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The Management of Classroom Routines in Iraqi EFL University Teaching from Instructors' Viewpoint

A B S T R A C T

Routines are the basis of classroom management and the key to learning. Classroom routines provide the environment for learning. Valuable classroom management helps instructors keep students' learning on the go. Classroom routines can certainly influence students' academic performance. This study uncovers the sort of classroom management routines Iraqi EFL University instructors' use. The study sample included 61 EFL instructors from the College of Education for Human Sciences and College of Art, Wasit University. Results suggested that item (30) achieved the highest weighted mean (4.71. 94%), whilst item (27) achieved the lowest weighted mean (2.49. 48%). The study, therefore, recommends that Iraqi EFL instructors are urged to follow more effective classroom management techniques to support classroom learning.

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إدارة أساليب تدريس اللغة الانكليزية كلغة أجنبية في الجامعات العراقية
من وجهة نظر الأستاذ الجامعي
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المخلص

أساليب التدريس العامة هي أحد أساس إدارة الفصل الدراسي ومفتاح التعلم. إذ توفر إجراءات الفصل الدراسي بيئة تعلم مناسبة تساعد على إدارة الفصل الدراسي القيمة للأساتذة في الحفاظ على تعلم الطلاب أثناء التنقل ويمكن أن تؤثر إجراءات الفصل الدراسي وأدائه الأكاديمي على الطلبة. تكشف هذه الدراسة عن نوع إجراءات إدارة الفصول الدراسية التي يستخدمها اساتذة اللغة الإنجليزية كلغة أجنبية وقد تضمنت عينة الدراسة (٣١) استاذًا من كلية التربية للعلوم الإنسانية وكلية الآداب بجامعة واسط. وأشارت النتائج إلى أن الفقرة (٣٠) حقق أعلى متوسط مرجح (٤.٧١.٩٤٪)، بينما حقق الفقرة (٢٧) أدنى متوسط مرجح (٢.٤٩.٤٨٪). لذلك توصي الدراسة بضرورة حث اساتذة اللغة الإنجليزية كلغة أجنبية العراقيين على اتباع أساليب أكثر فاعلية لإدارة الفصول الدراسية؛ لدعم التعلم في الفصول الدراسية.

الكلمات مفتاحية : أساليب التدريس، إدارة الفصول الدراسية، الأستاذ الجامعي، التدريس والتعلم، طلبة الجامعة العراقيين دارسي الانكليزية كلغة أجنبية

1. Introduction

Despite the certain role and position the learner has in the learning process, the educator's effect on that procedure remains of principal importance. Marzano and Marzano (2003) suggest that educators play different roles in a typical classroom, but certainly one of the most significant roles is that of classroom manager. Successful teaching and learning cannot happen in a weakly managed classroom. According to Rahimi, and Asadollahia (2012), successful classroom management is evenly as important to EFL students as to educators. Students often expect their instructors to be on time and scheduled, favor a rather strict classroom, and they also want to know how they are respected and valued by their instructors. Furthermore, an instructor's capacity to keep a well-controlled classroom with a few problem behaviors has positive effects on their job satisfaction, stress levels, and turnover (Adera and Bullock, 2010). A study on instructor-prepared classroom management, by Wesley and Vocke, (1992), evaluated 111 university instructor preparation course catalogs from 39 different American states. They found that only 37% of university instructor preparation agendas existed courses that focused on classroom management, and very few of these courses were obligatory. Also, it is more valuable to make positive behaviors than control a negative student behavior (Strain and Sainato, 1987). To avoid a problem behavior in the classroom, instructors are often required to vary their behaviors (Vaughn, and Schumm, 2003). To be successful, instructors should establish a suitable student behavior in their classes to maximize the time that they spend on learning with students. (Wiseman and Hunt, 2013).

1.1. Aim

The study aims to exploring classroom management routines as used by Iraqi EFL University instructors.

2.1. Limits

This is a cross-university surveying study that targets Iraqi EFL University instructors in Iraq, including the Kurdistan region, in 16 universities (the University of Baghdad, University of Karbala, University of Al-Iraqi, University of Tikrit, University of Halabja, University of Technology, University of Raparin, University of Imam Ja'afar Al-Sadiq, University of Al-Qadisiyah, University of Thi-Qar, University of Misan, University of Al-Hamdaniya, University of Koya, Erbil Polytechnic University, Sulaimani Polytechnic University, and Wasit University) throughout the academic year 2021-2022.

