



UNDERGRADUATE RESEARCH PROJECT

Classroom Management for Novice Teachers

at Salahaddin University College of Education-
English Department

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2023-2024

Acknowledgments

We I would like to take this opportunity to express my sincere appreciation to my esteemed teacher, Bandar Abdul-Qahhar Muhammed, for his unwavering support, guidance, and encouragement throughout the entirety of this research endeavor. Their dedication to excellence and profound knowledge in the field have been invaluable assets, enriching our academic journey and enhancing the quality of this research. We are profoundly grateful for his mentorship, which has not only broadened our understanding of the subject matter but also inspired me to strive for greater heights in our academic pursuits.

Furthermore, I wish to extend my heartfelt gratitude to my family for their steadfast encouragement, love, and understanding. Their unwavering support has been the cornerstone of my academic endeavors, providing me with the strength and motivation to overcome challenges and pursue excellence. Their belief in my capabilities has been a constant source of inspiration, fueling my determination to achieve my goals and make meaningful contributions to the field.

I am also indebted to the participants and contributors who generously shared their time, expertise, and insights, without which this research would not have been possible. Their invaluable contributions have enriched the depth and breadth of this study, shaping its outcomes and implications.

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Abstract

Classroom management is one of the most prominent challenges that teachers in general, novice teachers, face challenges in. It means how to have an environment in class that is under the control of the teacher. It also means the teacher directs the whole class towards a common goal or activity.

There are many principles for classroom management that are proposed by different people. Classroom management can be attributed to “your attitude, intentions and personality and your relationship with the learners” (Scrivner, 2012, p.54).

This graduation paper is divided into three sections. Section one is an introduction which addresses issues like problems we try to solve and the objectives we try to meet. It also contains a brief account of methodology. Section two is literature review in which we talk about classroom management, effective teachers and principles of classroom management. Section three is about data collection and analysis and we used a questionnaire for experienced teachers to give their insights about the most valuable asset for classroom management.

The most prominent findings are: establish rapport or relation with students, and use reward and punishment technique for classroom management.

Section One

Introduction

1.1. The problem:

it is very difficult for teachers, especially for novice teachers, to manage classes successfully. Some teachers do not know how they can make the students engaged in class and class control is part of being a good teacher. Throughout this paper, we try to solve this problem which is how to manage your classrooms better and more successfully.

1.2. Aims:

The main objective of this paper is to help novice teachers to control their classes better the aim is to identify some techniques that novice teachers can use to control their classes better. Another aim is utilizing the experienced teacher's experience to help them manage their classes. We all learn from others' mistakes.

1.3. Significance:

This research paper is important for teachers to know what techniques they can use. The teachers, especially new ones, can get benefit from the insights of the more experienced teachers and adopt their principles or strategies to their classes.

1.4. Research Question:

Throughout this paper, we will try to answer two key questions which are:

1. What are the most common techniques for teaching English?
2. Which technique is the most effective for classroom management?
3. what are the challenges for successful classroom management?

1.5. Methodology:

To arrive at reliable findings and conclusions, a questionnaire is designed to get feedback and insights from experienced teachers. 20 experienced teachers from the College of Education/ English department are chosen based on their years of experience The questionnaire

Section two

theoretical background

2.1 Classroom management

Student behaviors like shouting, not paying attention, avoiding work, disrespect, refusal, and engaging in power struggles take your focus away from teaching and students' focus away from learning. Classroom management for novice teachers" refers to the strategies, techniques, and practices that novice or beginner teachers use to effectively organize, control, and facilitate learning in their classrooms. It encompasses the skills and approaches that new teachers employ to establish a positive and productive learning environment, manage student behavior, and create a conducive setting for teaching and learning.

An important part of classroom management has to do with “your attitude, intentions and personality and your relationship with the learners” (Scrivner, 2012, p.54).

