

INVESTIGATING CLASSROOM MANAGEMENT
IN PUBLIC HIGH SCHOOLS IN THE UAE

A THESIS IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

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HUSSAM AL SAYED AL ZEINI
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We approve the thesis of Hussam Al Sayed Al Zieni

Date of signature

Dr. Cindy Gunn
Associate Professor
Thesis Advisor

Dr. Rodney Tyson
Associate Professor
Graduate Committee

Dr. Sarah Shono
Assistant Professor
Graduate Committee

Dr. Fatima Badry
Program Director, MA TESOL

Dr. William Heidcamp
Dean of the College of Arts and Sciences

Mr. Kevin Mitchell
Director, Graduate and Undergraduate Programs

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Hussam Al Zieni, Candidate for the Master of Arts Degree

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ABSTRACT

Classroom management and discipline may be one of the most difficult challenges for teachers, especially novice ones. Learning may be affected negatively if there is no effective management of the classroom. Every learning environment is different from the other, so classroom management problems and strategies are different. In the UAE, some EFL teachers face many problems and difficulties in public high schools. One of the most significant problems is disruptive students and how to control them. Teachers who do not have the required skills to manage their classes, even though they may be the most inspiring and knowledgeable teachers, face great difficulties controlling these classes.

This study was an attempt to investigate the existence of classroom management problems in public high schools in the UAE and to find out the effective techniques and required skills needed for teachers to manage their classes successfully. My research sought to answer the following questions: (1) What problems, if any, concerning classroom management do EFL teachers in public high schools in the UAE face? (2) What effective classroom management strategies do these teachers employ? (3) How do students in public high schools in the UAE respond to teachers they like or dislike? (4) What is the role of building rapport between teachers and students in classroom management?

To answer these questions, I used a mixed method approach composed of qualitative and quantitative data collection and analysis. 210 male and female public

high school EEL teachers participated in this study. 20 of them were chosen purposefully to participate in informal interviews and a focus group composed of 5 teachers was held. In addition, 100 male and female public high school students took part in the study. 20 of them were chosen purposefully to be interviewed informally.

The findings indicate that there is a serious problem regarding classroom management in public high schools in the UAE. Moreover, the study suggests some beneficial implications for teachers for effective classroom management. One of these implications is the teachers' need to build rapport between them and students as a means for a closer relationship that facilitates classroom management. In addition, teachers should know something about students' social backgrounds in the UAE as this is a first step to dealing effectively with students and then for effective classroom management. Moreover, the findings indicate that most students like the affective treatment from their teachers.

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DEDICATION

This work is lovingly dedicated to the most cherished people in my life: my family. I thank my wife, Sahr Al Zieni, for her incredible support and patience, and my beautiful children, Tasneem and Mohammed, for their endless patience. I also dedicate this work to the memory of my mother who taught me the love of work and life-long learning. Thank you all.

CHAPTER 1

OVERVIEW OF THE STUDY

Some English teachers face many difficulties and problems in public high schools in the UAE, regardless of the Emirate they are teaching in. One of the most significant problems is disruptive students and how to control them. Some of them come late to class, sleep in class, and often do not do their homework. A few do not participate at all in class activities. In addition, they sometimes engage in very disruptive behaviour like using small bombs or some types of substances that give off foul odors, as experienced by one of my colleagues.

I have found that most disruptive students seem to lack both intrinsic and extrinsic motivation. For one thing, they sometimes have very bad indirect information about the difficulty of learning English from their brothers, sisters, cousins, friends, etc. Some people's vision in the UAE towards learning English is still limited as much of the society looks at education as just a means of learning how to read and write or how to pass exams—sometimes by cheating. This vision has a bad effect on learning as many students do not care about their studies and they have become unmotivated. Many of these disruptive students have their own social problems that stand as a barrier against successful learning.

Underwood (1987) states that “teachers, like everyone else have a variety of abilities and skills and need to make the best possible use of whatever talents they have” (p. 7). Is the ability to manage a class one of these skills? Can well-qualified language teachers teach without thinking of classroom management? As a high school teacher, one of my most important concerns is how to manage students' behaviour in order to get effective learning. According to Martin and Loomis (2007), “Implementing a fair and firm classroom management plan is among a teacher's most important activities” (p. 208).

I believe that successful classroom management is the key to improving learning English in public high schools in the UAE. According to Wragg (2003), “Successful secondary teachers operate in many different ways but they have one thing in common—an ability to manage their classrooms effectively” (p. 2). Teachers who cannot manage their classes successfully, even though they are the most inspiring and knowledgeable teachers, will face problems. In addition, Martin and Loomis

(2007) state, “Well-defined classroom procedures and routines help satisfy students' needs for safety, security, and belonging” (p. 208). In the UAE context, there is a need for the teachers to know their students' interests, needs, and social backgrounds. According to Syed (2003), “The sociocultural context is important not only for the learner but also for the teacher” (p. 337). He adds that the UAE has gone through remarkable development in a relatively short time and “policy makers have intrinsically linked development and modernization with English and it is taught as a subject or across the curriculum at all levels” (p. 338). He argues that local students see no concrete links between English language ability and communicative requirements.

My research seeks to answer the following questions:

- (1) What, if any, problems concerning classroom management do EFL teachers in public high schools in the UAE face?
- (2) What effective classroom management strategies do these teachers employ?
- (3) How do students in public high schools in the UAE respond to teachers they like or dislike?
- (4) What is the role of building rapport between teachers and students in classroom management?

To triangulate my findings, a mixed method composed of quantitative and qualitative data collection and analysis was conducted. The populations of my study were public high school EFL teachers and students. 114 male teachers and 96 female ones participated by filling in a questionnaire. In addition, 20 of them were interviewed and 5 of them participated in a focus group held in AL Waheeda Secondary School in Dubai. Findings indicated the existence of the problem of classroom management and suggested some implications for teachers and the Ministry of Education for effective classroom management.

Overview of the Chapters and Appendices

Chapter 1 has presented the introduction, statement of the problem, research questions, significance of the study, design of the study, participants of the study, and organization of the study. Chapter 2 contains the review of the literature concerning the importance of classroom management, classroom management theories and

perspectives, classroom management and motivation, and classroom management skills and strategies. Chapter 3 describes the methodology and procedures which were used together to collect and analyze data for the study. Data analysis and findings of the study are presented in Chapter 4. Chapter 5 contains a summary of the study and findings, conclusions and implications, limitations of the study, and a final thought.

There are ten appendices. Appendices A and C provide the teachers' questionnaire and the students' questionnaire. Appendices B and D present some questions used in the interviews with both teachers and students. Moreover, appendices E, F, G, and H provide male and female teachers' questionnaire results—frequencies and percentages. Finally, Appendices I and J present male and female students' questionnaire results—percentages and frequencies.

CHAPTER 2

REVIEW OF THE LITERATURE

The Importance of Classroom Management

Teaching is a very complex task as it has a lot of dimensions and challenges. One of the biggest challenges that teachers face is classroom management. It is difficult for teachers, particularly novice ones. Concerning English language teaching, Underwood (1987) states that “being a fluent, accurate English speaker is a great help, but this alone does not make you into a successful teacher” (p. 7). There are other areas of skills that are of crucial importance to teachers. Wragg (2003) states that “there are certain skills that teachers possess that are of paramount importance and class management is one of those areas” (p. 2).

In order to teach, teachers must have control over their classroom. Marzano (2003) states that “effective teaching and learning cannot take place in a poorly managed class” (p. 6). If teachers teach without establishing control, then the quality of teaching will suffer. Therefore, there is a hidden area of successful teaching. This secret is in classroom management. According to Wragg (2003), “For many years researchers and teachers themselves have tried to find the secrets of successful teaching....Without the ability to manage a group effectively, any other qualities teachers have may be neutralized” (p. 12). Hence, successful class management is one of the most important strategies that lead to successful language classes.

Some literature indicates that there is a close relation between classroom management and culture. Crookes (2003) points out that “some aspects of classroom management may be quite culture-dependent” (p. 141). Some management problems may arise due to some cultural issues. The culture of both students and teachers may affect classroom management problems and strategies. He points out that teachers may find a need to reevaluate their skills once they begin to deal with groups of different levels of motivation and cultural backgrounds.

Experienced ESL/EFL teachers need a thorough understanding of students' culture as this culture may affect students' behaviour in language classroom. Crookes (2003) discusses the relation between classroom management and culture. He points out that “some classroom management problems ... may also arise due to classroom expectations from the students' culture being unfulfilled in the host ESL culture”

(p. 142). Akar and Yildirim (2006) maintain that students' culture affects classroom management in that it affects “the way learners can interact with peers, relate to the teacher, and experience the subject matter” (p. 6).

Hue (2007) studied the effect of Chinese culture on secondary school students in Hong Kong. He points out that the social behaviour of students and their teachers are affected by culture. Therefore, some classroom management problems may arise from a mismatch between students' cultural values and norms and their teachers' behaviour especially in the language classroom. Nunan and Lamb (1996) point out that management problems may happen when “culture norms and values are at play, of which the teacher may simply be unaware” (p. 112).

Obviously, we cannot separate classroom management from other learning activities. Snyder (1998), for instance, states that “classroom management is not a separate process divorced from the daily learning activities” (p. 37). In addition, Zukas and Malcolm (2007) discuss some perspectives on teaching excellence in higher education and the role of the educator as a disciplinary actor; they claim that discipline is integral to pedagogy, as they are inseparable. Classroom management is seen by many stakeholders as a measure of a teacher's success. Tassell (2004) points out that administrators are happy if the teacher never sends a student to the social worker or the office and consider this as proof that the teacher is in control and doing a good job.

Much literature indicates the crucial importance of classroom management. Weinstein (2007), for instance, points out that classroom management has two main purposes: to establish and sustain an orderly environment so that learning can be effective and to enhance students' social and emotional growth. She considers seven underlying assumptions about classroom management (see Table 1).

Table 1: Weinstein's (2007) Guiding Assumption about Classroom management (p. 6)

1	Successful classroom management fosters self-discipline and personal responsibility.
2	Most problems of disorder in classrooms can be avoided if teachers foster positive student-teacher relationships, implement engaging instruction, and use good preventive management strategies.
3	The way teachers think about management strongly influences what they do. Teachers who view classroom management as a process of guiding and structuring classroom events tend to be more effective than teachers who stress their disciplinary role or who see classroom management as a product of personal charm.
4	The need for order must not supersede the need for meaningful instruction.
5	The tasks of classroom management vary across different classroom situations.
6	Managing today's diverse classrooms requires the knowledge, skills and predispositions to work with students from diverse racial, ethnic, language, and social class background. In other words, teachers must become "culturally responsive classroom managers".
7	Becoming an effective classroom manager requires reflection, hard work and time.

Gordon (2001) discusses the rationale for a management system. He points out that classroom management is essential for four reasons. First, he states, "Little or no learning can occur in a classroom bereft of effective management and discipline" (p. 18). Second, it helps to teach students responsibility and self-control. Third, liability issues can loom if there is no control. Fourth, Gordon states, "Successful classroom management can set the stage for optimal learning, as well as reduce stress on teachers" (p. 18).

To sum up, successful teachers are often effective managers of classroom management. Effective classroom management encourages positive social contact,

creating a relaxing atmosphere, active engagement, and raising extrinsic and intrinsic motivation. Any learning community cannot be successful without order and discipline. Maintaining order in the classroom is an important part of classroom management as the students will focus on instructional tasks and there will be little disruption as well.

Classroom Management Theories and Perspectives

There is a plethora of information about classroom management theories and perspectives “although it is a neglected topic in debates on language education” (Wright, 2005, p. 1). Motivating students towards learning and treating students in a humanistic fashion are key factors for effective classroom management. Saville-Troike (2006) points out that humanistic approaches are efforts used to explain learning from a psychological perspective. She adds that these approaches emphasize “emotional involvement in learning, as well as biological differences associated with age, sex, and modes of processing” (p. 189). Much research points out that many successful instructors follow affective strategies in which means for learning the second language are related to individual feelings. According to Wright (2005) “The affective domain...is at the very heart of the classroom management process” (p. 17)

Saville-Troike (2006) discusses Krashen's “affective filter hypothesis.” She defines “affective filter” as “Krashen's notion of a mechanism that allows or restricts the processing of input” (p. 185). When the “affective filter” is up because individuals are inhibited, input is not processed as well. Lightbown and Spada (2006) point out that “‘affective’ refers to feelings, motives, needs, attitudes and emotional states. A learner who is tense, anxious, or bored may filter out input, making it unavailable for acquisition” (p. 37).

Gunn (2003) discusses humanist-inspired approaches such as Desuggestopedia, which was first introduced by Lozanov. She points out that “Lozanov believed that students could learn language faster and more effectively if they were in a relaxed, comfortable environment, which would allow them to overcome their fears and self-imposed barriers to learning” (p. 29). To manage and teach the class the teacher of this perspective encourages students to create new

identities for themselves in the language class. Desuggestopedia classrooms are, as Gunn notes, “bright [and] cheerful, and the teacher makes use of music” (p. 29).

The humanist is concerned with the fullest growth of the individual in the areas of love, fulfillment, self worth, and autonomy. The concept of self is a central focal point for most humanistic psychologists. Many humanistic psychologists adopted the existential view of the importance of being and the meaning of life. According to “Humanistic Psychology” (2007), “the mode of anonymity occurs when an individual loses himself in a crowd or disassociates his feelings from others” (para. 5). The awareness of one’s own morality makes vitality and passion possible.

Herron (1983) points out that “proponents of humanistic foreign language education have argued that studying a foreign language in a warm, supportive environment and applying student-centered techniques can mobilize a student’s self-awareness as well as refine thinking and develop linguistic skills” (p. 535). Within the “humanistic” perspectives, a prime goal that the instructor pursues is the development of self, or simply what it means to be human. This includes reinforcing appropriate behaviour in classrooms through effective classroom management.

Webb, Metha, and Jordan (2007) discuss the issue of classroom management and the teacher as a class manager from different perspectives. Concerning Perennialism whose educational focus is on the need to return to the past, namely, “to universal truths and such absolutes as reason and faith” (p. 74), they point out that “Perennialists are concerned with training not only the intellect, but also the will. They believe that the teacher has the obligation to discipline the student in order to train the will” (p. 76). In this perspective, the classroom environment should reflect precision and order. Progressivism focuses on real-world problem-solving activities in a democratic and cooperative learning environment. Webb, Metha, and Jordan (2007) point out that “the progressivist teacher would foster a classroom environment that practices democracy and emphasizes citizenship” (p. 79). They, also, describe two general principals that guide the behaviorist teacher in classroom management: first, identify expected student behavior, and second, translate expectations into procedures and routines.

In addition, Webb, Metha, and Jordan (2007) discuss social reconstructionism in which “the social reconstructionist would strive to organize the classroom in a classless, nonsexist, and nonracist manner. There would be less emphasis on management and control, and more focus on community building” (p. 89). Moreover, they discuss the postmodernist classroom environment, which would be “nonthreatening, supportive, and open to discussions of many controversial subjects and topics” (p. 92). This environment would encourage self-discipline and reinforce individual choice and responsibility. In addition, Everston and Neal (2006) point out that beneficial classroom management can be achieved by shifting its emphasis from controlling students' behaviour to creating learning centered classrooms that foster students' engagement, autonomy, and sense of community by giving them progressively more responsibility under the teacher’s careful guidance.

Metcalf (1999) suggests the “solution focused approach” (p. 5) in which the teacher does not solve the problems for students. Instead, the teacher lets the students’ competencies guide them to solutions. She points out that “this approach lends itself to a more collaborative relationship that often results in a student feeling as if the teacher is on his/her side” (p. 5). She adds that what makes this approach different from the traditional behaviour modification approach is that “the teacher does not compliment, just when the student does well, as if only to praise or reinforce him, she compliments the student from a stance of amazement, curiosity, and discovery” (p. 5). Metcalf gives some examples of the difference of the two approaches: a behavior-modification approach and a solution-focused approach. Table 2 indicates the difference between the two approaches.

Table 2: Metcalf’s (1999) Behavior-Modification Approach and a Solution-Focused Approach (pp. 5-6)

	Behaviour-Modification Approach	Solution-Focused Approach
High School	“Sue, I know you are a good student and I enjoy having you in my class. However, your	“Sue, your test grades are excellent. I notice in my grade book that you turned in more

Students	homework grades are low but your tests are passing. You must bring up your homework grade to pass this semester”	homework assignments the first six weeks of this semester. What were you doing then that helped you to turn in the assignments? What were we doing in class that helped you to complete them?
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Assertive Discipline is discussed by Tassell (2004). It was developed by Lee and Marlene Canter in 1976. Tassell points out that Assertive Discipline teachers teach students to accept the consequences of their actions. It is based on a system of rewards and punishments like behavior that Metcalf discusses, and responsibility is exactly what Assertive Discipline is all about. Tassell adds that practitioners of Assertive Discipline are taught that they must learn to be assertive in taking control of the class.

Valdivia (2007) studied a number of classroom management strategies and found that positive behaviour support (PBS) can reduce problem behaviour. He points out that “research shows a strong relationship between effective classroom management and positive student behaviour” (p. 6). He notes that PBS is an applied science that is designed first, to enhance the individual's quality of life and second, to minimize the student's problem behavior.

Martin, Yin and, Mayall (2006) define classroom management style as a “multi-faceted construct” (p. 5) that includes three dimensions: instructional management, people management, and behaviour management. Instructional management includes aspects such as monitoring seat work, structuring daily routines, and allocating materials. They point out that this dimension contributes to the general classroom atmosphere and classroom management style. The second dimension is people management which pertains to what teachers believe about students as persons and what teachers do to develop the teacher-student relationship. They point out that “a large body of literature indicates that academic achievement and productive behaviour are influenced by the quality of the teacher-student relationship” (p. 6). Behavior management is the third dimension which focuses on pre-planned means of preventing misbehavior rather than the teacher’s reaction to it. This facet includes

setting rules, establishing a reward structure, and providing opportunities for student input.

In addition, Martin, Yin, and Mayall (2006) discuss three approaches of control to classroom interaction based on a combination of psychological interpretations: non-interventionist, interventionist, and interactionist. The non-interventionist believes that “the child has an inner drive that needs to find its expression in the real world” (p. 5). The interventionist emphasizes what the outer environment does to the human organism to cause it to develop in its particular way. They point out that “the non-interventionist is the least directive and controlling, while the interventionist is most controlling” (p. 5). Interactionists come in the middle as they focus on what the individual does to modify the external environment, as well as what the environment does to shape the individual. They point out that “Interactionists strive to find solutions satisfactory to both teacher and students, employing some of the same techniques as non-interventionists and interventionists” (p. 5).

Wright (2005) points out, “Classroom management is concerned with four main strands of classroom life—space, time, participation, and engagement” (p. 17). He maintains that the effect of ignoring space and time is profound and instructors may consider these two elements in dealing with their classrooms and lesson plans. Concerning participation, Wright points out that classrooms are social discourse worlds or communities of practice and there should be effective participation inside the classroom community as “the social life of a learning group is initiated, maintained, and extended by the multitude of interactions that take place between the members during lessons and outside the classroom too” (p. 18). Regarding engagement, Wright points out that “Engagement is a precondition of learning and helps define the strengths of motivation and individuals’ approaches to learning” (p. 17). He claims that how participants engage with each other and the learning activities is a central process of the classrooms and leads to effective classroom management.

To conclude, the literature introduces a number of classroom management theories. The humanistic approach suggests creating a warm, supportive environment and applying student-centered techniques whereas, Assertive Discipline teaches students to accept the consequences of their actions. The Solution-Focused Approach guides students to have collaborative relationships with their teachers and makes

students feel as if their teachers are on their side. A teacher can select a philosophical model of classroom management and discipline that can meet his/her environment.

Classroom Management and Motivation

There is a close relation between classroom management and motivation. Teachers who are good managers create environments of motivation to arouse students' interests, guide them to behave well, and encourage them to learn effectively. Erwin (2004) points out that “one of a manager's most important concerns is the motivation of workers, or for our purposes, students” (p. 6). He adds that unmotivated students do poor work or no work, learn very little, and often behave in irresponsible or disruptive ways while motivated students behave responsibly, do quality work, and learn well.

Before dealing with classroom management strategies, a clear understanding of the term motivation, its types, and its relation to second language acquisition is essential. The term motivation is a broad concept that cannot be easily defined. Furthermore, researchers often discuss the concept of motivation from different perspectives; whether it is affective, cognitive, and behavioral or something else. “Motivation” (2007) notes that in psychology, motivation refers to initiation, direction, intensity, and persistence of behavior. In other words, motivation is a temporal and dynamic state that should not be confused with personality or emotion. Simply, motivation is having the desire to do something. A motivated person can be reaching for a long-term goal such as becoming a professional language learner or a short-term goal like learning how to spell a particular word. In general, motivation definitions are based on the desire to do something.

Brown (2000) looks at motivation from three perspectives. From a behavioristic perspective, motivation is simply seen as the anticipation of reward. In cognitive terms, motivation places more emphasis on the individuals' decisions. It is defined as the choices people make as to what experiences or goals they will approach or avoid and the degree of effort they will exert in that respect. A constructivist view of motivation places even further emphasis on social context as well as individual personal choices. Geoff (2004) points out that motivation in second language acquisition has three components: effort, desire to achieve a goal, and attitudes. He notes that effort is made up of several components such as the desire to please a

teacher or parent. The desire to achieve a goal is the place at which an integrative orientation is important while attitudes are thought of as the sustaining base. Gardeners' (2001) socio-educational model in second language acquisition defines motivation as the learner's orientation with regard to the goal for learning a second language.

