

A Report on

**The role of effective teaching and classroom management in
teaching elementary level students**

An internship report submitted to the Department of English and Humanities
in partial fulfillment of requirements for the Degree of Bachelor of Arts in English

By

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Declaration

It is hereby declared that

1. The internship report submitted is my original work while completing degree at BRAC University
2. The report does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The report does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I have acknowledged all main sources of help.

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Abstract

Effective teaching and classroom management are two most important things in teaching. In this report I have presented my internship journey and explored the role of effective teaching and classroom management in achieving desired learning outcomes at the elementary level. Data for this report were collected through interviews, observation, documenting my teaching journey and from a small survey. The results show that effective teaching and classroom management play a big role in achieving desired learning outcomes. The teacher plays an important role in shaping students' future. If a teacher can deal with the students the way he or she wants to be treated, there will be hardly any student who will not succeed. The report also highlights that teachers should learn what makes their teaching effective and how they can learn to manage their classes. I have also discussed some factors that stand against the effective teaching and classroom management. Finally, I have presented some recommendations based on the findings which may be helpful for the new teachers to learn how to teach effectively and how to manage a class.

The role of effective teaching and classroom management in teaching elementary level students

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Introduction:

From my childhood I always wanted to be a teacher. Because a teacher does not teach a certain number of students only; rather he or she plays an important role in shaping their students' characters, nature and behavior so that they can achieve their desired goals. A teacher is a person who holds the power of molding his or her students the way he or she wants. Though at this present age people prefer different occupations over teaching according to their own choices and advantages, the glorification of the job of a teacher cannot be denied anymore. Since I always dream of becoming an effective teacher, I chose Linguistics and ELT as my major so that I can understand various factors related to teaching. When I was doing ELT courses, I learnt many things including how to be an effective teacher, how to cope up with students belonged to diversity, how to manage a classroom, how to prepare materials for teaching students efficiently. I also had to write various assignments and research papers, presentations, group activities which gave me more concrete knowledge about the profession I am really interested in. Even, in one of my courses I was assigned to prepare a teaching portfolio where I had to show my own perspectives and findings which I would like to apply in my classroom being a teacher in future. Surprisingly, this portfolio proved helpful for me when I applied for my internship in a school. In this introduction I will present briefly my own notion regarding the internship I did in the school for 3 months.

This report is based on my journey as a teacher and I documented my experiences and my learnings. From January 15th to March 15th I did my internship in an English version School with the permission of both my institution's supervisor and the school authority. The school is situated near the Mirpur-14, Dhaka which is close to the place I live in. Everyone from that school was very helpful and friendly. When I started my internship I was assigned a temporary school supervisor who helped me understanding many things related to my work. After talking to some teachers about the school and qualifications they acquired in order to teach students, I came to know that most of the teachers of this institution are newly post-graduated along with having sufficient knowledge about their subjects. I was told to observe some of the classes of my school supervisor so that I could have idea about teaching and preparing materials for the students.

Before starting my internship I took an informal interview of my school supervisor to know her opinions related to the classroom management, preparation of classroom materials, pattern of applying discipline in the classroom, the methods of teaching, the system of feedback and assessment and the notion of maintaining a good student-teacher relationship inside and outside the classroom. She shared her experiences cordially and at the same time she also ensured me that I also can take classes as effectively and properly as her.

I was assigned to teach in Standard V. In the beginning of my internship, every student showed me warm greetings and they were happy and curious to see me in their classroom. Most of the students are from local areas and they are good at both writing and speaking English. However, I have faced some of the problems in the school where I newly joined as an intern. Firstly, I have tried to choose convenient schedules for my internship as I have been doing other courses along with this internship and obviously I did not want any clash caused by the schedule between my class time and my internship time. Secondly, my school supervisor said she will let me taking only a few classes because the students were not used to my teaching style and I was not very skilled for taking every class which I had to admit unconditionally. Thirdly, in the classroom I was told that there was no multimedia system and for a while I was a little confused about preparing materials without using them. Fourthly, the seating arrangement was rigid. That means there was no movable chairs for the students in the class and I had to think of designing activities which could be done without rearranging their seats. Fifthly, I was also told to submit my weekly reports to my institution's supervisor along with preparing materials for the students. As a result I had to give equal concentration to my academic tasks and internship task which sometimes became very tough for me and lastly I was told to use both Bengali and English simultaneously in the classroom. Because, there are some of the students who do not feel comfortable with English as a language for interaction in the classroom. Very soon I was able to overcome these problems. Later on I also faced some problems during the classes I took related to the understanding of students' interaction, managing students; designing materials and assessments and providing feedbacks to the students so that they can learn from their mistakes. Eventually, students started liking me as their teacher. Most of the students of the classroom were attentive and prepared to follow my instructions always. The rest of them were handled by me strategically. I also learnt the difference between what I learn about teaching in my textbooks and how it looks like teaching in the classroom. My encountered problems and my applied

solutions are discussed elaborately in the other sections of this report. At the end of my internship I also took the students' opinions in the form of some questionnaires required for my report. This whole assessment was done with the supervision of my school supervisor.

In spite of using different sources from internet and textbooks, these questionnaires also played an important role for my report and where relevant I provided necessary references. I was also given permission to use the name of the School by the respected Principle of the school.

During my internship I learnt many things. I also did some mistakes in my internship which were later rectified by my school supervisor. My institution's supervisor was always there to help me in terms of making me understand anything related to the report. Because of his support both my internship journey and report writing became easy for me. He also gave me practical and relevant ideas when I asked him for his suggestions during my internship. From this internship I learnt the responsibilities, nature, behavior and personality of a teacher which will be helpful for me in further. I practically learnt how to maintain a friendly students-teacher relationship and how to exchange respect among students and teacher through behavior. I also learnt the real challenges of the job of a teacher. I enjoyed every bit of my internship. It can be said that effective teaching and effective classroom management can be possible if a teacher tries to understand his or her students properly and neutrally.

Present condition of English in primary schools:

In Bangladesh, learning a second language has become popular nowadays. English is the second language in our country and hardly there will be any sector where English is not needed in present context. The demand for having proficiency towards this language is on the rise. However, in our education sector learning a second language is considered as a matter of pressure for many students specially students from Bengali medium primary schools.

