Unwanted Student Behaviors and A Combination of Effective Classroom Management Techniques

Habip Bedir[1]

[1]Pre-School Education Department, Faculty of Education, Tishk International University, Erbil, Iraq
Correspondence: Habip Bedir, Tishk International University, Erbil, Iraq
Email: habip.bedir@tiu.edu.iq

Abstract: Classroom management is a very essential point for educators, and when applied correctly, it strengthens student and teacher relations. It also creates mutual trust and friendly atmosphere in the classroom. This article focuses on effective classroom management techniques and important points that teachers should pay attention to in classroom management. In the first chapter, some classroom management tips have been explained extensively. In the second part, unwanted behaviors from students and the solutions that teachers should implement to eliminate these behaviors are presented. In the last part, a general analysis of the effective methods used in classroom management is made, and the most effective methods are emphasized.

1. Introduction

The classroom is a dynamic place where numerous activities occur simultaneously. In contrast to the stereotype of a four-walled space, the classroom is a dynamic structure where student-teacher communication is at its highest. In addition, the classroom is the setting where students with varied qualities come together and where behavioral education and planned instruction are the primary goals of education (Çelik, 2003). As educators, teachers should be aware of all the activities that happen in the classroom besides teaching their lessons. The teachers must actively manage the class in order to achieve the desired quality of productivity (Oral, 2012). Management of the classroom is the fundamental requirement for a competent educator. The learning process occurs in the classrooms of educators who oversee classroom management and implement it in accordance with the regulations. Education is more than simply the instruction of language and lesson norms. It doesn't mean only administering a test, explaining the results, and then evaluating the students. Education is incomplete if the students do not give themselves to the lesson and disrupt the class environment. Classroom management will keep education alive and assure its effectiveness (Bonab & Essmati, 2015). It is actually the teacher who ensures that classroom management is implemented in the classroom. The students are shaped according to the teachers. The teacher is the one who tells a lot with a single glance when the time comes. Rules alone don't

make sense. It is important to understand them, shape them and present them according to the structure of the environment. In this context, the teacher is actually like a conductor.

An orchestra is a huge group whose structure creates a variety of sounds. This is like the case in the classroom when students with distinct personalities and voices emerge from each individual. The instructor, like the conductor, orchestrates these noises in a harmonious manner, and we call the resulting concept as classroom management (Emmer, 1994).

1.1 Classroom Management

Classroom management is a skill in which the lessons are presented according to the rules and the active participation of the students in the lessons (Laslett & Smith, 2002). There are different concepts that describe classroom management. The definition of classroom management is managing the class under the supervision of the teachers (Emmer & Stough, 2003). In another statement, Kurt (2017) stated that it is the most efficient use of the materials and resources that the classroom has in order to eliminate the obstacles that may prevent education. It refers to the tactics that remove disruptive student behaviors and enhance student participation in the instruction (Postholm, 2013). Historically and now, classroom management techniques can be classified as either traditional or contemporary. The teacher traditionally assumes the role of leader and establishes authority over the student. In other words, the teacher's authority and classroom management were maintained at an equal level. Modern classroom management, on the other hand, is built on creating classroom settings that promote student interaction and learning rather than dominating students (Çalık, 2009). It is the ability of teachers to organize student behavior, time, seating arrangement, and classroom resources effectively. It is to arrange the activities to be completed in the classroom (Marzano & Marzano, 2003; Abdulrahman & Kara, 2022). Learning is the fundamental necessity of pupils both inside and outside of the classroom. People are intelligent enough to determine the causes behind their success or failure, despite living in a complex environment. Humans have an innate desire to learn, and schools are the primary locations where this occurs. Therefore, classes in which education is not included are unnecessary for this purpose. A classroom atmosphere in which pupils are not actively engaged in learning is not serving its primary objective. Consequently, classroom management is a necessary component for putting ideas into action. Teachers use the phrase classroom management to ensure that instruction runs smoothly and serves its intended goal (Bonab & Essmati, 2015). It is the location where classroom teachers greet and interact with students. This setting is where education, the notion that attempts to educate kids in a constructive manner, begins. The student, the teacher, the curriculum, and the tools are the fundamental components of a classroom that give it life. And most significantly, for quality education to be realized, effective classroom management is required (Sarıtaş, 2000). In reality, classroom management refers to the teacher's attempts to give a great education in the classroom (Ritter & Hancock, 2007). When the time comes, they can forge a close relationship as friends rather than a teacher and student. When a teacher looks into a student's eyes, he must comprehend what the pupil is thinking or what sort of plan he has, but these characteristics are acquired with time. Classroom management is the term for these functions. The more effective a teacher's classroom management skills, the greater their success. These skills are the foundation for success. Teachers that are successful in classroom management possess positive traits (Demirel, 1999; Bingol et al., 2022). The purpose of classroom management is also to foster and accelerate economic, social, and emotional learning. In this

