**Republic of Iraq**

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**Department of English**

**EFFECTIVE CLASSROOM MANAGEMENT STRATEGIES**

 **A Graduation Research Paper Submitted to the Department of English Language, Misan University\_College of Basic Education as A Partial Fulfillment of the Requirements for the Degree of B. A. in English Language**

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# Quranic Verse

# بسم الله الرحمن الرحيم

إِنَّ الدِّينَ عِنْدَ اللَّهِ الْإِسْلَامُ وَمَا اخْتَلَفَ الَّذِينَ أُوتُوا الْكِتَابَ إِلَّا مِنْ بَعْدِ مَا جَاءَهُمُ الْعِلْمُ بَغْيًا بَيْنَهُمْ وَمَنْ يَكْفُرْ بِآيَاتِ اللَّهِ فَإِنَّ اللَّهَ سَرِيعُ الْحِسَابِ ﴿۱۹﴾

***In the name of Allah the Merciful, the Munificent***

*Religion with Allah is Submission. Those who were given the Scripture differed only after knowledge came to them, due to envy among them. Whoever rejects the Revelations of Allah—Allah is swift in reckoning. )19(*

# Dedication

#  I dedicate this humble work to my parents. To my ………….who helped me and my friends . And to everyone who contributed to my learning even with one letter.

# Acknowledgement

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**Table of contents**

**Title …………………………………………………………………..……..**

**Dedication……………………………………………………………..…… I**

**Acknowledgments…………………………………………………..………II**

**Abstract ……………………………………………………………..……...III**

**Keywords ……………………………………………………………..…….IV**

**List Of Tables ……………………………………………………………….V**

**Chapter 1: Introduction…………………………………………………….1**

* 1. **Introduction ………………………………………………………….1**
	2. **What Is Classroom Management?…………………………….…….2**
	3. **Teacher’s Question ……………………………………….………….3**
	4. **The Purpose Of Teachers Question ……………………….………..3**
	5. **The Conten**t **of Teacher’s ………………………………….………...4**

**Chapter 2: General goals Of Classroom Management ……………….…..5**

**2.1 General goals Of Classroom Management …………………………….5**

**2.2 Organize Student ………………………………………………………..6**

**2.2.1 Student Arrangement …………………………………………………8**

**2.2.2 Student Arrangement Way …………………………………………...9**

**References …………………………………………………………………..10**

**Abstract**

  Recent years have witnessed an increasing interest in the field of school administration and many new trends in this field. School administration is no longer just a routine management of school affairs, it is no longer a school principal's goal just to maintain order in the school, and to assure study progress according to the set schedule and classes. rather, the work revolves around the student and provides him with all the conditions and capabilities that help him direct his mental, physical and spiritual growth, and which work to improve the educational process to achieve this growth. And it became the main function.

   Education is the creation of conditions and services that help to educate pupils for the benefit of themselves and their communities, as well as developing the experiences of each individual in the school in line with the public interest.

  Effective classroom management plays an important role in investing time, available resources, and various efforts and employing them in achieving better learning, as well as in achieving the desired educational goals of the educational institution.

**Keywords: Classroom , Teacher , Effective , Student , Management**

**Chapter 1 : Introduction**

**1.1 Introduction**

 The school's success in performing its important role in society depends directly on the way that institution is managed and its ability to direct business and activities towards desired goals away from improvisation and chaos, and to benefit from various science data in order to invest the available resources and avoid the existing obstacles.

 If the school administration means directing the activity of a group of individuals towards a specific common goal by organizing, coordinating and investing these individuals with the maximum possible energy to obtain the best results with the least possible effort and time and at the lowest cost, then the classroom can be viewed as the process that aims to provide an organization effective in the classroom through the teacher's actions, by providing the necessary conditions for the occurrence of education in light of the educational goals that have already been clearly defined to bring about desirable changes in the behavior of the learners in line with the culture of the society to which they belong on the one hand and to develop their potential to the maximum extent possible in the aspects of their integrated personalities on the other hand. Hence, classroom management forms the backbone of the school's work. He is the teacher in his class and from here before: (the teacher is a homeland in one), for a course in preparing youth and leading the educational process with all that the administration requires of planning, coordinating, directing, correcting and activating communication and motivating individuals to work integrated to achieve goals with the least effort and the fastest time possible,

 And our report is an attempt to evaluate values, importance and functions of classroom management, classroom management techniques, effective classroom management skills, strategies for successful classroom learning, the teacher's role in classroom management, factors affecting learning in the classroom, as well as patterns of Chinese interaction, strategies for using Chinese questions and the classroom system and its problems, constitute these topics are pictures of the teacher's practices within the characteristics of that human experience that seek to create the appropriate climate for the integrated growth of the student by allowing him to benefit from the experiences necessary to continue his natural growth and maturity. Today, the school is no longer a means to purify the curriculum with a monotonous mechanism, but today it has become an effective tool for preparing distinguished and competent people and diagnosing their abilities from a young age as effective queens in the future world and the labor market in a productive emerging society in which verbal indoctrination and passive ineffective education have no place.

