

Rethinking the Concept of Classroom Management during COVID-19 Times: An EFL Perspective

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Abstract : In the light of the recent global pandemic, different issues in educational research seem to invite careful considerations. Following this perspective, this study sets out to question the concept of classroom management in an EFL higher education context during Covid-19. In order to gain an in-depth understanding of their experiences, 6 EFL teachers from different Algerian universities took part in semi-structured interviews. The main emerging themes revealed that EFL teachers have different pedagogical practices in relation to classroom management during the global crisis than those of normal times. In relation to flexible education theory, the teachers' experiences suggest flexible classroom management during Covid-19; flexibility in the teaching methods, approach and design, flexibility in time, flexibility in space and pace (speed), flexibility in assessment modes and flexibility in coping with students' well-being. The flexibility awareness helps them to develop readiness towards the future, mainly in terms of maintaining an appropriate pedagogy to face the future crisis. In terms of theoretical concepts, working on classroom management under unusual circumstances in relation to flexible education helped come out with the concept of flexible classroom management (FCM) and virtual classroom management (VCM). It is then important for educators and researchers to rethink different pedagogical concepts and mind a careful application in the case of unusual times.

Keywords : Covid-19, EFL educators, flexible classroom management, flexible education, virtual classroom management

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