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Thesis

CLASSROOM MANAGEMENT AND STRATEGIES FOR EFFECTIVE CLASSROOM MANAGEMENT

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Lenka Kajerová

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ABSTRACT

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This thesis deals with the term classroom management, its most important parts and strategies for effective classroom management. This thesis is divided into four parts: theoretical background, methods, results and commentaries and implications. In the theoretical background, the term classroom management and its most important parts are discussed. In methods, research methods and tools which were used in the research part are described. The research part is divided into two sections. First, questionnaires and its analyses are described. Second, the results of the personal teaching diary, which was taken during English lessons at the 13th Elementary school in Pilsen, are discussed. The overall results of both research parts are accompanied. Finally, implications for language teaching, limitations of the research and suggestions for further research are discussed at the end of this thesis.

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I. INTRODUCTION

This thesis deals with the term classroom management and strategies for effective classroom management. Nowadays, the term classroom management is widely discussed and knowledge of this term can help not only novice teachers but also teachers with many years of experience in their teaching practice. Therefore, the issue of classroom management was selected for this thesis.

In the Theoretical Background, the term classroom management is introduced as well as its main parts. For the reason that the term classroom management is very extensive only certain parts were selected: the role of the teacher, the role of the classroom, behaviour and rules. These main parts are further subdivided.

The Methodology part deals with research methods, research tools and research procedures which were used for the purpose of the research. The research itself was then done through questionnaires for teachers and personal teaching diary which was taken at 13th primary school in Pilsen. The research questions are:

- What does the term classroom management mean according to teachers?
- What is the most important part of classroom management according to teachers?
- Which classroom layout is the most effective?

Next, the results of research are presented. First, the results of questionnaires complemented with graphs to individual questions are described. Second, the results of personal diary are discussed. Furthermore, overall results of both parts of the research are presented.

Additionally, the chapter called Implications discusses implications for language teaching, limitations of the research and possibilities and suggestions for further research. Finally, this thesis is concluded with the last chapter called Conclusion in which the principal ideas of the whole work are summarized. The work is also complemented with appendices.

II. THEORETICAL BACKGROUND

The main aim of the theoretical background of thesis is to introduce the most important parts of the term classroom management. Because the term classroom management is very wide, only certain parts are selected and discussed.

The theoretical part of this thesis is divided into three main parts. The first one deals with the role of the teacher in the classroom and with his or her interventions such as the roles of supporter, listener and the person who should encourage students. This part also deals with giving instructions. The second part discusses the role of the classroom. In this section the classroom layouts, ways of effective rearrangement of the classroom, physical and environmental factors, decoration and other equipment are presented. The third part of the thesis deals with behaviour and rules and with addressing inappropriate and uncooperative behaviour.

Classroom Management

First, it is necessary to explain the term classroom management. As Scrivener (2012) says, "this term is often used in secondary education, where it typically refers to ways of keeping order in class and especially to discipline-related problems" (p. 2). However, he explains that this concept is very general, inaccurate and outdated. Still, as Sarıçoban (2005) mentions, many teachers associate classroom management with discipline (p. 1). In compliance with both authors, the concept of classroom management is much wider and involves much more cases than just the discipline.

Today's concept of classroom management and strategies for classroom management points to "a variety of factors that help us turn the classrooms into places, where learning and teaching can best take place" (Sarıçoban, 2005, p. 1). In other words, effective classroom management strategies enable us to successfully discharge our basic duties of teachers to create for students a learning environment that supports achieving good results and in which students are not interrupted and distracted and where their safety and physical and mental contentment are not threatened (Cangelosi, 2009, p. 22). To be more precise, these definitions include all aspects which refer to classroom management as

the role of the teacher and the learners, the classroom, the system of rewards and punishments and the reduction of disruptive and inappropriate behavior.

The Role of the Teacher

This chapter deals with the role the teacher in the classroom and in the classroom management. Furthermore, it discusses the teacher's tasks which he or she has to deal with, for instance, communication with students, support of students, encouragement of students, reinforcement of students and giving instructions.

