



Research Article

Role of Teaching Experiences in Managing Strategies Employed by Iranian EFL Teachers

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ABSTRACT

To provide a supportive classroom atmosphere, applying appropriate classroom management strategies is crucial, because an unsupportive classroom atmosphere, in other words, not paying attention to classroom management strategies, causes more learners' misbehaviours and can hinder the teaching and learning process. This research project investigated the strategies used by Iranian EFL teachers facing their students' misbehaviours in terms of teachers' years of teaching experiences. Participants of the present research were 75 (41 females and 34 males) Iranian EFL teachers at universities of Bushehr Province. The study enjoyed a mixed method design using three sets of instruments encompassing a Five Likert-scale questionnaire, a semi-structured interview and an observation for collecting the data. The questionnaire was utilized to identify EFL teachers' classroom management strategies during class time. To analyze the data, an independent samples t-test was used. The results provide evidence that experienced teachers utilized ignoring and removing the students from class more than novice teachers and novice teachers outstandingly applied eye contact, talked to students/advice, yelled at the students, and lower students' grade as management strategies more than experienced teachers. The findings could have implications for curriculum designers, EFL teachers, and policymakers because it could enhance their skills in better managing learners' misbehaviours.

Introduction

Many concepts have been employed to explain and define students' problematic behaviours, such as misbehaviour, misconduct, disciplinary violations (Finn et al., 2008; Thomson, 2009),

problem behaviour, and disruptive behaviour (Dalgic & Bayhan, 2014). Arbuckle and Little (2004) defined disruptive behaviour as "an activity that causes distress for teachers, interrupts the learning process, and leads teachers to make continual comments to the students" (p.60).

Another definition suggested by Thompson (2009) is "the myriad activities which disrupt and impede the teaching-learning process" (p.43). Thus, one of the vital points in education which has gained more attention during recent decades is managing classroom misbehaviours. Classroom management has been used interchangeably with the term discipline, and still, many instructors apply the term in place of classroom management. Today by classroom management it means various elements that assist teachers to turn the class into places where education can best occur. That is, the elements that make the classrooms workable system will reflect classrooms constructive places (Burden, 1999).

In the same vein, it can be said that the word classroom management, on the surface, refers to elements such as time management, sitting management, disruptive behaviour, interruption, teaching styles, etc. A glimpse over these debates will show that all these elements are prerequisites for the educational atmosphere. These factors are things that teachers have to do before they pick up teaching any topic (Saricoban, 2005).

On the other hand, different research on different aspects of students' misbehaviours and teachers' classroom management showed that many factors such as learners' age, gender, educational levels, and teachers' age, gender, and field of study have effects on classroom management. Teachers' teaching experience is another factor that can have significant effects on learners' misbehaviours and teachers' classroom management because teaching experience seems to be a feature of teachers that is most related to the penetration of learners' disruptive misbehaviours in the classroom.

It has been discovered that the problem is much more frequent for inexperienced instructors than experienced ones (Kulinna, 2006). Besides, the interconnection between misbehaviour and burnout is also stronger among new instructors (Aloe et al., 2014). These instructions have been recommended : a) alternation in penetration of disruption as instructors get more experienced, making them more tolerant of the problem (Kokkinos et al., 2004), meaning their attention is paid to learners' learning and instructors' effective role in class incidents (Wolff et al., 2017), b) the tendency of adult learners to do disruptive

behaviour more with inexperienced instructors whom they recognize to be insecure (Sun, 2015), and c) the role which is played in learning by teaching experience is more and better strategies to face misbehaviour (Ozben, 2010). Consequently, the classroom management strategies of Iranian EFL teachers were operationalized in the current study through the items of the classroom management strategies questionnaire which was consisted of twenty-two items. The items cover contents such as teachers' behavioural management strategies including punishment and classroom rules and routines.

Literature Review

In this section, the researchers will focus on the theoretical aspect and empirical investigations of classroom management strategies and EFL teachers teaching experiences both in Iran and all over the world.

Theoretical Framework

Classroom management has been a significant focus in educational psychology for many years (Emmer & Stough, 2001). Research into how teachers perceive student misbehaviour is not a new phenomenon (Langfeldt, 1992). Given the extensive history of studies on classroom misbehaviour, classroom management is regarded as a crucial aspect of educational psychology (Emmer & Stough, 2001). Student misbehaviour can adversely impact the educational process by disrupting learning for both students and teachers, wasting time and energy, demotivating learners, and creating a stressful environment (Charles & Senter, 2005).

