University of Zagreb

Faculty of Humanities and Social Sciences

Department of English

TEFL Section

CLASSROOM MANAGEMENT STRATEGIES OF NOVICE AND EXPERIENCED EFL TEACHERS

Diploma paper

Student: Maja Slijepčević

Supervisor: Stela Letica Krevelj, Ph.D., postdoc.

Zagreb, 2017

Sveučilište u Zagrebu

Filozofski fakultet

Odsjek za anglistku

Katedra za metodiku

VJEŠTINE UPRAVLJANJA RAZREDOM KOD NASTAVNIKA PRIPRAVNIKA

Diplomski rad

Student: Maja Slijepčević

Mentor: dr. sc. Stela Letica Krevelj, poslijedoktorand

Zagreb, 2017.

Contents

Abstract

It is well known that the first year of teaching is a stressful period for most new teachers. During this period, they are expected to show the knowledge and skills comparable to their much more experienced colleagues, something most of them fear and struggle with. This is particularly true for classroom management, a skill found to cause problems for novice teachers. It was therefore the aim of this paper to determine the classroom management knowledge and skills of novice EFL teachers. In order to obtain insight into this matter, a questionnaire consisting of twenty one questions regarding various classroom management strategies was given to a group of novice teachers. Their answers were then compared to a group of more experienced teachers as well as to eighteen EFL majors with no prior teaching experience outside of their practicum While both novice and experienced teachers were shown to use the same classroom management strategies, there were differences in the frequency of use, whereby more experienced teachers generally responded to misbehaviour more often than novice teachers. In addition, they were also able to prevent and manage misbehaviour more successfully.

1. Introduction

When first beginning to teach, a trainee teacher has to master a plethora of skills virtually at once. Lesson planning and teaching methodology, are technical in nature and form the basis of teaching programs. Other skills, such as classroom management, are considered to be something that the teacher will master through practical work. The ability to prevent and manage discipline problems, however, is what principals (Veenman, 1984, as cited in Zuckerman 2007) and supervisors (Zuckerman, 1997) focus on when assessing the effectiveness of a novice teacher. As a result, not being able to control misbehaviour and having an unruly class often appears as one of the main concerns of newly qualified teachers (Arends 1994, Capel 1998). The reasons why this skill is often neglected in induction programs, are numerous and varied: for instance, it is thought that classroom management skills are something that falls under the category of leadership and communication skills and as such cannot be explicitly taught. Instead, they are often treated as closely related to instruction and it is thought that teachers who plan time and activities efficiently are at the same time dealing with classroom management. There is also the problem of time constraints and organizational difficulties present in many teaching programs. When it comes to choosing skills to be taught in a short period of time, lesson planning and material preparation are usually given priority. On the other hand, there is evidence that good classroom management greatly contributes to students' learning, helps improve their academic results and reduces teacher stress (Harner, 1999; Scrivener, 1993; Arends, 1994; Sakui, 2007). Having a basic set of techniques required to handle pupils and classroom situations will go a long way in helping beginning teachers reduce anxiety and better cope with often unpredictable situations in the classroom. This issue then, raises the question of how well-equipped newly qualified teachers are in dealing with pupils. While there is a lot of research aiming to describe elements of good classroom management, fewer deal with examining the knowledge novice teachers possess and the way in which it increases over time. Therefore, it is the aim of this study to examine the knowledge of classroom management techniques newly qualified teachers possess, the way they use this knowledge in their classrooms and if there are any differences in classroom management between novice and more experienced teachers.

In order to investigate these questions, key research studies available on classroom management were consulted and analysed. Then, drawing on findings present in such studies,

a questionnaire was developed and distributed to thirty four newly qualified teachers and twenty mentors. Their answers were analysed separately, and compared to one another.

2. Theoretical framework

2.1 Novice and experienced EFL teachers

Before we begin discussing the research on classroom management and the findings of this study it is necessary to define the terms novice and experienced teacher. According to some authors, (e.g., Hsu, 2009) experienced teachers are those with at least four to five years of teaching experience, while those who have very little teaching experience, no more than two years, are considered to be novice teachers. It is believed that through experience EFL teachers become more skilful at dealing with different situations in the classroom; it becomes easier for them to manage the classroom and to react to some unexpected situations and problems. It is also claimed that becoming experienced does not only mean accumulating knowledge and experience over years, but also experiencing changes in motivation, metacognition, cognitive structure and personal points of view (Akbari & Tajik, 2009). For example, it is generally thought that teachers progress from the so-called survival phase, where they are focused on themselves and how others perceive them, to being more focused on their students' needs and behaviour.

2.2 Classroom management

The European Portfolio for Student Teachers of Languages defines classroom management as

> the teacher's organization of a group of learners to establish appropriate modes of conduct, grouping arrangements, and strategies for effective learning in the classroom. It implies the different strategies teachers use to gain and retain a class's attention, keep order and allow learner contributions in an orderly way. This includes planning and managing class activities and transitions between them, organizing beginnings and endings of lessons as well as organizing solo, pair, group and whole class work. (EPOSTL, 74)

As can be seen from this definition, this particular skill is usually viewed very broadly and includes many different elements. Some are more organizational, while others require directly exerting influence over others. It is precisely exerting influence over others that is the cause of most concern for novice teachers. On the one hand, it is true that classroom management cannot really be separated from other aspects of teaching, such as lesson planning, preparing materials and so on. It is also true that teachers who adhere to these teaching elements properly do a great deal to facilitate their classroom management.