On the one hand, the teacher has to play many roles such as an expert in his or her subject, a professional, a seller, an actor, an expert for aids and assessment, a planning expert and what is the most important for this topic, a manager. This does not mean that the manager's role is superior to the other roles. All roles are equal and a good teacher should be proficient in all of them (Vališová, 2007, pp. 235-236). Similar roles are also mentioned by Sarıçoban (2005) who says, "In education a teacher should take on many roles such as knower, guider, provider, director and so on" (p. 5).

On the other hand, the teacher should not forget being himself or herself. Scrivener (2012) prefers "letting the students see something of your genuine reactions to things, your moods and your natural behavior, rather than covering everything up in a performance" (p. 36). He mentions an opinion of Carl Rogers, the US educational psychologist, that "authenticity created the conditions for good rapport and helped build a real depth of trust and respect" (Scrivener, 2012, p. 36). Natural behaviour prevents the teacher from being all the teaching time in stress, constantly checking himself or herself if all the intended roles are sufficiently fulfilled. Scrivener (2012) also suggests five steps to authenticity. First step, the teacher should not try to be a 'teacher'. Second step, the teacher should have real conversations during the lessons. Third step, the teacher should not pretend omniscience. It is better to admit that the teacher does not know the answer. Fourth step, the teacher should be wary of staffroom advice. And the last one, the teacher should be appropriately authoritative (Scrivener, 2012, pp. 37-38). Although Scrivener does not agree with playing roles in lessons, he says "being authentic does not mean abdicating the responsibilities and duties of a teacher" (Scrivener, 2012, p. 38).

Communication with Students

Communication with students is among one of the most important aspects of classroom management and also is among one of the most complex. Thanks to appropriate communication the teacher can create a climate in which students will feel comfortable and will enthusiastically cooperate and involve themselves in learning activities. In order to create this climate, it is important to avoid the so-called labeling, gain the trust of students and also to avoid provoking the struggle for power (Cangelosi, 2009, p. 91). How to create this climate is explained in paragraphs below.

Listening to Students

Effective communication with students must be mutual because monologue will be boring for students long before an interview. Thanks to listening to them, reading their works and watching them, the teacher can learn a lot about them and it is easier to understand them and their needs (Cangelosi, 2009, p. 101). This kind of effective communication Scrivener (2012) calls supportive listening which "allow us to pay full attention to the speaker, do our best to understand, overlook errors and problems, stay with their story and hear the message they want to convey" (Scrivener, 2012, p. 44). However, most novice teachers are unable to practice this supportive listening and therefore they tend to prefer the so called analytical listening that "focuses attention on language" (Scrivener, 2012, p. 45).

The Teacher's Support

According to Scrivener (2012), "By creating an overtly supportive environment, you help your students to feel valued and in doing so, you help them to value themselves" (p. 120). The teacher can support students in many ways.

First, he or she pays attention because "attention is one of the most powerful gifts a person can give someone else" (Scrivener, 2012, p. 120). Sometimes just eye contact and fleeting glance are enough.

Second, the teacher should be as specific as he or she can. Students will probably pay attention to what the teacher says, when they know that whenever the teacher talks he or she really has something important to say. In addition, when students know that everything what the teacher says is important, they will have impression that they will miss something fundamental when they will not listen (Cangelosi, 2009, p. 96).

Third, the teacher should know and use students' names. Underwood (1993) presents several reasons: "it generates a friendly relationship with students; it is natural way to attract somebody's attention; it speeds up the organizing of pair and group work (…) and it produces a more secure atmosphere" (p. 25). In other words, the usage of students' names creates better relationship between the teacher and students and lessons are more effective, then.

In conclusion, "A positive classroom atmosphere will inevitably affect students' attitude towards the work they do in class and their level of engagement with the language" (Scrivener, 2012, p. 120).

