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Research Paper

On Iranian EFL Teachers' Perceptions of Classroom Management: Knowledge and Practice in Focus

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Abstract

This qualitative study aimed to explore EFL teachers' perceptions of classroom management. Thirty Iranian EFL teachers teaching at different private institutes and universities in Iran participated in this study via convenience sampling from different virtual groups through WhatsApp or Telegram. The required data were collected through a semi-structured interview and an open-ended questionnaire. The collected data were analyzed through thematic analysis using MAXQDA. The results showed that EFL teachers attributed their knowledge of classroom management to the following resources: academic knowledge, personal opinions, past experiences, professional events, contextual interpretations, and feedback. The results also revealed that EFL teachers' perceptions of classroom management were grouped into a range of aspects, including responses to students' misbehavior, class communication, fulfillment of learner expectations, time management, care for and attention to learners, giving and receiving feedback, interactions with students' families, flexibility, accountability and commitment, lesson planning, group work planning, and professional ethics. The findings have implications for EFL teachers, teacher educators, supervisors, and teacher education curriculum planners.

Keywords: Classroom management, Classroom management knowledge, Classroom management practice, Perception

بررسی ادراک معلمان زبان انگلیسی از مدیریت کلاس درس

این مطالعه کیفی با هدف بررسی ادراک معلمان زبان انگلیسی از مدیریت کلاس درس انجام شد. 30 مدرس زبان انگلیسی ایرانی که در موسسات و دانشگاه‌های خصوصی مختلف ایران تدریس می‌کنند، از طریق نمونه‌گیری در دسترس از گروه‌های مجازی مختلف از طریق واتس‌آپ یا تلگرام در این پژوهش شرکت کردند. داده‌های مورد نیاز از طریق مصاحبه نیمه ساختاریافته و پرسشنامه باز گردآوری شد. داده‌های جمع‌آوری شده با استفاده از تحلیل موضوعی با استفاده از MAXQDA مورد تجزیه و تحلیل قرار گرفت. نتایج نشان داد که معلمان زبان انگلیسی دانش خود را از مدیریت کلاس درس به منابع زیر نسبت می‌دهند: دانش آکادمیک، نظرات شخصی، تجربیات گذشته، رویدادهای حرفه‌ای، تفسیر زمینه‌ای و بازخورد. نتایج همچنین نشان داد که ادراک معلمان زبان انگلیسی از مدیریت کلاس در ابعاد مختلفی از جمله پاسخ به رفتار نادرست دانش‌آموزان، ارتباطات کلاسی، برآورده کردن انتظارات یادگیرنده، مدیریت زمان، مراقبت و توجه به فراگیران، ارائه و دریافت بازخورد، گرومبندی شده است. تعامل با خانواده دانش‌آموزان، انعطاف‌پذیری، مسئولیت‌پذیری و تعهد، برنامه‌ریزی درسی، برنامه‌ریزی کار گروهی و اخلاق حرفه‌ای. این یافته‌ها برای معلمان زبان انگلیسی، مربیان معلم، سرپرستان و برنامه‌ریزان برنامه درسی آموزش معلمان پیامدهایی دارد.

کلمات کلیدی: مدیریت کلاس درس، دانش مدیریت کلاس، عملکرد مدیریت کلاس، ادراک

Introduction

Like any profession, English as a Foreign Language (EFL) teaching is characterized by specialized skills, competency, practice, and knowledge (Antera, 2021; Vitello, Greatorex, & Shaw, 2021). Thus, scholars in the teaching field have proposed frameworks for teachers' knowledge base in the teaching profession. Part of this knowledge base consists of general instructional knowledge and skills, as well as basic teaching skills, including planning, classroom management, improvisation, and motivational and questioning skills, which gradually promote teachers' professional development. Among such skills, classroom management is paramount in pedagogical content knowledge in English language teaching. Therefore, classroom management is among the most important properties of EFL teachers (Heidari & Parvaresh, 2021).

As with any other classroom, EFL classrooms may require certain components to be helpful and intriguing for both educators and students (Bedir, 2022). Of course, these elements need to be envisaged such that they would contribute to or enhance effective classroom management systems. Bedir (2022) notes that classroom management is not limited to teachers' actions in the classroom but also encompasses various activities of the teacher and the measures the teacher takes to specify teaching objectives, find suitable materials, prepare for classes, involve learners in the teaching-learning process, and assess learners' development.