However, classroom management is also very often identified with *discipline*, both among principals and among researchers (Emmer, Hickman 1991, as cited in Arends, 1994). If discipline is not established at the beginning it can greatly influence the teacher's reputation, which can be difficult to re-establish. In addition, the learning environment suddenly becomes less than suitable and the teacher's relationship with their students is impaired as the students become unresponsive. This, in turn, creates a sort of "sink or swim" situation for teachers which can be difficult to handle.

3. **Research on classroom management**

The rich body of research on classroom management that was written in the past three decades can be classified in three groups, (Arends 1994), and focuses on defining elements of classroom management which have been mentioned in this study. For example, research focusing on the individual deals with the student, research focusing on classroom ecology focuses on group management and classroom control, while effective teaching research focuses on both effective teaching and student involvement. (Arends 1994,).It is important to give an overview of these research studies before moving on, as they are the basis of the instrument which was used in this study. In addition, being familiar with some of them is essential in understanding the terminology used.

Perhaps the most important and most influential research study on classroom management is the one conducted by Michael Kounin (1970). In it, Kounin focused on determining conditions that influenced student misbehaviour. He formed the hypothesis that well-managed classrooms were those where student misbehaviour was low and their involvement high. In order to test what effects student (mis)behaviour, he formed eight different variables to describe teachers' group management:

1. withitness- the ability to prevent misbehaviour,

2. smoothness-absence of behaviour that interrupts the flow of activities

3. momentum-maintaining good classroom dynamics and preventing the slowing down of the lesson pace

4. overlapping-managing misbehaviour and new situations, such as late comers and fast finishers while continuing the lesson.

5. group alerting- Keeping the non-involved students involved

6. Accountability-keeping students accountable for their performance

7. Challenge arousal-keeping students involved and enthusiastic

8. Variety-the degree to which various aspects of the lesson differed

As part of his study, Kounin also developed elaborate procedures for observing classrooms, such as videotaping and transcript analysis and used them to observe forty nine teachers and their upper elementary classrooms. In later analyses of his findings, he concluded that withitness, smoothness, momentum, overlapping, and group alerting, increase student work involvement and decrease misbehaviour.

Around the same time, Edmund Emmer, Carolyn Evertson, Julie Sanford, and other researchers at the University of Texas, found that the classroom management of some teachers was significantly different than those of other teachers. Research done by Julie Sanford (1980) while she was involved with the Texas group illustrates the group's findings well. She observed 13 teachers and their students in 26 middle school science classrooms in order to find out what effective classroom managers do that those ineffective do not and what teacher behaviours and practices are related to student involvement and on-task behaviour and which instead to misbehaviour. Teachers were observed 16 to 18 times in two different classes during the first two months of the school year, and eight times during January and February in the second term, during which time the observers kept records of student engagement. They then graded the teachers' classroom management practices and divided them into three groups: the best managers, the average managers, and the poor managers. Like Kounin, Stanford also identified certain behaviours which were typical of good classroom managers. The more effective managers had procedures which they used to establish rules for student talk, movement and downtime, participation and turning in work. Also, their instructions were clear and student misbehaviour was handled quickly. In addition, good managers had clear work requirements for students, monitored their progress and gave clear directions and presentations.

A great deal of later classroom management research was based on the findings of Kounin and the Texas research groups. This includes research done on beginning teachers. In fact, many studies focusing on beginning teachers inevitably include the element of classroom management in the beginning teacher's initial experience.

For example, June Trop Zuckerman (2007) conducted a study in which she asked one hundred and forty one secondary science student teachers to recall and retell a classroom management problem particularly important to them and to analyse it. That is, along with retelling, they were supposed to identify the strategies they used to solve the problem and the event's implications for teaching. These teachers had a 150-minute class near the end of their methods course which focused on classroom management in general and discipline strategies in particular. The instructor expected the prospective teachers to know that the purpose of classroom management was to engage students in learning activities, that there were both proactive and reactive discipline strategies, and that discipline strategies should foster student growth (e.g., self-control, moral development, a willingness to cooperate.). The effective strategies used by these student teachers were almost identical to the effective strategies identified by Kounin. Their various lessons featured novel, realistic and engaging activities, often limited to a brief and definite period of time; step-by-step directions delivered not only orally but in writing for student review and reference, getting the class to agree on classroom rules and their importance and holding students accountable for not turning in work on time. For managing discipline problems, the student teachers used proactive and reactive interventions; Proactive interventions, i.e. strategies to avert an imminent disruption, included changing the pace of a lesson, boosting the interest of a student showing signs of off-task behaviour, and redirecting off-task behaviour by (re)focusing a student's attention. Reactive interventions, or strategies to forestall, stop, or punish a breach of order immediately, included cues that were entirely nonverbal, such as giving the students a stern look, interventions that were a progressively more intrusive sequence of nonverbal to verbal strategies, and those that were entirely verbal, such as conferring privately with the student and checking whether the student understands the rule.