The Teacher's Encouragement

As Underwood (1993) mentions, "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). The teacher can encourage students in many ways; for instance, when the teacher wants to address students he or she can use their first names. Then, the teacher should give an opportunity to every student to talk during each lesson. The teacher also should use verbal praise or feedback, and bear in mind that, "students will cooperate if they feel that you will help them when they need help and that they will not be made to look foolish in front of their fellow students" (Underwood, 1993, p. 36).

However, according to Scrivener (2012) there is a big difference between praise and a feedback. As Scrivener (2012) mentions, "the term praise refers to the ways that a teacher approves, acclaims and extols a student for what they have done, typically for

completing tasks successfully and to a high standard" (p. 163). But there are also some disadvantages of using praises. For instance, the teacher's judgments can become more important for students than their own self- assessment. Furthermore, praise can become their only motivation for studying. Last, praise can become possible only for those students who do whole tasks correctly and mainly answer the questions as soon as possible. Therefore, some students can never get praise because they make a small mistake or they need more time to answer (Scrivener, 2012, p. 163-164). In compliance with Cangelosi (2009), students feel more threatened when the teacher use praise because their work, behaviour and even a personality is qualified and classified (p. 93). Another way to encourage students is giving supportive feedback which means that first, the teacher evaluates students' work not their personality. Second, the teacher should be specific and use concrete examples. Third, the teacher should not compare students' works among themselves but should compare students' works with their previous works. Fourth, the teacher should help students to improve and give them specific information what and how to improve (Scrivener, 2012, p. 164-165).

Giving Instructions

In compliance with Savage (2009), "Providing directions helps get students to work quickly, avoids confusion and prevent wasted time" (p. 95).However, it is not easy and poorly specified instructions can destroy even properly chosen and perfectly prepared activity (Scrivener, 2012, p. 128). Therefore, the teacher should not underestimate the preparation and formulation of instructions because "Clear directions promote good lesson pacing and a smooth flow of classroom activities" (Savage, 2009, p. 95).

The teacher can give instructions only in English or in combination of English and native language. On the one hand, giving instructions only in English has to be used in multilingual classes. On the other hand, mixture of English and native language is possible for monolingual classes (Scrivener, 2012, p. 64). Then it depends only on the teacher of monolingual class if he or she prefers a combination of both or only English. As Scrivener (2012) claims, "It is certainly possible to use only English (and it's often really helpful in

creating an 'English' atmosphere in the classroom), but it's often problematic because of the quantity and over-complexity of language used" (p. 64).

One of the clearest ways of giving instructions is a demonstration. For instance, when the teacher wants the students to do an exercise, he or she holds the textbook and keeps pointing at the exercise for so long that all the students see what they have to do right now. Likewise, the teacher shows all other materials with which students have to work. Furthermore, the teacher shows an example of a solution and writes it on the board or, for example, students can try to solve a problem with the teacher. After that students work independently. For pair works, it is suitable when the teacher selects a student from the class with whom he or she demonstrates the activity (Scrivener, 2012, p.130). In other words, students can better understand the instructions that are accompanied by a demonstration or examples.

Although the instructions are sufficiently clear, it does not always mean that students will perceive them. Therefore, Bluestein (2008) suggests some tips due to which the teacher does not need to repeat instructions more than once. Initially, the teacher has to get the students' attention. It is not efficient to begin giving instructions when some students are still talking. Then, the teacher should give his or her instructions very clearly and without unnecessary details (p. 145). In addition, Scrivener (2011) also recommends starting giving instructions with "making eye contact with as many people as possible" (p. 67). The teacher also should identify a gesture which shows that he or she wants to speak. If the teacher still does not have students' attention, he or she just has to wait and meanwhile should not look anxious or impatient (Scrivener, 2011, p. 67). As Bluestein (2008) says, "If we give information to students without first asking for their attention, we shouldn't be too surprised when the majority get it wrong" (p. 145).