There are three types of primary schools in our country named, Bengali medium, English medium and English version. Students who read in English medium and English version primary schools are expected to have better opportunities than Bengali medium primary school students in terms of learning English. Because English medium and English version primary schools give importance on fluency and competency whereas in Bengali medium primary schools' importance is given on accuracy and memorization in order to learn English. Students who read in English medium and English version primary schools, the language for the classroom, academic

instructions and materials are in English. However, students who read in Bengali medium primary schools do not have that facility; rather they consider English as a subject of study only. It is also seen that, some of the Bengali medium schools have very few well-trained and competent English teachers. Even, there is no formal assessment for students' speaking and listening skills in these Bengali medium primary schools. Even some of the English version schools' communication takes place in Bengali and they do not provide good opportunity to students for learning English in the classroom. Moreover, students from rural areas are lagging behind in comparison to urban areas students in terms of using technology, having trained teachers and appointing private tutors.

Though the government of Bangladesh has introduced CLT in the curriculum and teachers are asked to teach following the principles of CLT, many of the schools including Bengali medium and English version do not follow it. They still continue teaching students through GTM (Grammar Translation Method) approach. In spite of including the speaking and listening sections in the textbooks provided by the NCTB, they give importance on only reading and writing. As a result, students are forced to study English for academic purpose. They have no interest and motivation for English. Rather they just consider it like any other difficult subject and they try to pass the exams of this subject anyhow. They are compelled to memorize certain grammatical rules and other writing items like essay, paragraph, letter, dialogue and application. Day by day these students are becoming more dependent on the coaching centers and private tutors than their school teachers for getting good marks in English. In a sense, they are only focused on their results not on their learning.

Many factors are responsible for making these students compelled for doing so. Among all factors ineffective teaching and ineffective classroom management are two of the important factors. Effective teaching and effective classroom management are pre-requisite for students' development as students spend a quality time in a school apart from their residences. Besides, parents and local guardians of these students depend on the school for providing them suitable education with sufficient facilities. If the teaching system is not efficient enough for students, they will be de-motivated towards study and produce poor grades in return. If a teacher fails to manage the classroom effectively, both students and teachers will have no interest for teaching and learning.

Effective teaching is the way through which students feel the zeal for learning something new from the teacher. Effective teaching is also a skill of a teacher about how a teacher is able to make his or her lesson interesting to the students. If the teacher's teaching is effective not only the students will enjoy his or her lesson but also it will be easy for the teacher to reach his or her pre-determined goals. The role of effective classroom management cannot be denied in this matter. Effective teaching remains incomplete without effective classroom management. Through effective classroom management the students develop the feeling of belongingness and inclusivity and eventually the teacher feels relaxed in teaching the students. The teacher can maximize students' learning by effective classroom management. Even many students' related problems can be wisely solved if the effective classroom management is applied properly by the teacher. The teacher will be able to gain students attention and maintain a friendly interaction with them if the teacher provides effective classroom management. So, it can be said both effective teaching and effective classroom management are important for developing student's notion regarding the second language and developing the student-teacher relationship.

Description of the school:

Since I was assigned to write a report for my academic accomplishment, I was appointed as an intern in a school named "Glory School & College". This school is located in Mirpur premise. It's curriculum is divided into two divisions-English version and Bengali medium. The environment of the school is very friendly and secured. Though this school is not one of the renowned and well-established schools, the school authority tries heart and soul for bringing the betterment in students' lives. Students from both medium are treated equally by everyone. This school gives special attention for mischievous and inattentive students. This school facilitates necessary equipment for the students in every class. Most of the students need not go for any tutor or coaching as they get all support and help from their teachers. For this purpose the school authority also makes the coaching mandatory for students who are going to sit for board exams. This school also warmly accepts students who are physically and psychologically disabled. The school authority engages parents in various activities. Every guardian has the opportunity to talk to the subject teachers for knowing their children's progress. Because of its quality education, materials and their careful outlook for the students they are nowadays getting popularity in the particular area.

My experience:

My experience was mixed about the class of the school. As an intern I was fortunate enough to work with a school teacher who became my school supervisor and who helped me understanding many things. She is an English teacher in fifth (5th) standard. She allowed me to observe how she puts marks on the students' exam copies. Even she allowed me to take few classes. Moreover, I also used to discuss with her about the lesson I would teach in the next class. From her classes and during my classes, I learnt how to manage students who are totally different from each other, how to draw their attention, how to design lesson plans properly by remembering their diversities, how to evaluate them, how to make them perform different activities within a short span of time, how to control misbehaving students and how to provide them constructive feedbacks and how to maintain a friendly interaction with them. I found most of the students are very eager for learning. They are interested in improving their English. Unfortunately, there was not any multimedia system in the class to offer them various multimedia based classes. For every class I took, I used to follow a specific lesson plan that also included back up plans so that if the real plan gets backfired for any reason, I can work with the backup ones. I followed CLT in the class as I wanted to improve their English effectively. I also wanted to make them learn how to work in pairs because the classroom's seating arrangement is not appropriate for any group activities. The students listened to my instructions attentively. There was a psychologically challenged and I had to toil to make him understand my instructions. Still most of the students actively participated in activities I designed for them. Though there were some unruly students who hardly wanted to listen to my instructions, gradually I became able to deal with them. Even they also gave an exam according to my instruction. While checking their scripts I tried to give them justified marks excluding any preference. I also tried to give them constructive feedbacks for the marks they have gotten and I also discussed with some students about how they could gain better marks. Besides, I always tried to maintain an effective interaction with them so that I can know their problems and their limitation well.

Methodology:

In order to write down this report, I collected both qualitative and quantitative data. I have collected data from the school where I have done my internship. It was the 5th standard class where I had to observe how the teacher teaches the students and manages the whole class. Moreover, I also took some classes to apply my knowledge and acquire more information from those students. I also took notes on the daily basis about my findings. A survey was conducted among twenty five students of the class to know their opinions. There were ten questions carrying four options in each. They gave their replies by marking option they chose and the language of those questions was simple enough for students to answer without getting confused. Before collecting data I took necessary permission. In spite of keeping the language of the questionnaires easy, I also interpreted those questions to the students in Bengali so that students who struggle with English can understand and answer easily. The survey was conducted with the presence of all students and my school supervisor. In that survey all students actively participated and their replies played an important role for the report. An informal interview was done with my school supervisor regarding managing students, reading materials, types of assessments, feedbacks, using teaching methods in teaching English etc. This interview helped me understanding things I wanted to include in the report. In this report, the name of that institution has been used after taking permission from its authority. The names of the students who participated in the survey are not given in this report for privacy issues. Moreover, internet based materials along with some of the textbooks were used for this report. I was permitted to use information I have gathered from the school and above mentioned reading materials. Throughout writing this report I did not adopt any unethical approach. This report has been undoubtedly conducted by the sources I mentioned earlier. In the next section I will briefly discuss the relevant literature.

