

استخدام ادارة الصف كأستراتيجية تدريس

بحث تقدم به كل من

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Classroom Management as a Teaching Strategy

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Abstra

Classroom Management can be defined as actions taken by the teacher to establish order, engage students, or get their cooperation. Teachers who have problems with behaviour management and classroom discipline are frequently ineffective in the classroom, and they often report high level of stress and symptoms of burnout. For many educators, CM evokes several terms such as "order", "discipline", "cooperation", and "misbehaviour". Doyle (1986: 395) sheds light on these terms. According to Doyle, order prompts engagement whereas a teacher uses discipline to prevent misbehaviour. The result is cooperation. Doyle defines misbehavior as "any action by one or more students that threatens to disrupt the activity flow or pull the class toward a program of action that threatens the safety of the group or violates norm of appropriate classroom behaviour held by the teacher, the students, or the school's staff".

1.1 Classroom Management

The term classroom "discipline" and "management" have been often considered as synonymous. Victor (2005:7) mentions that discipline "is an instrument that moulds, shapes, corrects, and inspires appropriate behaviour". Classroom management, on the other hand includes "ways to effectively reduce misbehavior in the classroom setting". In particular, classroom management involves all the things that the teacher does to organize students, space, time, and material so that instruction in content and students learning can take place (Wong and Wong, 2001: 84). CM consists of practice and procedures that a teacher uses to maintain appropriate environment for teaching and learning. Froyen and Iverson (1999:181) assert that CM "refers to the set of procedural skills that teachers employ in their attempt to address and resolve discipline problems in the classroom.

According to Gebhard (2006:80) CM "refers to the way teachers organize what goes on in the classroom". Teachers have the authority to determine the type of interaction that goes on in the class. There are some factors that affect the creation of the class interaction. Gebhard states these factors as how much the teacher talks to students and what the teachers says, how the teacher gives instruction, keeps students on task, and makes language comprehensible to the students. CM will also be affected by a set of variable such as how classroom space is organized, the way students are working (individual, pair, group...etc), and the time organization as well as the way teachers appear and talk. (Harmer, 2007:34) .

1.2 Importance of Classroom Management

The classroom has been called the experimental lab of the student. Because students spend a great part of their years in school, it becomes vital to examine the roles of CM and discipline as an important dynamic in student experience and success (Walters and Frei, 2007: 7). If teachers get the right training, they need to utilize a variety of strategies which will affect the organization of CM approaches. Teachers need order in the classroom to facilitate learning. According to Doyle (1986: 396) "order in the classroom simply means that within acceptable limits the students are following the program of action necessary for a particular classroom event to be realized in the situation". To attain this order, teachers must prepare, plan, reflect, and apply effective management strategies.

Classroom Management strategies gain a great importance due to the fact that students' behavioural problems are so problematic for new teachers. Cooper and Alverado (2006: 18) elaborates that a range between 30 and 50 percent of new teachers in the United States leave teaching within the first five years. These numbers are more interesting when it is learned that most educators report that working conditions, which for classroom teacher include behaviour management, have a large impact on their decision to leave. Ingersoll (2003: 17) states that 44 percent of teachers listed student behaviour problems as their reason to leave the career. In addition, Emmer et al. (1982:13) mention the following result of their research:

At all public school grade levels, effective classroom management has been recognized as a crucial element in effective teaching. If a teacher cannot obtain students' cooperation and involve them in instructional activities; it is unlikely that effective teaching will take place. In addition, poor management wastes class time, reduce students' time on task and detract from the equality of the learning environment.

The correlation between CM and students success should provide teachers with the motivation to examine their practices from the beginning of the school year (Walters and Frei, 2007: 14). Wong and Wong (1998:4) highlight the relation between classroom control and students' achievement. They mention that "student's achievement at the end of the year is directly related to the degree to which the teacher establishes good control of the classroom procedures in the very first week of the school year" (ibid.)

From the above mentioned views it can be concluded that CM is very important in the teaching process. Student teachers should be well equipped with CM strategies in order to be able to practise teaching properly. STs management of their classes will enable them to apply a variety of other teaching strategies.

The instructional programme of the present study begins with CM strategies first to provide STs with opportunity to manage their classes first and to keep discipline especially in implementing strategies that need students' cooperation.

