

Language Classroom Management

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Abstract

The acquisition of English as a second language is one of the primary goals for foreign language learners. Individuals interested in this field are seeking creative ways to achieve this goal, and one of the most effective approaches is the organizational aspect of students in the classroom. One of the most crucial aspects of this organizational approach is the Classroom Management in English language teaching/learning environments. In this study, the researcher employed a quantitative methodology on the sample used. The study sample consisted of 60 English language learners with the aim of understanding the outcomes related to the development of essential English language skills. A questionnaire analysis was used in this study, and the results of the study proved to be effective in developing various English language skills, including the main language skills, which are: Reading, Writing, Listening, and Speaking vocabulary acquisition, and the overall language proficiency within the research sample. These results underscore the importance of successful classroom management for language learners.

Keywords: Classroom Management, English Language Acquisition, Individuals Interested, Learning Environments, English Language Skills.

Introduction

1.1 Research Background

Saudi Arabia was established as a Kingdom in 1932. In Saudi Arabia, education is a basic necessity for all Saudis. In Saudi Arabia, as elsewhere in the world, education is seen as a privileged opportunity in people's lives. Rahman and Alhaisoni (2013) mentioned: 'The number of schools, colleges, and universities has also tremendously increased... The Kingdom now has more than 25,000 schools, 21 state universities, 24 private universities and colleges, and many other educational and training institutions.'

1.2 Research Problem

English language is an international language, so it is necessary for students around the world to learn it, because English helps them achieve their goals in life in diverse ways. By and large, in today's Saudi Arabia, for a Saudi to win a decent high-paying job, good knowledge of English is a must. In this regard, classroom management is an essential part of learning a foreign or second language. Undoubtedly, effective classroom management plays a major role in facilitating the acquisition process for students. Richards (1990, p. 10) stated: 'Classroom Management refers to the ways in which student behaviors, movements, and interactions during a lesson are organized and controlled by the teacher.' English language learners are highly and positively affected by successful classroom management. This study focuses on the role of classroom management in learning English as a foreign

language through the following factors: the role of classroom management in developing rules within the classroom, the role of classroom management in developing procedures in classrooms, the role of classroom management in developing self-regulation, and the role of classroom management in aiding and motivating the student to take responsibility of their learning. Since 1970, the Saudi Ministry of Education has made great efforts in terms of providing the required financial support, logistics and time to improve the education system and implement the new method of EFL. But, unfortunately and ironically, these efforts have not fully and effectively yielded the desired results, and neither have they achieved the main goal of teaching English in Saudi schools, which is to help students acquire the English skills in an efficiently and smooth manner (Almalki, 2014). Al - Nasser (2015) argues that learning English in Saudi Arabian schools is fraught with difficulties. According to Rahman and Alhaisoni (2013), “Despite the efforts of various institutions, the situation of teaching English in Saudi Arabia has been changing”. Rahman and Alhaisoni (2013) there is no doubt that education in the Kingdom of Saudi Arabia is advancing rapidly, but learning English as a foreign language is lagging far behind.

1.3 Aims of the Study

The purpose of this study is to show the results of the effect of classroom management in the English language learners, and the impact of this on the acquisition of English either as a second or foreign language. To accomplish this purpose, the aims of the study are as follows:

- 1- The role of classroom management in developing Listening in the classroom.
- 2- The role of classroom management in developing vocabulary in classrooms.
- 3- The role of classroom management in developing Reading.
- 4- The role of classroom management in developing Writing.
- 5- The role of classroom management in developing in English language acquisition in general.

1.4 Research Questions

This study will be guided by the main question, what role does classroom management play in facilitating the acquisition process for learners, and what is the impact of classroom management on learning English as a second language? There are three questions related to this question:

- 1- What is the impact of classroom management on learning English as a second language in relation to improving the listening skill?
- 2- What is the impact of classroom management on learning English as a second language in relation to learning Vocabulary?
- 3- What is the impact of classroom management on learning English as a second language related to the Reading skills?
- 4- What is the impact of classroom management on learning English as a second language related to the Writing skills?
- 5- What is the impact of classroom management on learning English as a second language?