The Role of the Classroom

The classroom is another important factor in classroom management which includes for instance various classroom layouts, physical and environmental conditions in the classroom and also the facilities for displaying pictures and decorations. As Burden (2004) says, "To create an effective learning environment, you will need to organize several aspects of the physical space, including floor space, storage and filing space, and

bulletin boards and wall space" (p. 2). All these things should be kept in the teacher's mind and should be adapted not only for English lessons but also for particular groups of students. This is not generally an easy task because teachers in many schools do not have a classroom only for them or only for English. Therefore, Underwood (1993) emphasizes that, "In schools and colleges where there are fixed rooms for English, teachers should have the opportunity to create an appropriate environment (…) so that everyone coming into one of those rooms knows immediately that here English is the focus of attention" (p. 46). This chapter deals with all aspects that may affect English lessons.

The Classroom Layout

As Scrivener (2012) says "The way your classroom is arranged has a direct impact on what you can do and how you can do it" (p. 7). The classroom layout is important for learning, because "The way you set up your classroom largely determines the experiences you and your students share" (McLeod, 2003, p. 5). The classroom layout depends on several things and those are the type of furniture, the space in the class, number of students, selected activities and teaching style. All these things should be taken into account before the lesson starts, because the environment of the classroom impacts the students and their learning a lot (McLeod, 2003, p. 5).

There are many ways to rearrange desks in the classroom. Additionally, the selected classroom layout should suit the selected activity, because "if the students always do the same or similar task in the same seat (perhaps with the same people), there is danger of sameness about everything, and hence boredom and lack of commitment" (Scrivener, 2012, p.11). In other words, it is important not only to change the classroom layout or activities but also to combine different types of classroom layouts with different activities.

However, as McLeod (2003) mentions, "In planning your classroom arrangement, consider grouping students into sections with walkways from the back to the front and side-to-side between rows" (p. 7). Such a classroom arrangement is similar to a conventional arrangement the students are used to but also this layout has its own rules: "Be sure all students can see the major instructional area without having their backs to the area and

without having to get out of their seats" (Burden, 2004, p. 14). This basic arrangement facilitates the work of the teacher and enables a quick rearrangement.

Scrivener (2012) suggests some classroom layouts both for smaller and for all size classes. For smaller classes he recommends the semi-circle or U layout, where students can have eye contact and speak to everyone. Benefits of this classroom layout are that students do not speak so much and do not interrupt because they are further apart their schoolmates. Also many tables can be fit on a small floor space (Powell, 2009, p. 5). One large table or separate tables are suitable for cooperative learning, because all students can work together on one task. (p. 8). In compliance with Underwood (1993), "It gives students a sense of belonging to a particular group as they all face towards each other" (p. 51). Disadvantage of this classroom layout is the need to turn round to the board for students who are sitting back to the board (Underwood, 1993, p. 51). Another type of classroom layout for smaller groups is zones, but the classroom has to be large enough, because this type of layout needs a lot of space. However, this layout causes off task behaviour which can be distracting for the rest of the class (Powell, 2009, p. 7). The last type of classroom layout for smaller classes is the full circle which is a very democratic layout and enables students to see each other and the teacher can sit with them not only in the foremost seat (Scrivener, 2012, p. 9). Harmer (2007) confirms these words with his opinion that "Classes which are arranged in a circle make quite a strong statement about what the teacher and the students believe in" (p. 163).

As mentioned above, there are layouts which are suitable for all sizes classes such as rectangular. This type of layout allows students to see each other but not everyone can look at the board without having to turn. Apart from the ordinary straight-line rows, there is possibility of curved rows to facilitate communication between students. Another option is arrowhead layout where the diagonal rows make an arrowhead. Advantages of these row layouts is that it "Enables the teacher to see what every child is doing, gives all children a clear view of the front of the room, can take less floor space than other arrangements" (Powell, 2009, p. 4). For games and role plays students do not need tables. Finally, facing "allows face-to-face discussion between partners, and means that all students can see the board by simply turning to the front" (Underwood, 1993, p. 52).