1.3 Guidelines for Good Classroom Management

Saricoban and Bariskan propose the following guidelines for good CM:

- Before the problem arises teachers should: -A
- Set rules and standards and be consistent in using them; •
 - Have a good knowledge of the field; •
 - Plan and organize their lessons carefully; •
 - Make the aim of the lesson clear; •

- Being off task (e.g. talking when they're supposed to be working) •
 - Telling lies •
 - Writing on or destroying other people's property. •
 - Putting on make-up or lotion, brushing hair •
 - Asking in appropriate or insincere questions •
 - Arguing with the teacher, talking back, refusing to do work •
 - Swearing, using in appropriate language •
 - Cheating or copying •
 - Reading magazines, books, using headphones during instruction •
 - Flipping off another student or the teacher, insulting others. •
 - Behaving in a manner that suggests sexual harassment •
 - Throwing desk, books, or objects at students or teacher •
 - Making threats •
 - Screaming, yelling, tantrums. •
 - Hitting others or using weapons •
- (ibid:116-17)

Walters and Frie (2007: 112-15) believe that there are five causes of misbehaviour that can be stated as follows:

- (i) Students feel bored at one time another due to utilizing a teaching strategy for a lesson time.
- (ii) Students need for attention.
- (iii) Students feel of power which may let students believe that their lives are seriously out balance.
- (iv) The desire to revenge especially for students who feel that they don't belong to the class community.
- (v) Self- confidence: teachers may have problems with two types of self- confidence i.e. student, who are too much self- confidents and these who have not enough.

However there are many options for managing distracting behaviour. These include the following:

1- Attention- getting Strategies.

It is unreasonable that teachers expect learners to pay attention to them during lessons. Teachers should be able to get students attention as quick as possible when they need their attention (Davies and Pearse, 2000:123). Teachers can use the following techniques to get their students attention:

- (i) Gestures: Gestures are effective attention- getting devices. According to Moore (2007: 270) teachers can effectively use gestures to refocus student attention or to emphasize a point in a lesson presentation. A tap on the board or desk, a hand gesture, or change in the body position is often all that is needed to refocus attention to the lesson.
- (ii) The back- row distracter: the same student always sits at the back and distracts others. Here the teacher may use eye contact while continuing to speak, stop mid-sentence and stare until the student stops, or talk with the student after class to investigate the course (Lewis, 2002:42)

(iii) The nonparticipants: some students aren't taking part in the class activities. The teacher may ignore them if they are not distracting others, walk past their desks and ask if there is a problem, or ask colleagues how the same students participate in other classes (ibid.)

(iv) Focusing attention: It is the most common attention strategies which consist of directing students' attention through the use of verbal statements or gesture(Moore, 2007:271).

(v) Using silence: Silence can be effective to discipline the learners. The teacher thinks of a lesson, the teacher always talking, learners attention decrease and they begin to talk with each other, when teachers suddenly stop speaking or start to speak softly with a low voice the learner attention will be raised to the teacher and the lesson because they want to know what is happening (Qinglan et. al, 2003:6).

2- Active Body Language

(i) Proximity: teachers should estimate the extent to which they have to be close or away from students. Some students feel uncomfortable if their teacher stand or sits close to them (Harmer, 2007: 34)

(ii) Appropriate: Actions done by teachers should be appropriate according to The situation. Actions taken by teachers such as sitting on the table, standing

behind a lectern- etc..., reflect the personality of the teacher. So, what is important to be done at a class is not appropriate at another (ibid: 35)

(iii) Smoothness and Momentum is Lesson: the teacher maintains a brisk space and give continuous activity signals or cues such as standing near an attentive students or directing questions to potentially disruptive students. (Dunbar,2004:5)

B- Options for Anger/ Violent Behaviours

According to Cummings, (2000:122), anger is the most difficult emotion to control. Unless teachers give student strategies to manage their anger and for handing bullies, we will see aggression and turbulence in the classroom. Blame for the increase in anger and violent- related problems has been directed to television, video games, and movies. The following are strategies to manage anger and violent behaviours.

1-Consequences.

Consequences are viewed as an end result of the student inappropriate or violent act. Dunbar (2004:4) believes that consequences should not be viewed as something imposed but rather as an appropriate outcome for an in appropriate act. Payne (2003: 101) suggests that any programme which has as its intent to address discipline or CM must clearly delineate the expected behaviour and the probable consequences of not choosing that behaviour. Students always have choices, so programmes should plan for consequences to those choices whether desirable or undesirable.