Consequently, effective classroom management strategies are essential for teachers to foster a healthy and productive learning environment that supports high-quality education (Jones et al., 2014). Understanding a teacher's approach to classroom management can help in selecting appropriate teaching activities. It is important to explore how teachers implement these strategies. From an interpersonal teaching perspective, a positive classroom climate fosters an inviting and supportive atmosphere that enhances learning (Denscombe, 2012; Erasmus, 2019). This is vital because both teachers and students must feel comfortable in their

classrooms for teaching and learning to be engaging, enjoyable, and meaningful. Additionally, classroom management is essential in promoting the psychological well-being of students. An effectively managed classroom cultivates a feeling of safety and belonging, which is crucial for emotional health.

Therefore, based on Allen (2010), classroom management is a yardstick in controlling learners' behaviours however successful teaching needs more than just regulating learners' behaviours. In the same line, Sun and Shek (2012) believed that generally classroom disruptive behaviours are referred to as problematic behaviour and inappropriate behaviour, which has a negative effect on teaching, learning, and order in the classroom. For example, Tsnase (2019) claimed that a misbehaved learner can affect other learners to do disruptive behaviour in the process of classroom learning, as proof if a misbehaved learner talked to his classmate during the theoretical parts of lesson for instance when the instructor illustrates the material, then the other learners would undoubtedly be distracted or decide to join the misbehaved learners. Thus, this can interrupt the process of teaching and learning.

As a result, the instructor should have strategies for managing the classroom in controlling learners' problematic behaviours. Therefore, many studies have been published on the effect of teachers teaching experiences on their classroom management strategies. However, a considerable body of investigation reveals the differences between novice and experienced teachers in managing students' misbehaviours during class time (Glock & Kleen, 2018; Ozben, 2010; Ozturk, 2017). On the other side of the continuum, some scholars, such as (Tagle et al., 2020) believe that both novice and experienced teachers apply the same classroom management strategies.

Empirical Studies

In the literature, investigations examining pre-and in-service teachers working in the same contexts revealed different viewpoints. For instance, Ozturk (2007) claimed that considering the reasons behind learners' misbehaviours, there were differences between the perspectives of pre and in-service teachers. According to Glock and Kleen (2018), pre-service teachers employed harsh

interventions while in-service teachers applied mild management strategies. Ozben (2010) also mentioned that teachers used different strategies regarding their gender and teaching experiences. However, in the view of all that has been mentioned so far, Tagle et al. (2020) supposed that both pre and in-service teachers employed similar classroom management strategies that use an interventionist approach.

Tagle et al. (2020) studied classroom management practices reported by EFL pre-service and novice in-service teachers. The results revealed that most of the pre-and in-service teachers applied interventionists approach associated with people management. Pre-service EFL teachers' perception of and strategies in dealing with misbehaviour is another study conducted by Cimen and Cepik-kiris (2015). Its finding showed that pre-service EFL teachers perceived learners' misbehaviours as disrespectful toward teachers and classmates and employed ignoring as the least frequent management strategy. Ozturk (2017) investigated learners' misbehaviours regarding pre-and in-service teachers. The results suggested differences between pre and in-service perceptions, especially in the cause of problematic behaviours. Glock and Kleen (2018) explored the role of expert responses to the learners' misbehaviours. This research finding provides evidence that pre-service teachers preferred to choose harsh interventions over in-service teachers. Moreover, the response latencies revealed that the implication of mild strategies belonged to in-service teachers. Although, considering the implication of moderately harsh strategies there was no difference between rating and response latencies of both groups of instructors.

Yazdanmehr and Akbari (2015) explored expert EFL teachers' class management in Iran. They examined how expert EFL teachers manage their class and keep its discipline. They concluded that knowledge of management skills and sub-skills can enlighten on a key behavioural aspect of expert English language teachers in class. It can assist in solving and managing problems in class and also can be beneficial for novice teachers.

Taghizadeh and Amirkhani (2022) investigated pre-service EFL teachers' conceptions and strategies for managing online classes. The study

findings showed that the most important strategies for managing an online classroom are time management, course organization, positive reinforcement, and building a positive atmosphere. The study results also revealed that in response to the challenges of online classrooms, student teachers recommended the implication of collaborative tasks and learners-centered strategies. Furthermore, findings indicated that instructors play significant roles in building rapport and providing a friendly, safe, and positive environment within online classrooms.

Although, there are a lot of studies that were done at schools and private institutes, the number of studies on learners' misbehaviours and teachers' classroom management strategies at university level is rare. Thus, the study is significant because it addresses a pressing concern in EFL teaching. To fill the gap, the present research is an attempt to focus on the classroom management strategies of teachers in the EFL contexts especially at university level.

