An Najah National University
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The Mistakes that Teachers of English Make in Managing Their Classes and Suggested Remedies from the Teachers' and Supervisors' Perspectives in Tulkarm Directorate

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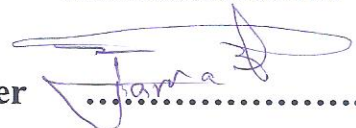
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Dedication

I dedicate my work:

To my lord for being always there for me. Special dedication to my dear father and mother for their endless love, care, support, encouragement, inspiration to dream, and gave me the strength to make the dreams reality. To my dear and loving husband "Ahmed" for without his care, trust, encouragement, none of this would happen. To my best brothers " Lu'ai, Qusai, Mohannad, Hameedo, Mohammad, and the secret of happiness my little brother" Rami". To all my sisters for the happiness and childish moments they gave me " Ruba, Rula, and Mariam".

To all my family. To all my friends. To all who taught me. Special thanks for my mother and father-in-law. A great dedication to my country" Palestine" from which I taught words, lessons, and then success.

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إقـرار

أنا الموقع أدناه مقدم الرسالة التي تحمل العنوان:

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The Mistakes that Teachers of English make in Managing Their Classes and Suggested Remedies from The Teachers' and Supervisors' Perspectives in Tulkarm Directorate

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اقر بأن ما اشتملت عليه هذه الرسالة إنما هي نتاج جهدي الخاص، باستثناء ما تمت الإشارة إليه حيثما ورد، وأن هذه الرسالة ككل، أو أي جزء منها لم يقدم من قبل لنيل أية درجة علمية أو بحث علمي أو بحثي لدى أية مؤسسة تعليمية أو بحثية أخرى.

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Declaration

The work provided in this thesis, unless otherwise referenced, is the researcher's own work, and has not been submitted elsewhere for any other degree or qualification.

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Date: 4 / 11 / 2015   :التاريخ

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List of Abbreviations

EFL	English as Foreign Language
P S	Public Schools
L1	First Language
L2	Foreign Language
SLA	Second Language Acquisition
SL	Second Language
TESL	Teaching English as a Second Language
FL	Foreign Language
ML	Mother Tongue
1st G	First Grade
3rd G	Third Grade
EMI	English ¬Medium Instruction
ESL	English as Second Language

The Mistakes that Teachers of English Make in Managing Their Classes and Suggested Remedies from the Teachers' and Supervisors' Perspectives in Tulkarm Directorate

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Abstract

This study aimed at investigating the mistakes that teachers of English make in managing their classes from the teachers' and supervisors' perspectives and suggested remedies in Tulkarm Directorate. To achieve the study aim, the researcher used two tools: A thirty- eight item questionnaire and a semi- structured interview to collect information about the mistakes of classroom management. The population of the study consisted of all secondary English language teachers in Tulkarm District in the scholastic year 2014- 2015 which consisted of (281) teachers and (4) supervisors. The sample of the study was composed of (84) teachers (40 males and 44 females), the supervisors were(2) males and (2) females.

The major results of the study that the researcher found were the following: teachers should use clear classroom rules, ignore bad behavior, reinforce good behavior, communicate with parents and work in groups in order to avoid classroom management mistakes. The results of the interviews with teachers showed that the results of the interview indicated that supervisors encouraged teachers to involve all students in classroom activities to prevent chaotic environment, work in groups, listen to students and try to solve their problems.

Chapter One

Introduction and Theoretical Background

1.1. Introduction and Theoretical Background of the Study

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Chapter One

1.1. Introduction and Theoretical Background:

Classroom management considers an important issue not only in schools but also in universities, houses, and in each place. Teachers face many mistakes in managing their classes, this occurred because they used unsuitable strategies in their classrooms. This chapter included different opinions about classroom management.

Several researchers (Saenz, (2011), & Linsin, (2013)) agreed that new teachers had difficulties in managing their classrooms completely. Some of the teachers believed that students were the problem, because they came to the classroom from different cultures and they have different styles in their relationships with themselves and with their teachers. So, it's not a matter of being "a novice" or "veteran" teacher. Teachers should promote respect in cultural differences between students.

Al- Amarat, (2011) said that in the educational process and basic requirements, the classroom discipline and achieving stability within the classroom are the most significant elements. They are thought to be the key difficulties which face the teacher, and it took much effort and time and classroom discipline and achieving stability within the classroom were deemed significant and serious issues for the teacher's achievement or disappointment in their tasks.

Academic and behavioral problems affect the teaching-learning process and they may seem to be a result of many factors such as constant absence, lack of attention, hyperactivity, disobedience, aggressiveness, choosing unsuitable time for learning, and the restricted learning chances (Al- Amarat, 2011 & Glavin, 2002) .

Many administrators often saw teachers' ability to control their classrooms as a tool to measure the maintenance of a teacher, the ability to manage the difficulties, make students responsible and commit to the rules without depending on the head teachers (VanTassell, 2003).

According to Kizlik, (2015) teachers gain important skills such as classroom management and management of student conduct. Effective teaching requires such skill in managing the huge number of tasks and classroom situations that occur in the classroom each day. This skill was central to teaching and needed common sense, consistency, a sense of fairness, and courage. Teachers should understand the psychological and developmental levels of their students. The effective classroom management skills were only gained with pursuit, feedback, and inability to learn from mistakes, but using effetive classroom management skills is difficult to achieve. Partly, this problem is that students don't practice their growing skills outside classroom.

The researcher agreed with Kizlik, (2015) to prepare an effective classroom management, the novice teachers should take into account the fundamental principles which prevent classroom management mistakes.

Those principles include: to know what they want and what they don't want, to show and tell their students what they know (use clear language), when they get what they want, acknowledge (not praise) it, when they get something else, finally, act quickly and appropriately.

Marzano (2003) stated that it is vital to make a balance between teacher activities that provide clear results for unwanted behavior and teacher activities that recognize and reward wanted behavior. Classroom management affects students' achievement; therefore, it is necessary for new teachers to use the appropriate techniques in managing their classes to increase achievement such as: to be patient, understand students, and be aware of the causes of behavior.

Many teachers had trainings on a few management strategies, but many don't know how to use them effectively in daily class settings, and they don't have the right tools to deal with specific situations. Whatever the case, many various positive strategies must be gathered and carried out on a daily basis. Successful teachers whose schools support them are more likely to stay in their profession (Romano, 2006).

The school behavioral problems were considered the most dangerous ones, which face teachers, principals, parents, and supervisors. The matter that might threaten the educational process was the disorder, theft, properties vandalism, and violence against teachers and students; (Owidat and Hamdi, 1997). Disruptive behavior cause disciplinary problems in the classroom and lead to low achievement. Al- Alga, 2006 mentioned that the

presence of different personalities from different cultures and the absence of achievement factors lead to make many problems.

Geiger, (2000), showed that teacher's ultimate goal is to have classrooms free from disruptions. This goal can be achieved through the treatment of learners' in loving and caring ways, so teachers should be tolerant. Teachers face disruption and disobedience from the students in their classrooms.

Victor, (2005) had two opposite ideas, firstly he said that positive behavior of the students can be inspired and maintained through classroom settings. The term "discipline" and "management" are seen to be synonyms. Although discipline is an instrument that corrects, and inspires suitable behavior, it is mistakenly associated with punitive procedures. Classroom management, on the other hand, includes ways to effectively reduce misbehavior in the classroom setting, the main purpose of "discipline" and "classroom management" was to get good behavior without using punishments.

Poor classroom management prevent teaching and learning to be effective. Discipline is, therefore "necessary for proper character development, academic study, living with others, personal habits, and physical development of the body."(Victor, 2005, p.7-12).

According to Doyle, (1986) (as cited in Krause, Bouchner & Duchesne, 2003): classroom management is certainly concerned with behavior, and also planning, order and control of learners, the learning

process and the classroom environment to create and keep an effective learning experience (Krause, Bouchner & Duchesne, 2003).When students understand the purpose of rules, they are likely to view them as reasonable and fair, which increases the likelihood of appropriate behavior.

While establishing classroom rules, student's cultural backgrounds should be taken in consideration. Different cultural backgrounds of the students bring different values, norms, and behavioral expectations. Traditional teachers dealt with them as if everyone shared the same cultural expectations and have ignored cultural differences (James, 2003).

According to Purkey & Smith, (1983) (as cited in Eggen, & Kauchack, 2004) the importance of rules in creating productive learning environments and many evidences exist indicating that using clear, and sensible rules can limit behavior problems of learning and promote pride and responsibility at school.

Malcolm (1980) classified the classroom behavior problem into three main groups. The first includes the behavior of children who don't do what the teacher asks them to do. This behavior may have a high annoyance value, but isn't punitive or really damaging, and quickly goes back to a more proper form. The second and third categories comprise more constant difficult behavior. In the second category are the acts of those pupils who commit to criteria that are strange to the culture of the school within the context of the school and the culture it represents. These pupils may be considered as socially inconsistent. The final category includes behavior

which is often maladaptive both in school and outside it, in both learning and personal relationships. However, teachers are faced with basic decisions and they must choose teaching methods that limit conflict, such as effective and acceptable sanctions as well as wise timing for expert intervention.

Solutions to get rid of behavior management difficulties vary from one situation to another. Every child should be treated in a special way. On the other hand, teachers sometimes need to use one approach for all children. Any ways, teachers should adopt "authoritative" vs. "authoritarian" teaching styles (Wilkinson & Meiers, 2007). The authoritative style strikes a balance between rules and nurture, whereas the authoritarian style demands that students simply follow the rules.

1.2. The Four Major Classroom Management Theories

Effective classroom learning can't occur unless teachers are able to develop and implement effective discipline and management systems. To understand learning, we have to understand the theories and the rationale behind them. "Good theory explains and predicts phenomena and gives guidance to your teaching. A sound knowledge and understanding of theory and educational research enables you to identify and engage with evidence-based best practice. "(Beutel, as cited in Lyons & Ford & Arthur- Kelly, 2011, p.3) the following is a brief summary of four theories that have been influential in framing principles of proactive classroom management:

1. Behaviorism: Greopl, (2015) A behavioral approach to classroom management concentrates on setting clear predictions for good behavior, controlling behavior, and then confirming suitable behavior and reorienting inappropriate behavior. It is important to design the desired classroom setting at the beginning of the school year.

The base of many classroom management techniques is behavior modification. Teachers tend to influence student behavior through punishment and reinforcement. The strategies of punishment and reinforcement are dealt with in different ways with different school stages.

2. Choice Theory: Glasser, (2006) developed this theory and stated that behavior is a choice made by an individual, based on their feelings and needs, and is therefore controlled by external choices.

Choice Theory suggests that student's behaviors can't be controlled because they themselves choose their reactions. Teachers are facilitators who help the students doing this. The result is students' behavior change. The final target of this theory is to improve "self-discipline" and "self-control" via positive relationships with their peers, informing choices and directly controlling over students behavior and mind. This can be achieved by collaborative work of teachers, administrators, parents and community to promote different sides related to these people academic, social, mental, and spiritual.

3. Student- Directed Learning: It is Kohn's, (1996) new democratic classroom management theory. He harshly criticized behaviorism in his book "Beyond Discipline". He calls for putting control in the hands of

students. Piaget, (1983) and Vygotsky had the same idea of putting the students on the wheel of control to empower their learning and responsibility the teacher is a facilitator.

4. Assertive Discipline: Most student behavior is suitable. Lee Canter's, (1976) theory of assertive discipline reminds us to identify positive behavior as a way of reinforcing more of it. Teachers need to tell their predictions and expect obedience, watching students who do comply and reorienting those who don't. In assertive discipline, teachers have the right to teach without sharing and students the right to learn without annoyance.

Classroom management theories supply the stage for best practice in the classroom. Creating a positive learning environment takes effort, so whether teachers use one or combine two or more of these theories, the result is effective classroom environment (Tauber, 2007).