Two types of motivation are intrinsic and extrinsic. They are additive and could be combined to produce the highest level of motivation. Intrinsic motivation is internal motivation, which is evident when people do an activity for its own sake, without some obvious external reward. A typical example of this type is a hobby. Numerous studies have found that intrinsic motivation is associated with high educational achievement and enjoyment by students. The idea of a reward for achievement is absent from this model since rewards are an extrinsic factor.

Rudolph (2006) asserts, "Our goal as educators is to foster an intrinsic motivation for lifelong learning in our students" (p. 22). MacDonald and Healy (1999) offer several ways to begin developing intrinsic motivation. First, teachers can draw on student curiosity as a means to motivate. Second, teachers can use mental challenges as a means to motivate. For example, they can use cross-word puzzles, mysteries, and incongruities to motivate their students intrinsically. Lastly, teachers can appeal to students' needs for personal competence.

On the other hand, extrinsic motivation is obvious when there is an external reward. It comes into play when a person is compelled to do something or act a certain way because of factors external to him or her like money or good grades. Traditionally, extrinsic motivation has been used to motivate employees and students. There are two types of rewards: tangible rewards such as payments, promotion, or grades and intangible rewards such as praise or public commendation.

Gardner (2001) divides motivation into another two basic types: integrative and instrumental. Integrative motivation is characterized by the learners' positive attitudes towards the target language group and the desire to integrate into the target language community. In this case, Saville-Troike (2006) points out that emotional or affective factors are dominant. Some examples of integrative motivation are romantic reasons and migration. Instrumental motivation underlies the goal to gain some social or economic reward through L2 achievement, thus referring to a more functional

reason for language learning such as increasing occupational or business opportunities, enhancing prestige and power, accessing scientific and technical information, or just passing a course in school.

Much research discusses integrative and instrumental motivation in terms of affecting SL learners. While both integrative and instrumental motivation are essential elements of success, it is thought that integrative motivation sustains long-term success when learning a second language. Norris-Holt (2001) points out that most successful SL learners are those who like the people that speak the target language, admire the culture, and have a desire to become familiar with or even integrate into the society in which the target language is used. Brown (2000) indicates that "integrativeness generally accompanies higher scores on proficiency tests in a foreign language"(p. 163). In later studies, integrative motivation has continued to be emphasized, although nowadays the importance of instrumental motivation is greatly linked to successful second language acquisition. Norris-Holt (2001) claims that nowadays students select instrumental reasons more frequently than integrative reasons for the study of language.

Most language teachers think that motivation is a key factor for success in language learning. Saville-Troike (2006) points out that individual motivation explains to a large extent why some L2 learners are more successful than others. It largely determines the level of effort which learners expend at various stages in their L2 development and it is often a key to ultimate level of proficiency. Lightbown and Spada (2006) state that "there is ample evidence that positive motivation is associated with a willingness to keep learning" (p. 63). Without sufficient motivation, individuals with the most remarkable abilities cannot accomplish long-term goals.

Although a lot of research has been conducted on exploring the construct of language learning motivation, there has been little discussion about what language learning motivation is. Dörnyei (2005) states, "Although the study of language learning motivation has undoubtedly been one of the most developed areas within SLA research, it has virtually no links with other SLA research traditions, resulting in what appears to be a total lack of integration of motivation research into the traditional domain of applied linguistics" (p. 108). However, much literature indicates that motivation is crucial in language learning. There seems to be a general agreement

that motivation plays a major role in second language learning. However, "disagreement" arises when we try to capture "the essence of the motivation construct" (Dörnyei & Schmidt, 2001, p. 213). Dörnyei (2005) indicates that it is easy to see why motivation is of great importance in SLA. It provides the primary motive to initiate L2 learning and later the driving force to sustain the long and often tedious learning process.

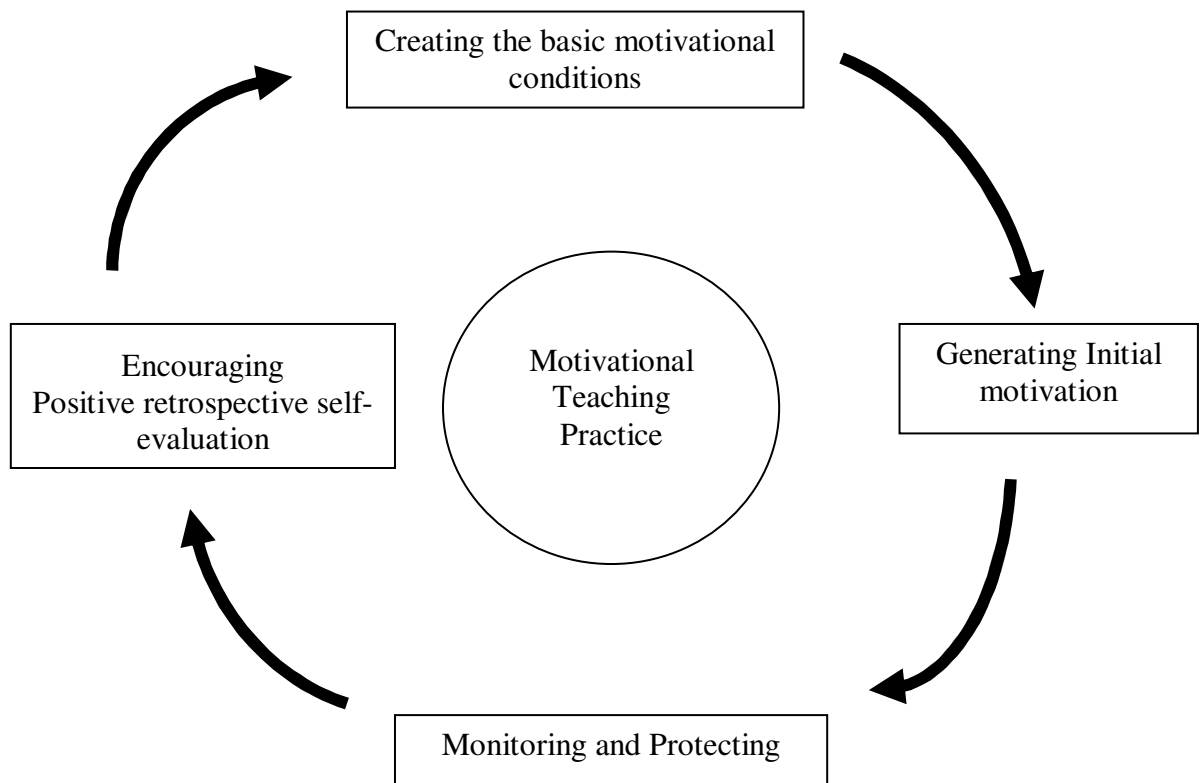
Much literature claims that motivation is changeable and can be enhanced. According to Weinstein (2007), "If motivation is an innate or unchangeable characteristic, then we don't have to spend time and energy figuring out ways to motivate students" (p. 186). She notes that teachers are responsible for stimulating students' engagement in learning activities. She points out that "teachers must redouble their efforts to create a classroom context that fosters students' involvement and interest" (p. 187). She adds that students in foreign language classes can be more enthusiastic about role-playing a visit to a restaurant than about conjugating verbs. According to Gordon (2001), "Helping students meet their own needs is of utmost importance to enhance their learning opportunities and to maintain our own longevity in the classroom" (p. 18).

Dörnyei (2005) discusses motivation and group dynamics. This discipline is a field in the social sciences focusing on understanding the behavior of humanism in various small group contexts. The principles of group dynamics are highly relevant to the study of institutional teaching and learning as contemporary education takes place in groups of various sizes. The idea of group dynamics is that the motivation of individual learners is affected by the various groups they are part of. He points out that the social unit of the classroom is crucial in developing and supporting the motivation of the individual.

Dörnyei (2005) indicates that motivational teaching practice can be effective through four strategies: creating the basic motivational conditions, generating initial motivation, maintaining and protecting motivation, and encouraging positive retrospective self-evaluation (see Figure 1). The first strategy of creating the basic motivational conditions has some techniques such as appropriate teacher behaviors, a pleasant and supportive classroom atmosphere, and a cohesive learner group with appropriate group norms. These techniques lead to effective classroom management.

The second strategy is generating initial motivation in which there is a chance to enhance the learners' L2 related values and attitudes to increase the learners' expectancy of success, to increase the learners' goal orientedness, and to create realistic learner belief about promoting self-motivation. Maintaining and protecting motivation is the third strategy, which includes making learning, stimulating, presenting tasks in a motivating way, setting specific learner goals, and allowing learners to maintain a positive social image. The last strategy is encouraging positive retrospective self-evaluation, which includes promoting motivational attributions, providing motivational feedback, increasing learner satisfaction, and offering rewards and grades in a motivating manner.

Figure1: Dörnyei's (2005) Components of Motivational L2 Teaching Practice (p. 112)



To summarize, effective classroom management is closely related to students' motivation. The more motivation students have, the more effective classroom management is. Students can be motivated by many factors including physical, emotional, and social needs. Teachers should try hard to motivate their students by satisfying their needs and interests. Many problems that occur in the classroom have

little relation with what is happening in the class. Misbehavior may be an effect of low motivation for some learners. Therefore, in order to create a well-managed classroom, teachers should motivate their students both intrinsically and extrinsically.

Classroom Management Skills and Strategies

Teachers should have a mixture of abilities, skills, and talents to deal with their classes successfully. According to Rimm-Kaufman and Sawyer (2004), “teaching is an intensely psychological process and ... teachers’ ability to maintain a productive classroom environment, motivate students, and make decisions depend on their personal abilities” (p. 322). First, teachers should know themselves well. They should think about the language they introduce and the students they teach. Knowing something about students' backgrounds facilitates understanding their likes and interests, and then teachers can arouse students' interests. Underwood (1987) points out that “it is helpful to know something about your students’ backgrounds. Language classes give teachers many more opportunities to discover details about their students’ lives than most other classes” (p. 27).

Building good relationships with the students—as groups, as well as individuals—is a key factor to classroom management. Shub and DeWeerd (2006) point out that “teachers who devote the time and attention to establishing a strong supportive connection with each of their students in the beginning of the year find they have fewer discipline and learning challenges” (p. 4). They note that teachers need to understand better how to motivate their students, reach each students, and focus on the general classroom atmosphere. Ridnour (2006) claims that “adolescent students like to be authorities over their own behaviour, and they behave or misbehave to send whatever message they feel like sending at that moment” (p. 49). She suggests developing a positive relationship with students and they will usually change their misbehavior when the teacher points out its negative impact on the class. She argues that this technique is better than giving direct commands like “That’s enough” or “Wake up.”

Weinstein (2007) argues that “classroom management is fundamentally about interpersonal relationships—about connecting with students, conveying a sense of caring, and building community” (p. xix). She points out that, for sure, there are specific classroom management strategies to be learned and implemented, but

effective classroom management requires positive teacher-student and student-student relationships. She maintains that “when students perceive their teachers to be supportive and caring, they are more likely to engage in cooperative, responsible behavior and adhere to classroom rules and norms” (p. 7)

In order to create a good relationship with students, Underwood (1987) suggests that teachers can discuss language problems with their students in their own language if necessary. If students feel the enthusiasm and the skill of their teachers, their relationships and their attitudes may be affected positively. Underwood (1987) points out, “The enthusiasm and skill of the teacher has an enormous effect on the attitudes of learners” (p. 30). It is the skill of the teacher to provide students with things that interest and motivate them. Moreover, Weinstein (2007) maintains that when students find academic activities meaningful and stimulating, they are less inclined to daydream or disrupt. She points out that orderly classes are more the result of a teacher's ability to manage the activities of the group than of particular ways of handling misconduct.

Fostering positive attitudes is not only at the beginning. Sometimes students need new ways of motivation. Underwood (1987) points out that when students feel that they are not making any progress, teachers need to find new ways of motivating them. She adds, “It is the skill and enthusiasm of the teacher which will be the most important factor in keeping students motivated” (p. 32). Underwood (1987, p. 35) suggests ten tips for teachers to follow to manage their classes effectively (See Table 3).

Table 3: Underwood's (1987) Suggestions to Teachers for Effective Classroom Management (p. 35)

No.	Suggestions
1	Address every student by name and encourage the rest of the class to do so too.
2	Always be polite to your students and expect them to be polite to each other as well as to you. (This includes arriving on time and apologizing for lateness.)

3	Make sure that you do not show favoritism towards particular students.
4	Plan clearly what you are going to do in each lesson, but do not stick so rigidly to it that you disallow even valid interruptions.
5	Tell the students what you want to achieve in the lesson and then, at the end, say how successful you think you have been.
6	Include every student in some way during each lesson if possible and do not let one or two students monopolize the class.
7	Provide opportunities for your students to talk and listen to each other rather than all communication being between you and them.
8	Say what you mean and mean what you say. If, for example, you have told the class to look at the next unit before the next lesson if they have time, do not complain if some students have not done so. But if you say "This homework must be done by Monday," and some students do not do it, then you must be firm and express your displeasure. As far as purposeful class is concerned, the firmness of your disapproval is an important part of your relationship with the group.
9	Do the things which you have told the students you will do. (e.g. "I'll bring it and show it to you at our next lesson.") If you are bad at remembering, keep a notebook in which to write reminders to yourself.
10	Be consistent in how you deal with your students. If you have said that certain behaviour is not acceptable (e.g. eating in class), then you must enforce the 'rules'. Simple but firm insistence is best- 'Carlos, please don't eat in class; it's unpleasant for the rest of the class.' Sometimes you will have to be sterner with misbehavers but if you treat all students alike, your firm stand will not spoil your relationship with the group.

Building good relationships with students does not mean being a "buddy" to them. Some teachers, in order to motivate their students, try to be just one of the

students. Argys (1995) points out that this too casual relationship can be a real liability. He notes that “it is wise to refrain from becoming too familiar to your students. You should, of course, strive to be friendly, fair and interesting, but it is important to establish some professional distance at the same time” (para. 2). The teacher should be the class leader and his or her words must be final.

Tauber and Mester (2007) note that students come to the class with certain factors that cannot be changed such as basic intelligence, family background, and learning style. However, as they point out, “one factor is within control, and that is a teacher's style” (p. 3). They note that “effective use of acting skills can benefit both instruction and classroom management” (p. 149). They also point out that teachers who incorporate acting skills into their teaching will be able to “secure students’ attention and maintain their interest” (p. 160). They claim that interested and engaged students are less likely to misbehave. Underwood (1987) suggests that “teachers are really people who wanted to be actors or other performers” (p. 8). Therefore, teachers should have some of the qualities of a good performer such as a clear voice, good presentation skills, and self-confidence. A good teacher may ask himself or herself some questions like Can I sing? Can I play a musical instrument? Can I draw? Can I act? A modern teacher may have some of these abilities and make use of them somehow in class.

Moreover, there is no doubt that teachers should be like an encyclopedia full of many branches of knowledge, as students like to have interesting content in their language lessons. If teachers manage to arouse the interest of their students, they could raise their motivation intrinsically. The more interest students have, the better managed classes teachers have. Gordon (2001) points out that establishing positive and effective classroom management needs knowledge as the first requisite to a high degree. He adds that teachers “who truly know their lesson material and are effective managers can subsequently focus on motivational strategies, student assessment, and reflection on teaching and learning” (p. 22). A teacher who has good knowledge can be a good model to students and can feel comfortable and confident.

Humanistic teaching could be a good method in dealing with disruptive students because it concerns students' feelings and motivation. Harmer (2001) points out that “humanistic teaching has also found a greater acceptance at the level of

procedures and activities, in which students are encouraged to make use of their own lives and feelings in the classroom” (p. 90). Using this method, teachers might design activities that make students feel good and remember happy times whilst at the same time practice language. Teachers should take on many different roles in the classroom. These roles are not like the traditional role of being the authoritarian of the class. The role of the teacher is to be the instructional leader. In order to fulfill that role, McLeod (2003) maintains, “The teacher must deal with the social, intellectual, and physical structure of the classroom” (p. 6). They point out that there are three key elements that stand out as critical components of a well-managed classroom. These elements are efficient use of time and classroom space, implementations of strategies that influence students to make good choices rather than attempt to control students’ behavior, and wise choices and effective implementation of instructional strategies.

One of the most important ways to manage a classroom is giving encouragement to students. This is not only important for students who are successful but also for students who exert noticeable effort. According to Underwood (1987), “Every opportunity should be taken to give encouragement to students who are making a real effort and not just to those who are being most successful” (p. 40). Teachers may encourage demotivated students by such means as physical and oral reinforcement. Kember and McNaught (2007), discusses the award-winning teachers model. They believe that it is the teachers’ responsibility to motivate students to behave and learn well by giving encouragement as rewards. They point out that “a vital part of the role of a teacher is to enthuse, inspire, and motivate their students” (p. 31).

Some teachers tend to focus on one particular area of the class, although they do not realize it. This area may be the place where very good students sit. It may be the front, or the area by the window. This tendency of some teachers to consider one area of the class more than other areas may lead to some problems concerning classroom management. If some students feel that they are neglected, they may behave irresponsible, so teachers should make sure that they consider all students in the class. Underwood (1987) points out that “teachers need ways of ensuring that every student gets a fair share of turns at asking or responding or whatever, without all the rest of the class losing interest” (p. 41). She suggests some ways of ensuring all

the students like using the class register list, thinking of the class as a set of lines and rows and addressing a question to a person from each line/row in turn, and inviting the one who answers to name the person who will answer the next question.

Creating a relaxing classroom environment is one of the most important points that leads to successful classroom management. Snyder (1998) maintains, “The classroom created by the ... teacher is a major factor in classroom management success” (p. 39). Syed (2003) points out that teachers in the Emirates face many challenges because of the rapid development of education, and one of these challenges is students' motivation. Most students nowadays in general and UAE students in particular, need special treatment. These students need classroom management strategies that create a caring and respectful environment that supports learning. Weinstein (2007) points out that we now distinguish between discipline—responding to inappropriate behavior—and classroom management—ways of creating a caring and relaxing environment that encourages learning.

To conclude, much literature indicates the importance of the emotional side of the students, and instructors should bear in mind this element when treating and teaching the students. Teachers should have some abilities and skills, as well as use some strategies and techniques, to manage their classroom effectively. Building a good rapport with students is crucial as a first step toward effective classroom management and, therefore, to effective teaching and learning.

CHAPTER 3 METHODOLOGY

Introduction

In this study, the purpose was to explore classroom management problem in public high schools in the UAE. It sought answers to the following questions:

1. What, if any, problems concerning classroom management do EFL teachers in public high schools in the UAE face?
2. What effective classroom management strategies do those teachers employ?
3. How do students in public high schools in the UAE respond to teachers they like or dislike?
4. What is the role of building rapport between teachers and students in classroom management?

To achieve the purpose of this study, both quantitative and qualitative data were collected. In order to triangulate, data were collected from multiple sources including teachers' questionnaires, teachers' interviews, a teachers' focus group interview, students' questionnaires, and students' interviews (see Appendices A, B, C, and D) . Teachers' questionnaires were filled in by 210 public high school teachers. These teachers were male and female teachers from eight educational zones in the UAE. These educational zones are the educational zones of Dubai, Sharjah, Ajman, Om AL Quwain, Ras Al Khaimah, Fujairah, Al Ain, and Abu Dhabi. Interviews were conducted with 20 high school teachers from Dubai, Ras Al Khaimah, and Fujairah. Moreover, focus group composed of five male teachers was conducted in Dubai. In addition, 100 males and females high school students participated in a questionnaire and 20 of them were interviewed.

To understand the phenomena of classroom management problems from the participants' perspective, I used interviews as a qualitative method for collecting data. This method, as Schwarzer, Bloom, and Shono (2006) point out, emphasizes rich, thick, and detailed information. They add that this method allows the actual voices of the participants to be heard, and it makes room for the researcher's voice as well.

Adopting mixed methods in my study enabled me to get rich data about the problem of classroom management as each method could enhance the other. Lazaraton (2000) points out that both the qualitative and quantitative methods “highlight reality in a different, yet complementary way” (p. 180).

Data Collection

I collected the data throughout the academic year 2007-2008. I seized the opportunity of taking professional development sessions and collected data from the secondary school teachers who attended this program in all the previous mentioned educational zones after taking permission from the CEPA instructors. I collected the questionnaire data from Dubai, and with the help of my friends, colleagues, and relatives, I also managed to collect questionnaire data from the other seven educational zones.

The teachers’ interviews were conducted in February and March 2008 in three different places: Al Waheeda Secondary School in Dubai, Tolitelah Centre in Dubai, and AUS. To avoid any possible sensitivities to the UAE community customs and any concerns on the part of the participants in my study, I did not ask to audio tape or video tape the interviews but took keynotes and detailed notes.

The focus group was conducted on Monday, 10th March, in Al Waheeda Secondary School in Dubai. Three teachers from Al Waheeda School and two teachers from Dubai Secondary School, which is only five minutes away from Al Waheeda, attended a 90-minute discussion about the problem of classroom management in public high schools in the UAE.