Thus, regarding this information, the objective of this investigation was to explore if there is any difference in the strategies used by Iranian EFL teachers facing their students' misbehaviours in terms of teachers' years of teaching experience. Therefore, this research project aims to address the following research questions:

1. Are there any significant differences in the strategies used by Iranian EFL teachers facing their students' misbehaviours regarding teachers' years of teaching experiences?
2. How do experienced and novice teachers apply strategies to manage EFL learners' misbehaviours during class time?

Methodology

As mentioned above, the goal of the present research was to examine classroom management strategies used by Iranian EFL teachers' regarding their teaching experiences when they come upon learners' misbehaviors in the classroom. Thus, the following sections indicate the design, setting, participants, instruments, data collection, and analysis procedures in detail.

Research Design and Context

This investigation follows a mixed method, cross-sectional research design. A combination of a questionnaire, a semi-structured interview, and an observation was employed to supply a detailed report of the teachers' classroom management strategies for managing the classroom when they face learners' misbehaviours. The study was conducted at Islamic Azad University and in Bushehr Province, Iran, during the academic year of 2024.

Participants

All of the Iranian EFL teachers were the population of the recent study. Only Iranian EFL teachers at the Islamic Azad University of Bushehr Province were the target population, and the sampling procedure was convenience sampling. Hence, the study was conducted with 75 male and female that that were Iranian EFL university professors at Islamic Azad University whose ages ranged from 20 to 40 and who voluntarily got involved in the study. Thirty-six of the teachers were novice and thirty-nine were experienced. The criteria for considering teachers as novice and experienced was based on Freeman (2001), that novice teachers have less than three years of experience, and experienced teachers have five or more years of experience. However, as the number of participants with less than three years of teaching experience was limited, the teachers with less than five years of experience were included as novice teachers in the present study. All of them were informed of the participation, and they were conscious that being a participant does not have any extra points for them because, according to Mackey and Gass (2016), the invitation to partake in research must engage neither threats of harm nor suggests of improper rewards.

Table 1.

Demographic Background of the Participants

| | |
|-------------------------|-------------------------|
| No. of Participants | 75 teachers |
| Gender | 41 females and 34 males |
| Native Language | Persian |
| Major | TEFL |
| Islamic Azad University | Bushehr Province |
| Academic years | 2024 |

Instruments

The instruments utilized to collect data were three types. During the first phase, a questionnaire adopted from Kulinna (2008), Omoteso and Semudara (2011), and Ozben (2010) was employed. In the second phase, a semi-structured interview was used. Finally, an observation was also conducted. The following sections explain these three instruments in detail.

Questionnaire

The instrument of the first phase was a questionnaire that was written in English, derived and adapted from Kulinna (2008), Omoteso and Semudara (2011), and Ozben (2010). To have more reliability, the items format of this questionnaire was close-ended. It contained twenty-two statements measuring possible strategies the teachers applied when they faced students' misbehaviours. The first part of the questionnaire dealt with the applicants' demographic information. The second section contained twenty-two statements measuring possible types of teachers' classroom management strategies that were applied in the classroom. It was a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). To ensure that the questionnaire was suitable for the situation of Iran and functioned well, they were piloted and revalidated, and their reliabilities were calculated. Thus, it was pilot-tested with twenty teachers who enjoyed the same professional characteristics as the study members. The reliability coefficient of the questionnaire was calculated by using Cronbachs Alpha. It was 0.90. Moreover, its validity was checked and confirmed by two expert judges.

Interview

In addition, the second phase comprised an interview to deeply explore Iranian EFL teachers' classroom management strategies when they faced learners' misbehaviours and to ensure the results derived from the questionnaire. It was also made to achieve reliable and valid results. One of the investigators conducted a semi-structured interview with available participants. Additionally, the interview questions were reviewed by two experts in the field of applied linguistics for validity purposes. Then, to observe ethical issues, the researchers

sought the participants' consent to record their voices. This step ensures transparency and respects participants' autonomy, allowing them to make an informed decision about their involvement in the study.

Obtaining consent for voice recording also upholds the principle of confidentiality by clarifying how the collected data will be used and ensuring that participants are comfortable with the recording process. This practice aligns with ethical guidelines and demonstrates the researchers' commitment to conducting research with integrity and respect for participants' rights. The justification behind the semi-structured interview was to conform to the teachers' claims in the questionnaire. If they missed any point, the investigators put it into the collected data.