3.1. Procedure

The procedures of the study are as

- 1-Selecting 160 Iraqi EFL male and female instructors include the Kurdistan region.
- 2-Designing an expert-reviewed survey to measure Iraqi EFL instructors-used classroom management routines.
- 4- Interpreting survey results by appropriate statistical means.
- 5- Reaching conclusions and proposing recommendations.

2. Literature Review

2.1. Background and Relevant Literature

In the 19th century, it was thought that students must be seen and not heard unless named upon by the educator. The educator was viewed as a disciplinarian and was to be appreciated. It was the instructor's accountability to center on the essentials of writing, reading, and mathematics (Russo, 2014). Classroom management in the 21st century has changed enormously along with our society, physical punishment and screaming are classroom management methods of history. Today's instructors need to be proficient and helpful (Roskos and Neuman, 2012). The routines and rituals of the classroom need to be set and must contain student input. Instructors want to have more interferences at their fingertips. There is also a need for positive instructor-student relationships (Marzano, and Marzano, 2003). An instructor wants to have "whiteness" Whiteness means that an instructor is conscious of what is happening in the classroom. Whiteness can be attained during frequent eye contact with students (Kounin, 1970). The relations between instructors and their students require to be supported during a helpful environment. Students have the chance to play a dynamic role in choices that influence them straight and the performance of the classroom as a whole (Kohn, 1996).

2.2. Routines and Classroom Management

Routines are repeated sets of sequenced events that happen each day (Salmon, 2010). Routine is a set of actions for managing each day happening like starting a class period, taking attending, or turning in coursework (Kosier, 1998). Routines manage instructor and student actions and provide students with confidence, consistency, trust, security, and a sense of protection because the routines let students recognize helpful patterns (ibid). Meanwhile, classroom management (henceforth, CM) points out the instructor-led events to set up an order, manage students, or draw their collaboration (Emmer, and Stough, 2001). CM is the event instructors get to make an environment that facilitates and supports both social-emotional learning and academics (Everston, and Weinstein, 2006). Instructors recognize CM as an area that considerably impacts their capacity to carry out teaching (Rosas and West, 2009).

2.3. Advantages of Classroom Management Routines

A routine facilitates a complex environment and tells students precisely what to expect, what is predictable of them, and what is satisfactory behavior (Burden, 2020). Second, routines permit students to promptly achieve daily tasks that are essential for both the instructor and students. Third, routines make smoother transitions between actions and so permit fewer opportunities for disruption to happen (Docking, and MacGrath, 2013). Fourth, when students are probable to complete routine tasks, they have the chance to learn greater dependability and more self-management skills (Savage, 1999). Fifth, routines that need communication between instructor and student or between students also serve to positively support interpersonal communication and social skills and are one method for instructors to judge the quality and quantity of students' skills in these areas (Colvin, and Lazar, 1995). Finally, student-performed routines liberated the instructor to spotlight more valuable teaching and on the unpredicted actions that occur during the college day (ibid).

2.4. Instructor's Role in EFL CMRs

There are too many roles for a language teacher to play in the classroom; authority, leader, knower, director, manager, counselor, and guide (Brown, 2001). Besides, teachers can have roles as friends, confidantes, and even parents. EFL teachers, like any other teachers, have to play multiple roles simultaneously. To do this, they should know themselves, their limitations, their strengths, their likes and dislikes, and finally, they should accept that they are in class to be many things to many different people (ibid). Harmer (2007) believes that if EFL teachers want to manage their classroom effectively, they have to be able to handle a range of variables including the organization of the classroom space, an organization of the classroom time, and whether the students are working on their own or in groups. The teacher is the central point in the EFL CM Routines circle. Being a good teacher affects effective CM both emotionally and effectively.

5.5. CM Routines and Academic Achievements

According to Ferguson (1991), student achievement is impacted by teachers' practices.

A teacher's effectiveness is directly related to the academic achievement of his or her students. Teachers are the most important factor in student achievement Kane, et al., (2011) if a teacher is ineffective the impact can affect a student's academic career for years. Increasing teacher quality can cause the greatest increase in student achievement (ibid). Russo, (2014) argues that the increasing pressures placed on students and teachers to perform academically are causing teachers to look for more effective ways to improve both times spent on academics as well as student's learning experiences, increasing learning time during the valuable transition and decreasing behavior disruptions are two ways in which student educational will be impacted.

