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Student Perception of Classroom Management and Productive Techniques in Teaching

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Abstract

The way a teacher manages the classroom has been shown to directly influence students learning (Wang, Haertel, & Walberg, 1994). Research shows classroom management to be one of the critical ingredients of effective teaching which also has a powerful impact on students' achievement (Marzano et. al 2003).

In this study, classroom management is conceptualized in twelve dimensions which have been grouped in three domains. This paper will present some findings for the first domain. The first domain is "Productive Techniques in Teaching" and includes six dimensions.

For the analysis of the data of this quantitative study the SPSS program, version 21 was used. The participants of the study were 1020 students of secondary schools in three cities of Albania, Tirana, Elbasan and Durrës.

It was found in this study that students have an average level of perception of productive techniques in teaching related to their acquisition of English as a foreign language, and the highest perception in this domain was for the dimensions "Effective communication with students" $\bar{x}=25.15$, and "Time management" $\bar{x}=23.96$.

Key words: classroom management, productive teaching techniques, student perception.

Introduction

According to the literature, a well-managed classroom gives every student the chance to have one of the best learning experiences of his or her life (Wong & Wong, 2005). Classroom management became an area of interest as researchers connected positive student behavior with fewer disruptions and more engagement in learning to the techniques used by the teacher (Evertson, 1985; Evertson, Emmer, Sanford, & Clement, 1983). The teacher's knowledge and skills in classroom management have long been considered central to teaching competence (Emmer, & Evertson, 1980) and today, we know more about teaching than we ever have before as research has shown that teachers' actions in their classrooms have a very big impact on student achievement (Marzano, & Marzano, 2003). In their analysis of 30 variables influencing student achievement, Wang and colleagues (1993) listed classroom management as the most influential variable. In fact, management literature reflects the perspective that effective management results in high levels of student involvement or engagement in classroom activities, and low levels of inattention, disruption, or off-task behavior (Emmer, & Evertson, 1980).

Productive techniques in teaching, like effective planning skills, effective implementation of lesson plans, effective communication with the students, assessment and feedback, knowledge of the subject matter, and time management, are important to effective classroom management. All these six dimensions of classroom management were investigated in this study in order to understand students' level of perception on each of them related to the acquisition of English as a second language.

Literature review

Effective planning skills

Planning skills are crucial to classroom management. Good teachers are flexible and respond creatively to what happens in the classroom, but they also need to have thought ahead, to have a destination which they want their students to reach, and some idea of how they are going to get there, and a plan helps to remind teachers what they intended to do (Harmer, 2007, p. 156). Harmer asserts that for students, evidence of a plan shows that the teacher has devoted time to thinking about the class, and it strongly suggests a level of professionalism and a commitment to the kind of research they might reasonably expect (p. 156).

Creating and implementing a productive learning environment requires careful planning. According to Emmer and Evertson (2009), classroom management begins long before students come into the classroom. Effective teachers plan their classroom management before the school year begins, and know what tasks they will need to undertake at the beginning and throughout the year (Simonsen et al, 2008). In fact, classrooms with more *structure* have been shown to promote more appropriate academic and social behaviors. Students in high structure classrooms exhibited greater task involvement, friendlier peer interactions, more helpful behaviors, more attentive behavior, and less aggression (Simonsen et al, 2008).

Regardless of the amount of control teachers have over what and how they teach, in order to design and implement effective lessons, every teacher should have a system for writing daily lesson plans that is easily managed, long-range plan and focused vision, method for obtaining and organizing new teaching ideas and plan for reflection on teaching strategies and making improvements (Powell, 2009, p. 250)

Research highlights the importance of pupils always being aware of the purpose of the content of lessons. Research also shows that effective learning occurs where teachers clearly explain the objectives of the lesson at the outset, and refer to these throughout the lesson to maintain focus. These objectives should be related to previous study and to things of personal relevance of the pupils (Brophy & Good, 1990 in Sammons et al,1995).