Moreover, Semi-structured interviews permit investigators to have a set of pre-defined questions while also having the flexibility to discover developing topics or delve deeper into specific answers according to the interviewee's response (Smith, 2015). By allowing interviewees to express themselves in their own words, semi-structured interviews authorize them to share their unique perceptions and experiences, which can cause a deeper understanding of the research topic (Creswell & Poth, 2017). Afterward, to enhance the reliability and validity of the data analysis of the interview transcripts, two of the authors codified and categorized the data separately. The inter-coder reliability was calculated through Cohen's kappa. The reliability of data coding was 0.88 agreement.

Observation

During the third part of the data collection, one of the researchers randomly selected and observed 5 classrooms three times by using a non-structured observation checklist (the observer went to the classroom and recorded what the teachers and the students did in the classroom). Thus, during the current study, a total of 15 classroom observations were done to get valid data from the participants that is, EFL learners' disruptive behaviours and their teachers' classroom management strategies.

Data Collection Procedure

During the first phase, the data was gathered through a questionnaire. The questionnaire was

applied as an efficient means to gather data regarding costs and time because it was administered at the Islamic Azad Universities of Bushehr Province. Hence, it was administered among the teachers, and clarification was given on how to answer the questionnaire. If the participants faced any difficulty, an illustration was given to them by the researcher who administered the questionnaires. She reminded the participants that they should respond to the questionnaire anonymously and honestly because the accuracy of the results depends on how honestly, they answered. This questionnaire was about the teachers' classroom management strategies. It took about 30 minutes. After responding to the questionnaire, there was a semi-structured interview.

To establish confidentiality, the researchers promised the participants that keeping all the research information shared with themselves was confidential. Their voices were recorded and then transcribed. This phase took about 30 minutes for each participant as well. When all interview data had been analyzed, member checking was done to provide credibility for the research. The interviewees were asked to read the transcribed documents and comment on whether or not they felt the results resonated with their experiences and if there was anything they would like to change to help us complete our analyses and develop interpretations. This statement reiterated that these were not final results but rather that there was an opportunity to influence the analysis, permitting participants to disagree. The researchers' contact details were provided in case of queries, but no one used them. The researcher allowed a week to return the documents.

Afterward, two authors codified and categorized the data separately to enhance the reliability and

validity of the interview transcripts' data analysis. The creation of the code list was inductively based on what respondents said. The researchers began by reading interviewees' transcribed responses and accumulated a codebook with a list of mnemonic codes and their definitions. The coders were co-authors, and they were experts in the science and education field. The coders' inter-rater reliability of the coding data was 0.88 agreement. Their remaining differences in coding were solved through discussion. The data collection lasted over two months, from February to April 2024.

Finally, classroom observations were conducted by using an unstructured classroom observation checklist. That is, the observer entered the class recorded every misbehaviour of the learners and teachers' classroom management, and wrote a note after the observation. The observed teachers were both male and female teachers. In order to gather the relevant data, the process of teaching and learning in language classes was observed to record any misbehaviour and its consequences that is, teachers' management strategies.

Data Analysis Procedure

The researchers fed the data into the computer and analyzed the data by SPSS (version 27) software. For data analysis, the mean of participants' responses to the items of the questionnaires was calculated.

Quantitative Results

In the first section, the researcher analyzed the results of quantitative data. Therefore, to explore if teaching experiences affect Iranian EFL teachers' strategies facing their students' misbehaviours, the researchers ran independent samples *t*-tests. Table 2 depicts the results of the descriptive statistics.

Table 2.

Descriptive Statistics of the Experience Groups' Strategies Facing Students' Misbehaviours

| | Experience Level | N | Mean | Std. Deviation | Std. Error Mean |
|----------------|----------------------|----|------|----------------|-----------------|
| Ignoring | Novice teachers | 36 | 3.19 | 1.32 | .221 |
| | Experienced teachers | 39 | 4.15 | 1.92 | .308 |
| Eye contact | Novice teachers | 36 | 4.55 | .734 | .122 |
| | Experienced teachers | 39 | 4.17 | .683 | .109 |
| Verbal warning | Novice teachers | 36 | 3.75 | .967 | .161 |
| | Experienced teachers | 39 | 3.38 | .846 | .135 |