3. Procedures

3.1. Population and Sample

The study population consists of Iraqi EFL instructors (males and females) from different Iraqi Universities include the Kurdistan region. The total number of population is 160. The sample of current study is an instructor that has been chosen from the College of Education for Human Sciences the Department of English and College of Art, the Department of Translation, Wasit University in the academic year (2021-2022), the totality number is 61 EFL university instructors.

3.2. Instrument

A valued tool has been designed. It is a survey that has been distributed and constructed to Iraqi EFL University instructors teaching at different Iraqi universities, including Kurdistan universities, as a statistical instrument. The survey is 30-item sentences. Respondents must strongly agree, slightly agree, agree, strongly disagree, or disagree on, as shown in the survey.

Table (1)
Survey to Measure the Instructor's CM Routines

No	Items	Strongly Agree	Agree	Slightly Agree	Disagree	Strongly Disagree
1.	Daily agenda routines are posted and are visible to all students.					
2.	Several procedures are used to react to unsuitable behavior.					
3.	Instructor can moves in unpredictable ways keeping eye on student's behavior.					
4.	The instructor gives high rates of chances for students to answer.					
5.	The instructor views students what they should have to do.					
6.	The instructor organizes seating to facilitate learning.					
7.	The instructor keeps the classroom interactive, attractive, and visually organized					
8.	Instructor enhances predictability during clear procedures and routines.					
9.	Regularly scans (eye contact, head up with most students).					
10	Rules must hold the language that is easy and suitable to the developmental level of the students and classrooms.					
11	The instructor responds to social errors in a respectful way that reduces the possibility of escalating behavior.					
12	The instructor observes academic learning time.					
13	The instructor directs nonacademic time a professionally.					
14	The instructor highlights individual an achievements					
15	The instructor gives particular feedback for behavior					
16	Instructors provide students with choices for solving the problem.					
17	The instructor educates himself and his students about cultural diversity infrequently.					
18	Instructor sends positive behavior notes home with students irregularly					
19	The instructor gives a good number of chances to react to academic material with high rates of success.					
20	The Instructor gives the extra time as needed.					
21	The instructor presents material that is suitably harmonized to the student instructional level.					
22	The instructor frequently uses wait time to raise student chances for metacognition.					
23	The instructor teaches the student precisely what should be done to follow the classroom rule.					
24	The instructor supports of movement and a placement to create positive behavior.					
25	Classroom routines are systematically educated, resistant, and monitor within the environment of the classroom (revolving on homework, demand assist).					
26	Students in classroom interaction and in the same time can shift topics.					
27	Instructor constancy communicates with parents					
28	The instructor raises clear questions and gives clear instructions for assignments.					
29	The instructor matches instructional demands to curricula.					
30	The instructor has a sense of enthusiasm, confidence, and humor.					

3.3. Face Validity

One of the qualities considered when selecting or constructing a research paper instrument is face Validity. Face validity is how well an instrument measures what it is designed to measure (Bergman, 1981: 150). Face validity is the degree to which a test appears to measure what it claims to measure. The procedure is sometimes used as a screening process in test choice. (Guy, and Airasian, 1996:140). To ensure the face validity of the test and its appropriateness for the academic instructors, the test has been reviewed by experienced (ELT, linguistics, and literature) faculty members. Those members recommended that the test is valid in its face and that the test items are suitable for the intended purpose. The test was approved 100% by jury members, with a few minor notes and modifications.

Table (2)
Jury Members

No.	Rank	Name	Major	Affiliation
1	Professor	Al-Husseini, Hashim Alwai	Linguistics	College of Education for Humanities, Wasit University, Ph.D. in Applied linguistics
2	Professor	Al-Majdawi, Ali Muhsin	Linguistics	College of Education for Human Sciences Wasit University, Ph.D. in Applied linguistics
3	Assistant professor	Al-Ibadi, Qassim Hamadi	ELT	College of Education for Humanities, Wasit University, Ph.D. in ELT
4	Professor	Al-Abdi, Ikhlas Muhammed Nati	Literature	College of Education for Humanities, Wasit University, M.A. in English Literature
5	Assistant Professor	Abdulsada, Mohammed Nasser	Linguistics.	College of Education for Humanities, Wasit University, M.A. in General linguistics

3.4. Pilot an Administration

A pilot study is test management of the check items that are to be given to a sample similar to the sample of the study (Santos, 2014). The major target for the pilot study is to gather information about the appropriateness of the test that would be so valuable in modifying and rewording the test items in the final shape for the direction. To perform a pilot study, 20 EFL University instructors randomly selected from different Iraqi, including Kurdistan, universities, were pilot-tested. The pilot administration findings indicated that there is no doubt in survey instructions.