context, they should create conditions in which both teachers and students assist one another. He should supervise the students' movements and conduct and teach them moral principles through group activities (Evertson & Weinstein, 2006).

2. Unwanted Student Behavior Management

Unwanted behaviors are those that disrupt the classroom environment, negatively affect the learning process, put the students in danger, and demotivate the teacher. These activities affect not just the academic growth of teachers but also their students. Consequently, it can be asserted that the motivation of teachers in the classroom has a direct relationship with the achievement of pupils (Bayar & Kerns, 2015; Thompson, 2009; Ladd & Dinella, 2009; Kara, 2020). Management of unwanted student conduct is crucial for effective classroom administration and academic achievement. Five potential solutions to this problem are provided. These include understanding the issue, communicating, ignoring, rewarding and punishing, and assigning responsibility (Celikten, 2022).

2.1 Understanding the Problem

The first step in the control of unwanted conduct is for the instructor to investigate the root of the issue. The greatest way to address a problem is to comprehend it thoroughly. If the teacher analyzes the cause of the undesirable behavior and intervenes immediately, he can resolve the issue without the need for strategic planning. Interventions without a thorough comprehension of the problem's origin will result in insufficient or transitory solutions. This is not a waste of time; rather, it will prepare teachers for the next time they encounter a similar circumstance (Aydin, 2017). Negative behaviors necessitate distinct tactics for resolution, as one solution strategy may not be applicable to another. Examining scientific sources is the most appropriate approach to problem-solving. It is vital to have appropriate knowledge in order to solve problems. Maintaining positive student-teacher interactions before a problem emerges is one of the most successful solutions (Hart, 2010).

2.2 Communicating

Communication is one factor to consider in the management of undesired behaviors. Communication, one of the most distinguishing characteristics between humans and other beings, is a crucial step in resolving difficulties that may arise among pupils. If a problem happens in the classroom, it is inappropriate to directly identify and criticize the offending kid in this form of communication. In such instances, it was seen as more appropriate to discuss the issue with the general public or to hold a face-to-face meeting following the lecture (Özdemir, 2004). The instructor who will communicate with the learner must possess specific qualities. They should understand the psychological techniques in this area, take the student into account, and be able to communicate and demonstrate empathy. A persuasive strategy is essential for developing this communication (Laslett & Smith, 2002). Another method is meeting with the student in person. A face-to-face interview allows the student to comprehend his or her error better and eliminate inappropriate behavior in front of the group. This is because the surroundings have changed, and a more welcoming atmosphere has been created. The student will have a deeper understanding of the causes of his errors, and his or her trust in the instructor will rise. It is advantageous for both the student and the

instructor. The teacher eliminates the negative responses he will provide with a rapid response in the classroom (Parsonson, 2012).

