

Special Education Students' Cognitive and Psychology Discerment on Online Classroom Management in English Language Teaching Process

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Abstract

Students in the first grade of senior high school were surveyed in this research on their expectations for English Language Teaching. The assumption is that online class management will be successful. There were 60 students who were requested to fill out questionnaires including 25 items related to various management styles and strategies. In an online class, many professors use a combination of intrinsic and extrinsic qualities. What could professors do in an online class to help students better comprehend and enjoy the learning process was asked of students on a five-point scale ranging from "not important" to "extremely important." It was entirely up to the participants whether or not they filled out the surveys. As a surprise, students and instructors both agreed that online class administration is necessary. During the learning process, students were eager to know whether they were respected and listened to by their professors, and if they could talk freely in their classrooms. As instructors plan their online lessons, they believe this information will assist them in creating an enjoyable online class with their students.

Keywords: Management strategies; online class management; intrinsic and extrinsic qualities; management approaches, special education, psychology

Introduction

First-year instructors have a major hurdle when it comes to managing an online course. Even the most qualified and seasoned educators have difficulties in their classrooms. There is a unique challenge for each kid in each class and for each teacher. Some people have a built-in disadvantage because they are more difficult to work with. It's up to each instructor to discover what works best for them when it comes to online class administration. According to (Strelow et al., 2020) proper classroom management will facilitate the teaching and learning process by making the class easier to handle. In this context, it's fair to say that this issue is one of the most difficult ones for both students and instructors to deal with. While learning a new language and its foreign language, which have a lot of differences from their first language, the situation becomes more uncertain. This begs the question: What is the best way to handle online classes such that both students and instructors may benefit from it in an ESL setting? These instructors' excellent actions are highlighted and their students' learning activities are supported by online class management in this environment. Planning and preparing materials, organizing the classroom, as well as the formation and enforcement of routines and norms, are all examples of what is referred to as classroom management. Online class management, in a nutshell, is a mechanism for teachers to respond to student conduct even when they aren't present in the classroom face-to-face. In addition to helping instructors foster positive connections with their pupils, a well-maintained classroom facilitates greater organization and teaching (Gaias et al., 2019).

The teacher's primary obligation to the students in taking responsibility for their misbehavior should be effective online class management. The teacher's sensitivity and caring attitude toward the class are just as important as a set of rules and procedures when it comes to effective online class management. A lot of research has been done

on classroom management, and many teachers enjoy devoting a lot of time to it. However, many teachers find classroom management to be difficult in practice, and so they demand training (Strelow et al., 2020); Classroom Management Difficulties of Practice (Lazarides et al., 2020); (Gaias et al., 2019); (Buric & Kim, L. E. 2020). Classroom arrangement and student enjoyment are two of their primary concerns.... There are few studies on high school instructors in the literature (Branch, 2020; Zhang et al., 2018; Hirshberg et al., 2021; Lazarides & Buchholz, 2019) and numerous research on elementary teachers (Chesak et al., 2019; Hettinger et al., 2021; Lazarides & Buchholz, 2019). (Buric & Kim, L. E. 2020). Changing physical, social, and emotional characteristics in adults have made it more common for them to exhibit negative behaviors, and this has necessitated a shift in how they interact with their partners and instructors. As a result, at this time of pandemic, instructors' classroom management practices in secondary schools are even more important to understand. Most of the studies on online class management (Muthuprasad et al., 2021); (Aguilera-Hermida, 2020;) are focused on classroom technology (Sari & Oktaviani, 2021). Using a variety of factors, this research examines the online class management abilities of senior high school instructors in order to determine which skills teachers will need or won't require throughout the online class. Teachers and students' expectations for online class management are a focus of this study, which aims to uncover both their intrinsic and extrinsic traits.

Method

Research design

A qualitative case study is what we're doing in this investigation. According to Donna, qualitative methods are those that deal with descriptive data in research. An event or object's interpretation, clarity, and meaning are the primary goals.

Instrument

Using a questionnaire, we were able to collect self-reported data from participants by allowing them to fill out the questions themselves in a paper-and-pencil format. In order to ensure impartiality and facilitate statistical analysis, the use of structured questionnaires is highly recommended. As in the last study, students are allowed to ask a question if they do not understand anything when filling out the questionnaire (Daughton, 2018). In order to understand more about what students anticipate from their learning experience, this research employed a questionnaire and supplementary data. In addition, the researcher employed observation and documentation to learn more about online class administration and student participation in the classroom. The actual classroom, the mood, and the teaching methods were all part of the online class management system. Among other things, students' activity included students' improvement in comprehending the contents, students' conduct in the classroom, and students' assignments in learning the procedure.

Participants

Sixty first-graders from the senior high school took part in the study. There were 35 females and 25 males in the group. In order to ensure that the findings of the surveys would not be made public, the researchers sent them out to their WhatsApp group. Their name is not required, and they may immediately answer the question by themselves.

Measures

The questionnaire includes 25 items aimed to evaluate two specific areas of interest: intrinsic features (the emotional measurement comprising encouragement and acceptance) and extrinsic characteristics ("the mechanics" of online class administration) of the ideal class manager. The students were instructed to react on a 5-point scale ranging from "not important" to "extremely important." This data is utilized by the researcher to determine the proportion of students who responded in the relevant areas in order to determine what is expected of them in English Language Instruction.