A massive amount of research has been conducted since the mid-1980s on what teachers know and do in the classroom. Specifically, domains of teachers' classroom management have been the center of several studies. For example, Fuller (2016) categorized teachers' classroom management practices into three domains: planning, implementing, and assessing. This categorization was rooted in strategies used before actual teaching (planning), during teaching (implementing), and after teaching (assessing). Other researchers have also addressed different phases and domains of classroom management. For instance, several studies (Aho, Haverinen, Juusob, Laukkac, & Sutinen, 2010; Asghari, Alemi, & Tajeddin, 2021; Khatib & Saedian, 2021a, 2021b; Moghadam & Mehrpour, 2017; Phillips, Kovanović, Mitchell, & Gašević, 2019; Phillips, Siebert-Evenstone, Kessler, Gasevic, & Shaffer, 2021; Trevisan, Phillips, & De Rossi, 2021) have addressed teachers' classroom management. However, a review of studies in the area of teacher classroom management highlights the need to learn more about this topic in Iran. The first step in this regard is to explore the knowledge resources of EFL teachers in classroom management. The second step is to determine how Iranian EFL teachers perceive classroom management. To the best of the researcher's knowledge, no study has been conducted on this issue. The absence of research in this area highlights the need to conduct the current study. The following research questions were proposed:

RQ1. What are Iranian EFL teachers' knowledge resources of classroom management?

RQ2. What are Iranian EFL teachers' perceptions of classroom management?

Review of Literature

Theoretical framework

Among the most considerable responsibilities of classroom teachers are managing the class and controlling learners' behaviors because they greatly impact teachers' actions (Merc & Subaşı, 2015). As Harmer (2007) asserts, provided that EFL instructors need to supervise classes viably, they have to manage different factors such as the constraints of the class environment, class timing, and classroom activities. Likewise, learners are observed in terms of their attempt at class activities by themselves or through cooperation with their peers. Another vital aspect of EFL classroom management is the EFL instructor's speaking manner and how they address the learners. In fact, many teachers prefer to employ a sort of teacher talk or student talk to convey their meaning in the EFL classroom (Gage et al., 2018). In addition, EFL teachers are expected to

consider their students' views about their appearance, voice, character, and teaching abilities. If they do not, they may continue performing ineffective behaviors in the classroom and, in turn, decouple learners. Within the domain of classroom management, teachers' beliefs, knowledge, strategies, and classroom management practices can influence their success. This is because a well-managed class promotes learners' engagement in classroom activities and enhances their learning through involvement (Sarfo et al., 2015). Learners are urged to be more dynamic in classrooms that are managed properly to enhance teaching and learning quality (Friedman & Kass, 2018).

Empirical Studies

This section reviews recent studies on classroom management. Mehrpour and Mirsanjari (2016) attempted to investigate the features of classroom management exhibited by novice and experienced EFL teachers in formal educational contexts. Six types of classroom management features were identified: a) management, b) motivation and providing guidance and feedback, c) instruction, d) content knowledge, e) making connections between subjects of study, and f) dealing with challenges. The study also revealed that classroom management was similarly manifested in the teaching practices of novice and experienced high school teachers and university instructors. In other research, Wermke, Ricka, and Salokangas (2018) provided empirical evidence supporting the important role of social-contextual features in teachers' classroom management practices. They compared German and Swedish teachers' perspectives in their national professional contexts to assess their freedom and autonomy in classroom management. The researchers acknowledged the undeniable role of educational, social, developmental, and administrative features in teachers' classroom management. Meanwhile, Macías (2018) investigated classroom management challenges, approaches to confronting them, and alternatives for improving pre-service teachers' classroom management skills. The findings demonstrated that classroom management was a surmountable hurdle, with challenges ranging from inadequate classroom conditions to explicit acts of misbehavior. It was also discovered that the main approaches to classroom management could be establishing rules and reinforcing consequences for misbehavior.