The glossary of education reform, (2014) defined classroom management as the wide diversity of skills and mechanisms that teachers use to keep students controlled, focused, attentive, on task, and academically productive during a class. When classroom-management strategies are accomplished effectively, teachers minimize the behaviors that disturb learning for both individual students and groups of students, while maximizing the behaviors that facilitate or promote learning. Generally speaking, effective teachers tend to display strong classroom-management skills, while the hallmark of the inexperienced or less effective teacher is a disorderly classroom filled with students who are not paying attention (The glossary of education reform, 2014).

Kelly, (2014) has two different definitions of classroom management the first: are the methods of preventing misbehavior. In other words, it is the technique teachers use to preserve control in the classroom.

Classroom management is one of the most difficult parts of teaching for new teachers. For the students, learning is decreased in the classroom when effective classroom management is absent. For the teacher, it can cause stress and finally lead to individuals leaving the teaching profession (Kelly, 2014).

The Association for Supervision and Curriculum Development(ASCD) defined classroom management as a gestalt combining several teacher traits, including reflection, skill in problem solving, skill in managing student behavior, and the ability to provide engaging instruction (ASCD, 2006).

1.3. Statement of the Problem:

Due to the researcher's experience in teaching, classroom management was considered the current problem that teachers in general and teachers of English in particular face with their students in different grades. Teachers make many mistakes when they attempt to manage their classes, so the researcher attempted to identify these mistakes and the suggest remedies based on teachers' and supervisors' perspections.

1.4. Purpose of the Study:

This study aims to:

1- Identify the mistakes that teachers of English make in managing their classes from the teachers' and supervisors' perspectives in Tulkarm directorate.

2- Suggest remedies for the mistakes that teachers of English make in managing their classes from the teachers' and supervisors' perspectives in Tulkarm directorate.

3- Examine if there are statistically significant differences of the study variables (gender, qualification, experience, age) in the mistakes that teachers of English make in managing their classes from the teachers' and supervisors' perspectives in Tulkarm directorate.

1.5. Questions of the Study:

To achieve the purpose of the study, the researcher addressed the following questions:

1-What are the mistakes that teachers of English make in managing their classes and the suggested remedies from the teachers' and supervisors' perspectives in Tulkarm Directorate?

2- Are there statistically differences due to (gender, qualification, experience, age) in the mistakes that teachers of English make in managing

their classes and the suggested remedies from the teachers' and supervisors' perspectives in Tulkarm Directorate?

1.6. Hypotheses of the study:

The study main question include the following null hypothesis:

1-There are no significant statistical differences at (α = 0.05) in the mistakes that teachers of English make in managing their classes and suggested remedies from the teachers' and supervisors' perspectives in Tulkarm directorate due to gender.

2-There are no significant statistical differences at the formula level (α = 0.05) in the mistakes that teachers of English make in managing their classes and suggested remedies from the teachers' and supervisors' perspectives in Tulkarm directorate due to qualification.

3-There are no significant statistical differences at the formula level (α = 0.05) in the mistakes that teachers of English make in managing their classes and suggested remedies from the teachers' and supervisors' perspectives in Tulkarm directorate due to experience.

4-There are no significant statistical differences at the formula level (α = 0.05) in the mistakes that teachers of English make in managing their classes and suggested remedies from the teachers' and supervisors' perspectives in Tulkarm directorate due to age.

1.7. Significance of the Study:

The issue of discipline in the classroom continues to surface as one of the most challenging problem in education today. This study is with high significance due to the importance of its topic. Since there are few studies – according to the knowledge of the researcher- that discuss the mistakes that teachers make in managing their classes and the effective remedies to these poor strategies. Furthermore, this study is of great significance since it discusses the problems that teachers make in managing their classes and these mistakes from teachers' and supervisors' perspectives in Tulkarm directorate. It presents the appropriate solutions that teachers should use in order to avoid classroom management mistakes.

1.8. Limitations of the Study:

This study considers these limitations:

1   Human: All English language teachers and Supervisors (males and females) in Tulkarm Directorate.

2   Temporal: The study was conducted during the second semester 2014-2015.

3   Locative: All secondary schools in Tulkarm Directorate.

4   Topical: This study was a quantitative design utilizing a survey method.

1.9. Definition of Terms:

In order to provide a comprehensive frame work of the material incorporated in this study the following definitions of terms are presented:

1-Principle: "Business dictionary" defined it as basic rules, or values that represent what is desirable for a person, group, organization, or community, and help it in determining the suitable or unsuitable of its actions. Principles are more fundamental than policy and objectives, and are meant to govern both.

2-Rule: A principle of conduct observed by members of a group.

3- Mistake: is an error, a slip-up. When you make a *mistake*, you've done something wrong. Mistake has a lot of uses, but they all have to do with doing incorrect thing. A mistake in math class will result in the wrong answer, but a mistake with a pistol could get someone killed. If you mix up two people, you're mistaking one for the other. When you make a mistake, the best thing to do is admitting it and tries to make up for it; not apologizing for a mistake is another mistake (Orange, 2014).

3- Remedy: A means of counteracting or eliminating something unwanted (Harland, 2012).

4-Classroom management: "It involves all the things that a teacher does to organize students, space, time and materials so that instruction of content and student learning can take place" (Wong & Rosemary, 2001, p.84). In addition, it consists of procedures that a teacher uses to preserve an

environment in which learning can occur (Wong & Rosemary, 2001). This requires teachers to use controlling strategies, including things relevant to space, time, and materials so as for teaching and learning to happen.

5-Discipline: Training that is expected to produce a particular nature or model of behavior-organized behavior (Maag, 1996).

1.10. Summary:

In this chapter, the researcher provided a relevant introduction to the classroom management mistakes that teachers of English make in managing their classes, the theorists and theories of classroom management with their different opinions. Then, the researcher introduced the statement of the problem, the study questions, purpose, significance, and limitations of the study. She also supplied a list of definition of terms related to the subject.

Chapter Two

Review of Related Literature

1.Introduction

2.Different Definitions of Classroom Management

3. Literature Focusing on Classroom Management

4. Literature Focusing on Classroom Management Mistakes and Remedies

5.Summary

Chapter Two

Review of Related Literature

2.1 Introduction:

For the purpose of organization of the whole studies, the researcher categorized them chronologically where possible. In addition, this chapter is divided into subtitles: different definitions of classroom management, literature focusing on classroom management, literature focusing on classroom management mistakes and remedies.

2. 2 Different Definitions of Classroom Management

In Jim Scrivener's book learning Teaching (1994) classroom management was defined as the methods and strategies an educator uses to preserve a classroom environment that is conducive to student success and learning (Scrivener, 1994).

According to Hawamde & Ali, (as cited in Brown, 2007) stated that classroom management referred to routine actions used by the teacher to preserve quietness and comfortable classroom, while classroom discipline referred to the strategies used by the teacher to deal with wrong behaviors conducted by the student.

Some thinkers as Al-Agha & Abdulmin'm, (1994) defined classroom management as students' ability to work in an academic atmosphere in order to reduce the periods of province normal classroom actions.

Brophy and Good (2003) stated that classroom management was different from a discipline plan; it included the teachers' tenets and values, as they related to discipline, but also how they braid with different other underlying aspects of the class framework. They suggested that classroom administration was establishment of three features in a classroom. These aspects included the physical environment of classroom, teachers' experience or his ability in preparation and ways that teacher used to present the lesson which influence classroom management. So all definitions agreed that classroom management defined as the process of linking between the teacher and the students, its goal was to ensure the success of the educational process.

2.3 Literature Focusing on Classroom Management:

Richard, (1990) defined classroom management as the habits in which learners' conduct, and contact throughout a class were regulated by the instructor to permit teaching to take place most efficiently. This study indicated that the role of the teacher in classroom not only to send information; but also, the teacher is the authority, the instructor and the organizer in classroom. Organization is a necessary quality for every teacher. Teacher controls students' behavior inside or outside classrooms which prevents problems.

According to Wong and Wong in their best writing How to Be an Effective Teacher: The first Days of School (Wong & Wong, 2005), teachers' style in managing classroom reflects his personality and his way

in teaching students, but using effective style makes the classroom environment more effectively than is reflected on students' behavior and their achievement. Choosing classroom management styles is the basic point for the new teacher.

Sunday, (2012) indicated that the teacher has to use suitable classroom management principles, which include setting up rules and regulations, and giving regulations for any ongoing factors. These rules and regulations have to be reviewed regularly. To achieve the instructional management which is considered the most important aspect of curriculum implementation. Sunday, (2012) the instructional consideration in curriculum development level include teachers making decisions about subjects, content, and assessing how well students learn, which directly affects students learning. In this the paper confirmed the importance of being flexible to meet individual differences. Teachers also should establish relationship with the learners considering their intellectual levels and work with them cooperatively so as to contribute effectively to the process of learning. A democratic atmosphere, whenever possible, has to be created.

The researcher put four hypotheses; three of them met these requirements of paper. The first one was: There is no significant difference in the classroom management among the selected schools. The second was: There is no significant difference between students' performance and effective classroom management. The third was: There is no significant difference in teacher perception of effective classroom management. The

conclusions were that classroom management, relationship between students' achievement and classroom management and teacher perception and classroom management are all significant. To sum up, the teacher behavior greatly affected students' performance.

Another study conducted by Ajayi, et al (2011) aimed at finding out the relationship between classroom environment and academic staff job behavior in the South West Nigerian universities. The study stated that there was important relationship between the work atmosphere and job performance of academic staff in the universities. Based on the results of the study, it was recommended that the management of the universities should make work environment more helpful by giving more attention to the provision of physical facilities, motivation, authority-staff relationship, participation in decision making and others for the aim of facilitating better job achievement of the academic staff.

Duck (2007) attempted to find a solution to the dropout of educators. His study concluded that the misunderstanding of classroom management practices and the lack of having a preferable basis in teaching style forced teachers to leave their jobs especially teachers who didn't have much years of experience, which was the solution for educators leaving. The last two studies indicated that every effective teacher should have a special style and practices in teaching which helped them to prevent classroom management problems.

Bloomberg & Knight, (2015) study analyzed the experiences of new teachers based on long-term information collection throughout a school year as one means of bridging the gap between teacher preparation and actual teaching practice. The findings indicated that teaching for beginners is a demanding task because it centers on complex, interrelated sets of thoughts, actions, and dynamics. This study mentioned the effect of teachers' years of experience in teaching and classroom management with weak responses for old teachers.

Marzano and Marzano (2003) stated that classroom management defined as the largest effect on student achievement. In their research, they found out that teachers' actions affect students' achievement. Whereas Wigdor, (2014) said that management was an essential part in learning process, because effective classroom manager supplied effective instruction, studying and instruction can't take place in a mishandled schoolroom.

2.4 Literature Focusing on Classroom Management Mistakes and Remedies:

Romano, (2006) an educator from the University of Arizona confirmed the struggles teachers meet when it comes to classroom management through her study conducted in an elementary school setting (Romano & Gibson, 2006). It showed that 20% percent of teachers leave the teaching profession in the first three years of service. At the same time, almost 10% of them do not even complete their first year due to the

pressures and lack of support with classroom management (Romano & Gibson, 2006).

Saenz, (2011) conducted a study; the purpose of this study was to explore the importance of positive classroom discipline while maintaining student behaviors and problematic situations. The goal was to show the importance of classroom management and how to attain useful techniques for classroom structure. The participants consisted of ten teachers, including the researcher. They instructed at the second through fifth grade level.

Results showed that it is necessary for teachers to use different classroom management techniques in order to build suitable environment which helps students to deal with problems in the classroom. This reflects on the behavior of students to be positive and avoiding classroom management mistakes.

Lawrence & Smith (2008) researched the important points that teachers should avoid to develop positive discipline. Their research mentioned the important role of professionals who work with children in developing the rapport within parents and its effect on getting positive discipline. Avoiding negative punishments leads to positive behavior and frankness of children. They used an interview as a tool of the study; their interviews showed that it is important to build relations between teachers and parents, and to avoid punishment.