Classroom management is everything that the teacher does and prepare to organize students, space, time and materials so that student learning can take place (Wong and Wong). It is somehow a more specific term for the organizational talent in setting up a good learning /teaching environment. Since teachers most likely teach in a classroom, this skill is called “classroom management” In classroom management, teachers need to establish good control of the class. This means that teachers should know what they are doing in the class and be consistent with it, they should establish classroom rules and procedures, and they also need to know their professional responsibilities in a language classroom. This is important because “student perceptions of their learning environment and emotions experienced within the subject” will result in positive achievement. These perceptions includes teacher enthusiasm and elaborative instructions, which will eventually boost students' enjoyment and pride of being and learning in the class (Goetz, et al as stated in Frenzel, Pekrun & Goetz, 2007, p. 480) There are five principles of classroom management:

1. Building a good relationship between teacher and students

Build up rapport with the students is essential because a strong relationship between teacher and students will create a positive atmosphere in classroom so it's worth spending time and energy to get it right. Positive atmosphere in the classroom will more likely to increase students' learning outcomes because it provides students with encouraging and engaging activities. There are several ways that a teacher can do to build up rapport with the students: a. Respect students. They are individuals who comes to class in order to get better knowledge and to improve themselves. Therefore, they have an equal right to be given respect from the teacher although not everything that they do is perfect. b. Sense of humor. A good sense of humor never fails to engage the students and make them pay attention to what the teacher is saying. It also helps creating a less strict classroom atmosphere, helps the students to stay relaxed and yet focused. c. Don't be a nightmare. Loud voice and anger often make students not at ease when they are in the classroom, resulting in their lack of interest in the lesson delivered. d. Talk positively. Praises and positive attitude will more likely to increase students' confidence when they are learning in the classroom rather than criticism. e. Knowledge is the key. Not only that this includes knowledge on the subject that is delivered in the lesson, but also knowledge on how to manage the class, when to be strict and when to be humorous. f. Remember names. This might seem simple, and yet, remembering students' names will make them feel that they are paid attention to and, thus, increase their willingness to learn.

2. Setting rules, routines and procedures

Rules are general expectations that are usually written on the paper. This is necessary so that both the teacher and the students can get back to the written rules when there are problems. Routines are general expectations that are not written which happen repetitively within school days or lessons. Procedures are general expectations for a specific activity that should be done by the students.

3. Managing

This contains being fair to the students, being firm and strict, and yet can also be friendly, optimistic, and determined (since these feelings can transfer to the students so that they can also become optimistic and determined during lessons) as well as maintaining personal and professional image.

4. Maintaining students' appropriate behavior

a. Actively monitor student's behavior 1) Walking among students is the common way of monitoring students' behavior and making sure that they are on track. 2) Develop "active eyes". Walking among students to monitor them can be intimidating for the students.

Therefore, teachers should master the art of "active eyes", knowing how the students are doing by watching them carefully and yet not intimidating.

b. Preventing is better than controlling 1) Enforce classroom rules promptly and consistently from the very first day of the class 2) The consequences of the misbehavior should be made clear to the students at the beginning of a course. c. Reduce classroom destruction 1) Creating a conducive learning environment by removing distracting materials.

5. Techniques of motivating

With so many interesting options competing for students' attention, engaging the students during classes has becoming more challenging. These are some ideas that might be used to increase students' interests in participating in the lesson a. Explain: it is necessary for teachers to be able to explain why a particular activity needs to be done in a lesson so that the students have purposes and objectives in doing it. When a student does not know why he should do something, it is likely that his motivation will get lowered. b. Reward: Students who do not yet have powerful intrinsic motivation to learn can be helped by extrinsic motivators in the form of rewards c. Teach inductively: discovery learning has been one of the most effective ways in increasing students' motivation because it gives them aim and purposes in doing an activity. d. Use positive emotions to enhance learning

and motivation: when a lesson is fun and engaging, it is more likely that the students will participate more and, thus, learn more.

2.2 characteristics of effective teachers:

Everyone wants to be a good and successful teacher. However, very few know the characteristic of effective teachers. Wenglinsky (2000) believed that the classroom practices are important to learning. In his research, Wenglinsky (2000) found that what happens in the classroom is critical and that how a teacher teaches is important. Practices that promote higher order thinking and active participation are most successful. The problem is to translate this knowledge into an acceptable evaluation procedure.

Clark (1993) pointed out that “One area that was avoided by most authors was the idea of using student achievement as a measure of effectiveness” (p. 12). Researchers appear to have taken student achievement for granted; they have believed that effective teaching techniques would automatically yield positive student achievement. Only recently has research seriously begun to look at achievement data. As Clark (1993) pointed out, the problem is determining how best to measure student achievement. The research of Sanders (Sanders, 1996, 1999; Sanders, Wright, & Horn, 1997) and others at the University of Tennessee and of Wenglinsky (2000) offered a possible solution to this question. Their work demonstrated that teacher effectiveness can be measured and may be critical to student success.