In conclusion, the teacher has many options how to rearrange the classroom. However, there are conditions which the teacher should keep in mind. These conditions

conclude the size of the class, number of students, the types of the furniture and chosen activity. In compliance with these conditions, various classroom layouts may help to make lessons more effective. The change of classroom arrangement also allows students "having a new view, new eye contact, and new people next to them may, in a small way, help to keep their interest alive and motivation higher" (Scrivener, 2012, p. 7).

Another important component in the classroom is the teacher's desk and the actual position of the teacher. Most of the teacher's desks are big and heavy and it is not possible to move with them as with students' desks. Such teacher's tables then form a barrier between the teacher and students and how Underwood (1993) states: "It is much harder to communicate with your students from behind a big desk and it certainly discourages them from looking on you as their friend and helper" (p. 53).Therefore, sometimes the teacher should change his or her traditional place behind the table and move around the classroom. Scrivener proposes some ideas how to avoid standing whole lesson at the front of the class. The teacher can become a member of the class sitting between students not separately at the front of the classroom. Then, the teacher can also choose any of the desks in the classroom as his or her; leave things there and keep going back within a lesson. Another possibility is to constantly move around the classroom and to give instructions from various places not only from the front (Scrivener, 2012, p. 21). To conclude, typical teacher's position at the front of the class behind the big heavy table is traditional but there are many options where the teacher can be during the lesson.

Effective Rearrangement of the Classroom

As mentioned above, not every teacher has got his or her own classroom just for English lessons. Furthermore, various classroom layouts are suitable for various activities. Therefore, the classroom needs some rearrangements. This change should be done within the shortest time and with minimum noise. Underwood (1993) recommends "to avoid the chaos of having everyone trying to help, it's a good idea to ask a small number of people to move the furniture before everyone else comes into the room" (p. 51). In accordance with that is also Scrivener's opinion to "get volunteers, or appoint one or two of the class, to take specific organizational roles" (Scrivener, 2012, p. 15). In contrast,

Scrivener suggests agreeing with students to rearrange all the furniture in complete silence or thinking about the rearrangement as a military campaign and give precise and clear instructions to all students step by step. It is also good to include students in the rearrangement of the classroom and discuss it with them. Maybe they come up with some interesting ideas and at the same time the will feel more responsible. This involvement might also increase student's motivation for learning (Scrivener, 2012, p. 14-15).

Another problem that arises along with the rearrangement of classroom layouts is effective seating rearrangement. However, as Underwood (1993) emphasizes "moving people around is much easier than moving desks" (p. 49). On the one hand, sometimes the teacher decides where students will sit for instance according to their age, test scores, gender or nationality. On the other hand, the teacher leaves students to sit where they want but this solution does not "creatively match up people for specific reasons, such as those who might work well together or who might support each other" (Scrivener, 2012, p. 17).

Scrivener mentions five options how to organize learners in whole-class work. First, students who come from the same country or speak the same language sit separately. Second, usage of language support means that stronger students sit with the weaker ones and help them. The third option is called differentiated learning where students with the same language level sit together. Fourth, the teacher supports friendships in the class and places students according to their friendships. Last, students themselves make a plan of desks and seats. If the seating plan is determined, it can be drawn and then placed on the door of the classroom where students can see it. They will get used to look at it before lesson starts and sit on the specific seat (Scrivener, 2012, p. 18-19).

Physical and Environmental Factors

Not only classroom layouts but also physical and environmental factors create atmosphere in the classroom. These factors are often ignored but they are fundamental because the teacher and students spend a lot of time there. These factors include light, acoustics, noise and temperature. If these physical and environmental factors are not satisfied, even the best classroom layout, teacher or activity will not be successful (Underwood, 1993, p. 46-47).