1.5 Limitations of the Study

The present study has certain limitations that need to be taken into account when considering the study and its contributions. The four important limitations that have been identified include the following:

1. This study is limited to investigating the classroom management among EFL Saudi students in Government universities.
2. Participation in this study is limited to students studying in the preparatory year programs and Colleges of Language in the public universities.
3. Generalizations from the study should be limited to only to the population described and cannot be applied to any other group.
4. This study was limited to the use questionnaires as a method for data collection.

1.6 Class Management in Practice

The success of the educational process is the desired goal for every teacher. And Classroom Management is viewed as one of the main factors that can create an attractive learning environment in the classroom. Spinoza Cephalus, St. Soto – 2020, mentioned that there are several factors that contribute to the success of the educational process, successful classroom management being the most important among them. It is noteworthy that classrooms suffering from widespread chaos and a lack of adherence to a specific system often lead to teachers' frustration and a failure to achieve the daily Lesson Objectives for both teachers and students. Therefore, the following points are important for a successful classroom management process."

"The basic systems of classroom management, such as setting the main lesson objectives and learning outcomes of any given course, pacing of the curriculum from the beginning of the academic year, putting in place a grading system based on the various classroom activities, scheduling course exams from the first day of school, as well as allocating lesson periods are all crucial factors for the success of classroom management (Emmer & Sabornie, 2014)."

"The second point is classroom procedures that students must abide by, such as submitting homework against deadlines prescribed by the teacher, students' commitment to punctuality during attendance and departure from school, exams rules and regulations, entering and exiting the classroom during the lesson, and as well as rules regarding eating and drinking during class time (Evertson & Weinstein, 2013)."

The third point is the development of self-management by students. This includes several aspects such as students respecting the teacher, building good relationships with teachers based on professionalism, and applying a school system that motivates students to learn on their own without much help from the teacher (Aleu, 2017)."

Finally, we mention the role of specific strategies that teachers must implement to ensure successful classroom management takes place and to also ensure to achieve the intended goals and objectives in teaching a science or any given subject. Research indicates that teachers should consider all possibilities and anticipate solutions to problems that might arise during the lesson (Hudson, 2017)."

2- Literature Review

The purpose of classroom management is to effectively oversee the classroom procedures and to ensure that its objectives are achieved. Therefore, the concept of classroom management, as commonly understood, is rooted and embedded in the intended actions of the teacher which should be geared towards creating a successful ,organized and functional learning environment for the teacher and students alike (Emmer & Sabornie, 2014; Manning & Bucher, 2013)."

Therefore, when teachers use the term 'classroom management,' they are referring not only to controlling students classroom behavior, but they are also taking into account the strategies and materials that teachers use to create a classroom environment that is calm, fun, enjoyable, and conducive to student learning. Thus, classroom management also includes fostering a positive student-teacher relationship, introducing and making available appropriate class materials, setting standards and procedures, assessing the teacher's ability to guide the class and provide clear instructions, and creating a stimulating and organized learning environment. In other words, it encompasses the classroom environment, the students, the materials utilized, class timings, activities, and the teacher, and in addition to disciplinary measures adopted by the schools (Bru et al., 1998; Castro Pérez & Morales Ramírez, 2015; Fernández Aquino et al., 2012).

The phrase 'Classroom Management,' also referred to as 'classroom control' and 'classroom discipline,' is the most renowned concept related to what we commonly call Classroom Management during the teaching process. Essentially, classroom management is defined as the approach teachers use to make decisions about the utilization of space and time in the classrooms, where they instruct and the way they engage with students. Additionally, it involves how teachers pose questions and assess understanding during the teaching and learning processes. Thus, the objective of effective classroom management is to create a positive learning environment (Qinglan, Junyan, & Shongshan, 2010).

Success in classroom management leads to a quiet and comfortable learning environment that enhances both the academic and practical aspects of the educational process. It plays a significant role in increasing student engagement in the classroom. Conversely, classrooms suffering from ineffective classroom management can have adverse effects on students' experiences and behaviors within the learning environment (Vanaja & Parimalavenu, 2012). Some researchers, like Matus (1999), have mentioned that certain classroom problems may stem from personal issues affecting students, such as family problems or financial difficulties. Such a situation dictates that the teacher, in a clever and professional, tries to ascertain the underlying factor/s behind the lagging behind and lackadaisical attitudes of a given student in an aim and effort to find the best and most appropriate remedy for such a category of students before their behaviors exacerbate into a more critical status.