Gage et al. (2018) focused on the relationship between teachers' actions in the classroom and learners' activities at a primary school. They found that teachers' strategies and choices regarding classroom management would take effect from teachers' beliefs and learners' views concerning the course objectives and teachers' willingness to participate in classroom management procedures. Furthermore, Marashi and Azizi-Nassab (2018) investigated the relationships between classroom management, EFL language teachers' L2 ability, and their self-efficacy. The results revealed a significant correlation between the EFL teachers' language skills and self-efficacy. However, classroom management efficiency and language skills were not correlated. Li (2019) attempted to investigate the features of classroom management of novice and experienced English language teachers in formal educational contexts. He demonstrated that teaching entails developing expertise and identity, which involves personal experiences, subject knowledge, contextual knowledge, and pedagogical knowledge. Marashi and Naghibi (2020) investigated the relationship between introverted and extroverted EFL teachers' adversity quotients and their effective classroom management. They found that both introverted and extroverted EFL teachers' adversity quotients significantly predicted their classroom management. These findings explain that an EFL teachers' adversity quotient is likely to be a more critical factor in their classroom management than their extroversion or introversion. In another study, Chichermir et al. (2020) investigated classroom management in EFL classes and the perceptions of EFL students regarding this concept in China and Russia. They implemented a 3-point Likert scale questionnaire at Chinese and Russian universities. Three quartiles and a Mann-Whitney U test

were applied to the interval data. The results revealed that, generally, Chinese and Russian respondents' perceptions of classroom management had more similarities than distinctions. Moreover, Asghari, Alemi, and Tajeddin (2021) investigated novice EFL teachers' classroom management practices. Their findings illustrate that the participant teachers managed classrooms to transfer the correct information, motivate learners, manage time, and help learners achieve their language learning goals. Furthermore, Khatib and Saeedian (2021a) identified novice EFL teachers' classroom management in terms of managerial mode with the help of negotiated interactions among novice and experienced teachers.

Bedir (2022) explored effective classroom management strategies used by EFL teachers. The findings revealed that the following strategies were frequently used by teachers: reducing the stress and discomfort of students, increasing students' confidence and autonomy, and trying to enhance positive learning outcomes for students. Finally, Xu, Zhu, and Liu (2023) examined effective classroom management strategies employed by English teachers. Planning lessons, controlling students' behaviors, and promoting reflective behavior were identified as the most effective strategies.

Methods

Participants and Sample

The study population included all Iranian EFL teachers teaching English at different private institutes and universities in Iran. From this population, 30 Iranian EFL teachers (11 males and 19 females) were selected to participate in the study via convenience sampling from different virtual groups in WhatsApp or Telegram. They were PhD holders in TEFL and had more than 15 years of teaching experience. Ethical issues were observed by obtaining consent from the participants to participate in the study. Moreover, they were informed of the study's objectives and were assured of the anonymity and confidentiality of their personal information.

Instruments

Some instruments were used for data collection in the present study. A semi-structured interview with five open-ended questions was used to gather the data. Interviews were conducted in a one-to-one format in English. The interview questions were developed based on a literature review. The researcher carried out the interviews herself through WhatsApp and Telegram, and each interview lasted around 35 to 45 minutes. The researcher audio-recorded the interviews for further in-depth analysis. The dependability and credibility of the interview data were checked through member checks and low inference descriptors. The researcher developed an open-ended questionnaire with eight questions based on a thorough literature review and the results of the interviews to triangulate the collected data. The questions were scrutinized by 10 EFL teachers to ensure their relevance and accuracy. The Google Form containing the questionnaire was sent to the respondents via WhatsApp and Telegram.

Data collection Procedures

As mentioned, the instruments were semi-structured interviews and an open-ended questionnaire. First, the instruments were developed and validated by the researcher. Then, 10 EFL teachers were randomly selected for a preliminary interview to pilot the interview guide. After that, the researcher interviewed 30 EFL teachers through WhatsApp and Telegram to elicit their knowledge resources and perceptions of classroom management. Then, the open-ended questionnaire was administered to the participants. The participants received the Google Form containing the questionnaire through WhatsApp and Telegram. Next, the collected data were analyzed through thematic analysis using MAXQDA.

Results

Concerning the first research question (*What are Iranian EFL teachers' knowledge resources of classroom management?*), thematic analysis of the data revealed six knowledge resources, which are shown in Table 1.

