson?

SECTION C. Classroom management

a) Motivating aspect

1. Did the teacher stimulate interest initially?

2. Did the teacher introduce the subject well and start with the things the students knew?

3. Did the teacher infect the students with his/her enthusiasm?

4. Did the teacher serve as a motivator, learning facilitator, catalyst, manager, supporter, monitor, language and study skills advisor, consultant, coordinator

-by using wisely and properly rivalry and competition in groups

-by giving individual attention to everybody

-by encouraging the students' curiosity and by making use of the elements of realism and surprise

-by using variety of activities

- by giving the students the opportunities for discovering things for themselves
- by keeping the class as active as possible (by using project methods, role – play, discussion etc.)
- by giving proper attention to the physical comfort of the class
- by using surprise, curiosity, good sequence

b) Strategy of asking questions

1. Did the teacher know the strategy of asking questions?

Did the teacher

- put the question first and then name the person he wanted to answer?
 - use appropriate questions to avoid big jumps from one piece of reasoning to the next one?
 - avoid questions that had obvious answers?
 - avoid trick questions?
 - give due credit for good answers?
2. Did the teacher ask questions to make the class think and participate?
3. Did the teacher encourage questions?
4. Did the teacher ask questions to confirm learning or ensure understanding and deal with the answers skillfully?

c) Control aspect

- 1) Did the teacher have a fair, firm, friendly control of the class?
- 2) Could the teacher rapidly personalize questions, individual involvement and unobtrusive assistance?
- 3) Were the students kept actively involved in the work?
- 4) Did the teacher use the techniques that kept the students' attention?
- 5) Did the teacher organize genuine communicative interaction?
- 6) Was the teacher responsive to feedback?
- 7) Did the teacher adjust content and pace of the lesson to students' requirements?

- 8) Did the teacher know the ability level of all the students to encourage them to keep working to full capacity?
- 9) Did the teacher provide positive reinforcement?
- 10) Did the teacher make appropriate correction of errors?
- 11) How successful was the teacher in solving problems of bright, fast-working students and dull, slow, frustrated students?
- 12) Did talkative, fast-thinking students monopolize the teacher?

d)The teacher's style of teaching

- 1) Did the teacher have a good stance, free from distracting mannerisms?
- 2) Did the teacher have a sense of balance and proportion?
- 3) Was the teacher at ease with the students?
- 4) Was the teacher confident?
- 5) Did the teacher remain alert professionally?
- 6) Did the teacher give proper praise when the students deserved it?
- 7) Did the teacher give reproofs in a fair and helpful way?
- 8) Did the teacher demonstrate good manners?
- 9) Did the teacher maintain a voice level suitable for the class size?
- 10) Did the teacher maintain good communication with the students?
- 11) Did the teacher create a relaxed, non-threatening environment?

SECTION D. Student-centered activities/techniques

- 1) Did the students show interest and keenness throughout the lesson?
- 2) Did they ask questions?
- 3) Did they appear to understand and assimilate new knowledge or skills to the required level?
- 4) Did they get suitable and useful notes, e.g. from own observation, audio-visual aids or handouts?
- 5) Did they have enough time to practice the task correctly to the level required for the lesson?

In other words, *evaluating lesson planning and preparation* it is necessary to pay attention to:

- demonstration of knowledge of content and organization of training materials being taught;
- clarification of lesson objectives to the students;
- demonstration of ability to identify and resolve language issues and problems which arise during instruction;
- demonstration of functional ESL/technical knowledge of training objectives;
- demonstration of effective planning and preparation for the lesson;
- demonstration of insight into students' skill levels/needs.

Evaluating techniques and instruction it is necessary to pay attention to:

- appropriate use of books, training aids, board, etc.;
- provision of information necessary to perform learning activities;
- use of techniques appropriate to the lesson objectives and the level of the students;
- use of a variety of activities appropriate for different learning styles;
- monitoring and verifying student performance to ensure objectives are met;
- emphasis of student-centered activities and techniques;
- encouraging participation of all students and ensuring that reticent students are involved;
- use of questions which are clear and related to objectives;
- providing appropriate answers to student questions;
- providing timely summaries/reviews as appropriate;
- maintenance of a suitable pace;
- ensuring that instruction flows smoothly;
- providing positive reinforcement to students;

- assisting students in identifying and correcting significant errors/pronunciation problems at opportune times.