When it comes to successful strategies in classroom management, Kayıkçı (2009) mentioned that establishing a good relationship between the student and the teacher, setting specific classroom rules, motivating students, and arranging the classroom environment are among the effective strategies. Kerdikoshvili (2012). On the other hand, he emphasized the importance of time management. He also highlighted that students learning English should consider the role of time in the classroom, as time management is one of the key factors in acquiring the English language.

3- Methodology

The researcher employed the experimental method, which is suitable for this research. The experimental method is defined as research conducted using a scientific approach, where one group of variables is held constant, while another group of variables is measured as the subject of the experiment. In this study, the set of variables held constant was the main focus, while the other set of variables pertained to the extent of improvement in the four Basic English language skills among students.

Furthermore, a quantitative approach was employed in this study to measure the level of understanding among the research sample regarding the study's dimensions and their agreement or disagreement with these dimensions that were specifically designed for the research. It should be noted that the study's dimensions are as follows:

- 1- The role of classroom management in developing systems within classrooms.
- 2- The role of classroom management in developing classroom procedures.
- 3- The role of classroom management in developing self-management.

The result of these axes is the answer to the main question of this study, which is the role of classroom management in acquiring the English language skills in Saudi schools.

3.1 The study sample

The participants consisted of 60 first-year ESL students from a public university in Saudi Arabia. The students were between the ages of 18 and 21, and their first language was Arabic. The students are enrolled in a four-year program, and they are required to pass an exam to progress to the next level. Each study level has more than 320 students. The sample group was selected from the entire population to represent it, and this group shares similar characteristics (Ogula, 2005). A sample consists of individuals whom researchers actually examine, while the population represents the group of individuals the survey is all about (Dörnyei, 2002). The sample selection process is a technique adopted by the researcher in this study (Ogula, 2005). According to Dörnyei (2002), conducting a survey with the entire population would be time-consuming and expensive. The sample should have similar characteristics such as gender, age, ethnicity, educational background, social class, and status to the target population (Dörnyei, 2002). This study is based on random sampling. The researcher planned to use a sample size of 30% or more of the population, which exceeds the acceptable range of 1-10% in second language research, as suggested by Dörnyei (2002). The students are from Saudi Arabia and share many common aspects such as culture, social life, and religious affiliation.

3.2 Method of study

A meeting was held with the students on the first day during which the study's objectives were explained, and it was clarified that the study would be conducted in this classroom. The rules and procedures applied to this sample include, firstly, the role of classroom management in developing systems within the classrooms. This aspect comprises several points, such as establishing the objectives of teaching the required course, organizing the required course from the beginning of the academic year, segmenting course grades from the start of the year, setting the dates for course tests from the first day of school, and allocating lesson time from the beginning of the school year.

The second aspect explained to the students is the role of classroom management in developing classroom procedures, which includes several points such as having a set deadline for submitting homework assignments, students being committed to punctuality for English language lessons, students being familiar with exam regulations, and restrictions on leaving the classroom during the English language lesson, which are limited. It is also prohibited to eat and drink during the English language lesson.

The third aspect of these arrangements is related to the role of classroom management in fostering self-management, which includes the following: classroom attendance commitment, showing respect for the English language teacher, and actively working towards building a positive relationship with the English language teachers.

After the study participants agreed to these arrangements, the questionnaire was distributed to them. The placement test covers the four English language skills: listening, reading, writing, and vocabulary. This sample will be followed up for three months, and the same test will be administered to them again to observe any changes in their proficiency level and assess how this has contributed to their language acquisition.

4- Validity of study tool

To make sure of Study Tool validity, the researcher calculates the Pearson correlation coefficient between each paragraph and the total score of the dimensions, As Follow:

Table (1) Pearson Correlation for the Dimensions items of questionnaire with the Dimension total score

Listening		Vocabulary		Reading		Writing	
Items	Person correlation	Items	Person correlation	Items	Person correlation	Items	Person correlation
1	.541**	1	.709**	1	.741**	1	.518**
2	.587**	2	.682**	2	.760**	2	.602**
3	.595**	3	.612**	3	.677**	3	.635**
4	.649**	4	.628**	4	.675**	4	.619**
5	.528**	5	.763**	5	.698**	5	.593**
6	.696**	6	.562**	-		6	.584**
7	.723**	7	.529**	-		7	.645**
8	.673**	8	.672**	-		8	.647**
9	.626**	9	.790**	-		9	.524**
10	.683**	10	.637**	-		10	.713**
-	-	-	-	-		11	.719**
-	-	-	-	-		12	.782**