Stronge, (2014) states that teachers should consistently plan using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students. For a better instructional planning the author suggests that teachers should continually seek and use multiple data and real world resources to plan differentiated instruction to meet the individual student needs and interests in order to promote student accountability and engagement. Some of the performance indicators according to Stronge (2014) are as follow, but are not limited to: The teacher; analyzes and uses student learning data to inform planning, develops plans that are clear, logical, sequential, and integrated across the curriculum (e.g., long-term goals, lesson plans, and syllabi), plans instruction effectively for content mastery, pacing, and transitions, plans for instruction to meet the needs of all students, aligns and connects lesson objectives to state and local school district curricula and standards, and student learning needs, develops appropriate course, unit, and daily plans, and is able to adapt plans when needed (p. 35).

Effective implementation of lesson plans

Even the best planned lessons are worthless if not conducted with the right procedures. In order for effective implementation of lesson plans to happen, teachers should ask students questions about their previous knowledge and experience, match the activities with the set objectives, lead the students to practice the acquired knowledge, and give students the opportunity to work individually, in groups or as a whole class, according to the task being performed. Teachers should also give clear instruction to pass from one activity to another, make sure the students are able to perform what they are asked to, and make a summary of the acquired knowledge at the end of each class.

As it was mentioned above teachers should ask students questions about their previous knowledge and experience. Loughran (2010) explains that the ideas, information, beliefs and attitudes that learners bring with them to the classroom are some of the elements that comprise what could be termed as their *prior knowledge*, or knowledge gained prior to formal teaching (p. 57). Loughram suggests that students learn much more effectively when they are placed in positions where they are building on what they already know because they can link the new information to their existing information. In so doing, it is more likely that their curiosity will be aroused and that they will be encouraged to create and build their knowledge in ways that might help them to better understand the topic being studied (p. 61).

A key ingredient for successful implementation of lesson plans is the choosing, applying, and monitoring of classroom activities. Key dimensions of an activity are duration, the physical space in which the activity occurs, the type and number of students, the props or resources used, and the expected behavior of students and the teacher (Doyle, 1980). In selecting an activity, the teacher defines, organizes, and directs what a group of students are to do for a specific block of time. Once an activity is operating, it carries much of the burden of controlling behavior. Events become predictable. The teacher and students are able to anticipate what is likely to happen. The careful selection and arrangement of activities reduces the complexity of the classroom and furnishes a framework for order. Doyle distinguishes three phases to the life history of an activity. Seatwork is an especially good example of this cycle. At the beginning of seat-work, engagement is usually low as students assemble materials and ask questions to clarify procedures. This is a time when

experienced teachers monitor behavior closely and work to get the activity started. During the middle phase of seatwork, involvement typically increases until most students at least appear to be working. During this phase the demand for continuous teacher vigilance is often reduced (Doyle, 1980). As a last issue concerning activities, Doyle states that efficient monitoring is more than simply looking. A teacher must know when to look and what to look for. Classrooms are complex environments and must be monitored selectively. Teachers who know what is likely to happen in a classroom are able to anticipate events and see signs that indicate the direction an activity is taking. A teacher who is aware that a particular student is easily distracted from assignments, for example, can watch that student carefully whenever an interruption occurs (Doyle, 1980).

Furthermore, according to Emmer and Evertson (2009), well-planned lessons with a variety of appropriate activities support the positive learning environment (Emmer & Evertson 2009). In order to effectively implement lesson plans, teachers should have knowledge about activities, and their types. Emmer and Evertson explain that the term activity describes organized behavior that the teacher and students engage in for a common purpose (p. 88). The authors explain that typical activities in secondary classes include discussions, recitations, group work, presentations, seatwork, and checking, although this is by no means a complete list (p. 88).

Activities may be content based or procedural, and both of them require several levels of planning, both long range and short range, because without the needed planning activities can appear unrelated to each other. In addition to their potential for helping students reach learning objectives, activities are selected in part for their potential for maintaining students' involvement throughout the period (Emmer & Evertson, 2009, p. 89).