On the other hand, in a study conducted by Mark Latz (1992) on 16 preservice science teachers enrolled in a micro-teaching course, 11 of the subjects had completed the professional education courses related to their subject matter. These courses included mainly theoretical coursework on methodology, and two field based practica. Both the methods course and field practica focused on the specific subjects that the students intended to teach. The two field based experiences gave the students an opportunity to observe classes. During such experiences, students were given opportunities to assist teachers in remediation, develop bulletin boards, help with hands-on activities, and if feasible, present short lessons. Afterwards, the students were required to enrol in a microteaching course, where they were

supposed to utilize and refine the teaching skills that they have acquired from previous classes and field practica. During this course, though management was discussed, the classroom management techniques were woven into the more global picture of effective instruction and, in some cases, may not have been specifically identified as being management techniques. Data were collected by having the students respond to an "open-ended" questionnaire at the beginning of the term. The questionnaire was given at this time so that the teaching experience contributed by the microteaching course would not influence the subjects' concerns and perceptions. The questionnaire consisted of four "open-ended" questions that aimed at testing the participants' knowledge and concerns about classroom management. He concluded that most concerns over classroom management were actually related mostly to discipline and that the students he observed do not seem to have a clear understanding of classroom management. Their understanding seemed to be a mixture of theoretical knowledge about management and some very practical concerns about student misbehaviour. Therefore, according to Latz (1992), it was not surprising that beginning teachers looked for "quick fix" methods because they did not understand the more global dimensions of the classroom which includes factors such as acquiring and organizing the necessary materials, physically arranging the laboratory stations, and making smooth transitions into and out of the activity.

In addition, a study undertaken by Marion Jones (2010), which examined ten novice foreign language teachers during their induction programs, showed that they felt sufficiently competent, confident, enthusiastic and committed to continue teaching in their schools. Although all newly qualified teachers' experiences were unique, they shared a common pattern of progression along three stages of development. In general, they felt ready for their first year in teaching, although they accepted that they had identified specific areas in which they required more and more in-depth experience, such as the development of subject knowledge, teaching and assessment, the role of form tutor, administrative duties, dealing with parents and establishing good relationships with pupils. While they felt confident in their classroom management, they separated classroom management from discipline and wondered whether they would be able to manage the workload, and establish themselves within the school and classroom.

Magliaro, Wildman, Niles, McLaughlin, Ferro (1989), found, like Latz (1992), that, the novice teachers typically looked for prescriptive, quick fix methods for dealing with individual problems. They too, concluded that novice teachers essentially reacted to individual problems as they occurred. However, they, unlike Latz (1992), also found that as

the beginners gained experience, they came to understand the more global and dynamic nature of the classroom. As a result, their methods became more preventive.

Another study conducted by Anthony Pellegrino (2010) examined the classroom practices of five pre-service teachers from three secondary schools in a large south-eastern state. Through classroom observations, survey responses, reviews of reflection logs, and focus-group interview responses, he centred on the issue of developing classroom authority as a means to effective classroom management, using Max Weber's three types of authority (legal, traditional and charismatic) as the conceptual framework. Although the literature indicated that authority based on rules was a preferable means of achieving and maintaining authority, these student-teachers frequently employed traditional or charismatic authority in their classrooms, often resulting in mismanagement of classroom behaviour and an unproductive learning environment. Throughout their student-teaching experience, the participants utilized some management skill recalled from college coursework, advice from mentor teachers (Arends 1994) and the university supervisor. However, all participants invariably returned to traditional or charismatic authority as a primary component of classroom authority.

In addition, a study conducted by Watzke (2007) found that beginning teachers struggle initially with issues of control and classroom management; this struggle manifested itself in their instructional practices and content selection. The shift from drawing on prior knowledge obtained as FL learner to knowledge gained as FL teacher seemed to rely on gained in-service teaching experience. This shift led to changes in pedagogical practices. Early in their teaching experience, they drew from their knowledge of curriculum and instruction to maintain control over students and content. As they focused on control, the teachers attended to student affect, not as it related to language learning, but as a general means to motivate and to make the learning experience "enjoyable." Change for these teachers held major implications for FL content selection and pedagogy. The participants increasingly viewed language learning through the lens of task performance and communication, selecting or modifying instructional content to fit these criteria for student learning. Instructional techniques and assessments became increasingly student centred and balanced between accuracy and message.

Finally, a study on pedagogical knowledge of novice teachers was conducted by Gatbonton (2009). The goal was to discover what pedagogical knowledge the teachers

internalized after having completed a teacher-training program and how this knowledge compared to that of teachers who have had more experience than them. The novice and experienced teachers' pedagogical knowledge were examined specifically in relation to language management (how to handle language input and student output), procedural issues, and handling student reactions and attitudes. The results of the study showed that the pedagogical knowledge of novice teachers was comparable to that of experienced teachers in terms of major categories but not in terms of details within these categories.

4. The Study

4.1. Aim

The aim of this study was to examine the knowledge base of newly qualified Croatian teachers of English when it comes to classroom management. We primarily wished to examine what kind of classroom management knowledge novice teachers with very little teaching experience possess. It was assumed that their knowledge, both theoretical and practical, will be somewhat limited due to their lack of experience in actual teaching situations and their lack of exposure to classroom management theory during their major. It was also assumed that if they did possess classroom management knowledge, it was connected to what they saw in class when they themselves were students or to what they learned during their practicum.

Next, we wanted to determine what kind of techniques those who do teach use to manage their classrooms and why. It was assumed that the classroom management skills of novice teachers (1-2 years of experience) would differ from their more experienced colleagues as they will demonstrate less knowledge in classroom management.