Literature Review:

For establishing a friendly student-teacher relationship and an enjoyable environment teaching has become one of the most important issues. If the teacher fails to draw students' attention and fails to teach them effectively, students will not learn attentively. Furthermore, the role of effective classroom management is also related to the effective teaching. Because, the students spend a remarkable period in the classroom and if the teacher fails to manage the classroom effectively and the environment of the classroom is not up to the mark, students will be feeling bored and they will be craving to leave the classroom as soon as possible. Even the teacher will be feeling the same. Since the classroom will not be properly organized; the teacher will not be able to perform as expected. A disorganized and shabby classroom is good enough to make teacher and students feel irritated and de-motivated. As a result, both the learning and teaching systems will be greatly harmed.

Many experts have shared different opinions regarding effective teaching and effective classroom management. According to V. N. (2018), classroom management is the organization, coordination, controlling and monitoring of the academic and non-academic activities which make the teaching and learning effectively in the classroom environment. So, it can be said that the importance of both academic and non-academic activities in the classroom cannot be denied if any teacher wants to make teaching and learning acceptable for the students. Because classroom does not only deal with academic activities only: rather it is also the place where students develop and learn many skills which help them being progressive and productive in the future. Diego (2017) has stated that every teaching method represents the teachers-learners roles, interaction modes, target language and the classroom differently. If the teacher chooses to stick to a particular style of teaching, the relationship between teaching and classroom management becomes complicated. A teacher has to consider his or her students' needs, expectations and the probable convenient ways so that students do not get distracted from the lesson and do not create any disturbance in the classroom. As a teacher cannot apply all of the learning methods in the classroom because of limited time, institutional restrictions and students' limited capacity, that's why the teacher has to adopt an appropriate teaching method which will be helpful for the students and through which they can expand their academic and non-academic learning appropriately. Önder (2019) has said, the approach of classroom management should be changing to make students and teachers creative and efficient. By doing this it would be possible

for implementing a positive atmosphere for the students and the teacher. Selma (2015) has stated that the success of mainstream practices is dependent on how much teachers learn and effectively use instructional and classroom management strategies in the classroom. Because, without having proper preparation for the class content and knowledge for managing classroom strategically, the teacher will face the disruption both in teaching and managing students. Consequently, students will also lose interest towards the teacher and thus can create chaos in the classroom. Katharina (2016) stated that a classroom is a place where students get a lot of opportunities to learn. For making the learning system effective and meaningful, a teacher has to organize students, time, space and materials properly. A classroom should be a place where students can maximize their potential by developing certain behavioural patterns. The teacher should know how to tackle all types of situations and control students' behaviour by using classroom strategies effectively. Also, a positive environment should be created so that students feel inclusive in the classroom and they can learn without facing any problem. It cannot be denied that managing the classroom effectively and constructing a positive climate for the classroom are important goals for teachers.

Similarities and dissimilarities in the published research:

Experts have mentioned certain things which cannot be overlooked for effective teaching and classroom management. They have tried to portray the concept regarding how classroom management should take place and what is the importance of the positive environment in terms of learning and teaching and how teachers should perform in terms of dealing with students. I find similarity between their opinions and my focused points to some extent. A teacher has to be prepared for the lesson he or she is going to teach and also he or she needs to understand how effectively and strategically the classroom and teaching materials can be used in order to teach students effectively. Also he or she should design the teaching method in such a way that can meet with different needs and expectations of students. Through teaching contents with appropriate plan and strategy a teacher can bring creativity and diversity in his or her lesson which will give students more opportunity to learn out of box and as a result they will be more attentive in the classroom. A teacher needs to ensure that the teaching method is appropriate enough to maintain meaningful student-teacher interaction, give the students opportunity to use the target language as much as possible and use the classroom properly. Furthermore, organized and orderly classroom is important for making teaching and learning appropriately. Classroom

should be designed in such a way that the students do not feel suffocated and bored; rather they feel relaxed and sophisticated. Classroom is not only a place where students learn academic skills but also a place where they learn non-academic skills and both these academic and non-academic skills are essential as they make students competent for the future. So, without giving attention to effective teaching and effective classroom management students' academic development will not be possible.

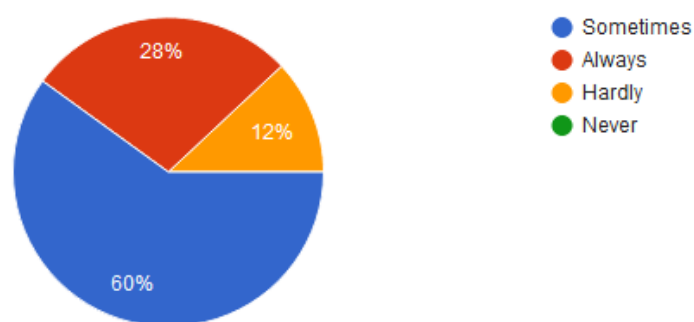
There are certain points which may be explored further. Firstly, most of the studies are based on western countries' context and hardly anything I came across that focused on Bangladesh context. They have talked about teaching students with diversity and creativity. Although it is a good point to follow, in Bangladesh most of the students are learning through memorization as most of the teachers are reluctant to teach students different from their usual practice. Secondly, they have not provided any suggestion about how to deal with students who understand and learn lesson content slower than other students. In the classroom not every student's understanding and learning capacity is the same. There remains certain students who need more attention. Thirdly, it is worthwhile to explore the initiatives a teacher can apply to make students learn by themselves which is very important. If students are fully dependent on teachers, they will hardly be able to understand and learn anything from themselves and one of the goals of effective teaching should be making students the independent learners. Finally, there are very few discussion about the constraints or limitations which create hindrance to effective teaching and classroom management and they have not talked about the importance of other factors (role of school authority, the role of guardian, the role of counseling) which also play a remarkable role.

Both effective teaching and effective classroom management are important tools for making the learning and students keep on a track. If any one of them gets missed, students and teacher will not be able to achieve desired goals.