Ur (1996) discussed different ways of dealing with problems related to classroom management and keeping discipline in class. She discussed three steps of dealing with classroom management problems; she called these steps as the preventive strategies. First, analytical and careful planning gives the teacher the trust to achieve the basic goal of learning. Then, using clear instructions in the classroom helps teachers to avoid problems. Finally, teachers should be kept in touch. This means teachers should be aware of everything students have done through a lesson. This encourages students to participate all the time.

Savas and Toprak, (2013) accomplished a paper that aims to evaluate difficulties in classes with immigrant learners. The results illustrated that classroom management connected problems are categorized to teacher, school, and family. difficulties related to teacher are "intolerable noise, students' lack of interest and the issue with students' understanding the lesson". Other problems related to noisy classroom and interactions (Savas and Toprak, 2013; P. 937).

When teachers punish students when they don't make anything wrong, they lose the rapport, influence, and trust. This is why teachers have to be aware of mistakes and suggest remedies for them directly. Linsin, (2012) suggested eight steps to help teachers avoid the possible harm resulted from committing such mistakes. First, teachers had to be proactive and foresee the mistakes that they may commit. Then they had to try to model this for the students to make it clear. As soon as the mistake was committed, teachers had to immediately handle it but privately and sometimes in the

presence of a witness but they had to be sure about the truth. Teachers shouldn't be arrogant and they have to apologize when they commit any mistake. When students err and apologize, teachers shouldn't keep blaming them.

According to Payne, (2015) study the use of systems of rewards and sanctions within behavior policies has now been adopted formally in schools. Such systems potentially represent competing theoretical ideas when considered alongside recent approaches to teaching and learning. There was also chance for conflicting use of rewards and sanctions resulting from the lack of a distinction between incentives and punishments and again between pupils' task-based work and their social behavior. The results showed a complex range of pupil responses to various behavior management strategies, as well as highlighting changes in pupil responses across the age groups. Some sanctions for classroom behavior are also found to lead pupils to stay quiet, potentially affecting their ability to engage in all learning activities. Sanctions such as asking pupils to miss break, or giving detentions are seen to be counter-productive in encouraging pupils to work hard in class. Some rewards, such as the giving of "stamps" work well in relation to how much pupils like the teacher, but they are not found to encourage hard work in older pupils. The incentive of the school reward trip is universally effective, as is contact with home. These findings present insight into the ways in which pupils react to rewards and sanctions and therefore contribute to our understanding of how such systems might best be used.

From her own experience, Pesce (2012) discussed five worst mistakes all beginners of ESL make. First of all, she pointed to the TTT vs. STT. When teachers keep talking all the time while the students are expected to have the biggest part since they have to learn the language through speaking, this will absolutely affect the discipline of the classroom. The second mistake is ignoring the boundaries between the students and the teacher. Teachers should differentiate between being a friend and being friendly especially when they are the same age as their students. The third mistake is inconsistent classroom management. The worst thing in this domain is empty promises and weak threat. The next thing is forgetting cultural differences which make teachers concentrate on English culture and ignore students of other cultures.

Some things may be acceptable in one culture and unaccepted in another. The final mistake considered is not gathering enough information on students' circumstances and needs. It's important for students to advance or make progress. She ends with the idea that making mistakes is something inevitable and even important since it gives experience.

Pomerantz & Monti, (2015) study discussed the measurement of parents' participation in children's education. They mentioned that the participation of parents in the educational process helps teachers to avoid classroom management problems, and they suggested enhancing the measurement of parents' participation along three key lines. First, they make the case that more attention is given to ensuring the convergent and distinguish validity of the time and cost-efficient retrospective approach in

which parents, students, or teachers report on parents' typical participation. Second, they summarize how daily and observational approaches may be used to address important conceptual and practical questions that have not been answered. Third, they suggest assessing how parents guide bridges, such as parent–teacher conferences, created by schools to promote parents' participation.

2.5 Summary

Many studies revealed the same definition of classroom management and all of these studies agreed in defining it as a process of linking between teachers and students in order to perform success in teaching and learning. A lot of studies whether Arabic or foreign talked about different points of classroom management. Some studies conducted the role of the teacher in the classroom and his role in managing students' behavior, achievement and everything in classroom. For example, Richard, (1990). Another showed the importance of using the appropriate classroom management styles, principles and practices to control the expected problems that teacher may face, irrespective of his age, gender, experience or qualification. And it is necessary to put in his mind that there is a relationship between school environment and job performance of academic staff in the universities as Ajayi, (2011) said.

Finally the researcher took different studies to demonstrate the mistakes that teachers might make in managing their classes and the suggested solutions for these mistakes. One of these mistakes was

behavior, some studies said that no one is infallible about making mistakes, on the contrary making mistakes gave the teacher a chance to develop his abilities in teaching such as: Pesce, (2012).

The researcher suggested that the style teacher used in their classes determine the mistakes that teachers make in managing their classes since teachers are the controller, and they are responsible for what happens in the classroom. It is not easy to change the behavior of students since some students are strict and nervous so teachers should use suitable procedures to deal with this kind of students regardless of their educational level, and it is necessary for new teachers to bear and use appropriate procedures.

Chapter Three

Methodology and Procedures

3.1. Introduction

3.2. Methodology

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Chapter Three

Methodology and Procedures

3.1. Introduction:

This chapter was dedicated to lay down the steps and the methodology taken in carrying out the research effort. In it, the researcher presented the population and the sample of the study, as well as the practical processes used to construct and describe the study instruments. It also illustrated the types of statistical tests used in this study. Furthermore; it included a description of the reliability and validity of the study instrument.

3.2. Methodology:

This research was a descriptive analysis method. This study method involved the use of a self-administered questionnaire designed to gather specific data via a self-reporting system. The framework was based on the mistakes that teachers of English make in managing their classes and suggested remedies from the teachers' and supervisors' perspectives in Tulkarm directorate. The questionnaires allowed for confidentiality, in an effort to encourage responses that were more honest. A descriptive cross-sectional design adapted for the current study. Cross sectional designs provided data about a situation that existed at a particular time (Abramson, 1999). It employed a descriptive and inferential design; moreover, the study documented the world as it existed. The primary goal was to provide

a complete description as possible, while the cross sectional it was obtained on individuals at a fixed event during life (Talbot, 1995).

3.3. Questions of the Study:

To achieve the purpose of the study, the researcher addressed the following questions:

1-What are the mistakes that teachers of English make in managing their classes and the suggested remedies from the teachers' and supervisors' perspectives in Tulkarm Directorate?

2- What is the role of the study variables (gender, qualification, experience, age) in the mistakes that teachers of English make in managing their classes from the teachers' and supervisors' perspectives in Tulkarm Directorate?

3.4. Hypotheses of the Study:

The study main question include the following hypotheses:

1-There are no significant statistical differences at ($\alpha = 0.05$) in the mistakes that teachers of English make in managing their classes and suggested remedies from the teachers' and supervisors' perspectives in Tulkarm directorate due to gender.

2-There are no significant statistical differences at ($\alpha = 0.05$) in the mistakes that teachers of English make in managing their classes and

suggested remedies from the teachers' and supervisors' perspectives in Tulkarm directorate due to qualification.

3-There are no significant statistical differences at (α = 0.05) in the mistakes that teachers of English make in managing their classes and suggested remedies from the teachers' and supervisors' perspectives in Tulkarm directorate due to experience.

4-There are no significant statistical differences at (α = 0.05) in the mistakes that teachers of English make in managing their classes and suggested remedies from the teachers' and supervisors' perspectives in Tulkarm directorate due to age.

3.5. Population of the study:

The population of this study comprised of all the secondary English language teachers and supervisors' in Tulkarm Directorate, which included (281) teachers and (4) supervisors for the scholastic year 2014/2015.

3.6. Sample of the Study:

The study participants involved (84) Palestinian government schools in Tulkarm Directorate teachers who were selected randomly: 40 males and 44 females from Palestine Northern Directorates schools, and (4) supervisors (2) males and (2) females. Sample allocation was classified according to the independent variables of the study as tables (1), (2), (3) and (4) below show:

A- Gender Variable:

Table (1): Distribution of the sample according to Gender

Gender	Frequency	Percentage
Male	40	47.6
Female	44	52.4
Total	**84**	**100%**

B- Academic Qualification Variable:

Table (2): Distribution of the sample according to academic qualification

Academic Qualification	Frequency	Percentage
Diploma	3	3.6
B.A.	67	79.7
M.A.	14	16.7
Total	**84**	**100%**

C- Years of Experience Variable:

Table (3): Distribution of the sample according to teaching experience

Teaching Experience	Frequency	Percentage
Less than 5 years	12	14.3
5-10 years	22	26.2
More than 10 years	50	59.5
Total	**84**	**100%**

D- Age Variable:

Table (4): Distribution of the sample according to age

Age	Frequency	Percentage
Less than 30 years	12	14.3
30-34 years	7	8.3
35-39 years	12	14.3
More than 40 years	53	63.1
Total	**84**	**100%**

3.7. Instruments of the Study:

Data were collected via complementary questionnaire developed by English language respondents. The questionnaire consisted of three parts (see Appendix 1):

-The first part of the questionnaire included personal data. Moreover, this part assured the confidentiality of the information.

-The second part collected demographic information including (gender, qualification, years of experience, and age).

- The third part was the scales that measured the classroom management mistakes in English and how to deal with them as perceived by teachers and students in Tulkarm Directorate district. This part consisted of 38 items of classroom management mistakes and remedies.

The items of the survey are classified into two fields: The first domain consisted of twenty- four (1- 24) items which were designed to collect information about the common classroom management mistakes. The second domain consisted of fourteen items (25- 38) that explored the remedies of classroom management mistakes.

The researcher adopted the Likert's five-level scale:

• Strongly agree   5 degrees

• Agree   4 degrees

• Neutral   3 degrees

• Disagree   2 degrees

• Strongly disagree   1 degree

The next instrument was the interview. The qualitative analysis method was used to analyse (9) EFL English language teachers and supervisors answers to the interview. The interview was conducted by the researcher herself. It included (9) questions. The interview was conducted after reviewing related literature. The subjects were (3) females and (6) males who were given freedom to answer the question of the interview that lasted for (10) minutes.

3.8. Validity of the Questionnaire:

Content validity dealt with how representative and comprehensive items were in creating the scale. It was assessed by examining the process by which scale items were generated. Content validity in this study should

be relatively acceptable since the various parts of questionnaire were all based on the literature review and on the opinions of several experts such as: Dr. Ziyad Attaneh, Dr. Roqaiah, and Mr. Fathi Kayed, and others who examined the items. They offered some suggestions on the questionnaire to be easy and suitable for the purpose of the study, the first one was to decrease the number of the items since it was (79) items, at the end they became (38). The second suggestion was to use the same tense of the verbs such as: (-ing) or (infinitive). See appendix (1) p. (78)

3.9. Reliability of the Questionnaire:

To discover out the reliability level of the questionnaire, the reliability coefficient (Cronbach alpha) was calculated as an indicator of consistency to the level of the instrument as a whole.

Table (5) below shows that the ranges of reliability were between (0.82-0.89), and that the total score was (0.85), which is considered to be suitable for the purpose of this study.

Table (5): Alpha Formula of Instrument Reliability

Domains	Number of items	Reliability coefficient
Common mistakes in managing classes	24	0.82
suggested remedies	14	0.88
Total score	**38**	**0.85**

Table (5) indicates that reliability coefficients are high, and appropriate for scientific purposes.

3.10. Validity of the Interview

The interviews like questionnaire were shown to the same juries from the College of Education who approved its suitability for the purpose of the study and all juries don't offer any suggestions on the interview.

