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**Enhancing classroom management in cycle 2 in Fujairah
through the implementation of effective teaching practices
and strategies**

تعزيز الادارة الصفية من خلال تطبيق الطرق و الاستراتيجيات التدريسية الأكثر
فاعلية في الحلقة الثانية في الفجيرة

by

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of the requirements for the degree of
MASTER OF EDUCATION IN TESOL**

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Abstract

This research aims at identifying the most effective strategies and practices to be implemented in improving classroom management in cycle 2 in Fujairah. Qualitative and quantitative analysis have been adopted in the study.

In accordance with the former means, observations in classrooms have been conducted in 3 lessons followed by unstructured interviews with 5 teachers to obtain sufficient data in a normal classroom background related to classroom management in terms of practices, strategies and respective elements which can affect the performance as well as to apprehend the visions and experiences from the teachers to be successful in classroom management through the interviews.

As for quantitative measures, questionnaires have been designed and distributed to 50 students with a view to reveal better classroom management through the most effective teaching practices, strategies and to further comprehend how the two-important task-related elements - task-based learning and co-operative learning - affect the ultimate results in classroom management.

As per the findings of the above research, they reflect certain elements which are closely related to effective classroom management. It is apparent that participation of students is enhanced during lessons where task-based or co-operative approaches are applied. In addition, classroom settings, initiatives, curriculum and the mutual relationship between students and teachers play an important role in positive management of the classroom.

ملخص البحث

تهدف هذه الدراسة الى استقصاء الطرق والاساليب التدريسية الاكثر فاعليه التي تستخدم في تحسين الادارة الصفية في مدارس الحلقة الثانية في الفجره . الباحث استخدم طريقة البحث المختلطة وهي البحث الكيفي والبحث الكمي . وتطبيقا للوسائل السابقة اجريت المشاهدات في الفصول الدراسية في ثلاث دروس تليها مقابلات غير رسمية مع خمس معلمين للحصول على بيانات كافية بالاداره الصفية في الفصول الدراسيه الطبيعيه من حيث الطرق والاستراتيجيات التدريسية والعناصر الاخرى ذات الصلة التي يمكن ان تؤثر على خلق بيئة صفية ناجحة فضلا عن القاء الضوء على الرؤى والخبرات من المعلمين ومعرفتهم عن الاداره الصفية الناجحة.

أما بالنسبة للاجراءات الكمية، فقد تم تصميم الاستبيانات وتوزيعها على خمسون طالبا بهدف الكشف عن إدارة أفضل للفصول الدراسية من خلال طرق التدريس الأكثر فعالية ومعرفة وفهم كيف يؤثر التعلم القائم على المهام والتعلم التعاوني على النتائج النهائية في الادارة الصفية.

ووفقا لنتائج البحث المذكور أعلاه، فإنها تعكس بعض العناصر التي ترتبط ارتباطا وثيقا بإدارة الصفوف الفعالة. ومن الواضح أن مشاركة الطلاب تتعزز خلال الدروس التي تطبق فيها اساليب التدريس القائمة على المهام أو التعاونيات. وبالإضافة إلى ذلك، فإن إعدادات الفصول الدراسية والتحفيز والمناهج والعلاقة المتبادلة بين الطلاب والمعلمين تلعب دورا هاما في الإدارة الفعالة للفصول الدراسية.

Dedication

This dissertation is sincerely dedicated to my most beloved parents. Without whose inspiration and encouragement, I will not have the opportunity to accomplish this precious goal.

It is also dedicated to my great family, my wife, and my beloved children, Steven and Marly who have always been the source of support and inspiration to achieve all my goals.

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Table of contents

Abstract	iii
Dedication	v
Acknowledgement	vi
Table of contents	vii

Chapter one: introduction

1.1	Study background	1
1.2	The main significance of research	4
1.3	The study research questions	5
1.4	Scope of the Study	5
1.5	Dissertation structure	5

Chapter two: Literature review

2.1	Theoretical framework	6
2.2	Task-based language teaching (TBLT) definition	7
2.3	Co-operative learning and classroom management	8
2.4	The relationship between Task-Based Language Teaching and the management of classroom.	9
2.5	The factors that influence classroom management	10
	2.5.1 Curriculum and its impact on classroom design	10
	2.5.2 The arrangement of seats in the classroom	11
	2.5.3 The size of the class	12
	2.5.4 Motivation and its role	13
2.6	Student-centered classroom management versus teacher-centered	14
2.7	How important the student-teacher relationship and its impact on classroom management-	16
2.8	Classroom management and its observation studies	17
2.9	The role of students in managing the classroom	18

Chapter three: Methodology

3.1	Introduction	20
-----	--------------------	----

3.2	The design of the research -----	20
3.3	Sample of the study -----	21
3.4	Data Collection Methods -----	23
3.4.1	Questionnaire -----	23
3.4.2	A checklist for classroom Observation -----	24
3.4.3	Interviews -----	25
3.5	Ethics-----	26
3.6	Validity and reliability -----	27
3.7	The research chronological stages -----	28
3.8	Data analysis -----	28
3.8.1	Organizing -----	28
3.8.2	Summarizing-----	29
3.8.3	Interpreting -----	29
3.9	Limitation -----	29

Chapter four: results

4.1	Classroom observation results -----	31
4.2	The Aswerss to the study research questions -----	34
4.3	The first research question -----	35
4.4	The second research question -----	38
4.5	The third research question -----	39
4.6	The forth research question -----	42
4.7	The fifth research question -----	44
4.8	Summary of the results -----	46

Chapter five: Discussion

5.1	Motivation of students and its reflection on classroom management -----	47
5.2	Teaching practices and how they induce effective classroom management -----	48
5.3	Classroom seating plans and its effect on class management -----	48
5.4	The relationship between teachers and students and its influence on classroom management -----	49
5.5	Recommendations -----	50
5.5.1	The first recommendation: teachers should increase the students' on-task engagement to improve the students' behavior by following stimulating teaching strategies and approaches. -----	50

5.5.2	The second recommendation: the seating plan should suit the learning activities and the classroom environment must be engaging -----	52
5.5.3	The third recommendation: teachers should improve the social climate of the classroom and keep students motivated -----	53
Chapter six: conclusion -----		55
6.1	Pedagogical implications -----	56
6.2	Limitations -----	57
6.3	Future research directions -----	57
References -----		58
Appendices -----		66
Appendix A: Classroom observation checklist -----		65
Appendix B: Informed consent form -----		67
Appendix C: Excerpts from the unstructured interviews with the teachers -----		68
Appendix D: Student questionnaire-----		73
Appendix E: Seating plans -----		76

List of tables and figures

Tables

Table A: The research Chronological stages -----	27
--	----

Figures

Figure 1: Task-based learning and its impact on the engagement of students -----	35
Figure 2: Classroom engagement and learning co-operatively -----	36
Figure 3: Students avoid inappropriate behavior when they are engaged in tasks -----	38
Figure 4: Students' engagement and the task nature -----	39
Figure 5: Engagement of the students and the teacher's personality -----	41

Chapter one: Introduction

In this chapter, a background to this study is outlined denoting the immense importance of classroom management for the success of the learning process. This study aims at investigating the most efficient procedures in teaching and approaches that can effectively ensure a successfully managed classroom. First of all, the study presents the research guiding questions of this inquiry. Then, the researcher demonstrates a clear outline of the study is and finally this is followed by the dissertation's organization.

1.1 Study background

Since the commencement of studies on teaching activities in classrooms, one of the main foci has been classroom management for teachers and administrators alike. Teachers have considered that this is the key element that can influence their teaching performance as well as the learning and achievements of the students. How the teachers manage the classrooms is regarded as one of the essential techniques that teachers should be endowed with (Everston, Eemmer, Sanford & Clements 1983). Strategies related to effective classroom management can consequently affect the understanding and accomplishments of the students and this has become a major point of interest for most teachers, in particular green hands and those who are planning the introduction of modified or new instructional concepts (DeLong & Winter, 1998). Findings from numerous researches have revealed that one of the most significant elements which can affect teaching and learning is classroom management. Classroom management is considered the most influential element with respect to teaching and learning in all schools (Heartel, Walberg and Wang 1993). The same view is shared by Moranzo (2003) and Ben (2006), who has added that the effectiveness of the teachers' capabilities in delivering instructions is closely related to better classroom management strategies.

Extensive management of student behaviors has been the conventional practices in classroom management. Outlines for maintaining and motivating good student behaviors have been devised with enthusiasm by behavior theorists (Ivanok, 2013). It has been stipulated by Emmer and Sough (2011) that the attitudes or accomplishments of students have been utilized as results of researches. However, the current approach in classroom management researches is more focused

on how to enhance student participation and mutual interaction and restrain misconduct and interruption of progress in classrooms.

Changes in teaching theories have seen significant during recent years and instructions have been affected by the principles of constructivist approach (Brophy 1999) and a student-centered atmosphere has been encouraged (Elen, et al., 2007) in which more attention has been paid on affirmative behavior, emotionally and socially, on viewing students as individuals to assist these developments. Through participation in learning activities and classroom arrangement, students will assimilate their needs, interests, experiences and personalization. Such activities aim at assisting students to freely express themselves and to motivate students to realize their individual ideas and concepts as well as to enhance critical thinking and creativity through intense listening.

“Learning through problem solving”, “curiosity driven inquiry”, “guided discovery or hands-on learning”, “theory improvement inquiry” and “messing around” are some examples of student-centered learning environments (Bereiter and Scardamalia 2007). Despite diversity in the aim and structure of these environments, it is apparent that they have certain characteristics in common.

Students are provided with bona fide assignments to create experiences in learning. For instance, students are requested to perform their own researches of a specific subject and submit a report on it instead of offering them a lecture to explain the impact of technology in daily lives. Subsequent to the development in teaching approaches, classroom management demands the teachers in modifying the same. Teacher-centered approach is to be substituted by student-centered approach, thus enabling the establishment of a better student-teacher relationship with a view to achieve the best classroom management (Rogers & Freiberg 1994). Under such environment, teachers are no longer the sole authority to control the classroom but are transformed into guides and facilitators in motivating students’ participation and offering more room for discussion. It is preferable that teachers should implement constructive techniques as they are inter-actionists whereas teachers who follow behavioral techniques are evidently authoritative (Martin & Baldwin 1992). The successful accomplishment of transforming from teacher-centered approach to student-centered approach demands the mutual consent of the teachers and students with the corner stone called “student-centered learning environments” (Elen et al., 2007). To effectively accomplish the task of establishing student-centered

classrooms to improve sense of responsibilities with empowerment, the transition of the teachers' status to those of guides in replacement of those of authoritarian is considered of paramount significance.

Teachers should not be viewed as prison wardens but facilitators whereas students are not wild animals but reasonable human beings (Brophy 1986). Management and instructional strategies may easily work on cross-purposes except that they are intended specifically around particular sets of objectives (Everston & Neal 2005). The relationship between both instruction and management seems to be based more irrelevant, especially when the instructors use a curriculum is more student-based. There can be a significant mismatch between management and instruction with a curriculum based on a student-centered approach while management is based on behavior control.

Teachers are required to modify classroom management techniques and strategies to create a learner-centered atmosphere for students owing to the current modifications in curriculum. The number of researches in the investigation of alteration of classroom management strategies has been found to be limited although there have been considerable researches on the investigation of the effectiveness of constructivist curriculum from 2005 until the present moment (Clebi 2006; Ekinci 2007; Kalendeer 2006).

It has been observed that huge modifications have taken place from classical model of objectives of classroom management to a modern paradigm. There have been changes to a holistic approach imbedding classroom management and organization in offering students effective learning from a discipline focused approach in response to misbehavior (McCormack 2001).

Constituting a part of daily learning activities, classroom management is sophisticated. "classroom activities, teacher-student positive interaction and the physical arrangement of classroom are more effective in creating a well-managed classroom " believed Borphy (1983). Assisting the teachers in offering effective learning to the students in attaining new techniques and knowledge through an appropriate setting is the most essential task of classroom management.

L2 learners face many obstacles in different learning situation and context and these obstacles are not related only to cognitive aspects. This was indicated by academic settings research

(Gupta 2004). Learning does not only include cognitive skills but also involve how learners feel about learning (Cantwell and Andrews 2002; Jiang 2009). In second or foreign language learning, motivation is an essential factor which determines second language learning attainment and achievement (Dornyei 1994, 1997; Gardner 1985). Motivation is considered as a driving force as a learning generator at the beginning and after that as a continuous incentive during the boring process of learning a language (Cheng and Dornyei 2007)

1.2 Significance of the study

This study is devised to identify the most effective teaching strategies and practices to encourage students' participation in the process of learning through successful classroom management. It is intended to reveal the link between classroom management and the effectiveness of formulating tasks to assist the students for better learning results. It is anticipated that recommendations can be offered in assisting teachers in general, with teachers in cycle 2 the more important target with respect to their roles in the entire teaching system, through the provision of classrooms with appropriate settings for learning.

This study is conducted as a result of practical demands. Participants in the professional development meetings of teachers from all schools in UAE, including ADEF, have a unified view regarding classroom management. For more than one cause, students are not participating effectively in learning and there is a lack in motivation to persuade students to learn. This has posed a huge challenge to teachers with some resigning from their work being unable to manage the classrooms effectively. Schools do provide physically adequate classrooms but implementation of appropriate behavioral and instructional strategies is important to achieve the best classroom management.

This study attempts to identify the consequence of the application of instructional approaches, task-based learning and co-operative learning, parallel to assisting instructional strategies with further elements; for instance, encouragement, classroom seating and establishment with trustful relationship with students to create a setting to enhance participation.

1.3 Research questions

The objective of this paper is to identify the influence of teaching practices and strategies on classroom management. This is in response to earlier studies where the focus was on implementing strict rules and procedures in monitoring and controlling students' behavior. In this connection, under the context of cycle 2 EFL classrooms, it is intended to identify answers to the below research questions:

1. How can successful classroom management be achieved and improved through task-based learning and co-operative learning?
2. According to the teachers, what are the most significant elements that would lead to an effective classroom?
3. How do the students view the best practices in classroom management?
4. Is it possible to create a good learning class through a well-managed class?
5. What are the task-related elements contributing to the achievement of effective classroom management?

1.4 Scope of the Study

The target group for this research is male students in cycle 2 in Fujairah schools because teachers, in this cycle, are encountering challenges subsequent to continual classroom management circumstances. Furthermore, students from 12 to 16 years demand critical management. In order to enhance students' behavior and minimizing disruptive behavior, which may result in time wasting and inadequate instruction, this research aims at analyzing the influence of task-based language learning and co-operative learning to achieve the goals.