Effective communication with the students

Research suggests that there are three core teacher characteristics that help to create an effective learning environment. These are respect (a positive and non-judgmental regard for another person), empathy (being able to see things from the other person's perspective, as if looking through their eyes) and authenticity (being oneself without hiding behind job titles, roles or masks) (Scrivener, 2011). When a teacher has these three qualities, the relationships within the classroom are likely to be stronger and deeper, and communication between people much more open and honest. The educational climate becomes positive, forward looking and supportive. The learners are able to work with less fear of taking risks and facing challenges. In doing so they increase their own self-esteem and self-understanding, gradually taking more and more of the responsibility for their own learning themselves rather than assuming that is someone else's job (Scrivener, 2011, p. 24).

According to Rickheit, Strohner, and Vorweg (2008), the ability of people to reach their goals depends to a large extent on their communicative competence (p. 15). They state that communicative competence is a complex term with a rich internal and external structure. Regarding the internal structure, we have to relate it to subordinated terms such as effectiveness and appropriateness. Whereas *effectiveness* describes the outcome of communicative competence, *appropriateness* connects it with the situational conditions of the actual social interaction (p. 16).

Argyle (1969 as cited in Rickheit, et al, 2008) defined communication skill as an "organized, coordinated activity in relation to an object or a situation, which involves a whole chain of sensory, central and motor mechanisms" (p. 180). Argyle developed the following specific dimensions of communicative competence: (1) extroversion and affiliation, (2) dominance-submission, (3) poise-social anxiety, (4) rewardingness, (5) interaction skills, (6) perceptual sensitivity, and (7) role-taking ability. Because of their centrality to communicative competence, Argyle (1969) mentioned two general interaction management skills (1) "the ability to establish and sustain a smooth and easy

pattern of interaction” and (2) the ability to maintain control of the interaction without dominating (Rickheit, et al, 2008, p. 19).

After presenting communication skills in general, let us see these skills as related specifically to the teaching and learning process in the everyday class. Every teacher has come to find out that even the best of strategies and procedures of classroom management do not work all the time. This is the case because every classroom is unique with its own dynamics and characteristics, but as research and studies show effective communication can improve the quality of teaching and learning. A teacher with good communication skills, communicates clearly and effectively, is open to information, is a good listener, and tries to understand students’ concerns and feelings (Emmer & Evertson, 2009, p. 151).

According to Emmer and Evertson (2009), to become an effective communicator, and to bring a change in students’ behavior in case of a possible problem, a teacher needs three related skills:

1-Constructive assertiveness. This includes communicating your concerns clearly, insisting that misbehavior be corrected, and resisting being coerced or manipulated.

2-Empathic responding. This means listening to the student’s perspective and reactive in ways that maintain a positive relationship and encourage further discussion.

3-Problem solving. This involves following several steps for teaching, mutually satisfactory resolutions to problems; it requires working with the student to develop a plan for change (p. 151).

For an effective communication the teacher should communicate in ways that enhance student learning (Stronge, 2014). Some of the indicators that Stronge suggests are;

The teacher: uses verbal and non-verbal communication techniques to foster positive interactions and promote learning in the classroom and school environment, engages in ongoing communication and shares instructional goals, expectations, and student progress with families in a timely and constructive manner, collaborates and networks with colleagues and community to reach educational decisions that enhance and promote student learning, uses precise language, correct vocabulary and grammar, and appropriate forms of oral and written communication, explains directions, concepts, and lesson content to students in a logical, sequential, and age-appropriate manner, creates a climate of accessibility for parents and students by demonstrating a collaborative and approachable style, listens and responds with cultural awareness, empathy, and understanding to the voice and opinions of stakeholders (parents, community, students, and colleagues), and uses modes of communication that are appropriate for a given situation (p. 43).

Assessment and feedback

Assessment

Professional practice requires that teachers make good decisions about classroom assessment both because testing requires much time and because its effects on students are important. Typically, tests cover only a small portion of the content and objectives taught, so decisions have to be made about what to include. It is important to sample from the full range of content taught and to include enough items to allow reliable measurements (Good and Brophy, 2008 p. 365).