** . Correlation is significant at the 0.01 level

Table (2) Pearson Correlation for the Dimensions With the total score of the study tool

Dimensions	Person correlation
Listening	.740**
Vocabulary	.812**
Reading	.756**
Writing	.807**

** . Correlation is significant at the 0.01 level

Tables (1-2) showed that all the Pearson cooperation coefficient of statements and dimensions are significant at the level of (0,01), dimensions Pearson correlation coefficient ranged between (0.740 – 0.812), this refers to the high validity indicators that are trusted when applying the current study.

Reliability of the study tool:

To check the reliability of the study tool, the researcher used Alpha Cronbach's stability coefficient, As Follows

Table (3) Alpha Cronbach's for measuring the study tool stability

N	Dimensions	Reliability coefficient
1	Listening	0.828
2	Vocabulary	0.765
3	Reading	0.860
4	Writing	0.785
	Overall reliability	0.894

Table (3) shows that the study tool enjoys a statistically acceptable stability. The total stability coefficient value (alpha) amounted to (0.894) which is a high degree of stability. The stability coefficients of the study tool ranged between (0.765 and 0.860) which are high and trustful when applying the present study.

4-1 Statistical methods used in the study:

To achieve the study objectives and to analyze the data collected, many statistical methods were used, like the statistical packages for Social Sciences (SPSS), then the following statistical measures were calculated:

1. Pearson correlation coefficient to calculate the validity of the study tool internal consistency.
2. Cronbach’s Alpha coefficient to calculate the stability coefficient of the study tool's different axes.
3. Paired sample t-test to determine the differences between the pre and post test scores.
4. Eta square (η^2) to determine the impact of classroom management on learning English as a second language.

5- Results

Overview

The purpose of this part is to describe the results of the study which was designed to determine the impact of classroom management on learning English as a second language. Statistical package for the social sciences (IBM-SPSS®) (version 25.0) was used for statistical analysis. Descriptive (mean, and standard deviation) and inferential analysis (paired sample t-test) were used in this study.

First question: What is the impact of classroom management on learning English as a second language in relation to Listening?

To determine the impact of classroom management on learning English as a second language related to listening, paired sample t-test was used as follow:

Table (4) paired sample t-test to determine the impact of classroom management on learning English as a second language related to Listening

Groups	N	Mean	SD	t	p. value	Eta Squared
Pre – test	54	14.3	1.91	8.233	0.001	0.39
Post –test	54	21.4	1.12			

Results shown in table (4) indicates that there were a statistically significant differences at level of (0.01) between the scores of students pre and post-test related to listening in favour of post - test with mean score (21.4 ± 1.12) compared to (14.3 ± 1.91) for pre-test, the previous results indicates the impact of classroom management on learning English as a second language related to listening.

As shown in Table (4), the value of the ETA square concerning the students pre and post-test related to listening was (0.39). This value reflects that (39.0%) of the variance in the level of listening between students in the post-test is due to classroom management, the previous results indicate the impact of classroom management on learning English as a second language related to Listening.