| | Experience Level | N | Mean | Std. Deviation | Std. Error Mean |
|--|----------------------|----|--------|----------------|-----------------|
| Questioning | Novice teachers | 36 | 3.91 | .731 | .121 |
| | Experienced teachers | 39 | 3.79 | .731 | .117 |
| Talking to student/advice | Novice teachers | 36 | 3.86 | .761 | .126 |
| | Experienced teachers | 39 | 3.46 | .883 | .141 |
| Contacting the counselor or the principal | Novice teachers | 36 | 2.94 | .714 | .119 |
| | Experienced teachers | 39 | 3.02 | 1.08 | .174 |
| Contacting the family | Novice teachers | 36 | 3.08 | 1.10 | .184 |
| | Experienced teachers | 39 | 3.3077 | .977 | .156 |
| Punishment | Novice teachers | 36 | 2.25 | 1.31 | .219 |
| | Experienced teachers | 39 | 2.10 | 1.07 | .171 |
| Remove the student from class | Novice teachers | 36 | 1.86 | .866 | .144 |
| | Experienced teachers | 39 | 2.51 | 1.33 | .213 |
| Calling out the student's name to insult him | Novice teachers | 36 | 2.55 | 1.27 | .212 |
| | Experienced teachers | 39 | 2.23 | .985 | .157 |
| Sitting beside the misbehaved students | Novice teachers | 36 | 3.16 | 1.133 | .188 |
| | Experienced teachers | 39 | 3.43 | 1.02 | .163 |
| Moving student from one seat to another | Novice teachers | 36 | 3.38 | 1.04 | .174 |
| | Experienced teachers | 39 | 3.23 | 1.08 | .174 |
| Put the student in time-out | Novice teachers | 36 | 3.11 | .887 | .147 |
| | Experienced teachers | 39 | 3.25 | 1.01 | .163 |
| Give bonus points for good behavior | Novice teachers | 36 | 4.02 | .999 | .166 |
| | Experienced teachers | 39 | 3.84 | 1.15 | .185 |
| Reward students with free time or activities | Novice teachers | 36 | 3.94 | 1.06 | .177 |
| | Experienced teachers | 39 | 3.74 | .965 | .154 |
| Give more attention to student | Novice teachers | 36 | 3.52 | .909 | .151 |
| | Experienced teachers | 39 | 3.84 | .812 | .130 |
| Remove access to a favorite activity | Novice teachers | 36 | 3.41 | .906 | .151 |
| | Experienced teachers | 39 | 3.33 | 1.08 | .173 |
| Catch students being good and give praise | Novice teachers | 36 | 3.52 | .774 | .129 |
| | Experienced teachers | 39 | 3.35 | .931 | .149 |
| Yell at the student | Novice teachers | 36 | 2.30 | 1.14 | .190 |
| | Experienced teachers | 39 | 1.79 | .922 | .147 |
| Lower student grade | Novice teachers | 36 | 2.69 | 1.14 | .190 |
| | Experienced teachers | 39 | 2.07 | .870 | .139 |
| Use peer pressure | Novice teachers | 36 | 3.02 | 1.25 | .208 |
| | Experienced teachers | 39 | 3.46 | .995 | .159 |
| Have students write or copy papers | Novice teachers | 36 | 2.55 | 1.132 | .188 |
| | Experienced teachers | 39 | 2.84 | .987 | .158 |

The results of the independent samples *t*-tests are viewed in Table 3.

Table 3.

Independent Sample t-test to Compare Novice and Experienced Teachers' Strategies Facing Students' Misbehaviours

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|----------|--------------------------------|---|------|------------------------------|-------|------------------------|--------------------|--------------------------|---|-------|
| | | F | Sig. | T | Df | Sig. (2- tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | | Lower | Upper |
| Ignoring | Equal variances assumed | .788 | .378 | -2.49 | 73 | .015 | -.959 | .385 | -1.72 | -.191 |
| | Equal variances not assumed | | | -2.52 | 67.68 | .014 | -.959 | .379 | -1.71 | -.201 |