Although each teacher and testing situation is unique, Good and Brophy, (2008) offer six general guidelines for assessment:

- 1- If you consider testing important, it is probably a good idea for you to test frequently over short time spans, so that you can use your test data for reteaching and individualized instruction as well as grading.

- 2- Be clear about learning objectives, so as to minimize problems such as lack of content validity.
- 3- Allow students ample time to finish a test, unless time is a relevant factor.
- 4- If you intend to test over the entire course content, be sure that you test samples equally from different parts of the course.
- 5- On the other hand, if you wish to stress certain content, alert students to this so that they can adjust their preparation accordingly.
- 6- Try to maintain some balance between essay tests and objective tests, because certain students do notably better on one type of test than the other. A balance between test types is usually preferable to reliance on only one (Good and Brophy, 2008 p. 311).

Philpott (2009) suggests that assessment should support learning. According to Philpott, assessment for learning is the most critical tool in developing and personalizing an individual student’s route through school, as it takes account of the specific learning needs of each student. It is through assessment for learning that a teacher and student come to a purposeful understanding of the individual’s learning needs (p. 63). Assessment for learning can allow teachers to know and guide all their students as individual learners. It has many facets and is a complex process that is more than grades and levels. Assessment for learning is most effective when its many aspects become integral to everyday teaching and learning and make up a framework of student classroom provision (Philpott, 2009 p. 64).

Teachers should systematically choose a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population, and also guide students to monitor and reflect on their own academic progress (Stronge, 2014). According to Stronge, for teachers to do the above mentioned, they should at a minimum; align student assessment with the established curriculum and benchmarks; involve students in setting learning goals and monitoring their own progress; vary and modify assessments to determine individual student needs and progress; use formal and informal assessments for diagnostic, formative, and summative purposes; use grading practices that report final mastery in relationship to content goals and objectives, use assessment techniques that are appropriate for the developmental level of students; and collaborate with others to develop common assessments, when appropriate (p. 38).

Feedback

Feedback is an important feature of both teaching and learning as it can make it possible for students to be reflective about their achievements, and both teacher and students become aware of their next step to learning.

Aims of feedback for students	Aims of feedback for teachers
<ul style="list-style-type: none"> • To evaluate their progress • To work towards and meet targets • To understand marking criteria • To maximize their own potential • To be rewarded for their success • To move students forward 	<ul style="list-style-type: none"> • To monitor progress • To set work related and personal targets • To measure learning and understanding • To maximize student potential • To improve literacy • To mark effectively and efficiently

Table 0.1. Adopted from an example of whole school feedback policy (Philpott, 2009 p. 79)

Black and Wiliam (1998) as cited in Philpott (2009) state that feedback to any pupil should be about the particular qualities of his or her work, with advice on what he or she can do to improve, and should avoid comparisons with other pupils. Feedback has shown to improve learning where it gives each pupil specific guidance on strengths and weaknesses, preferably without any overall marks (Philpott, 2009 p. 73).

In order to clarify the difference between marking and feedback Philpott gives the following definitions of both terms. This definition of feedback does not only explain what feedback is but also offers a view of its benefits.

Marking students' work involves passing a judgment on their work and measuring against an internally or externally imposed benchmarking system. Marking allows students to gain a sense of performance against a set criteria and offers a more summative approach to assessing a student's progress. If a student is aware of their target grade they can determine whether they are on target to meet it and plan their future learning upon their current and predicted performance.

Feedback is the information communicated to a student in regard to their understanding of shared learning objectives of a given task against an agreed set of criteria. This information will include guidance on how to improve. Feedback is the information that is relayed to the student about their progress and can be based upon a variety of forms of evidence including: marked work, un-graded teacher checked worked, oral contribution, practical displays, draft work and re-drafted work. This information can be relayed to the student in a written comment or in a face to face discussion. It is widely agreed to be the single most determining factor in enabling student to make progress and is recognized as such through the personalization agenda (p. 74).