Following Berg’s (2001) piece of advice “researchers must ensure the rights, privacy, and welfare of the people and communities that form the focus of their studies” (p. 39), I informed the target participants about the purpose and goal of the study. I also told them about what their participation entailed exactly. Moreover, I told them it was their right to refuse participation. In addition, I informed them that they had the right to be anonymous and that data would be kept confidential. I was aware that I had to be sensitive to culture, religion, and gender. Richey and Klein (2007) point out,

You should ensure participants that results will remain anonymous and that data will be aggregated instead of reported for each individual. It

is also important to maintain confidentiality.... Information that is obtained from participants should not be disclosed without their permission. (p. 96)

As the relationship between teachers and students is a critical area especially for students, I was aware of not using my power or influence over them for my personal gain or forcing them to participate in the questionnaire or the interview. Moreover, I asked my friends who helped collect data from their students in Al Heera School in Sharjah, Al Jawda School in Al Fujairah and Al Najah School in Ras Al Khaimah not to use any type of coercion. Richey and Klein (2007) point out that “to avoid coercion, participants should be told they have the right to decline involvement in the study and be allowed to withdraw from it at any time without penalty” (p. 95). I explained to my students in detail the purpose of my study and asked them to express their opinion frankly about the characteristics of the teachers they like or those they don't. I asked them to give general descriptions and not mention any names.

Before surveying the students who were between 15 and 18 years old, I asked the administrations for verbal or written consent. They all agreed as they thought the study would be beneficial not only to students but also to the teaching and learning English in the UAE. I also got verbal consent from the parents of female students who participated in the interview as Berg (2001) points out that “[target population] must voluntarily consent to participate in a study” (p. 41).

The Characteristics of the Researcher

As I have been working in the UAE as an EFL teacher for about 13 years, I am aware of the UAE educational context, culture, religion, and mentality of the opposite gender. I am also sensitive to the information being gathered as the area of classroom management is a critical one to teachers. Moreover, I am sensitive to the process of gathering information, to the physical settings and to the participants' overt and covert agendas. In collecting data, I tried hard to be a good communicator by empathizing with respondents, building rapport, asking good questions, and listening intently.

The Participants

In order to have a clear investigation of the problem of classroom management in public high schools in the UAE, I decided to involve two groups in this study. The first group was 210 EFL teachers working in public high schools in the UAE.

Preparatory and primary (grades 1-9) public schools were not included. Moreover, I excluded private school teachers as they were not the subject of my research. The teachers were 114 males and 96 females from 8 different educational zones. These educational zones were Dubai, Sharjah, Ajman, Om Al Quwain, Ras Al Khaimah, Fujairah, Al Ain and Abu Dhabi.

I sent the questionnaires to the professional development centres in the eight educational zones where the target population participated in the survey. The participations in the survey were chosen randomly. I surveyed 29 male and 18 female teachers from Dubai Educational zone. I also surveyed 15 male and 17 female teachers from Sharjah. In Ajman, I surveyed 7 males and 19 females and in Ras Al Khaimah I surveyed 18 male and 22 female teachers. I only surveyed 2 male and 2 female teachers in Om Al Quwain, but 22 males and 7 females in Fujairah. Moreover, 7 males and 19 females filled in the questionnaire in Ajman. In addition, 10 male and 9 female teachers from Al Ain participated in the survey. Finally, 11 male and 2 female teachers from Abu Dhabi educational zone were surveyed. The number of the teachers who participated in the survey is shown in the table below:

Table 4: Teachers Who Participated in the Study (n=210)

No.	Educational Zone	Male teachers	Female teachers	Total
1	Dubai	29	18	47
2	Sharjah	15	17	32
3	Ajman	7	19	26
4	Om Al Quwain	2	2	4
5	Ras Al Khaimah	18	22	40
6	Fujairah	22	7	29
7	Al Ain	10	9	19
8	Abu Dhabi	11	2	13
	Total	114	96	210

20 of the surveyed participants took part in the interviews. 15 of them were males while only 5 were females. There were 14 participants from Dubai and one participant from Ras Al Khaimah. Moreover, I interviewed 2 females from Ras Al

Khaimah, 2 from Fujairah, and one female teacher from Dubai. I chose the teachers that had good experience teaching secondary cycle. As conducting interviews with female teachers is difficult because of the customs and traditions of the UAE society, I only interviewed 5 female teachers. 4 of them are studying MA TESOL in AUS whereas the other teacher is working in Dubai Educational Zone. I also conducted a mini-focus group interview composed of 5 male teachers: 3 of them were from Al Waheeda Secondary School and 2 were from school Dubai Secondary School in Dubai.

The second group of participants included 100 high school students from 4 schools of 3 different educational zones. The group included 50 male and 50 female students from public high schools. There were 30 male participants from Al Waheeda Secondary School for boys in Dubai, 30 female students from Al Heera Secondary School for girls in Sharjah, 20 male students from Al Jawda Secondary school for boys in Ras Al Khaimah, and 20 female students from Al Najah Secondary School for girls in Ras Al Khaimah. The background information about the number of participants in the students' questionnaire is shown in Table 5.

Table 5: Background Information about the High School Students Who Participated in the Study (n=100)

School	Male students	Female students	Total
Al Waheeda	30	0	30
Al Heera	0	30	30
Al Jawda	20	0	20
Al Najah	0	20	20
Total	50	50	100

20 students were interviewed. These students were from Dubai and Sharjah. 15 male students were interviewed in Dubai and 5 females in Sharjah. I chose 15 brilliant students from Al Waheeda School. I believed that those students are thoughtful enough to give rich information. Moreover, I chose 5 girls from Al Heera with the help of one of my female colleague. These students are also thoughtful and brilliant.

Design of the Instruments

In my non-experimental research, I used the following instruments to glean information from the groups of subjects. It was an attempt to measure the opinions, beliefs, and attitudes of this population of subjects.

Questionnaires

The questionnaires, as shown in the appendices, were prepared in two versions: one for teachers and one for students. These questionnaires were distributed to 210 male and female teachers and to 100 male and female students. In order to develop an appropriate study, I first discussed the parts of both questionnaires with my thesis committee who advised me on some changes in both the teachers' and the students' surveys. To collect more reliable data from students, my thesis committee suggested translating their questionnaire into Arabic so that students could respond easily to them. My committee also suggested some changes to my teachers' survey regarding wording so that teachers could respond to it effectively. Both questionnaires were piloted. The teachers' questionnaire was first piloted in AUS with 8 colleagues in the MATESOL program and also I piloted it to 15 teachers in Dubai Educational Zone. The results of piloting showed that teachers understood both the close-ended statements and open-ended questions. The students' survey was piloted with 20 grade 12 students in Al Waheeda Secondary school for boys in Dubai. Students didn't understand close-ended statement number 11, so I rewrote it in a way that the students could understand it.

The teachers' questionnaire had four main parts (see Appendix A). The first part gathered data about the demographics of the participants. The teacher could give some information about his/her gender, experience, teaching grades, and educational zone. Richey and Klein (2007) points out that "demographic dates such as age, gender, ethnicity, and work experience have proven to be a critical piece of information in many design and development studies" (p.100). The second part was quantitative close-ended statements that covered two main themes. The first was about teachers' opinions about the existence of classroom management problem in public high schools in the UAE. The second theme was about 9 techniques that might affect the effectiveness of classroom management. These techniques and strategies were being a fluent, accurate English teacher; knowing something about students'

social backgrounds; threatening students; creating relaxing atmosphere; students are like butterflies; developing rapport; being proactive; reacting immediately to misbehavior; and positive reinforcement.

As for the third part, it has two open-ended questions. The main purpose of this part was to collect qualitative data about the two major themes: the existence of the problem of classroom management and the best ways, techniques and strategies to manage the public high school classroom in the UAE. The last part is an additional commentary part in which I gave the opportunity to express any ideas or thoughts related to the examined topic in order to get more authentic and detailed data.

Concerning the survey scale, the quantitative close-ended statements are scaled according to a Likert Scale which, as Richey and Klein (2007) explain, is a technique designed to measure attitudes, typically using a continuum of “strongly agree” to “strongly disagree.” This survey has a scale of five responses which are “strongly agree,” “agree,” “neutral,” “disagree,” and “strongly disagree.” Participants were asked to respond by ticking the box that actually reflected their opinions.

As for the students’ questionnaire (see Appendix C), it also has four main parts. The first part is demographic data including gender, age, grade, school, and educational zone. The second part is close-ended statements composed of two sections. The first section has 10 statements checking students’ preferences of their teachers’ characteristics and techniques in dealing with students. The second section which has 5 close-ended statements was to investigate teachers’ techniques of managing their classes from their students’ perspectives. Statements 1-10 are scaled “strongly agree,” “agree,” “neutral,” “disagree,” and “strongly disagree,” whereas the responses of statements 11-15 are scaled “Always” (meaning all the time), “Usually” (meaning most of time), “Sometimes” (meaning from time to time), “Rarely” (meaning very little time), and “Never” (meaning not at all).

The third part of the students' questionnaire contained four open-ended questions. These questions were to investigate students' opinions of the teachers they like or do not like, and the way they behave in the class taught by teachers they like or do not like. The last part was “Additional Comments” for more information from the students.

Interviews

Twenty high school teachers, 15 males and 5 females, were interviewed. There was a difficulty in interviewing female teachers because of the customs and traditions of the UAE society, so I managed to interview only five female teachers. This sample was a purposive one as I used my knowledge and experience to select a sample that represents the target population, and at the same time shows interest on the teachers' part of the topic of study. According to Richey and Klein (2007), "The goal of purposeful sampling is to select [participants] that are information rich" (p. 89). These teachers are experienced in teaching adults. Conducting interviews gave me informative data about the issue of classroom management.

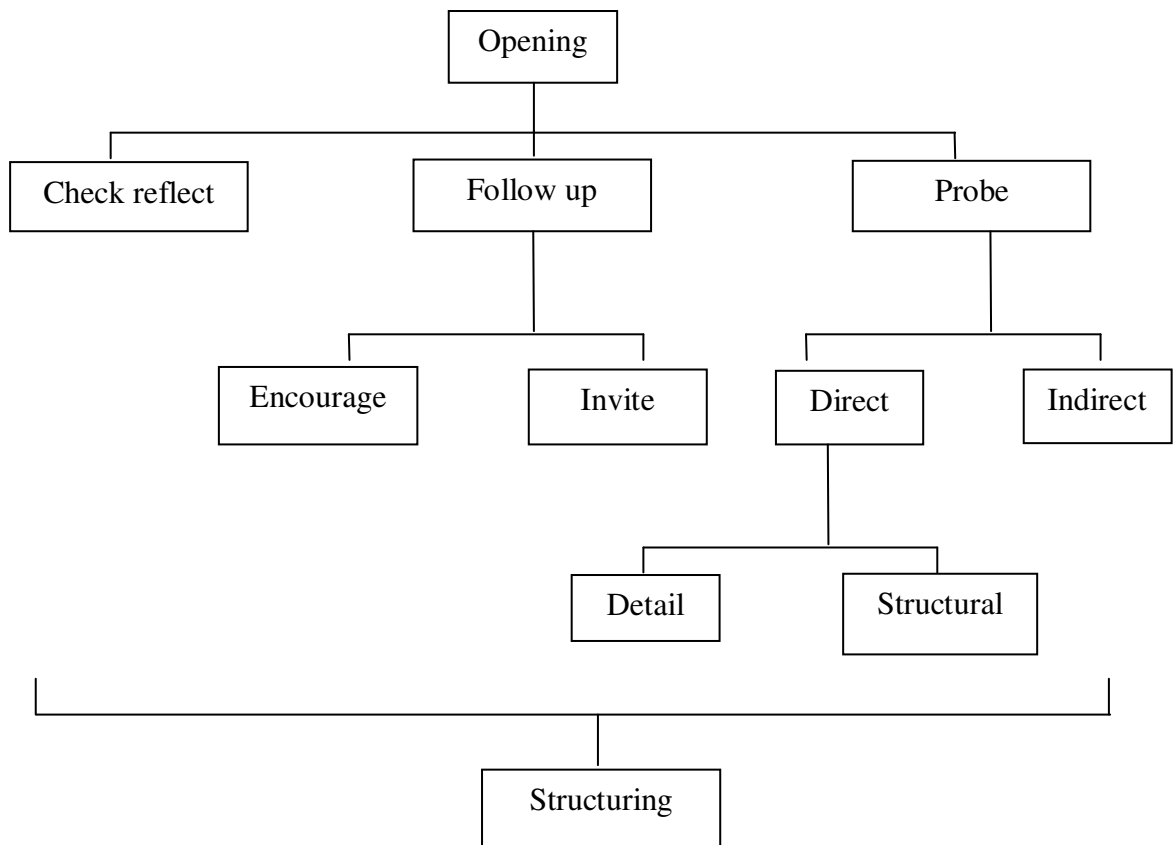
In interviews, Shono (2006) points out, participants are empowered and the voices of the other are clearly heard. Richey and Klein (2007) maintain that data from interviews "allow the researcher to get a clear understanding of events, to determine why they occurred, and to gather data from participants about their thoughts and beliefs" (p. 113). In the students' interviews, I made the participants feel free to use their native language to feel comfortable and secure for the sake of collecting real and detailed data. Shono (2006) advocates interviewing participants in their own language because "interviewing research participants in a language other than their native language is a daunting difficult task" (p. 297).

Reflecting on the suggestions from Shono (2006), Lichtman (2006), and Richards (2003), I conducted informal semi-standardized interviews. I prepared a structured schedule of interview questions, (see Appendices B & D) as I thought these questions were sufficient to gather all the needed information, but I left the door open for any new questions that might come to my mind as the discussion proceeded with my interviewees. I tried hard to keep the wording of each question equally meaningful to each participant so that I could elicit all the information that was relevant to the subject of my study. Additionally, during the interviews, I had the opportunity to develop, adapt, and create follow-up questions based on the situation at hand.

I conducted my interviews following Richards' (2003) interview question types (see Figure 2). I started the interviews by establishing rapport with the participants, eliciting demographic and background information about the participants, and then guiding the interviewees to reconstruct their past and present

experiences with the topic of classroom management. Finally, I reported on the participants insiders' perspectives and meanings that were not mine. In developing my schedule of interview questions, I started with broad categories about the issue of classroom management. Then, I moved to some subcategories that might be relevant to the study. After that, I gave an opportunity to the interviewees to conclude and give final thoughts on their participation.

Figure 2: Richards' (2003) Interview Question Types



Each interview lasted between 20 and 30 minutes. I informed the interviewees that the interview was expected to last for about 20 minutes. However, some interviewees were very enthusiastic about the topic and needed more time to express their points of view. The interviews started in February 2008 and finished in April 2008. I conducted the interviews on Mondays as I was free after 10:00 am and could interview the target population in Tolitelah Centre in Dubai, where they were attending CEPA professional Development Programs. I conducted 4 interviews at

AUS with some colleagues who are teaching in the secondary cycle and 1 female teacher from Dubai at Tolitelah Centre.

Moreover, I usually listened more and talked less than my interviewees, opening the door for my inner voice rather than my public one. I followed up on what participants said, asking for details, examples, stories, and clarifications. I usually asked open-ended and what-if questions such as “what did your teacher do if a student misbehaved in class?” Additionally, I was very patient and trustful of myself. This might affected the interviewees positively as he/she might feel how enthusiastic I was. Moreover, I did not reinforce participants’ responses by saying “Great” or “Fantastic.” Finally, I did not interrupt the interviewee or take the ups and downs of interviewing personally.

Regarding questioning, I stuck to brief and clear questions and avoided affectively worded questions, double-barreled questions (have many parts or meanings), and complex questions. I avoided both too much rapport and too little rapport as, I think, both cases could distort the data. I was respectful, and observed common courtesies. I was never intrusive, but respectful of the dignity of my interviewees, and tried hard to reciprocally maintain a sense of equity with my interviewees.

The Focus Group

A focus group is an “unstructured discussion among a small group of participants, focused on a general topic and guided by a skilled interviewer” (Singleton & Straits, 2005, p. 563). I thought of holding a focus group as it has an advantage over the one person interview. In a focus group, ideas and thoughts are generated and developed from one person to another. Edmunds (1999) points out that there are a lot of benefits of a focus group interview because it works as a brainstorming mechanism. He adds that “if you have a problem to solve, this type of methodology of ten provides fresh insights regarding the issue at hand. It can also provide an excellent forum for generating creative ideas” (p. 4). This group was composed of 5 teachers, as Edmunds (1999) maintains that “with fewer participants, there is more emphasis on the topic and less on polling the participants” (p. 19). Moreover Lichtman (2006) states, “A focus group may trigger thoughts and ideas among participants that do not emerge during an individual interview” (p. 129).

Simply, a focus group has, as Edmunds (1999) maintains, greater observational opportunities” (p. 19).

Three of the group were from Al Waheeda Secondary School in Dubai and two were from Dubai Secondary School. The session lasted for about 90 minutes. The participants were homogeneous as Krueger and Casey (2000) point out that focus groups should be “composed of participants who are similar to each other in a way that is important to the researcher. The nature of homogeneity is determined by the purpose of the study” (p. 10). The teachers who participated were experienced English teachers, teaching the same grades, Arabs, and they knew each other. I chose Al Waheeda School for holding it because I have easy access to this site where I am working. Moreover, the target population under discussion was easily available at this place as the three participants from Dubai Secondary School could join the discussion easily.

The focus group was semi-structured and conducted in a systematic way to investigate the most important issues of the problem of classroom management. The teachers were very enthusiastic and showed interest. The discussion was conducted in English, but sometimes some teachers used Arabic to elaborate on some ideas. I asked to video-tape or audio tape but they did not show enthusiasm for that, so I decided to take key notes and, sometimes, detailed notes. Moreover, I asked another colleague from Dubai Secondary School to work as co-moderator taking short and detailed notes. Like a semi-structured interview method, I prepared a list of questions (see Appendices B & D), and had a plan of adapting and developing them according to the situation at hand. Lichtman (2006) discusses a focus group as a semi structured method and states, “In such an approach, the moderator/interviewer has developed a list of questions and has a preconceived plan for proceeding” (p. 129). I followed some general issues in processing the interview following Lichtman’s guidelines. These interviewing issues were: identification of participants, developing rapport, selecting setting, and observing surroundings

I also followed some strategies for questioning suggested by Lichtman (2006) and Shono (2006) like elaborating, probing, non-directional one question at a time, waiting time, nonverbal cues and writing down to give the participants a chance to formulate their thoughts. Besides, I tried to establish rapport with the participants by

forming an informal chitchat session and asking about the participants' life styles like asking about their children, fathers, or mothers. Moreover, I sometimes allowed them to digress and go beyond their responses. However, I also tried indirectly to keep my participants focused. Teachers' responses were all in English, whereas most students' responses were in Arabic, so I translated the Arabic ones into English as shown in chapter 4.

In conclusion, this variety of using different instruments enabled me to get a plethora of data about the topic to be analyzed.

CHAPTER 4

DATA ANALYSIS AND FINDINGS

Introduction

The objective of this study was to investigate the classroom management problem in public high school schools in the UAE. Specifically, it explored teachers' opinions of the problem and the ways to manage English language classrooms successfully. It also investigated public high schools students' perspectives of the teachers they liked or did not like. Moreover, it indicated some suggestions from the students to their teachers for successful classroom management. The main questions of my study were:

1. What, if any, problems concerning classroom management do EFL teachers in public high schools in the UAE face?
2. What effective classroom management strategies do these teachers employ?
3. How do students in public high schools in the UAE respond to teachers they like or dislike?
4. What is the role of building rapport between teachers and students in classroom management?

These main questions, which were divided into more specific ones, guided the study. These more specific questions were divided into two groups: questions for teachers and questions for students.

In this chapter, the analysis of data is described and the results are reported and explained. Accordingly, the chapter is divided into 6 sections. The first section presents an introduction. The other five sections present the demographics of the participants and the results based on the research questions. Section 3 presents the classroom management problems identified by the participants. Section 4 provides the results regarding classroom management techniques and strategies, whereas section 5 represents students' answers of the teacher they like or do not like. The last section includes the role of building rapport in the language classroom.

Demographics

Demographic data are “statistical descriptions of a population or sample” (Richey & Klein, 2007, p. 156). There were 210 EFL teachers who participated in the study. There were 96 females and 114 males. They filled in questionnaires. 20 of them took part in the interviews and 5 in the focus group. These teachers were of different nationalities. The majority were Arabs from the UAE, Egypt, Jordan, Syria, Tunisia and the Sudan, whereas few of them were native speakers from the USA, Canada, and Australia. Most teachers are experienced. Some of them had more than 20 years experience. Male teachers, to some extent, were older than female teachers. The majority are BA holders while few hold MA degrees. Table 9 summarizes the collected demographic data of teachers who participated in the survey.

Table 6: Demographic Data of Teachers Who Participated in the Study (n=210)

Gender	Experience			
	0-5 years	6-10 years	10 years	Not mentioned
Males (114)	7	15	75	17
Females (96)	20	13	46	17

There were 100 students: 50 males and 50 females. They were from three different emirates: Dubai, Sharjah and Ras Al Khaimah. The majority of them were Emiratis, whereas there were some expatriate students from other Arab countries including Egypt, Sudan, Jordan, Palestine, Iraq, and Saudi Arabia. Age ranges between 15 and 18 years old. Table 10 summarizes collected demographic data of students who participated in the survey.