The consequences should always be linked to the offence, but in all cases they should be closely related to the degree of students' misbehaviour. Teachers should apply consequences according to the students' age. All students need to understand that if they choose to disregard or violate classroom expectations, a correlation exists

between their choices and the natural outcomes. When teachers pose a clear consequence, the connection between the decision to violate a rule and the appropriate consequences will seem more reasonable to students (Walters and Frei, 2007:58)

2-Practicing Self-Control.

A teacher should teach his students anger management when teachers are not angry. According to Cummings (2000:129) students need strategies for expressing anger appropriately. They need skill like mediation, compromise, negotiation, refusal, how to respond to testing, how to disagree in appropriate way, and how to solve a problem. Cummings asserts that anger management strategies can be integrated across the curriculum. For example, the teacher tries to put reminders for anger management such as music (ibid: 130)

3-Chat Time with Students.

The student who doesn't change his/ her misbehaviour in the class may have reasons. Qinglan et.al (2003:6) explain the best way for solving such a problem is that the teacher talk to the student after class. The degree of this chat success depends on the manner in which it is conducted. The teacher should be positive and calm instead of showing authority so that good communication with the student can be made, which helps the student make behavioural progress.

1.5 Supportive Strategies for CM.

The focus in these types of strategies is not to correct a distracting behaviour, but to promote a good and responsible behaviour. The teacher's role is to teach students how to act responsibly and this will lead to positive learning environment. The supportive strategies focus on positive behaviour rather than a need to correct misbehaviours. The following are the options of the supportive strategies:

A-Establishing Classroom Harmony

It is –A important that students see the teacher as a supportive source and not a restrictive one. Students need to be sure that teachers understand their views and those teachers are trying to accommodate those views (Reid, 2007:90). It is the role of the teacher to create a warm and supportive environment in which every student feel that they are important and belong to one community. According to Moore (2007:241) many classroom problems can be overcome if teachers " turn from the obsolete authoritarian approach that demanding obedience and toward a more democratic approach based on freedom, choice, and responsibility". Building a class community goes beyond the teacher- student relationship. It encompasses the broader idea of how everyone gets along together. Mcleod et.al (2003:70) say" we want our classroom to be seen as communities of learners where all students are responsible for their own learning and also the learning of others". The teacher can facilitate students' relationships by planning activities, establishing group norms, teaching social skills, and focusing on cooperation. (ibid.)

Students' Involvement. –B

Reid (2007:93) believes that students need to feel a sense of ownership in the classroom. They should, therefore, be consulted in the planning of the classroom and in the daily class routine. This consultation and consideration will make them feel it is

their class, so such feeling will be of great importance on their learning. According to Gordon (1999:305) good teachers show warmth and affection to their students and give priority to involve students in classroom responsibilities. Howard (2001:131) illustrates that students preferred teachers" who displayed caring bonds and attitudes toward them, and teachers who establish community and family- type classroom environment". Many teachers have learned that it is also a good idea to involve students in the discipline process.

Parents' Involvement –C

Parents can play a great role in helping teachers to deal with disruptive behaviour in the classrooms. Therefore, teachers should establish ways of communication with parents. This will enable parents to react in a much more receptive way when teachers need to call them about negative behaviour (Walters and Frei, 2007:179).. Henderson and Mapp (2002:220) provides ways in which parents can assist their children as shown in Table (1)

- Express expectations about their child's education
- Feel invited and welcomed at the school.
- Understand the child's progress in the classroom
- Share insight into student's home study style
- Discuss the child's interests and behaviour issues
- Understands what concepts the students is learning
- Understand how they can help the student learn more at school
- Understand their role in helping the student with homework
- Initiate contact with the teacher if they have questions or concerns
- Become involved in volunteering at school
- Extend learning concepts through home activities
- Discuss future academic possibilities.