Results and Discussion

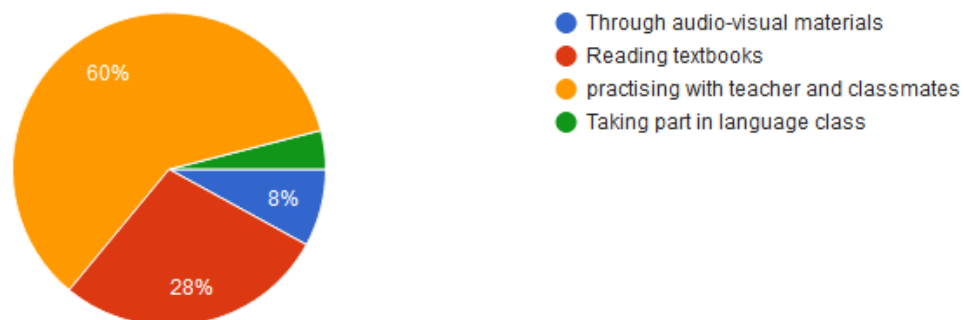
In this section first I am going to discuss the survey results. The ten questions which were used in the survey are given below with the responses and explanations those were got from the students

1) How often do you speak English inside the classroom?



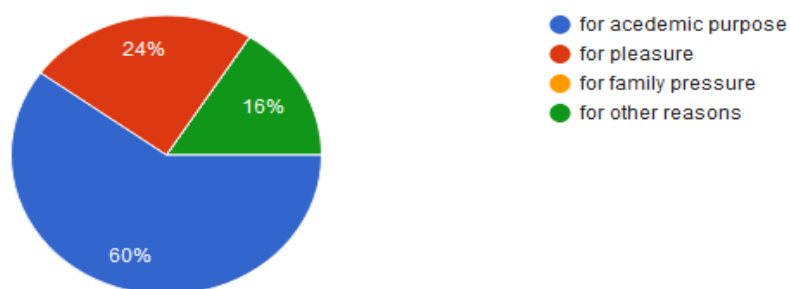
From this data, it is clearly evident that only 28% students speak English on the regular basis because of their interest in English. Moreover, 60% students use English when they are told or asked anything although 12% students never try to use English. Because, they lack the proper interest or willpower for it.

2) How do you learn English in the school?



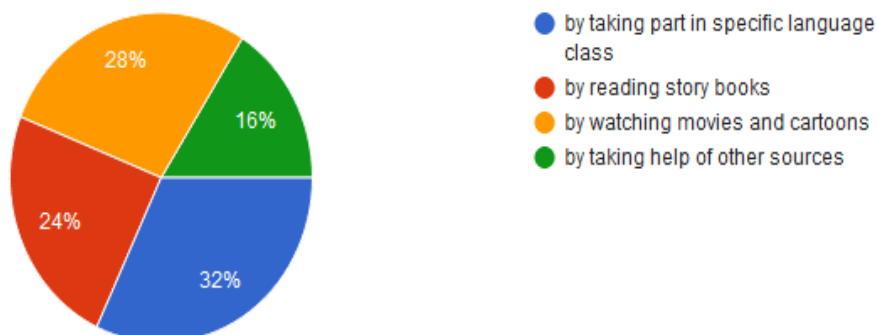
From this data, 60% students practice English with teacher and classmates to learn English. They communicate to improve their English. They also learn from textbooks and audio-visual materials. 28% students are dependent on the textbooks chosen by the school authority. 8% students learn English through audio-visual materials.

3) Why are you learning English?



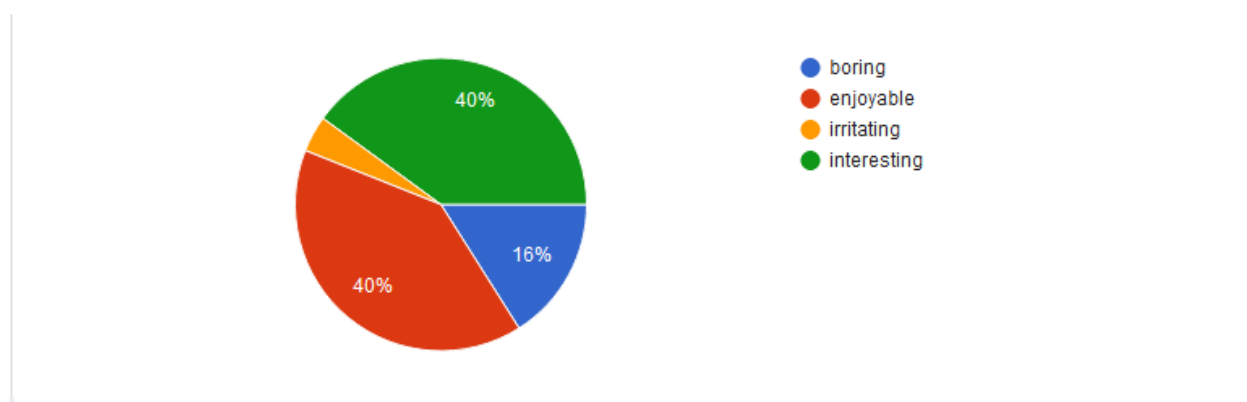
From the data it is evident that 60% students are learning English because of academic purpose. They remain stressed for exams, assignments in English. They consider it as a subject they have to study for academic requirement. 24% learn English as a source of pleasure. They like to learn English from different sources. They do not get pressured for English. Only 16% students learn English for different purposes. For example: for developing creative skills, for communicating with others, for going to abroad etc.

4) How do you learn English outside the classroom?



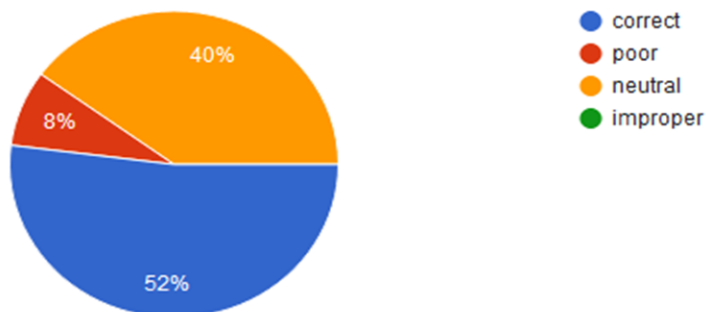
It has been found that 32% students are taking part in specific language class for developing their English. For example: they learn English from language learning institution like British Council. 28% are students are learning through movies and cartoons. 24% students are learning through story books. According to them, story books help them getting familiarized with new words that help them in learning English. 16% students are taking help from other sources for example: by hiring tutors at home, by participating in online language courses etc.