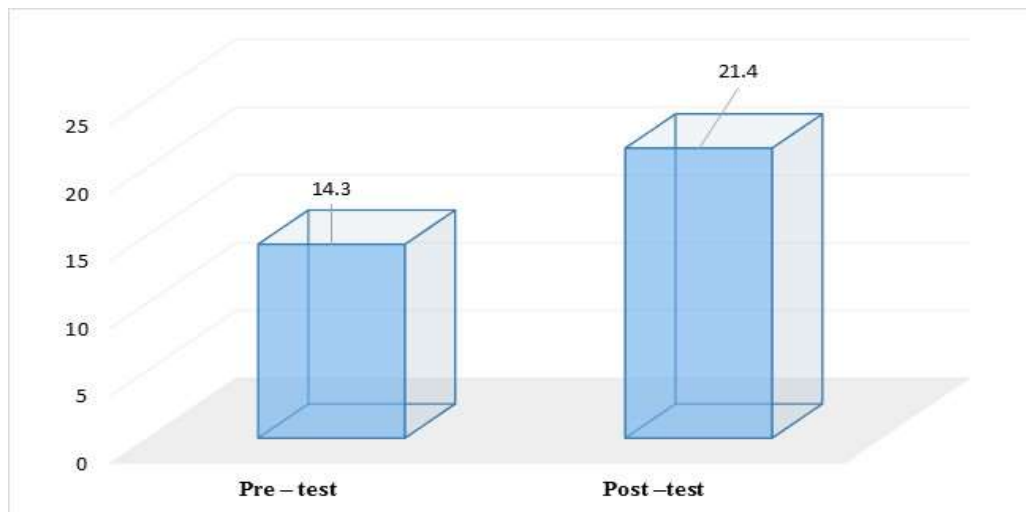


Figure (1) the mean scores of student's pre and post-test related to listening

Second question: What is the impact of classroom management on learning English as a second language related to Vocabulary?

To determine the impact of classroom management on learning English as a second language related to vocabulary, paired sample t-test was used as follow:

Table (5) paired sample t-test to determine the impact of classroom management on learning English as a second language related to vocabulary

Groups	N	Mean	SD	t	p. value	Eta Squared
Pre – test	54	13.3	1.53	12.397	0.001	0.59
Post –test	54	23.5	2.14			

Results shown in table (5) indicates that there were a statistically significant differences at level of (0.01) between the scores of students pre and post-test related to vocabulary in favour of post - test with mean score (23.5 ± 2.14) compared to (13.3 ± 1.53) for pre-test, the previous results indicates the impact of classroom management on learning English as a second language related to Vocabulary.

As shown in Table (5), the value of the ETA square concerning the students pre and post-test related to vocabulary was (0.59). This value reflect that (59.0%) of the variance in the level of vocabulary between students in the post-test is due to classroom management, the previous results indicates the impact of classroom management on learning English as a second language related to vocabulary.

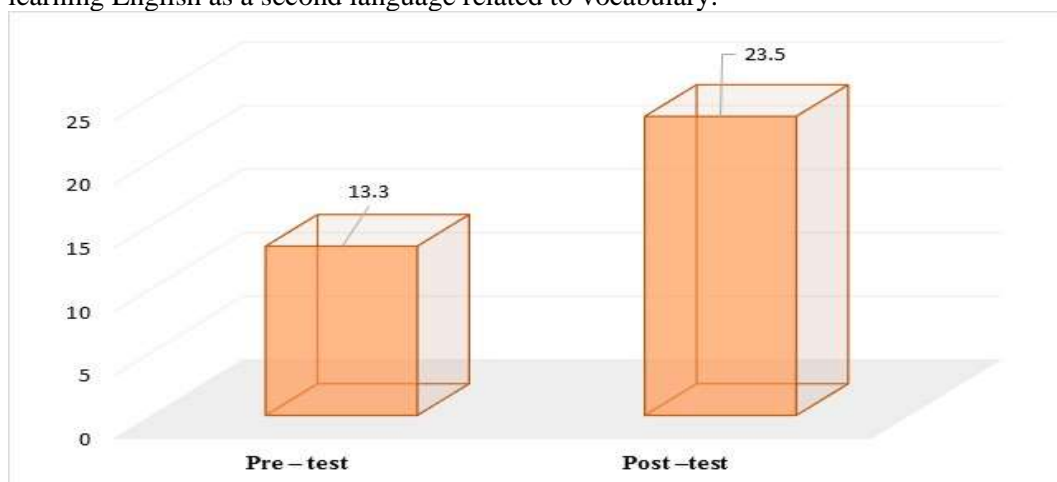


Figure (2) the mean scores of student's pre and post-test related to vocabulary

Third question: What is the impact of classroom management on learning English as a second language related to Reading?

To determine the impact of classroom management on learning English as a second language related to Reading, paired sample t-test was used as follow:

Table (6) paired sample t-test to determine the impact of classroom management on learning English as a second language related to Reading

Groups	N	Mean	SD	t	p. value	Eta Squared
Pre – test	54	14.7	1.44	10.846	0.001	0.53
Post –test	54	23.7	1.69			

Results shown in table (6) indicates that there were a statistically significant differences at level of (0.01) between the scores of students pre and post-test related to Reading in favour of post - test with mean score (23.7 ± 1.69) compared to (14.7 ± 1.44) for pre-test, the previous results indicates the impact of classroom management on learning English as a second language related to Reading.