Knowledge of the subject matter

When providing a general profile of effective teachers, Sammons and Ko (2013) state that effective teachers:

1. are clear about instructional goals
2. are knowledgeable about curriculum content and the strategies for teaching it
3. communicate to their students what is expected of them – and why
4. make expert use of existing instructional materials in order to devote more time to practices that enrich and clarify the content
5. are knowledgeable about their students, adapting instruction to their needs and anticipating misconceptions in their existing knowledge
6. teach students meta-cognitive strategies and give them opportunities to master them
7. address higher- as well as lower-level cognitive objectives
8. monitor students' understanding by offering regular appropriate feedback
9. integrate their instruction with that in other subject areas
10. accept responsibility for student outcomes (p. 19).

Therefore, adequate knowledge is seen as a necessary prerequisite (although not in itself a sufficient condition) for effective teaching and learning (Sammons et al,1995). Several studies have found that deep content-area knowledge appear to positively impact student achievement (Brown & Bachler, 2013). Through deep knowledge of content the teacher knows how to transform the instructional design into a sequence of activities and exercises that make it accessible to students (Brown & Bachler, 2013).

According to Good and Brophy (2008), teachers need to make instructional decisions about both content (subject matter) and process (teaching methods). Teachers need to decide what to teach before they think about how to teach it, for two important reasons:

- (1) They need to make sure that the content they intend to teach is worth teaching; and

(2) Any given type of content is better suited to some teaching methods than others, so they will need to use methods that are well suited to the content they want to develop (Good & Brophy, 2008 p. 275).

According to Shulman (1986, 1987) the literature of research on teaching till that time focused on how teachers manage their classrooms, organize activities, allocate time and turns, structure assignments, ascribe praise and blame, formulate the levels of their questions, plan lessons, and judge general student understanding, but missed important questions about the content of the lessons taught, the questions asked, and the explanations offered (Shulman, 1986, p. 8). He states that mere content knowledge is likely to be as useless pedagogically as content-free skill. But he suggests that to blend properly the two aspects of a teacher's capacities requires that we pay as much attention to the content aspects of teaching as we have recently devoted to the elements of teaching process. He introduced "Content Knowledge" as referring to the amount and organization of knowledge per se in the mind of the teacher, and "Pedagogical Content Knowledge" a second kind of content knowledge, which goes beyond knowledge of subject matter per se to the dimension of subject matter knowledge for teaching (p. 9).

Categories of knowledge that underlie the teacher understanding to promote comprehension among students according to Shulman (1987) should at a minimum include; content knowledge; general pedagogical knowledge, with special reference to those broad principles and strategies of classroom management and organization that appear to transcend subject matter; curriculum knowledge, with particular grasp of the materials and programs that serve as "tools of the trade" for teachers; pedagogical content knowledge, that special amalgam of content and pedagogy that is uniquely the province of teachers, their own special form of professional understanding; knowledge of learners and their characteristics; knowledge of educational contexts, ranging from the workings of the group or classroom, the governance and financing of school districts, to the character of communities and cultures; and knowledge of educational ends, purpose, and values, and their philosophical and historical grounds (Shulman, 1987, p. 8)

As far as the teaching of English as a foreign language is concerned, apart from the ability to create and foster good teacher-student rapport and the possession of skills necessary for organizing successful lessons, teachers need to know a lot about the subject they are teaching, they need to know what equipment is available in their schools and how to use it, what materials are available for teachers and students, and they should do their best to keep abreast of new developments in teaching approaches and techniques (Harmer, 2007, p. 30).

Time management

According to Brophy and Good (1984) key indicators of effective management include (1) good preparation of the classroom and installation of rules and procedures at the beginning of the year, (2) withitness and overlap-ping in general interaction with students, (3) smoothness and momentum in lesson pacing, (4) variety and appropriate level of challenge in assignments, (5) consistent accountability procedures and follow up concerning seatwork, and (6) clarity about when and how students can get help and about what options are available when they finish.