Table 1

Iranian EFL Teachers' Knowledge Resources of Classroom Management

Resources	Descriptions
Academic knowledge	Knowledge received through academic education, papers, books, theses, etc.
Personal opinions	Personal beliefs, ideologies, opinions, etc.
Past experiences	Teaching experience, university professors' classroom management, colleagues' classroom management
Professional events	In-service training courses, professional group meetings, workshops
Contextual interpretations	Interpretation of class situations, environmental factors
Feedback	Feedback received from supervisors, students, and colleagues

As shown in Table 1, six themes were extracted as Iranian EFL teachers' knowledge resources of classroom management. One of these resources is academic knowledge. By "academic knowledge," the participants meant that they learned classroom management from knowledge gained during their education from papers, theses, and books. The following excerpts show this.

Mohammadi: *I followed classroom management procedures that I had read in my MA and PhD education. The papers assigned by my teachers to read were very helpful for me.*

Karimi: *I chose my plan of classroom management based on guidelines given in the resources, which were taught in educational courses. Textbooks on teacher education contained a high bulk of practical knowledge about classroom management.*

Ahmadi: *I had to study and summarize many files when being a PhD student. Those files were papers, theses, dissertations, and so on. They acted as a good map in guiding me in classroom management during these years.*

The second resource displayed in Table 1 is personal opinions. These refer to EFL teachers' personal beliefs, ideologies, and opinions. The following excerpts make this point clear:

Rezaei: *I personally analyze the issues and decide what to do in the class. Personal thinking helps me in managing classroom affairs.*

Yavari: *I take into account my established ideologies in selecting the procedure of classroom management. Since they have been formed in the passage of time, they contain an informative load which is effective for me.*

Taheri: *I use my personal beliefs in pushing classroom issues forward. Beliefs are the outcomes of years of efforts and they have proved to be enlightening for me considerably.*

As the third resource, past experiences are also shown in Table 1. Incorporated in this type of resource is knowledge obtained through teaching experiences, university professors' classroom management, and colleagues' classroom management. The following excerpts confirm this:

Karami: *I follow what experience has shown me to be practical and right in class. Experience is a good teacher for teaching at least for me.*

Yaghubi: *I rely much on how my professors did classroom management when I was a student. Effective strategies used by them have still remained in my mind.*

Jaberi: *I discuss teaching with my colleagues. I try to apply the techniques which have worked for them in my classes.*

The fourth resource illustrated in Table 1 is professional events. The participants mentioned in-service training courses, professional group meetings, and workshops as instances of events that informed their classroom management practices. This is clear from the following excerpts:

Naderi: *Participation in in-service training courses gives me new hints for managing the classroom. Materials provided in TTC programs are up-to-date and very useful.*

Sabet: *Periodic group meetings are good sources for me. Teachers share their strategies in such meetings. I take notes and use them in appropriate situations.*

Zahedi: *I take part in workshops. They are really effective for classroom management. Practical guides that are provided in these workshops really work.*

Contextual interpretations are the fifth resource extracted from the data. This resource refers to EFL teachers' interpretations of class situations and environmental factors. The following excerpts describe this:

Ghaderi: *Analysis and synthesis of each class situation lead me well in managing the classes. Each class has its own situation and needs particular managerial strategies.*

Pakdaman: *Specifications of situation of classes govern management of that class. I make reasonable judgments based on the situation and finally decide about my plan for the management of that class.*

Amiri: *Classroom environment imposes certain constraints on classroom management. Conditions of each class determine what you should do to manage the class.*

The last resource indicated in Table 1 is feedback. This feedback was received from different groups, including supervisors, students, and colleagues. This resource is reflected in the following excerpts:

Zarei: *Feedback I take from supervisors who regularly visit my classes acts as a good reference for me in classroom management. They point out delicate things which can be helpful in classroom management.*

Mansouri: *I ask my students to give feedback on my teaching. This clarifies the strong and weak points of my class. I try to do what students liked and avoid what they disliked.*

Safari: *Peers' and colleagues' comments have always helped me in classroom management. They see things from an external perspective. This gives me guidance for management of classroom.*

With regard to the second research question "What are Iranian EFL teachers' perceptions of classroom management?", several themes were extracted which are shown in Table 2 along with their descriptions.