Decorations and Other Equipment

Some classrooms by Harmer (2007) have got: "fixed data projectors, interactive boards, built-in speakers for audio material that is delivered directly from a computer hard disk (…) and computers with round-the-clock Internet access" (p. 175). Furthermore, some classrooms might contain classic things like whiteboards or blackboards, CD players, books, dictionaries, pictures, posters and furniture to store all these things. However, all the above mentioned things might not appear in the classroom to be functional and pleasant. But the classroom is place where the teacher and students spend a lot of time. Therefore, according to Scrivener (2012), "It's worth thinking a little about whether it's possible to make it a better place to be" (p. 28).

Behaviour and Rules

As Scrivener (2012) says, "A common traditional approach to getting good behaviour in class was to instill fear in pupils, using threats of punishment that were tedious (write 100 'lines'), humiliating (stand in the corner) or possibly involving violence (corporal punishment) " (p. 231). In other words, students were taught to avoid punishment rather than to learn something new. However, nowadays a positive motivation is preferred and the teacher should bear in mind that, "The most important single factor in encouraging better behaviour is in offering interesting and engaging lessons" (Scrivener, 2012, p. 231).

Support of Successful Behaviour

One of the teacher's tasks is to encourage students' successful behaviour in the classroom. Harmer (2007) suggests some tips how the teacher can ensure their successful behaviour. First, the teacher should behave in a constant way and should not change it over time. Second, the teacher should be always well prepared for the lesson, but also accept minor changes that may occur. According to Harmer (2007), "a well- organized period of study and activity which has been thought about before the lesson has a far greater chance of success than a chaotic ill-thought-out (and ultimately frustrating) one" (p. 231). Third,

the teacher should plan how to engage students in prepared activities. There are many options, for example, the teacher's enthusiasm and energy or an introduction to the topic before the actual activity. Fourth, the teacher should let students experience success. This does not mean that all assigned tasks should be easy, but the teacher should keep in mind that the success should prevail the failure and that the activities should be reasonably challenging. Fifth, equal rules have to be respected and there is no place for favouritism or grudge. Therefore, "any student who behaves in a certain way is treated exactly the same as another student who behaves similarly in the same circumstances" (Harmer, 2007, p. 157). Last, the teacher should praise the appropriate behavior rather than letting students' behaviour go so far to blame them (p. 157).

Rules

It is necessary to set some rules in the classroom in order to encourage appropriate behaviour and prevent or suppress inappropriate one. These rules are then a formal statement, according to which students are familiar with general guidance on required and prohibited behaviour (Cangelosi, 2009, p. 120). But the teacher should bear in mind that, "If you expect students to successfully meet your expectation, they need to know precisely what those expectations are" (McLeod, 2003, p. 84).

As mentioned above, the aim of implementing rules according to Cangelosi (2009) is primarily to increase cooperative behaviour and reduce uncooperative or even disturbing behaviour among students. Furthermore, the rules are created to ensure safety and comfort in the classroom and to avoid disturbing other classes and people outside the classroom and last, to maintain an acceptable politeness among students (p. 157).

If the rules have to fulfill their aims, they have to be precisely defined and constantly followed. Defining of the rules can be done in many ways. On the one hand, as Scrivener (2012) mentions, one option to define the rules is a cooperation of the teacher with students that means involving them in a discussion of the rules. Students can cooperate on the rules and think how the rules should be promoted. The final version is a contract between the teacher and students that can be signed by all of them. It is worth from time to time to return to this contract and check if this contract is respected and does

not need any changes (p. 232). On the other hand, McLeod (2003) prefers the teacher as a person who should define the rules, "because they are not negotiable and because they are health and safety issues, the teacher is responsible for making them" (p. 83). However, the rules which are set only by the teacher are more his or her rather than the students' rules, which the students only have to observe without having any opportunity to influence them (Harmer, 2007, p. 155).

It is recommended to set the rules at the beginning of the school year or semester. Certainly, it is also possible to introduce a new rule when a problem occurs. However, defining the rules at the beginning of the school year has got several advantages. For instance, when students know from the beginning what is expected from them, it may prevent inappropriate or uncooperative behaviour. Furthermore, students are much more perceptive to the rules at the beginning of the school year than when they have already got used to certain patterns of behaviour. Finally, the sooner students know the rules, the more time they have to learn to manage them. However, implementation of the rules during the school years has also some advantages. Students understand the rule better when it is introduced as a response to a situation that has just happened. They also appreciate that they are not overwhelmed by the rules on the first day of school (Cangelosi, 2009, p. 126).