2.3 Ignoring

Ignoring is one of the most common ways to manage unwanted behavior. As a tactic, ignoring is an intentional action, despite the fact that the term "ignore" implies disregarding. With this strategy, instructors convey to students that they keep silent yet are aware of their actions. Ignoring is mostly employed to manage persistently undesirable behaviour. Ignoring helps create a student-teacher relationship and prevents students from being insulted in the classroom. This strategy prevents the degradation of the classroom environment and the occurrence of potentially disruptive circumstances (Hart, 2010).

Regarding this, there is an important detail that requires attention. When a teacher employs the ignore method, the students must comprehend this. If a student believes that his or her teacher is unaware of the issue, s/he may continue to engage in inappropriate behavior and make it a habit (Başar, 2003; Kapukaya et al., 2022).

2.4 Reward and Punishment

Reward and punishment are other techniques used for the management of undesired behavior. In the reward and punishment system, a student receives a punishment for engaging in inappropriate behavior and a reward for engaging in the desired behavior. Consideration must be given to whether the reward and punishment are proportional to the behavior (Charles, 1996). Teachers are able to penalize children for undesirable behaviour. These may include more study or repeated writing on a topic the student dislikes. It is the most recent technique advocated by educators and psychologists. When discipline is administered correctly, it can have a good effect on student conduct. In contrast, if the punishment is not proportional to the student's level and inappropriate behavior, it may lead the student's mental structure to collapse (Somlai et al., 2011).

It should also be mentioned that punishments administered to unwanted students in the classroom environment may lose their effectiveness over time. Physical penalties should be avoided as much as possible while administering discipline because kids will remember them for the rest of their lives. Worse even, they do not wish to attend school, so terminating their educational career can be unavoidable. It is not one of the prescribed punishments for throwing pupils out of class and assigning them hours of homework. Students who persist in engaging in undesired activities can be referred to the guidance counselor or school psychologist (Firestone & Doug-las, 1975; Bilgin et al., 2022).

2.5 Giving Responsibility

Giving responsibility is one of the most often utilized ways for correcting undesired behaviour. Students' sense of responsibility is enhanced and the teacher's workload is decreased when they are given responsibilities (Lewis, 2001). During the lecture, students may lose interest in the topic or determine that it is inappropriate for them. In such instances, students restore their enthusiasm by completing solo or

group assignments. It is vital to establish educational objectives that pupils can achieve. Students who achieve their objectives see their potential and desire more (Sarrazin et al., 2006).

3. Four Main Rules of Classroom Management

There has been a lot of research on classroom management, but the "4 rules of classroom management" that Laslett and Smith (2002) put together are worth examining.

3.1 Rule 1: Get Them In

Typically, a lesson that begins well concludes beautifully, flawlessly, and effectively. The expression of this rule is that the pupils will benefit from a lesson that the teacher has begun with vigour and enthusiasm (Jarodzka et al., 2013). While the teacher is preparing the supplementary materials at the beginning of the course, students may engage in chat, which is innocuous and can be disregarded. There are three steps to attract pupils' attention to the lesson: greeting, seating, and starting (Laslett & Smith, 2002).

3.1.1. Greeting

Being prepared for the lesson and present in the classroom prior to the ringing of the bell both boost teachers' authority and inspire students to feel like they own the class. Another advantage is that the teacher will anticipate problems that will develop in the future. It has benefits such as controlling the cleanliness of the classroom, determining whether the classroom environment is ready for the lesson, and writing on the blackboard what needs to be written before the lecture. Contrary to this, a teacher who arrives late for his class will waste the entire lesson and increase the likelihood of making a mistake at the beginning of the lesson due to excitement (Allday & Pakurar, 2007).

3.1.2 Seating

The seating arrangement in the classroom is a crucial component of classroom management. Depending on the content of the lesson, the age of the students, or the purpose of the session, the seating arrangement may alter. A proper seating arrangement allows both the instructor and the students to communicate more clearly and attain their full potential. Additionally, the health, vision, and height of the children should be taken into account when constructing the seating chart (Harris et al., 2009).