5) How do you feel about your English class?



40% students find their English class interesting and 40% students find their English class enjoyable as the teacher teaches them beyond the rigid textbooks. According to them when their teacher shows them interesting audio-visual materials related to their lessons they enjoy their English class. Moreover, they feel focused and attentive when their teacher gives attention to them equally. 16% students find their teacher boring because they think their teacher is not able to meet their demands and the teacher always gives them pressure to do well in English.

6) How would you describe your teacher's behaviour?



From this data, 52% students think the way their teacher's behaviour with them is correct. That means the teacher is able to understand and communicate with the students effectively. Whereas 40% students consider their teacher as neutral. They think their teacher does not differentiate among students and treat everyone same. Only 8% students are dissatisfied with their teacher's behavior. According to them, the teacher does not pay attention to them when they ask any question and even they most of the time do not understand anything what their teacher is teaching.

7) What kind of feedback have you usually received from your teacher?



According to the data, 60% students are happy with the feedbacks they receive from their teacher after submitting their home works, assignments and exams. 28% students have stated that beside good behavior they also have received extra care and guidance from the teacher whereas 12% believe that they have been treated based on discrimination by their teacher. They think, their teacher does not even check their copies well and gives them the least marks. Moreover, the teacher gives more attention to the students who always perform well in the class.

8) Which English learning activities do you participate?



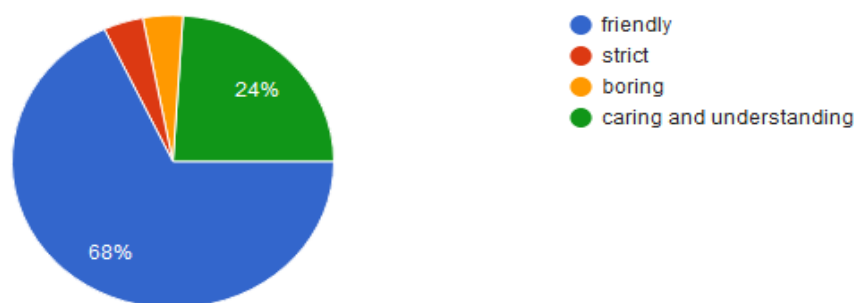
According to the data, 56% students take part in creative writing as an English learning activity. They usually write poems, short stories, jokes for their annual magazine which gets published everyone. Even some of them also publish their writings in the local newspapers as well. 20% students attend extra English class offered by the school. In their school there is English language club where these students learn English after paying sufficient cost. 20% students learn English from taking participation in debate which is organized by the school authority for every year.

9) How does your English teacher teach in the classroom?



From this data, it is evident that 44% students said that they learn English effectively when their teacher tells them to use English with each other. When they are told to speak in English; they get very excited. 28% students learn English through projects or assignments assigned by the teacher. Moreover, their teacher gives them assignment for which they need to go beyond their textbooks. They believe that when they start working for the assignment, they spend sufficient time for searching the materials related to their topics. So they have to study those materials and as a result, they develop both reading and writing skills in English. 16% students have said that when their teacher allows them to speak in spite of making mistakes they no longer remain nervous and confined. They have said that, in spite of making mistakes their teacher motivates them to continue their conversation so that they acquire fluency in English. 12% students said that their teacher gives more importance to the accuracy than fluency. As a result they are forced to learn the rigid grammatical rules for English.

10) How would you describe your English teacher's overall nature?



According to this data, 68% students find their teacher friendly in nature. They have stated that, their teacher behaves well with them. If they make any mistake or they face any difficulty they can easily seek for their teacher's help. Their teacher presents a friendly approach which welcomes their mistakes. They are happy with the feedbacks they get from the teacher. 24% students believe that their teacher is also very caring and understanding. Their teacher does not force them for making good results; she inspires them to have it. She is able to communicate with every student effectively.

Students' participation:

The students actively participated whenever they were told to do any task. Most of the activities were individual activities students had to perform in the class. Besides, their sitting arrangement is not suitable for any group work. The teacher whose classes I used to observe performs individual work. Because according to her, since the students belong to the primary level, it can be difficult for them if they are assigned with any pair work and most of the students will develop disinterest in learning. Besides, she allows students talking to each other in terms of helping each other in the class. However, when I was teaching them I tried to make them work in pair. I included some pair activities in some of my lesson plans. Most of the time, I wanted them practicing working in a pair for the betterment of their learning. They also asked questions when they felt any difficulty. They listen to their teacher's instructions. Although, some of the students take time to be clear about the teacher's instruction, they actively participate in the class. In pair work, students also learnt how to listen to other's opinions and how to do pair work. Some of them were found quarrelling with each other in some activities and their quarrelling were solved

by the teacher strategically. Thorough pair work, I tried to lessen the students' dependency on teacher so that they could solve their issues by dint of their own ability.

Evaluation of students:

Students are evaluated from different lenses and they are class test, evaluation test, term exams and a final exam. Because of the interference of the authority and the guardians, teachers cannot assign students the assignments. Because both of them think that, by assigning them assignments will create stress for them as a result they will be gradually losing the mood of study. The date of the class tests depend on the teacher. Usually teachers take class test after two weeks of their teaching to evaluate them. The aim of taking class tests is checking the students' progress. Sometimes, teacher takes class tests suddenly when most of the students are unaware about it. The marks of the class tests are not added in their result. That's why they are less focused to do well in those tests. Moreover, recently, they have given their basic assessment test. Apart from class tests, students also have to undergo the path of evaluation test. In this test students have to work hard as this test is specially inspected by the authority and the marks students will be receiving from it will be counted in their overall result. Students give more three term exams including a final exam. In fifth (5th), eighth (8th) and tenth (10th) standard students have to attend pre-test and test exams and several model tests as they sit for the board exams.

My encountered problems:

Although, I had spent a tremendous time during my internship, there were some problems I had to deal with. These problems are described below with the explanation.

Fixing the class schedule: It is true that the teacher under whom I did the internship was friendly but at first she was a little bit reluctant to let me take classes. Because she thought that sudden change of the teacher for a while cannot be accepted by the students and they may have problems with my teaching and interaction style. Later on these problems solved but there were topics the teacher wanted to cover in the class without involving me. So I was told to revise those covered topics. When I tried to reflect on those lessons some of the students were found blank in the class as if they did not understand what I was teaching. Besides, most of the students are fond of memorizing things. So when I tried to make them learn without memorizing they fell in difficulties. Moreover, I had to face the problem of deciding the day when I could teach. Because most of the time I got slots which were not under my convenience.