3.11. Procedures of the Study:

The data collection process started in the next semester in the scholastic year 2014- 2015. Some questions were modified to be easy for the respondents to answer them. The study-sampling frame was restricted on registered Teachers of English and Supervisors' in Tulkarm Directorate. The number of Teachers of English and Supervisors' in Tulkarm Directorate was taken from the registration office in statistics and planning department in the Ministry of Education. Permission from principal of every school was taken, a convenient sample of Teachers of English and Supervisors' in Tulkarm Directorate who fit in the inclusion criteria was taken and printed on the light of their school and classroom numbers and time of their classes appointments.

The researcher used the following procedure during the application of this study:

First, after finding the validity and reliability of the tool by the specialists in the field of TEFL who approved the utility of the instrument for carrying out the study, the researcher studied and adopted the observations and suggestions proposed, and made the modifications.

Second, authorization was taken from the Faculty of Graduate Studies to the Ministry of Education which offered the permission to get the needed information and to distribute the questionnaire among teachers.

Third, the researcher supplied the copies of the tool to the teachers and all copies were distributed through the Ministry of Education. In order to achieve more valid and credible results teachers were given the freedom to complete the questionnaire.

Fourth, the researcher gathered almost all the copies through the Ministry of Education. Then, the questionnaire data was statistically treated.

3.12. Variables of the Study:

The study contained the following variables:

Independent Variables:

• **Gender Variable** which is divided into two levels: male & female.

• **Academic Qualification Variable** which is divided into three levels: diploma, bachelor, and master.

• **Years of Experience Variable** which is divided into three levels: 5 years or below, 6-10 years, and more than 10 years.

• **Age** which is divided into three levels

3.13. Statistical Analysis:

In order to examine the data, the researcher used the Statistical Package for Social Science (SPSS) version 17.0. A number of statistical tests and procedures were used including the following:

1. Means, frequencies, percentages, and standard deviations to assess the teachers' responses on each item and total score.

2. T-Test for Independent samples to test gender hypothesis.

3. One-Way Analysis of Variance (ANOVA) to test Academic qualification, years of experience, and age hypotheses.

4. Scheffe post hoc test to determine the sources of differences in the rejected hypotheses.

For data analysis, the researcher used the following percentages:

• (100%- 80%) very high degree of response

• (70%- 79.9%) high degree of response

• (60%- 69.9%) moderate degree of response

• (50%- 59.9%) low degree of response

• (Less than 50%) very low degree of response.

3.14. Ethical Issues:

As this study is supervised on human participants, permission to conduct this study was acquired from the Faculty of Graduate Studies at An-Najah University in order to guarantee that the ethical issues are taken into respect. In addition, participants were notified about the intention of the study before responding to the questionnaire, and were told that their

contribution was voluntary, and any information acquired would be classified and would be used for scientific research purposes only.

3.15. Summary:

In this chapter, the researcher introduced the population of the study, The sample of the study in accordance with the study variables (gender, Academic qualifications, years of experience, and type of school), the research design and the procedures which were used in confirming or rejecting the hypotheses of the study. Additionally, validity and reliability procedures as well as the statistical analysis used in this study were also described.

Chapter Four

Results

4.1. Introduction

4.2. Results Related to the Main Question:

    4.2.1. First Domain: Students' Cognitive Skills

    4.2.2. Second Domain: Students' Social Skills

    4.2.3. Third Domain: Students' Motivation for the

Material

    4.2.4. Fourth Domain: Students' Scores in Exams

    4.2.5. Total Score of All Domains

 4.3. Results Related to the Sub-Questions:

    4.3.1. Results Related to the First Sub-Question

    4.3.2. Results Related to the Second Sub-Question

    4.3.3. Results Related to the Third Sub-Question

    4.3.4. Results Related to the Fourth Sub-Question

  4.4. Results Related to the Second Tool of the Study (the interview):

  4.5. Summary

Chapter Four

Results

4.1 Introduction:

The purpose of this chapter is to identify the mistakes that teachers of English make in managing their classes and suggested remedies from the teachers' and supervisors' perspectives in Tulkarm directorate. Moreover, this chapter also analyzes the effect of the study variables (gender, experience, qualification, and age) on The Mistakes that Teachers of English make in Managing Their Classes and Suggested Remedies from The Teachers' and Supervisors' Perspectives in Tulkarm Directorate.

4.2. Results Related to the Main Question:

This part aims at answering the following question:

Q1: What are The Mistakes that Teachers of English Make in Managing Their Classes and the Suggested Remedies from Teachers' and Supervisors' Perspectives in Tulkarm Directorate?

To answer the study question descriptive analysis processes were computed (mean, standard deviation and percentages) for each item and their respective domain and total score.

(80%-100 %) very high degree.

(70-79.9%) is high degree.

(60 - 69.9 %) is moderate.

(50 - 59.9 %) is low degree.

(Less than 50 %) is very low degree.

4.2.1. First Domain: the common mistakes in managing classes:

Table (6): Mean, Standard deviation, Percentages of each item, and Total score of common mistakes in managing classes.

No	Order	Items	M	SD	percent
		Common mistakes in managing classes			
1.	20	Use negative or imprecise language.	1.46	0.87	29.29
2.	4	Criticize the person rather than the behavior.	1.50	0.99	30.00
3.	12	Do not give children a second chance.	1.58	1.10	31.67
4.	13	Do not smile or show your personality the first month, semester, or, for some, the entire school year.	1.81	1.19	36.19
5.	9	Make threats.	1.92	0.87	38.33
6.	23	When an approach is not working for classroom management, I do not try harder.	1.94	1.28	38.81
7.	17	Teacher's emphasis on what is not going well, the misconduct and the problematic features of the students' actions, rather than giving a pure set of prospects for fruitful behavior and clear feedback related to progress toward academic and behavioral goals.	2.13	1.19	42.62
8.	1	Adopt a negative outlook about teacher's performance.	2.14	1.33	42.86
9.	2	Believe teaching in a chaotic environment is just part of the job.	2.25	1.24	45.06
10.	19	Threats tend to have an intimidating and bullying tone and are often said in an emotional way.	2.40	1.04	48.10
11.	22	Violet the principles of good classroom rules.	2.44	1.34	48.78
12.	16	Rather than takes action / teachers expect students to respond to anger, lectures, threats shaming and random punishments.	2.52	1.20	50.48

13.	11	Do not respond to inappropriate behaviors quickly and assertively.	2.60	1.14	51.90
14.	18	Teachers claim that it is important to keep a distance between them and the students.	2.73	1.25	54.52
15.	21	View ourselves as the only classroom manager.	2.77	1.37	55.48
16.	6	Ignore misbehavior that is non-disruptive to class.	2.95	1.16	59.05
17.	10	Most inexperienced teachers use classroom management in its traditional sense.	3.20	1.15	64.05
18.	8	Inadequate classroom management is the result of lack of cooperation and support of school principal and experienced teachers.	3.38	1.25	67.62
19.	5	Disciplinary rules are appropriate and suitable for managing your students.	3.45	1.33	69.05
20.	7	Have clearly understood routines and procedures is critical to effective classroom management.	3.45	1.07	69.05
21.	14	Poorly planned activities, routines, transitions, groupings etc. lead to poorly behaved students	3.55	1.53	7.95
22.	24	Promote respect for cultural differences in your classroom.	4.14	1.03	82.86
23.	3	Classroom management is your top priority.	4.32	0.98	86.43
24.	15	Praise is positive behavior.	4.58	0.88	91.67
		Total score	2.72	0.44	54.37

- Maximum point of response (5) points.

Regarding the first question, the above table shows students response on the strategies that teachers use in managing their classes from the respondents` perceptions. Mean and percentages of each item, and total score of the strategies that teachers use in managing their classes are computed. The results indicate that total score reached 54.3% with a mean

of 2.7, which is considered a low response on the overall mistakes made by teacher in the classroom management.

Furthermore, student's highest response of agreement on items (14, 24, 3, 15) that are related to teacher's use of poorly planned activities, routines, transitions, groupings etc. lead to poorly behaved students; promote respect for cultural differences in your classroom; classroom management is teachers' top priority; further teachers tend to praise positive behavior, persuasion and discussion in the classroom management strategies. In addition, most teachers clarify classroom rules from the first day of the study. Teachers threaten to deduct marks from students. Means for these items ranged from (3.72 to 3.92). These items received percentages that range from (82.8% to 91.6%)

Moreover, the results indicate that items (10, 8, 5, and 7) received a moderate degree of agreement among the study sample; these items are related to topic such as inexperienced teachers use classroom management in its traditional sense. Inadequate classroom management is the result of lack of cooperation and support of school principal and experienced teachers.

Disciplinary rules are appropriate and suitable for managing students. Have clearly understood routines and procedures is important to effective classroom management.

Further, the results indicate that items (20, 4, 12, 13, 9, 23, 17, 1, 2, 19, 22, 16, 11, 18, 21, 6) received the lowest degree of agreement, these items are related to topics such as teachers use negative or imprecise language; criticize the person rather than the behavior; don't give children a

second chance; don't smile or show your personality the first month, semester, or, for some, the entire school year.

Finally, the total score for common mistakes in managing classes that teachers make are related to classroom management mistakes received a low response from the perception of teachers of English in Tulkarm Directorate (M= 2.72, SD= 0.44, p= 54.3%).

4.2.2. Second Domain: suggested remedies:

Table (7): Mean, Standard deviation, and Percentages of each item, and total score of Classroom Management Mistakes Faced by High School Students Learning English due to content

No	Order	Items	M	SD	Percent
		Suggested remedies			
25.	33	Promote parents involvement in classroom.	2.73	1.47	54.52
26.	26	Call child after a bad day.	2.81	1.42	56.19
27.	34	Send home notes (or frown faces) to report problem behavior to parents.	2.95	1.35	59.05
28.	29	Collaborate with parents on a home- school behavior plan.	3.04	1.34	60.71
29.	28	Call parents to report good behavior.	3.11	1.40	62.14
30.	27	Call parents to report bad behavior.	3.15	1.32	63.10
31.	35	Discussion with parents about particular actions to do with a learner at home.	3.26	1.20	65.24
32.	38	Teachers give learners concrete or quantitative rewards for desired behavior.	3.31	1.10	66.19
33.	25	Apply rewards and sanctions on a continuum from least to most intrusive.	3.39	1.03	67.86
34.	32	Hold extra parents conferences for particular problems.	3.44	4.37	68.81
35.	37	Use specific disciplinary strategies that instill a sense of personal discipline.	3.60	1.10	71.90
36.	31	Develop clear rewards and sanctions and share them with the students	3.61	1.09	72.14
37.	36	Use clear classroom management plan and hierarchy.	3.81	1.16	76.19
38.	30	Create and maintain positive teacher- student and peer relationships.	4.02	94.	80.48
		Total score	**3.30**	**84.**	**04.66**

Maximum point of response (5) points.

Results in table (7) indicate that the suggested remedies have a moderate degree of effect on classroom management mistakes from the perception of Teachers of English and Supervisors' in Tulkarm Directorate (M=3.3, SD=0.84, P=66.04%).)

Items (37, 31, 36, 30) received the highest degree of response that are related to use specific disciplinary strategies that instill a sense of personal discipline; develop clear rewards and sanctions and share them with the students; use clear classroom management plan and hierarchy; create and maintain positive teacher- student and peer relationships..

Items (29, 28, 27, 35, 38, 25, 32) received a moderate degree of response; they include topics such as collaborate with parents on a home-school behavior plan; call parents to report good behavior; call parents to report bad behavior. This is in agreement with attention toward the issues in measuring parents' involvement in children's education. We review the major assessment approaches used to date, highlighting both the strengths and weaknesses of each approach. This is followed by suggestions for enhancing the measurement of parents' involvement along three key lines.

Items (33, 26, 34) received a low degree of response from the study sample, these items discuss topics such as promote parents' involvement in classroom; call child after a bad day; send home notes (or frown faces) to report problem behavior to parents.

The total score for the suggested remedies (M= 3.30, SD= 84. P= 66.06%) which indicate that limited availability and irregular classroom management programs received a moderate degree of response. This

demonstrates that designing suggested remedies and using them plays an important role in classroom management mistakes.