3.5. Reliability Survey

Madsen (1983:210) states that a reliable test is one that generates the same results consistently at different times when the forms of the test, stay the same. Collins, et al., (1976:126), describe reliability as consistency and accuracy with which the test measures what it implies to measure. Reliability is not only associated with the contents of the test but is also associated with the gain of the test. As a result, the whole scale reliability, following the Pearson Correlation Formula, was found to be 0.79. The reliability sample is composed of

30 EFL instructors (males and females) from different Iraqi Universities include the Kurdistan region. The time required for the instructors to complete the survey, which is found out to range between 10-15 minutes, and it also shows that the survey are clear and that there is no ambiguity.

3.6. Final Survey

After achieving face validity, pilot administration, and reliability, the finalized survey was exposed to the EFL Instructors from different Iraqi, including Kurdistan, universities. They were asked to respond to the survey items by picking single options out of multiple sub-points (strongly agree, slightly agree, agree, disagree, or strongly disagree with the use of CMR). The tested survey achieved the results illustrated below.

Table (3)
Weighted Mean and Weighted Percentile of Survey Items Using CM Routines

No	Items	Strongly Agree	Agree	Slightly Agree	Disagree	Strongly Disagree	Weighted mean	Weighted Percentile
1	30	46	12	3	0	0	4.71	94%
2	12	40	19	2	0	0	4.62	92%
3	5	38	16	7	0	0	4.51	90%
4	19	34	20	6	1	0	4.42	88%
5	9	31	23	5	2	0	4.36	87%
6	10	30	23	6	1	1	4.31	86%
7	14	28	27	2	4	0	4.29	85%
8	28	26	27	6	2	0	4.26	85%
9	4	25	24	12	0	0	4.21	84%
10	16	22	31	6	2	0	4.19	83%
11	1	20	25	15	1	0	4.04	80%
12	23	20	21	19	1	0	3.98	79%
13	7	26	13	12	10	0	3.91	78%
14	15	22	20	12	7	0	3.91	78%
15	24	15	27	18	1	0	3.91	78%
16	17	18	23	16	3	1	3.88	77%
17	29	15	26	17	3	0	3.86	77%
18	13	16	24	15	6	0	3.81	76%
19	2	15	22	20	3	1	3.77	75%
20	6	14	22	20	4	1	3.72	74%
21	8	15	20	21	5	0	3.72	74%
22	21	14	20	22	5	0	3.71	74%
23	3	15	20	20	4	2	3.68	73%
24	20	15	20	19	5	2	3.67	73%
25	22	12	18	20	11	0	3.51	70%
26	25	10	20	16	15	0	3.41	68%
27	11	13	18	15	7	8	3.34	66%
28	18	8	15	20	11	7	3.09	61%
29	26	3	12	15	20	11	2.61	52%
30	27	5	9	13	18	16	2.49	48%

3.7. Concluding Remarks

The first item is 30 (The instructor has a sense of enthusiasm, confidence, and humor.), achieved the highest weighted mean (4.71. 94%). The second item is 12 (The instructor observes academic learning time), achieved a high weighted mean (4.62, 92%). Meanwhile, items 7, 15, and 24 (The instructor shapes classroom in a visually attractive way), (The instructor gives particular feedback for behavior.), and (The instructor supports the strategy of movement and placement to create positive behavior) achieved an equal-weighted mean (3.91. 78%). In the last domain, item 27 (The instructor constancy communicate with parents sometimes.) got the lowest weighted mean (2.49. 48%). Finally, item 30 got the highest weighted mean (4.71. 94%). Meanwhile, item 27 achieved the lowest weighted mean (2.49. 48%).

3.8. Recommendations

- 1- Iraqi EFL instructors are recommended to show students what they have to do.
- 2- Iraqi EFL instructors can observe students' learning, in which case instructors can make sure the teaching goals proceed as planned.
- 3- Iraqi EFL instructors should create student-friendly content.
- 4- Iraqi EFL instructors can create, apply, and share thinking routines with students.
- 5- Iraqi EFL instructors can share classroom performance with their classmates concerning learning new routines and scheduling for the request of new routines for future lessons.
- 6- Iraqi EFL instructors can present problem-solving choices for students.
- 7- Iraqi EFL instructors should take appropriate strategies when students fail to follow actions.
- 8- Iraqi EFL instructors can engage in more effective classroom management techniques to support EFL learners to apply them.

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