Table 2

Iranian EFL Teachers' Perceptions of Classroom Management

Themes	Descriptions
Response to students' misbehavior	Managing naughty students, students with misbehavior, and students' aggression and inattention to assignments
Class communication	Managing teacher-students and student-student interaction
Fulfillment of learner expectations	Managing learners' expectations, wants, needs, and priorities
Time management	Managing time in classroom
Showing care & attention to learners	Showing support, empathy, sympathy, care, and attention to learners
Giving & receiving feedback	Giving conducive feedback to students' learning, behavior and performance; receiving feedback from students on teaching methods and class behaviors

Interaction with students' families	Being in regular contact with students' family
Showing flexibility	Being flexible in teaching, evaluation, and class interaction
Showing accountability & commitment	Being accountable and committed to students & their families, and authorities
Planning lessons	Preparing lesson plans before coming to the class
Planning group works	Taking advantage of group activities and group tasks in the class
Following professional ethics	Teaching and behaving based on professional ethics

The first theme in Table 2 is a response to students' misbehavior. This refers to managing poorly behaved and aggressive students or those who pay little attention to assignments. The following excerpts support this:

Nasiri: *Managing naughty students is a necessary element of classroom management. They make class leadership a daunting task. They should be managed skillfully.*

Hashemi: *Students' misbehavior should be managed to improve teaching effectiveness. Dealing with this requires patience and experience.*

Ebrahimi: *Some students are aggressive. Some others do not do class assignments. Classroom management involves managing these students in appropriate ways.*

Class communication is the second theme shown in Table 2. This theme reflects managing teacher-student and student-student interactions. This is illustrated in the following excerpts:

Taban: *Unfortunately, crowded classes are common in Iran. In such situations, classroom interaction management is a big art for teachers. Teachers should make their best to handle their interaction with students and interaction among students.*

Tavakoli: *Teachers should know how to manage the classroom relations. It is a really embarrassing task for teachers. If classroom is well managed in this regard, higher teacher effectiveness can be expected.*

Mohebbi: *Students learn more effectively in a setting where communications are good. Balance is very significant in class interaction. Over attention to some students and ignoring others do not make a good classroom.*

The third theme shown in Table 2 is fulfillment of learner expectations. This refers to managing learners' expectations, wants, needs, and priorities. The following excerpts elaborate on this:

Hemmati: *Classroom management cannot be separated from fulfillment of students' needs. Students have a variety of needs in English learning, which should be met by education.*

Kaveh: *Classroom management is not achieved just by going to the class and presenting some instructions to the students. Students have their own expectations and needs that have provoked them to be present in English classes. Teachers should be aware of these needs and attempt to meet them.*

Ahmadi: *Teachers' success in classroom management is tied to students' wants and preferences. If teachers are indifferent to students' priorities, they do not gain remarkable results.*

Time management is the fourth theme demonstrated in Table 2. This is reflected in the excerpts below:

Haghighi: *As a teacher, I should manage the time of class skillfully. As the first step, I should enter and exit school on time, so that time arrangement is not disturbed.*

Rahimi: *Management of time is important in classroom management. It is important for a teacher to be able to think of as many ideas and words as possible in a short period of time.*

Gorji: *Time limitation is a big concern for many teachers in managing the classroom. If we learn to manage time, we have put a side a big block in the path of classroom management.*

As documented in Table 2, the fifth theme is showing care and attention to learners. This refers to showing support, empathy, sympathy, care, and attention to learners. The following excerpts exemplify this:

Nasiri: *To manage a classroom, teachers should like all students. They should care for them, and show empathy towards them. teachers should see students as their friends.*

Zarei: *Teachers, to be successful in classroom management, should try to solve some emotional problems of students directly and indirectly. They should not be indifferent to their students.*

Mohammadi: *Teachers should cause students to feel togetherness by giving them affection. They also should have warm relations with their students. Generally speaking, friendly and supportive relations with students play an important role in classroom management.*

The sixth theme shown in Table 2 is giving and receiving feedback. This includes giving conducive feedback related to students' learning, behavior, and performance, as well as receiving feedback from students on teaching methods and class behaviors. The following excerpts demonstrate this:

Classroom management involves giving feedback to students regarding their learning and class behaviors. Teachers should also receive feedback from students on their teaching performance.