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|--|-----------------------------|---|------|------------------------------|-------|------------------------|--------------------|--------------------------|---|-------|
| | | F | Sig. | T | Df | Sig. (2- tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | | Lower | Upper |
| Eye contact | Equal variances assumed | .600 | .441 | 2.29 | 73 | .024 | .376 | .163 | .049 | .702 |
| | Equal variances not assumed | | | 2.29 | 71.32 | .025 | .376 | .164 | .048 | .703 |
| Verbal warning | Equal variances assumed | .008 | .929 | 1.74 | 73 | .085 | .365 | .209 | -.052 | .782 |
| | Equal variances not assumed | | | 1.73 | 69.83 | .087 | .365 | .210 | -.054 | .785 |
| Questioning | Equal variances assumed | .698 | .406 | .720 | 73 | .474 | .121 | .169 | -.215 | .458 |
| | Equal variances not assumed | | | .720 | 72.52 | .474 | .121 | .169 | -.215 | .458 |
| Talking to student/advice | Equal variances assumed | 4.118 | .046 | 2.08 | 73 | .040 | .399 | .191 | .018 | .780 |
| | Equal variances not assumed | | | 2.10 | 72.67 | .039 | .399 | .190 | .020 | .778 |
| Contacting the counselor or the principal | Equal variances assumed | 10.821 | .002 | -.379 | 73 | .706 | -.081 | .214 | -.508 | .346 |
| | Equal variances not assumed | | | -.385 | 66.15 | .702 | -.081 | .211 | -.502 | .340 |
| Contacting the family | Equal variances assumed | .484 | .489 | -.933 | 73 | .354 | -.224 | .240 | -.703 | .255 |
| | Equal variances not assumed | | | -.928 | 70.12 | .356 | -.224 | .241 | -.706 | .257 |
| Punishment | Equal variances assumed | 6.042 | .016 | .534 | 73 | .595 | .147 | .276 | -.403 | .698 |
| | Equal variances not assumed | | | .529 | 67.56 | .598 | .147 | .278 | -.408 | .703 |
| Remove the student from class | Equal variances assumed | 10.791 | .002 | -2.48 | 73 | .015 | -.651 | .262 | -1.17 | -.128 |
| | Equal variances not assumed | | | -2.52 | 65.74 | .014 | -.651 | .258 | -1.16 | -.136 |
| Calling out the student's name to insult him | Equal variances assumed | 4.925 | .030 | 1.240 | 73 | .219 | .324 | .262 | -.197 | .846 |
| | Equal variances not assumed | | | 1.22 | 65.82 | .224 | .324 | .264 | -.203 | .853 |
| Sitting beside the misbehaved students | Equal variances assumed | .000 | .985 | -1.08 | 73 | .283 | -.269 | .248 | -.765 | .226 |
| | Equal variances not assumed | | | -1.07 | 70.57 | .285 | -.269 | .249 | -.767 | .229 |
| Moving student from one seat to another | Equal variances assumed | .132 | .717 | .640 | 73 | .524 | .158 | .247 | -.334 | .650 |
| | Equal variances not assumed | | | .641 | 72.84 | .524 | .158 | .246 | -.333 | .650 |
| Put the student in time-out | Equal variances assumed | 2.133 | .148 | -.656 | 73 | .514 | -.145 | .221 | -.586 | .295 |
| | Equal variances not assumed | | | -.660 | 72.76 | .511 | -.145 | .220 | -.584 | .293 |
| Give bonus points for good behavior | Equal variances assumed | 2.019 | .160 | .724 | 73 | .472 | .181 | .250 | -.318 | .681 |
| | Equal variances not assumed | | | .728 | 72.67 | .469 | .181 | .249 | -.315 | .678 |

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|--|-----------------------------|---|------|------------------------------|-------|------------------------|--------------------|--------------------------|---|-------|
| | | F | Sig. | T | Df | Sig. (2- tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | | Lower | Upper |
| Reward students with free time or activities | Equal variances assumed | .055 | .815 | .856 | 73 | .395 | .200 | .234 | -.267 | .668 |
| | Equal variances not assumed | | | .852 | 70.69 | .397 | .200 | .235 | -.269 | .670 |
| Give more attention to student | Equal variances assumed | .513 | .476 | -1.601 | 73 | .114 | -.318 | .198 | -.714 | .077 |
| | Equal variances not assumed | | | -1.594 | 70.3 | .116 | -.318 | .199 | -.716 | .080 |
| Remove access to a favorite activity | Equal variances assumed | 1.959 | .166 | .360 | 73 | .720 | .083 | .231 | -.378 | .545 |
| | Equal variances not assumed | | | .362 | 72.31 | .718 | .083 | .230 | -.375 | .542 |
| Catch students being good and give praise | Equal variances assumed | .794 | .376 | .850 | 73 | .398 | .168 | .198 | -.227 | .564 |
| | Equal variances not assumed | | | .856 | 72.23 | .395 | .168 | .197 | -.224 | .561 |
| Yell at the student | Equal variances assumed | 3.393 | .070 | 2.13 | 73 | .036 | .510 | .238 | .034 | .986 |
| | Equal variances not assumed | | | 2.11 | 67.36 | .038 | .510 | .240 | .029 | .991 |
| | Equal variances assumed | 7.542 | .008 | 2.64 | 73 | .010 | .617 | .233 | .152 | 1.08 |
| Lower student grade | Equal variances not assumed | | | 2.61 | 65.29 | .011 | .617 | .235 | .146 | 1.08 |
| Use peer pressure | Equal variances assumed | 3.907 | .052 | -1.66 | 73 | .100 | -.433 | .260 | -.952 | .085 |
| | Equal variances not assumed | | | -1.65 | 66.79 | .104 | -.433 | .262 | -.958 | .090 |
| Have students write or copy papers | Equal variances assumed | 3.257 | .075 | -1.187 | 73 | .239 | -.290 | .244 | -.778 | .197 |
| | Equal variances not assumed | | | -1.180 | 69.74 | .242 | -.290 | .246 | -.781 | .200 |