3.1.3 Starting

Starting the lesson actively is very important for the lesson to be concluded efficiently. At the beginning of the lesson, various activities can be applied to attract the attention of the students to the lesson. These may include pictures description, warm-up games, and life-related questions. The point to be considered here is that the activities that are applied at the beginning of the lesson and that attract the attention of the students to the lesson should not be more than 4 or 5 minutes (Velandia, 2008).

3.2 Rule 2: Get Them Out

A considerable portion of the problems arises at the end of the class, despite the fact that the majority occur at the beginning. For these reasons, getting them out is mentioned secondly. A teacher must plan the

lesson just like s/he plans the introductions or lesson preparation activities at the beginning of the lesson. At the conclusion of a forty- or fifty-minute course, the advances made may result in an unpleasant situation. Whether or not the lesson objective is met relies on what students understand at the conclusion of the class (Farrell, 2002).

3.2.1 Concluding

The conclusion of a lesson is also an important part of effective classroom management. Typically, at the conclusion of a lesson, the teacher gives a summary speech, but if the students are engaged in writing or gathering instructional materials, this message cannot be conveyed effectively. To avoid this issue, the teacher should inform the pupils in advance when the lecture will conclude. If students are given advance notice, they will place their textbooks and notebooks in their bags. In this method, the teacher has time to review the topic and explain the homework in a manner that is easily understood. Additionally, when this period is analyzed, positive outcomes can emerge. It is possible to play the students' favourite activities, provide related questions and answers, and even administer two- or three-question mini-quizzes (Richards & Bohlke, 2011).

3.2.2 Dismissing

The class dismissal varies depending on the age of the students. The instructor's instructions for adults should differ from those for younger students. At the conclusion of the session, students collect books, put on jackets, exit the classroom, and board school buses in accordance with the teachers' precise and chronological directions.

3.3 Rule 3: Get on with It

The progression and conclusion of the class will depend on how well the teachers know their students and how prepared they are for the subject. Students' self-confidence and competitiveness emerge and develop in this atmosphere (Laslett & Smith, 2002).

3.3.1 Content

Individuals are satisfied when they engage with things that they enjoy and that are relevant to their world. If the lesson's content is not selected appropriately to the student's level, undesirable outcomes may ensue. The selection of annual plans and curricula should be based on student levels, and the requirements of students should be taken into account. Plans should be reviewed by subject departments and teachers who are subject matter experts (Laslett & Smith, 2002). When developing lesson plans, it is important to take into account the student's prior knowledge of the topic and the gains that will be made as a result of the session. The lesson should be organized into three sections: introduction, development, and conclusion. Each section's activities should be planned in advance. If the material is challenging according to the student's level, group or pair work should be incorporated into the class (Swartz & Parks, 1994).

3.3.2 Manner

The manner in which the teacher questions pupils or leads their behavior is reflected in the teachings. Pleasant relationships result from the communication and positive attitudes of individuals. The classroom

environment resembles a weather forecast system. The success of a weather forecaster relies on his or her ability to predict weather phenomena. Like a weather forecaster, the teacher should be aware of the attitudes and behaviors of the pupils beforehand in order to avoid potential difficulties. Very crucial are the teacher's eye contact and facial expressions as s/he explains the subject to the students during the lecture. How the teacher gives the lesson is more essential than what he teaches in the lesson itself. This depends on the manners of the instructor (Laslett & Smith, 2002).

3.4 Rule 4: Get on with Them

Respect and trust between teacher and student are necessary for the development of a fruitful relationship. This is contingent upon the instructor's command of the psychological structure of the class and students. And this is accomplished by getting to know each student individually and keeping abreast of events (Hamre & Pianta, 2006).

3.4.1 Who is Who?

Possessing knowledge of the unique physical qualities of each pupil, the things they enjoy, their names, and even their secrets provide the instructor with numerous advantages. If pupils are aware that their names are known by the instructor, they will refrain from inappropriate behavior. When engaging in undesirable behavior, people are aware that the likelihood of individualization of crimes is high. Utilizing a fixed sitting arrangement during the first weeks on the job is advantageous for teachers who are just beginning their careers. They can retain a mental image of the class, making it easier to recall students' names (Marx et al., 1999).