Result and discussion

“Intrinsic Characteristics”

Certain claims were made to determine that the intrinsic satisfaction demands of Senior High School pupils were significant. These included elements such as allowing students to openly voice their thoughts or make

suggestions, underestimating pupils while correcting their errors, being nice and polite to students, and demonstrating excitement during online classes. Nearly all students (81 percent) agreed that the instructor should allow them to openly voice their ideas and suggestions, as seen in Table 1. On the basis of this information, the instructor must create a free online class environment in which students are permitted to share their thoughts and ideas, and where they may offer learning strategies and contribute to the learning process. This is further supported by the kids' overwhelmingly favorable response to the teacher's friendliness and respect. The majority of students (99 percent) deemed this to be significant or extremely important. In addition, 15% of the students only agreed to underestimate their peers while correcting their errors. 96 percent of students considered that the teacher's enthusiasm in the online class was either significant or extremely important, according to a remark made in this area. These are very motivating aspects of teaching English as a second language. The results are shown in the table below:

Table 1. “Teacher’s management style”

Statements	Not Important	Somewhat Important	Neutral	Important	Very Important
Students are encouraged to share their thoughts and ideas.	1%	5%	13%	22%	60%
The freedom to express their thoughts and ideas	0%	10%	15%	25%	50%
Mistakes made by students should not be overestimated.	51%	16%	11%	13%	9%
Respect for the children and a sense of fun are instilled in the teacher.	1%	1%	3%	16%	79%
During the online lesson, the teacher demonstrates enthusiasm.	1%	1%	6%	23%	69%

“Extrinsic Characteristics”

Mechanics or extrinsic qualities, which are the things that describe the way a student thinks a teacher should organize the classroom physically, are included in the mechanical characteristics. 86 percent of students want their professors to go through the rules of their class or classroom contract at the beginning of each semester, as seen in Table 2. This demonstrates that kids are eager to learn what is expected of them and how they might succeed. Nearly three quarters (66 percent) said that they prefer an online instructor that has a positive attitude when it comes to directing the class. Of those surveyed, 56% responded that providing value based on attendance is essential or very important, but just 31% said the same about taking attendance. It seems that 99 percent of students want the instructor to be on time for an online session, while 78 percent say that the course must begin on time. Students don't seem to care as much about being able to stay up late and yet participate in the online class. Nearly all of the outcomes were the same. (Table 2 shows this.) More than six out of ten respondents (63 percent) said that leaving the online class on time was essential or extremely important. Allowing students to go home to answer their parents' calls (76 percent) and eliminating disruptive students (55 percent) were also addressed in the study. Consequently, students' real time in an online class was also examined in the study. The pupils' academic management was another extrinsic trait. When it comes to the importance of group work, 73% of students said it was critical or very important. A majority of students (78 percent) agree that technology should be employed in the online class, which is a clear reflection of today's "technology generation." Additionally, the students want to be assessed on what they learned in class, rather than outside readings and experiences (64 percent). Extrinsic regions are those that do not fit neatly into any of the categories listed above, but were included because the researchers believed they were important. For instance, how do students feel about the online class including both L1 and L2? When it comes to teaching in

English, over half of the students (51 percent) were neutral, which implies they appreciate it when the instructor does so. However, a quarter of respondents (25%) still say it is critical or very important to speak part of their original language on occasion. The following remark was chosen at random, and it refers to making eye contact as a managerial approach. An overwhelming majority (81 percent) agreed that this strategy was suitable. Only 22% of students said it was critical or very important that students be allowed to eat and drink during online class time.

Table 2. “Teacher’s management styles”

Statements	Not Important	Somewhat Important	Neutral	Important	Very Important
It's important to outline the rules of the classroom at the start of the semester.	5%	10%	10%	45%	30%
Attitude is everything in a classroom.	8%	11%	14%	12%	55%
The teacher is punctual while teaching an online class.	15%	15%	15%	45%	15%
Early departure from the classroom	8%	12%	26%	13%	41%
Taking the time to make sure that everyone is okay	27%	16%	33%	14%	10%
Students in an online course must participate in group projects.	10%	6%	12%	37%	34%
Enabling online students to have a snack or drink	19%	19%	35%	18%	8%
A person's presence is highly appreciated.	15%	15%	30%	25%	15%
Teachers' class notes are reflected in exams.	7%	8%	22%	32%	31%
Involuntary expulsion of disruptive students	1%	13%	21%	41%	24%
Incorporate technology into your lessons.	1%	7%	6%	24%	62%
Constantly looking someone in the eyes	3%	5%	2%	30%	60%
Mix and match lessons 1 and 2 in the online program.	10%	10%	55%	15%	10%
Making it possible for latecomers to participate in an online class	25%	20%	25%	15%	15%
Pupils may leave class if their parents or any other essential person calls them.	55%	20%	10%	5%	10%

Conclusion

When asked if they anticipate their teachers to arrive on time and start class at the appointed time, almost all students report having high expectations for the people in charge of their education. According to the results of

the intrinsic characteristics assessment, students want to know that their professors value and respect them, so they may talk freely in the online class. Moreover, students want to know how enthusiastic their teachers are about the subject matter they are teaching. They also want to know what is expected of them, in terms of conduct and fair testing techniques, as English language learners. As a final point, they appreciate working in a group, but they also want the teachers in the online class to be able to properly utilize technology. The authors expect that instructors of English as a Second Language (ESL) would utilize these findings to improve their classroom management and teaching abilities.

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