As shown in Table (6), the value of the ETA square concerning the students pre and post-test related to Reading was (0.53). This value reflect that (53.0%) of the variance in the level of Reading between students in the post-test is due to classroom management, the previous results indicates the impact of classroom management on learning English as a second language related to Reading.

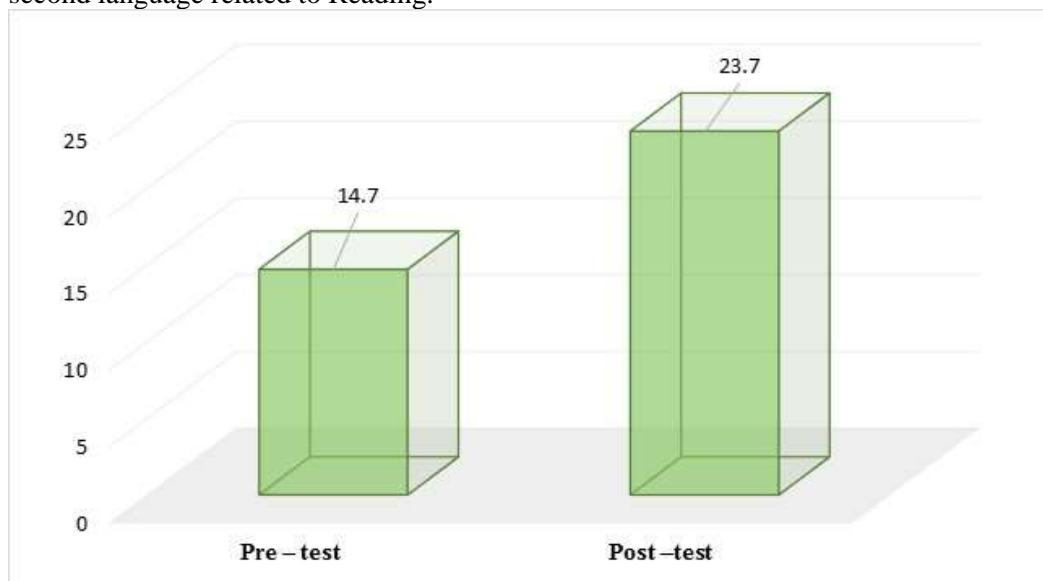


Figure (3) the mean scores of student’s pre and post-test related to reading

Fourth question: What is the impact of classroom management on learning English as a second language related to Writing?

To determine the impact of classroom management on learning English as a second language related to writing, paired sample t-test was used as follow:

Table (7) paired sample t-test to determine the impact of classroom management on learning English as a second language related to Writing

Groups	N	Mean	SD	t	p. value	Eta Squared
Pre – test	54	14.6	1.95	9.672	0.001	0.47
Post –test	54	22.3	1.53			

Results shown in table (7) indicates that there were a statistically significant differences at level of (0.01) between the scores of students pre and post-test related to Writing in favour of post - test with mean score (22.3 ± 1.53) compared to (14.6 ± 1.95) for pre-test, the previous results indicates the impact of classroom management on learning English as a second language related to Writing.

As shown in Table (7), the value of the ETA square concerning the students pre and post-test related to writing was (0.47). This value reflect that (59.0%) of the variance in the level of writing between students in the post-test is due to classroom management, the previous results indicates the impact of classroom management on learning English as a second language related to Writing.