4.3. Results Related to the Sub-Questions:

Q2: Are there any significant differences in The Mistakes that Teachers of English Make in Managing Their Classes and Suggested Remedies from The Teachers' and Supervisors' Perspectives in Tulkarm Directorate , due to gender?

The second part is devoted to test the validity of the study hypothesis, and to examine the role of the variables (gender, experience, qualification, and age) in the mistakes that teachers of English make in managing their classes and suggested remedies from the teachers' and supervisors' perspectives in Tulkarm directorate.

4.3.1. Results of the first hypothesis:

"There are no statistically significant differences in means that at p value = 0.05) in the mistakes that teachers of English make in managing their classes and suggested remedies from the teachers' and supervisors' perspectives in Tulkarm directorate , due to gender". An independent-samples t-test was computed. There was no significant difference in the scores for males and females on common mistakes in managing classes, the gender variable doesn't affect on classroom mistakes. Moreover, there were significant differences in the totals of males and females on student acquisition; in males and females in the domains of common mistakes in managing classes, suggested remedies, and total degree.

Table (8): An independent-samples t-test was conducted to compare in The Mistakes that Teachers of English Make in Managing Their Classes and Suggested Remedies from The Teachers' and Supervisors' Perspectives in Tulkarm Directorate , in females and male teachers.

Domain	gender	N	M	SD	t	df	Sig. (2-tailed)
Common mistakes in managing classes	male	40.00	2.85	.45	2.74	82	*0.007
	female	44.00	2.60	.39			
Suggested remedies	male	40.00	3.25	.89	0.50-	82	0.61
	female	44.00	3.35	.79			
Total Score	male	40.00	3.00	.52	1.16	82	0.24
	female	44.00	2.87	.47			

4.3.2. Results of the Second Hypothesis:

"There are no statistically significant differences in means that at p value = 0.05) in the mistakes that teachers of English make in managing their classes and suggested remedies from the teachers' and supervisors' perspectives in Tulkarm directorate , due to academic qualifications".

"A one-way ANOVA between subjects was conducted to compare The Mistakes that Teachers of English Make in Managing Their Classes and Suggested Remedies from The Teachers' and Supervisors' Perspectives in Tulkarm Directorate, due to academic qualifications on domains of common mistakes in managing classes, suggested remedies, and total degree. It is obvious from table (9) that there are no differences in means between diploma, bachelor, and master degree holders.

There were no significant differences of means of responses in The Mistakes that Teachers of English Make in Managing Their Classes and Suggested Remedies from The Teachers' and Supervisors' Perspectives in Tulkarm Directorate , due to experience on the domains of Common

mistakes in managing classes, suggested remedies and total degree, since the p>.05 level for the three conditions.

Table (9): A one-way between subjects ANOVA of the mistakes that teachers of English make in managing their classes and suggested remedies from the teachers' and supervisors' perspectives in Tulkarm directorate, due to qualifications

		Sum of Squares	Df	MS	F	Sig.
Common mistakes in managing classes	Between Groups	2.70	2.00	1.35	8.26	*0.00
	Within Groups	13.24	81.00	0.16		
	Total	15.94	83.00			
	Within Groups	4.02	2.00	2.01	3.01	0.06
	Total	54.06	81.00	0.67		
Suggested remedies	Between Groups	58.09	83.00			
	Within Groups	3.14	2.00	1.57	7.44	*0.00
	Total	17.10	81.00	.21		
Total Score	Between Groups	20.24	83.00			
	Within Groups	2.70	2.00	1.35	8.26	*0.00
	Total	13.24	81.00	.16		

4.3.4. Results of the third Hypothesis:

H0: There are no statistically significant differences in means that at p value = 0.05) in The Mistakes that Teachers of English Make in Managing Their Classes and Suggested Remedies from The Teachers' and Supervisors' Perspectives in Tulkarm Directorate, due to teaching experience.

"A one-way ANOVA between subjects was conducted to compare The Mistakes that Teachers of English make in Managing Their Classes and Suggested Remedies from The Teachers' and Supervisors' Perspectives in Tulkarm Directorate, due to teaching experience on domains of common mistakes in managing classes, suggested remedies, and total degree.

There were no significant differences of means of responses in The Mistakes that Teachers of English Make in Managing Their Classes and Suggested Remedies from The Teachers' and Supervisors' Perspectives in Tulkarm Directorate , due to teaching experience on the study domains , since the p>.05 level for the three conditions.

There were no significant differences of means of responses in The Mistakes that Teachers of English Make in Managing Their Classes and Suggested Remedies from The Teachers' and Supervisors' Perspectives in Tulkarm Directorate, due to teaching experience on total score.

Table (10): A one-way between subjects ANOVA of The Mistakes that Teachers of English Make in Managing Their Classes and Suggested Remedies from The Teachers' and Supervisors' Perspectives in Tulkarm Directorate , due to teaching experience.

		Sum of Squares	Df	MS	F	Sig.
Common mistakes in managing classes	Between Groups	0.95	2.00	0.48	2.57	0.08
	Within Groups	14.98	81.00	0.19		
	Total	15.94	83.00			
Suggested remedies	Between Groups	3.69	2.00	1.84	2.75	0.07
	Within Groups	54.40	81.00	0.67		
	Total	58.09	83.00			
Total Score	Between Groups	1.75	2.00	0.87	3.83	0.03*
	Within Groups	18.49	81.00	0.23		
	Total	20.24	83.00			

4.3.4. Results of the Fourth Hypothesis:

H0: There are no statistically significant differences in means that at p value = 0.05) in The Mistakes that Teachers of English Make in Managing Their Classes and Suggested Remedies from The Teachers' and Supervisors' Perspectives in Tulkarm Directorate , due to age.
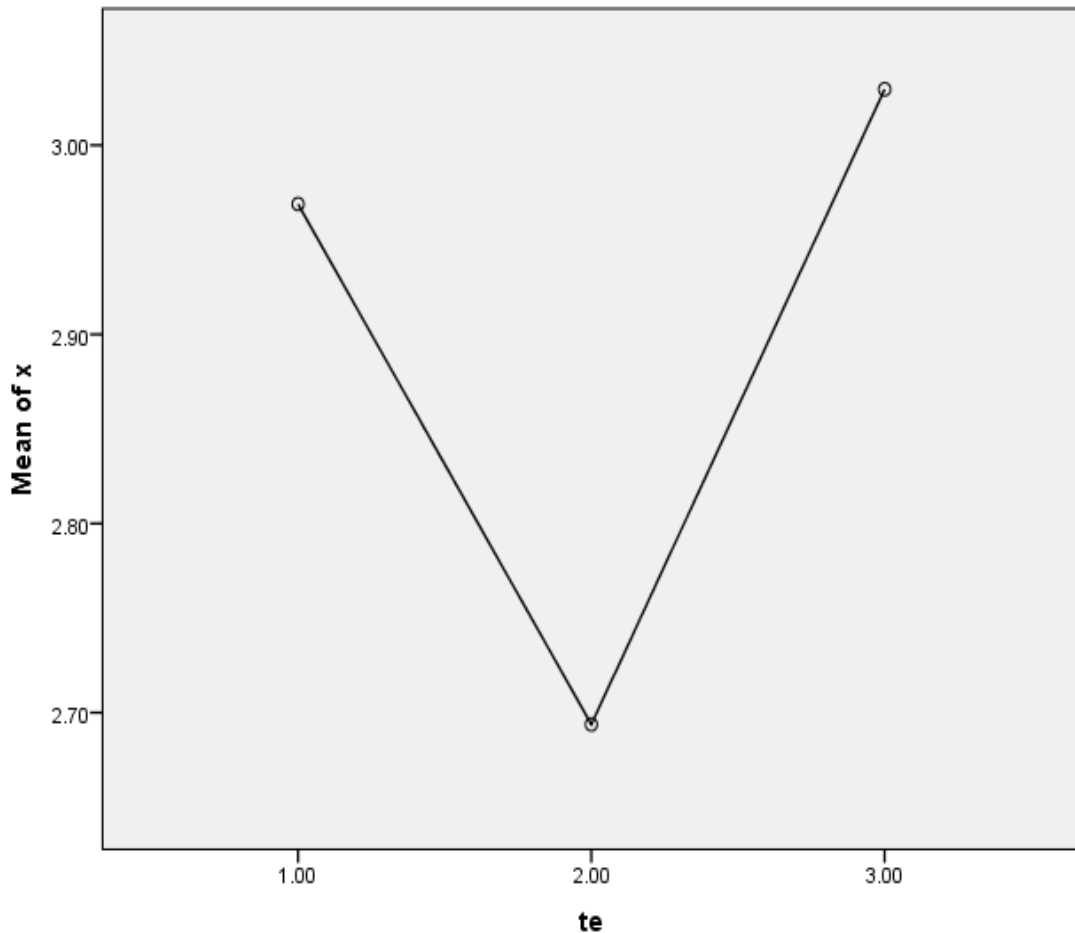
"A one-way ANOVA between subjects was conducted to compare The Mistakes that Teachers of English Make in Managing Their Classes and Suggested Remedies from The Teachers' and Supervisors' Perspectives in Tulkarm Directorate, due to age on domains of common mistakes in managing classes, suggested remedies, and total degree.

There were no significant differences of means of responses in The Mistakes that Teachers of English Make in Managing Their Classes and Suggested Remedies from The Teachers' and Supervisors' Perspectives in Tulkarm Directorate , due to age on the study domains , since the p>.05 level for the three conditions.

There were no significant differences of means of responses in The Mistakes that Teachers of English Make in Managing Their Classes and Suggested Remedies from The Teachers' and Supervisors' Perspectives in Tulkarm Directorate, due to age on total score.

Table (11): A one-way between subjects ANOVA of the mistakes that teachers of English make in managing their classes and suggested remedies from the teachers' and supervisors' perspectives in Tulkarm directorate, due to age

		Sum of Squares	Df	MS	F	Sig.
Common mistakes in managing classes	Between Groups	0.23	3.00	0.08	.39	0.76
	Within Groups	15.71	80.00	0.20		
	Total	15.94	83.00			
Suggested remedies	Between Groups	0.83	3.00	0.28	.38	0.77
	Within Groups	57.26	80.00	0.72		
	Total	58.09	83.00			
Total Score	Between Groups	0.31	3.00	0.10	.42	0.74
	Within Groups	19.92	80.00	0.25		
	Total	20.24	83.00			

4.4. Results related to the second tool of the study (the interview):

The second instrument of this study was interview which was of immense advantage to drop light on the EFL teachers' perspectives towards

the mistakes that teachers make in managing their classes and suggested remedies. (9) EFL teachers and supervisors were chosen randomly to answer the interviews' questions, (3) of them are females and (6) males. Table (12) illustrates the frequencies of the EFL teachers' positive and negative responses:

Table (12): The Measurements of the Interviews' Responses

No.	Question	Approval	
		Positive	**Negative**
	Interview with teachers		
1	How do you address the problems related to classroom management?	100%	-
2	Do you have a special classroom management style? Please discuss your style?	80%	20%
3	Could you provide three classroom management mistakes you made in your classroom, and supply three remedies?	60%	40%
4	Could you offer three interesting classroom management techniques used in your classroom?	100%	-
5	How do you communicate with a parent about a student's performance?	80%	10%
	Interview with supervisors		
6	Do you receive a lot of complaints about issues related to classroom management ؟	60%	40%
7	What are classroom management's common mistakes made by English language teachers؟	100%	-
8	What are the suggested procedures teachers can use to solve the problems related to classroom management ؟	70	30
9	What is your opinion about the mistakes made by English language teachers in managing their classes ؟	80%	20%

Interview with teachers

How do you address the problems related to classroom management?

As we can see from the results, teachers expressed that there were many different ways to deal with problems inside the classroom, for example, some reported that they should be mentally prepared for the lesson, and ignore disturbing behaviors; they tend to use verbal guidance or punishment. Other teachers expressed that they tend to refer to the school principal to find the best solution. Other teacher's answers revolved around discussion with other teachers in school about the problems they face.