As viewed in Table 3, experienced teachers significantly used the following strategies more than novice teachers: Ignoring (representing a moderate effect size), and removing the students from class (representing a moderate effect size). In addition, the results indicated that novice teachers significantly used the four following strategies more than experienced teachers: Eye contact (representing a moderate effect size), talking to student/advice (representing a moderate effect size), yelling at the students (representing a moderate effect size), and lower students' grade (representing a moderate effect size).

Qualitative Results

As interview is one of the most important sources of data collection in qualitative research to get deep insight into participants' feelings, experiences, and viewpoints, the researchers used semi-structured interviews in the qualitative part of the present investigation to probe teachers' classroom management strategies when encountering learners' misbehaviours. The interview questions were designed based on items on the questionnaire. According to the gathered data, one of the experienced teachers, teacher number 3 declared that "*inattentiveness*" is a misbehaviour that he faced during class time. He suggested "*eye contact and ignoring*" as management strategies to react to

his students' misbehaviours. Moreover; he mentioned that to deal with disruptive behaviours he used "*punishment*". Teacher number 2 said "*chatting with mobile phone secretly*" is the learners' misbehaviours and the managing strategy that she used, was "*ignorance*". She put it that "*it depends on situation*" but mostly she applied ignorance. Another experienced teacher, teacher number 11 also claimed that "*using mobile phone*" is the problematic behaviour that she faced in her classes but she applied "*warning*" to manage it.

Teacher number 5 who was a novice teacher stated that "*students use rude words to talk to their peers and classmates*" and for managing their misbehaviours "*I try to ignore them for some minutes or sometimes give them negative marks*". Another novice interviewee i.e., teacher number 14 reported that learners' misbehaviour in his classroom is "*rudeness and not paying attention*". She commented that "*ignoring, eye contacting, verbal warning, and trying to solve the problem by talking with them in private*" are his managing strategies.

After observing the management strategies of the teachers during class time, the data were coded and thematically analyzed. Therefore, the following teachers' classroom management strategies were observed in classrooms during fifteen sessions. As the results of the questionnaire showed and they claimed in the interview, experienced teachers ignore learners' misbehaviours most of the time. However, a contradictory statement was noticed as a result of observation. One of the experienced teachers directly called and warned her student as she was chewing gum during class time. Teacher number 5 who was a novice teacher ignored her learners' misbehaviours. One of the most commonly used misbehaviors among EFL learners was using mobile phone during the session and the experienced teacher did not react and ignored it.

Discussion

As mentioned above, this investigation aimed to discover the effects of Iranian EFL teachers' teaching experiences on their classroom management strategies. Selen-cimen and Copik-kiris (2015) believed that dealing with learners' misbehaviours is difficult even for experienced

teachers. Thus, it can be easily understood that it is also difficult for novice teachers.

Results of data analysis revealed differences between novice and experienced teachers regarding the types of strategies that are applied for managing classroom during the class time. Experienced teachers significantly used two types of strategies, ignoring and removing the students from class, more than novice teachers. Furthermore, the findings indicated that novice teachers outstandingly applied the four types of strategies: Eye contact, talking to students/advice, yelling at the students, and lowering students' grades more than experienced teachers. The results of this part of the study are in the same vein as Glock and Kleen (2018) that there is a difference between pre-service and in-service teachers in responding to classroom misbehaviours. The result is also in agreement with the findings of Ozben (2010) in case there is a difference between novice and experienced teachers in managing learners' misbehaviours. The findings are in accord with the study findings of Ozturk (2017), Tagle et al. (2020), and Selen-cimen and Copik-kiris (2015).