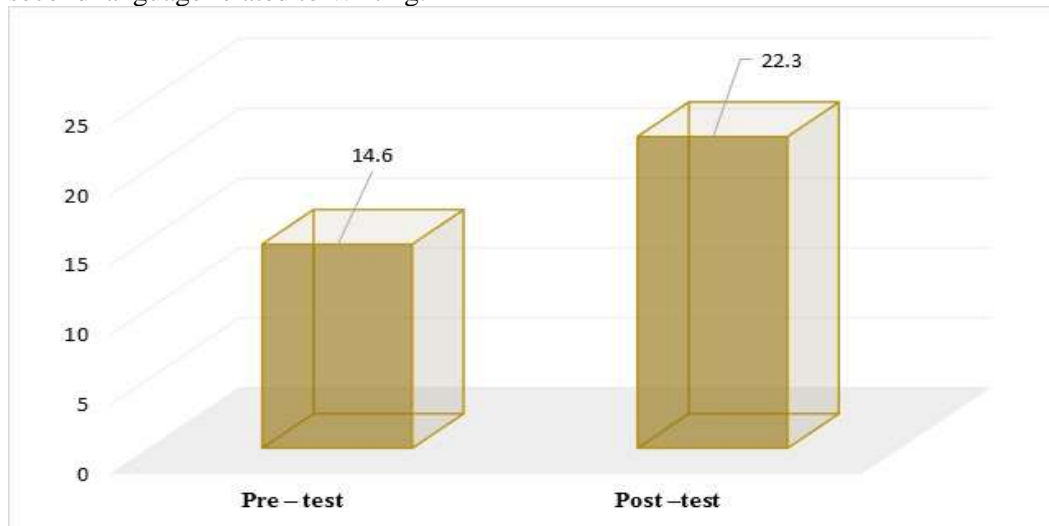


Figure (4) the mean scores of student's pre and post-test related to Writing

What is the impact of classroom management on learning English as a second language?

To determine the impact of classroom management on learning English as a second language related, paired sample t-test was used as follow:

Table (8) paired sample t-test to determine the impact of classroom management on learning English as a second language

Groups	N	Mean	SD	t	p. value	Eta Squared
Pre – test	54	56.9	3.53	14.464	0.001	0.67
Post –test	54	91.0	5.71			

Results shown in table (8) indicates that there were a statistically significant differences at level of (0.01) between the scores of students pre and post-test related to test total score in favour of post - test with mean score (91.0 ± 5.71) compared to (56.9 ± 3.53) for pre-test, the previous results indicates the impact of classroom management on learning English as a second language.

As shown in Table (8), the value of the ETA square concerning the students pre and post-test total score was (0.67). This value reflect that (67.0%) of the variance in the level of English language between students in the post-test is due to classroom management, the previous results indicates the impact of classroom management on learning English as a second language.

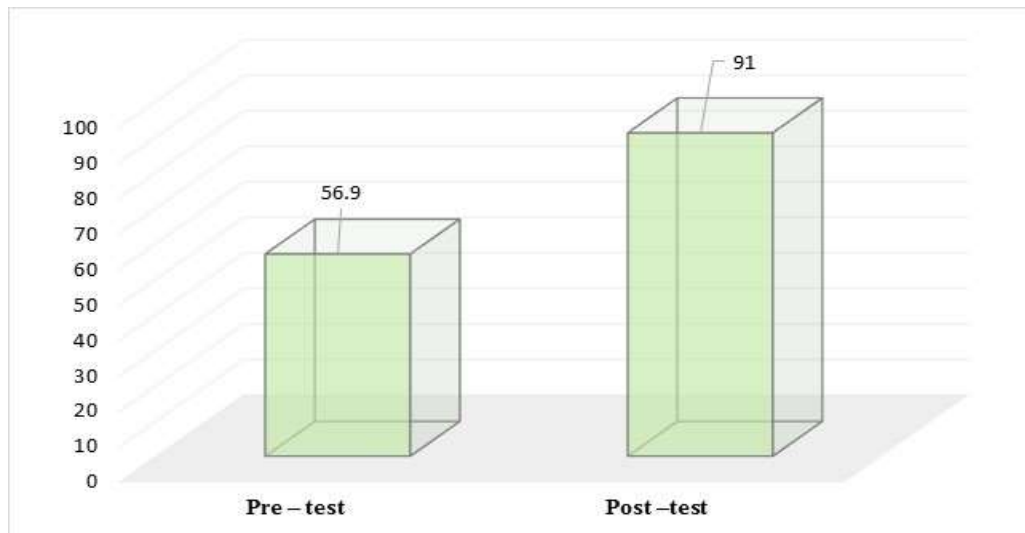


Figure (5) the mean scores of student's pre and post-test related to test total score

6- Discussing the study findings and recommendations:

This part discussed the findings of each research question, where justified and debated with referring to previous studies in either supporting or contracting current findings.