1.5 Dissertation structure

There are six divisions included in the dissertation. The first chapter stipulates the background to the research, importance of the research questions and the scope of the research. Chapter two reviews the conceptual outline to study the existing manuscripts and evaluate their impact on classroom management practices and strategies. Chapter three describes the adopted methodology, samples and instrumentation including data collection and analysis. Chapter four illustrates the findings of the research. Chapter five offers teachers recommendation basing on the elaboration of the research results while reviewing the implications and limitations confronting the researcher. Chapter six is the conclusion of the dissertation.

Chapter two

Literature review

Chapter two contains the previous literature regarding classroom management. It highlights the most important aspects that can be implemented in order to maintain a well-managed classroom. The chapter provides the theoretical framework for the study. It also establishes the relationship between task-based language teaching and its impact on classroom management. Moreover, the chapter shows how co-operative learning and the positive teacher-student relationship can effectively enhance successful classroom management. Finally, it concludes with the important role that students themselves can play in order to contribute to positive classroom management.

2.1 Theoretical framework

The literature of this research is so designed as to exploring the whole topic through systematic analysis of the various concepts and theoretical outline of classroom management to explore the best possibilities in achieving the best classroom management to motivate learners to participate in the learning processes while abstaining from disruptions and inappropriate behaviors. The setting of the research questions in accordance with such desire.

Every section is closely set up to follow such procedures and theories to achieve the best results to justify the best classroom management practices and theories to be adopted to accomplish the goals. The observations and their findings, the unstructured interviews with five teachers and the research questionnaires distributed to fifty students have contributed to the collection of sufficient data to sustain the arguments and have assisted in conclusion of this research.

Prior to improvising a theoretical outline for this dissertation in the creation of effective classroom management through appropriate strategies and teaching practices, it is essential to perceive an overview of the other provisions on classroom management. Classroom management is the application of strategies and practices by teachers to sustain a conducive setting for effective learning and this may involve the physical management of the classroom, implementation of procedures and rules ensuring participation and concentration throughout the academic activities (Brophy 1988). However, there are other opinions stipulating that the capabilities of teachers of merging methods and strategies of classroom management through effectively planned instructions can contribute to the sustainability of a conducive setting for

effective learning (Brophy 1983, 1988; Everston, Emmer, Sanford and Clements 1983). To achieve effective classroom management, it is important to possess in-depth knowledge of management theories and practical experiences (Raya & Cooper 2004).

Apparently, utilizing various concepts, various theoretical outlines of classroom management have been founded. Nonetheless, this research is conducted upon positive learning outline for classroom management intending to encourage learners to learn and distance them from misbehavior through active participation under a perfect learning setting (Brophy 1983, 1988; Everston, Emmer, Sanford and Clements 1983). Proficient instructional strategies accompanied by classroom management practices and strategies to sustain a conducive setting for effective learning constitutes the outline for this research.

The following section will define task based for teaching language as a learner centered approach, co-operative learning and task related elements affecting the management of classrooms.

2.2. Task-Based Language Teaching (TBLT) definition:

One of the most adopted teaching approaches in the field of education is task-based language teaching (TBLT), which incorporates the learning of a foreign language through “learning by doing” through the provision of well-defined tasks to students who will participate and interact to improve themselves. Students will attain new linguistic knowledge and re-organize what they have already studied to become proficient and confident (Ellis 2003). It encourages students to explore into uncharted area to be acquainted with the language. During the process, students will accomplish an assignment while what occurs dictates the language to be studied whereas the teacher has no say in this selection process as to what language students should study (Frost 2004).

Learning language in the classroom while adhering to a natural approach will ensure success for task-based language learning. Through clearly defined objectives aiming at improving communication and interaction, higher language standards will be acquired successfully with the assistance of extensive input (Wang 2006). The initial innovator of TBLT is (Prabhu 1987), who emphasized that via concentration on what has to be performed students will learn more successfully instead of concentration solely on the language (Prabhu 1987).

A task is an activity requiring learners to attain a definite result from given data utilizing thinking processes and to be capable of mastering and modifying the process (Prabhu 1987). In brief, when a student is required to read the catalogue of a series of mobiles and determine of which model is to be selected and finally purchase the same will be the most successful approach to involve students in learning and mastering the language through such classroom assignment (Rogers 2001).

Moreover, a task can be seen as a classroom activity involving learners in understanding, utilizing, transmitting meaning and not on form (Nunan 1989). Further definition of task includes it is a language learning means demanding students to comprehend, effect and produce the targeted language during the planning stage of assignment or a classroom activity or exercise with an accessible goal to be accomplished through interactions of those engaged and a tool for implementing and enhancing interaction (Lee 2000; Van den Branden 2006).

2.3 Co-operative learning and classroom management

Teachers adopt co-operative learning as one of the teaching approaches in the classes since collaborative teaching, similar to co-operative teaching, well-defined assignments are to be affected by learners working in groups in order to surpass the demerits of conventional small group approaches and to replace such by more cautiously designed formats involved in the activities. The key to effective co-operative learning is structure (Cooper 1990). The utilization of small groups to empower learners to work together co-operatively to successfully improve individual and group learning in parallel represent the realm of co-operative learning (Macaulay & Gonzalez 1996). The most significant element of co-operative learning is the meticulous structure of learning groups. A non-threatening learning context ensuring successful interaction between students via sharing and exchanging ideas to offer responses is offered by co-operative learning (Tang 1998). Considerable possibilities for deliberation between students to learn from each other under the provision of “scaffolding” for mutual assistance are offered through co-operative learning.

In the enhancement of academic performance of students, it is apparent that individual learning is not as successful as co-operative learning as demonstrated by earlier studies. It is undeniable that students working co-operatively attain better academic performance in accordance with

results during comparison between co-operative learning and lecture directed learning (Johnson and Johnson 2002). In addition, interpersonal and communication techniques, self-initiative, higher self-esteem, better respect for others, attainment of details and critical thinking techniques are improved through co-operative learning (Slavin 1995).

The impact of co-operative learning on minimizing off-task behavior has been explored via numerous researches. Accordingly, it has been realized that remarkable minimization of off-task behavior has been achieved via the implementation of co-operative learning (Cartney and Rouse 2006). To solve a given assignment with the establishment of co-operation and participation of students in enhancing their actions and developing their deliberation skills is the main goal of co-operative learning (Maglietti 2002). Promotion of social techniques, self-esteem and on-task behavior are accomplished successfully with the application of co-operative learning (Veebman & Kenter 2000). Maglietti (2002) stated that interpersonal and critical thinking techniques are developed via co-operative learning while simultaneously students' accomplishments are improved accompanied by positive engagement in learning.

2.4 The relationship between Task-Based Language Teaching and the management of classroom.

To adhere to the principles and expectation on the task, students are required to participate enthusiastically in exercises and events in the classroom to assist in their learning process and not to be distracted from misbehaviors Lee, Kelly and Nyre 1999). The important criteria for achieving successful performance and academic accomplishment is on-task behavior which ensures the learner can ultimately complete the task while not concentrating on what has to be performed (Richardmond, McCroskey, Kearney and Plax 1987).

Federick (1977) stipulated through a study of learners' academic behavior in high school classrooms that students with low achievements committed 51% of their time in academic activities whereas students with high achievements committed 75% of their time in the same. It can, therefore, be concluded that better academic achievements will be attained by students extending their participation in classroom assignments.

Lalli, Kates and Casy (1999) suggested that students may be participating in problem behavior actions while the academic task is concentrated on certain anticipated results to avoid the obstacles of the task. Accordingly, if students can successfully accomplish an assignment, they are not expected to illustrate any reactions to the problems. Subsequently, while progressing actively on an assignment engaging successfully in an exercise, students will apparently dispense less time in disruptive behavior which will not be compatible to on-task behavior. A productive means in minimizing disruptive behavior in the classroom falls on on-task behavior.

In order to illustrate simultaneous reductions in disruptive and on-task behavior upon intervention with on-task behavior, numerous researches have been conducted to identify the influence of errorless embedding, a graduated, success-focused and non-punitive treatment for enhancing on-task responding (e.g., Ducharme & Harris 2005; Lucas & Pontes, 1994). Eliminating potentially hidden mistakes, a carefully measured focus in pursuing success and involvement of punishment are major elements in enhancing on-task responding.

Through conducting a home-based academic reinforcement program, Martens, Witt and Hannifin (1983) investigated the relationship between on-task behavior and problem behavior. Three students in grade 4 encountering high rates of challenges and disruptive behavior were selected to participate in this program. Academic performance is specified as the duration students were committed in their dealings with the teacher and their counterparts through discussion. The outcome illustrated a remarkable decline in the occurrence of disruptive behavior and a remarkable rise in the occurrence of academic responses from baseline to treatment.

2.5 The factors that influence classroom management

2.5.1 Curriculum and its impact on classroom design

To assist students to avoid perverse behavior and to promote participation, an appropriate curriculum is acknowledged as paramount significance. In considering which is the most functional for a classroom setting, teachers tend to review a type “A” syllabus against a type “B” syllabus.

Type “A” focuses more on the context of the lessons but less on the process of learning while the teacher is assigned with the task of planning and itemizing the lesson prior to the first lesson

(Willis 1990). As such, the teacher dominates over the designing of the syllabus in transmitting the knowledge to the students and the teacher-student relationship is not provided with an opportunity to be established (White 1988). This has led to criticisms on the syllabus. For example, the selection of tasks in accordance with the desire of students has not been planned without consideration of processes to be introduced (Numan 2001).

Type “B” emphasize on the procedures of learning which will assist the learners to be satisfied with their study. The materials and procedures of what and how is going to be studied will be a joint effort between the teachers and the learners through discussions. More attention is paid to procedures assessment of students will be executed according to the desires. Being a task-based learning approach, the procedural syllabus improvised by Candin & Breen focuses more on procedures while the teacher possesses no authority while he shares such authority with the students. In this connection, the student has become a researcher while the teacher has been transformed to a coordinator of the classroom procedures (Carter 2001).

2.5.2 The arrangement of classroom seats

Classroom seating arrangement is proved to influence students’ behavior (Anderson 2009; Kaya & Burgess 2007; Lei 2000; Wannarka & Ruhl 2008). It has been further revealed that students’ on-task behavior and social interactions are enhanced provided there were provided with sufficient space to pursue their activities (Kaya and Burgess 2007). Based on its influence on students’ on-task behavior, priority should be assigned to seating arrangement (Baron 1992). With classroom arrayed appropriately to assist in the development of students’ participation, successful learning occurs (Downer, Rimm-Kaufman and Pianta 2007). It is reflected that seating arrangement in circles motivates more on-task behavior of students and enhance their response orally in comparison with seating arrangement in rows and columns, according to research of three different seating arrangements conducted by Rosenfield et.al (1985).

In accordance with the activities participated by students, the success of any classroom seating arrangements can be affected (Bonus and Riordan 1998). Actions performed to accomplish an activity hand constitute part of on-task behavior (Rosenfield et al. 1985 and Wannarka &Ruhl 2008). Comparison between rows and columns seating arrangement and circle seating arrangement revealed that students in the latter setting tended to demonstrate less withdrawal and

off-task behavior. Being able to be more positive and work co-operatively with the teacher and other participants in the activity, students achieved better interaction with U-shape seating arrangement as per the study of Wengel (1992) to explore the influence of U-shape settings on the performance of the students. In conclusion, Wengel (1992) reiterated that successful improvement of students' on-task behavior were proved by U-shape seating arrangement; in which students are provided accesses to swap opinions and share data to enlarge learning space to extremity and therefore learning improvement.

2.5.3 The size of the class

The number of learners is an essential element in determining the specific means that the teachers adopt in the classroom. Consideration on the class size and the related influences should be taken into account by educators, according to some manuscripts.

Through studies on the size of classes, the link between the size of the class and the accomplishments of the students and their motivation, the pressure on and contentment of the teachers as well as the educational organizations have been examined (Podmore 1998). It is acknowledged that the size of the class has uniquely affected the styles of teaching (Capel, Leask & Turner 1995).

Teachers managing small classes in size are equipped with better and more accesses in the regulation of individual learners at close range and subsequently can offer more individualized support with appropriate instruction during the study (Bosker 1998). It has been reiterated that the alteration of teaching practices and students' experience can be more successful with small class sizes (Croll & Hastings 1996).

In general, class sizes dose not occupy any specific status in lecture-styled teaching. However, it may be more appropriate with small class size in the specific design of courses in accordance with individual desires to establish critical thinking and problem-solving techniques.

Teachers may be urged to change their style of teaching basing on the class size; such as to cope with larger classes (Blatchford, Goldstein & Mrotimore 1998). The relationship between the size of the class and the encouragement tactics which teachers can adopt varies considerably in connection with the size of the classes, according some manuscripts. There are definitely

variances between a large group of motivated encouraged students and one of unmotivated students (capel et. al 1995).

It has never been an easy assignment to motivate students and consequently it has caused problems with new teachers. Moreover, it is essential to realize that class sizes affect evaluation of students' performance. Teachers do agree that there is variance in the procedures of evaluation between small and large classes as stipulated by a research undertaken by Shapson, Wright, Eason and Fitzgerald (1980). Teachers exhibited more contentment when working in classes of smaller sizes consisting of a number of students between 16 and 26 as it took them less time and they could correct the students' mistakes instantaneously. It would be more exhausting with a class of 30 students or more and the process would require more time and evaluation would be less casual and could even be postponed. Small classed ensured that evaluation of students' effectiveness would be more simple through monitoring the students' accomplishments, according to teachers' opinions expressed in a research conducted by Korstoff (1998). However, there are suggestions that there is no direct relation between class sizes and the academic performances of the students and the variance is insignificant (Slavin 1989).

2.5.4 Motivation and its role

To induce participation from students in their learning, encouragement is an important element. A primary problem relating to off-task behavior is students who are not motivated through motivation (Metcalf 1999). As a consequence to insufficient encouragement, students exhibit non-engagement in class, poor academic productivity and disillusion (Kilmer 1998). It has always been difficult to identify actions to successfully encourage others. An essential element in promoting students' initiative and equipped them with better studying accesses is the establishment of a vivid and affirmative relationship between teachers and students. To resolve impassivity of students, the implementation of effective teaching practices occupy a significant role in assisting students in academic achievements and it is advisable to avoid other excessive measures to confront encouragement (Roberts 1996). Under the guidance of an anxious and devoted teacher with genuine concerns over the students and appreciation of their desire to learn specific knowledge via the utilization of a well-arranged classroom, the majority of the students will react positively during the study.

2.6 Student-centered classroom management versus teacher-centered

As per McCombs and Whistler (1997), student-centered learning is outlined as “the perspective which the learners’ experiences, perspectives backgrounds, talents, interests, capacities and needs are the main focus. It promotes the highest levels of motivation, learning and achievements for all learners and creates a learning environment conducive to learning.”

According to Dupin-Bryant (2004), learner-centered teaching approach is “a way of teaching which is responsive, collaborative, problem-centered and democratic, in which both students and instructors decide how, what and when learning occurs” (p.42).