Inappropriate and Uncooperative Behaviour

In accordance with Harmer (2007), despite all the teacher's efforts, it is not always possible to avoid inappropriate or uncooperative (p. 158). Then, the teacher has to somehow respond to such behaviour and the way of his or her reaction "will determine not only how serious the event becomes, but will also influence the attitude of the whole group in terms of their future adherence to the group norms which they have agreed" (Harmer, 2007, p. 158). Therefore, the teacher should know when, how and to what he or she has to respond and what behaviour he or she can ignore.

The teacher too often tolerates students' inappropriate or uncooperative behaviour until he or she is too embarrassed and then is not able to solve the situation in a constructive way (Cangelosi, 2009, p. 195). Therefore, the teacher should act immediately as soon as inappropriate or uncooperative behaviour appears. As Harmer (2007) says,

"unchecked behaviour may get steadily worse so that where it could have been deflected if it had been dealt with immediately, now it is almost impossible to deal with" (p. 158). However, if the teacher can not immediately respond in decisively way, then it is better to ignore such behaviour.

It is also important that the teacher is constant in his or her reactions to inappropriate or uncooperative behaviour, because "It is confusing for students if something is dealt with in a certain way on one occasion, but then differently on a second occasion" (Scrivener, 2012, p. 236). In other words, students need to know that the teacher is equal and fair and according to this they know what they can expect from the teacher. Harmer (2007) recommends agreeing on the sanctions with students in advance because, "the students need to know what the penalties are for bad behaviour" (p. 159). As mentioned above, the sanctions have to be equal and fair as the response to inappropriate and uncooperative behaviour. The teacher also should keep calm, because "teacher who have to shout to assert their authority appear to be losing control" (Harmer, 2007, p. 158).

The teacher should not threaten sanctions if he or she does not mean his or her threats seriously. Because students can very quickly recognize that their inappropriate or uncooperative will not be punish and they will continue with this behaviour (Scrivener, 2012, p. 236).

The teacher has also opportunity to use wordless interventions. According to Scrivener (2012) among these wordless interventions belong: "raised eyebrows, head slightly tipped back, widened eyes, a fixed stare at the person you wish to address, a single clap of the hands, a slow, small, discreet, slightly exaggerated 'no' shake of the head" (p. 237).

Another opportunity how to deal with inappropriate behaviour of students is that the teacher sits or stands next to the student who interrupts and leads the rest of the lesson from this position. The teacher can do this entirely without words and without any explanation. Such action does not disturb other students in unfinished work and the lesson naturally continues (Scrivener, 2012, p. 238).

In conclusion, inappropriate or uncooperative behavior may occur at any lessons and in each group. It is better to prevent such behavior by setting clear rules at the outset. However, it is not always possible to avoid this kind of behavior. Then, it is important that the teacher responds immediately and appropriately to this situation to stop inappropriate

behaviour and support cooperative one in such a way that inappropriate and uncooperative behaviour and the teacher's reaction influence the lesson in a minimum extent.

III. METHODS

This chapter deals with the research which was done for the purpose of this thesis. In this chapter, the research methods, the tools which were used in this research and also the research questions are presented. It also deals with the research instruments-questionnaires and personal teaching diary.

Introduction to the Research

The thesis deals with classroom management and strategies for effective classroom management and therefore, the main goal of the research of this thesis is to present teachers' knowledge and opinions about this topic and then the most important parts of classroom management according to them. Furthermore, the research consists of my own personal teaching diary which was taken in my lessons in sixth graders at the 13th: Elementary school in Pilsen. To complete the research, three research questions were determined:

- What does the term classroom management mean according to teachers?
- What is the most important part of classroom management according to teachers?
- Which classroom layout is the most effective?