Table 7: Demographic Data of Students Who Participated in the Study

	Age				
Gender	15	16	17	18	Not mentioned
Males (50)	--	1	15	29	5
Females (50)	5	6	17	18	4

The questionnaires were analyzed by calculating frequencies and percentages. A Likert Scale was used to indicate responses from “strongly agree” to “strongly disagree” for the teachers’ questionnaire and section 1 of the second part of the students’ questionnaire and from “Always” to “Never” in the second section of the second part in the students’ questionnaire.

All of the 210 participants in the teachers’ questionnaire filled in the close-ended statements, whereas only 141 participants filled in the open-ended questions: 78 male teachers out of 114 and 63 female teachers out of 96. However, all the students filled in the open-ended questions. For ease of reporting, I combined the “strongly agree” responses with the “agree” responses and combined the “strongly disagree” responses with “disagree” responses. Significant results from participating teachers and students are mentioned below.

The Problem of Classroom Management

As Figures 3 and 4 show, an overall of 70% of male teachers agreed that classroom management is really a problem that faces high school English teachers in the UAE, whereas 63% of the females agreed. Data from the open-ended questions, the interviews, and the focus group highlight some of the specific problems. One of the male teachers in Ras Al Khaimah mentioned, “A number of my students always arrive late especially for the first period and the one following the break.” Another

male teacher from Sharjah emphasized the same problem of the late-comers. He wrote, “Some students come late to class. This may cause a kind of confusion and chaos.”

Figure 3: Male Teachers' Responses to Statement 1 (n=114)

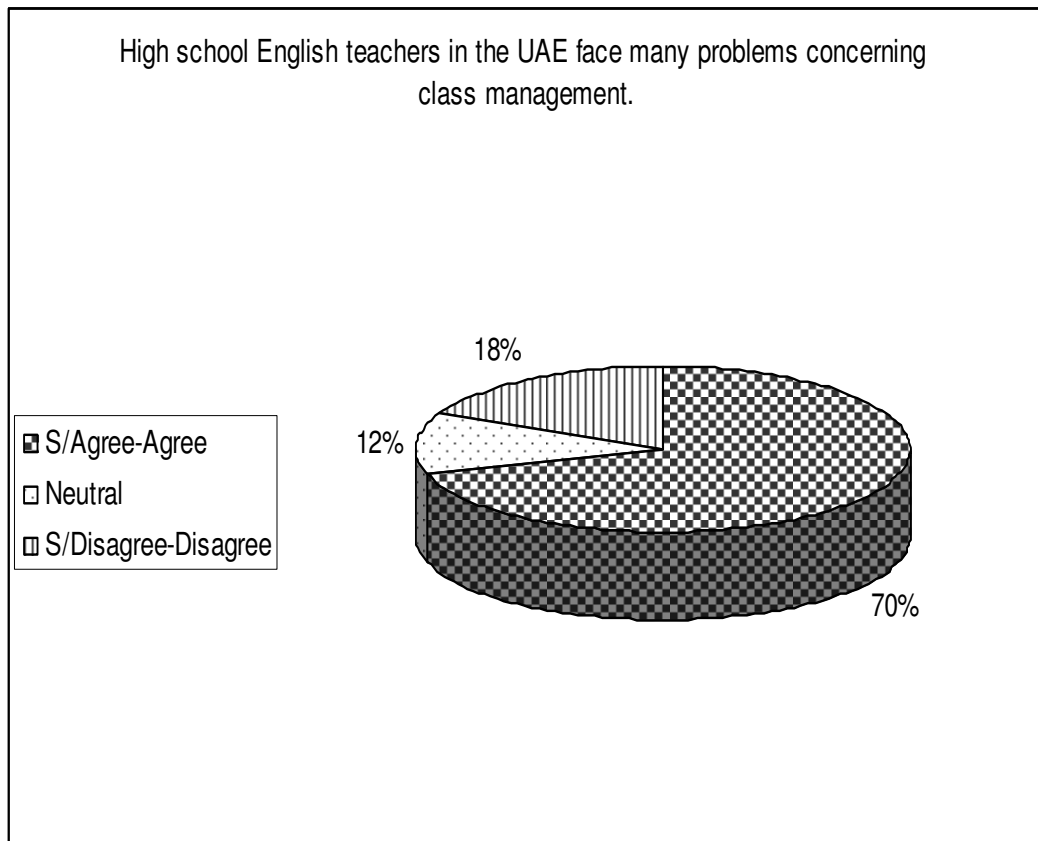
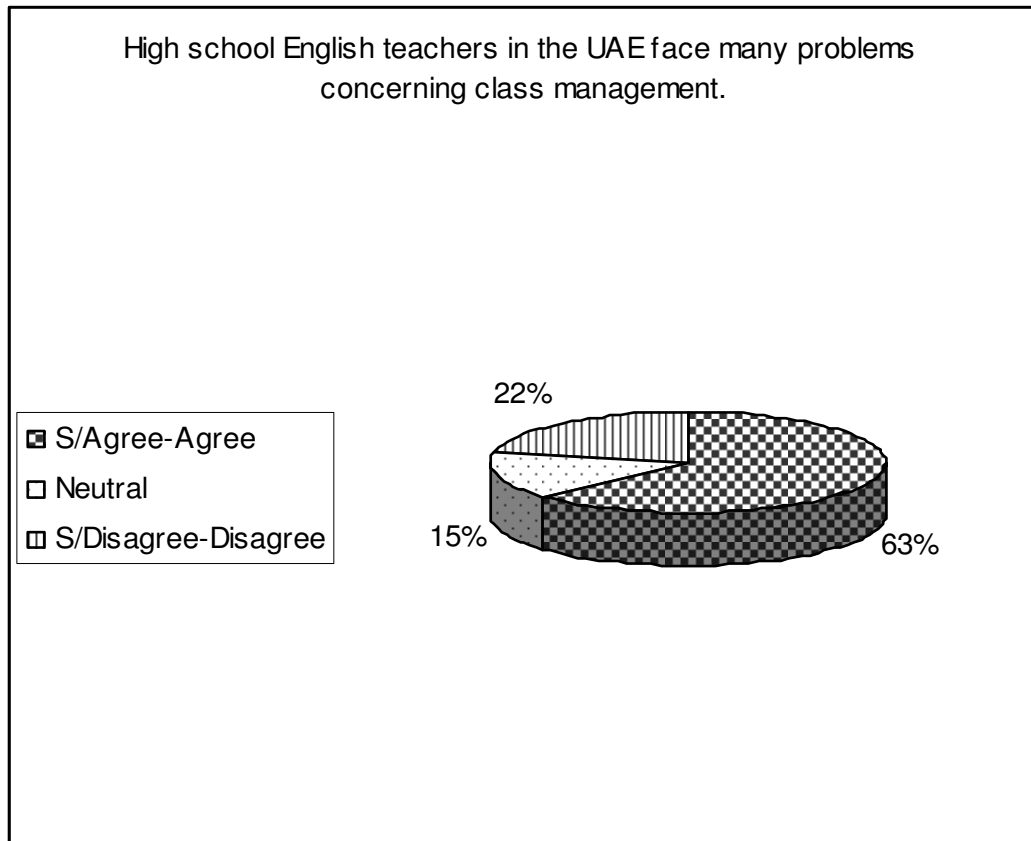


Figure 4: Female Teachers' Responses to Statement 1 (n=96)



In addition, another male teacher in Fujairah stated, “I think I have not got problems, but sometimes students come to the class and when you ask them, they say they were busy with their sports’ teacher, the social worker or someone else.” One of the female interviewees from Fujairah asserted,

Honestly speaking ... I find the problems of classroom management more related to MALES¹ Schools. Regarding girls schools, this problem is less prominent.... In general, Hussam, many misbehaviors might occur in classrooms, such as coming late to class, making noise during the lessons, insulting other students, paying no attention to teachers’ instructions.

Another interviewed female teacher from Ras Al Khaimah said, “Oh ... this also happens with me. Coming late to the class, chewing gum during the lesson, and chatting with classmates about issues that are NOT related to the lesson during group

¹ Capitalized letters show stressed words by the interviewee

work.” One participant in the focus group responded to the question, “Do you feel that there is a problem concerning classroom management in public high schools in the UAE?” by saying, “Yes, I DO. I feel there is a problem, a BIG problem in fact. Types of misbehavior range from bullying classmates to even spoiling the learning atmosphere, making noise, and interrupting the class with evil intentions to impose their agenda!!”

A number of the surveyed female teachers from Ras Al Khaimah reported that they encountered some minor misbehavior problems. One stated, “One of my students in grade 11 always laughs during my class and she always interrupts me and her friends while teaching.” A male teacher from Abu Dhabi said that a few students fall asleep in the classroom where as a female teacher from Sharjah mentioned that some of her students keep talking or chatting with their mates while the teacher is talking. Moreover, a female teacher from Ras Al Khaimah complained that her students try to ask more questions when she enters her class because they want to waste the time of the class.

Problems might become more serious. In my interview with one male teacher, he said, “Hopeless cases of back-seated students always try to show that they exist only by too much talking and making noise and riot.” Another male teacher in the focus group agreed with the previous one by asserting, “Some students are ALWAYS ready to make comments to draw their classmates’ attention and the TEACHER’S as well, although I tried different ways to deal with the situation, it didn’t work.” A female teacher from Sharjah emphasized that carelessness, weakness, and lack of awareness are the main problems she has encountered in her classes. This also causes disturbance to more careful and attentive students.

Additionally, a female teacher in an interview raised the problem of unmotivated classes. She said,

A nonactive, careless, and unmotivated class is the most prominent problem. However, the teacher tries her best to solve the problem, but students are still reluctant to do any effort to improve. Being in such a class makes you feel as if you were in a GRAVEYARD.

A male teacher from Dubai said that during the 7th or 6th period, students don't have the desire to study, so they make sounds or noise. One male in the focus group mentioned:

Frankly speaking ... some ... problems appear in every class. For example, some students always ask to go out, especially to the bathroom. Some students go there to use their mobile phones. If the teacher refuses ... they start to make NOISE in order to THREATEN their teacher."

Another more serious problem was encountered by an interviewed female teacher who is studying in the MA TESOL program in AUS. She said, "Hussam, I believe that this problem is more obvious in boys' schools. Students don't respect their teachers. They... even neglect them. Sometimes, the problem becomes worse.... Some students may INSULT their teachers." The most serious problems were found in some rural areas in educational zones like Abu Dhabi and Al Ain. A male teacher from Abu Dhabi wrote, "Students, who belong to rich and strong tribes, sometimes threaten us as teachers to be transferred!!! We are forced to modify the final results so as to satisfy our BOSSES."

Qualitative responses from the open-ended questions, interviews, and the focus group illustrated some of the teachers' opinions of the causes of the problem of classroom management in public high schools in the UAE. Many teachers said that a student's low level in English might be the main reason for being disruptive. A male teacher from Abu Dhabi stated, "Some students are reluctant to interact because they are low achievers in English. Therefore, they may misbehave." A male teacher from Al Ain shared the same idea. "Weak and low achievers sometimes act confrontationally as a sign of protest against class rules." A female teacher from Sharjah asserted that accumulative weakness in English is the reason that makes students misbehave.

Moreover, one of the interviewed male teachers mentioned, "Students are careless most of the time especially in the English class. They work hard to waste their time and their teacher's time. I think the MAIN reason is that they are very WEAK in English and can't understand the material. I think that we can't expect satisfactory output, if there is no input in advance."

A female teacher from Dubai stated, “Weak students don’t pay attention well in the class because they can’t speak English in front of their classmates.” A native speaking male teacher who works in Dubai commented, “When this weak student is not involved in discussions and doesn’t have the ability to answer, at this point he tries to mislead his teacher and students with wrong answers which may not be related to what we are talking about.”

Finally, when I asked a male teacher in Dubai about the reason behind misbehavior in English class, he replied, “Probably you should know, Hussam, all students’ weak background in English language and their negative personal attitude about learning English make them bored and careless sometimes.” Some students still think that English is very difficult to learn.

Many teachers raised the problem of lack of motivation as a major cause of misbehavior. Some thought that some students may misbehave because they don’t have a clear aim for learning English. One teacher in the focus group said, “A few students have no MOTIVATION, so they like to disturb their classmates.” Another teacher commented, “Some students are insisting on the idea that they cannot improve at this stage. They think it’s too late.”

Many teachers stated a few reasons that might cause misbehavior. Some teachers mentioned that the big number of students in one class might affect the management negatively. “Gangs sitting together” was a phrase written by a male English teacher from Al Ain. He meant that disruptive students like to sit near each other to get support to misbehave. A female teacher from Dubai asserted, “Some bad girls try to influence the other girls and lead them to disruption.”

Some other teachers attributed misbehavior to the educational system itself. A native English teacher in Dubai commented,

My biggest problem stems from a system where students remain in the classroom and teachers go to them, in addition to the absence of a “passing period” in between classes. This leads to a grey area of when class begins and ends, which makes it impossible to get students to focus.

A male teacher in Abu Dhabi said that the classroom’s physical arrangement sometimes encourages students sitting in the back to lose track of the lesson. A female

teacher in Ras Al Khaimah attributed the full responsibility to school administrations. She said, “Some students like to talk a lot during the lesson, so the administration should find a solution. The social workers have to interfere.”

In addition, some teachers asserted that most school administrations want students to pass exams in one way or another. As a result, students are reluctant to study. One female teacher in Ras Al Khaimah stated, “Some students do not pay attention to the lesson because they know they will be promoted to the next grade automatically.”

A female teacher who was interviewed mentioned, “The problem is mainly with both the TEACHERS and the school administration.” Some teachers object to the opinion that says some teachers are not organized or patient. One teacher in the focus group elaborated on this point by saying, “Students know their rights and run to the Ministry or the Zone Directorate to complain if the teacher has reacted against their misbehavior. Frankly speaking, teachers are overloaded, so they are not patient enough to control the class in the right way.” Another teacher from Al Fujairah said, “Problems may occur as a result of teachers’ inability to organize his/her tasks.” Some teachers believed that too much leniency might affect management negatively. One of them wrote, “Liking the teacher so much is a problem sometimes as they think she will forgive.”

Moreover, qualitative data analysis presented some other causes of misbehavior. Some teachers indicated that some problems are coming from outside the classroom. The UAE society is a multicultural one and the students in one class are of different nationalities, and this makes class control more difficult. One male from Al Ain mentioned, “Classroom management is a real problem because students have many cultures as they come from different countries.” However, some teachers did not support this opinion as the majority of students are Arabs and they probably have the same culture.

In addition, some teachers mentioned that there are some outside factors that affect students' behavior in the classroom. One male teacher from Al Ain stated, “Students don't study at home, so they depend on their teachers, and the parents' role may be absent with some students.” A female teacher from Ras Al Khaimah stated,

“The absence of the parents’ role has damaged the motivation in our students. Most parents don’t have any idea about their kids.” A native English teacher raised another problem that might affect classroom management. He stated, “As a teacher who doesn’t know Arabic, it is sometimes difficult to convey what you want to say to students, and that affects management.”

Another teacher from the same zone said, “Some problems come from outside the class when some other students, particularly in the final period, interrupt the lesson by knocking on the classroom door.” A third male teacher from Ras Al Khaimah stated, “Management can be affected by visitors and students who come into or leave the classroom during the process of teaching.”

The additional comments from teachers gave more detailed data and deeper thoughts. An optimistic male native speaker in Dubai mentioned,

All schools everywhere experience disruption. I only have experience of one public school where I have found behavior better than some of the private schools I have taught at. Behavior depends mainly on overall school policies and parental support. Behavior in the UAE public schools is better than some neighboring countries like KSA (Kingdom of Saudi Arabia) and Qatar and much better than most western countries. Most behavior is not that vicious and vindictive as we can see in the west or at least as portrayed in Western movies and TV programs.

To summarize, the data results indicated that EFL teachers in the public high schools in the UAE face problems regarding classroom management. Moreover, these teachers mentioned some types of misbehavior that might happen in the classroom and presented some causes of this misbehavior from their point of views.

Classroom Management Strategies and Techniques

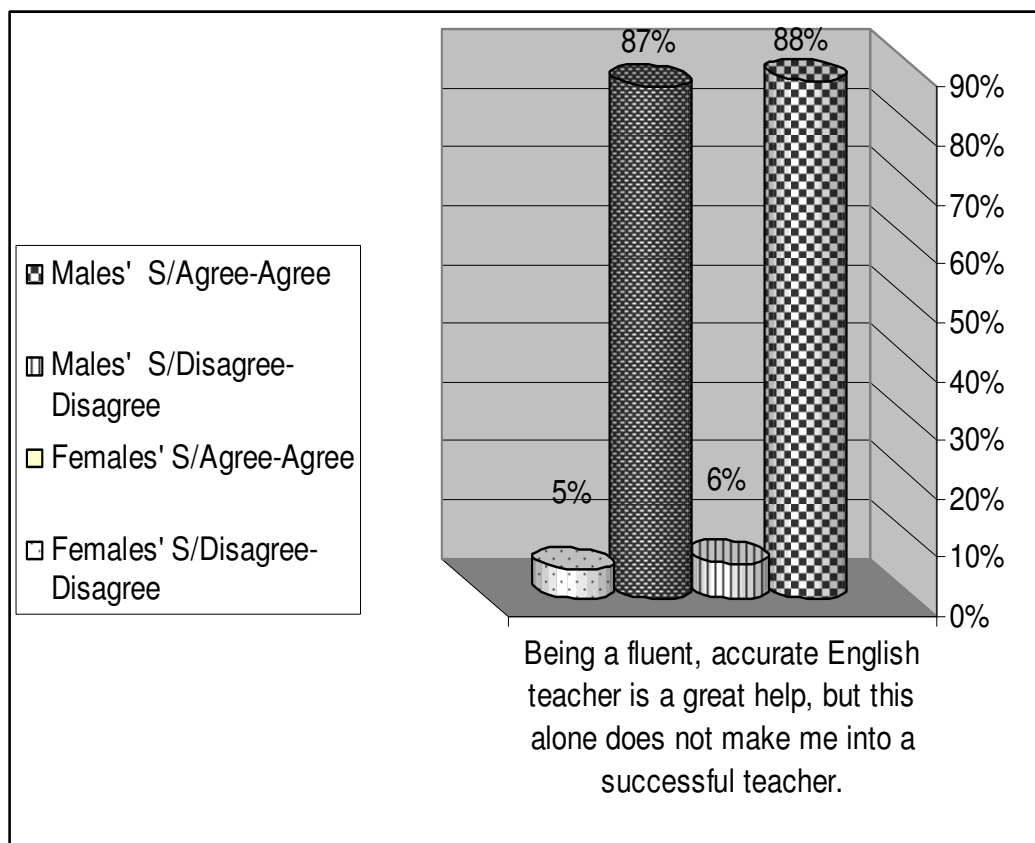
Being a Fluent English Teacher:

In response to statement 2, “Being a fluent accurate English teacher is a great help, but this alone does not make me into a successful teacher,” both male and female teachers showed strong agreement. 88% (90/114) of male teachers and 87% (83/96) of female teachers asserted that although being fluent is one useful teacher's

skill, still there are considerations (see Figure 5). One participant in an interview said, “To be honest, Hussam, many people in the UAE like the accurate and fluent teacher, but as I see it fluency is not everything.... I think teaching skills and management skills are important”. On the other hand, a native speaking male teacher in Dubai believed that students should be exposed to a full native language environment. He asserted,

Students must be found in a more elaborated environment, in which they don't listen to anything except English. I mean a pure American or British environment including their teachers who will be able to familiarize students with this environment.

Figure 5: Male and Female Teachers' Responses to Statement 2 (n=210)



Knowing Something about Students' Social Background

Regarding statement 3, the data analysis showed a big consensus that “English teachers in the UAE should know something about students' social background.” 97% (110/114) of the male participants and 95% (91/96) of the female ones agreed that knowing about students' social issues may facilitate classroom management (see Figure 6). Qualitative responses from open-ended questions, interviews, and the focus group illustrated that the participants showed agreement on having some knowledge about students' social background. In an individuals' interview, when I asked, “Should teachers know something about students' social background in order to have a well managed classroom?,” a female teacher from RAK replied,

Yes, I think so because having a background about the reason of misbehavior which may come from the student's home can help a lot. By contacting parents and asking them the way they deal with their kid, the teacher can save time and effort in choosing the best way to deal with the student who steps out of line. The parents...of course KNOW their kid more than us as teachers and they know what WORKS with their kid.

The following discussion happened in the focus group when I raised the issue of knowing something about students' social background:

Teacher A: “Yes, of course because we are ALL the outcome of our social background. Maybe we can help them to solve their problems and work hard with their books.”

Teacher B: “I agree with you.... This not only helps solve their problems but also helps build a stronger relationship with the students.”