Do you have a special classroom management style? Please discuss your style?

Results indicated that some teachers reported that tend to reinforce good behavior and criticize bad ones, other methods include making all students busy all the time. Other participants expressed that they write the rules on the board, prepare well for the lesson and solve the homework.

Could you provide three classroom management mistakes you made in your classroom, and supply three remedies ؟

Results indicated that when teachers become extremely tolerant and strict and firm are mistakes that can be made, teachers reported that they follow a balance policy to avoid previous mistakes. While others denied having any problems. Finally, other teachers expressed that talking to parents is the first thing to do in order to avoid classroom management mistakes.

Could you offer three interesting classroom management techniques used in your classroom ؟

Results indicated that teachers tend to make the students get used to raising their hands before speaking, listening to each other and respect each other answers. Some participants in the study expressed that pair work, group work is a good technique that used in the classroom.

How do you communicate with a parent about a student's performance?

Results indicated that they tend to use school websites, calling them to come to school and holding many meetings at the end of each semester and to discuss the student's results. Other participant expressed that discusses the situation then write to the parents is the proffered solution.

Interview with supervisors

Do you receive a lot of complaints about issues related to classroom management ؟

Some supervisors expressed that the issue is to deal with students and their parents as the first preferred treatment. Some participants in the interview expressed the irregular behavior of students in the classroom and the failure of teachers to control group or pair work which lead to problems in the classroom.

What are classroom management's common mistakes made by English language teachers؟

The most important mistakes according to some supervisors include the issue of not including all the students in classroom activities, which could leave the class with a chaotic environment, and not clarifying the classroom rules in a way that students really understand them.

What are the suggested procedures teachers can use to solve the problems related to classroom management ؟

Some participants expressed that method could include expressing the rules clearly, using games and working in groups is a preferred solution. Others agreed that teachers can solve the classroom management problems through using clear instructions, good planning, praise appropriate behavior or send good notes to their parents.

What is your opinion about the mistakes made by English language teachers in managing their classes ؟

Some supervisors expressed that giving the teacher training courses in classroom management, and using more interactive methods like listening to students who cause problems and trying to understand their issues are the best solutions. Some expressed that there should be a variation in the teacher's techniques. Other simple solution could be in changing student's seats all the time.

4.5. Summary:

This chapter presented the results and findings of the statistical analysis of this study. The results were shown in tables followed by comments on each one. The results dealt with the descriptive analysis of the mistakes that teachers of English make in managing their classes and suggested remedies from the teachers' and supervisors' perspectives in Tulkarm directorate in two study domains. Arithmetic means, percentages, standard deviations, T- Test, One- Way ANOVA, Scheffe were used to identify the effect of such independent variables as gender, qualification, experience of teaching and age on the dependent variables the performance of EFL students.

Chapter Five

Discussion of the Results, Conclusion, and Recommendations

5.1. Introduction

5.2. Discussion of the Study Results

5.2.1. Discussion of the Results of the Main Question:

5.3. Discussion of the Results of the Sub-Questions

5.4. Discussion of the Results of the Interview

5.5. Conclusion

5.6. Recommendations

Chapter five

Discussion and Findings

5.1. Introduction:

This chapter is dedicated to examine the study findings. The first section discussed the results associated to the study questions .The second section deliberated the findings of the study hypothesis, and the role of the variables of (gender, experience, qualification, and age) in the mistakes that teachers of English make in managing their classes and suggested remedies from the teachers' and supervisors' perspectives in Tulkarm directorate.

5.2 Results related to the first part:

"what are the mistakes that teachers of English make in managing their classes and suggested remedies from the teachers' and supervisors' perspectives in Tulkarm directorate ?"

Results in the study indicated that the items received a very high agreement among respondents related to topics that include the fact that teachers promote respect differences in classroom, and classroom management is teachers   top priority, further teachers tend to praise positive behavior. These items received percentages that range from (82.8% to 91.6%). Sometimes teachers raised concerns that praise will lead to their students feeling entitled or becoming spoiled. It's important that teachers offer genuine praise and that teachers use it as a teaching tool in order for it to be effective. If students are constantly telling teachers things such as "You're the best soccer player out there," or "You're the smartest kid ever," it isn't likely to be helpful. However, if teachers praise a student genuinely it won't spoil them but will instead motivate them to keep doing

well. Another common concern about praise is that it will have the opposite outcome. When using praise, we should remember that it is effective when it is provided immediately (minimally before the next opportunity to perform the behavior again), specifically (by identifying the behavior as we praise), and frequently.

Poorly planned activities, transitions, groupings etc. lead to poorly prepare students for the transition (don't surprise them) explain expectations for the transition. However, teachers remain fearful of their ability to deliver and assess curriculum and related activities for a diverse population of students. Current literature suggested that effective classroom planning included four activities: a focus on planning to prompt student on-task behavior; an engagement of students in the learning process; a calculated arrangement, physically and administratively, of the classroom environment to facilitate participation and management of all students; and a reflection on what was tried, how it worked, and what adjustments are essential. (Niles, 2005).

Moreover, the results indicated that items received a moderate degree of agreement among the study sample; these items were related to topic such as inexperienced teachers use classroom management in its traditional sense. Inadequate classroom management was the result of lack of cooperation and support of school principal and experienced teachers. Disciplinary rules were appropriate and suitable for managing your students. Have clearly understood routines and procedures was critical to effective classroom management.

Many teachers reported that their conserves training in classroom management was insufficient or useless, but little is known about the kinds of training they receive, a combination of didactic coursework and hands-

on training were associated with the highest sense of preparedness to use classroom management strategies (Christofferson & Sullivan, 2015).

Further, the results indicated that items received the lowest degree of agreement were related to topics such as teachers use negative or imprecise language; Criticize the person rather than the behavior; Do not give children a second chance; Do not smile or show your personality the first month, semester, or, for some, the entire school year. Finally, the total score for Common mistakes in managing classes that teachers make are related to Classroom Management Mistakes received a low response from the perception of Teachers of English in Tulkarm Directorate (M=2.72, SD=.0.44, P=54.3%).

Results in study indicated that the suggested remedies received a high degree of response from the perception of teachers of English and Supervisors' in Tulkarm Directorate on related to topic such as teachers use specific disciplinary strategies that instill a sense of personal discipline; develop clear rewards and sanctions and share them with the students; use clear classroom management plan and hierarchy; create and maintain positive teacher- student and peer relationships. This is in agreement with the study made by Payne, (2015) on the use of systems of rewards and sanctions within behavior policies has now been adopted formally in schools. Such systems potentially represent competing theoretical ideas when considered alongside recent approaches to teaching and learning. There is also chance for conflicting use of rewards and sanctions resulting from the lack of a distinction between incentives and punishments and again between pupils' task-based work and their social behavior. Findings showed a complex range of pupil responses to various behavior management strategies, as well as highlighting changes in pupil responses across the age groups. Some sanctions for classroom behavior are also

found to lead pupils to stay quiet, potentially affecting their ability to engage in all learning activities. Sanctions such as asking pupils to miss break, or giving detentions are seen to be counter-productive in encouraging pupils to work hard in class. Some rewards, such as the giving of "stamps" work well in relation to how much pupils like the teacher, but they are not found to encourage hard work in older pupils. The incentive of the school reward trip is universally effective, as is contact with home. These findings present insight into the ways in which pupils react to rewards and sanctions and therefore contribute to our understanding of how such systems might best be used.

Items received a moderate degree of response include topics such as collaborate with parents on a home- school behavior plan; call parents to report good behavior; call parents to report bad behavior and discuss with them leaner's conduct in the class.

This is in agreement with Pomerantz & Monti (2015) that attention toward the issues in measuring parents' participation in children's education. This encourages suggestions for enhancing the measurement of parents' participation along three key lines. First, they make the case that more attention is given to ensuring the convergent and distinguish validity of the time and cost-efficient retrospective approach in which parents, students, or teachers report on parents' typical participation. Second, they summarize how daily and observational approaches may be used to address important conceptual and practical questions that have not been answered. Third, they suggest assessing how parents guide bridges, such as parent–teacher conferences, created by schools to promote parents' participation.

Items received a low degree of response from the study sample, discuss topics such as promote parents involvement in classroom. Call

child after a bad day. Send home notes (or frown faces) to report problem behavior to parents.

The total score for the suggested remedies (M=3.30, SD=.84., P=66.6%) which indicate that limited availability and irregular classroom management programs received a moderate degree of response. This demonstrates that designing suggested remedies and using them plays an important role in classroom management mistakes.

5.3.1. Discussion of the results of the interviews with teachers:

Teachers expressed that there were many different ways to deal with problems inside the classroom, for example, some reported that they should be mentally prepared for the lesson, and ignore disturbing behaviors; they tend to use verbal guidance or punishment. Other teachers expressed that they tend to refer to the school principal to find the best solution. Other teacher's answers revolved around discussion with other teachers in school about the problems they face. This is in agreement with (Owidat and Hamdi, 1997) study that school behavioral problems were considered the most dangerous ones, which face teachers, principals, parents, and supervisors. The matter that might threaten the educational process was the disorder, theft, properties vandalism, and violence against teachers and students. So these parties are all related to the issue of dealing with classroom behavior issues.

Results indicated that some teacher reported that tend to reinforce good behavior and criticize bad ones, other methods include making all students busy all the time. Other participants expressed that they write the rules on the board, prepare well for the lesson and solve the homework. These results are in agreement with (Beutel, as cited in Lyons & Ford & Arthur- Kelly, 2011, p.3) of the importance of Behaviorism as a behavioral

approach to classroom management concentrates on setting clear predictions for good behavior, controlling behavior, and then confirming suitable behavior and reorienting inappropriate behavior. It is important to design the desired classroom setting at the beginning of the school year.

Results indicated that when teachers use the same style in managing classrooms many mistakes can be made, teachers reported that they follow a balance policy to avoid these mistakes. While others denied having any problems. Finally, other teachers expressed that talking to parents and sending a report of students' behavior to their parents is the first thing to do in order to avoid classroom management mistakes. These results are in agreement with Glasser, that behavior is a choice made by an individual, based on their feelings and needs, and is therefore controlled by external choices.

Results indicated that teachers tend to use the suitable techniques in order to avoid classroom management problems such as: making the students get used to raising their hands before speaking, listening to each other and respect each other answers. Some teachers expressed that pair work, group work is a good technique that used in the classroom.

5.3.2. Discussion of the results of the interviews with supervisors

Some supervisors expressed that the issue is to deal with students and their parents as the first preferred treatment. Some participants in the interview expressed the irregular behavior of students in the classroom and the failure of teachers to control group or pair work which lead to problems in the classroom. This is in agreement with Al- Amarat, (2011) about educational process and requirements. They are measured the main problems which face the teacher, and it took much effort and time

and they were believed essential and serious features for the teacher's accomplishment or disappointment in their duties.

The most important mistakes according to some supervisors include the issue of not including all the students in classroom activities, which could leave the class with a chaotic environment, and not clarifying the classroom rules in a way that students really understand them. This is in agreement with Wang, Haertel, and Walberg (as cited in Conte, 1994) that effective classroom management increases student engagement, decreases disorderly behaviors, and makes good use of instructional time.

Some participants expressed that method could include expressing the rules clearly, using games and working in groups is a preferred solution. Others agreed that teachers can solve the classroom management problems through using clear instructions, good planning, praise appropriate behavior or send good notes to their parents. Some supervisors expressed that giving the teacher training courses in classroom management, and using more interactive methods like listening to students who cause problems and trying to understand their issues are the best solutions. Some expressed that there should be a variation in the teacher's techniques. Other simple solution could be in changing student's seats all the time**.**

5.4. Part Two: Discussion the Study Hypothesis.

Q2: Are there any significant differences in the mistakes that teachers of English make in managing their classes and suggested remedies from the teachers' and supervisors' perspectives in Tulkarm directorate due to gender?