Table (1) ways in which parents can assist their children

Staff Involvement –D

Many students' behaviour is not one single teacher's responsibility. It is a whole-school concern and a school's policies, processes and responsibility. It is important to create an atmosphere of consultation in which the staff cooperates with each other to discuss potential and real difficulties they face. Therefore, consultation and should be the key factors in managing learning and the staff should see this as a team not individuals. (Reid, 2007:92)

According to Epstein et al. (2008:39) school administrators should have time and structure for cooperative teams to meet in order to enhance teachers' effectiveness in addressing behavioural challenges. The goal of these team meetings should be for teachers to generate concrete strategies that can be incorporated into their instruction and classroom management. Teachers can use meeting time to discuss:

- Observation of specific student's behaviour problem;
- Current lesson plans to determine if there are any activities or techniques that can reduce behaviour problems;
- Strategies to approach parents who are difficult to engage or who react negatively to suggestions that their child has behavioural problems; and
- School policy issues such as bullying or removing students from the classroom. (ibid:40).

As for Walters and Frei (2007:195) the teacher should at least consult a colleague about the confusing aspects he/ she face during the teaching process inside the

classroom. Teachers (especially novice ones) may seek for peer coaching in order to learn how to manage a classroom or at least see a modeled lesson by another experienced teacher.

Encouragement and Effective Praise –E

Teacher's praise plays a great role in creating a positive climate for learning. When used appropriately, teacher praise can be helpful and provide a great encouragement to a student. According to Emmer and Evertson (2009:138) effective praise provides both informative feedback and genuine teacher approval. It can also accompany suggestions for improvement without loss of effect. Reid (2007: 94) asserts that students of all ages respond better to positive reinforcement. This is because the fear element has been removed. Students will respond better to all types of situations if they feel that the teacher wants them to do so for themselves, not because the teacher wishes it.

Public praise that focuses on students' accomplishment works better than praise of student effort. Moreover, praise should be deserved and it should not be obtained easily. Public praise of students on an easy task can suggest to the rest of the class to the rest of the students that the teacher thinks he/ she has a little ability (Emmer and Evertson, 2009: 94).

1.5 Assertive Classroom Management Strategies

Assertive CM includes some strategies such as organizing strategies in which the teacher set rules and routines to organize his/ her class; teaching management; the teacher/ students relationships, and the sanctions/ rewards strategies.

A- Organizing Strategies

In the typical classroom, where a variety of activities are likely to occur at the same time, classroom organization is a critical factor in developing smooth, predictable routines. Educators also know from research on effective classroom practice that when students have a clear understanding of classroom structure, procedures, and rules, they are more likely to follow them, especially if they have had some involvement in decision making (Vincent and Ley, 1999:1). According to Cameron et al. (2008:174) organization is defined as "the amount of time teacher spend providing their students information about classroom events and instructional activities, including explaining purposes of the activities, procedures of their successful completion, and how to transfer and plan subsequent tasks". Organization is one of the most important components in classroom management. Ahmad (2010: 59) claims that "organization is the toughest battle in the classroom because teacher needs to be organized with many tasks in and out of the class.

Furthermore, classroom organization affects the physical elements of the classroom, making it a more productive environment for its users. They strategically place furniture, learning centers, and materials in order to optimize student learning and reduce distraction. The following is a collection of ideas to help with organization:

- Seating arrangement. •
- Organizing material. •
- Managing the physical environment •
- Using a bulletin board •
- Organization and care of instruction equipment •

Classroom rules, routines and procedure. (ibid) •

B-Teaching Management

Most behaviour problems in the classroom are caused by the teacher's failure to teach students how to follow procedures. Teachers must learn how to effectively convey the procedures just as students must learn how to follow the procedures. Effective teachers know what activities need to be done and they have to work out the procedures for each of them. It is urgent that teachers should have the procedures for each activity ready on the first day of the school. Teachers should also revise these procedures year after year until they become models of efficiency (Wong and Wong, 2001: 5)

Effective CM procedures promote independent learning and success for all students in classroom that are productive, orderly, and pleasant. Knowing the importance of teaching management will help in developing effective learning (Kaliska, 2002:33)

C-Teacher-Students Relationship

Improving students' relationships with teachers has important, positive, and long-lasting implications for students' academic and social development. However, those students' who have close, positive and supportive relationships with their teachers will attain higher levels of achievement than those students with more conflictual relationships (Rimm-Kaufman, 2012: 3).