All of these studies' results proved a significant difference between experienced and novice teachers in applying classroom management strategies as they encountered learners' misbehaviours because experienced and novice teachers faced different problematic behaviours during class time. Experienced teachers have various strategies to cope efficiently with learners' disruptive behaviours. Each learner and each context are unique, but in many contexts, specific strategies can be used (Ozben, 2010).

Based on the teachers' point of view, this investigation attempted to generate a list of EFL teachers' management strategies in Iran and identify the most and the least commonly used managing strategies in Iranian EFL classrooms. Therefore, in the qualitative phase based on the interview results, the most common management strategy was ignoring learners' misbehaviour which is in line with the findings of Ustunluoglu (2013) and the least common was punishment which is consistent with Debreli and Ishanova (2019).

The variations in classroom management techniques observed between experienced and novice educators can be traced back to several

fundamental factors related to their training, experience, and comprehension of student behaviour. For example, experienced teachers frequently adopt the technique of ignoring minor disruptive actions, a method referred to as planned ignoring. This strategy proves effective in handling low-level disturbances without inflating the situation. By refraining from reacting to these behaviors, experienced educators promote positive behaviour among their students and sustain classroom concentration. They recognize that not every instance of misbehaviour requires a response, and by selectively disregarding certain actions, they can avert minor problems from escalating into major disruptions (Stanfield, 2024).

When confronted with more serious disruptions, experienced teachers are more inclined to remove students from the classroom. This tactic can serve several reasons. For instance, one of its reasons is that it enables the teacher to regain authority over the class and gives the disruptive students a chance to contemplate their actions away from the immediate setting.

Based on the findings of this research, novice teachers typically rely more on techniques such as sustaining eye contact and directly interacting or talking with students through conversation or guidance. These approaches are often used to establish authority and build rapport with students. However, novice teachers might not yet possess the confidence or experience to effectively implement more indirect strategies like planned ignoring. The inclination of novice teachers to resort to yelling or lowering students' grades indicates a deficiency in alternative behaviour management strategies. Evertson and Emmer (2009) believe that lowering learners' grades can be considered as a moderate intervention that is used as a fine or penalty in reacting to learners' misbehaviours.

Conclusion

Studies have proved that classroom management is one of the key challenges for novice and expert teachers who are expected to cope with learners' problematic behaviours (Koutrouba, 2013). Misbehaviour is culture-specific; therefore, types of learners' misbehaviours differ from culture to culture. As a result, this paper set out to assess the effects of Iranian EFL teachers' teaching

experiences on their classroom management strategies. The findings revealed that teachers showed different management strategies in relation to their teaching experiences. Experienced teachers applied to ignore and remove the learners from class outstandingly more than novice teachers, but novice teachers employed eye contact, talked to students/advice, yelled at the students, and lowered students' grades as management strategies during class time.

This research pertains to the teaching and learning of English as a foreign language, as well as teacher education. The outcomes of this study also carry important pedagogical implications for teaching foreign or second languages. Consequently, it can be beneficial for pre-service English language teachers, educational programs, and professional development initiatives. Additionally, the findings may be advantageous for EFL instructors, teacher trainers, students, and syllabus developers alike. The study emphasizes the importance of assisting both pre-service and in-service teachers in reflecting on their practices to reshape their pedagogical beliefs, thereby enhancing their teaching methods. The findings from such research can significantly assist those involved in the design of teacher education programs and educators seeking to revise their curricula or practicum experiences. Furthermore, it would be valuable to create opportunities for teachers to analyze and contemplate their individual strategies for classroom management. This study addresses the lack of data regarding EFL student misbehaviors during English teaching and learning activities.

Thus, the findings led to implications for practicing teachers, an in-service training program for EFL teachers, and teacher trainers, stakeholders, language institutes, education departments, and curriculum developers, especially novice teachers, can apply the results in their classrooms. It gives some information about learners' misbehaviours to the teachers and they will know about learners' misbehaviours before entering the classroom. Before they entering the classes, they can inform what types of misbehaviours may happen during the class time and plan appropriate classroom management strategies. Therefore, EFL teachers can utilize these

findings when faced with student misbehaviours in the classroom and can implement appropriate management strategies to address these challenges. EFL teachers are also recommended to consider and investigate the impacts of classroom management on learners' misbehaviours and teaching and learning.

This study is limited to novice and experienced teachers in classroom management only in university contexts in one province. Thus, further research should be done with a larger number of teachers in more provinces and different teaching contexts. Therefore, despite a large number of studies on classroom management from a viewpoint of general education, it seems necessary to investigate different aspects of foreign language education regarding how they influence classroom management for instructors in other contexts.

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