Taking classes without any technology: Since there was no projector in the class, it was problematic for me to teach as I could not show them available materials related to their contents for their learning betterment. So I had to design my lesson plan in a way so that students are not confined within their hard and fast learning style. I had to come up with different activities so that students can have a practical implication about what they learn during their class time.

Managing a psychologically challenged student: In the class, there is a boy who did not listen to my instructions most of the time. Whenever I told him anything to do, he used to do the opposite. I was needed to give him more attention than other normal students. He creates disturbance throughout the class time. He throws things on his peers, he spates; he passes sharp objects to his peers. Every teacher feels irritated because of him. My school supervisor even suggested me to avoid his mischievous deeds he does in the class. However, he is good at studies. He always gets good marks every exam. His parents are maintaining regular contact with teachers to be updated about their son.

Keeping students attentive in the class: There were some students who were difficult to some extent to manage. They did not intent to listen to my instructions. If they got the chance to express their opinion or ask any question, they kept on doing it. Sometimes, they said and asked things irrelevant to the topic. As a result, they got distracted from their main lesson. Most of them had the wish to learn new things, nut some of them did not have it. Because when they found that the activities of the new topic was different from the old one their attention was lost. Moreover, most of the students developed the habit of memorization. So, when they were told to perform something which was not familiar to them, they either became blank or they started getting distracted by talking among themselves or listening their peers' talking.

Refraining students from gossiping and shouting in the class: There were students who were needed an excuse to talk among themselves while doing the class work. When they were done following my instructions, they used to talk to themselves, move in the classroom and start making noise. In spite of warning them for several times, they used to do freely. As a result, sometime it became a challenge for me to handle them. :

Concept of effective teaching and effective classroom management:

Both the effective teaching and effective classroom management are very important in terms of students' learning and their overall academic improvement. Effective teaching can be referred to the ability a teacher is generally expected to show while teaching students. Besides,

effective teaching deals with how a teacher is able to make his or her students understand the lesson easily. A teacher's all efforts go in vein if his or her students remain confused or unclear about the lesson he or she has covered in the classroom. For effective teaching, a teacher has to be conscious about the students' diversity in terms of their age, sex, background, ethnicity, learning style, social background. A teacher's effectiveness in teaching is depended on how much the teacher is able to make his or lessons interesting and attractive to the students. There are many teachers who are more focused on students' marks than they way these students learn. Moreover, some teachers apply punitive punishments to students to bring them in discipline and they have no interest to change their teaching patterns. As a result, students feel disgusted in the teacher's class. For every teacher, it is very important to understand that every student is different from each other. Effective teachers are also able to handle to unexpected situations and misbehavior of students as they know the more students will be involved in classroom activities, the less misbehavior and indiscipline will occur in the classroom. Effective teachers do not feel bored or irritated to solve their students' issues. Apart from academic sphere, effective teachers also give students the opportunity to share their opinions, problems outside the class by providing them consultation time. Effective classroom management is as equally important as effective teaching for every teacher.

No matter how good and friendly the teacher is, if the teacher does not know how to manage a classroom during teaching, he or she will not be able to give the proper knowledge to the students he or she wished. Effective classroom management deals with how a teacher is able to manage the students, classroom materials and other materials orderly, strategically while teaching students. At present, a teacher has to be careful about many issues before and after entering into the classroom, for example: deciding students' seats, allowing students taking toilet or water break, keeping back up plan in advance along with the original lesson plan, keeping attention of inattentive students, treating every students on the same vessel, using classroom materials including white boards, projector sufficiently to make students' concept regarding the concept or the chapter clearer etc. Managing students has become one of the most difficult tasks nowadays. If the classroom is not well furnished and resourceful both the students and teacher will lose interest towards study. Moreover, if any of the material of classroom do not work, it also can result in poor class performance of teacher and student. So, that's why a teacher has to

be careful not only about how he or she is going to teach but also about the environment of the classroom.

Role of effective teaching and classroom management: The importance of effective teaching and classroom management is described below:

1) Making lessons interesting: In order to grab students' attention, refrain students from doing any misbehavior and making students clearly understand the lesson both the teacher's teaching and classroom management should be effective. Because, without effective teaching and effective classroom management, the teacher cannot be able to manage his or her students the way he or she desires.

2) Maximizing students' learning: For maximizing students' learning effective teaching and classroom management play an important role. If the teacher is not fully prepared to teach the students well and the classroom management is not up to the mark, students will lose the interest towards study. There are some teachers who do not bother to ensure whether students have learnt something from the class or not and even they stick to their rigid memorization process for learning which result a negative impact in students' mind about the teacher. On the contrary, if the teacher is prepared about his or her lesson and is able to coordinate among the different classroom materials properly, students will develop positive impact about their teacher. As a result, their learning can be maximized.

3) Getting back students' lost attention: School children have the tendency to get of trace in during the task. If their teacher is not able to bring something new or interesting to the lesson or the teacher does not know how to manage the classroom properly, students will feel boring. Some students even start feeling tired, start side talking or moving around if they find their teacher is teaching them everyday in the same manner. So, in order to bring change in the teaching style and get back students' lost attention, effective teaching and effective classroom management is important.

4) Establishing a friendly student-teacher relationship: With the passage of time, the form of the relationship between students and teacher has changed remarkably. At present context, it is possible for a teacher to be his or her students' leader by showing them mutual respect, giving them opportunity to say and listen and treating every student equal. Even in most of the research, it has been found that students study well and make good results if their teacher is someone who knows how to motivate, support and counsel them with providing different materials. When

students are provided with different materials for example: audio-video materials or any other written document they start taking interest towards the study and as a result it becomes easy for the teacher to give them proper direction being both a teacher and a leader.

5) Implementing the determined lesson plan properly: If any teacher does not carry any prepared lesson plan, he or she is sure to be failed in his or her attempt in teaching students successfully. In order to design a plan a teacher has to keep in mind about the diversity of students, seating arrangements, the condition of the classroom and its' materials and having back up plan if the original lesson plan does not work for any reason. Without being concerned about these issues the lesson plan cannot be executed. Furthermore, effective teaching and effective classroom management are important for designing a well prepared and realistic lesson plan.