Evaluating learning environment it is necessary to pay attention to:

- establishment of an environment conducive to learning/language skill development;
- use of grammatically appropriate and unaffected language;
- demonstration of structure/vocabulary control consistent with the students' levels;
- maintenance of a voice level suitable for the room/class size;
- use of speech rate equal to that used by a native speaker;
- professional treatment of students;
- positive and self-confident manner;
- sensitivity to cultural differences;
- use of clear and brief instructions to clarify the aims and objectives of the lesson to the students;
- appropriate correction of inappropriate student behavior;
- maintenance of students' attention;
- establishment and maintenance of good rapport;
- capitalizing on student interests and/or needs when deviating from lesson objectives.

In short, qualities relating to lesson preparation and presentation and qualities relating to general characteristics of a teacher are described in the following way.

Qualities relating to lesson preparation and presentation

- Lesson objectives, subject matter and activities are appropriate, correspond to the given course aims and learner needs.
- Structure of lessons facilitates what is to be learnt.
- Activities display originality, imaginativeness and resourcefulness.

- Materials introduced as teaching aids are appropriate to the activities.
- Teaching techniques are appropriate to the learning tasks.
- Teacher sets high standards and requires each student to do his/her best.
- Teacher is responsive to feedback and adjusts content and pace of lessons to student requirements.
- Teacher maintains suitable class control.
- Teacher adopts a positive attitude to what is being taught.
- Teacher has a friendly and encouraging manner towards all of his/her students [8, p.70].

Qualities relating to general characteristics of a teacher

- Teacher is aware of recent developments in ELT theory and practice, and of their significance.
- Teacher is willing to consider new ideas and try out fresh approaches and techniques.
- Teacher is capable of evaluating his/her own teaching strategies and making appropriate changes and modifications.
- Teacher possesses a breadth of outlook and range of interests, which informs his/her teaching with a general richness.
- Teacher makes every effort to do what he/she knows is expected of him/her professionally.
- Teacher is reasonably self-confident and assured.
- Teacher displays sound judgment and good sense.
- Teacher is always in sufficient control of his/ her feelings in professional situations.
- Teacher has good relations with his/her colleagues.
- Teacher is both willing and competent to help in general ways towards success of school [8, p.71].

A good teacher should always remember that:

A teacher affects eternity; he can never tell where his influence stops. (Henry Adams)

Love what you are doing and show it! (Helen Boehm)

Leave as little to chance as possible. Preparation is the key to success. (Paul Brown)

Thus, a lesson plan is the teacher's road map of what students need to learn and what the teacher should do to make this learning effective. The more the teacher knows how to do it, the better the results will be. Effective managers have well-defined procedures that govern students' activities, make work requirements and explanations definite and establish clear rules and procedures.

References

1. <http://www.slidesandnotes.com/2011/02/definition-of-management-by-eminent.html> (date of access 1.12.2015).
2. Graham, P. (1995). Mary Parker Follett: Prophet of Management. Boston: Harvard Business School Press.
3. Fayol, H. General and Industrial Management. Paris: Institute of Electrical and Electronics Engineering.
4. Mason Carpenter, (2013). Talya Bauer, Berrin Erdogan and Jeremy Short Principles of Management v. 2.0.
5. Revisiting Fayol anticipating contemporary management, Lee D Parker and Philip A Ritson, British Journal of Management, Sep vol 16 no 3. 2005, pp175-194.
6. <http://www.provenmodels.com/3/five-functions-of-management/henri-fayol> (date of access 1.12.2015).
7. Everard, K.B. and Morris, G., (1985). Effective School management.- London: Paul Chapman.
8. Ron White, Mervyn Martin, Mike Stimson, Robert Hodge (1994). Management in English language teaching. - Cambridge University Press.