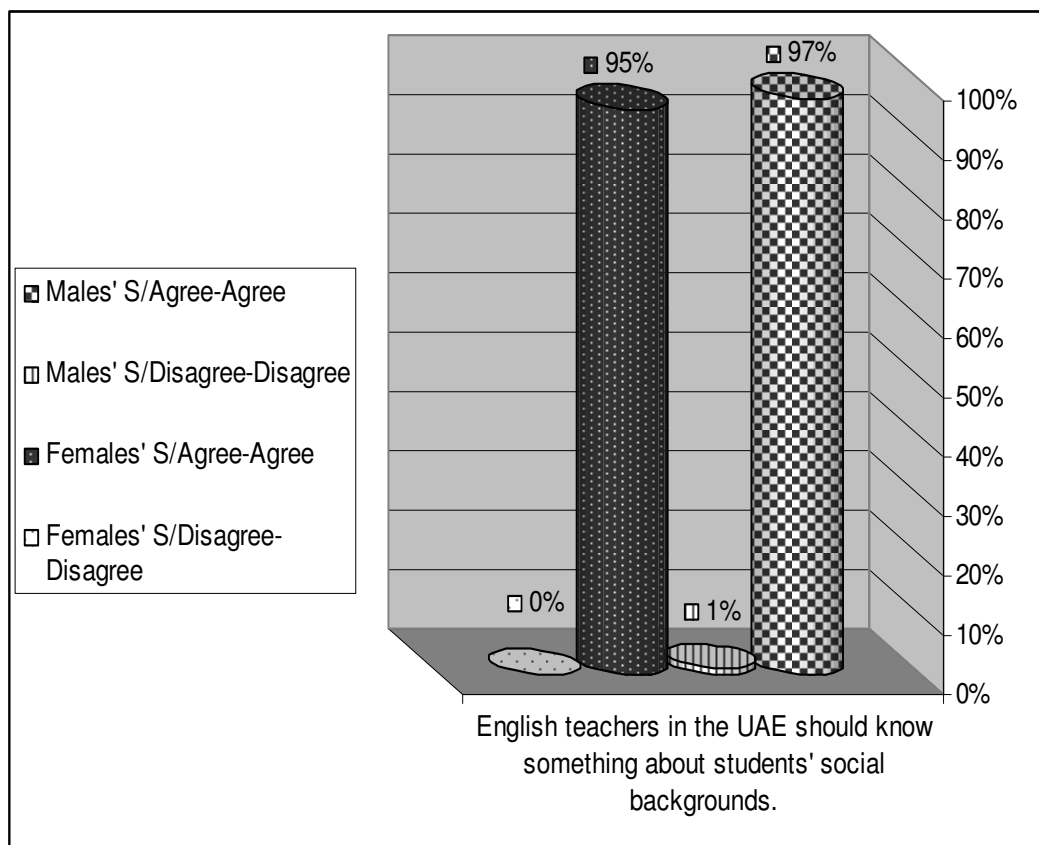
Teacher C: “Don't forget, B, that it also helps contacting parents and dealing with them.”

Teacher D: “I'd like to assert that some of students' misbehavior results from some social problems which teachers have to take into consideration. This also helps the teacher find suitable solutions to every problem in his class.”

The discussion of this point was informative and fruitful. Moreover, a male teacher in an interview answered, “Definitely, Hussam, knowing your students helps

you to anticipate problems before they occur. It also shows the students you care about them.” Another interviewed male teachers elaborated on this issue psychologically. He stated, “Yes, sometimes students are under stress or pressure due to the social problems which lead to a reaction in the class. Trying to know something about their social background will help absorb their reactions and release depression. By doing so we can help manage our class successfully.” Finally, a teacher from Fujairah gave a final thought: “Yes, because it helps the teacher to be more accurate and professional in diagnosing the problems of students and finding real solutions for successful classroom management.”

Figure 6: Male and Female Teachers' Responses to statement 3 (n=210)

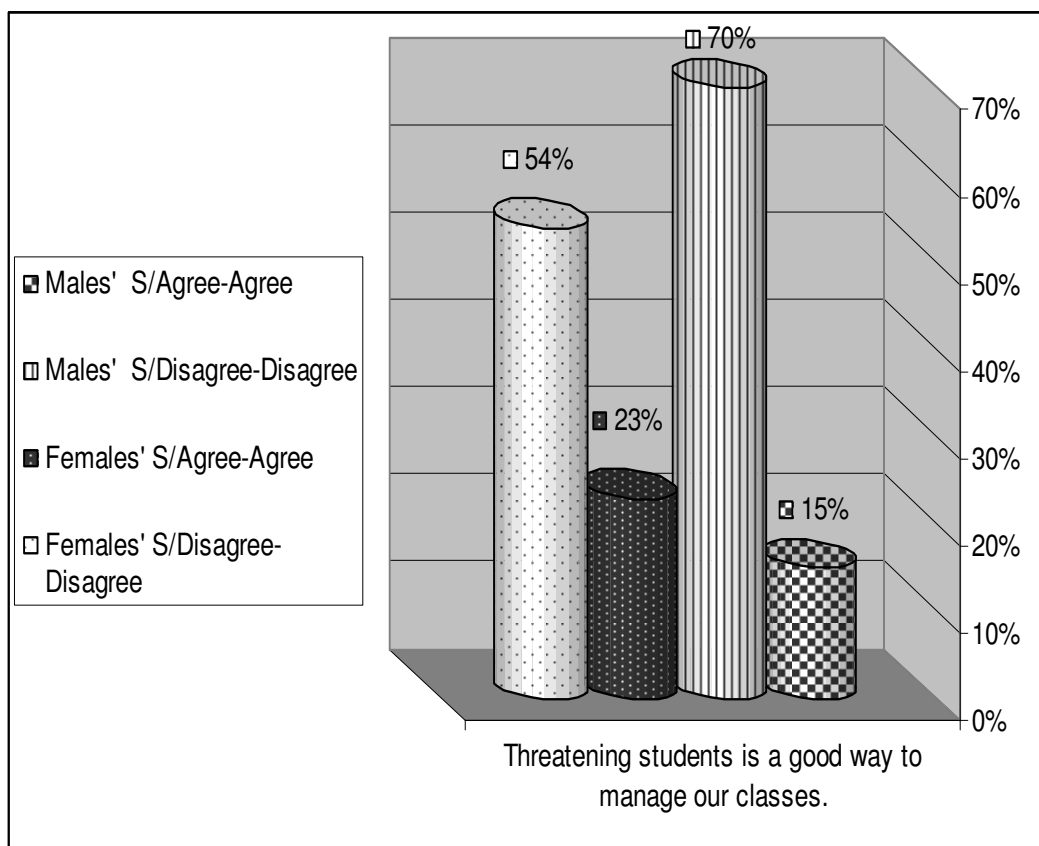


Threatening Students

Statistical results of statement 4, “Threatening students is a good way to manage our classes”, showed that only 15% (17/114) of male teachers and 23% (22/96) of female teachers agreed that threatening students might affect their behavior

positively (see Figure 7). The majority believed that threatening students is not a good way to manage a class. They thought it might work regarding short-term behavior but it will not work properly on the long run. A male teacher in an interview mentioned, “The era of authoritarians has vanished. Threatening students might lead them to be rebellious. This way may violate the relationship between teachers and students.” However, another teacher had a different opinion. He said “Sometimes... I say sometimes... threatening can work well. If students know the consequences of their misbehavior, they may not misbehave.”

Figure 7: Male and Female Teachers' Responses to Statement 4 (n=210)



The qualitative data collected from the interviews supported the idea that most students do not like the authoritarian teacher. In response to the question “Do you like your teacher to be authoritarian in managing the class?,” one male student said, “I don’t like my teacher to be authoritarian and bossy as the students would be scared of him and not have good rapport with him.... This may lead to hatred.” Another student

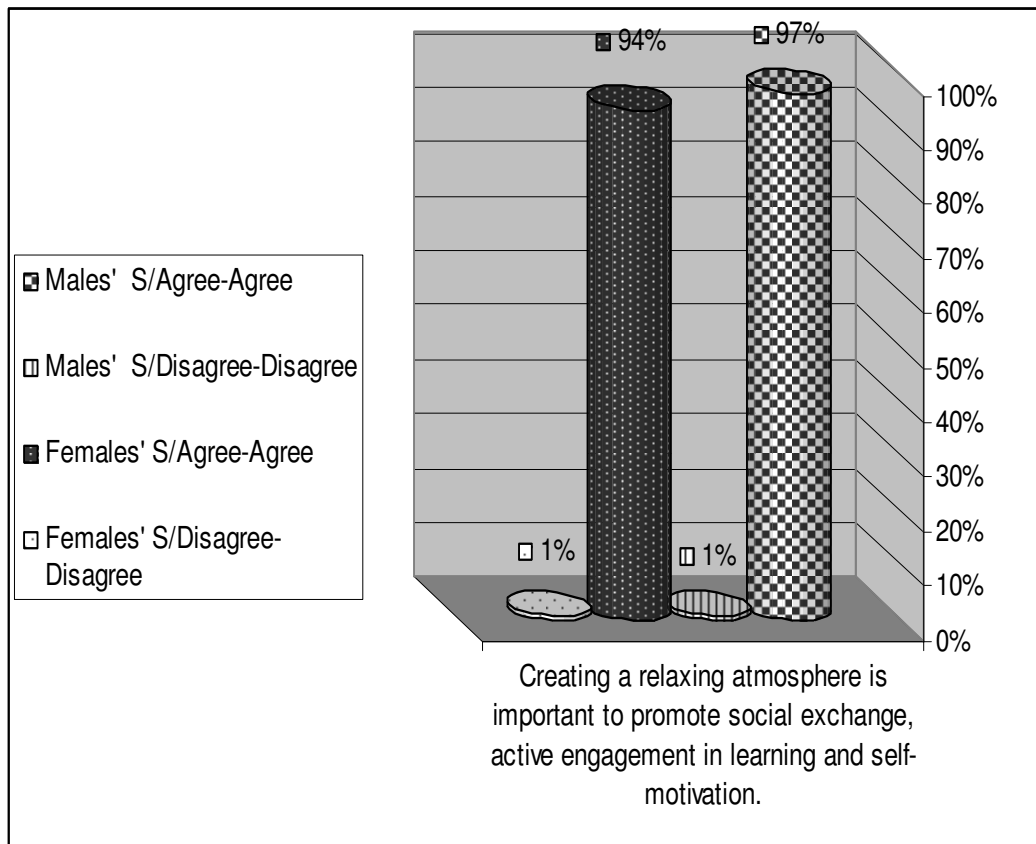
replied by saying, “No I don’t. Because being authoritarian is only going to make things harder for him and his students as well. Simply, things will become WORSE.”

A female student from Sharjah had her own reason. She said, “No, this will threaten me and I won’t feel comfortable speaking English freely and presenting myself to the class.” Another student shared the same idea. He said, “No I don’t prefer my teacher to be authoritarian, but this doesn’t mean that he shouldn’t control the class.” On the other hand, only one student out of twenty had the opposite opinion. He answered the question by saying, “Yes, the teacher usually cares for his students and knows well about their welfare, so any action he would take will be for the benefit of his students.”

Creating a Relaxing Atmosphere

Responses to statement 5, “Creating a relaxing atmosphere is important to promote social exchange, active engagement in learning and self-motivation,” indicated that there was almost a consensus. 97% (110/114) of male teachers and 94% (90/96) of female teachers showed agreement (see Figure 8). Many teachers suggested a number of techniques and strategies to create a relaxing atmosphere. For example, one male teacher wrote, “To manage your class successfully, you should have a calm, safe, and student friendly environment.” He also suggested some ways to develop this atmosphere. He advised teachers to welcome students into the classroom, praise and reward students for good behavior, inform students calmly if they step out of line and take action if that behavior continues, try to introduce something new, and always provide feedback. Another teacher concluded, “Creating a relaxing atmosphere helps teacher be innovative and do better. It also helps students learn well.”

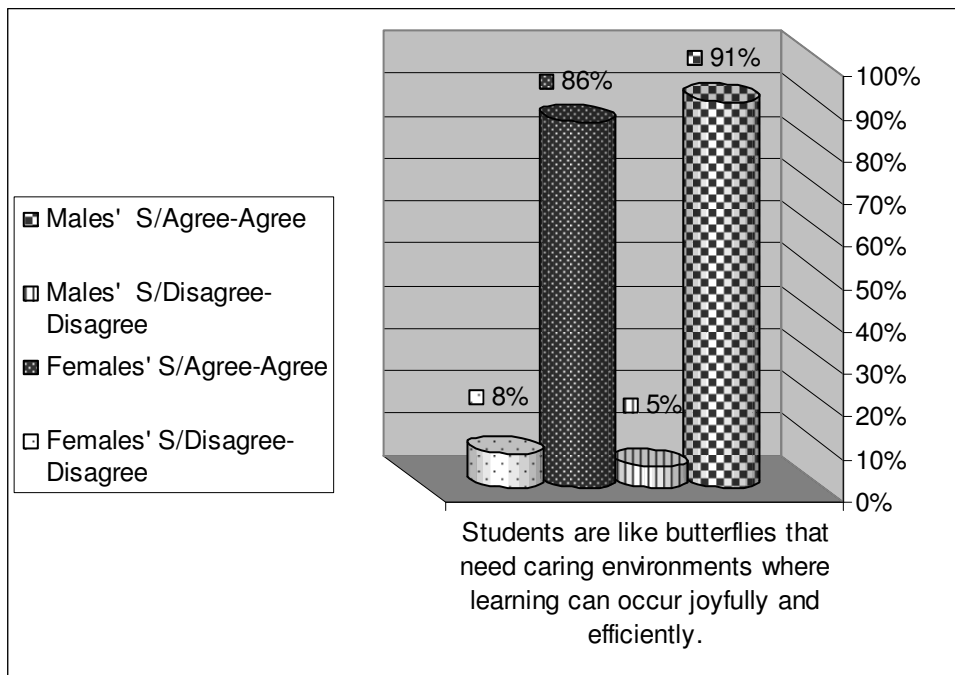
Figure 8: Male and Female Teachers' Responses to Statement 5 (n=210)



Students Are Butterflies

Concerning statement 6, “Students are like butterflies that need caring environments where learning can occur joyfully and efficiently,” 91% (103/82) of male teachers and 86% (82/96) of female teachers agreed (see Figure 9). “Students are butterflies” is a metaphor that means that students need help and guidance. One female teacher in an interview said, “They are like our daughters. All teachers have to give the suitable care.” On the other hand, and interestingly enough, another female teacher from Dubai edited the statement to “Students are like bumblebees: active and usually sting.” As a matter of fact, data showed that teachers, both male and female, know that students in the UAE really need more care.

Figure 9: Male and Female Teachers' Responses to Statement 6 (n=210)



Being Proactive

Responses to statement 8, showed that 94% (107/114) males and 86% (82/96) females agreed that “Being proactive (trying to stop misbehavior before it occurs) in behavior management from the start is more productive than reacting when misbehaviors occur (see Figure 11). Comments in the qualitative open-ended questions, interviews, and the focus group illustrated some techniques regarding being proactive. Many teachers suggested setting rules for the class from the start and sticking to applying these rules. In an interview, a female teacher from RAK who studied in AUS mentioned,

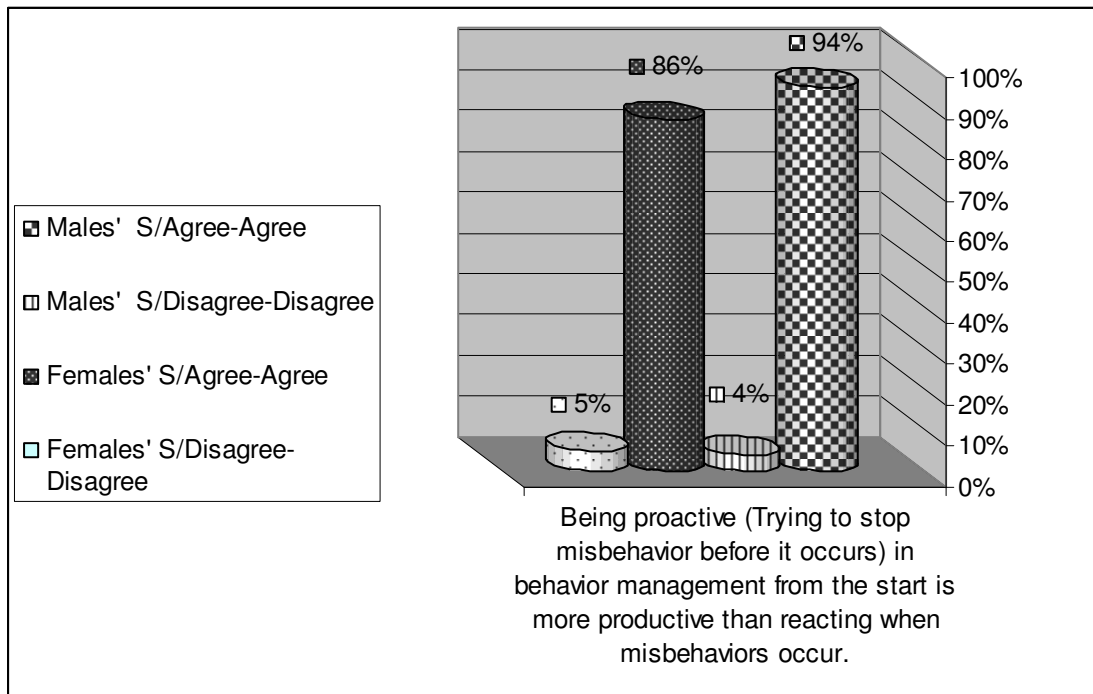
I state the rules for the classroom from the first day of classes and I always remind my students of these rules. However breaking the rules may occur. Therefore, punishment should be taken into consideration. Here, I try to make the students responsible for their own behaviors which will result in building the “learner's autonomy” which I think is the best way to deal with misbehaviors.

Another female teacher from Fujairah shared the same opinion of the importance of setting rules. She mentioned, “At the beginning of each academic year,

I agree with my students on what I call a Teacher-Student Contract in which I agree with my students on how I expect them to behave. It helps me to manage my classes in a good way.” Finally, a male teacher worked in Al Ain stated,

Class management requires the teacher to set his own rules from day one. He should keep in mind that being proactive is much better than being reactionary. Don’t let students push your buttons because teenage students enjoy teachers who lose their temper. As a teacher, never be strict nor lenient but you should practice tough love.

Figure 10: Male and Female Teachers' Responses to Statement 8 (n=210)



Reacting Immediately to Misbehavior

Responses to statement 9, “Teachers should react immediately and stop students who are misbehaving in class” showed that 82% (94/114) of male teachers and 80% (76/96) of female teachers agreed (see Figure 12). Qualitative responses gave reasons for that. Some teachers believed that when misbehavior occurs, punishment should be implemented immediately. This prevents misbehavior from being repeated. One male teacher from Ajman commented, “Stopping misbehavior when it happens, leads misbehaving students to know about mistakes that they may

not know.” Another teacher agreed with this idea by saying, “We should stop misbehavior immediately. If we didn’t, classroom management would suffer.” A third male teacher agreed to some extent. He said, “Sometimes teachers shouldn’t react immediately to minor misbehavior. You can stop misbehavior by just a smile.”

This idea opened the door to agree or disagree on some ways of punishment. For example, a female teacher from Ras Al Khaimah believed that deducting marks may stop misbehavior. She mentioned,

I tell my students that there will be five marks that will measure their behavior in the class and that they should keep these “five Dirhams,” as I call them, in their pockets and never waste them by doing a silly behavior. If they decide to misbehave, they know that they are going to lose these five Dirhams that they have already earned before.

In the focus group, one teacher believed that reducing students' grades is not fair as it affects their final grades. Another teacher replied, “It is hard to generalize about whether reducing students’ grades is inappropriate or unfair. It really depends on different factors regarding the students’ styles, attitudes, and mentalities.” A third teacher in the focus group mentioned,

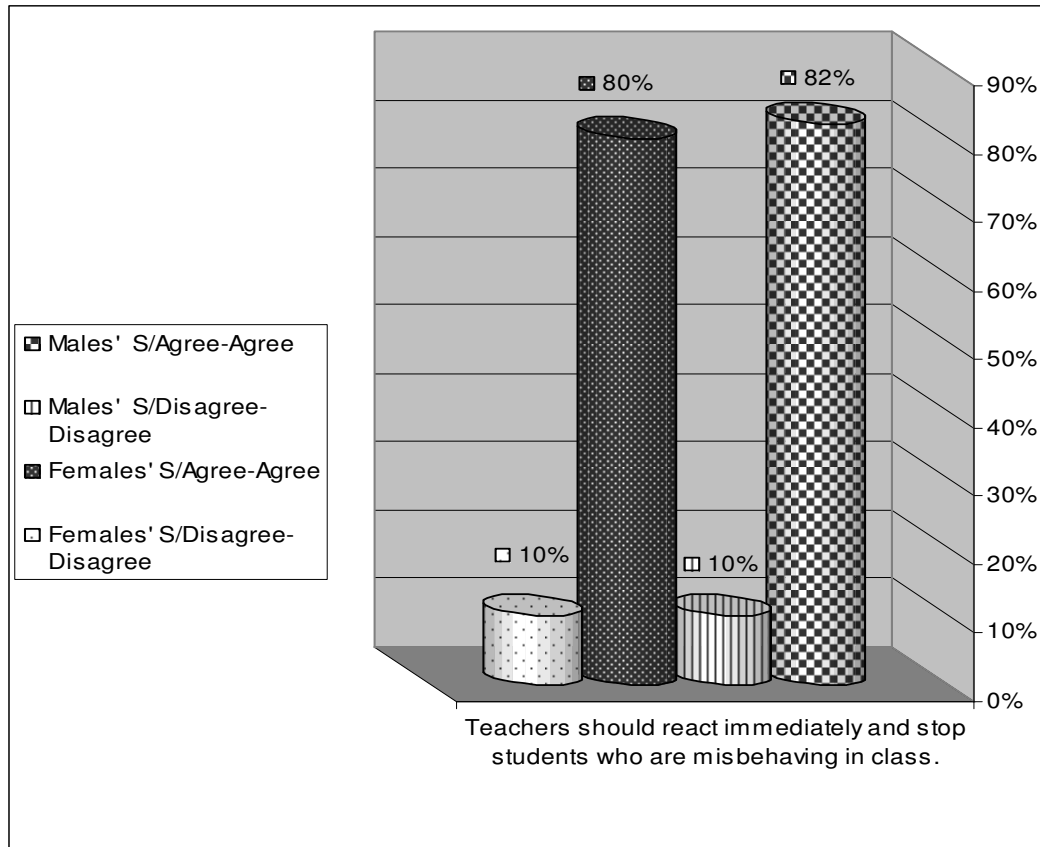
Some of you suggested lowering the students’ grades as a punishment of their misbehavior. I think... it is unfair. You know our grading system is very restricted. We are supposed to evaluate our students according to their performance in very specific areas like listening, speaking, reading, writing, vocabulary, grammar, and participation. My question is, from which of the previous areas are you going to reduce the students’ grades?