6-1 First: Discussions on Research Findings:

Results showed that:

there were a statistically significant differences at level of (0.01) between the scores of students pre and post-test related to listening in favour of post - test with mean score (21.4 ± 1.12) compared to (14.3 ± 1.91) for pre-test, in addition the value of the ETA square was (0.39), This value reflect that (39.0%) of the variance in the level of Listening between students in the post-test is due to classroom management.

These results are consistent with previous research, such as (Bru et al., 1998; Castro Pérez & Morales Ramírez, 2015; Fernández Aquino et al., 2012), which discusses the impact of creating an engaging educational environment based on clear instructions and systems. These studies indicate that focusing on creating such an environment leads to a general improvement in students' performance and their acquisition of language skills in particular. In this specific study, we observe a significant development in the listening skill of the research sample by the end of the academic year.

there were a statistically significant differences at level of (0.01) between the scores of students pre and post-test related to Vocabulary in favour of post - test with mean score (23.5 ± 2.14), besides the value of the ETA square amounted to (0.59), This value reflect that (59.0%) of the variance in the level of vocabulary between students in the post-test is due to classroom management.

A good relationship between the teacher and the student, along with effective classroom management, contributes to the development of all the necessary skills within the classroom. This assertion is supported by the findings of Kayıkçı (2009) and Kerdikoshvili (2012), as they underscored the positive impact of the learner-teacher relationship on knowledge acquisition. In the context of this study, where classroom management principles were also elucidated, a significant improvement in a crucial English language skill is observed, particularly in the acquisition of a more extensive English vocabulary. This skill is paramount for achieving proficiency in the target language.

there were a statistically significant differences at level of (0.01) between the scores of students pre and post-test related to Reading in favour of post - test with mean score (23.7 ± 1.69) compared to (14.7 ± 1.44) for pre-test, in addition the value of the ETA square was (0.53), This value reflects that (53.0%) of the variance in the level of reading between students in the post-test is due to classroom management.

Success in classroom management leads to excellent outcomes by creating a tranquil and comfortable environment that supports the educational process. This fosters active participation in the classroom, ultimately resulting in the academic advancement of the students. Some of the authors referenced in this study, such as (Vanaja & Parimalavenu, 2012), highlighted the significance of classroom management in raising students' performance levels. This is precisely what transpired in the research sample, where the results were notably remarkable when assessing the extent of improvement in their Reading skills.

there were a statistically significant differences at level of (0.01) between the scores of students pre and post-test related to Writing in favour of post - test with mean score (22.3 ± 1.53) compared to (14.6 ± 1.95) for pre-test, in addition the value of the ETA was (0.47). This value reflect that (59.0%) of the variance in the level of Writing between students in the post-test is due to classroom management.

As mentioned in the research in this study, such as Matus (1999), the effective role of this organized educational process increases learners' opportunities to acquire language skills. This was observed in this study, where the result was an improvement in students' Writing skills. Some researchers have mentioned that this improvement will occur, and if it is delayed, it is due to external factors such as family-related issues and not related to well-organized classroom management.

there were a statistically significant differences at level of (0.01) between the scores of students pre and post-test related to test total score in favour of post - test with mean score (91.0 ± 5.71) compared to (56.9 ± 3.53) for pre-test, besides the value of the ETA square was (0.67). This value reflect that (67.0%) of the variance in the level of English language between students in the post-test is due to classroom management.

The study found that the appealing environment, as mentioned by many authors such as Kayıkçı (2009), Qinglan, Junyan, & Shongshan (2010), is created by the school system in general and classroom management in particular. Its results are quite evident, as seen in the final outcome of this research, which is reflected in the extent of students' development in acquiring English as a second language.

7- Conclusion:

This study was conducted on a research sample to observe the extent of improvement in English language skills among students learning English as a second language. The method employed for this research was well-organized classroom management with specific rules. The results of this research were clear, as there was significant and noticeable improvement within the research sample over the study period.

Three important questions in this field were answered: What is the role of classroom management in the development of Listening skills, vocabulary acquisition, and learning to read and write? Ultimately, these questions lead to answering the last question: the measurement of English language acquisition as a second language among students. The effective impact of classroom management on the research sample became evident.

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