3.4.2 What is Happening in The Class

Mobility can help educators monitor classroom activity and control kids more effectively. It also facilitates teachers' mobility and the development of personal relationships with students. Today, the classical teaching method is not a popular technique. Outside of the classroom, the teacher may be formal, but in the classroom, he should maintain the red lines and be like a friend to the kids. When appropriate, he should make jokes and listen to the pupils' concerns. It depends on being active in the classroom environment in order to do all this (Marx et al., 1999).

4. Effective Classroom Management Techniques that an Educator Must Have

Learning takes place when the teacher removes all the barriers to education and learning in the classroom. An educator's realization of this depends on the correct knowledge and application of classroom management rules (Good & Brophy, 2000). The success of a teacher depends on his or her ability to anticipate and eliminate issues that pupils will face while preparing them for academic life. In addition to having a deep understanding of a subject and being an expert in that area, a teacher should be able to solve any problems that may arise in education. In this context, teachers are expected to possess both instructional and administrative skills (Başar, 2001). The method in which a teacher asks pupils questions or steers their behaviour is more profound.

Being quiet in the classroom and creating an environment conducive to instruction does not necessitate absolute silence. It is partially inappropriate for the teacher to instruct the students to assume candle positions and simply listen. If the sound produced during the session is the sound of students discussing the material, there is no issue. This is an element of education. A learner who never speaks has nothing to learn. Any inappropriate behavior that interferes with the learning process is called a disciplinary issue. This may be audible or inaudible, as well as willing or reluctant. The teacher's role should be to maintain classroom discipline and be perceived as a student advocate. Always keep a space and a red line between the teacher and the students, and it is the responsibility of the teacher to do so. So long as he retains this stance, the instructor may be a clown, an artist, or an actor (Bonab & Essmati, 2015).

Bonab and Essmati (2015) listed the following techniques in order to avoid discipline problems while the lessons take place.

- Do not start the lesson in a monotonous way, but energetically and with full energy,
- To draw the attention of all students to the lesson before starting the topic,
- Keeping the materials required for the lesson written on the board before the bell rings,
- Keeping your lesson plans and useful materials ready
- A teacher should monitor all the students from one point. All the time, students must be visible to the teacher.
- Speak to the whole class and make your students talk. Lesson time is not appropriate for having private conversations,
- Warning students who are about to lose interest in the lesson,
- Trying to construct "we" feeling among students instead of being selfish,
- Encouraging students to answer questions, regardless of whether their names are called or not,
- Setting an appropriate seating plan in order not to have a discipline problem,
- Being hardworking,
- Explaining the topic loudly, clearly, and expressively
- Monitoring the class during task time,
- Keep the pace moving,
- Being ready to change the tone of the lesson,
- Encouraging students to have the feeling of responsibility,
- Calling students randomly
- Implementing different kinds of activities,
- While explaining a topic and controlling the class at the same time,
- Preparing for the lesson well before teaching students,

In addition to the listed positive qualities in the preceding list, a teacher should not do the followings,

- Using sarcasm,
- Playing on favorite students,
- Constantly apologizing,
- Threatening,

- Giving hard tasks beyond students' level,
- Punishing the entire class for an action done by one student or a few students,
- Teaching with limited resources,
- Get stuck with questions,
- Talking so nervously or rapidly,

5. Conclusion

This study was undertaken to investigate the significance of classroom management for educators, and it revealed highly beneficial data. As a result of research, it has been determined that three main factors are required for the implementation of education. It turns out that a space is required, and that space is the classroom. Second, students and educators are necessary for education to exist. Finally, it has become obvious that rules are required for all of these elements to apply in reality. These regulations are referred to as class management. According to the findings of the study, instructors must master effective classroom management in order for education to go efficiently and as intended. In the second section of the study, unpleasant student behaviors were highlighted, and educators were provided with strategies for addressing them. According to the collected data, it has been stated that it is essential for classroom management strategies to take student levels and psychological states into account. This research will be useful for educators who are starting to teach and who have difficulties in classroom management.