4.2. Sample

The sample consisted of 34 novice English language teachers with up to two years of teaching experience, and another of twenty experienced teachers. Both groups had a diverse teaching and work history. All of the novice teachers either graduated from or were currently seniors at the University of Zagreb majoring in English. Their teaching experience ranged from 0 to 2 years. Out of the 34 novice teachers included in this study, 1 volunteered in a senior centre, 1 gave additional lessons in a non-governmental organization where they taught young adults, 10 taught in a foreign language school, teaching diverse age groups (small children, elementary school children, high school students and adults) 2 worked in an

elementary school, and 1 person worked with adults in a company. In addition, 6 participants were not teaching at the time the study was conducted, and 18 more participants had not had any real teaching experience aside from a couple of hours of practicum, which is an obligatory part of the curriculum in a TEFL major.

The 20 experienced teachers also had a diverse work and teaching background. 3 teachers taught at a foreign language school, where they taught either adults or worked with all age groups. 5 teachers taught in a high school, 8 in an elementary school, 3 participants taught at a college, and 1 person taught in a private school to all age groups.

4.3. Instruments and procedure

The instrument used to collect data for the purposes of this study was a questionnaire which primarily focused on strategies used in classroom management. The strategies and questions were based on elements Kounin (1970) identified as characteristics of good classroom management (withitness, smoothness, momentum, overlapping, and group alerting, accountability and challenge arousal). The questions were shaped to measure the teachers' use of these classroom management strategies, as well as their reasoning behind using such strategies. Kounin's study was chosen as a starting point for the questionnaire because it explored a wide range of classroom management strategies that teachers could employ to control their classrooms and broke them down into components which could then be analysed. The questionnaire was divided into two parts. The first part of the questionnaire asked for general data on where and who the participants taught as well as how long they have been teaching, in order to separate novice teachers from the experienced ones and to see what differences in classroom management there were between teachers teaching children, teenagers and adults. The second part consisted of twenty one questions and examined the teachers' use of classroom management strategies in their teaching practice. Each of the items was in the second part is a yes or no question which required the teachers to state whether they used a particular classroom management strategy, followed by open-ended elaboration questions where the teachers had to explain why they used(or did not use) certain strategies. The questionnaire was made available online and was distributed to 5th year student teachers when the author visited their methodology classes. It was also distributed to English language teachers in IV. gimnazija in Zagreb, during the author's visit. The participants were informed that the questionnaire was anonymous and that it consisted of two parts. After a short explanation on how to fill out the questionnaire, they were completed within 15 minutes.

4.4. Data analysis

To facilitate the analysis of the data, we classified these items into groups that correspond to Kounin's classification of classroom management strategies. Namely, question 7 corresponded to accountability, 16, 18, 19, 20 and 21 to overlapping, 8,9,10, 15, 17 to group alerting, 13, to challenge arousal, 11, 14, and 12 to smoothness and momentum, 2, 3, 4, 5 and 6 to whititness. Above all, we wanted to examine the beliefs of novice and experienced teachers about the importance of classroom management strategies and their use of these strategies in class. As such, the analysis followed the above mentioned classification of classroom management strategies. First, the classroom management practices of novice teachers were analysed; followed by the practices of the experienced teachers. The graduate students without any experience outside their practicum was analysed separately. Finally, a comparison between the groups was made.

4.4 Results and discussion

The analysis of classroom management techniques used by novice teachers showed that the novice teachers who participated in this study frequently exhibit whititness. A majority of novice teachers (76%) who teach or have taught somewhere for at least a month establish clear rules and procedures they expected their students to follow. These rules differed based on the age group the teachers work with and their place of work. Hence, movement was, for example mostly regulated with young learners, with 70% of teachers who claimed to regulate movement being elementary school students. These students also had stricter rules regarding movement than their foreign language school counterparts, as some were not allowed to move but once or twice during a lesson, with permission. Student talk was regulated in a similar manner, with state school teachers having stricter rules regulating talk. For example, 80% of teachers who claimed to regulate talk taught in state schools, and examples of rules included not being allowed to speak unless spoken to. Teachers teaching in foreign language schools, and NGOs, on the other hand, just promoted basic good behaviour. However, two teachers did admit feeling inadequately prepared in this area due to their lack of experience. They both claimed to establish rules regarding student talk, but one feared confrontation when it came to enforcing such rules and the other claimed to need more experience. When it came to consequences, 53% of novice teachers in this study did not define consequences for the rules they establish, mostly because they taught adults so far and claimed there was no need. Only one participant named lack of experience as a reason.

Group alerting, smoothness and momentum were also fairly present in the classroom management of novice teachers, regardless of where they teach. Although most of them (71%) did not use beginning gestures to start their classes, 86% of them claimed to know how to catch their students' attention at the beginning of a lesson. They announced the beginning of the class either through an activity or by beginning to speak in English. In addition, most of them did not use standard procedures when moving from one activity to another (76%) or when collecting assignments (71%), but they did alert their students when a new stage of the lesson is about to begin (if they could not otherwise logically connect the stages) and give instructions for the next activity. However, 43% of novice teachers did not assign homework at the end of the lesson, although it was unclear why this was so.

Overlapping, that is, dealing with misbehaviour while going right on with the lesson showed some mixed, but interesting results. On the one hand, 39% of the novice teachers who have taught did not prevent misbehaviour as soon as it occurs, mostly because they wanted to give their students another chance to behave or they only react to misbehaviour they considered more serious. In addition, 76% of them claim to know how to handle a student using their mother tongue and simply asked them to speak in English or ignored any Croatian they hear. On the other hand, 67% of those same teachers admitted not knowing how to engage uncooperative students and 43% did not know how to handle students who do not speak. Also, 34% had trouble managing an unruly class.