6) Bringing the discipline of the classroom: Although most of the teachers try to handle students' discipline issues with soft manner, there are some teachers who take discipline issues unnecessarily seriously. Students do not like those teachers who use punishments and rules on them strictly in the name of discipline. Effective teacher also always wants to bring discipline in the class but in different manner. Instead of punishing them or suppressing them the hard and fast rules, they try to solve the discipline issues by talking to their students. He or she also takes into account the classroom management seriously to handle discipline problem. For example: If some students are found talking in the class, the effective teacher does not punish or insult them in front of everyone; rather he or she will talk to these students about the matter after the class or he or she will come up with an appropriate solution like making them involved in any activity so that they become attentive towards their lesson.

7) Improving students' creativity: Effective teachers do not judge students based on the marks they get from exams only; rather they also focus on what new things their students can be learnt apart from the rigid classroom schedule. Students get chance to show their creativity only when the teacher behaves friendly with them and gives them the space to come up with things which can boost their creativity. Effective teachers know how to utilize classroom materials actively and that's why they always try to give students the best of it.

8) Creating the friendly classroom environment: If the teacher is effective and he knows how to make students work together in a group, there will be less possibility of happening any unexpected issues among students. There are some students who need teacher's extra care and attention and who are also different from other students. For example: students are physically or

psychologically challenged, belong to the minority or ethnic group and from different social or religious or racial background) Many times they have to go through the unpleasant path to complete their education. One of the reasons for their misfortune is facing discrimination, experiencing harassment or insult. Effective teachers are alarmed for these students so that they do not face any problem because of the other students. Because of his or her diversity consciousness, the teacher plans his or her teaching level so that all types of students can have the same access to the studies. Effective teachers also try to include activities where every student will take part and students can develop the feeling of equality and friendliness.

9) Creating motivation in students: Effective teachers should not confine themselves and their students to the authorized textbooks only; rather effective teachers motivate their students for learning and making good result. They arrange the classroom materials in such a direction that students feel motivated to listen to his or her lesson every day. They also teach students that only getting good marks is not enough to be good students and they also motivate students to ask question and learn out of the box. By making them familiarized with different materials (audio-visual materials, journals), by sharing stories about successful people, they try to motivate students so that they never stop learning. As a result, students develop the feeling of learning and they remain attentive for learning.

Factors which hinder effective teaching and classroom management: There are some factors for which both effective teaching and effective classroom suffer and students remain deprived of the maximized learning and academic success. These factors are mentioned elaborately below:

1) No specific lesson plan: Most of the schools in Bangladesh, teachers maintain no specific lesson plan for their classes. Teachers specially the new ones think their work is to enter into the specific classroom, give a lecture to the students for thirty or forty minutes, controlling the students, making them memorize the lesson and put some marks on students' mark sheets. The reason behind their thinking like this lies in the lacking of the teachers' training. Even some teachers have no knowledge about new materials in the classroom like projector. Since, these teachers are not trained; they have no idea about how to be prepared for the class. Somehow they start teaching the lessons but students either show no interest or they become unable to provide proper knowledge and support to the students. Since they carry no lesson plan for the lesson, they are not able to manage and teach students by using classroom materials properly. Without

having lesson plan they also have no backup plan to manage students in unexpected situation. As a result, both teacher and students suffer to a great extent

2) Inadequacy of materials: Although our respected government has declared to include technology in every school, some schools have no technology at all. Even in some schools, there are benches instead of chairs for which teachers cannot move to every student to check whether they are getting the lesson clearly or not. Even students also feel problematic with these old benches in terms of calling teacher or talking to teacher. In a sense, some students are studying with the old classroom materials. Even if some teachers have interest to teach them new things they step back because of these problems and the restrictions of the authority. As a result, they are not learning new things and they have to go through the rigid system of education. When I was doing my internship, I talked to my school supervisor about not having projector. She said that, although teachers of the school agree for not having projector in the classrooms they are not getting any positive reply from the authority. She said at first teachers were allowed to share pictures with students relevant to the lessons but now this practice has been stopped and if any teacher wants to make students do any activity apart from the study she or he has to carry the cost of the materials to use. In seating arrangement she said that every student has to change his or her seat every day. Through this system some students get the chance to be closely inspected by the teacher; whereas some students lose the opportunity to interact with the teacher. Even students who are slow learners and shy and who have eyesight problems also have to change their seats everyday and as a result they remain deprived of the inspection of the teacher.

3) Suppressing the disciplinary issues on students: As it has been mentioned before, there are some teachers who take students' discipline issues unnecessarily seriously. They consider discipline as scolding, punishing physically and psychologically, insulting and even beating students. Because of these attitude of the teachers, students start fostering prejudiced notion about teachers in their minds. Because of extreme pressure of these teachers, students become compelled to do things which violate the academic regulations and even they become involved with anti-social activities which damage their creativity and the chance of building a bright future.

4) Giving more focus on students' grade than their learning: There are some teachers who think good students are those who produce the high marks in the exams. They have no headache about students' learning. They focus on student's memorization system over creativity.

Since English seems difficult as a subject to some students, they develop the habit of learning things taught by the teachers' notes or books accurately. These students primary issue is to pass in English anyway without even learning something for future. In my internship, one day I told the students to write down a paragraph. Within twenty to twenty five minutes I saw most of the students completed the task without even showing nervousness. When I started checking their copies closely I eventually found that, most of the students wrote the same lines of the paragraph without even doing any minimum spelling or grammatical mistake. Later on, I came to understand that those students were able to write down the paragraph as they memorized the paragraph in their previous class so well that they still have not forgotten a single line of it. I asked them why they memorized it and they replied that the paragraph seemed very difficult to them to understand. As a result they just memorized the paragraph from the book as it is.

5) Hurriedness towards completing the syllabus and class: Most of the teachers are unfortunately too commercial to show any empathy towards the students. Most of the time, their attention remains on the clock and syllabus. They somehow try to complete the specified chapters of their book without being sure whether students are ready for jumping to the new chapters or not. They do not get bothered to ask students about their reflections regarding the previous chapters. They want to finish chapters of their subject in order to show their colleagues or the authority how much they have made progress in advance. They somehow try to complete their lesson within the specified class time. As a result they are occupied with their clocks and syllabus and students do not get the opportunity to discuss about their problems or reflection with the teacher.