Both Sanders’ (1999) and Wenglinsky’s (2000) work asserted that teacher effectiveness is the single biggest contributor to student success. Teacher effectiveness outweighs all other factors, such as class size, socioeconomic status, and gender.

2.3 Principles of classroom management:

classroom management techniques have shown to improve classroom behavior, build relationships for a better classroom community, and foster a positive classroom environment where student learning is the number one collective goal.

Try these effective classroom management strategies with your students to become a happier, more effective teacher.

1. Model ideal behavior

Make a habit of demonstrating behavior you want to see, as many studies show that modelling **effectively teaches students how to act** in different situations.

A straightforward way to model certain behaviors is holding a mock conversation with an administrator, other teacher or student helper in front of the class. Talking about a test or other relatable topic, be sure to:

Use polite language

Maintain eye contact

Keep phones in your pockets

Let one another speak uninterrupted

Raise concerns about one another's statements in a respectful manner

After, start a class discussion to list and expand upon the ideal behaviors you exemplified.

2. Let students help establish guidelines

Encourage all students to help you build classroom expectations and rules, as **you'll generate more buy-in than just telling them what they're not allowed to do.**

This is especially essential for new teachers. Near the start of the school year or during the first day of a semester, start a discussion by asking students what they believe should and shouldn't fly in terms of appropriate behavior.

At what points are phones okay and not okay? What are acceptable noise levels during lessons?

This may seem like you're setting yourself up for failure, but -- depending on the makeup of your class -- you may be shocked at the strictness of some proposed rules. Regardless, having a discussion should lead to mutually-understood and -respected expectations for your classroom culture.

3. Document rules: **Don't let your mutually-respected guidelines go forgotten.**

Similar to handing out a syllabus, print and distribute the list of rules that the class discussion generated. Then, go through the list with your students. Doing this emphasizes the fact that you respect their ideas and intend to adhere to them. And when a student breaks a rule, it'll be easy for you to point to this document.

You'll likely want to post these rules up in your classroom — if you haven't already — for occasional reference. If you're feeling creative, you can include the rule list in a student handbook with important dates, events and curriculum information, too.

4. Avoid punishing the class

Address isolated discipline problems individually instead of punishing an entire class, as **the latter can hurt your relationships with students who are on-task** and thereby jeopardize other classroom management efforts.

Instead, call out specific students in a friendly manner. For example:

“Do you have a question?”, not “Stop talking and disrupting other students”

“Do you need help focusing?”, not “Pay attention and stop fooling around while I'm talking”

This basic approach will allow you to keep a friendly disposition, while immediately acknowledging inappropriate behavior.

5. Encourage initiative

Promote growth mindset, and inject variety into your lessons, by **allowing students to work ahead and deliver short presentations** to share take-away points. Almost inevitably, you'll have some eager learners in your classroom. You can simply ask them if they'd like to get ahead from time-to-time.

For example, if you're reading a specific chapter in a textbook, propose that they read the following one too. When they deliver their subsequent presentations to preview the next chapter on your behalf, you may find that other students want a bit more work as well.

6. Offer praise

Praise students for jobs well done, as doing so **improves academic and behavioral performance**, according to a recent research review and study.

When it is sincere and references specific examples of effort or accomplishment, praise can:

Inspire the class

Improve a student's self-esteem

Reinforce rules and values you want to see

Perhaps more importantly, it encourages students to repeat positive behavior. Let's say a student exemplifies advanced problem-solving skills when tackling a math word problem. Praising his or her use of specific tactics should go a long way in ensuring he or she continues to use these tactics. Not to mention, you'll motivate other students to do the same.

7. Use non-verbal communication

Complement words with actions and visual aids to **improve content delivery**, helping students focus and process lessons.

Many differentiated instruction strategies and techniques are rooted in these communication methods. For example, running learning stations -- divided sections of your classroom through which students rotate -- allows you to deliver a range of non-spoken content types. These include videos, infographics and physical objects such as counting coins.

8. Give tangible rewards

Reward specific students at the end of each lesson, in front of the class, as another **motivational and behavior-reinforcement technique**.

Let's say a few students are actively listening throughout the entire lesson, answering questions and asking their own. Before the class ends, walk over to their desks to give them raffle tickets. So, others can learn, state aloud what each student did to earn the tickets. On Friday, they can submit their tickets for a shot at a prize that changes each week -- from candy to being able to choose a game for the next class party.

10. Make positive letters and phone calls

Keep students happy in and out of class by **pleasantly surprising their parents**, making positive phone calls and sending complimentary letters home.