However, Dupin stipulated that teacher-center learning approach is “a style of instruction that is formal, controlled and autocratic in which the instructor directs how, what and when students learn” (p.42). Meanwhile, Elliot (1996) regards teacher-centered learning as an approach embracing various behaviors which are adopted by teachers perpetually and satisfactorily through occasions, time and contexts.

For the more motivated, initiative students who are also prepared to engage successfully in what, how and when to study, directives are more appropriate in the implantation of student-centered learning. Through learning by participating, students establish their own experiences in learning (Brown 2008; McCombs and Whistler 1997, Weimer 2002, Schuh 2003). To achieve student-center learning, Weimer suggested the requirement of five areas; viz. the role of instructors, the choices of the materials, the procedures of evaluation, responsibility of learning and the nature of the relationship between teachers and learners. Learners must undertake more effective roles to assume more responsibilities upon their study, to contribute to the planning of the syllabus and demonstrate ownership of their studies.

Instructors in learner-centered learning are of considerable importance through their traits and roles in the process. It is essential for the instructors implementing learner-centered directives to be involved in the students’ lives and applied different means of evaluation to exert the vitality of the results of the students studying.

Behavioral concepts of learning and teaching have been considered the corner-stones of the peoples’ appreciation of classroom management over the years. The implementation of skills to

place students' behavior under regulation is the core of behavioral model (Brophy 1999). Nonetheless, over the last decade, there were seen shifts on the behavioral theories of classroom management. The implementation of an instructional theory relying on the principles of constructive learning has caused attentions of educators (Brophy 1999; Dollard & Christensen 1996). The adoption of teaching practices and educational styles to produce more successful classroom management have been undertaken by educators.

Teaching approaches have been defined, according to Grasha (1996), as the personal qualities and behaviors introduced by educators to manage their own classes. The distinct qualities of a teacher revealed consistently from one occasion to another, irrespective of the materials to be transmitted, constitute the teaching style (Conti 1979, 1983, 1985, 1989, 2004).

Regarded as the fundamental origin for instruction and knowledge transmission, conventional learning practices have been playing a significant role for scores of years. Being the passive recipients of teachers' knowledge, students do not occupy any status in their own learning while participating in traditional classrooms. Teachers were fully responsible for any decision making regarding teaching practices, the syllabus and the various processes of evaluating the learners. Through teacher-centered teaching approaches, students' educational development has been retarded, as confirmed by Duckworth (2009).

However, owing to their active participation and sharing of decisions with the teachers in student-centered classrooms, students are assuming more responsibilities of their studies. Consequently, these students exhibit better introduction into the studies on what they learn and they establish the processes of how and when they learn the various topics. Learner-centered teaching approach concentrates on how learners study instead of how teachers teach with self-motivated but passive students being welcome more than the active students, teacher-centered approach has provoked negative comments as teachers are provided with absolute authority through a network of meticulously planned chores, regulation and methods supported by penalties resulting in the teachers being empowered with such instead of establishing authority with the students. (Freiberg 1999).

The implementation of encouragement in teacher-centered classrooms to affect students' attitudes is extraneous since the criterion for acquiring preferable outcomes is based primarily on

the conclusion of assignments such as being complimented by the teacher or being given privilege in activities (more time on computers or extra spare time) as well as material awards (presents or snacks) (Chanoe 1993).

On the other hand, assisting students in the participation in problems and circumstances, critical thinking, trials of attainable results or appropriate descriptions and in-depth exploration to establish their individual ways of learning in place of developing them into passive recipients is the main concern of a constructivist teacher (Ryan and Cooper 2001). Inquiry, reflective thinking, assimilation games, projects and illustrations, discussions relating to research and role-play constitute the teaching strategies in student-centered classrooms (Edwards 2004). To delegate authority to students and enhance their sense of responsibility is of the priorities of such teaching. Nichols (1992) stated that, by rendering to and sharing hierarchical authority structures with students, teachers will be enabled to better manage the classrooms as advocated in student-centered classroom management.

2.7 How important the student-teacher relationship and its impact on classroom management.

It is apparent that there is no specific means or strategies in student behavior management according to educators and researchers. Developing an excellent and safe classroom setting is regarded as the core of establishing a positive and strong relationship between teachers and learners (Weinstein 2002).

In a well-managed classroom guided by a teacher illustrating a genuine concern in what the students are learning, successful student behavior management becomes effective since the majority of the learners will respond and interact positively (Erickson 1978). Mutual trust, positive and respectable relationship between teachers and students are prized by effective teachers because it establishes better concentration on how to create initiative in students in their learning and it also offer more successful management of the students' behavior (McNaughton 2002). Motivating learning and enhancing classroom management can be accomplished through the assignment of a significant worthiness on the appropriate type of teacher-student relationship, as demonstrated in a research conducted by Hawk et. al (2002) who further stipulated that an effective teacher should acquire certain major attributes in establishing a positive and cohesive

relationship with their learners; worthiness, techniques, contributions, attitudes and behaviors are attributes that can assist in the establishment of such relationship to ensure students' participation better management in the learning process (MacFarlane 2007). Students will genuinely express their appreciation of the understanding of the teachers about their culture and will subsequently feel delighted.

One of the key elements supporting better maintenance of well-organized classrooms is respect between teachers and students as the latter will repudiate from illustrating inappropriate behaviors while they are with teachers showing them respect (Wilson-Hill 2006). Preferences of the students and their respect of the teachers define students' behavior instead of the consequences created through actions, according to a research on disruptive students conducted by Tattum (1982) and affirmed by Robertson (1996). As long as a healthy and friendly relationship through mutual respect is maintained between teachers and learners, the possibility of severe stand-off between the two is deemed unlikely (Alton-Lee 2003; Boyes 2002, Rogers 2000).

Another key and necessary element in developing a good classroom atmosphere for studying is communication. Behavior disruptions are minimized and learning is improved with the existence of a two-way communication between the teachers and the students. Better reciprocal dialogue that positively improves learning and strengthens classroom management will be more possible through respectful communication between teachers and students (Hawk et. al 2002).

2.8 Classroom management and its observation studies

Teachers can introduce classroom apprehension that focuses on effective behavior in order to achieve effective classroom management. This reflects the role of the teachers' capabilities in offering better learning opportunities for the students and teachers who also face less challenges regarding the students' behavior as they are more task-focused.

Narrations of successful teachers' behaviors are amassed by researchers with a view to distinguish behaviors and practices among teachers that equip them with recommendations for successful classroom management. Distinguishing these practices by implementing comparison of teachers' managerial behaviors in effectively functioning classroom with classrooms subdued by incredible occurrence of disruptions and inattention are being experimented by Kounin (1970)

who acknowledged a possibly successful set of teachers' behaviors leading to establishing an effectively managed classroom through reviewing lessons of teachers in both types of classrooms through video recording. "Successful teachers in managing classrooms have a 'withitness' trait implying that teachers can predict students' behavior and activities in any circumstances and can avoid small issues deteriorating and they provide the students the sense of their presence in the classroom and are monitoring what they are performing.

Anderson, Everson and Emmer (1970) have undertaken researches to identify the most successful tendencies in classroom management through the collection of comprehensive recordings of narratives in 28 3rd grade classes throughout a school year (Anderson et. al 1979). According to the outcomes at the last days of the academic year, one effective and another inefficient teacher were distinguished. The existence of a huge variation in teachers' behaviors between the two types of teachers formed the conclusion of the research. Better classroom management are exhibited by the more successful teachers with more distinct expectations about behaviors and effectively transmitted to the students through communications at the start of the school year. Simultaneously, classroom regulations and chores are transmitted to students unambiguously by these teachers who design solutions to misbehaviors in due course prior to any possible deterioration. Academic developments of students defined where teachers are successful. Through contrasting 7 consequently effective and 7 ineffective teachers, the former is being recognized as effective because they implemented preventive measures such as re-teaching the class regulations and chores while they also ensure effective transitions between activities to minimize disruptive student behavior.

In conclusion, successful teachers offered justified learning settings in addition to observing students' behaviors, specific commendations on behaviors and consistent outcomes.

2.9 The role of students in managing the classroom

The insight and expectations of the learners from their teachers occupy an important role in influencing behaviors of students more than other factors (Pajak, Cramer & Konke 1986). The planning of classroom procedures and regulations should engage the participation of the students rather than levying the regulations on them. Intervention by teachers to modify the behaviors of students will deem to be unnecessary when students appreciate their responsibility they shoulder

regarding their behaviors (Kyle & Rogien 2004). Through the sharing of the discipline strategies with explanations on their rationale and goals between teachers and students, the latter acquire knowledge of responsible behavior and disruption avoidance. A successful practice in enhancing classroom management is creating harmony in classrooms. A warm and encouraging classroom setting will cause the students to acknowledge themselves as being part of the class.

Chapter Three

Methodology

3.1 Introduction

Exploring the influence of task-based learning and co-operative learning in enhancing classroom management is the sole objective of this research. This chapter deliberates on the procedures adopted in data collection.

It has been stipulated in chapter one that the fieldwork was conducted in a diversified way. In the course of various teaching styles, various EFL classes had been observed using a checklist to identify the respective strategies deployed by the teachers as well as certain task related elements. Categorized through nonparticipant naturalistic observation, observational study has been acknowledged as the most successful (Gay 1987:206). Interviews with 5 ESL teachers to explore the discernment regarding the most successful teaching practices and strategies as well as task related elements supporting successful classroom management had been conducted. Furthermore, a questionnaire was distributed to 50 students to reinforce the qualitative data with quantitative data; thus ensuring the validity of the findings of the study.

3.2 The design of the research

Rationale for choosing mixed-method approach

A diversified strategy was adopted by this research aiming at exploring the influence of task-based learning and co-operative learning on establishing successful management of the classrooms and this included comprehensive descriptive data collection (qualitative) to attain a more in-depth perception relating to the sensation of interests. Coding the data and the yielding of verbal synthesis were involved in the analysis of the data (Gay 1996). Utilizing the review checklist in the course of classroom observation and the unstructured interviews with the teachers, quantitative data were attained.

Accompanied by quantitative approach, qualitative approach was adopted in this research. Being established according to the deliberate selection of papers, informants and visual materials attributable to yield the best and the most trustworthy responses to the research questions, the

employment of qualitative research is acknowledged as dependable (Creswell 1994). In this connection, some ESL teachers were selected for observation to review their skills in classroom which were deployed in task-based learning and co-operative learning. Personal responses and the unstructured approach in which the sample group rendered the details to the research support qualitative study (Vakalis 1997). A picture expediting apprehension with the support of in-depth description of events is established with qualitative study (Bryman 2004, Cohen and Marrison 2007). The reiteration of their elaborated opinions and responses to the research questions more meticulously support this perception (Bouma 1998, p.169).

Quantitative data were attained with the administration of questionnaires distributed to students in parallel to the above. Aiming at explaining, predicting and regulating the sensation of interests, numerical data were attained solely for statistical purposes (Gay 1996). Through the search for corroboration, convergence and communication of outcomes in the course of adopting different means, the researcher has adopted the mixed approach (Denscombe 1998). It is a precious undertaking in applying the mixed-method approach in this research; thus, facilitating the establishment of the research tools and evaluating the possibility of impartiality in the study method. The researcher was facilitated in the verification of the results of the students' questionnaire through classroom observation and teachers' interviews qualitatively and quantitatively. It has been made sustainable for the researcher to supply certain recommendations in successfully supporting classroom management with the aid of comparison between quantitative and qualitative results. In connection with time and cost contrasting to single approach of study project, criticism may arise against the mixed approach. However, confidence in the findings with their validity and their trustworthiness is enhanced (Denscombe 1998). To justify the corroboration of the findings from both approaches, the classroom observation checklist and the students' questionnaire are selected with caution.

3.3 Sample of the study

This research involves 8 teachers (three classroom observers and five participants in the unstructured interviews) and 50 students. It aims to include personnel with diversified background and experiences; for example, the number of years the teachers have been teaching. The engagement of both teachers and students is to explore and identify their roles in establishing effective classroom management while simultaneously study their opinions on

classroom management. The research has been implemented in a triangular perspective with three teachers serving as observers, five teachers interviewed, and fifty students responded on questionnaires to attain the best possible outcomes. The three observers are monitoring and reviewing various classroom contexts, which is performed in accordance with the objective of this research. The participating teachers are selected based on experience. Researchers should deploy strategies and practices complying with their objective (Sherman & Webb 1996). In view of the various types of events which can occur during the research, it will not be possible for the observers to note down every detail about the events in the classroom as they occur (Borg & Gall 1983; Gay 1987). In this connection, what has to be monitored and reviewed was selected according to the research questions and the intention of the research by the observers. The sole concern in this study is the activities and events demanding the utilization of classroom management techniques as well as those which enhance the participation of students in the progress of learning.

An unstructured interview was conducted with five individual teachers to gather the maximum available details regarding the most successful teaching methods and strategies of classroom management. The interviews are proceeded to attain in-depth responses from the teachers under an informal setting and structure. These interviewees were chosen based on their experiences; they have been engaged in the teaching sector for more than seven years. According to (McKenzie 2007), it is the experienced teachers who are capable of offering the best insight and represent the whole coverage of experiences and ideas that could be utilized by their counterparts in their course of teaching.

Students involved in this study were selected randomly to explore the perceptions of the individual student regarding the most successful teaching methods and classroom strategies leading to successfully restraint them from misbehaviors. The students engaged in this research are in the range of 12 (grade 6) to 15 (grade 9) from a cycle 2 school where the students are taught Arabic as the mother tongue whiles English is being taught as a second language. The students share similar cultural backgrounds as over 98% of them are Emiratis.

The selection of the details in sampling skills prior to proceeding data collection is considered top priority as it assists in the enhancement of the validity of the study in ensuring the reliability

and truthfulness of the information gathered. Sampling is defined as the process in which a whole group or part of a group of people are selected as the sample.

Completely sustainable findings and data can be collected provided that every individual in the sample participates in the process. The selection of a relatively small sample comprising of eight teachers and fifty students is intended to assure participation of each individual to attain the best available findings and data which can subsequently be applied larger groups of teachers and students in real practice (Cohen et.al 2007; Davidson & Tolich 2003). However, the whole population cannot be represented by small samples, according to Wellington (2000).

In this research, a representative sample is formed to include teachers and students intending to offer outcomes and findings applicable to the whole research population or other teachers and students in general (Amin 2005).

3.4 Data Collection Methods

Three tools are deployed and utilized to gather details relating to the achievement of an effective classroom management; the first being the classroom observation checklist (as per Appendix B) in the observation of 3 ESL classes, the second being the unstructured interviews with five experienced teachers (as per Appendix C) and finally the distribution of questionnaires to students to identify their ideas relating to effective classroom management techniques and teaching practices (as per appendix D).