Finally, 90% of novice teachers who participated in this study claimed to give clear instructions and explain the purpose of the rules they established. In addition, 62% explained the purpose of what they were doing in class, aiming to hold their students accountable for their performance and to motivate them. This was especially true for teachers who work with adults. However, there was an instance of a teacher claiming they did not explain the purpose of their activities because they did not always see the need to accomplish an aim of an activity, indicating they may not have been clear about certain learning aims during class.

When it comes to experienced teachers, an analysis of the frequency of classroom management usage indicates that almost all of them exhibit a great deal of whititness and encourage student accountability. That is, most of them know how to prevent misbehaviour almost before it occurs through clear rules and procedures which they enforce regularly. 95, 5% of them establish some kind of rules at the beginning of the year to manage student behaviour in class, and expect students to adhere to them. In fact, the one respondent who

claimed they do not have fixed rules established right away explained it was because they worked in a foreign language school and management there required a change of rules throughout the year. However, the types of rules these teachers use tend to differ, which is assumed to be connected to the age group they teach. For example, 60% of the experienced participants responded positively to establishing rules which govern student movement and downtime in class, while 75% have rules which regulate student talk, all of which they enforced regularly. These rules can mostly be summarized as having to be quiet when others are speaking, not speaking unless spoken to and raising hands when they need to go somewhere or move. Student movement, on the other hand, tends to be governed mostly in elementary schools (66, 6% of those who regulate movement in class are either elementary school teachers or have at some point taught there). As with talking, students also cannot move around the classroom without permission, unless it is during language related activities. Movement is somewhat less regulated in high schools (33% of those who responded positively to regulating movement), while those who do not regulate movement either worked with adults, or worked in foreign language schools where they used a lot of kinaesthetic activities. In addition, there were two examples of elementary school teachers who claimed not to regulate movement but when asked to elaborate, it became clear they actually do, but their class "know they cannot move without permission", which implies they enforce their rules successfully. Only one person claimed they thought rules were "inhibiting". The same findings are true for governing student talk and for enforcing classroom rules. While teachers who claim to establish rules governing student talk mostly teach polite behaviour via student contracts and repeated teaching of previously established rules, enforcement is, again, stricter in state schools. Foreign language school students and adults mainly just need to respect their colleagues, while state school students either face measures like negative marks, minuses or their teachers do not see the need to establish consequences for rule infringement because students "know they have to follow the rules".

The experienced teachers also mostly explained the purpose of the rules they established (90%) and, to a lesser extent (80%), the activities they used, as most of them believed it helped students see what they were learning from the activity and why certain actions and behaviours were important. This, along with giving clear instructions, (100% of respondents), helped keep students motivated, involved and responsible for their performance. Those who claimed they did not explain the purpose of what they were doing were either elementary school teachers teaching children they deemed too young to understand the

explanations, or high school teachers who thought it was obvious what was going on and why, and if it was not, the students did not really need to know.

Like novice teachers, experienced teachers used various techniques to make sure their lessons run smoothly and to let students know what to expect during the lesson. Although around 50 per cent of the interviewed participants claimed not to have set procedures for collecting handouts and changing activities, when asked to elaborate how they ensured smooth transitions between various stages of the lesson, it became clear they did use several mechanisms, which may not always be the same and previously established. That is, much like the novice teachers, they all claimed to find some kind of logical link between various activities in the lesson, or prepare activities that "glided into one another". If nothing else worked, some of them simply announced what was coming. When collecting student assignments, they either told the students to pass their work to their colleagues or they collected them themselves by walking around the room. Such techniques were thought to both ensure smoothness and keep students forewarned of upcoming events, something most experienced teachers used and found useful. Although 65% claimed not to use ceremonial events to start their lessons, because they found it unnecessary and old fashioned, all experienced participants claimed to know how to settle a group of learners at the beginning of a class. The techniques for this mainly included lowering their voice, putting their index finger on their mouth, clapping, or simply changing activities to something more involving. 75% of experienced teachers assigned homework at the end of the lesson so students could revise what was done in class, as they found it stuck better if students were reminded of tasks at the end of the lesson, and because they found it was not motivating to assign it at the beginning. This is true for novice teachers to a lesser extent, (57%), although it was unclear why.

A strategy Kounin calls overlapping, that is, dealing with misbehaviour without interrupting the lesson is the one where most differences were found between experienced and novice teachers. Only 15% of experienced teachers claim not to prevent misbehaviour immediately, (compared to 29% of novice teachers), with both groups claiming that it mostly "depends on what kind of misbehaviour it was". In addition, only 5% of the experienced teachers that participated in the study (1 teacher) claimed not to know how to engage uncooperative students, manage an unruly class or deal with students using their mother tongue in class, while all of them claimed to have techniques and tactics for engaging students who would not speak. In contrast, 67% of novice teachers could not engage uncooperative

students or those who would not speak. Moreover, 43% of them claimed not to know how to handle an unruly class, and 24% could not handle students insisting on using their mother tongue.