6) Establishing ineffective student-teacher relationship: There are some teachers who never praise their students for their any achievement. They do not care for students' conveniences, their diversity and their strong points and their weak points. They keep too high expectations from students to fulfill it. They have jaundiced eyes for the students who sit at the back. They have the traditional belief that good and attentive students sit at the front and lazy and worthless students sit at the beck. Most of the students feel intimidated because of the attitudes of these teachers and they learn nothing from these teachers.

7) Following the rigid teaching methodology: Some teachers love to stick to the rigid form of teaching which GTM is (Grammar Translation Method). Although they are trained for applying other methods, still they keep using it continuously. They give more focus on accuracy

than fluency. They feel the reluctance to bring any change in the teaching method. If students fail or get fewer marks, they start blaming students study pattern but they are not ready to apply new teaching method. Students get bored, monotonous and irritated being followed by the same teaching pattern without any change. Gradually, they start losing interest for their subject and become exam focused.

8) Treating students with discrimination: It is said that students learn from teachers. Some teachers do not accept the diverse students as equally as other students. These diverse students are even made fun by the teachers which make them feel isolated from others. When these students do not receive any empathetic notion from the teacher either they drop out or they keep studying for a specific time. When I was doing my internship, I found a student who was mentally challenged and who does not listen to anyone easily unless he is compelled to do strictly by the teacher. Most of the students are irritated by him. When I asked my school supervisor about how he is being treated in the class, she said he is treated like a normal student. However, the reality is different. That student sits alone, because most of the students are afraid of him. Even he does not get proper attention of teacher. Although he is good at studies and his parents talk to teachers weekly to about his progress in study. Still he has no friend and no one has any interest in him; rather some of the students felt jealous from him when he received praise for study from me.

9) Excessive interference of guardians and parents: Surprisingly, in some schools teachers are strictly forbidden to assign students any assignment. When any teacher assigns any assignment to the students, he or she has to face the tantrums of the guardians. According to these guardians, giving assignments to students' means creating troubles for students'. Because of assignments students' regular study flow gets damaged. They do not study attentively due to the assignment pressure. Because of these guardians' excessive interference, students' creativity is not improving. They are not getting any chance to learn something new and challenging. As a result, they remain confined within these textbooks for exams.

10) Providing poor feedbacks: Some teachers provide partial feedbacks to the students. They usually provide feedbacks which remain confusing and unclear to students. Instead of encouraging students, they discourage them by finding even unnecessary mistakes. Most of the teachers even scold, insult and make fun of the students in the names of feedbacks. Some students are compared to each other by the teacher which is good enough to kill the confidence

of those compared students. Gradually students do not think of rectifying their mistakes; rather they stop trying.

Solutions: Some probable solutions are given below with description and if these solutions are followed, a teacher will be able to make his or her teaching and classroom management effective:

1) Arranging more training programs for teachers: In every school training programs should be made mandatory for new and old teachers. As a result they can be updated with the new forms of teaching, new ways of handling students' issues and new ways to make students learn their lesson without forcing or scaring them. Through training programs, they will be also able to learn how teachers should be prepared for teaching and dealing different students.

2) Positive learning environment: Teachers must be careful about special needed students. He or she must try to create a positive learning environment where students know how to accept their diverse peers, how to give importance to each other's opinions without laughing. If the learning environment stays positive students will no longer feel intimidated in the classroom and the classroom will be the free stage for every student where they can openly ask questions, share their problems and solutions and the teacher will be able to identify their issues accurately. As a result it will be easy for him or her to prepare the new lesson plan by remembering these facts.

3) Ensuring essential materials for students: It is the duty of not only the teachers but also of the authority to ensure that students get their essential materials in their classroom. Technology should be made available for students so that they can have the chance to explore more apart from the textbooks.

4) Establishing friendly teacher-students relationship: Teachers should be behaved empathetically towards students. Otherwise both learning and teaching cannot achieve the pre-determined goals. Teachers should maintain a friendly approach for students so that if they feel any trouble they directly have the access towards their teachers. For extra help outside the classroom teachers can also provide their email addresses to the students.

5) Including interesting activities: If students keep studying for a long time, it's natural for students to get distracted. In this case, the teachers should include some of the interesting activities in his or her lesson plan so that whenever he or she finds students losing interest, these activities (asking questions to the tired and inattentive students, assigning group or peer activities, asking any student to summarize the covered lesson, giving collective reflection about

the lesson etc.) can be demonstrated. Through these activities students will develop the feeling of mutual involvement and belonging. They will also have the opportunity to try something new apart from the daily monotonous works.

6) Fixing a code of conduct for students and teachers: By fixing a code of conduct teacher and students will be able to know about what expectations they have to fulfill, what are their duties, what are the rules they have to abide by and what are the things they should avoid doing in the class and what kind of steps will be taking if these rules are not followed. By doing this, any kind of discipline related problems can be sorted out to some extent.

7) Ensuring the expected participation of parents and guardians of students: Teachers should always talk to the guardians and parents of their children to inform them about their kids study progress. Because after school, these students spend their rest of the time with their families. School authority should arrange a weekly or monthly parents-teachers meeting so that they can exchange their thoughts and opinions about the development of the students being physically present.

8) Arranging appropriate seats for students for interaction: Teachers have to be careful so that every student gets the same opportunity to interact with the teacher when they need and the teacher should place his or seat to the point where he or she can rush to the students. The teacher should be also careful for those students who may have problems after changing seats. Teachers can also move from one place to another to check whether everyone understands his or her instructions correctly or not instead of sitting or standing in a particular point.

9) Providing neutral and constructive feedback: Teacher should provide neutral and constructive feedback to every student. If the feedbacks remain partial and confusing, students are going to repeat those mistakes again and again. The teacher should remember that the main reasons for giving feedback should be encouraging students to try more and helping them identify where they should improve not insulting or scolding them for making mistakes. The feedbacks students receive from their teacher should be both neutral and constructive so that students know in which area they have to work hard. When students will understand clearly about their mistakes and they get proper feedback along with motivation, they will be motivated to do better in the next attempt than the previous one.

Conclusion: There is no way to deny the role of a teacher in shaping students' future. The teacher has to be effective in order to bring positive change in students' minds. An effective

teacher is someone who leaves no stone unturned for making students motivated, curious for both study and learning. Moreover, he or she knows a student's success is not only confined within the academic accomplishments but also it depends on other things. He or she also should know the importance of managing the classroom strategically to provide students opportunities for better learning and resolve mismanagement in the classroom. Thus, he or she tries to make students active in every possible ways. It can be said that, effective teachers not only teach students to have good results but also teach them about how to gain success from different directions.

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