A thorough elaboration of the application of the tools deployed in this study is appended in the below sections.

3.4.1 Questionnaire

A questionnaire (as per Appendix C) concerning their behaviors in the classroom during instructional processes; in particular, task-based learning and co-operative learning is distributed to the students for completion. It is designed to ensure the collection of more in-depth details relating to the visions of the students in relation to the teaching styles and strategies which prove to be successful in sustaining effective classroom management. The questionnaire is comprised of three sections: the first is related to teaching methods; the second concentrates on the teacher-

student relationship; and the third is on classroom seating and setting. All the sections forming this questionnaire are linked to the research questions implemented in this research.

For researches, questionnaires are an indispensable tool in successful data collection. Being a practical instrument, questionnaires are capable of gathering considerable volume of information to be applied in the course of the research. Questionnaires can be managed by researchers or other personnel with minimal influence on the validity and reliability of the study; stipulated Ackroyd & Hughes (1981). Through the engagement of a software program or the efforts of the researcher, analysis of the findings of the questionnaire can be quantified with ease. Scientific and objective analysis of the findings of the questionnaires proves to be more precise and reliable than any other instruments (Popper 2004). Attitudes, preferences, behaviors, opinions and intentions of comparatively huge number of subjects can be more successfully evaluated with the implementation of questionnaires with less cost and time in comparison to other tools.

A comparatively inexpensive and time-effective means of gathering huge amounts of data from a considerable group of people is the deployment of questionnaires (McLeod 2014). In spite of the absence of the researcher, other personnel can administer the questionnaires in their distribution and collection during the data gathering process in comparatively swifter manner. There is a problematic tendency that the respondents to the questionnaires are ready to offer an illusively positive image or deviates from the truth to look good (McLeod 2014). The questionnaires should be comprised of questions closely related to the respondents such as the age range, education standard, social background, ethnics and so on....

3.4.2 A checklist for classroom Observation

Relevant details are gathered with the assistance of the classroom observation checklist (as per Appendix A) in monitoring and reviewing the performance of the teachers in the classrooms. In order not to disturb or affect the teachers' daily routines, a nonparticipant naturalistic method is being adopted. When the observer is not monitoring and regulating the behaviors in study intentionally, best findings are available to the research allowing the natural occurrence of events (Gay 1987). With the implementation of naturalistic observations, classroom behaviors and teachers' reactions through the normal course of events are explored according to the objective of the research. Facts are noted without any disturbance from the acts of the researcher (Bless and

Higson-Smith 1995). Behaviors leading to the occurrence of classroom management problems disturbing classroom proceedings and events are the main concern of the researcher in this research who, in fact, is sitting at the back of the classroom reviewing and monitoring the course of progress and events. Non-participant nature “comprises of unobtrusive and systematic monitoring of the sensation of interest; reiterated Bless & Higson-Smith (1995).

Five sections that are critical in the maintenance of effective classroom management constitute the observation checklist; viz. structural design of the lesson, physical settings, behavioral accountability, instructional planning and social atmosphere. Aiming to gather respective details regarding other strategies and elements affecting classroom management in addition to instructional strategies, the observation checklist is meticulous and inclusive.

3.4.3 Interviews

The most commonly deployed instrument in data collection regarding people’s inner vision, manners, feelings of reality and experiences is interviews. Interviews are classified into structured interviews, semi-structured interviews and unstructured interviews (Fontana & Frey 2005).

A predefined set of questions to be administered in the same sequence to all participants is the main characteristic of structured interviews. With the inclusion of both open-ended questions and closed-ended questions, flexibility forms the main quality of semi-structured interviews. Informal conversational interviews, non-standardized interviews, ethnographic interviews and in-depth interviews are constantly being substituted by one another comprise unstructured interviews. Unstructured interviews are those without predetermined questions and answers; stipulated Minicheiello et.al (1990). Such interviews are formulated on the fundamentals of social responses between the researcher and the respondents in the research. Unstructured interviews are considered a means to comprehend peoples’ behaviors avoiding the imposition of any prior classification limiting the scope of inquiry; reiterated Punch (1998). According to Patton (2002), unstructured interviews are viewed as a means to continue the observations of the respondents naturally because questions are simultaneously administered during the course of the interviews through the natural progress of interactions between the researcher and the respondents. Unstructured interviews are adopted in this study to offer the opportunity to the

teachers involved in expressing their in-depth perceptions without the application of restraints since questions are administered according to the narration of the respondents.

3.5 Ethics

With the participation of people in any educational studies, the compliance with ethical guidelines is deemed necessary and vital. Through its approaches, presentation, instruments, designs and conclusions, ethical studies may result in being considered unethical ultimately (Wellington 2000). Upon the agreement of the teachers to be monitored for research reasons prior to that being performed in the classrooms, it was essential to seek informed consent for such monitoring. It was confirmed that data collected was kept under strict confidence and were to be applied for educational research purposes since privacy and confidentiality were considered top priority of the participants. “The main criterion for educational research is that it should be ethical which supersedes others,” reiterated Wellington (2000).

Teachers partaking in the process of the research were advised that it was absolutely voluntary to avoid the feelings of discomfort and embarrassment from the teachers during the monitoring proceedings which may have occurred under certain circumstances. “Participation in research must be voluntary.....and the consent must be informed, in the sense that the participant must be aware of both the negative and the positive consequences of participation (Bless & Higson-Smith 1995). This was further supported by Vakalisa (1997) who stipulated that researchers are obliged to inform the respondents about the benefits of their involvement, their rights and the negative impacts to be anticipated so as to establish trust between the participants and the researchers. Subsequent to discussions between the participants and the researcher, the former cordially acknowledge the observations conducted by the researcher in the classroom. Only three teachers were chosen to be monitored because classroom observations demands sufficient time to be allocated; in particular, the engagement of small groups (Gay 1987; Vakalisa 1997). The sampling adopted was intentional to assure the deliberate selection of the types of topics to be involved and the people to be interviewed to attain the best responses to the research questions administered in the research (Cresswell 1994; Nkosha 1994).

The consent of the principal of the schools was sought before the commencement of this study. Upon receipt of such consent, observation of the sample teachers and the administration of the

questionnaires to both teachers and students have commenced. A consent letter has been sent to the respective teacher through e-mail to be read and signed (As per Appendix B).

3.6 Validity and reliability

To achieve reliability, it is essential to maintain consistence over the means utilized during the course of the proceedings and to establish equal treatment to all groups throughout the whole duration of data collection. The relevance of the data collected according to the perspectives researched to be consistent with the ultimate objective of the research provides validity (Bryman 2004b; Cohen et.al 2007; Davidson and Tolich 2003). The authenticity of the results is dependent on reliability and validity and it deems significant to discuss the two elements in relation with qualitative study since they are contradictory to the definition of qualitative study with no direct answers to the questions regarding the instruments adopted in the research.

Validity and reliability of the tools utilized in this study are built up for reliable data collection. The validity of the tools implemented is ensured through the assessment of the items in the questionnaires. Validity is brought forth when the tools engaged are commensurate with the variables in the research to generate accurate outcomes (Amin 2005). The questions were being discussed with the supervisor who provided useful technical input prior to applying them to the participants to ensure the clarity of the questions and to void any ambiguity. Furthermore, the main concern of the research was evaluated against the relevance of the questions. The possibility of impartiality from the participants or the questions posed another challenge against qualitative study and may affect the results of the research. More attention towards validity and reliability were elaborated by (Seidman 1998; Wellington 2000).

In-depth discussions of reliability and validity have been continuously raised. Seidman (1998) doubted the idea of validity as it is apparent to him that external and internal validity are merely views and it is inappropriate to address them as an absolutely view and he further recommended that the term validity should preferably be substituted with others like trustworthiness and transferability. Moreover, it is stipulated by Wellington (2000) that total reliability is subject to debate owing to the replication of the findings.

The below procedures were closely monitored aiming to develop reliability and validity for the present study: First, the context of the observation checklist and the respective questionnaires

were compared with the research questions and the aim of the research. Then, before the actual engagement of the students in the research, questionnaires were administered to certain students followed by subsequent alterations. The research was devised with details and was evaluated against the details gathered with former studies within the definitions to sustain the reliability of the research through the deployment of detailed designed and systematic sampling.

3.7 The research chronological stages

		TIMETALBE OF CLASSROOM MANGEMENT ACTIVITIES						
		MONTHES						
		Feb.	Mar	Apr.	May.	Jun.	July.	Aug.
1	Ethical approval and proposal							
2	The main points of the research and defining the framework							
3	Methodology preparation for the research							
4	the methods Implementation of the research							
5	Collecting data							
	Analyzing data							
7	Preparing for the dissertation							

Table A: The research chronological stages

Adopted from Gantt Chart Model (Carlisle 1979, cited in Gay 1996, p. 97).

3.8 Data analysis

To convert details gathered into useful information and data, the process of analysis was implemented (Coleman and Briggs 2002). Nonetheless, there is no apparently definite means to analyze and represent the qualitative data. According to Ary et al. (2002, 216) “There are three steps that should be used in analyzing and representing qualitative data. These three steps include organizing, summarizing and interpreting,”

3.8.1 Organizing

Data are organized in accordance with the replies from the respondents. Similar replies from the students’ questionnaires are assembled and arranged to be analyzed to reveal the percentage of each level of consent in relation to each statement. The excel program is adopted to offer a visual

representation of the results of the questionnaires and with graphs inserted to show the various results of the questionnaires.

3.8.2 Summarizing

In data analysis, summarizing plays a significant role. Numerous notes have been taken to categorize similar topics and to search for repetition of words and phrases throughout the interviews. The unstructured interviews are concentrated on three main issues: teachers' views, instructional strategies and task-based elements in the establishment of an effective classroom management. Details related to these three factors are summarized in addition to the themes of the observation checklists.

3.8.3 Interpreting

Interpretation of the details collected constitutes the third step in the implementation of data analysis. This involves analyzing, contrasting and comparing data gathered with the aid of the research tools. Figures are utilized to interpret the findings of the students' questionnaires.

To enhance the validity of the research as well as to ensure easy comprehension by readers, the procedures of organizing, summarizing and interpreting are applied.

3.9 Limitations

A number of challenges arose during the study. One was that an alteration of the school schedule was to be effected with the co-operative assistance from the administration staff as there was a conflict in time as the researcher was having classes simultaneously with the partaking teachers who were to be monitored. There was another occasion when one of the partaking teachers revealed his discomfort of being monitored in connection with classroom management and students' behaviors. A substitute was, therefore, necessary to replace the one who withdraws. It is essential to convince all respondents that the data will be kept in strict confidence and will only be applied for research purposes.

Summary

To monitor and review the teachers' interaction with the learners in the actual classroom provides the best means to apprehend the elements attributable to effective classroom management. The visions of teachers and learners regarding classroom management contribute significantly to the establishment of the important channels for listening to their experiences which form the main foundations of educational procedures. Considerable quantities of data are generated through the interviews with the teachers and have undergone analysis to be classified to apprehend the main factors of effective classroom management. Significant quantities of data relating to students' opinions and visions for sustaining effective classroom management are also generated through the students' questionnaires. Another useful tool empowering the collection of natural data within the classroom context without any disruptions of instructional or behavior proceedings is the observation checklists.

Chapter 4

Results

The exploration on the influence of task-based learning and co-operative learning on classroom management was the main objective of this research. Other task-related elements improving the effectiveness of classroom management were also examined and analyzed. In accordance with the implementation of classroom observations, students' questionnaires and unstructured interviews with the teachers generates the findings of the research.

4.1 Classroom observation results

A checklist for the observation of three teachers was utilized (As per Appendix A). Classroom management strategies in addition to respective elements improving classroom management in the course of task-based learning and co-operative learning is the main concern of the observation.

The proceeding and findings of the observation of the three teachers were appended below:

Teacher A – The teacher was responsible for the teaching of grade 6 adopting the theme-based syllabus as stipulated by the New School Model introduced by the Ministry of Education. Materials were chosen by the teachers and were also tailored in accordance with the standard of the students to be in compliance with the learning results and the school improvement program. “Imaginary world” was introduced as the main topic for the first lesson where students were formed into groups to discuss about their preferences regarding a place or a house they were dreaming of living in it.

Groups of students with mixed ability were formed prior to the lesson and every student was aware of where to sit when entering the class. Materials, such as crayons, pencils, sharpeners, glue and rubber, were placed on the table. A 3-D worksheet embedded with a big bubble was distributed by the teacher who then elaborates on the lesson goals and the effective benchmarks anticipated to the students.

An example of the assignment to be done by the students was demonstrated. The learners were required to draw their dream house with descriptions through a number of sentences. Then, the

teacher ensured that there was clear understanding from the students on what had to be accomplished. Thirty minutes were allocated for the event to each group of learners.

The teacher moved around the class, while the learner was proceeding with the event, to respond to any potential problems and to intervene in case of any disruptions in any one group. Apparently, a mutual teacher-student relationship was established with respect between the two with the implementation of non-verbal gestures by the teacher to encourage the learners to proceed under co-operation between the members of the same group. Complimentary remarks were given by the teachers to those groups with extreme excellence in the proceeding of the assignment to encourage students to follow the process through.

Upon the completion of the thirty minutes using time counter, each group presents what were accomplished. After that, groups were requested to exchange their assignments to later comment on each other. Samples were illustrated to the entire class during the course of the completion of the assignment. Samples were revealed to the entire class with the comments from the teacher. In the end, homework was assigned to the students in relation to the assignment in the class.

Students were provided with the chances to proceed together in a co-operative manner under this task-based learning lesson. In summary, no disruption of the class was detected as the occurrence of misbehaviors is few with the class being managed appropriately. Through his constant movement to every corner of the class during the processing of the assignment, the teacher was able to effectively intervene where and when necessary. Regarding the assignment interesting, the learners participated fervently.

Teacher B – The second observation was performed on a lesson in grade 7 in which a theme-based syllabus was involved where the teacher elaborated on a lesson regarding looking back. This was a task-based lesson allowing students to contrast between the present and the past. The learning results and effective benchmarks were thoroughly explained to the students.

With seats being arranged in groups of five, the class was comprised of 33 students; out of which 3 were absent with only 30 were present. With the name of every student written on a label stuck on the desk, everyone was fully aware of where to sit exactly. This process ensured no time was wasted due to the necessity to arrange the seats of the students without such arrangements. In fact, time was saved.

Under the headings of buildings, transportation, education, health care and jobs, students were requested to compare the present and the past of the UAE; with each group presenting one of the headings. For instance, group one was to work on transportation, group 2 was to focus on buildings, group 3 was given the assignment to explore education, group 4 was responsible of health care and group 5 studied jobs. Every group was asked to draw a picture accompanied by a paragraph to describe it. The teacher was responsible for the assurance of understanding every group regarding what had to be accomplished. Students were allocated 30 minutes to accomplish the assignment.