Table 1. Reasons why teachers do not establish clear rules and exhibit whititness

Reason	Experienced teachers	Experienced teachers %	Novice teachers	Novice teachers %
Lack of experience	0	0%	3	14%
There is no need	3	15%	14	70%
School requires change of rules	1	5%	0	0%
Other/did not answer	1	5%	4	5%
It is inhibiting	1	5%	0	0%
Overall number of participants	20		34	

Table 2. Reasons why teachers did not use clear procedures and gestures during transitions

Reason	Experienced teachers	Experienced teachers %	Novice teachers	Novice teachers %
Lack of experience	0	0%	2	10%
There is no need	8	40%	3	15%
Because the organization I work for requires it.	2	10%	2	10%
Other/did not answer	2	10%	5	24%

It is old fashioned	1	5%	3	15%

Table 3. Reasons why teachers did not explain purpose of rules and activities

Reason	Experienced teachers	Experienced teachers %	Novice teachers	Novice teachers %
Lack of experience	0	0%	0	0%
There is no need	3	15%	2	10%
Depends on the age of the student	2	10%	2	10%
Other/did not answer	0	0%	3	14%
It is boring	0	0%	2	10%
Overall number of participants	20		34	

At this point, it is also worth considering the 18 graduate novice teachers who have never taught outside their practicum. They all answered negatively when asked about establishing classroom rules and mostly did not provide answers to questions about specific classroom strategies such as smoothness, group alerting, etc. When asked to elaborate they claimed not to know how to answer most of the questions in the questionnaire as they had never taught. They also added that during their practicum they "come to a class in which there are already some…rules established". They were "warned about the behaviour of some students", but were not expected to handle classroom behaviour as the students are warned to behave nicely and cooperate during the student teachers' observations. However, they did show to have been taught some individual, basic classroom management strategies such as assigning homework at or near the end of a lesson as the students slowly begin to lose their focus, or having students raise their hand when they want to say something. Some also

applied strategies they claimed to have learned from their teachers, such as ignoring students who speak Croatian or explaining a purpose of the activity to motivate their students.

Table 4. Group results: percentage (frequency of use)

Question	Novice teachers	Experienced teachers	EFL seniors
Do you create rules you expect your students to follow?	76%	95%	0%
Do you establish any procedures to regulate student talk during class?	52%	75%	23%
Do you establish clear procedures to regulate student movement during class?	33%	40%	0%
Do you establish clear procedures to regulate quiet time during class?	14%	40%	0%
Do you create clear consequences for the infringement of your rules?	48%	65%	0%
Do you explain the importance of your rules to your students?	90%	90%	0%
Do you know how to settle a group of learners and gain their attention at the beginning of the lesson?	86%	100%	15%
Do you have one or more set gestures with which you mark the beginning of the lesson?	29%	35%	8%
Do you have routine procedures you rely on when moving from one	24%	45%	8%

activity to another?			
Do you explain the purpose of the activities you do to your students?	57%	80%	8%
Do you have routine procedures you rely on when collecting handouts?	29%	50%	0%
Do you usually assign homework at the end of the lesson?	57%	75%	23%
When you spot misbehaviour, do you react immediately?	71%	85%	8%
When giving assignments and during transitions, do you know of an appropriate way to give instructions?	48%	85%	15%
When you have a student in your class who refuses to cooperate and do assignments, do you know how to handle this and engage him/her?	43%	95%	0%
When your class is unruly, do you know how to make them behave again?	67%	95%	15%
When students insist on using their mother tongue, do you know how to handle this?	76%	95%	30%
If a student refuses to speak in class, do you know how to handle this?	53%	100%	8%

The findings summarized in the tables above are indicative of a couple of things. To begin with, they show that EFL seniors with almost no actual teaching experience are not familiar with most classroom management practices and rely only on individual, separate

strategies acquired either through observations of their teachers and mentors or through explicit teaching during their teaching practicum. This confirms our initial hypothesis that novice teachers without much actual teaching experience have a very limited practical and theoretical knowledge of classroom management. Furthermore, on a general level, experienced teachers show a greater use of classroom management strategies than novice teachers. This can partially be explained by the fact that some novice participants worked in informal settings such as NGOs, nursing homes and so on, where there was no need for actual behaviour management, which the teachers themselves admitted. This was especially true for whititness and in some cases, overlapping.

Still, there were instances of teachers admitting they do not yet feel confident enough with classroom management due to their lack of experience. For example, two teachers admitted they did not enforce classroom rules regularly due to lack of experience and fear of confrontation. Another teacher also admitted to resorting to guesswork when it came to dealing with students who will not speak. They wrote that when it came to dealing with such students they are not quite sure they are doing the right thing and know what to do, but they try their best. However, most differences between experienced and novice teachers were also found in their preventing misbehaviour while going on with the lesson at the same time (overlapping). Only 15% of experienced teachers claim not to prevent misbehaviour immediately, (compared to 29% of novice teachers), with both groups claiming that it mostly "depends on what kind of misbehaviour it is". In addition, only 5% of the experienced teachers that participated in the study (one teacher) claimed not to know how to engage uncooperative students, manage an unruly class or deal with students using their mother tongue in class, while all of them claimed to have techniques and tactics for engaging students who will not speak. In contrast, 67% of novice teachers could not engage uncooperative students while 47% did not know how to handle students who would not speak in class. Moreover, 43% of them claimed not to know how to handle an unruly class, and 24% could not handle students insisting on using their mother tongue.

Group alerting and smoothness turned out to be strategies most teachers, both novice and experienced, see as part of the lesson structure and do not pay special attention to. As was already stated in the results, most participants do not use special activities or procedures during lesson transitions, but they have all stated they announce the next stage of the lesson and instruct their students on matters such as distributing materials, handing in assignments and doing homework. This is a case in point for the findings in some studies (Arends 1991),

which show that teachers who plan lessons effectively take care of classroom management at the same time. Furthermore, this finding is also indicative as it does not confirm the hypothesis that novice teachers possess limited classroom management knowledge. In fact, they use classroom management skills in a similar manner to experienced teachers, although perhaps to a lesser extent, which can be explained with the fact that the novice participants mostly worked with adults and did not see the need to regulate their behaviour.