Emmer and Evertson (2009), state that effective teachers, who establish an efficient management system from the beginning of the school year, will have more time to devote to student learning, than teachers who are constantly trying to use an inefficient management system, but not all time allocated to academic activities is actually spent engaged in these activities (Marzano, 2001, Brophy & Good, 1984). Engagement rates depend on the teacher's ability to organize and manage the classroom as an efficient learning environment where academic activities run smoothly,

transitions are brief and orderly, and little time is spent getting organized or dealing with inattention or resistance.

Various studies have examined the relationship between time management behaviors and other variables such as academic achievement, stress, and creativity, and the results from these studies showed that time management behaviors or skills were often related to academic achievement; effective time management lower stress and strain; good time managers preferred planning and organization; older subjects and women engaged more frequently in planning and time management behaviors; and on the other hand, inefficient time use, lack of control over time demands, and inadequate amounts of time appeared to have a negative impact on individuals' psychological resources (Hellsten, 2012).

Marzano (2001) explains that allocated time is that time in the school day specifically set aside for instruction, such as classes, as opposed to non instructional activities, such as recess, lunch, passing time, and the like. Instructional time is the in-class time that a teacher devotes to instruction as opposed to management-oriented activities. Engaged time is that portion of instructional time during which students are actually paying attention to the content being presented. Finally, academic learning time is the proportion of engaged time during which students are successful at the tasks they are engaged in (Marzano, 2001). Regarding allocated time, engaged time and academic learning time Aronson, Zimmerman, and Carlos (1998) state that literature reveals a fairly consistent pattern:

- There is little or no relationship between allocated time and student achievement.
- There is some relationship between engaged time and achievement.
- There is a larger relationship between academic learning time and achievement.

In short, time does matter. How much or little it matters, however, depends greatly on the degree to which it is devoted to appropriate instruction, so, any addition to allocated education time will only improve achievement to the extent it is used for instructional time, which must then be used for engaged time, which, in turn, must be used effectively enough to create academic learning time (Aronson et al., 1998).

Carroll (1989 as cited in Sammons et al, 1995) cautioned "time as such is not what counts, but what happens during that time". The issue of how teachers choose to use their class time is clearly critical to the flow of the class as well as the individual learning of each student. Recent brain research suggests that the brain operates using a *primacy/recency effect*, and therefore the first and last minutes of class should be spent in learning new material. The brain's ability to remember the first and last items in a list, while rarely storing the 'middle' information is counter to many teachers' inclination of class time design (Wells, 2005), for this reason a time saving procedure is to take absences while students are doing an activity and not at the beginning of the class, like it happens in most classes.

Research Methodology

Population and sampling

The population of this study consisted of all secondary school students in the cities of Tirana, Durrës and Elbasan. Out of the total population, a sample of 1020 students was randomly selected as respondents. To ensure equality of representation, the secondary schools were selected from private and public schools, general and professional schools. These schools were chosen from

the suburb as well as the central areas of the cities. Of all the 1020 participants in this study 35.4% (n=361) of the respondents were males, and 64.6% (n=659) of the respondents were females.

Analysis of the data

Data was collected from a sample of 1020 secondary school students using a questionnaire. After presenting the instrument and its aim to the students, they were told that the filling in of the questionnaire was not obligatory. The students that accepted to fill in the questionnaire were 1020, and the 1020 questionnaires that were personally administered to each respondent were collected by the researcher and the response rate was 100%. The collected data were analyzed using the SPSS program, version 21.

The instrument

Considering the complexity and the variation of learning settings, research findings – no matter how clear the relevant theory or how robust the findings – must be interpreted in relation to individual teachers and schools. Effective use of any concept taken from research on teaching can take many forms, and a teaching behavior may be appropriate in some context but not in others (Good & Brophy, 2008 p.31). For this reason the questionnaire used in this study was created with the Albanian education system in mind, for example the use of technology, the classroom equipment encountered in many books about classroom management in other studies is not applicable for most Albanian classrooms, with the exception of private schools.