Another teacher replied with a smile, “Deducting students’ marks is an approach we use just to THREATEN students.” The other members in the focus group nodded, smiled, or laughed.

Moreover, surprisingly enough, a female teacher suggested a strange punishment. She stated, “If one of my students arrived late, I would ask her to stay outside class and take notes of the lesson from outside.” She mentioned that this action proved to be successful. Another female teacher also warned teachers against collective punishment because of an individual misbehavior. She said, “It will not be

fair if punishment is extended to include the whole class. I did it once. It was a mistake that I will never repeat.”

Figure 11: Male and Female Teachers' Responses to Statement 9 (n=210)



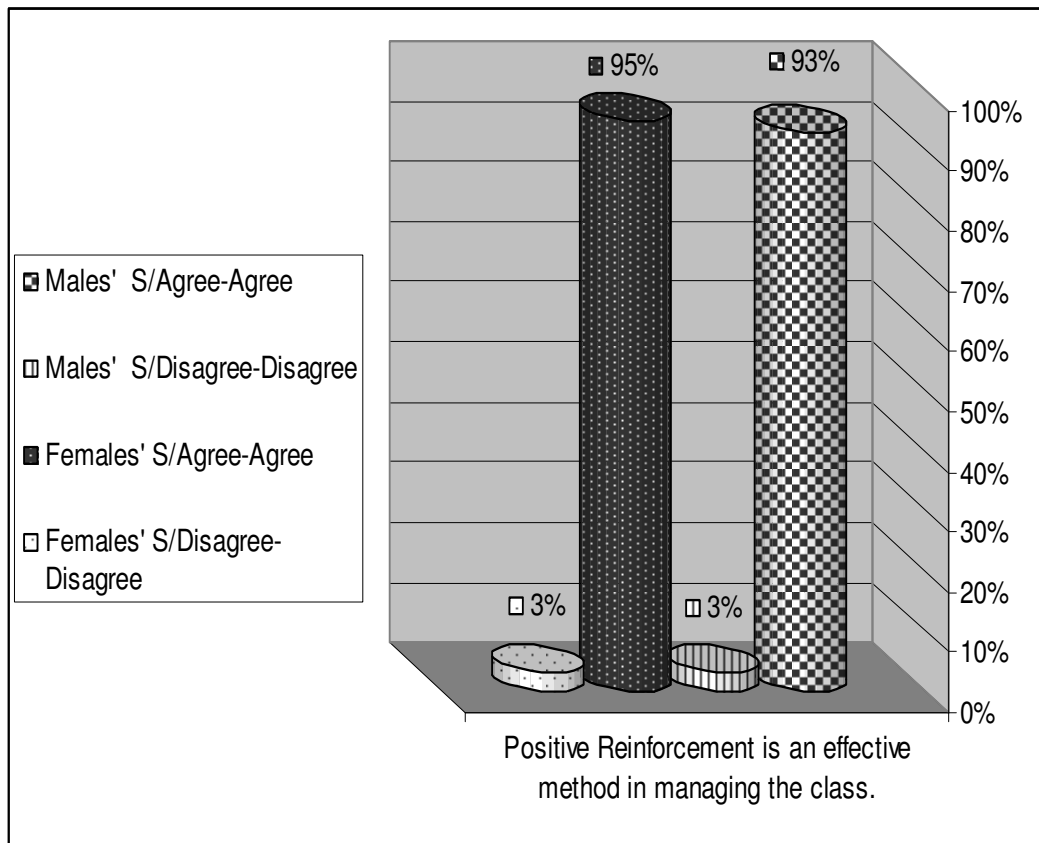
Positive Reinforcement

Concerning statement 10, “Positive reinforcement is an effective method in managing the class,” both male and female teachers showed big agreement as 93% (106/114) of male teachers and 95% (91/96) of female teacher responded positively (see Figure 13). This response was pretty much expected. Most teachers suggested encouraging and rewarding students. A male teacher working in Dubai mentioned, “Positive is better than negative. If a student is likely to misbehave and does something good, praising him for this is often more effective than a punishment for a wrong.” A female teacher gave direct advice, “Reward those who behave appropriately in and out of the class.” One of my interviewees asserted that students should be informed that there is a reward or a punishment.

Furthermore, a teacher from Dubai linked rewarding to raising the level of motivation. He asserted, “By rewarding we motivate our students, and motivating students is a key area because if they are not motivated in class, they can cause problems.” Some teachers made sure that reinforcement strengthens good behavior and weakens bad behavior. One male teacher suggested, “Praise your students in the class and highlight their improvement. This will reinforce good manners.” Another teacher mentioned that rewarding is essential to motivate passive learners. He emphasized, “We have to pay more attention to all the students, especially the passive ones, and try to encourage them and urge them to be active by praising or rewarding them.”

A male teacher working in Ras Al Khaimah mentioned, “Encourage backward students, especially the naughty ones, by praising them and giving them more marks in case of keeping quiet or giving any accepted relevant answers.” Finally, a female teacher from Sharjah suggested how we can reward students: more marks for speaking only English, praising well-behaved students in public, and praising bad students immediately after doing slight good behavior.

Figure 12: Male and Female Teachers' Responses to Statement 10 (n=210)



Additionally, section B of the students' questionnaire was intended to investigate some techniques and strategies used by teachers from the observations of their students. In response to statement 11, "If a student is being disruptive, my teacher asks him/her to say which class rule is being broken," which is an application to class rules stated previously by teachers, only 6% (3/50) of male students indicated that their teacher "Always" does that, whereas the percentage was 18% (9/50) with female students. This means that this strategy might be neglected by most teachers or teachers may not stick to it. Regarding statement 12, "My teacher develops students' interests in learning," 54% (27/50) of male students and only 34% (17/50) of female students believed that their teachers followed this strategy.

Regarding statement 13, "My teacher uses a wide and varied range of positive verbal descriptions of behavior such as clever, imaginative interesting, creative, etc.," which means the strategy of praising, 66% (33/50) of male students responded that their male teachers "Always" or "Usually" apply this strategy, whereas 46% (23/50)

of female students indicated that their female teachers follow this strategy. Moreover, in response to statement 14, “My teacher lets others (like the social worker) take responsibility for solving the problem,” the results demonstrated that only 16% (8/50) of male students indicated that their teachers “Always” or “Usually” do this, whereas the percentage reached 38% (19/50) for female students. This striking result suggests that the relationship between male teachers and their students may be better than the relationship between female teachers and their students.

Finally, the results of the last statement, “My teacher soothes the students’ feelings and preserves their relationships,” indicated that 82% (41/50) of male students and only 54% (27/50) of female students reported that their teachers followed this strategy. Table 11 and Table 12 show male and female students’ responses to section B of the questionnaire

Table 8: Male Students' Responses to Section B of the Students' Questionnaire (n=50)

No.	Statement	Always	Usually	Sometimes	Rarely	Never
11	If a student is being disruptive, my teacher asks him/her to say which class rule is being broken.	6% (3)	28% (14)	28% (14)	6% (3)	32% (16)
12	My teacher develops students' interest in learning.	54% (27)	36% (16)	6% (3)	0% (0)	4% (2)
13	My teacher uses a wide and varied range of positive verbal descriptions of behavior such as clever, imaginative, interesting, 'creative', etc.	36% (16)	30% (15)	22% (11)	6% (3)	6% (3)
14	My teacher lets others (like the social worker) take responsibility for solving the problem.	8% (4)	8% (4)	34% (17)	20% (10)	30% (15)
15	My teacher soothes the students' feelings and preserves their relationship.	54% (27)	28% (14)	18% (9)	0% (0)	0% (0)

Table 9: Female Students' Responses to Section B of the Students' Questionnaire
(n=50)

No.	Statement	Always	Usually	Sometimes	Rarely	Never
11	If a student is being disruptive, my teacher asks him/her to say which class rule is being broken.	18% (9)	30% (15)	34% (17)	14% (7)	4% (2)
12	My teacher develops students' interest in learning.	34% (17)	26% (13)	28% (14)	8% (4)	4% (2)
13	My teacher uses a wide and varied range of positive verbal descriptions of behavior such as clever, imaginative, interesting, 'creative', etc.	18% (9)	28% (14)	22% (11)	14% (7)	18% (9)
14	My teacher lets others (like the social worker) take responsibility for solving the problem.	22% (11)	16% (8)	22% (11)	16% (8)	24% (12)
15	My teacher soothes the students' feelings and preserve their relationship.	30% (15)	24% (12)	30% (11)	8% (4)	8% (4)

More Strategies

Qualitative analysis of written responses, interviews, and the focus group revealed several thoughts regarding the topic of my study. In an interview a female English teacher said she uses the religious side to make her students behave well. She said,

I fully understand the characteristics of their age. I prefer to deal with misbehaving students in a motherly way, giving advice individually and sometimes guiding them through verses from the Holy Qur'an and Hadith because they have good souls inside them. I deal with them as if they were my daughters.

Some teachers suggested changing the seating of students. For example, one said, "To minimize the problem, I sometimes change places and keep an eye on their behavior." Other teachers recommended using attractive materials and teaching

communicatively. For instance, one interviewee said, “For good management I think ... teachers should teach students communicatively, use ways full of activities that engage all students. Also, I believe that using attractive materials helps to attract students’ attention.”

Additionally, one female teacher asserted that teachers should care for their students because they lose many factors that assist them. She wrote, “Students are facing a lot of big and rapid change in the society. They lose the role of their parents, so we need to be more educated about this and try to help them.” A teacher from Ras Al Khaimah mentioned, “I think school, family, and the Educational Zone should collaborate to treat behavior problems because this is not a teachers’ fault.”

To summarize, both the male and female high school English teachers in these public schools encountered many problems regarding classroom management. They also indicated a lot of causes such as low proficiency in English and lack of motivation. Some of them suggested some techniques and strategies for effective classroom management such as building rapport with students and being aware of students’ social background. A male teacher concluded,

I think there is a big problem concerning classroom management in public schools. I believe there are no specific means to manage the classroom because this depends on many things like students’ age, school administration, students’ gender, and students’ section, i.e., science or arts. But I think building rapport with students, varying teaching techniques, and recognizing and respecting students’ desires and wishes will help to manage a public classroom very well.

In the end a funny comment was made by a male teacher, “I hope you (the researcher) could change your career.”

Male and Female Students’ Results of the Teacher They Like or Do Not Like

The purpose of the students’ survey was to get deeper insights into the problem of classroom management by exploring students’ perspectives of the teachers they like or do not like and how they respond to each. Moreover, this study was intended to investigate some techniques and strategies used by teachers to manage their classroom. Furthermore, the survey was intended to explore the role of building

rapport from the students' points of view and to get some suggestions from students for effective classroom managements.

Students' Questionnaires

The quantitative section of the students' questionnaire showed a great harmony between male and female students' results. Regarding section A, for example, in response to the first statement, "I like my teacher when he/she listens to my point of view," 100% (50/50) of male students and 88% (44/50) of female students agreed. In response to statement 2, the high school data analysis also showed that 88% (44/50) of male students and 96% (48/50) of female students like their teachers when they smile and laugh with them. On the contrary, 0% of male students and 8% of female students like their teachers when they get angry.

In response to statement 4, "I like my teacher when he/she is considerate," 86% (43/50) of males and 82% (41/50) of females agreed. Concerning statements 5, "I like my teacher when he/she has good presence and personality," the majority agreed: 90% (45/50) of male students and 86% (43/50) of female students. Regarding statement 6, "I like my teacher when he/she is patient, polite, and enjoys helping me," 96% (48/50) of male students and 92% (41/50) of female students agreed. Moreover, in response to statement 7, "I like my teacher when he/she communicates an enthusiasm for the subject," 80% (40/50) of male students and 94% (47/50) of female students agreed.

Another important result is that, in response to statement 8, 84% (42/50) of male students and 76% (38/50) of female students agreed that they like their teachers when they establish rapport with them. Concerning statement 9, "I like my teacher when he/she is knowledgeable, 88% (44/50) of male students and 92% (46/50) of female students showed agreement. Finally, only 36% (18/50) of male students and 36% (18/50) of female ones agreed with the statement, "I like my teacher when he/she has firm strategies for dealing with inappropriate student behaviour. Table 13 and Table 14 show male and female students, responses to section A of the questionnaire.

Table 10: Male Students' Responses to Section A of Students' Questionnaire (n=100)

A) I like my teacher when he/she:

No.	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	listens to my point of view.	74% (37)	26% (13)	0% (0)	0% (0)	0% (0)
2	smiles and laughs with me.	68% (34)	22% (11)	8% (4)	2% (1)	0% (0)
3	gets angry.	0% (0)	0% (0)	22% (11)	28% (14)	50% (25)
4	is considerate (thoughtful of my needs)	52% (26)	34% (17)	12% (6)	0% (0)	2% (1)
5	has good classroom presence and personality.	64% (32)	26% (13)	10% (5)	0% (0)	0% (0)
6	is patient, polite and enjoys helping me.	66% (33)	26% (13)	6% (3)	2% (1)	0% (0)
7	communicates an enthusiasm for the subject.	62% (31)	32% (16)	6% (3)	0% (0)	0% (0)
8	establishes a good rapport with me.	48% (29)	28% (14)	12% (6)	0% (0)	2% (1)
9	is knowledgeable.	80% (40)	12% (6)	4% (2)	0% (0)	4% (2)
10	Has firm strategies for dealing with inappropriate (bad) student behaviour.	12% (6)	34% (17)	20% (10)	8% (4)	26% (13)

Table 11: Female Students' Responses to Section A of the Students' Questionnaire (n=50)

A) I like my teacher when he/she:

No.	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	listens to my point of view.	70% (35)	18% (9)	12% (6)	0% (0)	0% (0)
2	smiles and laughs with me.	64% (32)	32% (16)	4% (2)	0% (0)	0% (0)
3	gets angry.	0% (0)	8% (4)	22% (11)	22% (11)	48% (24)
4	is considerate (thoughtful of my needs)	50% (25)	32% (16)	12% (6)	4% (2)	2% (1)
5	has good classroom presence and personality.	66% (33)	20% (10)	10% (5)	2% (1)	2% (1)
6	is patient, polite and enjoys helping me.	64% (32)	32% (16)	4% (2)	0% (0)	0% (0)
7	communicates an enthusiasm for the subject.	72% (36)	8% (4)	8% (4)	8% (4)	4% (2)
8	establishes a good rapport with me.	56% (28)	28% (14)	16% (8)	0% (0)	0% (0)
9	is knowledgeable.	54% (27)	34% (17)	6% (3)	6% (3)	0% (0)
10	Has firm strategies for dealing with inappropriate (bad) student behaviour.	14% (7)	22% (11)	14% (7)	24% (12)	26% (13)

The previous quantitative data results illustrated that the students like their teachers to be aware of their needs, have good presence and personality, and be knowledgeable. Moreover, they indicated some strategies used or neglected by male and female teachers. For example, setting rules for students might be neglected. Moreover, male teachers' consideration of students' needs may be more obvious than female teachers. This response perhaps has an interpretation that female students might be more motivated than the male ones, so the effort made by male teachers might be greater than that made by females. Praise is given by both male and female

teachers, but not to the extent that satisfies students' needs. Another striking result showed that the relationship between male teachers and their students might be better as teachers do not resort to others like the social worker to solve problems with students. Finally, the quantitative data analysis showed that most male teachers and about two-thirds of female teachers soothed the students' feelings and preserve their relationship.

Accordingly, students' comments in the qualitative open-ended questions and the interviews explained some of their points of views. In response to the question, "What are the qualities of a teacher you like best?," most answers indicated that students like a teacher who is considerate, enthusiastic, balanced, and fair. In an English response, a student from Ras Al Khaimah listed some of the qualities of the teacher he likes as shown in Table 15:

Table 12: Qualities of the Teacher I Like

No	Qualities of the teacher I like
1-	Understanding, considerate, and compassionate.
2-	Patient acts wisely under any difficult circumstances.
3-	Modest, respects his students, appreciate their progress.
4-	Motivating, encourages his students towards the best.
5-	Accepts others' opinions and suggestions.
6-	Clairvoyant, flexible, funny, have a sense of humor.
7-	Makes his students feel as if he were their father.

The previous response, perhaps, has an interpretation. Most students may like best the affective domain of their teachers. They may like to be treated respectfully and patiently. Another male student mentioned, "The qualities of a teacher I like best are being optimistic, considerate, respectful, kind, calm, and have the characteristics of a leader."

In addition, qualitative responses illustrated some other qualities of a good teacher that come in the second place. These qualities may meet the cognitive and psychomotor domains of the teacher. One female student who used English in her response stated, "I like the teacher who is creative, innovative, has various teaching strategies and thinking positively and constructively. The one who craves to learn more and more, no matter what her age is. She also should have the right evaluation ability." A male student from Dubai in an interview gave a full description of the teacher he likes most:

The best qualities are being honest in his work. Also, he must be friendly with his students... Ummh...he must have a wide knowledge about his subject. In addition, he must have control of his class. He must help us understand the lesson. At last, he must say encouraging words.

A few results indicated that students like their teachers to be well-dressed. A male student mentioned, "I like my teacher to look well-dressed in front of the students to be respected and liked." A female student in an interview said, "Actually...the outside appearance of the teacher is of utmost importance to us as students. She should dress very well as we recognize her." The qualitative analysis of this question also disclosed that students' main interest may be the affective or emotional way of treatment from their teachers. The teachers' knowledge may come in second place, whereas the appearance of the teachers may also affect students.

In response to the question, "What are the qualities of a teacher you do not like?," the majority of students mentioned qualities related to the affective or emotional side. One female students wrote, "I do not like the teacher who is angry, annoying (always shout), not fair, talkative and discouraging." Another male student from Ras Al Khaimah linked teachers' anger and the lack of control of the classroom. He wrote, "I dislike my teacher because he has no control over the students. He does not know how to deal with troublemakers. Also, he wastes the time of the period yelling at them and there is no use of yelling."

In addition teacher-student relationship is crucial to many students. One male student in an interview said, "What makes me dislike my teacher is that he is not in touch with his students and not close to them. He doesn't follow a strategy to make

the students like him.” Another male student from Al Waheeda Secondary School in Dubai asserted, “I don’t like a teacher who doesn’t look at the real personality of the students and doesn’t respect their abilities.” Moreover a female student from Al Heera School in Sharjah commented, “I don’t like this teacher who is always angry with me and who doesn’t care about me. Also I don’t like the one who says bad words about me.” In addition, less knowledgeable teachers are also not liked. A male student from Al Jawda School in RAS mentioned, “I think I don’t like the teacher who doesn’t explain well or gives little information. I also don’t like teachers who care only about a few students.” A thoughtful student listed the following qualities of a teacher he doesn’t like. Table 16 shows the qualities of a bad teacher from his point of view.

Table 13: Qualities of the Teacher I Do Not Like

No	Qualities of the teacher I do not like
1-	Doesn’t have a deep passion towards the whole learning process.
2-	Disability in controlling the class.
3-	The non-attractive way of presentation.
4-	Selfish, doesn’t care for his students, not understanding or thoughtful
5-	Obsessive, authoritarian, can’t accept the others’ points of view.
6-	Can’t control his anger, impatient.
7-	Taking unfair decisions under pressure.
8-	Cocky, egotist, conceited.
9-	Dishonest in giving information.
10-	Not confident of himself.
11-	Defective in evaluation.

Another male student in Dubai added that he did not like a teacher who does not entertain his pupils with a joke or pieces of information that is not in the book.