It is beyond the scope of this study to investigate how these teachers gained their current classroom management skills: whether through experience and practicum, observing their own teachers in the past, or through simply possessing good communication skills. What can be concluded, however, is that current teacher education programs in Croatia do little in view of preparing student teachers for this aspect of their career.

5. Conclusion

Classroom management is a skill that is often mentioned as one of the most difficult for beginning teachers to master and it is precisely this aspect of teaching that strikes most fear into newly qualified teachers that have just entered the profession. Therefore, it was the aim of this study to assess the classroom management knowledge and skills of newly qualified EFL teachers in Croatia. In order to get a fuller picture, we compared the newly qualified teachers to more experienced ones.

It can be concluded that the findings in this study were partially supportive of previous research conducted on the topic, which claims that newly qualified teachers initially struggle with classroom management. While there were differences in the use of classroom management strategies between experienced and novice teachers, these differences are found primarily in the fact that experienced teachers generally use classroom management strategies more often than novice teachers. Other than that, both novice and experienced teachers used similar classroom management strategies and applied them in the classroom in a similar manner. The only significant difference in the use of actual classroom management strategies was found in managing disruptive behaviour, which novice teachers did not do as regularly as their experienced colleagues. Such findings can partially be explained by the context in which the teachers teach, as a great deal of newly qualified participants in this study taught adults, which in their opinion did not require more serious behavioural management. However, while no general conclusions can be drawn from it, this study did show that newly qualified teachers lack knowledge and experience with managing disruptive and unresponsive students. In

addition, it was also found that EFL seniors possess very limited classroom management knowledge which they are expected to gain through practical experience. Therefore, these results, as well as previous research on the matter, could be used in the area of teacher education and induction programs in order to put more emphasis on this and similar aspects of teaching.

References:

Akbari, R. & Tajik, L. (2009). Teachers' pedagogic knowledge base: a comparison between experienced and less experienced practitioners. *Australian Journal of Teacher Education*, 34(6), 52-73. Retrieved from. http://files.eric.ed.gov/fulltext/EJ922775.pdf

Allan, R., Brit-Fenner, A., Jones, B., Komorowska, H., Newby, D., and Soghikyan, K.(2007). *European Portfolio for Student Teachers of Languages A reflection tool for language teacher education,* Council of Europe, Print.

Arends. R. (1998). *Learning to teach*. Maryland, McGraw-Hill, Print.

Capel, S. (1998). The Transition from Student Teacher to Newly Qualified Teacher: some findings. *Journal of In-Service Education*. *24:3*. 393-412. Retrieved from http://www.tandfonline.com/doi/abs/10.1080/13674580200200195#aHR0cDovL3d3dy50YW5kZm9ubGluZS5jb20vZG9pL3BkZi8xMC4xMDgwLzEzNjc0NTgwMjAwMjAwMTk1P25lZW

Emmer, E.T., Evertson, C., Sanford, J. and Clements, B.S. *Improving classroom management: An experimental study in junior high school classrooms*, Austin, Tex., Research and Development centre for Teacher Education, Austin, Tex., as cited in Arends, R. (1994). *Learning to teach*. Maryland, McGraw-Hill.

Gatbonton, E. (2008). Looking beyond teachers' classroom behaviour: Novice and experienced ESL teachers' pedagogical knowledge, *Language Teaching Research*. *12, 2; pp. 161–182.* Retrieved from https://www.researchgate.net/profile/Elizabeth_Gatbonton/publication/240738603_Looking_beyond_teachers%27_classroom_behaviour_Novice_and_experienced_ESL_teachers%27_pedagogical_knowledge/links/54d3af0f0cf25013d0263236/Looking-beyond-teachers-classroom-behaviour-Novice-and-experienced-ESL-teachers-pedagogical-knowledge.pdf

Harner, J. (1999). *How to Teach English: an introduction to the practice of English language teaching*. Harlow: Longman, Print.

Hsu, R.J. (2009). Investigating novice and experienced teachers' motivational strategies use in secondary EFL setting in Taiwan (Master's thesis). Retrieved from http://bit.ly/UGTH5W

Jones, M. (2002). Qualified to Become Good Teachers: a case study of ten newly qualified teachers during their year of induction. *Journal of In-Service Education. 28:3, 509-526.* Retrieved from

http://www.tandfonline.com/doi/abs/10.1080/13674580200200195#aHR0cDovL3d3dy50YW5kZm9ubGluZS5jb20vZG9pL3BkZi8xMC4xMDgwLzEzNjc0NTgwMjAwMjAwMTk1P25lZW

Kounin, J.S. (1970). *Discipline and group management in classrooms*, New York, Holt Rinehart and Winston, as cited in Arends, R. (1994). *Learning to teach*, Maryland, McGraw-Hill

Magliaro, S. G., Wildman, T. M., Niles, J. A., McLaughlin, R. A., & Ferro, S. (1989). Modelling the transition from novice to expert: A three-year study of teacher problem solving. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA. Web.