**1.2 What is Classroom Management?**

 Classroom management is an art and a science, and from a professional point of view, this management relies on the attitude of the instructor and his approach to interacting with students within and outside the classroom, and the management of the classroom is conscious of its rules and procedures**.(Gebhard, 2006, p.80)**

 It is a group of activities carried out by the teacher, using the skills of a family in communicating with students, with the aim of achieving harmony between the teacher and the students. Classroom management facilitates access to information to students in an easier, more flexible and faster way**.(  Burden, 2020,p .12)**

 Classroom management involves teaching work to create a learning atmosphere that promotes positive social interaction, constructive and successful involvement in learning and self-motivation**.**

**1.3 The Teacher Questions**

 Teacher questions serve several purposes such as checking students' knowledge and understanding, attracting student activity, developing student interest and curiosity, and motivating students to recall information. Analyze the types of questions the teacher uses, the purposes of the questions asked by the teacher, and the strategy used to deal with unanswered questions. The teacher to balance the number of convergent, closed, and display with divergent, open, and referential questions to be used during teaching and learning process. In addition, the teacher should know more about the strategies for non-responded questions and the proper way to use those strategies to make the teaching and learning process runs smoothly**.( Nelson, 2007,p.9)**

**1.4 The Purpose Of Teachers' Questions**

* **Display Question :** a question in which the teacher already knows the answer and wants the student to display knowledge. (what color is your shirt?)
* **Referential Question :**a question in which the teacher does not know the answer. (what is your favorite color?)
* **Comprehension Check :** a question to find out if a student understands. (do you understand?)
* **Confirmation Question:** a question to verify what was said. (you said you got up at 6:00?).
* **Clarification Check :** a question to further define or. clarify. (did you say you got up at 6:00 or 7:00?) **(Cotton,K,1988,P.15)**

**1.5 The Content Of Teachers' Questions**

* **Study Of Language:** questions that ask students about aspects of language. (what is the past tense of eat? what does the word acculturation mean?)
* **Study Of Subjects :** questions that ask students about content other than the study of language. (how big is the little her than , prince? how many countries are there in the 166 a world?)
* **Procedure :** questions that ask students about procedural matters. (did you do your homework?)
* **Life**-**General :**questions about the lives of groups of people. (do Japanese women generally like hot tea in the summer? how do Nigerians celebrate birthdays?)
* **Life-Personal :** questions about the lives of individuals. (do you like to drink hot tea in the summer? how do you celebrate your birthday?)**(Misseyanni,2007,p.27)**

**Chapter 2 : Teacher Question , Type And Content**

**2.1 General Goals Of Classroom Management**

 A well-organized classroom is a classroom where students know how to make things happen successfully. The classroom's use and its tools. any of the teaching targets reflect on anticipated expectations. Academic behavior, adequate use of resources and teaching facilities, and cooperation with friends. teachers should also play a role in building a group of learners where they can learn. Students take an active role in influencing their environment, recognizing the role of learners, learn how to work as a person and with peers efficiently.

 Both measures that have been taken teachers should concentrate on reducing disruptions and improving the climate. Where learners will read.

Classroom management goals may be numerous, but the two common goals are management of classes. The goals of classroom management :

•To create and maintain a positive, productive learning environment.

 •To support and foster a safe classroom community.

 The goals of classroom management are elaborated as below.

 **(A)** To create and maintain a positive, productive learning environment. This goal is not meant for absolute control or to create an inert, docile, and totally compliant classroom and student body. Rather, an effective classroom management is to maintain students’ interest, motivation and involvement. Thus, the focus is on activities that create positive, productive and facilitative learning environment.

 **(B)** To help and promote a stable environment in the classroom.

supporting and fostering a stable classroom environment is another priority of classroom management. This implies that students are permitted to make the relations required to learn to take place. Without fear of being mocked for their misconceptions, each student needs to feel relaxed enough to address their prior understanding. To make in order the students comfortable enough to take these intellectual risks, it is necessary to set up the rules and routines which:

• The rules and routines will give them a structure in which to interact with the teacher and each other.

 • The rules and routines need to be necessary, fair and specific if the students are to be expected to follow them.

• Each rule or routine should come with a verbal or written description of why the rule is needed. If the rule is too vague on its own, examples should be given.