The teacher observed the performance of the students who were divided into five individual groups and offered every group simultaneous response. Moreover, he was responsible for the management of the entire class. However, some disruption occurred due to large number of students in the class; thirty percent in total. It took the students 35 minutes to accomplish the assignment (5 minutes in excess of the original provision) subsequent to the spending of more time from the teacher with the students in view of the bigger class size.

Disruptions did occur despite the reinforcement of classroom regulations and proceedings accompanied by non-verbal gestures in the management of misbehaviors of a number of students in the course of the assignment. It was attributable to the large number of students present in the classroom creating a feeling of congestion among the students. Furthermore, the teacher was restrained in instantaneous response to every student; again, owing to the large number of students presented and participated in the assignment. Consequently, he was urged to offer his response in his spare time by gathering some of the students' work.

Teacher C – The third observation is performed in a lesson in grade 9 with the main idea, “adventure”. Seating in the classroom is in rows with 25 students present. To organize the lesson, clear instructions have been provided for all the events while the materials are well organized well in advance and the duration of the lesson carefully designed. The physical arrangement of the classroom setting is apparently well monitored. This ensures physical comfort and attractions for the students. The setting provides a good view of the instruction presentation while space is maximized through the arrangement of desks and furniture whereas distractions are minimized. In conclusion, it is apparently an appropriate classroom setting for learning.

Classroom regulations and anticipations in relation to behavioral considerations were visibly displayed in the classroom. Appreciative comments are constantly being conferred on the students and there is no chaotic occurrence during the transitions between events as students undertake their responsibilities of what has to be performed precisely. Every student is arranged to work individually on writing an article on “a risky trip they once made” under clear instructions aligning with the desire and techniques of the students while in the meantime the goal of the lesson is meticulously stipulated. Worksheets embedded with pictures are provided to the students for writing and the students are amazed with the pictures which represent cars, desert, falcons and a lion. Questions are being issued by the teacher to draw out the ideas from them and questions are modified from one to the other.

The teacher moves around the class to observe the students during their writing while responding to questions raised by the students. Yet, the social atmosphere in the class is not promising as the attitude of the teacher is strict. Students are remained reserved and do not interact with the teacher despite channels have been offered as they are worried about disrupting classroom behaviors regulations. Even though mutual respect has been developed between the teacher and the students, it is apparent there is a lack of humor on the part of the teacher during the lesson. Prior to revealing his remarks, the teacher let the students check in pairs on the completed narrations written individually.

In brief, the students’ behaviors are effectively monitored with regard to the compliance with the classroom procedures and regulations. Unfortunately, some students have not been able to write as they do not dare to approach the teacher for advice since he acts in a strict manner. This attributes to the not so effective consequence of the lesson in spite of learning does occur.

4.2 The answers to the study research questions

To seek for the appropriate answers to the below research questions constitutes the sole objective of this research.

4.3 Q.1: How can successful classroom management be achieved and improved through task-based learning and co-operative learning?

Task-based learning has revealed the positive impacts of task-based learning on effective classroom management through the outcomes of the research. In task-based learning, it is apparent that students are active in participating with the majority shows effectiveness. Through classroom monitoring and regulating, it is revealed that lessons with the implementation of task-based learning by the teacher are more effective as students distance themselves away from any disruption or misbehaviors. (Both Teacher A and Teacher B). Students disengage themselves from any possible disruptions in behaviors as they appreciate the tasks they performed on. Participation has driven the students forward and only limited number of student exhibit disruption which is instantaneously terminated through the intervention of the teachers.

In fact, lesson from Teacher C has been proved to be effective with regard to behavior management through the strict attitude of the teacher. Students are arranged to work independently. This attributes to the non-effectiveness in learning in comparison with Teacher A and Teacher B since students are arranged to sit away from each other in writing the narrative on “a risky trip” but have not worked co-operatively. Despite the minimal disruptions in the class, learning does not come by effectively as they do not collaborate together in performing the task.

The feedback collected from the students’ questionnaires and the classroom monitoring and reviewing has been facilitated by the interviews of the five teachers. Provided that they work co-operatively on an assignment with their counterparts in the class as well as they appreciate the assignment, students scarcely get involved with disruptive behaviors; according to the feedback from four out of the five teachers (80%) participating in the interviews. The odd teacher reiterates that manipulating students during their work to accomplish an assignment is relatively difficult; for example: off-task behaviors may emerge; students may be talking with each other or causing disruptions. This can be obvious if the assignment is challenging or boring. Imposing regulations and procedures to be strictly complied with may prove to be more effectively.

Effective classroom management can be attributed to task-based learning as illustrated by the findings of the students’ questionnaires.

As per Figure 1, 46% of the students reiterated that if they work collaboratively together they participate more actively. A mere 1% demonstrates strong disagreement while four students express neither agreement nor disagreement. Only two students completely resent the statement. It is apparent that students exhibit more concentration and participation if they are involved in task-based learning as reflected from the above. As per the figure, provided the assignment is not over challenging, students on such will be more involved and initiative.

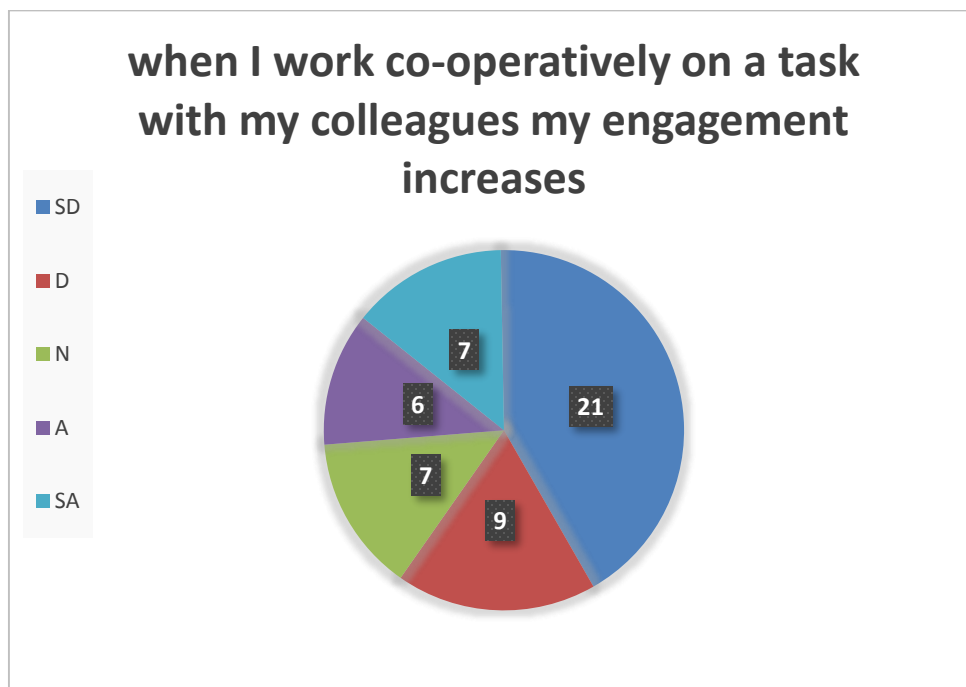


Figure 1: Task-based learning and its impact on the engagement of students

Classroom management can be improved successfully through co-operative learning. It is even more effective with the support of the teachers in introducing other elements such as attractive learning settings, initiative and friendly relationship between teachers and students. According to classroom observations, if there is a goal to be achieved, students perform more successfully and harmoniously. More positive interactions can be observed; reflecting comprehensive mutual understanding. The feedback from four of the five teachers participating in the unstructured interviews stipulated that students apply effective interpersonal and communication skills in the course of co-operative learning and disruption and misbehaviors are not frequently displayed.

With the intervention from the teacher through implementing the provision of feedbacks to the students and restraining and disruptions and misbehaviors from anyone in the group, classroom management can be improved through the utilization of co-operative learning. Two teachers emphasize on the significance of goal setting for the students in the course of co-operative learning aiming at the creation of the feeling of going somewhere in the minds.

The majority of the students appreciate co-operative learning with their classmates in the group in accordance with the findings of the students' questionnaires. 60% (30 of 40) of the students engaged in the study strongly consented that they have enjoyed learning while working collaboratively with their counterparts in a group (as per Figure 2). Only two student rebukes the idea while four other students take a neutral stand to the statement. Owing to the more interesting and beneficial elements in the course of learning, some students has added additional remarks at the bottom of the questionnaires stating that they are inclined to feel more comfort while working collaboratively with their counterpart.

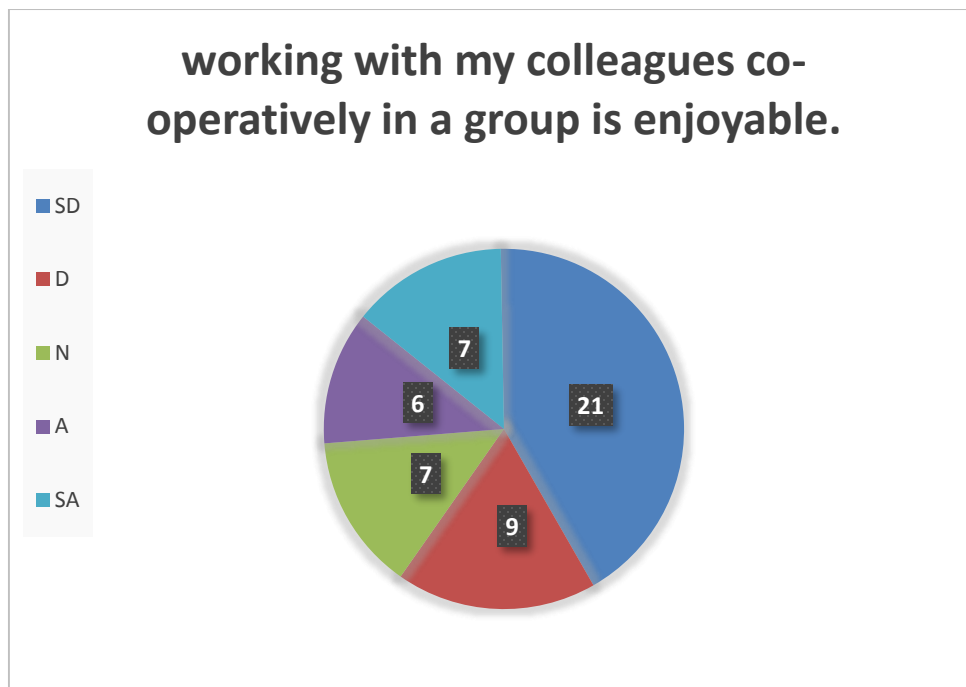


Figure 2: Classroom engagement and learning cooperatively

4.4 Q.2: What are the most significant elements the teachers will consider in the creation of an effective classroom?

The most dominating elements in the establishment of an effective managed classroom from the perspectives of the teachers are demonstrated in the unstructured interviews with the teachers. Most teachers emphasized on the significance in appropriate planning and the preparation of materials prior to the event. According to all the five teachers being interviewed, students are more devoted to what they are performing and distance themselves from disruptions and misbehaviors if the teacher has planned carefully for the lesson and corresponds sufficiently with the students. Furthermore, the teachers stressed that enhancing the interesting qualities of the materials is significant in the eyes of the students who may feel bored and talk to their friends or involve in disruptions and misbehaviors.

The physical setting of the classroom is another influential element which caught the attention of most of the teachers regarding its significance. 80% (four of five) of the teachers interviewed place considerable significance on seating arrangement. Students are more inclined to work collaboratively with one another to accomplish the designated assignment if they are seated in groups of diversified abilities. On the other hand, one teacher suggested that the seating arrangement can lead to dependence of the students on each other and may eventually be involved in disruptions and misbehaviors. An attractive setting created to stimulate the feeling of comfort of the students and to constrain distractions play an important role.

The size of the class is another significant element consented by the teachers with respect to the maintenance of an effectively managed classroom. According to the feedback from all the five teachers, a classroom with twenty students can be administered with ease as there will be sufficient time for the teacher to assist each student while the classroom will not be cramped. To manage a classroom with thirty students or more is a challenge and an exhausting task; as is the current situation in the school. According to three teachers, resolving problems between students is time wasting and it may cause the teacher to be unable to complete the lesson effectively. In addition, two teachers commented that a huge amount of time is wasted through the provision of feedback to the students when the capacity of the classroom exceeds 25 students. This stresses

the teachers and it is often demonstrated through the relationship and interaction with the students.

Three teachers, on the other hand, reflected that there should be a friendly setting in the classroom accompanied by a respectfully mutual relationship between teachers and students. On the contrary, two teachers reiterated more effective classroom management attributes to the strict attitude of the teachers assisted by the urging of students to comply with classroom regulations and procedures. Among the five teachers, four has emphasized on the significance in altering instructional strategies and the differentiation of learning to assure student participation in learning and refrain from any disruptions and misbehaviors. The teachers unanimously consented that plenty of time is saved if materials are accessible to students who then can avoid moving around constantly in the course of the lesson with the possibility of crating inappropriate behaviors in the classroom.

4.5 Q.3: How do the students view the best practices in classroom management?

A questionnaire is distributed to the students to identify students' visions regarding the best practices in classroom management practices teachers can adopt in the establishment of effective classroom management. The students' vision regarding the same is represented in the pie charts appended below (As per Figure 3 and Figure 4). The relationship between task-based learning and co-operative learning as well as their influence in enhancing classroom management are demonstrated in the first section of the students' questionnaires.

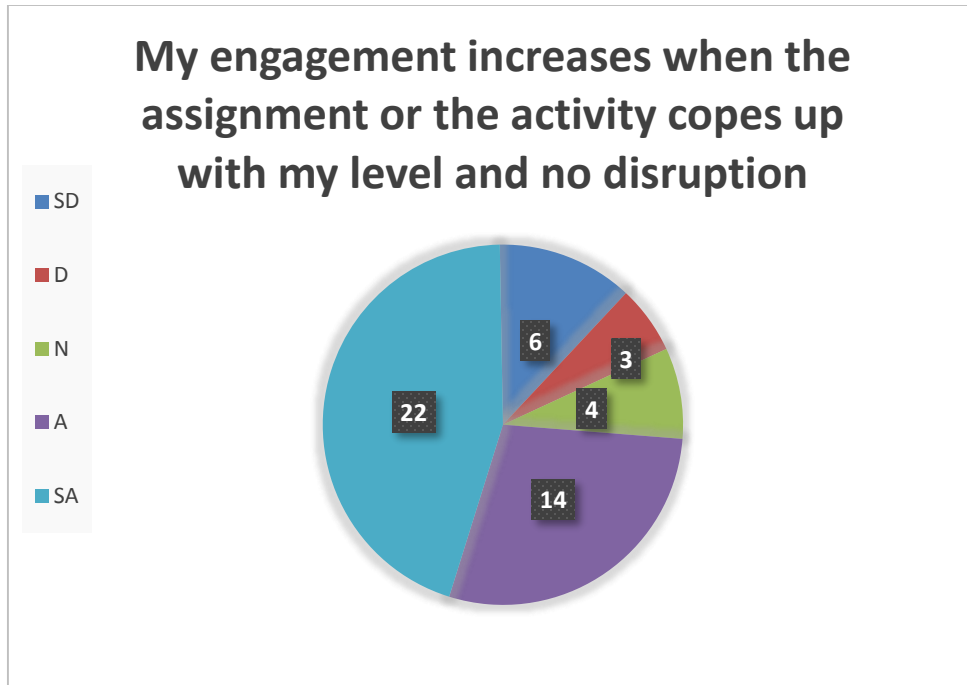


Figure 3: Students avoid inappropriate behavior when they are engaged in tasks

In connection with the level of the assignment, 42% strongly agreed while 30% agree that they have the sense to participate more actively and refrain from any disruptions or misbehaviors if the task is compatible with their level. A mere 10 % (six students) strongly disagree whereas three students disagree with the same declaration. It is, therefore, apparent that if the assignment is in accordance with the levels of the students, the majority of the students do not involve in any disruptions or misbehaviors.