Mansouri: *Part of classroom management is giving and receiving feedback. Students should receive feedback from teachers about their learning and general behavior. Teachers should also receive feedback from students on their teaching and the way they behave in the class.*

Pakdaman: *Managerial skills of teachers are linked to their skills in giving and taking feedback. In this way, their classes are better managed in the future.*

The seventh theme was interaction with students' families and referred to teachers' regular contact with students' families. The proof of this is the following excerpts:

Karami: *I try to be regularly in relation with my students' families. This is to be aware of students' living conditions outside the classroom and manage them better in the classroom.*

Rahimi: *Teachers should be in contact with the family of students. Background of students must be known to teachers. Otherwise, classroom management may not be done that successfully.*

Taheri: *I let the students' families know about educational and behavior state of their children in the classroom. Moreover, I become more informed about their living conditions. This helps me in managing them in the classroom.*

Showing flexibility is the eighth theme shown in Table 2. This theme means being flexible in teaching, evaluation, and class interaction. This is expressed in the following excerpts:

Taban: *Classroom management has an affinity with flexibility. We should be flexible in all dimensions of the class including teaching and evaluation methods.*

Kaveh: *Flexibility is an advantage in classroom management. In some classes, a teaching procedure may be effective that has proved to be ineffective in other classes.*

Safari: *I attempt to be flexible in my interactions in the classroom to manage my class. For example, one day I behave more friendly and leniently because the lessons are light. On another day, I behave more seriously since the lesson is hard. Flexibility is a key to classroom management.*

The ninth theme in Table 2 is showing accountability and commitment. This theme is described as being accountable for and committed to students and their families and authorities. The following excerpts support this:

Naderi: *Managing the classroom has several components including teacher accountability and commitment. Students ask us to be accountable and we should account for the affairs of them. This sense of commitment completes the puzzle of classroom management.*

Zahedi: *Classroom management requires accountability to stakeholders including students and their families. Students should feel that their teachers are accountable. This makes them more cooperative in the classroom.*

Jaberi: *Responsibility and commitment to students, authorities and even families are important in classroom management. When teachers know about their responsibilities and remain committed to them, they can manage the classroom more efficiently.*

The tenth theme displayed in Table 2 is planning lessons. This refers to preparing lesson plans before coming to class. The following excerpts clarify this:

Rezaei: *Planning lessons is the most inevitable dimension of classroom management. I prepare lesson plans before the class. It helps me understand learning activities exactly.*

Karami: *Lesson plans are a necessary aspect of classroom management. It deeply contributes to more successful classroom management. It also helps with time management.*

Sabet: *I use my lesson plans to manage the classroom more conveniently. These step-by-step plans help me teach with higher confidence. Moreover, it gives order to the classroom.*

Discussion

The findings related to the first research question show that EFL teachers attribute their knowledge of classroom management to the following resources: academic knowledge, personal opinions, past experiences, professional events, contextual interpretations, and feedback. These findings are in line with Aho, Haverinen, Juusob, Laukkac, and Sutinen(2010); Asghari, Alemi, and Tajeddin (2021); Demiraslan-Cevik and Andre (2013); Lee (2019); Mehrpour and Moghaddam (2018); Reynolds, Liu, Ha, Zhang, and Ding(2021);Stahnke and Blömeke (2021);Starkey(2010); and Wermke, Ricka, and Salokangas (2018),who investigated the resources of academic knowledge and personal opinions that shape teachers' classroom management knowledge. The component of practical knowledge mentioned by Starkey (2010) and Lee (2019) confirms the resources of personal opinions, past experiences, and contextual interpretations found in this study in that it entails a wide range of knowledge of context, students, class conditions, and all factors that distinguish a specific situation from another.

The concept of pedagogical reasoning enumerated by Reynolds, Liu, Ha, Zhang, and Ding(2021) and Aho, Haverinen, Juusob, Laukkac, and Sutinen (2010) covers professional events and academic knowledge resources found in this study. Finally, as reported by Asghari, Alemi, and Tajeddin (2021); Demiraslan-Cevik and Andre (2013); Mehrpour and Moghaddam (2018); Stahnke and Blömeke (2021); and Wermke, Ricka, and Salokangas (2018), feedback, as a domain of classroom management cognition, was equivalent to the feedback found as a knowledge resource in the present study. These findings account for the multidimensionality of the scope of teachers' classroom management knowledge. This scope encompasses personal issues, including academic knowledge, personal opinions, and past experiences as well as social notions, such as professional events, contextual interpretations, and feedback. These resources may be used separately or simultaneously when managing a classroom. Thus, the scope of classroom management knowledge is multidimensional, simultaneous, and spontaneous. This idea is supported by the arguments of Pihlström and Sutinen (2012) and Tsui (2003), who cited the simultaneity and instantaneity of teachers' classroom activities and practices.