The questionnaire used in this study investigates three main areas of classroom management which are further subdivided in a total of twelve dimensions. The first area of the questionnaire aims at measuring the importance of productive teaching techniques according to students' perception in relation to their language acquisition. The dimensions included in this area are; effective planning skills, effective implementation of lesson plans, effective communication with the students, assessment and feedback, knowledge of the subject matter, and time management. The questionnaire design is based on a Five Point Likert scale; 1 - It never happens in my class, 2 - It helps me very little in knowledge acquisition, 3 - It helps me somehow in knowledge acquisition, 4 - It helps me very much in knowledge acquisition, 5 - It is one of the elements that helps me the most in knowledge acquisition.

To ensure the validity and reliability of the data collecting tool, a pilot study was conducted in three secondary schools; each one selected from each city included in the study. The questionnaire was reviewed and revised in the light of the results gained from the pilot study. Furthermore, three lecturers of SLA and Didactics in the Foreign Language Department were engaged to cross check the items and finally the questionnaires were administered to the selected sample by the researcher. Cronbach Alpha was calculated to ensure reliability of the instrument (Tab. 1).

Dimensions	Cronbach's Alpha (Piloting)	Cronbach's Alpha (Final)
Effective planning skills	.754	.771
Effective implementation of lesson plans	.773	.781
Effective communication with the students	.796	.713
Assessment and feedback	.767	.739
Knowledge of the subject matter	.816	.723
Time management	.781	.655

Table 1. Instrument reliability. Cronbach's Alpha after the piloting of the instrument and after the total collection of the data.

Findings and discussion

Findings and results of this study are presented in the following tables. As far as effective planning skills are concerned the students of secondary schools, participants of this study, have an average level of perception about the influence that these skills have on the acquisition of their knowledge in English as a foreign language. From the calculations of the items in this dimension, a mean of $\bar{X}=10$ to $\bar{X}=23.3$ would be considered as a low level of perception, a mean of $\bar{X}=23.4$ to $\bar{X}=36.7$ would be considered as an average level of perception, and a mean of $\bar{X}=36.8$ to $\bar{X}=50$ would be considered as high level of perception. As it is shown in the table below (tab. 2), there is a mean of $\bar{X}=34.16$ for this dimension, being so an average level of perception as it is lower $\bar{X}=36.8$.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Effective planning skills	911	11	50	34.16	6.962
Valid N (listwise)	911				

Table 2. Students' perception on Effective planning skills.

Low level of perception $\bar{X}=10$ to $\bar{X}=23.3$

Average level of perception $\bar{X}=23.4$ to $\bar{X}=36.7$

High level of perception $\bar{X}=36.8$ to $\bar{X}=50$

The same average level of perception is found for the second dimension, effective implementation of lesson plans. From the calculations of the ten items in this dimension, a mean of $\bar{X}=10$ to $\bar{X}=23.3$ would be considered as a low level of perception, a mean of $\bar{X}=23.4$ to $\bar{X}=36.7$ would be considered as an average level of perception, and a mean of $\bar{X}=36.8$ to $\bar{X}=50$ would be considered as high level of perception. In table 3 it can be seen that there is a mean of $\bar{X}=36.74$ which shows that there is an average level of perception for this dimension as it is lower 36.8. Even though it should be noticed that a very small value would bring this dimension to have a high level of perception.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Effective implementation of lesson plans	921	16	85	36.74	6.983
Valid N (listwise)	921				

Table 3. Students’ perception on Effective implementation of lesson plans.

Low level of perception $\bar{X}=10$ to $\bar{X}=23.3$

Average level of perception $\bar{X}=23.4$ to $\bar{X}=36.7$

High level of perception $\bar{X}=36.8$ to $\bar{X}=50$

The dimension with the highest level of perception is that of effective communication with the students. From the calculations of the seven items in this dimension, a mean of $\bar{X}=7$ to $\bar{X}=16.3$ would be considered as a low level of perception, a mean of $\bar{X}=16.4$ to $\bar{X}=23.7$ would be considered as an average level of perception, and a mean of $\bar{X}=23.8$ to $\bar{X}=35$ would be considered as high level of perception. The mean from this dimension, as shown in table 4, is $\bar{X}=25.15$. This dimension has a high level of perception as the mean is higher than $\bar{X}=23.8$.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Effective communication with the students	934	7	35	25.15	5.256
Valid N (listwise)	934				

Table 4. Students’ perception on Effective communication with the students.