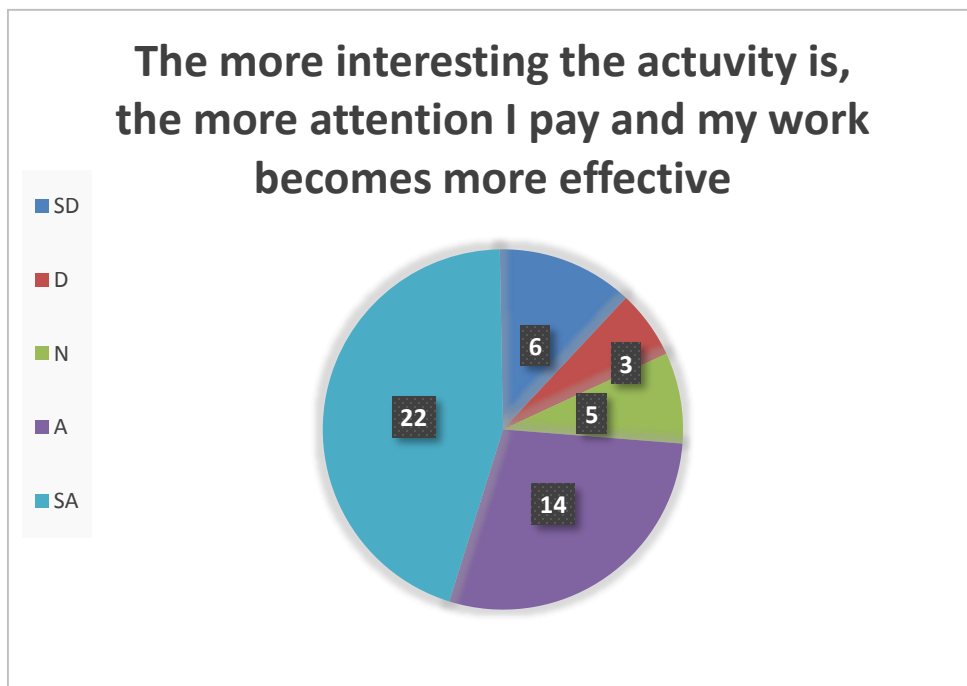


Figure 4: Students' engagement and the task nature

On the same basis, the characteristics of the assignment are successful in involving their participation during the course of the lesson, as stipulated by the majority of the students. 50% (twenty-two students) strongly agree with 30% (fourteen students) agree that they perform more successfully and concentrate provided that the assignment is enthralling whereas 12% (six students) strongly disagree and 6% (three students) agree with the same statement. There is 10 % (five students) who has not expressed their precise perspectives and claim neutrality.

In addition, students participate more actively and refrain from committing disruptions or misbehaviors when the assignment aligns with their level and enthralling to them; as illustrated by classroom observations.

The characteristics of the assignments are considered utmost significance in establishing effective classroom management, according to the findings of the unstructured interviews with the teachers. The teachers unanimously consent that when students notice that the assignments are enthralling and do not impose on them difficulties, they tend to participate more actively cooperate successfully with their counterparts in the group. However, when the assignment is not interesting or beyond their levels, students are more inclined to be talkative and chat among themselves creating a noisy environment. They confer that assignments can be difficult but should also be enthralling and will not obstruct the students from applying their techniques and knowledge.

According to the teachers, students are proved to be better behaved and are enthusiastic on impressing the teachers if they are sufficiently encouraged. They can continue to collaborate with their counterparts in the class in accomplishing the assignment. 60% (thirty students) admitted that if the teachers are treating them with appropriate manners and respect they are going to reciprocate.

4.6 Q 4: *Is it possible to create an effective class through a good classroom management?*

Definitely, a successful learning class does not always imply a class well managed. This perception is sustained by this research. Through the feedback from the questionnaire distributed to 50 students in the school, this finding is reinforced and maintains that a good learning class may not always be a class well managed. Most students reiterated that they are not participating actively in the assignments if the behavior of the teacher is too authentic. 40% (twenty students) strongly disagree while 20% (ten students) disagree that they do not participate actively in the assignment if the teacher is too authentic. On the contrary, 14% (seven students) agree and the other 14% (seven students) strongly agree with the same declaration. In conclusion, most students do not participate actively in the assignments provided that the teacher is acting too authentically. In fact, acting authentically does not imply successful learning can occur even it's in a well-managed classroom.

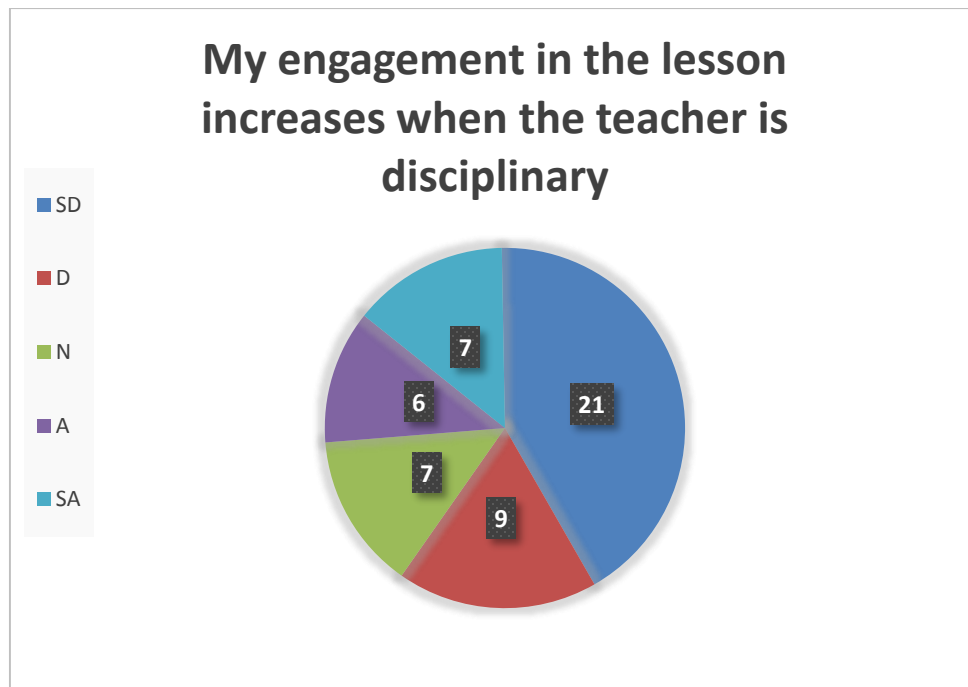


Figure 5: Engagement of the students and the teacher's personality

The results are sustained through classroom observations. In the course of one such observation, one of the lesson is classified as well manage because the teacher adopts an authentic attitude

and restrict the movements of the students as well as disallow any violations of the proceedings. Many students have not collaborated with their counterparts in the class despite of their good behaviors. They have not participated in the assignment fearing the teacher even though they have not broken any regulations. According to the findings of the classroom observations, the behaviors of the students can be managed effectively by Teacher C.

Nonetheless, it is noticed that some of the students are battling with themselves during a writing activity and are incapable of writing well. Some students cannot write complete and meaningful sentences at the end of the lesson. During the assessment of the students' learning performance at the end of the lesson, the teacher discovers that some students cannot express any useful thing they got from the lesson.

On the contrary, the two other teachers have given permission to the students to go around the class in a free manner on condition that they remain quiet without creating too much noise as well as they do not commit any appropriate behaviors. The students exchange their opinions while working collaboratively with each other. The provision of guidance to students during their activities, the teachers assume the roles of facilitators. Consequently, the classrooms become well managed while the students are working collaboratively and successfully.

Not all good learning classes imply classes well managed; reflected in the findings from the unstructured interviews with the teachers. 80% (four teachers) remarked that students should be permitted some freedom to encourage their interacting successfully. They further suggested that if the teacher acts too authentically, students do not participate in their activities resulting from the fear of committing any errors even these may be minimal. To equip students with a friendly classroom setting which sustains the free interactions between students and those between students and teachers without any fear is of utmost significance. It is further remarked that even they are aware of the answers students are reluctant to answer owing to the authenticity of the teachers and their fear of committing any errors.

4.7 Q.5 What are the task-related elements contributing to the achievement of effective classroom management?

It is insufficient to implement teaching methods alone to sustain an effectively managed classroom. Other related elements are required to complement the process. Seating arrangements in the classroom has been the main concern of teachers. 80% (four teachers) reiterated during the interview that an effectively managed classroom is the consequence of a successful seating arrangement.

According to the teachers, arranging students sitting in rows facilitate the intervention of any disruptions or misbehaviors with the teacher directly facing the students and utilizing verbal or nonverbal instructions to avoid any inappropriate behaviors. Yet, it has been noticed that students can perform better when being seated in groups to enhance interactions and the exchange of knowledge.

There is only one teacher who has remarked that seating arrangement is not of much importance. However, he further added that all learning styles must be included in the classroom and there must be sufficient space for the assessment of the performance of the students and support them. The teachers interviewed unanimously agreed that task-based learning and co-operative learning styles can generate more effective results if learners are to sit in groups supporting one another and exchanging opinions (Chang 2007). In restraining disruptive or challenging behaviors, the establishment of a setting enabling students to gain access to their preferences in terms of the ways of learning can be successful, stressed the teachers participating in the research (Edwards 2000; Naughton 2002).

The teacher participants emphasized that there is another significant element in the establishment of an effectively managed classroom; viz. encouragement. A framework for “classroom ecology” is generated from good organization and it is anticipated that proper events and well-planned seating encourages students to learn (Glynn 2005). According to most teacher participants, students will refrain from committing disruptive behaviors if they are involved and encouraged. The possibilities of having challenging behaviors occurred can be minimized through encouraging the students (Erickson 1978). As stipulated by the teacher participants, creating a good feeling inside the students about their learning forms a source of encouragement in

motivating the latter to learn. Finally, teacher participants trust that students can be motivated to learn provided that they work within limits and they must comply with classroom anticipations and regulations.

Permitting students to participate without regulations can lead to a disastrous ending as they do not know how to act if there are no regulations for them to comply with. Regulations and anticipation are required to monitor students' behavior in order to ensure that the students are not beyond the limits of the teachers' anticipation (Kroeger and Bauer 2004). These outcomes are in line with those being revealed from earlier researches (Balson 1992; Kauffman et al 2002; Rogers 2006; Watkins and Wagner 2000) stressing that it is essential to provide students with obvious views about permissible behaviors in the classrooms in different contexts.

The relationship between teachers and students which has been regarded by teacher participants as essential is a significant element in effective classroom management. In the assurance of the occurrence of successful learning and the effective management of challenging behaviors which are regarded as utmost significant, a good relationship between teachers and students that carries support and positivity plays an important role; according to four of the five teachers interviewed. Only two of the respondent teachers remarked that a good relationship with the students is of significant difference in classroom management. When the students notice that there is care from the teachers, they tend to be more enthusiastic towards learning and are more possible to comply with classroom anticipations; according to MacFarlane & Russek (2004). Consequently, if the teachers can establish a mutually respectful relationship with their students, they will be capable of accomplishing effective classroom management. To attain respect from the students, the participating teachers consent unanimously that it demands fairness, kindness and firmness as well as the establishment of a secure setting with limits and regulations. When respect is mutually observed, teachers can effectively establish a successful relationship with the students (Alton-Lee 2003; Hawk et al 2002).

Apart from the above, if the students like teachers and not the results which may be imposed on them upon the breaking of the limits of classroom regulations, their behaviors will be affected in a more positive manner (Robertson 1996). In brief, according to the result of this research, effective classroom management depends on critically the existence of a positive relationship between the teachers and the students in terms of mutual respect.

Another successful element in the improvement of classroom management has been identified as encouragement. In the course of the classroom being monitored and reviewed, it has been discovered that teacher A and teacher B have encouraged their students through the use of motivational remarks on their performance and praise over their work. It is apparent that this kind of constitutive encouragement motivates students to maintain their participation in their assignment and not to be involved in any disruptions or misbehaviors. This result is reinforced through the teachers' interviews. The teachers unanimously confirmed that when being encouraged whether intrinsically or extrinsically students exhibit better manners and participate more actively in their assignments. One teacher has suggested that candies are offered to grade 6 students when they answer correctly as an encouragement. Another teacher remarked that extra marks are awarded as an incentive to encourage students to do well in their assignments.

4.8 Summary of the results

Numerous outcomes are observed in this research. As reflected from the findings of the questionnaires, students appreciate student-centered classroom where they participate actively on the assignments. Furthermore, when the teachers are not behaving authentically students sense a feeling of comfort and are inclined to engage more while refrain from disruptions or misbehaviors under the provision of a positive social setting.

According to the findings of the classroom observations, three teachers have proved to be capable of achieving effective classroom management with the termination of little disruptions. When they establish a setting for participation to ensure comfort and concentration on the students, the latter can be more readily motivated and monitored. The authentic teacher C manages students' behaviors effectively. However, learning is not completed successfully in comparison to task-based learning and co-operative learning. Other elements should be considered in assuring effective classroom management including seating arrangement, encouragement, regulations and steps, designing and maintaining a mutually respectful relationship between teachers and students.

Chapter 5

Discussion

In this chapter, I elaborate on the results of this study and link them to earlier studies. I also offer recommendations to teachers that may help them maintain good class management. This chapter also introduces foresight into maintaining efficient management of EFL classroom and certain restrictions and limitations to the research and finishes off by stipulating guidelines to further research.