When the occasion arises, from academic effort or behavioral progress, letting parents know has a trickle-down effect. They'll generally congratulate their kids; their kids will likely come to class eager to earn more positive feedback. This can also entice parents to grow more invested in a child's learning, opening the door to at-home lessons. Such lessons are a mainstay element of culturally-responsive teaching.

Harmer (2012) proposes eight strategies for a successful Classroom Management:

Strategy 1: Create an effective learning environment

Strategy 2: Establish classroom procedures

Strategy 3: Create a motivational environment

Strategy 4: Make every minute count

Strategy 5: Keep everyone engaged

Strategy 6: Teach life skills and good learning habits

Strategy 7: Be creative

Strategy 8: Use project design and management techniques

In brief, the strategies are about preparation and planning, creating a safe environment and know about teaching and management skills. You can always learn from others' experience. Consulting more experienced teacher can give you a lot of options on how to manage your class more effectively.

Section three

Methodology

3.1 Introduction:

In this section, we are going to talk about the strategies we used for data collection and analysis. The findings of data analysis are mentioned too.

3.2 participants:

The participants of this research paper are the English language teachers of college of basic education and college of education of Salahaddin University – Erbil for the academic year 2024. Their experience years of teaching range from 10 to 25 years of experience. They have been teaching in English department and their insights might be for language teaching only.

3.3 the tool:

The tool used for data collection is a questionnaire designed by the researchers. The tool contains 10 items arranged in a scale of (strongly agree, agree, neutral, disagree, strongly disagree). The items are chosen based on the extensive reading of literature review for the most prominent principles of classroom management proposed by other authors and researchers.

However, we also added a open ended question in which we asked the experienced teachers to identify the challenges they face during classroom management.

3.4 reliability:

To check the reliability of the items of the questionnaire, we showed it to three jury members whose specialty is applied linguistics and methodology. They checked the items with our objectives and research questions. We modified and even removed some of the items based on their feedback.

3.5 data collection and analysis:

For data collection, we used a 10-item questionnaire and one open ended question. The questionnaire was designed by using google form office 2010. The link of the google form was sent to the participants on Viber. Google form can analyze the data and give us charts and tables. It also gave us a list of the challenges.,

3.6 Findings

Based on the insights and responses of the participants to our questionnaire, we arrived at the following results and findings:

Being friendly can help teachers manage the class better.
15 responses

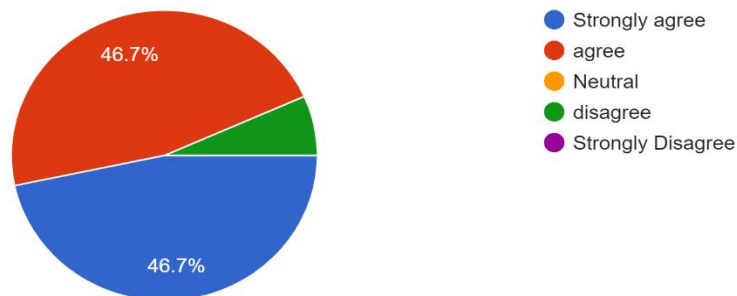


Figure 1 being friendly

The majority of the participants think that being friendly with students and having a good relation with them can facilitate the management of the class. It makes sense that students respect the class more if the teacher has a strong relation with them. However, a few of them disagree

with that view and think that being friendly with students is not helpful for classroom management and even make the students take advantage from the class and the teacher.

The use of communicative approach, which focuses on students' engagement and participation can help teachers manage their classes better.

15 responses

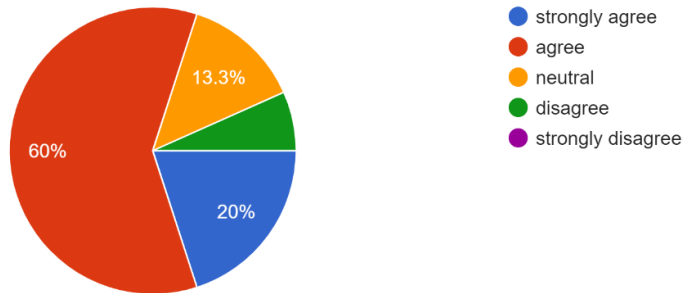


Figure 2 the use of communicative approach

It is always good to keep the students focus on the in class activities and not give them time to be distracted. When there is nothing to do in class, the students get distracted with other small things like friends. And when two students are talking, the whole class get distracted. As a teacher, you want your students to feel he or she is part of the class. This sense of ownership makes the students feel responsible and pay attention more.