In a research on students drop-outs, Whannell and Allen (2011:31) stress that the academic outcomes that have been achieved by the study subjects who have not complete the school are adversely influenced by the poor nature of the student-teacher relationships perceived by the students. In addition, study subjects who demonstrated a low quality of student- teacher relationships also demonstrate low levels of emotional engagement with school. Noddings (2005:19) believes that teachers should conduct a caring behaviour in order to gain his/ her students' trust. Noddings exclaims that " caring teachers listen and respond differently to their students". He emphasises the necessity of gaining the trust of students by persistently pursuing an ongoing relationship (ibid.)

One of the most useful efforts to identify the dynamics of an effective teacher student relationship is the work of Wubbel et al. (1999), cited in Marzano et al., (2003:42), Wubbel and his colleagues identify two dimensions whose interaction defines the relationship between the teacher and the students. One dimension is dominance versus submission; the other is cooperation versus opposition. High dominance is characterized by clarity of purpose and strong guidance whereas submission is characterized by lack of clarity and purpose. As for cooperation, it is characterized by a concern for the needs and opinions of others and a desire to function as a team as opposed to an individual whereas opposition is characterized by active antagonism toward others.

Teachers should be effective, friendly, helpful and congenial. They should be able to empathize with students, understand their world, and listen to them. Creating a positive relationship with the students will improve their academic achievement.

D-The Teacher Sanction/ Rewards Activities

Teachers across the world use sanction and rewards strategies to acknowledge students' academic and learning behaviour. According to Emmer and Everston (2009:141) teachers who use rewards as incentive for the whole class can permit students to participate in their identification and selection. A list of desirable activities can be presented to the class or the class can vote on whichever activity they need. Some of these activities include watching a video, fifteen minutes of free time, playing games, listening to music, or no homework. As for group work, the reward should be made contingent on specific desirable behaviour; if the group cooperates, students will **receive the incentive**.

In a study conducted to show the impact of sanctions and rewards on students' sense of belonging, Mansfield (2007:13) explains that systems of sanctions and rewards may influence the development of school effect and sense of belong over time. For the students with maladaptive responses there was a compounding effect, where maladaptive responses to sanctions contributed to negative effect which increased over time. A teacher and peer relationships have the potential to mediate the interaction between interpretations of rewards and sanctions and sense of belonging and school affect. In addition, Mansfield's study shows that there is a potentially positive relationship between rewards and students' sense of belonging and school affect.

1.6 Techniques for Classroom Discipline

It is important to draw attention to the difference between the terms CM and classroom discipline. Although they are often used interchangeably, they are actually two different terms. CM refers to how things are generally carried out in the classroom, whereas classroom discipline is the specific management of student behaviour (Walters and Frei, 2007:13). Marshall (2003: 2) believes that: *Classroom management deals with how things are done; discipline deals with how people behave. Classroom management has to do with procedures, routines, and structure; discipline is about impulse management and self-control. Classroom management is the teacher's responsibility; discipline is the student's responsibility*

Accordingly, the main techniques for classroom discipline include the following:

Focusing .1

Before the beginning of a lesson, teachers should draw the students' attention. The focusing technique means that the teacher will demand the student's attention before start teaching. According to Moore (2007:226) teachers can use focusing questions which may be factual, empirical or evaluative to focus students' attention on the day's lesson or on the material being discussed. Such questions may be utilized to determine what students have learned and to motivate and arouse student interest at the start of or during the lesson.

To sum up, it is advisable that teachers make sure that they draw the attention of all their students in the class before the beginning of their lesson.

Direct Instruction .2

In the direct instruction the teaching progression begins with the teacher modeling a skill that the students then practise through guided and independent practice. Straight and Supplee (2002: 9) believe that "students are less likely during teacher – directed instruction (e.g. demonstration, guided, and independent practice) than during small group work to attend to instructions.... Monitor their own progress or seek help". Straight and Supplee attribute these behaviours to students possibly perceiving

teacher- directed instruction as inactive time in the classroom (ibid: 12).

Teachers who utilize direct instruction tell their students about the objectives of the lesson, the material will be taught, the time specification for activities as well as the tools that will be utilized. This way of teaching will make students more oriented toward the lesson, will save time and effort for both teachers and students.

Monitoring .۳

Monitoring is an activity that involves continuous and systematic checking or observing of programme and project implementation to ensure that it is going with plan. Good monitoring of the classroom is essential as students involve in the activity, do not understand the task, or cannot get help when needed (Ahmad, 2010:7). The following techniques are used for responding to minor classroom disruptions.