 Classroom management strategy will not work if a teacher does not know his/her students. If the teacher takes the time to get to know the students, he or she can not only plan management issues better, but can also minimize disruptions in a more personal way. This has the added benefit of letting the students know that you care about them as people as well as students. **( Jamil, A1990,p22).**

**2.2 Organizing Students**

**Introduction**

 Effective student organization is critical for academic achievement, time management, and reducing stress. Research indicates that students who employ structured study habits perform better academically.

 **(Kornell & Bjork, 2007, p. 219**)

This paper explores key strategies for student organization, including time management, note-taking methods, and collaborative learning, supported by academic sources.

**Time Management Techniques**

 Proper time management helps students balance coursework, extracurricular activities, and personal life. A study by Britton and Tesser (1991) found that students who used time management strategies had higher GPAs than those who did not (p. 406). Effective techniques include:

- Prioritization (Eisenhower Matrix): Categorizing tasks by urgency and importance. **(Covey, 1989, p. 150** (

- Pomodoro Technique: Breaking study sessions into 25-minute intervals with short breaks**. (Cirillo, 2018, p. 32(**

- Digital Planners & Apps: Tools like Google Calendar and Trello improve task tracking**. (Duckworth et al., 2018, p. 112)**

**Effective Note-Taking Methods**

Note-taking enhances retention and comprehension. Mueller and Oppenheimer (2014) demonstrated that handwritten notes improve conceptual understanding compared to typing (p. 1166). Recommended methods:

- Cornell Method: Dividing notes into cues, summaries, and main points. **(Pauk & Owens, 2010, p. 56)**

- Mind Mapping: Visual representation of ideas boosts memory retention. **(Buzan, 2002, p. 72)**

- Outline Method: Hierarchical structuring of information **.**

**( Kiewra, 1985, p. 34 )**

**Collaborative Learning & Study Groups**

Group study enhances critical thinking and knowledge retention. Johnson et al. (2014) found that collaborative learning increases academic performance by 20% compared to solo studying (p. 88). Best practices include:

- Structured Roles: Assigning tasks (e.g., summarizer, questioner) improves engagement**.( Slavin, 1995, p. 45)**

- Peer Teaching: Explaining concepts to others reinforces understandin **(Topping, 2005, p. 63(**

- Online Study Groups: Platforms like Zoom and Discord facilitate remote collaboration**.( Graham & Misanchuk, 2004, p. 102)**

**Conclusion & Recommendations**

Organizational skills significantly impact student success. Implementing structured time management, effective note-taking, and collaborative learning leads to better academic outcomes. Future research should explore the long-term effects of digital tools on student productivity **(Zimmerman,2002,p.77)**

**2.2.1 Seating Arrangements: Possibilities**

**Traditional Semi-Circle Walking Around Alone**

**☺☺☺☺ ☺ ☺ ☺ ☺ ☺ ☺ ☺**

**☺☺☺☺ ☺ ☺ ☺ ☺ ☺ ☺**

 **Spaced Out Face-To-Face Project Work**

**Working Alone** ☺☺ ☺☺☺☺☺

**☺ ☺ ☺  ☺☺ ☺**

 **Pairs Pairs Standing**

 **Side By Side Back To Back Face To Face**

**☺☺ ☺☺ ☺☺ ☺☺ ☺☺**

 **☺☺**

**Equal Small Groups Half And Half**

**☺☺ ☺ ☺☺ ☺☺**

 **☺ ☺☺ ☺☺ ☺☺**

2.2.2**Student Arrangement Ways**

 Setting up classroom activities a in order to manage and promote interactive classrooms, we also need to know how to arrange a variety of classroom activities. We can choose to have students work (**1**) alone, (**2**) in pairs, (**3**) in small groups, or (**4**) as a whole class. Look at the example of different seating arrangements in down , which shows that we have choices as to how we have students sit in the class. These arrangements also imply that we have choices about the activities students do in class. They can sit in a traditional seating arrangement or in a semi-circle during teacher-class discussions or lectures. They can stand up and walk around as they study, for example, to memorize lines in a poem. They can move their chairs to sit alone or in groups while working on a task. they can sit face to face, for example, as they interview each other back to back as they simulate a telephone conversation; across from each other as they practice a dialogue; in circles as they solve a problem or discuss an issue; or next to each other as they study a reading selection, plan a party, or collaborate on a piece of writing. They can also move around the class as they practice skits or role plays. The point here is that we do not have to limit the students to traditional seating. If our goal is to provide lots of chances for students to use English to communicate meaning, we need to feel free to create seating combinations that make this possible.

 **(Talawati,R. 2018,33 )**

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