If you prepare well, you can manage and control your class well.

15 responses

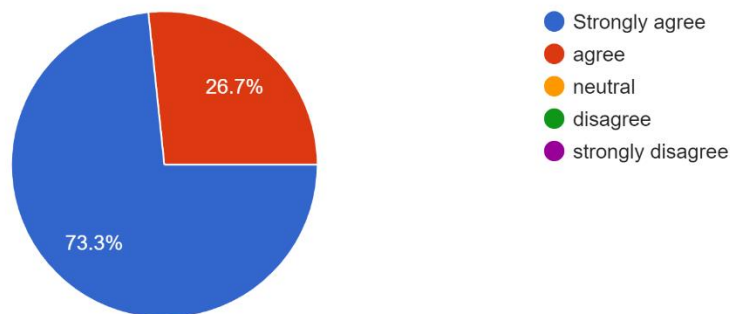


Figure 3 preparation

If the teachers prepare well, the class time goes smoothly. The students will have no chance to get distracted. Preparation helps the teacher plan every detail for every minute. On the other

hand, if a teacher does not prepare well, his classes will be chaotic and students cannot be controlled in a chaotic class.

Groupwork is one of the best techniques to get all the students engaged and keep the class under control.

15 responses

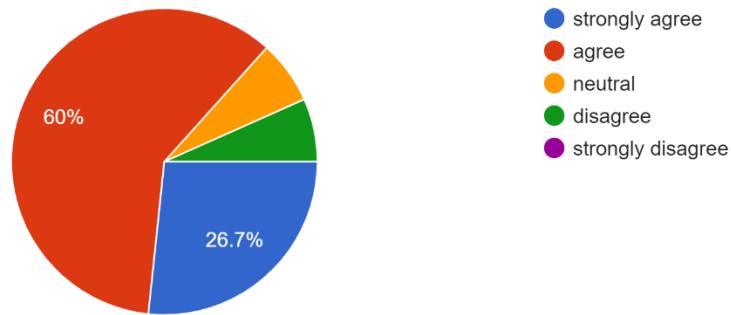


Figure 4 groupwork

If the students have group work in class, they can be managed better. The class can be controlled and managed when the students are busy working on assignments and doing activities. However, the teacher has to monitor the activities and not them do it without guidance and feedback.

Teachers need to build a connection and relationship with students

15 responses

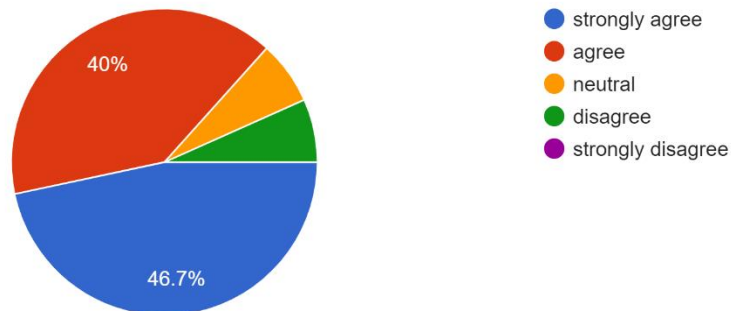


Figure 5 teachers' good relationship

It is always good to build a connection and relation with the students. When there is a relation, students try to keep and avoid the things that put that relation in danger. However, as a student and teacher you have to know the boundaries and try not to cross. The relationship starts with knowing the students' names and something about them. It also extends to outside the class and

greetings and some light jokes.

Teachers have to reward the students who do the required tasks well to encourage others.

15 responses

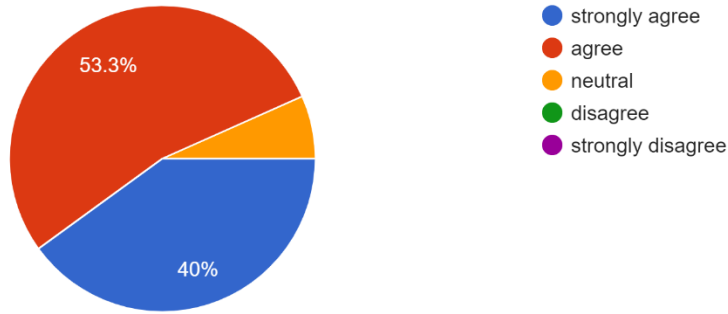


Figure 6 reward

As a student, you expect a kind of reward for the work they do. Rewarding can be giving marks, a treat or any other thing. Verbal encouragement and support can be regarded as reward too.