In response to question 18 in the questionnaire, “In a class taught by a teacher you like, do you misbehave? Why or why not?,” all the participants answered by saying “No” except for one student. Some of them were surprised by the question itself. Some students mentioned “How could I misbehave with a person I like?” A student said, “No, I do not do anything bad because I like him. Also I would concentrate on his lesson.” A male student from Al Jawda School in Ras Al Khaimah wrote “For sure, no I don’t. That’s because I like him. Therefore, I would like his subject and be fully concentrated on what the teacher says.” A female student from Al Heera Secondary School in Sharjah mentioned, “No, I don’t misbehave because I don’t want my teacher to be angry with me.” On the other hand, only one student mentioned that he might misbehave if the relationship between the teacher and the student exceeded its limits.

In response to the question, “In a class taught by a teacher you dislike, do you misbehave? Why or why not?,” some students answered by saying “Yes” and others answered by saying “No.” The first group believed that if the teacher weren't good with them, they would not be good with him/her. One male student from Al Jawda Secondary School in Ras Al Khaimah wrote “Sometimes I do misbehave. I consider this misbehavior as a reaction to the teacher's bad treatment to me.” Another student from the same school mentioned. “Sometimes I do. Because sometimes the lesson is boring.” A male student from Al Waheeda stated, “As a matter of fact, sometimes I misbehave because I feel bored in a class that I’m not interested in, and as a result I start talking with my classmates.”

On the other hand, some students showed that they do not misbehave in a class taught by a teacher they dislike. For example, one student said, “Disliking a teacher doesn’t mean not to respect him or his class. I must respect my teacher even though I do not like him.” A female student from Al Najah School for girls in Ras Al Khaimah commented, “No, really because she is human and has her feelings and we should respect her.” One female student from Al Heera Secondary School in Sharjah asserted “No, because as I see it it is very wrong to misbehave in any class, whatever I like the teacher or not. Because this misbehavior makes the distance between the student and the teacher very far.”

Qualitative responses from the last two open-ended questions revealed that about all of the students do not misbehave in a class taught by a teacher they like because they like and respect him/her. On the other hand, they differ in a way they behave well or misbehave in a class taught by a teacher they do not like. Some may misbehave in a class taught by a teacher they do not like, whereas some might behave well in a class taught by a teacher they do not like.

The Role of Building Rapport with Students

Regarding statement 7 of the teachers' questionnaire, "Developing rapport with students is essential for efficient classroom management," 86% (98/114) of male teachers and 79% (76/96) of female teachers agreed (see Figure 10). The qualitative responses from the participants dig deeper into this issue. When I asked my interviewees, "Is building rapport between the teacher and the students a good way to manage the classroom? Why?" One female teacher from Fujairah answered, "Yes, of course yes. If there is a good RAPPORT between teachers and students, automatically students will love their teachers and if this happens...everything will go easily and smoothly." Another female teacher from RAK commented, "Of course.... This will make the teacher's job easier with the classroom management. If the students have good relationship with the teacher, they would not break the rules or go against the teacher's will."

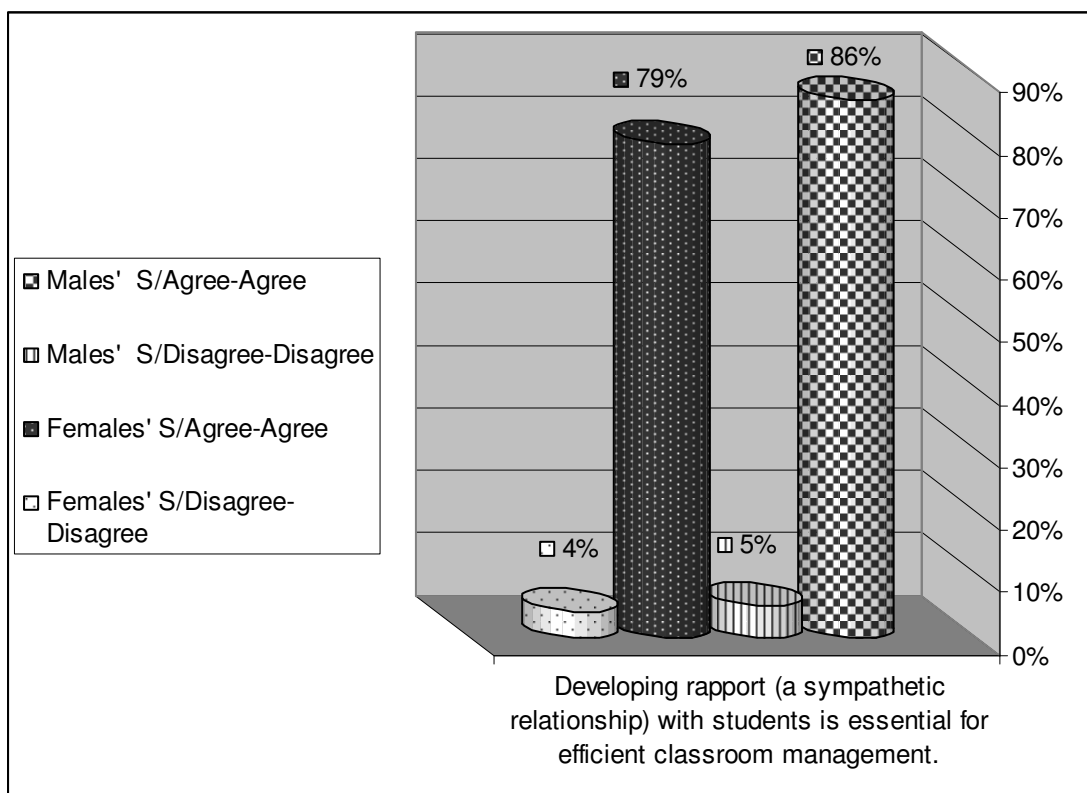
Furthermore, many other teachers gave more elaboration on the effectiveness of building rapport with students. Answering the same question about building rapport, one male teacher in Dubai said, "Yes, I think so, because it develops a certain level of mutual respect. Through this respect you can rationalize with the students why their behavior needs to change." One male teacher from Dubai gave a very simple and striking reason by saying, "Yes, because good rapport affects students positively more than rules and regulations." Another reason was mentioned by a female teacher from Fujairah: "When there is such good rapport, students try to maintain it through avoiding things which their teacher might not accept."

Additionally, a female teacher gave deeper insights of building rapport. She said that developing rapport helps students build their self confidence and trust their abilities, and this enables them to be successful and responsible. The same view was shared by another male teacher. He commented that establishing rapport may "build

their responsibility and improve their bad habits and behavior.” Another male teacher from Dubai talked about his experience: “I TOTALLY agree, Hussam... Umm, from my experience in dealing with most of the students and by creating good rapport with them, they respect me and feel that I am very near to them. This is a motive that urges students to pay attention and do well in their study.”

Accordingly, some teachers raised the question of how to build this rapport. A female teacher from Fujairah who studied MA TESOL in AUS mentioned, “I think that building a balanced relationship with our students is not an easy thing. It might be a good help if we tried to draw the boundaries for that relationship. Our students need to understand their limits when it comes to dealing with their teacher. Of course, I do not mean that a strict relationship is the ideal one but still we need to impose a sense of teachers' authority. ” Another male teacher from Ras Al Khaimah did not totally agree. He said that this might apply to about 90% of students. But the problem is with the other 10% naughty students. He also asserted that building this rapport wouldn't work with them.

Figure 13: Male and Female Teachers' Responses to Statement 7 (n=210)



In response to the question, “Do you like building rapport with your teachers,” all the participants in the interviews showed strong agreement. One male student in an interview mentioned,

Of course YES.... I like building good rapport with my teacher because this affects me positively. I would like the subject he is teaching and I would be interested in studying it. By having a good relationship with my teacher, I can gain a lot of good personal characteristics which I do like in him.... Building good rapport with my teacher makes me respect him more and more, and makes him an example in my life.

A female student from Al Najah School in Ras Al Khaimah gave another reason: “Yes, of course. Because by establishing good relationship with the teacher, I will like the English language.” In an informal interview with a male student from Al Waheeda Secondary in Dubai, he showed his agreement by saying,

Of course yes. This good relation should be built on the mutual respect and understanding of each side. This rapport should be the basis of treatment between the teacher and the student. Teacher-students interaction happens daily, so this interaction should be built on rapport. A teacher is a friend not an enemy.

Another male student also from Al Waheeda Secondary School, also, mentioned,

Yes... I like to build good rapport with my teacher for some reasons. First, when I establish this rapport, I can learn better. Second, I can tell him about my problems and ask him to help me solve these problems. Also, I can consider my teacher as my father, and then the relationship between me and him becomes stronger.

In addition, the last question in my interviews was, “What do you suggest for your English teacher to manage his/her classroom effectively?” The students suggested a lot of ideas. One male student said, “Being a friend to your student is the best way to win him and make things easier between you and him.” Another student suggested giving students prizes when they do good things, using modern methods in teaching like Data Show and the internet, and having outside trips to help learn better.

A male student from Al Jawda School mentioned the following suggestion: “Build a good relationship with your students inside and outside school, make your students feel that you are very close to them and care about their problems, respect your students so that they would respect you, explain your lessons in an attractive way, and be modest and stay away from prejudice.” A male student concluded, “Treat your students the way you like other people to treat you.”

A male student added this comment,

In the end I would like to encourage the teachers and the students to upgrade and build good relationships between them. I would like to remind my teachers to care about our interests. Finally, I would like to thank all our teachers for what they have been doing for us all these years.

To sum up, the results of the study illustrated some of the teachers’ complaints inside the language classroom and causes of the problem of classroom management in public high schools in the UAE. The results also provided some practical solutions to deal with this problem. Furthermore, the results indicated students' perspectives of the kinds of teachers they like or do not like. The data collected from students also illustrated some suggestions for successful classroom management.

CHAPTER 5

CONCLUSION AND IMPLICATIONS

This chapter discusses conclusions about the problem of classroom management in public high schools in the UAE. It has five sections: summary of the teachers' survey results, summary of students' survey results, implications for EFL teachers in the UAE and the Ministry of Education, the limitation of the study and suggestions for further research, and a final thought.

Summary of Teachers' Survey Results

Results largely corresponded with what is available in the literature in terms of types of students' problems, ways to manage classrooms and treat students, and students' reasons for liking or do not liking teachers. Qualitative data indicated that there is a problem regarding classroom management in public high schools in the UAE. Rudolph (2006) points out that the age factor may affect classroom management:

In secondary education classrooms, the students are composed of individuals journeying through adolescence at various rates.

Adolescence is a unique time in a student's life that brings with it specific social, cognitive, and physical change. The students in the secondary education classrooms are children growing steadily toward young adulthood. In any environment, the adolescent may have issues to work through, but the classroom environment can be greatly disrupted by the normal angst of an adolescent. (p. 49)

The qualitative study suggests that many high level school teachers are aware of the needs of this period of time in the history of the learner. Moreover, findings indicate that these students should be treated as adults to have well-managed classroom. Rudolph (2006) maintains, "The more teachers are aware of adolescent development and the individual needs of their learners, the better the chances are of maintaining a productive learning environment" (p. 50).

Furthermore, problems stated by EFL teachers showed that most of these problems are minor or moderate. Some minor misbehavior is most frequent, like coming late to class, sleeping in class, chatting, inattentiveness, chewing gum, eating in class, and moving in class without permission. Other misbehavior is moderate, like making noise, provocative sounds, using Arabic in the English class, irrelevant comments leading to laughter, and using mobile phones. However, there is some less frequent misbehavior that is much more serious like bullying, vandalism, insulting other students, cheating, and threatening teachers.

In addition, the qualitative data analysis from teachers' open-ended questions, interviews, and the focus group indicated some reasons that might lead to disruption. Some of these causes are accumulative weakness in English, lack of motivation, lack of self confidence, cliques, physical environment of classrooms, absence of passing periods, losing the role from social workers and administrations, the educational system at school (Automatic passing), impatient teachers because of work load and difficult life outside of school, no organization of some teachers, and multicultural classrooms

Findings of this study also indicated some suggested solutions to the problem of classroom management from teachers' point of views. Moreover, quantitative results showed that there is an alternative relation (H_1) between building rapport with students and their behavior. Most teachers showed that building rapport may have a positive relationship with students' behavior. The better relationship teachers have with their students, the less misbehavior they encounter. Canter and Garrison (1994) point out that a student who has a positive relationship with a teacher will feel a sense of loyalty to that teacher and, in return, the student will be more likely to behave in class and even take the teacher's side in future classroom disruptions. Most teachers in my study indicated that it is the teacher's responsibility to build such rapport.

Accordingly, some teachers suggested some techniques and strategies to establish rapport with the students. Some suggestions from teachers are to be close to students, share their interests, smile and have a sense of humor, be considerate to students, be fair, maintain a balanced relationship with students, be aware of the professional distance between you and your student, don't be too friendly, and take part in students' activities outside the classroom. These suggestions match to some

extent with Canter and Garrison's (1994) suggestions for establishing rapport with students. They suggest smiling and having a sense of humor, making a point of initiating conversation, monitoring and modifying your tone and body language, bringing up non-academic topics of mutual interest, showing your interest and giving complete attention when students are speaking, expressing care, concern, and empathy, and sharing appropriate personal interests and experience.

Moreover, Weinstein (2007) points out, "Most problems of disorder can be avoided if teachers foster positive teacher-student relationships, implement engaging instructions, and use good preventive management strategies" (p. 26). The teachers' data analysis indicated that building rapport with students may make classroom management easier for the teacher. Students would be less likely to break the rules or go against the teacher's will if they felt valued by the teacher as shown through the development of rapport. Furthermore, findings illustrated how establishing rapport may build students' responsibility and improve their bad habits.

Rudolph (2006) points out that, "The most effective classrooms have established rules and procedures" (p. 22). He maintains that an effective classroom has posted rules and logical consequences for breaking those rules as well as established classroom procedures. The quantitative and qualitative data analysis also supported using some preventive methods to stop misbehavior before it happens. Some teachers suggested stating rules from the start and sticking to these rules and regulations.

In addition, motivating students was another area that was supported by most teachers in this study. Findings indicated that motivating students extrinsically and intrinsically is important for classroom management. Results also indicated that praise and rewards as ways of positive reinforcement are good ways to raise the level of motivation of learners and leads them to behave and learn better. Rudolph (2006) concludes, "Student motivation can play a role in averting or fostering classroom disruptions" (p. 23).

Additionally, data findings showed that engaging students in class activities is a useful way to manage the classroom. Weinstein (2007) points out that by engaging students in learning activities we can avoid many of the managerial problems that

arise when students are bored or frustrated. She asserts that this engagement fosters motivation because “management and motivation are closely intertwined” (p. 212).

Both types of data findings also indicated that knowing something about the UAE society, its beliefs, customs, and traditions, as well as about students’ social background facilitates classroom management. Sometimes students' beliefs affect their behavior at school. Rudolph (2006) points out that “as students work through their opinions and beliefs, the teachers should be aware of the dissonance that can be created when the views are challenged by curricula or other students” (p. 50).

One of the most striking results was that most teachers did not like being the authoritarian type of teacher. They seem to like to deal with their students in a democratic way, as the excessive use of power or authority can lead to more disruption. Most teachers believed that threatening students can lead to rebellious attitudes. Additionally, most teachers asserted that creating a relaxing atmosphere in which the learner can feel safe and secure is crucial for effective classroom management. This is very important to prevent serious disruption like bullying. Rudolph (2006) points out, “Another possible way to avoid violent confrontations in the classroom is to purposefully create a class environment that is safe and welcoming for all students” (p. 109).

The findings from this study were very rich regarding the strategies that can be used for effective classroom management. Findings suggested that teachers felt it is important to be organized and well-prepared for their lessons. Much research agrees with this suggestion, as well-planned and effective instruction will lead to fewer discipline incidents. Teachers who plan well for their lessons and manage time efficiently may face little disruption. As Rudolph (2006) points out, “As students encounter more engaging and authentic work, the time for off-task behavior decreases” (p. 14). He also maintains that students who are actively engaged have little time for disrupting the flow of the class.

In conclusion, the quantitative and qualitative data collected from teachers gave us a plethora of information about the problem of classroom management in public high schools in the UAE. These findings illustrated some misbehavior as well as the causes of this misbehavior and suggested some suitable solutions.

Summary of Students' Survey Results

Findings from the students' survey indicate that most students like the teacher who is mainly affectionate and considerate. Most students like a teacher who is considerate, enthusiastic, fair, understanding, wise, modest, respectful, motivating, encouraging, flexible, funny, knowledgeable, and always giving feedback.

On the other hand, most of the students do not like a teacher who is unfair, dishonest, proud, selfish, unable to control his/her classroom, obsessive, authoritarian, using dull ways of teaching, not motivating, and far away from students.

Most students reported that they never misbehave in a class taught by a teacher they like, while they may misbehave in a class taught by a teacher they dislike. Findings, also, indicated that the majority of students believed that building rapport with their teacher is a good way to enhance mutual respect and leads to effective learning. Finally, findings showed that most students do not like the authoritarian teacher because his/her method might lead to more disruption.

Implications of the Study

Implications for Teachers

Effective classroom management requires some basic skills. These skills require common sense, a sense of fairness, and courage. These skills also require that teachers understand in depth the psychological and developmental levels of their students. The skills associated with effective classroom management can only be acquired with practice, feedback, and a willingness to learn from mistakes. Unfortunately, this is often easier said than done.

It is necessary for teachers to be aware of the problems of classroom management in public high schools in the UAE. Teachers should be equipped with some skills, abilities, and strategies for effective classroom management. Most importantly, EFL teachers in the UAE should be aware of the age factor of high school students. When it comes to adolescence, students' immaturity must be taken into account. Students at this age need more careful attention, appropriate attitude, and wise decisions making from the teachers' part.

Another important implication is that teachers should make themselves efficient and knowledgeable through life-long learning. Moreover, they should know something about students' social background as this may facilitate treating them as some problems in the classroom may result from students' social problems. In addition, teachers ought to create a relaxing atmosphere built on respect and love to promote social contact, active engagement, and self motivation. Furthermore, students should be treated as “Butterflies” that need a caring environment where learning can occur joyfully and efficiently.

Additionally, building rapport with students is a keystone for effective classroom management. Therefore, teachers should do their best to establish this rapport. Classroom management depends predominantly on the rapport the teacher builds with his/her students. This comes true by being close to them and showing interest in their needs, likes, and dislikes. Moreover, teachers should listen to students' opinions, cooperate with them, and create a balanced relation with them. However, teachers should be careful and try to preserve a professional distance between themselves and their students.

Establishing class decorum or etiquette is also crucial for preventing misbehavior. Teachers should work hard to stop misbehavior before it occurs. Stating rules from the start and giving consequences if any misbehavior occurs may lead to more right behavior. Additionally, EFL teachers should choose the suitable consequence of misbehavior. Some teachers in this study reported that they ask their students to do extra work in case they misbehave. For example, these teachers ask their students to write more or answer more questions. This may result in a negative view of learning which in turn may lead to more demotivated students.

In addition, the data have shown that motivation is a key factor in classroom management, so EFL teachers in the UAE should raise students' motivation. Encouragement by praise or rewards is effective to motivate students extrinsically towards learning. However, engagement in activities can lead to enhance intrinsic motivation. Activities like cross-word puzzles and games can also enhance intrinsic motivation.

Another way of effective teaching that can lead to less misbehavior is authentic learning. Students may be more motivated if they learn something related to real life situations. Teachers can use magazines, newspapers, and the internet to catch their students' eyes. Moreover, using technology in the classroom could be a perfect way to attract students to learning and have less misbehavior. But teachers should choose the material that works as a good tool to promote and enhance learning and create autonomy. Teachers should use technology as a tool for the sake of learning, not for the sake of technology.

Finally, teachers should be a good model to their students. Adolescents like to follow a model that attracts them and teachers could lead students to good manners

Implications for the Ministry of Education

More than anything else, perhaps, the results of this study strongly suggest that classroom management is a major problem in UAE public high schools and if there is collaboration between teachers, administrations and parents, I think it will find solutions. So, the Ministry should open the door for more cooperation between all of the stakeholders.

Teachers' work-load is very heavy including 18 periods per week excluding other extra activities. This as reported by some teachers might affect teachers' preparation for classes. Some of these activities are not related to the teachers' work. Moreover, this puts teachers under pressure and may affect their performance and preparations for lessons. Therefore, they had better get less working load. I think 12 hours per week may be enough for them to achieve their goals.

A number of teachers in this study indicated that physical environment is crucial for effective classroom management, so it is the role of the Ministry to change the arrangement of the class from the regular rows to an arrangement that gives more social contact. Students should face each other and interact among themselves in order to enhance the interactive learner, not the passive, the receptive, or the only active.

Moreover, students' classes can be changed to teachers' classes. I mean students can move to their teachers' not stay and the teachers move to them. This gives the teachers a chance to change the physical arrangement of the class in a way

that helps teaching and learning. Additionally, a “passing period” is needed. Teachers should take rest between periods. This gives teachers more time to be prepared for class.

There is a need for more professional development programs to enhance teachers' skills regarding classroom management which I believe is a neglected area. The Ministry of Education is used to presenting professional development programs for EFL teachers regarding teaching listening, speaking, reading, and writing, but it has neglected some areas like classroom management. Therefore, such program will add to teachers' skills concerning classroom management.

In addition, some teachers indicated that the number of students in some classes exceeds 30 students and this works as a barrier towards good teaching. Therefore, the number of students in each class should not exceed 20 students.

Finally, education is the basis of any civilization, so much effort should be made for the welfare of teachers as they are an important factor for development of education.