- Scan the class frequently to notice and respond to any problem; •
- React in a calm manner; •
- Make positive contact and praise students who respond positively; •
- Remind students of the classroom rules if they aren't demonstrating them; and •
- Clearly state the rules and procedures and the consequences for violating them •

(ibid: 8).

If one of the students or few of them misbehave, the teacher should talk to the disruptive students' quality and away from the students focused on their task. In group work good monitoring is essential. According to Emmer and Evertson (2009:118) group work requires the teacher to walk among the groups, scanning the rest of the class from time to time.

4.Modeling

Modeling based on the idea that people tend to imitate behaviours they observe in others. Students also learn through observation in the classroom, and this observational learning often operates through modeling (Eggen and Kauchack, Eggen and Kauchack add that "observational learning includes 1996:189). changes in behavior, thinking, or emotions that result from observing the behavior of another person (a model)". According to Moore (2007:268) modeling is "the technique of using the behavior of admired persons to demonstrates the values and behaviors you want students to acquire".

5. Use Non- Verbal Cuing

Teacher should use eye contact with the student and give a signal such as a finger to the lips, a head shake (no, no), or a hand signal to stop the inappropriate behaviour. According to Emmer and Evertson (2009:175-6) teachers can make a slight touching on students' arm or shoulder to signal the teachers' presence and to make a calming effect. Emmer and Evertson recommend that teachers should not touch students when they are angry because it may give a negative result. Teachers should be careful in using the appropriate cues whether they are signals gestures or even facial expressions.

Teacher's intervention .۶

The teacher should use useful strategies for managing classroom behaviour problems depending on the variety of such problems. Some problems needs minor intervention (e.g. use Non- verbal cues, use proximity, use group focus, provide needed instruction...etc) other problems need moderate intervention

(e.g. isolate or remove the students, use penalty, assign detention...etc), while the last kind needs more extensive intervention when students do not respond to the minor and moderate intervention, and their behaviour continues to be disruptive to classroom activities here the teacher may use some strategies (e.g. design an individual contract with the students, hold a conference with a parent, use problem solving....etc) (ibid:177-80)

Assertive Discipline .v

Assertive discipline teaches students to accept all the consequences of their misbehaving. The teacher is responsible for setting a system of sanctions and rewards in order to give students opportunities to know the correct and incorrect behaviours. The basic premises of assertive discipline are " responsibility" and

" the reinforcement of appropriate behaviour ". Teachers need to set and enforce clear rules for appropriate behaviour (Hassan, 2011: 487).

Use an " I – Message" .^

According to Emmer and Evertson (2009: 177) an I- message is " a statement that describes the problem and its effects on the teacher, the student, or the class; it may include a description of the feelings produced by the problem". A rationale for using an I- message is that students often act without much awareness of the effects their behaviour has on others, and the behaviour will be changed when they realize that they are causing a problem (ibid.). Teachers can use phrases such as " I want you to... ", " I expect you to...." or " to attract their attention of their misbehaviours.

1.7 Conclusion

Classroom management is a critical part of effective instruction. Effective CM, which begins with efficient lesson planning preparation, helps teacher to teach and students to learn. Students thrive in a positive class climate and an environment in which they feel safe, cared for and involved (Ahmad, 2010: 1). White and Coleman (2000:331) explain that effective behaviour management is one of the most challenging aspects of teaching in a classroom. Traditionally, an effective classroom is one with a high level of teacher control over student activity. Research indicates that the structure of the classroom environment, with planned instruction, support the development of social emotional skills as well as prevents behavioural issues.

Ostrosky et.al (2008: 2) say:

Studies have documented that schedules and routines influence children's emotional, cognitive, and social development. For example, predictable and consistent schedules in preschool classrooms help children feel secure and comfortable. Also, schedules and routines help children understand the expectations of the environment and reduce the frequency of behaviour problems, such as tantrums and acts of aggression

Teachers do not automatically pick up CM strategies as they start teaching experience. However, they can learn these strategies through systematic exposure to principles as well as through exposure to especially designed programme and professional development experiences. (Koki et. al, 2000: 4). The difficulty that face new teachers in dealing with the complexities of teaching and the social immediacy of the classroom is not a small matter. Novice teachers are inundated by classroom

management problems and concern. This means that novice teachers are in great need for CM strategies to face the misbehaviour challenges.

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