5.4.1. Discussion of the first hypotheses:

"There are no statistically significant differences in means that at p value = 0.05) in The Mistakes that Teachers of English Make in Managing Their Classes and Suggested Remedies from The Teachers' and Supervisors' Perspectives in Tulkarm Directorate, due to gender". An independent-samples t-test was computed.

There was significant difference in the scores for males and females on common mistakes in managing classes. Results are in favor of males. Moreover, there were no significant differences in the scores of males and females on suggested remedies and total score. This result is in agreement with (Okwori, Owodunni, & Balogun, 2015) in those female teachers should be encouraged to work with their male counterpart to progress their performances in classroom management.

5.4.2 Discussion of the Second Hypotheses:

"There are no statistically significant differences in means that at (p value = 0.05) in The Mistakes that Teachers of English Make in Managing Their Classes and Suggested Remedies from The Teachers' and Supervisors' Perspectives in Tulkarm Directorate, due to academic qualifications".

"A one-way ANOVA between subjects was conducted to compare The Mistakes that Teachers of English Make in Managing Their Classes and Suggested Remedies from The Teachers' and Supervisors' Perspectives in Tulkarm Directorate, due to academic qualifications on domains of common mistakes in managing classes, suggested remedies, and total

degree. It is obvious that there are no differences in means between diploma, bachelor, and master degree holders on common mistakes in managing classes due to qualifications.

Whereas , There were significant differences of means of responses in The Mistakes that Teachers of English Make in Managing Their Classes and Suggested Remedies from The Teachers' and Supervisors' Perspectives in Tulkarm Directorate , due to qualifications on the domains of suggested remedies , and total degree, since the p>.05 level for the three conditions. Results were in favor of B.A degree teachers.

This results are in agreement with (Håkansson, 2015). The results show that in current research there is some encouragement for structured teaching but, at the same time, a gradual and parallel development of the pupil's personal discovery and learning is emphasized. Regardless of the grade of structure, the quality of contact and communication in teaching seems to be conclusive. One superior teaching dimension consists of structure and interaction.

5.4.3. Discussion of the third Hypotheses:

H0: There are no statistically significant differences in means that at (p value = 0.05) in The Mistakes that Teachers of English Make in Managing Their Classes and Suggested Remedies from The Teachers' and Supervisors' Perspectives in Tulkarm Directorate , due to teaching experience.

"A one-way ANOVA between subjects was conducted to compare The Mistakes that Teachers of English make in Managing Their Classes

and Suggested Remedies from The Teachers' and Supervisors' Perspectives in Tulkarm Directorate , due to qualifications on domains of common mistakes in managing classes, Suggested remedies, and total degree.

There were no significant differences of means of responses in The Mistakes that Teachers of English Make in Managing Their Classes and Suggested Remedies from The Teachers' and Supervisors' Perspectives in Tulkarm Directorate , due to teaching experience on the domains of common mistakes in managing classes and suggested remedies , since the p>.05 level for the three conditions.

There were significant differences of means of responses in The Mistakes that Teachers of English Make in Managing Their Classes and Suggested Remedies from The Teachers' and Supervisors' Perspectives in Tulkarm Directorate, due to teaching experience on total score. Findings lean to teachers with more than 10 years' experience.

This is in agreement with Bloomberg & Knight, (2015) study analyzes the experiences of new teachers based on long-term information collection throughout a school year as one means of bridging the gap between teacher preparation and actual teaching practice. The findings indicate that teaching for beginners is a demanding task because it centers on complex, interrelated sets of thoughts, actions, and dynamics, and the study of Bullock, Coplan, & Bosacki, (2015). This study explored the predictive relations among early childhood educators' years of teaching experience, personality traits, and classroom management self-efficacy belief. Participants were n = 395 early childhood educators (ECEs) from preschools and childcare centers located primarily in Ontario, Canada.

Results showed positive relations between years of teaching experience and classroom management self-efficacy. As well, ECEs' personality predicted their classroom management self-efficacy above and beyond years of teaching experience. Higher levels of extraversion and openness to experience were found to uniquely predict greater classroom management self-efficacy. Results are discussed in terms of the implications for improving ECEs' classroom management self-efficacy.

5.4.4. Discussion of the fourth Hypotheses:

H0: There are no statistically significant differences in means that at p value = 0.05) in The Mistakes that Teachers of English Make in Managing Their Classes and Suggested Remedies from The Teachers' and Supervisors' Perspectives in Tulkarm Directorate , due to age.

"A one-way ANOVA between subjects was conducted to compare The Mistakes that Teachers of English Make in Managing Their Classes and Suggested Remedies from The Teachers' and Supervisors' Perspectives in Tulkarm Directorate, due to age on domains of common mistakes in managing classes, suggested remedies, and total degree,

There was no significant differences of means of responses in The Mistakes that Teachers of English Make in Managing Their Classes and Suggested Remedies from The Teachers' and Supervisors' Perspectives in Tulkarm Directorate , due to age on the study domains , since the p>.05 level for the three conditions.

5.5. Conclusion

Effective classroom management includes using disciplinary rules, clear routines, procedures and plans which prevent classroom management mistakes. Secondly, it is necessary for teachers to create and maintain positive teacher- student, teacher- parent and peer relationships.

In the light of the study findings, the researcher also concluded that classroom management mistakes were affected by the respondents' gender and results were in favor of males. Whereas, suggested remedies were affected by the respondents' academic qualification. Finally, classroom management mistakes and suggested remedies were not affected by the respondents' age and teaching experience.

5.6. Recommendations:

Founded on the findings of the study, the researcher recommends the following:

1   The researcher recommends teachers to praise their students when they deserve, avoid punishment and use rewards and sanctions.

2   The Ministry of Education should force teachers to use disciplinary rules, clear procedures and plans such as: using games, dancing for minutes during their lessons which make an effective classroom management.

3   The researcher recommends the Ministry of Education, the Directorate of Education and the schools' administrations to encourage principles that may strengthen the relationships between

novice teachers and old ones. This may be done through building trust between them.

4   Principals, supervisors and experienced teachers should be helpers and supporters to make beginning teachers feel relax and comfortable.

5   The researcher recommends conducting the same study to compare the results of the mistakes from teachers' perspectives and the mistakes from supervisors' perspectives in the same district.

6   Classroom management mistakes don't occur only at school in the opposite these mistakes can occur in the universities so, the researcher recommends to conduct future studies from teacher's perspectives at An Najah or other University, and addressing the influence of English language that is not covered here.

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Appendix (1)

Questionnaire

Dear Teachers,

The following questionnaire has been developed to gather the essential data for accomplishing an MA thesis at An-Najah National University entitled " **The Mistakes That Teachers of English Make in Managing Their Classes and Suggested Remedies from The Teachers' and Supervisors' Perspectives in Tulkarm Directorate".**

This questionnaire aims at investigating the mistakes that teachers of English make in managing their classes from the teachers' and supervisors' perspectives and suggested remedies in Tulkarm Directorate. This questionnaire is revised and modified by my thesis Supervisor Dr. Ahmed Awad.

This questionnaire will be used for scientific research only. So all of your responses will be kept confidential. This questionnaire consists of two parts: the first part comprises personal data; whereas the second part includes the items of the questionnaire.

In case of queries, feel free to email me on:

Malaksmayeh88@gmail.com

0597296598

Thank you for your cooperation,

The First part: Personal data

Put the mark (X) in the place that suit your case.

1.Gender:	a. Male( )	b. Female( )

2. Academic Qualification:	a. Diploma( )	b. BA( )
	c. MA( )	d. Others( )

3. Teaching Experience:	a. less than 5 years	b. 5-10 years
	c. More than 10 years	

4. Age:	a. less than 30	b. 30-34
	c. 35-39	d. more than 40

The second Part:

This part consists of the questionnaire items, which are classified into two components. In this section the researcher likes to get your idea of how often you make   the following mistakes in managing classes, and how useful you find remedies for each one of these mistakes.

	Items	Very often	Often	Half the time	Sometimes	Rarely/ Never
	Common mistakes in managing classes					
1.	Adopt a negative outlook about teacher's performance.					
2.	Believe teaching in a chaotic environment is just part of the job.					
3.	Classroom management is your top priority.					
4.	Criticize the person rather than the behavior.					
5.	Disciplinary rules are appropriate and suitable for managing your students.					
6.	Ignore misbehavior that is non-disruptive to class.					
7.	Have clearly understood routines and procedures is critical to effective classroom management.					
8.	Inadequate classroom management is the result of lack of cooperation and support of school principal and experienced teachers.					
9.	Make threats.					
10.	Most inexperienced teachers use classroom management in its traditional sense.					
11.	Do not respond to inappropriate behaviors quickly and assertively.					
12.	Do not give children a second chance.					

13.	Do not smile or show your personality the first month, semester, or, for some, the entire school year.					
14.	Poorly planned activities, routines, transitions, groupings etc lead to poorly behaved students					
15.	Praise positive behavior.					
16.	Rather than takes action / teachers expect students to respond to anger, lectures, threats shaming and random punishments.					
17.	Teacher's emphasis on what is not going well, the misconduct and the problematic features of the students' actions, rather than giving a pure set of prospects for fruitful behavior and clear feedback related to progress toward academic and behavioral goals.					
18.	Teachers claim that it is important to keep a distance between them and the students.					
19.	Threats tend to have an intimidating and bullying tone and are often said in an emotional way.					
20.	Use negative or imprecise language.					
21.	View ourselves as the only classroom manager.					
22.	Violet the principles of good classroom rules.					
23.	When an approach isn't working for classroom management, I don't try harder.					
24.	Promote respect for cultural differences in your classroom.					
B.	**Suggested remedies**					
25.	Apply rewards and sanctions on a continuum from least to most intrusive.					
26.	Call child after a bad day.					
27.	Call parents to report bad behavior.					
28.	Call parents to report good behavior.					
29.	Collaborate with parents on a home- school behavior plan.					
30.	Create and maintain positive					

	teacher- student and peer relationships.					
31.	Develop clear rewards and sanctions and share them with the students					
32.	Hold extra parents conferences for particular problems.					
33.	Promote parents involvement in classroom.					
34.	Send home notes(or frown faces) to report problem behavior to parents.					
35.	Discussion with parents about particular actions to do with a learner at home.					
36.	Use clear classroom management plan and hierarchy.					
37.	use specific disciplinary strategies that instill a sense of personal discipline.					
38.	Teachers give learners concrete or quantitative rewards for desired behavior.					

Appendix (2)

Interview with teachers

Please answer the following questions:

1.How do you address the problems related to classroom management?

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2. Do you have a special classroom management style? Please discuss your style?

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3.Could you provide three classroom management mistakes you made in your classroom, and supply three remedies?

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5. Could you offer three interesting classroom management techniques used   in   your   classroom?

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6. How do you communicate with a parent about a student's performance?

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Appendix (3)

Interview with supervisors

Please answer the following questions:

1. Do you receive a lot of complaints about issues related to classroom management?

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2- What are classroom management's common mistakes made by English language teachers?

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3. What are the suggested procedures teachers can use to solve the problems related to classroom management?

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…………………………………………………………………………

3. What is your opinion about the mistakes made by English language teachers in managing their classes?

Appendix (4)

(t₂)

Interview with teachers

Please answer the following questions:

1. How do you address the problems related to classroom management?

Telling the headmistress to find the best solution.

2. Do you have a special classroom management style? Please discuss your style?

Writing the rules on the board preparing with, Solving the homework

3. Could you provide three classroom management mistakes you made in your classroom, and supply three remedies?

1 If that happened, I would talk to the students' parents to do special activities at home.

5. Could you offer three interesting classroom management techniques used in your classroom?

pair work, group work, individual.

6. How do you communicate with a parent about a student's performance?

Discussing the situation with the ss' parents to evaluate their behaviours + performance

T◊H

Interview with teachers

Please answer the following questions:

1.How do you address the problems related to classroom management?