Teachers have to hold students accountable for breaking the rules (ground / punish them).

15 responses

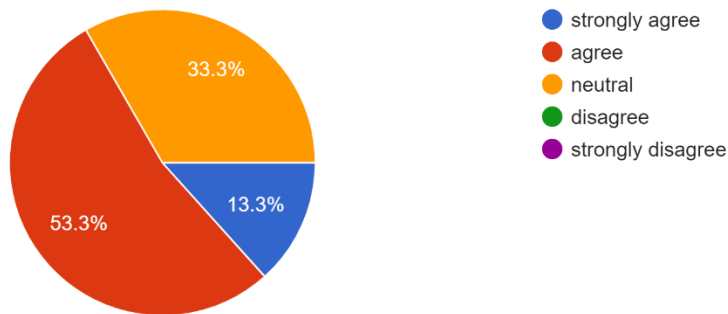


Figure 7 punishment

Reward and punishment are the two sides of the coin. When you get a reward for doing class activities and good manners. The opposite is applicable too. You get a punishment for bad manner and not abiding by the rules and class etiquette.

The teachers need to give different in-class activities to accommodate for students' different learning styles.

15 responses

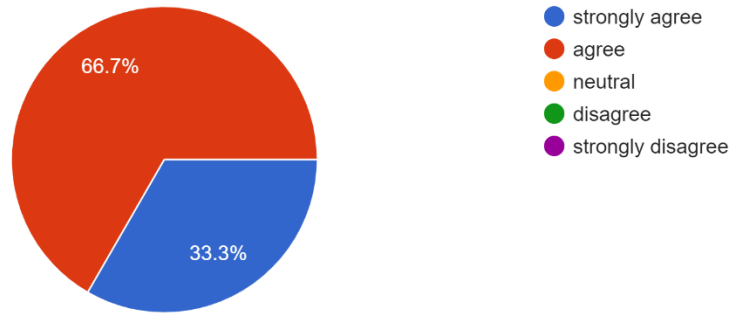


Figure 8 different in class activities

Sometimes the class is difficult to manage because the students have different levels and different learning styles. It is always a good idea to have a variety of activities in class to keep all or almost all the students engaged in class. It is a lot of hardwork for the teacher as it requires a lot of effort and time. However, the result is worth. Your class would be more engaging and the students will be under your control.

based on the feedback from the participants or respondents of the questionnaire which were the more experienced teachers, the following challenges are identified for classroom management:

1. large classes
2. lack of facilities (technological infrastructure)
3. groupwork
4. lack of space and time
5. lack of cooperation with other teachers
6. students' different levels

Conclusions

Classroom management is an important component of teaching and learning. It helps the whole process of education. There are some strategies that can help teachers control and manage their classes better. One of the strategies is planning, which means the teacher prepares activities for the whole period of the class. Another strategy is building a rapport or relation with the students, but the teacher needs to draw the line of the boundary and respect it. The third strategy is different in class activities.

However, there are many challenges that adhere classroom management. The challenges are: large classes, having not enough time or poor seating. The fixed seats can be one of the challenges of groupwork and groupwork helps classroom management.

Talking with the students and giving them reward and punishment are always a good. You know what the students expect and what you can do o draw their attention and manage the class successfully.

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Appendix

A questionnaire

Dear instructor,

We are fourth-year students working on our graduation paper entitled (Classroom Management for novice teacher). As part of our research, we seek the insights of experienced teachers regarding classroom management. Your honest response will add to the scientific aspect of the study.

Dr Bandar A. Muhammed (supervisor), Muhammed H. Ahmad, & Hawraz R. Muhammad

item	Strongly agree	agree	neutral	disagree	Strongly disagree
1. Being friendly can help teachers manage the class better.					
2. Preparation can help teachers manage their classes better.					
3. Using modern communicative techniques can help manage the class more successfully.					
4. Groupwork is one of the best techniques to get all the students engaged and keep the class under control.					
5. Teachers need to build a connection and relationship with students					
6. It is better to write the rules of class etiquette somewhere where students can see them.					
7. Teachers have to reward the students who do the required tasks well to encourage others.					
8. Teachers have to hold students accountable for breaking the rules (ground / punish them).					
9. The teachers need to give different in-class activities to accommodate for students' different learning styles					
10. Encouraging students to ask questions can assist in classroom management.					