5.1 Motivation of students and its impact on classroom management

This study findings clarified the necessity of motivation to maintain successful classroom management. Well-motivated students, as per Czizer and Dornyei (1998), need no one to manage them as they can manage themselves. Therefore, adolescent students were samples in this study as they are known for their curiosity. Easily enough, they can be encouraged in diverse paths as per Dornyei (2001). The initial step in encouraging such young learners to learn is to upgrade their standards of their language and ways of thinking. The interviews with different teachers showed that students' engagement is much more remarkable when they have a more positive attitude towards their learning. As for students who are not positively engaged in their learning process, they generally misbehave.

The second step to motivate the students lies in increasing their anticipation of success. Students willingly carry out tasks paying more attention to their tasks under the impression that they anticipate achieving success in their task. Further, students' questionnaire and classroom observation clarified higher rate of students' engagement in their learning process and were well-managed on finding that they would conduct their given tasks successfully.

The third step to motivate students is to ensure that the teaching materials used are relevant to the students and their learning styles and standards (McCombs & Whisler, 1997). Teachers also assured that students were more motivated when the materials were more relevant and less demanding. Moreover, it is greatly important to protect and maintain students' motivation to maintain successful classroom management. Fun learning and enjoying what you do is a corner stone to maintain student's motivation. This can be done through presenting assignments in a

stimulating manner thus establishing learners' independence and enhancing the students' self-confidence.

5.2 Teaching practices and how they induce effective classroom management.

In this study, we realized that co-operative and task-based learning are very efficient in making outstanding management of classroom. The result supports considerable resemblance to earlier researches, such as; (Lee 2000; Nunan 1989; Prabhu 1987). Founded on this, the instructional planning and practices are very effective in avoiding misbehaviors of the students and becoming more focused when they collaborate on an assignment. This study proved that interestingly personalized assignments suited to the capabilities of the students are very effective in sustaining good classroom management.

The successful classroom manager, akin to Kounin's findings (1970), could go beyond more than one set task and prepare various activities so as to maintain high rates of students' attention whilst monitoring students' behavior. It is certain that the appropriate activities chosen by the teachers have a great impact on the students' behavior. According to LePage et al. (2005), students must be interested and well- engaged in their classroom learning activities to maintain successful classroom management and maintain an effective learning atmosphere.

5.3 Classroom seating plans and its effect on class management

The seating plan and arrangement of the classroom is very significant as it may assist students to cooperate together, lessen the tension within the classroom, smooth the progress of learning and refresh the exhausted students. Both teachers and students agreed that the arrangement of the classroom and the seating plan are influential in enhancing the communication of the students during their set activities. It is also stated by teachers that they take into consideration what grouping arrangements and seating plans are most appropriate for each class activity. The class observations and teachers' interviews illustrated that it was relatively not easy for cycle two students to sit without any movements for an extended period of time. Teachers asserted how important it is to include and work in some motion activities while designing their class tasks. Nevertheless, Scrivener (2005) points out that it is worthy to take into consideration by teachers that students might feel unrest if a teacher continually moved around five minutes might and this

can result in a lot of noise in the class. In this study, participating teachers tended to move around more discreetly to avoid any disturbance on the students.

It is affirmed by Scrivener (2005) that the students' seating plan (as per Appendix E) in the classroom has many advantages and assists the students to cooperate while working together. Scrivener shows that if students are seated in a horseshoe or a circle-shape seating expands the student communication, improves the students' behavior during their task and disengages them from inapt behavior. Besides, seating mixed-ability students together assists them in cooperating more successfully. Interviewing five different teachers revealed that changing the seating plan of the classroom, as per the set class task, helped blending students of different abilities together so that the stronger students do not over control the task.

Regardless of the several benefits of seating plans for the class, many teachers assured that there is no such thing as a unanimous perfect seating plan. Nevertheless, teachers added also that the most appropriate arrangement is the one suited to the teacher's style and which creates a relaxed atmosphere for the students.

5.4 The relationship between teachers and students and its influence on classroom management

The bond between the teachers and their students is one of the most pivotal factors in achieving good classroom management. As stated by Ashworth (1990), man is a sociable creature who biologically intends to work, play and live with others. He is greatly affected by others. The most important feature of human beings as Perry added in (2001) is to establish and preserve relationships. Moos (1979) advocates that students' engagement in their learning process is enhanced when they feel they earned their teachers' respect. This study has revealed that students' rate of engagement in their learning is higher and they do not engage in inappropriate behavior when they have mutual respect with their teachers and have positive relationships with them. It was also assured by the teachers that embracing high expectations of their students motivates engagement in collaborating with their classmates and working together more effectively with their teachers. Kohl (2006), indicates that the majority of failing students feel disconnected, undesirable or estranged from the educational atmosphere. The foundation on

which learning is based is the strong relationship between the students and their teachers. Successful teachers tend to observe and mind their students' emotional needs.

5.5 Recommendations

This study deduces various recommendations for teachers to try in their classrooms so as to assist them in having better class management with their students and supply more proficient coaching. As stated by (Duchesne Bouchner & Krause, 2003) “Classroom management is mainly concerned with behavior, but it can also be defined more broadly as involving the planning, organization and control of learners, the learning process and the classroom environment to create and maintain an effective learning experience.”

5.5.1 The first recommendation: teachers should increase the students' on-task engagement to improve the students' behavior by following stimulating teaching strategies and approaches.

The study has been performed in accordance with the research questions mentioned previously and the findings lead to the formulation of the below recommendations.

Effective instructional styles have to be stressed upon more by teachers so as to avoid behavioral and academic inconveniences and assist in enhancing the students' performance, especially among inferior performers and trouble making students. Successful teachers have higher rates of positive student responses to their instruction as stated by Espin and Yell (1994). It is also stated by (Carnine 1976; Sutherland, Alder, & Gunter, 2003) that students who are positively participated in pursuing their academic achievement seldom get involved in disruptive or off-task behavior simultaneously. Nevertheless, there are other attributes of efficient coaching that motivate higher proportions of academic participation and on-task behavior (Carnine, 1976):

- Applying materials for teaching that are instructionally proper to students' levels.
- Putting into practice a systematic order that is appropriate to the students' educational standard and aims at enhancing the skills of the students.
- Increasing the regular response prospects of the students to their academic tasks (Delquadri, Greenwood & Hall , 1989 ; Christle & Schuster , 2003 Cartledge , Lambert Heward , & Lo , 2006).

- Applying instant response and error ratification.
- Putting into operation piloted practice to increase the engagement of students.

Teachers should provide instruction appropriate to the level of the students. If teachers provide students with information and materials ahead of their current skill and academic level, they may get absorbed in misbehavior and become dispirited (Symon, Wehby, Canale & Go, 1995). Similarly, students can be engaged in an inappropriate behavior as they are bored and not well challenged if the instructional level and the teaching materials are far below the students' level. However, when students are provided with appropriate level of instructional difficulty this will consequently increase the students' on-task behavior, task completion and comprehension, (Gickling & Armstrong, 1978). When students are enthusiastically engaged and offered with regular opportunities to respond to academic tasks, they are less likely to be troublesome and demonstrate improved academic skills (Wehby & Sutherland 2001).

Teachers should also bear in mind the poor social and educational outcomes for at risk students as they require more effective instruction. Students encountering a risk usually have lower academic skills and are in real need of increased instruction to expand their learning (Donovan & Cross, 2002). Some weak students require more training and review, reading material at a lower level- and small group instruction. Meanwhile, Stough & Emmer (2001) think that successful coaching does not altogether do away with behavior problems, but at least it diminishes it amazingly. Some important requirements are essential for effective instruction to have effect and that include:

- Dynamic supervision and observation of student engagement
- Executing classroom rules and routines
- Putting into practice policies that lessen misbehavior
- Adjusting classroom procedures as required
- Encouraging appropriate behavior
- Organizing an appealing classroom surroundings

Teachers should encourage their students to be actively involved in choosing what to learn. It is of great importance to offer students opportunity to select the topics of their lessons, as asserted by Scrivener (2005). He also asserts that “if the learners feel that they have selected the material and the method of their activity and feel that they are in control while working, they will definitely be more engaged and are getting something worthwhile”. A simple answer regarding classroom management is also suggested by Charles (2005). He stresses also how important it is to build up teaching methodologies that suit both students’ requirements and preferences, meanwhile sustaining uniformity with their character and social realities of their community. He also ascertains how important it is that the classroom remains both enjoyable and positive so that the students will take pleasure in their learning process and fulfill their educational experiences. Furthermore, he suggests as well structuring a personal system of discipline that can strengthen the students’ determination and improve individual relations, trustworthiness and strength of mind.

The instructional approach to classroom management is promoted and supported by both Kounin (1970) and Jones (1979). By doing so we can prevent most management problems through the dynamic engagement of students in lessons that meet their interests, abilities, and requirements through effective implementation of the instructional approach.

5.5.2 The second recommendation: the seating plan should suit the learning activities and the classroom environment must be engaging.

(Jones 1979) mentioned that it has been recommended by numerous well experienced and qualified teachers to assign students' seating arrangement to smooth the progress of class instruction and control. Therefore, we should not allow students to choose their own seats as it may place the teacher at in an adverse situation. Teachers can apply one of the coming three types of seating plans in the classroom; rows, groups / clusters , and U-shaped. Such seating plans have their merits and demerits. For large numbered classes row seating is more appropriate. It also reduces disturbance issues in the classrooms. Nevertheless, row seating hinders communication among students as it is basically centered on the teacher. U-shaped arrangement enables the teacher to observe the students' performance and by far is much more

effective in providing more communication between the students. Besides, this arrangement is very effective in inhibiting any off-task behavior as the teacher has immediate access to all the students in class. However, U-shaped seating is not suitable for large number classes and does not give confidence shy students to contribute in the set activities. Group/cluster seating is the third type in which students of mixed abilities are put into groups. Group/cluster seating is more convenient as it is student-centered as it gives them a safe area and better chances of interaction and sharing ideas and information. On the other hand, low achievers can copy the work of their more able colleagues. The bottom line is that teachers should implement the most suitable type of seating to the age and the level of their students and the type of the conducted activity.

Good & Brophy, 2000; Evertson, Emmer, & Worsham, 2003; Lambert, 1995; Shores, Gunter, & Jack, 1993 affirm that arrangement of student seating plan is linked to teachers' communication with their students. It is commonly known that students placed at the action area (at the front rows) mostly receive higher attention from their teacher as they stand facing the instructional area. On the contrary, (Wong & Wong, 1998) stated that back seat students receive the least instruction and they stay away from contribution. (Evertson, Emmer, & Worsham, 2003) even recommended that teachers should regularly move right through the classroom and have a good view of each student in the classroom. As per (Shores, Gunter, & Jack, 1993) study the classroom seating arrangement should enable the teacher to communicate with each student in the classroom and supply them with efficient direction and feedback. It is recommended that materials and equipment to be used constantly should be stored in places that can be easily accessed by the students (Worsham 2003).

5.5.3 The third recommendation: teachers should improve the social climate of the classroom and keep students motivated

To keep students engaged in what they are learning it is of great importance to keep them effectively motivated. There are two types of motivation both intrinsic and extrinsic, but the former type is more effective and long lasting. It is of pivotal importance to keep the classroom well organized, well equipped so as to create “classroom natural balance “that heightens the management of the class. Arthur et al., (1993) and Eriksen (1978) affirms the fact that most students positively act in response to a well-organized classroom managed by a passionate teacher consistently dealing with students. Participating teachers said that motivated students

were better engaged in the task and that they would not engage in inapt behavior. Additionally, adolescents are self-centered in their pursuit of self- recognition and how they fit in the world. It is very effective to promote this teenagers' tendency by motivating them and giving them a sense of responsibility for their work will keep them occupied in their work and detached from any inapt conduct.

The majority of the participating students (40 out of 50) in this study confirmed that while being positively motivated by the teachers they had their higher rate of engagement in set tasks and they were less engaged in inappropriate. The more relevant the topics the students are studying and matching their needs and interests, the more motivated they are as they confirmed. Teachers are requested to endeavor to bring the curriculum into students' real life. Students confirmed that they are greatly enthusiastic to carry on doing their tasks when they are properly motivated by their teachers.

Chapter 6

CONCLUSION

The success of teaching methods and appropriate approaches on maintaining effective classroom management was explored through this research. The impact of task-based learning and co-operative learning parallel with certain task-related elements that attribute to effective classroom management were studied. The research, moreover, investigated other elements available to teachers in maintaining classroom management in the course of task-based learning and co-operative learning. The research questions were designed in relation to the above attributes.

A mixed method approach embracing qualitative and quantitative research methods was adopted to reinforce the findings. To collect in-depth narrative data and natural data in genuine contexts, interviews and classroom observations were conducted. To sustain the validity of the qualitative data, data were gathered through the students' questionnaires to be adapted as quantitative data. With the implementation of research questions, data collected are analysed through both the quantitative and qualitative approach.

According to the findings from the qualitative data, it is apparent that task-based learning and co-operative learning have proved to be successful in engaging the students and maintaining their concentrations in the tasks. These data has have also reflected the elements related to the enhancement of possibility of participation in the assignments. These elements consist of classroom seating relationship between teachers and students, regulations and proceedings and encouragement. The findings of the questionnaires illustrated that students are inclined to more active participation provided that the assignments are enthralling with interesting settings accompanied by a motivating and engaging social setting.

The research provides pedagogical implications for teachers to adopt in achieving effective classroom management even though the findings of this research cannot be generalized into other contexts. This research is intended beyond the significance of designing assignments and co-operative learning contexts to enhance students in learning according to the circumstances and aims at identifying other task-related elements which, in fact, impose critical impact on the

dissuasion of students from disruptions and misbehaviors to maintaining their participation and concentration on the assignment.

As a conclusion, this research has revealed that students are more engaged in learning and dissuaded from committing disruptions and misbehaviors during their participation in task-based learning and co-operative learning. This research stresses on the significance of certain task-related elements including encouragement, classroom seating, social setting, regulations and proceedings and syllabus. It is hoped that educators, teachers and curriculum planners can design lessons under task-based basis to ensure more active participation from the students in their learning and refrain from disruptions and misbehaviors.

6.1 Pedagogical implications

The classroom is the environment where student-teacher communication takes place, thus classroom management is vital for the occurrence of effective learning. Additionally, the way teachers control their classroom has an incentive on their own instruction of the students, as (Muhammad and Ismail, 2001). Effective classroom management specifies how effective and successful students learning and teaching quality are. It is the duty of the teachers to create an accommodating and pleasant classroom environment that would empower the students with the feelings of being secured, nurtured, safe and respected. Thus, it is pivotal for teachers to create environment of trustworthiness, collaboration and order (Riaz, 2009). Moreover, well planned teachers are more competent to conquer students' disruptions and misbehaviors. Aly (2007) confirms that the teacher's nature has a key function as teachers differ in having varied methods of running their classroom and structuring the most apt environment that matches the requirements of their students. The teacher's technique in managing the classroom affects students' approach to their own learning. The study was designed to offer the best environment supported by experienced teachers and findings correspond to the perspectives of the above.