References

Abubakr Abdulrahman, S., & Kara, S. (2022). Mentor-Mentee relationship: Fifteen career saving suggestions. *International Journal of Social Sciences & Educational Studies*, *9*(3).

Allday, R. A., & Pakurar, K. (2007). Effects of teacher greetings on student on-task behavior. *Journal of applied behavior analysis*, *40*(2), 317-320.

Aydin, D. (2017). *Okulöncesi öğretmenlerinin sınıf yönetimi becerilerinin öğretmenlik stilleri üzerindeki etkisi* (Master's thesis, Sosyal Bilimler Enstitüsü).

Başar, H. (2001). Sınıf yönetimi, Pegem Yayıncılık.

Başar, H. (2003). Sınıf yönetimi, Anı Yayıncılık 10. *Baskı, Ankara*.

Bayar, A., & Kerns, J. H. (2015). Undesired behaviors faced in classroom by physics teachers in high schools. *International Journal of Physics & Chemistry Education*, *7*(1), 37-45.

Bilgin, R., Yildiz, Y., & Yildiz, A. A. (2022). Review of the aims and principles of guidance activities in schools. *International Journal of Social Sciences and Educational Studies, 9*(3), 29-38.

Bingol, S. A. A. M. A., & Kara, S. (2021). Body Language in Education and Effective Recommendations to Pre-Service Teachers in Classroom Management. *Educational Studies*, *9*(1), 298-307.

Bonab, H. S., & Essmati, A. (2015). Classroom management. *Cumhuriyet Üniversitesi Fen Edebiyat Fakültesi Fen Bilimleri Dergisi*, *36*(3), 3515-3529.

Çalık, T. (2009). *Sınıf yönetimi*. Nobel Yayın Dağıtım.

Çelik, V. (2003). *Sınıf yönetimi*. Nobel Yayın Dağıtım.

Celikten, M. (2022). *Sinif yonetimi*. Egitim Yayinevi.

Charles, C. M. (1996). Building classroom discipline (5. Baskı) White Plains. *NY: Longman Publishers*.

Demirel, Ö. (1999). Öğretme sanatı. *Ankara: Pegem Yayınları*.

Emmer, E. T. (1994). *Classroom management for secondary teachers*. Allyn & Bacon, A Division of Simon & Schuster, Inc., 160 Gould Street, Needham Heights, MA 02194.

Emmer, E. T., & Stough, L. M. (2003). Classroom management: A critical part of educational psychology, with implications for teacher education. In *Educational psychologist* (pp. 103-112). Routledge.

Evertson, C. M., & Weinstein, C. S. (2006). Classroom management as a field of inquiry. *Handbook of classroom management: Research, practice, and contemporary issues*, *3*(1), 16.

Farrell, T. S. (2002). Lesson planning. *Methodology in language teaching: An anthology of current practice*, *11*(2), 30-39.

Firestone, P., & Douglas, V. (1975). The effects of reward and punishment on reaction times and autonomic activity in hyperactive and normal children. *Journal of abnormal child psychology*, *3*(3), 201-216.

Good, T. L., & Brophy, J. E. (2000). Control theory in the classroom.

Hamre, B. K., & Pianta, R. C. (2006). Student-Teacher Relationships.

Harris, A., Rick, J., Bonnett, V., Yuill, N., Fleck, R., Marshall, P., & Rogers, Y. (2009, June). Around the table: Are multiple-touch surfaces better than single-touch for children's collaborative interactions?. In *CSCL (1)* (pp. 335-344).

Hart, R. (2010). Classroom behaviour management: Educational psychologists' views on effective practice. *Emotional and Behavioural Difficulties*, *15*(4), 353-371.