The results related to the second research question revealed that EFL teachers' perceptions of classroom management include responding to students' misbehavior, class communication, fulfilling learners' expectations, time management, showing care and attention to learners, giving and receiving feedback, interacting with students' families, being flexible, accountability and



commitment, planning lessons, planning group work, and following professional ethics. This is congruent with Danielson's (2007; 2013) framework of teaching at the "classroom environment" level; she addresses management components and elements by referring to the "management of instructional groups", "management of materials and supplies," management of student behavior, and management of transitions. Several other studies have reported similar domains (i.e., feedback, management of learner behavior, and management of class interaction) of classroom management (e.g., Demirkasimoglu, 2010; Mork, Henriksen, Haug, Jorde, & Frøyland, 2021; Toledo, Révai, & Guerriero, 2017; Trevisan, Phillips, & De Rossi, 2021). The domains of flexibility and accountability, complying with professional morality, and time management were also reported (Gün, 2014; Li, 2019; Li, 2017; Lloyd, 2019; Palmer, Stough, Burdenski, & Gonzales, 2005; Tsui, 2005; Wermke, Ricka, & Salokangas, 2018; Yazdanpanah & Sahragard, 2017). Moreover, attention to learners and their needs was mentioned as a main element of professional leadership (Fuller, 2016; Ibad, 2018; Kell, 2019; Kim, Jörg, & Klassen, 2019).

The above findings can be justified by Li's (2017) argument that teaching expertise is the product of many factors. According to Li (2017), teaching practice cannot be successful if diverse classroom dimensions (e.g., students and their behaviors, interactions, responsibility, professionalism, and class time) are ignored. Similarly, Blömeke and Delaney (2012); Forkosh-Baruch, Phillips, and Smits (2021); and Mohamad, Yee, Tee, Ibrahim Mukhtar, and Ahmad (2019) emphasized that teachers' professional management results from cognitive abilities and affective characteristics. In addition, a set of factors that may not be evident from a superficial view might underlie the logic of teachers' classroom management. The themes of EFL teachers' perceptions of classroom management extracted in this study can clarify that teachers should analyze and synthesize many issues simultaneously when dealing with classroom situations. A teacher's class leadership is guided by many factors, including, among many others, flexibility, accountability, and responses to learners. In sum, classroom management, like knowledge resources of classroom management, is a multifaceted and dynamic construct whose formation is influenced by many factors.

Conclusion

The present findings contribute to the understanding of EFL teachers' perceptions of classroom management. First, knowledge of classroom management is multidimensional and simultaneous, and EFL teachers use constant, simultaneous, and intermingled knowledge resources when managing the classroom. The diversity of knowledge resource domains is evidence of this inference. Second, EFL teachers' classroom management knowledge is theoretically shaped through the interaction of their past experiences, personal opinions, academic knowledge, professional events, and feedback received from different groups. Third, teachers' classroom management in practice is the result of managing students' (mis)behaviors, needs, expectations, families, and interactions, as well as the time of the class, teaching ethics, lessons, group activities, flexibility, accountability, and (given and received) feedback. Fourth, classroom management domains are rooted in teachers' knowledge, skills, practices, and personal competencies or inclinations. Fifth, classroom management is not an easy task for EFL teachers, and its successful implementation requires spending much time and energy on various pedagogical, cognitive, and affective aspects of the teaching profession. Finally, classroom management involves several groups other than teachers and students (e.g., colleagues, students' family members, & teacher trainers).

EFL teachers can better manage their classrooms by applying the themes extracted in the present study. For instance, they can use the knowledge resources identified in this study to enhance their classroom management knowledge base. In addition, they can manage their classes

more efficiently by applying the domains of classroom management recognized in this study. Furthermore, teacher educators and supervisors can enhance the EFL teacher training and supervising processes by applying the domains extracted in this study and presenting them to teachers to orient them toward different dimensions of classroom management. Lastly, EFL teacher education curriculum planners can use the findings of this study to plan future instructional materials for teacher preparation programs at the pre-service and in-service levels.

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