This study has also some inferences concerning the teaching methods. Task-based language learning and cooperative learning should be adopted by the teachers towards their students to ensure their positive engagement in their learning process. Besides, this should be kept up with motivation, the appropriate seating plan and the positive relationship between the teachers and their students.

6.2 Limitations

This research was executed in a boys' school. Girls' schools were not incorporated as it is difficult to access girls' classroom on account of cultural issues to monitor systems and strategies of classroom management. Second, the low number of teachers incorporated in this study cannot enable us to take a broad view of the findings on all schools. Thirdly, we should have included more schools from other Emirates in this study so as to explore classroom management on more varied patterns of systems.

6.3 Future research directions

This study can be used in future research in various ways. Further research to explore the influence of task-based language learning and cooperative learning can avail the findings of this research to compare with their own. Other studies can also explore the influence of other aspects possible of enhancing classroom management. This study exposed that, student-teacher relations, seating arrangement, motivation and the class size are important aspects in maintaining successful classroom management.

Moreover, further research should try to investigate the observations of more teachers and students concerning the most successful strategies of classroom management. The most important contributors to effective classroom management are the teachers and their students. Therefore, students should take some responsibility in classroom management, whereas teachers should have a positive attitude towards their students.

The focus of the next chapter will be on the central part of the research and provide the conclusion of the study. It will outline its purpose, implemented methodology and major findings of this research.

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Appendices

Appendix A

Classroom Management Checklist

Classroom management refers to procedures, actions, and strategies teachers use to

Establish and maintain order in the classroom (Burden, 1995)

Section one : Organization	
Directions for activities are clear	
Directions for assignments are clear	
Assignments are posted clearly	
Homework assignments are written on board	
Materials are prepared ahead of time	
Materials are distributed efficiently	
There is a plan in place for interruptions and unexpected events	
Time is well planned, leaving little down time	
Section two: Physical Arrangement	
Temperature and lightning are comfortable	
Students are physically comfortable	
Classroom is attractive to students	
All students can see presentation of instruction	
Desks and furniture are arranged to maximize space	
Distractions are minimal	
Students are not seated in high traffic or congested areas	
Frequently used materials are easily accessible	
Students know where materials/books/assignments belong	
Section three: Behavioral Considerations	
Teacher is visible at all times	
Clear expectations are communicated regarding acceptable behavior	
Expectations regarding behavior are posted clearly	
Rules are realistic and reasonably attainable	
Positive reinforcement is used	
A variety of reinforcements used	
High ratio of positive to negative statements	
Desired behavior is reinforced appropriately	

Students take responsibility for their behavior	
Transitions between activities are smooth and without confusion	
Transitions in and out of the classroom are clearly defined and practiced	
Students can see teacher and teacher can see students-at all times	
Section four: Instructional Strategies	
Uses whole group, small group, independent work effectively	
Pace and tempo are appropriate for learners	
Attention to lesson is monitored continually	
Instruction is matched to skill level and need	
Instruction is adapted based on student differences	
Purpose of lesson is clearly stated	
Relevance of lesson is clear	
Materials and examples are up to date and of interest to students	
Strategies are used that capture and maintain student interest	
Instructional tools and methods are varied	
Questioning is used	
Feedback is given in a timely manner	
Feedback is appropriate	
Section five: Social Climate	
Teacher portrays a friendly, positive attitude	
Teacher listens to what students have and need to say	
Students are invited to be risk-takers without fear of ridicule	
Students are provided with opportunities for success	
Students are provided with opportunities to interact	
Students interact in a positive manner	
Effective communication skills are present	
Overall a safe, non-threatening environment is provided	
Respect is shown at all times	
Humor used appropriately; sarcasm avoided	

This observation classroom management checklist is adopted from Burden (1995); Teaff (2007)

Appendix B: informed consent form

Research project title: Enhancing classroom management in cycle 2 in Fujairah through the implementation of effective teaching practices and strategies

Researcher: Osama Ayad Shehata Mobile No. : 0559886619

I am asking you for your voluntary participation in the research which I am carrying out in order to investigate the teaching practices and strategies that contribute to classroom management. If you would like to like to participate in my study, please sign in the appropriate space below. The interviews will be unstructured; in the form of informal conversations and all the data collected will be used for research purposes. Confidentiality is guaranteed as no personal information will be mentioned at all.

Check () in the appropriate box:

- I agree to participate in the study
- I do not agree to participate in the study

Name: Signature:

Date: /...../.....

Appendix C: Excerpts from the unstructured interviews with the teachers

The first teacher

The researcher: How can task-based learning and cooperative learning help in sustaining classroom management.

T: In both task-based learning and cooperative learning, the student is more engaged in what they are doing and they are more interactive.

R: Are there other factors that can help in sustaining successful classroom management?

T: I think that one of the most important factors is that the tasks should be interesting in order to help students carry out the task. In addition, it must not be too much above their level because in that case, students will feel bored.

R: Are there any other factors?

T: Yes, motivation is considered one of the most important factors because it makes students feel that they are doing something for a purpose. In addition, the seating arrangement is effective in sustaining successful classroom management. When students are seated in groups of mixed abilities and they know where they sit exactly, the teacher does not have to waste a lot of time in order to solve problem between students about where to sit.

R: Does class size affects classroom management positively?

T: Yes, it has a great influence on classroom management. When the number of the students is small, the teacher can better manage the class because he can support every student and provide them with immediate feedback.

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.....

The second teacher: Providing students with the necessary materials during task-based learning and cooperative learning is very effective in preventing much disruption during the lesson.

R: What else can help the students to keep on task?

T: The students should feel that the teacher is everywhere and that he sees and access every student in the class.

R: How is task-based language teaching effective in managing the classroom?

T: When students work on a task, they interact together effectively. They also get more engaged when the task is interesting and is not too much challenging. I mean that the teachers should be selective with the materials that they use the in the classroom.

R: How can cooperative learning keep students disengaged from inappropriate behavior?

T: students feel that they have a goal and they enthusiastically work in order to achieve it.

R: Do you believe that class size affects classroom management?

T: It is sure that the number of the students in the class is very important. When the number of the students in the class is 25 or less, it is easier to manage the class. The teacher has the opportunity to access every student and provide support. Having a class of 30 students and more is very challenging.

R: why is it challenging?

T: The teacher cannot provide feedback to all the students and the class environment becomes congested.

.....
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The third teacher: The teacher has been working as a teacher for ten years.

R: How do you perceive successful classroom management is?

T: It means providing an engaging environment to the students where they can learn and interact successfully.

R: How can you provide an engaging environment to the students?

T: It can be through providing students with activities that make them feel engaged. The activities must be interesting and suitable to their level.

R: Which is more effective in sustaining successful classroom management, task-based learning or individual learning?

T: Task-based learning is more effective in keeping students engaged and prevents disruptions. Students work cooperatively as long as they have a goal.

R: What other factors can also affect the classroom management?

T: I believe that the most important factor is the relationship between the teacher and the students. When the relationship depends on mutual respect and effective communication, students feel that they have responsibility with the teacher to make the classroom successful.

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The fourth teacher: He has been working in cycle two for 5 years and worked for 7 years before in cycle 3

This is an excerpt from the interview with the teacher:

R: How can you define successful classroom management?

T: classroom management is creating a successful environment that encourages students to learn and interact with each other and with the teacher. It also means that students are disengaged from any inappropriate behavior because they enjoy their learning.

R: How can cooperative learning and task-based learning be effective in sustaining successful classroom management?

T: When students work on a task, they feel that there is a goal to reach. However, the task must not be so challenging or the student will feel bored and may behave inappropriately. In addition, during cooperative learning, students interact together so effectively, so they do not get engaged in inappropriate behavior.

R: Are there any other factors that support successful classroom management?

T: I think that the most important factors are motivation, teacher-student relationship and the classroom environment?

R: What about class size? Does it affect classroom management?

T: I do not think that class size is so effective. When students are engaged and follow the classroom rules and procedures, classroom management is successful.

R: How can a teacher prevent any disruption immediately?

T: The teacher has to make the students feel that he sees everyone in the class and that he is everywhere. He should intervene with any inappropriate behavior and prevent it at once.

R: What else do you recommend as strategies to sustain classroom management?

T: It is very effective to differentiate instructional strategies to suit the levels of the students.

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The fifth teacher :

R: I am really grateful to you for accepting to participate in this study about classroom management.

T: It is my pleasure.

R: Let's begin by giving a definition of successful classroom management.

T: A classroom management is not only a means of organizing a classroom. It is the successful structure to everything that goes on in the classroom—from the seating arrangement to the lessons to the grading of homework assignments to the relationships among classmates.

R: Do you think that task-based learning can sustain successful classroom management?

T: Of course. Task-based learning makes students more engaged in their learning and more enthusiastic to work. They feel that they are working on something meaningful and interesting to them. However, there are some other factors that should be taken into consideration.

R: What are these factors?

T: Motivation is one of the most important factors during the classroom activities. Motivation encourages the students and feels that they are rewarded for their work, so they try to be successful.

R: What else can maintain successful classroom management?

T: the relationship between the teacher and the students is of great importance. Students work harder and feel more responsible when they feel that they are respected and appreciated by their teachers.

R: What about class size? Does it make a difference in classroom management?

T: Yes, it is very effective. When the number of the students in the class is small, the teacher can successfully manage the students, giving them immediate feedback and intervene immediately when any disruption takes place.

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These are excerpts from the unstructured interviews with the teachers, not the complete interviews.

Appendix D: a model of students' questionnaire

Research title: Investigating the most effective teaching practices and strategies that enhance classroom management in cycle 2 in Fujairah

Dear students, the aim of this questionnaire is to investigate the role of task-based language learning and co-operative learning on creating a successful classroom management. Please, be informed that all the data is confidential and will only be used for research purposes. So, I will be grateful if you respond to these sentences honestly as your answers will be very useful to me to collect reliable data about successful classroom management.

Thank you

Instruction: Please, rate how strongly you agree or disagree with each of the following statement by placing a check mark in the appropriate box:

Strong disagree SD	Disagree D	Neutral N	Strongly A	Strongly Agree SA
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#	Statement	Level of agreement				
		SD	D	N	A	SA
Section one : teaching approaches ; task-based learning and cooperative learning						
1-	I feel more engaged and avoid inappropriate behavior when the task suits my level					
2-	I work more effectively and pay attention when the task is more interesting					
3-	I get bored and may be involved in misbehavior when the task is too challenging.					
4-	I enjoy learning when I work cooperatively with my classmates in a group.					
5-	I feel more comfortable when the teacher explains and we listen					
6-	I get more engaged when I work cooperatively with my classmates on a task.					
Section two : the relationship between the students and the teacher						

1-	The class is well managed when the teacher respects students					
2-	Students are more engaged when the teacher communicates effectively with the students					
3-	I behave well when the teacher has a good attitude towards me.					
4-	I behave well when the teacher has great expectations of me.					
5-	I am more engaged in the task when the teacher is very strict					
6-	I disengage from misbehavior and become more engaged when I am motivated.					
Section three : seating arrangement and classroom environment						
1-	I am more engaged and disengaged from inappropriate behavior when I work with my classmates, not individually.					
2-	The classroom environment is effective in engaging me in the lesson.					
3-	I am more engaged when I have easy access to all the learning materials.					
4-	Classroom is well managed when the size of the class is small					

Comments:

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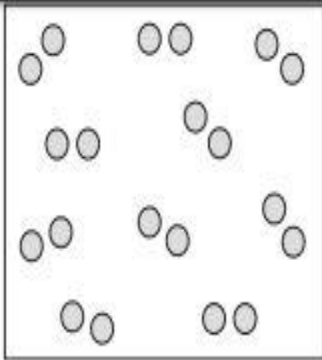
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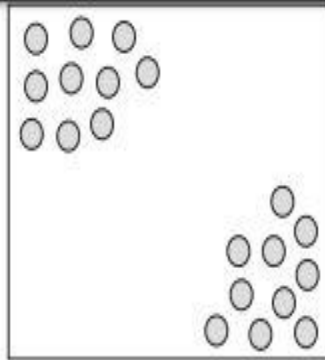
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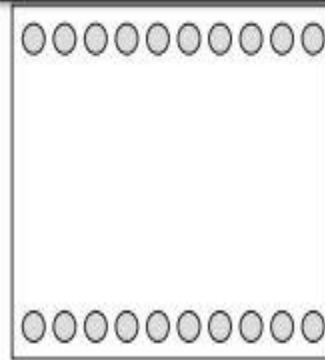
Appendix E: Seating plan



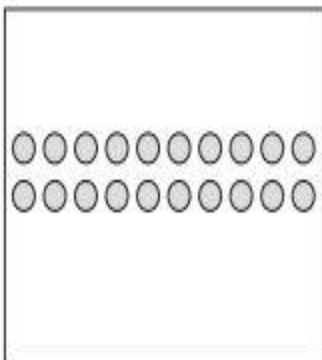
pairs



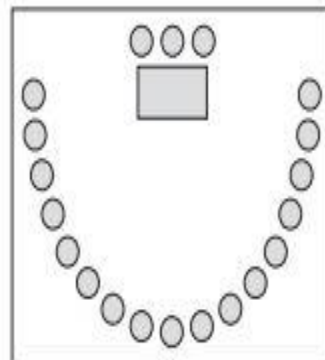
'enemy corners'



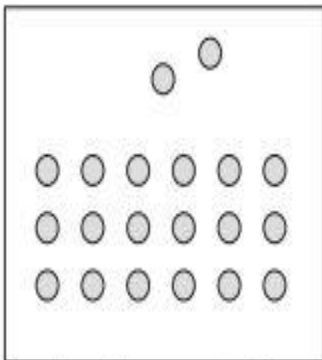
opposing teams



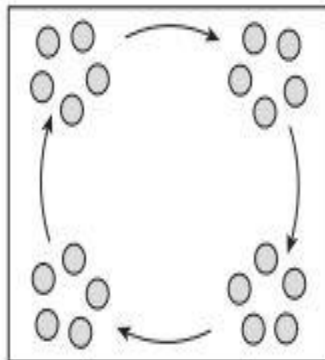
face-to-face
(or back-to-back)



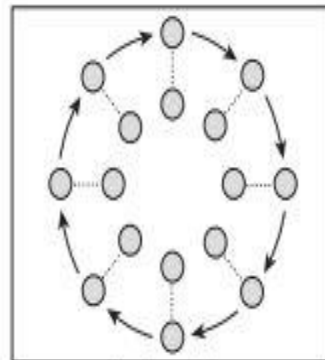
'panel'



'public meeting'



'buzz groups'
(people change groups occasionally)



'wheels'
(the outer wheel can move round, changing pairs)