Jarodzka, H., Van Gog, T., Dorr, M., Scheiter, K., & Gerjets, P. (2013). Learning to see: Guiding students' attention via a model's eye movements fosters learning. *Learning and Instruction*, *25*, 62-70.

Kapukaya, K., Yucedal, H. M., & Kara, S. (2022). The perception of the teachers about the children with specific learning disability as a special education need: Brayaty primary school case in Erbil. *International Journal of Social Sciences & Educational Studies*, *9*(2).

Kara, S. (2020). Letting Smartphones at Class Times: Does It Matter in Learning Process?. *International Journal of Social Sciences & Educational Studies*, *7*(1), 78-87.

Kurt, G. (2017). Implementing the flipped classroom in teacher education: Evidence from Turkey. *Journal of Educational Technology & Society*, *20*(1), 211-221.

Ladd, G. W., & Dinella, L. M. (2009). Continuity and change in early school engagement: Predictive of children's achievement trajectories from first to eighth grade? *Journal of Educational Psychology*, *101*(1), 190.

Laslett, R., & Smith, C. (2002). *Effective classroom management: A teacher's guide*. Routledge.

Lewis, R. (2001). Classroom discipline and student responsibility: The students' view. *Teaching and Teacher Education*, *17*(3), 307-319.

Marx, A., Fuhrer, U., & Hartig, T. (1999). Effects of classroom seating arrangements on children's question-asking. *Learning Environments Research*, *2*(3), 249-263.

Marzano, R. J., & Marzano, J. S. (2003). The key to classroom management. *Educational leadership*, *61*(1), 6-13.

Oral, B. (2012). Student teachers' classroom management anxiety: A study on behavior management and teaching management. *Journal of Applied Social Psychology*, *42*(12), 2901-2916.

Özdemir, İ. E. (2004). Sınıf ortamında istenmeyen davranışlar. *Sınıf yönetimi*, 269-289.

Parsonson, B. S. (2012). Evidence-Based classroom behaviour management strategies. *Kairaranga*, *13*(1), 16-23.

Postholm, M. B. (2013). Classroom management: What does research tell us? *European Educational Research Journal*, *12*(3), 389-402.

Richards, J. C., & Bohlke, D. (2011). *Creating effective language lessons*. Cambridge, UK: Cambridge University Press.

Ritter, J. T., & Hancock, D. R. (2007). Exploring the relationship between certification sources, experience levels, and classroom management orientations of classroom teachers. *Teaching and Teacher Education*, *23*(7), 1206-1216.

Sarıtaş, M. (2000). Sınıf yönetimi ve disiplinle ilgili kurallar geliştirme ve uygulama. *Sınıf yönetiminde yeni yaklaşımlar*, 47-90.

Sarrazin, P. G., Tessier, D. P., Pelletier, L. G., Trouilloud, D. O., & Chanal, J. P. (2006). The effects of teachers' expectations about students' motivation on teachers' autonomy-supportive and controlling behaviors. *International Journal of Sport and Exercise Psychology*, *4*(3), 283-301.

Somlai, Z., Moustafa, A. A., Kéri, S., Myers, C. E., & Gluck, M. A. (2011). General functioning predicts reward and punishment learning in schizophrenia. *Schizophrenia research*, *127*(1-3), 131-136.

Swartz, R. J., & Parks, S. (1994). *Infusing the teaching of critical and creative thinking into content instruction: A lesson design handbook for the elementary grades*. Critical Thinking Press and Software, PO Box 448, Pacific Grove, CA 93950-0448.

Thompson, B. (2009). Disruptive behaviours in Barbadian classrooms: implications for universal secondary education in the Caribbean. *Journal of Eastern Caribbean Studies*, *34*(3), 39-58.

Velandia, R. (2008). The role of warming up activities in adolescent students' involvement during the English class. *Profile Issues in Teachers Professional Development*, (10), 9-26.