Limitations of the Study

This study investigated the problem of classroom management in public high schools in the UAE. The process of collecting data and analyzing them to get the findings required great efforts from a lot of people, but there are some limitations.

First, some educational zones were not included in the study; Al Gharbia Area is an example. That is because it is a distant area. I succeeded to get data, but it was too late to include them in the analysis. I got the data in late April after I was about finish my study.

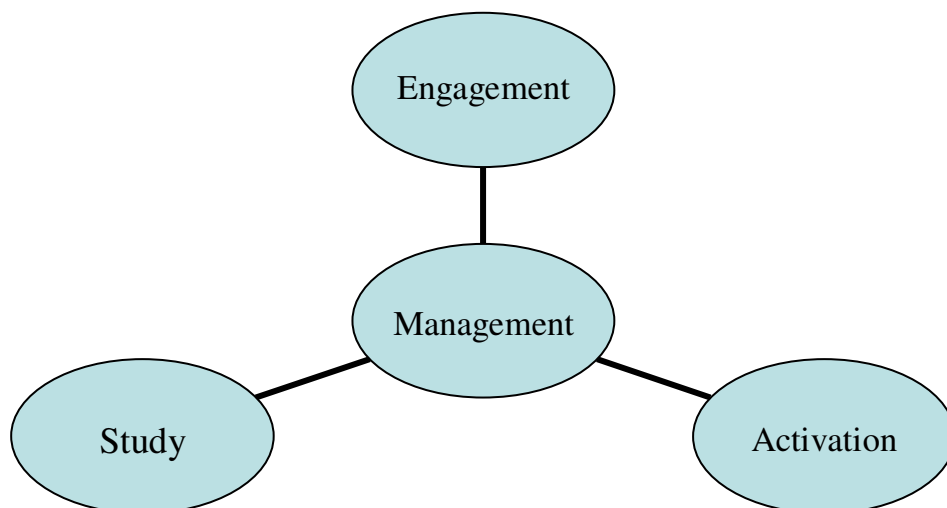
Another drawback was that only four schools were included to conduct the students' survey. Further studies had better conduct studies including more schools and zones. Some Stakeholders' opinions were not included in the study. I think my study would be more valid if I had surveyed some social workers, administrators, supervisors, and parents.

Final Thought

To conclude, effective classroom management is of critical importance to the success of students. But promoting a positive learning atmosphere and minimizing the poor behavior of the students doesn't have to be just something that teachers are born with. Classroom management strategies and techniques can be taught, and they can be learned. Even the most experienced and effective teachers experience poor student behavior in their classroom on occasion. Teachers should be aware of that and exert great effort to be equipped with such a skill for effective classroom management and for effective teaching and learning.

Finally, I think classroom management is a crucial area for all teachers and a skill that is very important to acquire. It is the core of all activities that may occur inside the classroom. Engaging students in classroom activities needs skillful managers. Guiding students inside the classroom to do tasks also needs management skills. Figure 14 is my representation of the importance of classroom management as suggested by the collected data and data analysis of this study. All work done inside the classroom needs effective classroom management that leads for effective teaching and learning.

Figure 14: Management: The Core of All Activities in the Classroom



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APPENDIX A

Teachers' Questionnaire

Classroom Management Teachers' Questionnaire

Please complete the following survey. Tick the appropriate response for statements 1–10 and respond to questions 11&12. You may use the backside for additional comments.

* Gender: Female Male

* Experience (years): -----

* Teaching Grades: -----

* Educational Zone: -----

No.	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	High school English teachers in the UAE face many problems concerning class management.					
2	Being a fluent, accurate English teacher is a great help, but this alone does not make me into a successful teacher.					
3	English teachers in the UAE should know something about students' social backgrounds.					
4	Threatening students is a good way to manage our classes.					
5	Creating a relaxing atmosphere is important to promote social exchange, active engagement in learning and self-motivation.					
6	Students are like butterflies that need caring environments where learning can occur joyfully and efficiently.					
7	Developing rapport (a sympathetic relationship) with students is essential for efficient classroom management.					
8	Being proactive (Trying to stop misbehavior before it occurs) in behavior management from the start is more productive than reacting when misbehaviors occur.					
9	Teachers should react immediately and stop students who are misbehaving in class.					
10	Positive Reinforcement is an effective method in managing the class.					

11. Please, list any problems you have encountered concerning class management.

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12. Please, list some classroom management techniques you have found effective in your classes.

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Additional comments

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* If you are interested in the topic and would like to share ideas and be interviewed, please

contact: b00017071@aus.edu

APPENDIX B

Some Questions for the Teachers' Interviews and the Teachers' Focus Group Interview.

1-Do you feel that there is a problem concerning classroom management in public high schools in the UAE? If yes mention some misbehavior that may happen inside the classroom.

.....
.....

2) How do you treat misbehaved students?

.....
.....

3) Is building good rapport between the teacher and students a good way to manage the classroom? Why?

.....
.....

4) Should teachers know something about students' social background in order to have a well-managed classroom?

.....
.....

5) From your point of view, what are the best ways to manage a public high school classroom in the UAE?

.....
.....

6) Any additional comments?

.....
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.....
.....

APPENDIX C

Students' Questionnaire

Classroom Management

Students' Questionnaire

إستبانة حول أفضل الطرق للإدارة الصفية في دولة للامارات

استبيان للطلبة والطالبات

* Gender: Female Male

* Educational Zone -----

* Grade: -----

* School: -----

*معلومات حول الطالب/ والطالبة:-

* Age:-----

-----:2-الجنس

-----:1-العمر

-----:4- المدرسة

-----:3-الصف

-----:5- المنطقة التعليمية

Please complete the following survey. Tick the appropriate response for statements 1-15 and respond to questions 16, 17, 18 & 19. You may use the backside for additional comments.

الرجاء إكمال الإستبانة التالية وضع علامة ضع علامة عند أفضل اختيار للأسئلة من 1-15 ثم الرجاء الإجابة على الأسئلة 16، 17، 18، 19

A-I like my teacher when he/she:

أ-أحب مدرسي عندما

No.	Statement	Strongly Agree موافق بشدة	Agree موافق	Neutral غير محدد	Disagree غير موافق	Strongly Disagree غير موافق بشدة
1	listens to my point of view. يستمع إلى وجهة نظري					
2	smiles and laughs with me. يبتسم ويضحك معي					
3	gets angry. يكون غاضبا					
4	is considerate (thoughtful of my needs) يهتم باحتياجاتي					
5	has good classroom presence and personality. يكون له حضور طيب وشخصية مميزة					
6	is patient, polite and enjoys helping me. يكون صبورا ومهذبا ويود مساعدتي					
7	communicates an enthusiasm for the subject. يبيدي حماسا في تدريسه للمادة					
8	establishes a good rapport with me. يبنى علاقة طيبة معي					
9	is knowledgeable. يكون ملما بالمادة العلمية					

10	has firm strategies for dealing with inappropriate (bad) student behaviour. يكون له وسائل صارمة للتعامل مع السلوك الغير مناسب					
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B) My teacher's techniques and strategies.

ب-أساليب وإستراتيجيات المعلم

No.	Statement	Always دائما	Usually عادة	Sometimes أحيانا	Rarely نادرا	Never أبدا
11	If a student is being disruptive, my teacher asks him/her to say which class rule is being broken. عندما يقوم الطالب بسلوك غير مقبول فإن معلمي يسأله عما فعل من عدم احترام لقواعد الصف المتفق عليها سلفا					
12	My teacher develops students' interest in learning. يهتم مدرسي بزيادة تحفيز الطلاب باتجاه التعلم					
13	My teacher uses a wide and varied range of positive verbal descriptions of behaviour such as clever, imaginative, interesting, 'creative', etc. يستخدم مدرسي الكثير من الكلمات الإيجابية مثل مبدع، ماهر، شيق					
14	My teacher lets others (like the social worker) take responsibility for solving the problem. يلجأ المعلم للبعض مثل الأخصائي الاجتماعي لحل مشاكل الطلاب					
15	My teacher soothes the students' feelings and preserves their relationship. يحافظ معلمي على علاقته مع الطلاب ويهدئ من مشاعر الطلاب					

16. Think of a teacher you like, why do you like this teacher?

(No names, please)

16- فكر في أحد المدرسين الذين تحبهم وأذكر لماذا تحبه؟ (نرجو عدم ذكر الأسماء)

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17. Think of a teacher you dislike, why do you dislike this teacher?

(No names, please).

17- فكر في أحد المدرسين الذين لا تحبهم وأذكر لماذا لا تحبه؟ (نرجو عدم ذكر الأسماء)

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18. In a class taught by a teacher you like, do you misbehave? Why or why not?

18- هل تسيء السلوك في حصة المدرس الذي تحبه؟ ولماذا؟

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19. In a class taught by a teacher you dislike, do you misbehave? Why or why not?

19- هل تسيء السلوك في حصة المدرس الذي لا تحبه ؟ ولماذا ؟

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20-Additional comments

20-تعليقات إضافية

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If you are interested in the topic and would like to be interviewed, please contact:

b00017071@aus.edu

APPENDIX D

Some Questions for the Students' Interviews

1) What are the qualities of a teacher you like best?

ما هي صفات المعلم الذي تحب؟

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What are the qualities of a teacher you do not like?

ما هي صفات المعلم الذي لا تحب؟

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3) Do you like building good rapport with your teacher? Why?

هل تود بناء علاقة طيبة مع معلمك ولماذا؟

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4) Do you like your teacher to be authoritarian in managing the class? Why?

هل تفضل أن يكون معلمك متسلطا في إدارة الصف؟ ولماذا؟

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5) What do you suggest for your English teacher to manage his/her classroom effectively?

اقترح لمعلمك بعض الوسائل لإدارة صفه بنجاح

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6) Any additional comments

أي تعليقات أخرى

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Thank you

شكرا

APPENDIX E

Teachers' Questionnaire Results— Frequencies of Male Teachers (n=114)

No.	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	High school English teachers in the UAE face many problems concerning class management.	26	54	14	19	1
2	Being a fluent, accurate English teacher is a great help, but this alone does not make me into a successful teacher.	47	53	7	6	1
3	English teachers in the UAE should know something about students' social backgrounds.	75	35	3	0	1
4	Threatening students is a good way to manage our classes.	6	11	17	47	33
5	Creating a relaxing atmosphere is important to promote social exchange, active engagement in learning and self-motivation.	83	27	3	1	0
6	Students are like butterflies that need caring environments where learning can occur joyfully and efficiently.	51	52	5	5	1
7	Developing rapport (a sympathetic relationship) with students is essential for efficient classroom management.	44	54	10	6	0
8	Being proactive (Trying to stop misbehavior before it occurs) in behavior management from the start is more productive than reacting when misbehaviors occur.	66	41	3	4	0
9	Teachers should react immediately and stop students who are misbehaving in class.	46	48	9	10	1
10	Positive Reinforcement is an effective method in managing the class.	55	51	4	3	1

APPENDIX F

Teachers' Questionnaire Results— Frequencies of Female Teachers (n=96)

No.	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	High school English teachers in the UAE face many problems concerning class management.	21	39	15	17	4
2	Being a fluent, accurate English teacher is a great help, but this alone does not make me into a successful teacher.	45	38	8	4	1
3	English teachers in the UAE should know something about students' social backgrounds.	49	42	5	0	0
4	Threatening students is a good way to manage our classes.	4	18	22	26	26
5	Creating a relaxing atmosphere is important to promote social exchange, active engagement in learning and self-motivation.	65	25	5	1	0
6	Students are like butterflies that need caring environments where learning can occur joyfully and efficiently.	48	34	6	3	5
7	Developing rapport (a sympathetic relationship) with students is essential for efficient classroom management.	23	53	16	4	0
8	Being proactive (Trying to stop misbehavior before it occurs) in behavior management from the start is more productive than reacting when misbehaviors occur.	52	30	9	5	0
9	Teachers should react immediately and stop students who are misbehaving in class.	38	38	10	10	0
10	Positive Reinforcement is an effective method in managing the class.	60	31	2	1	2

APPENDIX G

Teachers' Questionnaire Results— Percentages of Male Teachers' (n=114)

No.	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	High school English teachers in the UAE face many problems concerning class management.	23%	47%	12%	17%	1%
2	Being a fluent, accurate English teacher is a great help, but this alone does not make me into a successful teacher.	41%	47%	6%	5%	1%
3	English teachers in the UAE should know something about students' social backgrounds.	66%	31%	2%	0%	1%
4	Threatening students is a good way to manage our classes.	5%	10%	15%	41%	29%
5	Creating a relaxing atmosphere is important to promote social exchange, active engagement in learning and self-motivation.	73%	24%	2%	1%	0%
6	Students are like butterflies that need caring environments where learning can occur joyfully and efficiently.	45%	46%	4%	4%	1%
7	Developing rapport (a sympathetic relationship) with students is essential for efficient classroom management.	39%	47%	9%	5%	0%
8	Being proactive (Trying to stop misbehavior before it occurs) in behavior management from the start is more productive than reacting when misbehaviors occur.	58%	36%	2%	4%	0%
9	Teachers should react immediately and stop students who are misbehaving in class.	40%	42%	8%	9%	1%
10	Positive Reinforcement is an effective method in managing the class.	48%	45%	4%	2%	1%

APPENDIX H

Teachers' Questionnaire Results— Percentages of Female Teachers' (n=96)

No.	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	High school English teachers in the UAE face many problems concerning class management.	22%	41%	15%	18%	4%
2	Being a fluent, accurate English teacher is a great help, but this alone does not make me into a successful teacher.	47%	40%	8%	4%	1%
3	English teachers in the UAE should know something about students' social backgrounds.	51%	44%	5%	0%	0%
4	Threatening students is a good way to manage our classes.	4%	19%	23%	27%	27%
5	Creating a relaxing atmosphere is important to promote social exchange, active engagement in learning and self-motivation.	68%	26%	5%	1%	0%
6	Students are like butterflies that need caring environments where learning can occur joyfully and efficiently.	50%	36%	6%	3%	5%
7	Developing rapport (a sympathetic relationship) with students is essential for efficient classroom management.	24%	55%	17%	4%	0%
8	Being proactive (Trying to stop misbehavior before it occurs) in behavior management from the start is more productive than reacting when misbehaviors occur.	55%	31%	9%	5%	0%
9	Teachers should react immediately and stop students who are misbehaving in class.	40%	40%	10%	10%	0%
10	Positive Reinforcement is an effective method in managing the class.	63%	32%	2%	1%	2%

APPENDIX I

Male Students' Questionnaire Results—Percentages and Frequencies (n=50)

A) I like my teacher when he/she:

أ-أحب مدرسي عندما

No.	Statement	Strongly Agree موافق بشدة	Agree موافق	Neutral غير محدد	Disagree غير موافق	Strongly Disagree غير موافق بشدة
1	listens to my point of view. يستمع إلى وجهة نظري	74% (37)	26% (13)	0% (0)	0% (0)	0% (0)
2	smiles and laughs with me. يبتسم ويضحك معي	68% (34)	22% (11)	8% (4)	2% (1)	0% (0)
3	Gets angry. يكون غاضبا	0% (0)	0% (0)	22% (11)	28% (14)	50% (25)
4	is considerate (thoughtful of my needs) يهتم باحتياجاتي	52% (26)	34% (17)	12% (6)	0% (0)	2% (1)
5	has good classroom presence and personality. يكون له حضور طيب وشخصية مميزة	64% (32)	26% (13)	10% (5)	0% (0)	0% (0)
6	is patient, polite and enjoys helping me. يكون صبورا ومهذبا ويود مساعدتي	66% (33)	26% (13)	6% (3)	2% (1)	0% (0)
7	communicates an enthusiasm for the subject. يبدى حماسا في تدريسه للمادة	62% (31)	32% (16)	6% (3)	0% (0)	0% (0)
8	establishes a good rapport with me. يبنى علاقة طيبة معي	48% (29)	28% (14)	12% (6)	0% (0)	2% (1)
9	is knowledgeable. يكون ملما بالمادة العلمية	80% (40)	12% (6)	4% (2)	0% (0)	4% (2)
10	Has firm strategies for dealing with inappropriate (bad) student behavior. يكون له وسائل صارمة للتعامل مع السلوك الغير مناسب	12% (6)	34% (17)	20% (10)	8% (4)	26% (13)

B) My teacher's techniques and strategies.

ب-أساليب وإستراتيجيات المعلم

No.	Statement	Always	Usually	Sometimes	Rarely	Never
11	If a student is being disruptive, my teacher asks him/her to say which class rule is being broken. عندما يقوم الطالب بسلوك غير مقبول فإن معلمي يسأله عما فعل من عدم احترام لقواعد الصف المتفق عليها سلفا	6% (3)	28% (14)	28% (14)	6% (3)	32% (16)
12	My teacher develops students' interest in learning. يهتم مدرسي بزيادة تحفيز الطلاب باتجاه التعلم	54% (27)	36% (16)	6% (3)	0% (0)	4% (2)
13	My teacher uses a wide and varied range of positive verbal descriptions of behavior such as clever, imaginative, interesting, 'creative', etc. يستخدم مدرسي الكثير من الكلمات الإيجابية مثل مبدع، ماهر، شيق	36% (18)	30% (15)	22% (11)	6% (3)	6% (3)
14	My teacher lets others (like the social worker) take responsibility for solving the problem. يلجأ المعلم للبعض مثل الأخصائي الاجتماعي لحل مشاكل الطلاب	8% (4)	8% (4)	34% (17)	20% (10)	30% (15)
15	My teacher soothes the students' feelings and preserves their relationship. يحافظ معلمي على علاقته مع الطلاب ويهدئ من مشاعر الطلاب	54% (27)	28% (14)	18% (9)	0% (0)	0% (0)

APPENDIX J

Female Students' Questionnaire Results—Percentages and Frequencies (n=50)

A) I like my teacher when he/she:

أ-أحب مدرسي عندما

No.	Statement	Strongly Agree موافق بشدة	Agree موافق	Neutral غير محدد	Disagree غير موافق	Strongly Disagree غير موافق بشدة
1	listens to my point of view. يستمع إلى وجهة نظري	70% (35)	18% (9)	12% (6)	0% (0)	0% (0)
2	smiles and laughs with me. يبتسم ويضحك معي	64% (32)	32% (16)	4% (2)	0% (0)	0% (0)
3	Gets angry. يكون غاضبا	0% (0)	8% (4)	22% (11)	22% (11)	48% (24)
4	is considerate (thoughtful of my needs) يهتم باحتياجاتي	50% (25)	32% (16)	12% (6)	4% (2)	2% (1)
5	has good classroom presence and personality. يكون له حضور طيب وشخصية مميزة	66% (33)	20% (10)	10% (5)	2% (1)	2% (1)
6	is patient, polite and enjoys helping me. يكون صبورا ومهذبا ويود مساعدتي	64% (32)	32% (16)	4% (2)	0% (0)	0% (0)
7	communicates an enthusiasm for the subject. يبيد حماسا في تدريسه للمادة	72% (36)	8% (4)	8% (4)	8% (4)	4% (2)
8	establishes a good rapport with me. يبنى علاقة طيبة معي	56% (28)	28% (14)	16% (8)	0% (0)	0% (0)
9	is knowledgeable. يكون ملما بالمادة العلمية	54% (27)	34% (17)	6% (3)	6% (3)	0% (0)
10	Has firm strategies for dealing with inappropriate (bad) student behavior. يكون له وسائل صارمة للتعامل مع السلوك الغير مناسب	14% (7)	22% (11)	14% (7)	24% (12)	26% (13)

B) My teacher's techniques and strategies.

ب-أساليب وإستراتيجيات المعلم

No.	Statement	Always	Usually	Sometimes	Rarely	Never
11	If a student is being disruptive, my teacher asks him/her to say which class rule is being broken. عندما يقوم الطالب بسلوك غير مقبول فإن معلمي يسأله عما فعل من عدم احترام لقواعد الصف المتفق عليها سلفا	18% (9)	30% (15)	34% (17)	14% (7)	4% (2)
12	My teacher develops students' interest in learning. يهتم مدرسي بزيادة تحفيز الطلاب باتجاه التعلم	34% (17)	26% (13)	28% (14)	8% (4)	4% (2)
13	My teacher uses a wide and varied range of positive verbal descriptions of behavior such as clever, imaginative, interesting, 'creative', etc. يستخدم مدرسي الكثير من الكلمات الإيجابية مثل مبدع، ماهر، شيق	18% (9)	28% (14)	22% (11)	14% (7)	18% (9)
14	My teacher lets others (like the social worker) take responsibility for solving the problem. يلجأ المعلم للبعض مثل الأخصائي الاجتماعي لحل مشاكل الطلاب	22% (11)	16% (8)	22% (11)	16% (8)	24% (12)
15	My teacher soothes the students' feelings and preserves their relationship. يحافظ معلمي على علاقته مع الطلاب ويهدئ من مشاعر الطلاب	30% (15)	24% (12)	30% (11)	8% (4)	8% (4)

VITA

Hussam S. Al Zieni received a BA in Education from Al Mansoura University in Egypt in 1992. He has 16 years experience in teaching English as EFL. He taught English in Egypt and Kuwait and has been working in the UAE since 1995. He has attended 3 TESOL conferences and participated in nearly 15 professional development programs