Low level of perception $\bar{X}=7$ to $\bar{X}=16.3$

Average level of perception $\bar{X}=16.4$ to $\bar{X}=23.7$

High level of perception $\bar{X}=23.8$ to $\bar{X}=35$

Students’ level of perception on assessment and feedback that are presented in table 5 show an average level of perception with a mean of $\bar{X}=27.35$. From the calculations of the eight items in this dimension, a mean of $\bar{X}=8$ to $\bar{X}=18.6$ would be considered as a low level of perception, a mean of $\bar{X}=18.7$ to $\bar{X}=29.2$ would be considered as an average level of perception, and a mean of $\bar{X}=29.3$ to $\bar{X}=40$ would be considered as high level of perception.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Assessment and feedback	918	8	40	27.35	6.009
Valid N (listwise)	918				

Table 5. Students’ perception on Assessment and feedback.

Low level of perception $\bar{X}=8$ to $\bar{X}=18.6$

Average level of perception $\bar{X}=18.7$ to $\bar{X}=29.2$

High level of perception $\bar{X}=29.3$ to $\bar{X}=40$

According to the present study students have an average level of perception on knowledge of the subject matter with a mean of $\bar{X}=22.01$. From the calculations of the six items in this dimension, a mean of $\bar{X}=6$ to $\bar{X}=14$ would be considered as a low level of perception, a mean of $\bar{X}=14.1$ to $\bar{X}=22.1$ would be considered as an average level of perception, and a mean of $\bar{X}=22.2$ to $\bar{X}=30$ would be considered as high level of perception (table 6).

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Knowledge of the subject matter	964	6	30	22.01	4.477
Valid N (listwise)	964				

Table 6. Students’ perception on Knowledge of the subject matter.

Low level of perception $\bar{X}=6$ to $\bar{X}=14$

Average level of perception $\bar{X}=14.1$ to $\bar{X}=22.1$

High level of perception $\bar{X}=22.2$ to $\bar{X}=30$

The second dimension with a high level of student perception is that of time management with a mean of $\bar{X}=23.96$. This dimension has a calculated low level of perception of $\bar{X}=7$ to $\bar{X}=16.3$, an average level of perception of $\bar{X}=16.4$ to $\bar{X}=23.7$, and a high level of perception of $\bar{X}=23.8$ to $\bar{X}=35$. As the mean for time management is $\bar{X}=23.96$, that is higher than $\bar{X}=23.8$, makes this dimension to have a high level of students’ perception (table 7).

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Time management	945	9	35	23.96	4.917
Valid N (listwise)	945				

Table 7. Students’ perception on Time management.

Low level of perception $\bar{X}=7$ to $\bar{X}=16.3$

Average level of perception $\bar{X}=16.4$ to $\bar{X}=23.7$

High level of perception $\bar{X}=23.8$ to $\bar{X}=35$

Conclusion

As it was mentioned at the beginning of this article, productive techniques in teaching, such as effective planning skills, effective implementation of lesson plans, effective communication with the students, assessment and feedback, knowledge of the subject matter, and time management, are a very important part of effective classroom management. In the actual study, these six dimensions of classroom management were investigated in order to understand students' level of perception on each of them related to the acquisition of the second language. From the statistical analysis it was found that students have a high level of perception of dimensions as helpful to their language acquisition of effective communication and time management and an average level of perception about effective planning skills, effective implementation of lesson plans, assessment and feedback, and knowledge of the subject matter. From the results of the mean for each dimension, the students' level of perceptions about the effect these dimensions have in their language acquisition are ranked as follows;

- Effective communication
- Time management
- Effective implementation of lesson plans
- Knowledge of the subject matter
- Assessment and feedback
- Effective planning skills

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