Pellegrino, M. A. (2010). Pre-service teachers and classroom authority. *American Secondary Education, 38(3), 62-78.* Retrieved from:

http://elizabethgoff.wiki.westga.edu/file/view/participant%20observation%20article.pdf/303215446/participant%20observation%20article.pdf

Scrivener, J. (1998). *Learning teaching: A guidebook for English language teachers*, Oxford : Macmillan Publishers, Macmillan Heinemann English Language Teaching, Print.

Veenman, S. (1984). Perceived problems of beginning teachers. *Review of Educational Research,* 54, 143-178., as cited in Zuckerman, J. T. (2007). Classroom management in secondary schools: A study of student teacher's successful strategies. *American Secondary Education, 35*(2),

Zuckerman, J. T. (1997). In-service science supervisors' assessments of a novice science teacher's videotaped lesson. *Journal of Science Teacher Education*, *8, 15-28*. as cited in Zuckerman, J. T. (2007). Classroom management in secondary schools: A study of student teacher's successful strategies. *American Secondary Education, 35(2)*,

Zuckerman, J. T. (2007). Classroom management in secondary schools: A study of student teacher's successful strategies. *American Secondary Education, 35(2)*, *4-16* Retrieved from: http://web.b.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=4&sid=2793f18c-7fa7-468e-b168-07172d15fc7a%40sessionmgr120&hid=107

Watzke, L. J. (2007). Foreign Language Pedagogical Knowledge: Toward a Developmental Theory of Beginning Teacher Practices. *The Modern Language Journal 91, 63-82*. Print.

Sažetak

Obzirom da je vještina upravljanja razredom često zanemarena vještina u programima obrazovanja nastavnika, a od njih se očekuje da njome vladaju u nastavnom procesu, cilj je ovoga rada bio istražiti znanja i vještine upravljanja razredom nastavnika engleskog jezika sa do dvije godine iskustva u nastavi. Strategije upravljanja razredom koje su koristili uspoređene su sa onima iskusnijih nastavnika. Rezultati pokazuju da i iskusniji i manje iskusni nastavnici koriste slične strategije upravljanja razredom, no da se iskusniji nastavnici mahom bolje nose s lošim ponašanjem učenika od onih manje iskusnih.

Ključne riječi: Upravljanje razredom, engleski kao strani jezik, neiskusni nastavnici

Appendix I

This survey aims to assess your experiences with classroom management. The first part aims to collect some general data about you.

1. Where do you teach?_____

1.2. How long have you been teaching groups of students? _____

1.3. What age group do you teach? _____

QUESTIONNAIRE

2. Do you create rules you expect your students to follow at the beginning of the year?

YES   NO

2.1 If you do, please explain how and why

_____

2.2. If you do not, please explain why

_____

3. Do you establish any procedures to regulate student talk during class?

YES   NO

3.1If you do, please provide an example of some of these procedures

3.2. If you do not do this, please explain why

_____

_____

3.3 How do you maintain and enforce them?

_____

_____

4. Do you establish clear procedures at the beginning of the year to regulate student movement during class?

YES   NO

4.1 If you do, please provide an example

_____

4.2 How do you maintain and enforce them?

_____

4.3 If you do not do this, please explain why

_____

5. Do you establish clear procedures at the beginning of the year, which regulate quiet time during class?

YES   NO

5.1 If you do not do this, please explain why

_____

5.2 If you do, please provide an example

_____

5.3 How do you maintain and enforce them?

_____

6. Do you create clear consequences for the infringement of the rules you established?

YES   NO

If yes, please provide an example

_____
_____

If not, explain why

_____

_____

7. Do you explain the importance of the rules you set to your students?

YES   NO

If yes, please provide an example

_____

_____

If you do not do this, please explain why

_____

_____

_____

_____

8. Do you know how to settle a group of learners and gain their attention at the beginning of a lesson?

YES   NO

If so, please provide an example_____

9. Do you have one or more set gestures/procedures with which you mark the beginning of a lesson?

YES   NO

If yes, please explain why

_____

If not please explain why

not_____

10. If you answered no to question 9, please explain how you usually mark the beginning of a lesson

_____

11. Do you have routine procedures you rely on when moving from one activity to another?

YES   NO

If yes, please provide examples and explain why you do this

_____

12. If not please explain how you ensure smooth transition from one activity to another

_____

13. Do you explain the purpose of the activities you do to your students?

YES   NO

If yes, please explain why and how you do it

_____

_____

_____

If not, please explain why.

_____

_____

_____

14. Do you rely on routine procedures when collecting handouts and assignments?

YES   NO

If yes, please provide an example and explain

why_____

_____

_____

15. Do you usually assign homework at the end of the lesson?

YES   NO

If yes, please explain

why_____

_____

_____

16. When you spot misbehaviour, do you react immediately?

YES   NO

If yes, please explain why and how

_____

_____

_____

If not, please explain when you do it and how

_____

_____

_____

17. When giving assignments and during transitions between activities, do you know of an appropriate way to give instructions?

YES   NO

If yes, please explain how you do it and
why_____

_____

_____

18. When you have a student in your class who refuses to cooperate and do assignments, do you know how to handle this situation and engage him/her?

YES   NO

If yes, please explain how you do it.

_____

19. When your class is unruly, do you know how to make them behave again?

YES   NO

If yes, please explain how you do
it_____

_____

_____

20. When the students insist on using their mother-lounge, do you know how to handle this?

YES   NO

If yes, please explain how you do it

_____

_____

21. If a student refuses to speak in class, do you know how to handle this?

YES   NO

If yes, please explain how you do it

_____

_____