It's due to the students lack of the minimum of English words & structures, so they often tend to be concerned with nonsensical things.

2. Do you have a special classroom management style? Please discuss your style?

I always accustom my students to raise hands before they answer & I keep on moving among them.

3.Could you provide three classroom management mistakes you made in your classroom, and supply three remedies?

* In group work, I find it difficult to distribute them
* It's hard for me to involve weak students. as they don't have anything to say.
* During tests, I see that in our classes It's hard for all to ~~prevent~~ stop cheating.

5. Could you offer three interesting classroom management techniques used in your classroom?

* Seriousness with students all the time.
* Supplying challenging homework (assignments)
* Being tidy & well-clothing is an advantage.

6. How do you communicate with a parent about a student's performance?

We inform a parent through the head teacher & ask him to come to school to discuss any problems.

Appendix (5)

Reference: Classroom Discipline: Case Studies & Viewpoints

ERIC

Interview with supervisors

Please answer the following questions:

1. Do you receive a lot of complaints about issues related to classroom management? Specify/Give examples. Yes, of course

1. Some Ss feel distracted and do not pay attention.
2. Some Ss respond to oral questions without taking permission from their teacher.
3. Some Ss are reluctant or shy; they do not take part in classroom activities.
4. Some teachers cannot control group or pair work.

2- What are classroom management's common mistakes made by English language teachers? 1- Corporal punishment of Ss.

2. Teachers do not involve some naughty Ss in the classroom activities.

3. Some teachers punish school children without listening attentively to the cause of the students' misbehaviour.

3. What are the suggested procedures teachers can use to solve the problems related to classroom management? + Positive reinforcement + Planned ignoring + loss of privileges

(1) The teacher must learn to communicate clearly his/her expectations to the students, regarding what is and what is not allowed. (2) The teacher must also set up a systematic discipline plan so that Ss know exactly what to expect if they misbehave one or more times. (3) Appropriate behavior should be systematically rewarded with praise, or small rewards or sending positive notes home.

4. What is your opinion about the mistakes made by English language teachers in managing their classes? I think:

- Teachers should help children with their personal problems.
- Teachers should increase involvement with Ss by being personal, listening to ss and being their friend.
- The principal should hold parent teacher meetings to enhance communication between school and home.

Interview with supervisors

Please answer the following questions:

1. Do you receive a lot of complaints about issues related to classroom management?

Not often , it depends upon the personality of the teacher

2- What are classroom management's common mistakes made by English language teachers?

bad planning / How to deal with a problem faces him in the class.

3. What are the suggested procedures teachers can use to solve the problems related to classroom management?

good planning
using different techniques in teaching
involve all students in the activities

4. What is your opinion about the mistakes made by English language teachers in managing their classes?

Some mistakes are easy to overcome , but others related with the personality of the teacher , and he has to work hard on himself to change them .

Interview with supervisors

Please answer the following questions:

1. Do you receive a lot of complaints about issues related to classroom management?

...Certainly., It deals with the students themselves
their parents and the principal.: Lack of classroom
management hinders the process of both teaching
and learning .Moreover, it reinforces the bad behaviour by

2- What are classroom management's common mistakes made by English these... language teachers?

x...Unclear instructions related to content & students
....Level.x...
.1 Lack of motivation:...
/x students involrement

3. What are the suggested procedures teachers can use to solve the problems related to classroom management?

x...Clear instructions according to the content and the sts level.
r Planning - mental & written:..
r Using variety of techniques- methods..................
r   r   r   r Aids related to the content.

4. What is your opinion about the mistakes made by English language teachers in managing their classes?

Most of these mistakes are related to the character
of the teachers mainly the males. Their background and
Lack of mental preparation. .

Interview with supervisors

Please answer the following questions:

1. Do you receive a lot of complaints about issues related to classroom management?

....................Yes....I do..

....

....

2- What are classroom management's common mistakes made by English language teachers?

- Not...involved......all....the...students.........

- ......Chaotic..

- No....clear.......rules...../..instructions.........

3. What are the suggested procedures teachers can use to solve the problems related to classroom management?

Rules..

Games..

............Working......in...groups...........................

4. What is your opinion about the mistakes made by English language teachers in managing their classes?

....My....opinion...is...:...[1] Training...course

[5] Listen...to...the...students...who...cause...the problem

[3] Vary......your...methods and your techinques

[4] Change as much as you can your their seats. And the shape of the seats.

Appendix (6)

An-Najah
National University

Faculty of Graduate Studies

جامعة
النجـــاح الوطنية
كلية الدراسـات العليا

التاريخ: 2015/2/17

حضرة السيد مدير عام التعليم العام المحترم

الادارة العامة للتعليم العام

وزارة التربية والتعليم العالي

فاكس: 2983222 – 2 – 00972

رام الله

الموضوع: تسهيل مهمة الطالبة/ ملاك عدنان عبد الحميد ثلثين، رقم تسجيل (11255957)
تخصص ماجستير اساليب تدريس لغة انجليزية

تحية طيبة وبعد ،،،

الطالبة/ ملاك عدنان عبد الحميد ثلثين، رقم تسجيل 11255957 ماجستير اساليب تدريس لغة انجليزية في كلية الدراسات العليا، وهي بصدد اعداد الاطروحة الخاصة بها والتي عنوانها:

(المشكلات التي يقوم بها معلمو اللغة الانجليزية في ادارة صفوفهم والعلاجات المقترحة من وجهة نظر المعلمين والمشرفين في منطقة طولكرم التعليمية)

يرجى من حضرتكم تسهيل مهمتها في توزيع استبانة واجراء مقابلة على معلمي ومشرفي اللغة الانجليزية في مدارس محافظة طولكرم، لاستكمال مشروع البحث.

شاكرين لكم حسن تعاونكم.

مع وافر الاحترام ،،،

رئيس قسم الدراسات العليا للعلوم الانسانية

د. سامح العطعوط

State of Palestine

Ministry of Education & Higher Education

Directorate General Of General Education

دولة فلسطين

وزارة التربية و التعليم العالي

الإدارة العامة للتعليم العام

الرقم : وت/ ۸۷۸ ح

التاريخ : ٥/ ج /2015م

الموافق : ٩ن/جمادى/1436هـ

السيد د. سامح العطعوط المحترم

رئيس قسم الدراسات العليا للعلوم الانسانية/ جامعة النجاح الوطنية

تحية طيبة وبعد ،،،

الموضوع: تسهيل مهمة

الإشارة: كتابكم بتاريخ 2015/2/17م

الدرجة المنوي الحصول عليها:□ الدكتوراة □ الماجستير □ مشروع تخرج □ بحث خاص

لا مانع من قيام الطالبة " ملاك عدنان عبد الحميد ثلثين " بإجراء دراستها الميدانية بعنوان " المشكلات التي يقوم بها معلمو اللغة الإنجليزية في إدارة صفوفهم والعلاجات المقترحة من وجهة نظر المعلمين والمشرفين في منطقة طولكرم التعليمية "، بإجراء مقابلة وتوزيع الإستبانة المعدّة لهذه الغاية على مشرفي ومشرفات ومعلمي ومعلمات اللغة الإنجليزية في مدارس مديرية التربية والتعليم طولكرم، وذلك بعد التنسيق المسبق مع مديرة التربية والتعليم فيها، على أن لا يؤثر ذلك على سير العملية التعليمية.

مع الاحتــــرام،،،

خلود داود ناصر

/ مدير عام التعليم العام

نسخة/ السيد مدير عام التخطيط التربوي المحترم

نسخة/ السيدة مديرة التربية والتعليم/ طولكرم المحترمة

الرجاء تسهيل المهمة

نسخة / الملف

ن.ع

Ramallah. P.O.Box (576) ...... Fax:(+970-2-998-3205) ......, Tel.:(+972-2-998-3205) هاتف

الدراسة ميدانية/MY

Appendix (8)

State of palestine	بسم الله الرحمن الرحيم	دولة فلسطين
Ministry of Education & Higher Education		وزارة التربية والتعليم العالي
Directorate of Education – Tulkarm		مديرية التربية والتعليم / طولكرم

الرقم : م ت ط/١/٣/ ١٣٥٣

التاريخ : ٢٠١٥/٣/١٥م

الموافق: ٢٤/جمادى الأولى /١٤٣٦هـ

حضرة مدير/ة مدرسة .... المحترم /ة

تحية طيبة وبعد،،،،

الموضوع : تسهيل مهمة

الاشارة: كتاب معالي وزيرة التربية والتعليم العالي رقم و ت/٢٧٧

بتاريخ : ٢٠١٥/٣/١٠م

لامانع من قيام الطالبة (ملاك عدنان ثلثين) جامعة النجاح الوطنية / ماجستير أساليب تدريس لغة انجليزية باجراء دراستها الميدانية بعنوان (المشكلات التي يقوم بها معلمو اللغة الانجليزية في إدارة صفوفهم والعلاجات المقترحة من وجهة نظر المعلمين والمشرفين في منطقة طولكرم التعليمية) وتوزيع الاستبانة المعدة لهذه الغاية على مشرفي /ات ومعلمي/ات اللغة الانجليزية في مدرستكم ، واعادتها الى مديرية التربية والتعليم /قسم التعليم العام في موعد أقصاه نهاية دوام يوم الاحد الموافق ٢٠١٥/٣/٢٢م ، شريطة أن لايؤثر ذلك على سير العملية التعليمية

مـــع الاحتـــرام،،،

أ. نائلـــة عــــودة

مديـــر التربيـــة والتعليـــم

قسم التعليم العام

هـ.ح/هـ.ح

جامعة النجاح الوطنية

كلية الدراسات العليا

الأخطاء التي يقوم بها معلمو اللغة الانجليزية في إدارة صفوفهم والعلاجات المقترحة من وجهة نظر المعلمين والمشرفين في منطقة طولكرم التعليمية

إعداد

ملاك عدنان ثلثين

إشراف

الدكتور أحمد عوض

قدمت هذه الأطروحة استكمالاً للحصول على درجة الماجستير في برنامج أساليب تدريس اللغة الانجليزية، بكلية الدراسات العليا في جامعة النجاح الوطنية، نابلس – فلسطين.

2015

الأخطاء التي يقوم بها معلمو اللغة الانجليزية في إدارة صفوفهم والعلاجات المقترحة من وجهة نظر المعلمين والمشرفين في منطقة طولكرم التعليمية

إعداد

ملاك عدنان ثلثين

إشراف

الدكتور: أحمد عوض

الملخص

هدفت الدراسة إلى بحث الأخطاء التي يقوم بها معلمو اللغة الانجليزية في إدارة صفوفهم والعلاجات المقترحة من وجهة نظر المعلمين والمشرفين في منطقة طولكرم التعليمية. لتحقيق هذا الهدف، استخدمت الباحثة أداتي بحث وهما: 38 بند استبانه ومقابلة شبه منظمة لجمع المعلومات عن أخطاء الإدارة الصفية. تكون مجتمع الدراسة من جميع معلمي اللغة الانجليزية للمرحلة الثانوية في منطقة طولكرم التعليمية للعام الدراسي 2014– 2015 والذي تضمن (281) معلم ومعلمة و (4) مشرفين. أما عينة الدراسة فقد تكونت من (84) معلم (40) معلم و (44) معلمة أما المشرفين فكان هناك (2) ذكور و (2) إناث.

أما فيما يتعلق بالنتائج الأساسية التي توصلت إليها الباحثة فهي كالتالي: ضرورة استخدام المعلمين قواعد صفية واضحة، تجاهل السلوك السيئ، تعزيز السلوك الجيد، التواصل مع الآباء والعمل ضمن مجموعات لتجنب أخطاء الإدارة الصفية. أما نتائج المقابلات فقد أشارت إلى ضرورة إشراك المعلمين جميع طلابهم في الأنشطة الصفية لتجنب الفوضى، و كذلك العمل ضمن المجموعات والاستماع إلى الطلاب ومحاولة إيجاد حلول لمشكلاتهم.