Research Methods and Characteristics

This research was done by two research methods. First, questionnaires for teachers were used. These questionnaires were completed by teachers in different types of schools, from lower-secondary schools (11-15 year old students), vocational schools (15-18 year old students), technical schools (15-19 year old students), and grammar schools (11-19 year old students), to universities and language schools. The objectives of this part of the research were to find out whether the teachers know the term classroom management, what this term means according to them, andwhat they consider the most important t and less important parts of classroom management.

Second part of the research was done through my personal teaching diary. This diary was taken in my English classes of lower- secondary school students (11-12 year old students) at the 13th Elementary school in Pilsen. There are 19 students in this class and I have taught them for seven months. The diary was conducted to determine how the students work in the various classroom layouts. The objective of this part of research was to discover whether various activities are more or less effective in various classroom layouts.

Research Tools

First research tools were questionnaires (see Appendix A and Appendix B). There are two parts of the questionnaire. The first one consists of basic questions such as gender, years of experience and the type of school in which the teacher has taught and then the part that directly relates to the topic of this thesis classroom management. The second one includes ten parts of classroom management and respondents were asked to order these parts of classroom management from the most important to the least important one. Questionnaires were created in Czech language because most of the questions were open and respondents had to write their answers more completely. Czech language for questionnaires was chosen not only in order to facilitate easier answering for respondents but also in order to convince respondent to answer more comprehensively.

Second tool of the research was my personal teaching diary which was taken during my teaching. This diary deals with various classroom layouts and their effectiveness in lessons. Therefore, three various classroom layouts were chosen and compared. Selected classroom layouts were straight-line rows, U layout, and small groups. Overall, three activities were selected and then always tested in a classical straight-line rows. Finally, they were also tried in one or more selected classroom layouts. A detailed diary was conducted for each activity and there were observed students' behaviour, advantages and disadvantages of each classroom layout. At the same time an activity of individual students, results and success of their work and the time in which they were able to do the activity were observed.

Research Procedure

As mentioned above, the research consists of two tools. First, 50 questionnaires were distributed among teachers in various types of school. Eventually, only 37 questionnaires were completed.

Second tool was the diary which was written during my teaching on the sixth grade at the 13th Elementary School in Pilsen. The class consists of 19 students (11 boys and 8 girls). Their language level is A1 according to the Common European Framework of Reference for Languages. In lessons, mainly textbooks and workbooks Challenges I. were used; they were accompanied by CDs for a work with an interactive whiteboard. Because ŠVP had to be followed, the activities were chosen according to this and were taught at a specified time. Therefore, the diary was taken in January and February 2014 and activities corresponded with an actual module from the textbook. However, not every activity was selected from the textbook. Some of them were just inspired by the textbook. It was always one activity which had been tested in more classroom layouts. Mostly straight-line rows in which student worked individually were chosen and then one additional classroom layout was selected U-layout, or work in small groups. The same activity was not repeated immediately in the same lesson but in some other lesson.

IV. RESULTS AND COMMENTARIES

This chapter deals with the result of the research. First, it presents the result of questionnaires dealing with the term classroom management and what teachers know and mean about it and also with the most and less important parts of classroom management. Then, thus part describes the result of the personal teaching diary which was taken in English lessons at the 13th Elementary school in Pilsen. At the end of this chapter, findings of the research are mentioned.

Results of Questionnaires

Overall, 50 questionnaires were distributed from which only 37 were completed. The questionnaires were given to teachers of all grades. The questionnaire consisted of eight questions in total.

The first part of questionnaire was only informative and these tree closed questions covered basic information about the respondents. The second part was already focused on the classroom managements. First two questions were closed. Questions numbers 6 and 7 were opened and the last task was to order the terms from the most important to the least important.

The questionnaire (see Appendix A) was developed in Czech because it contained open questions for the purpose of respondents' more accurate and comprehensive answers. However, the questionnaire in English (see Appendix B) is also attached.
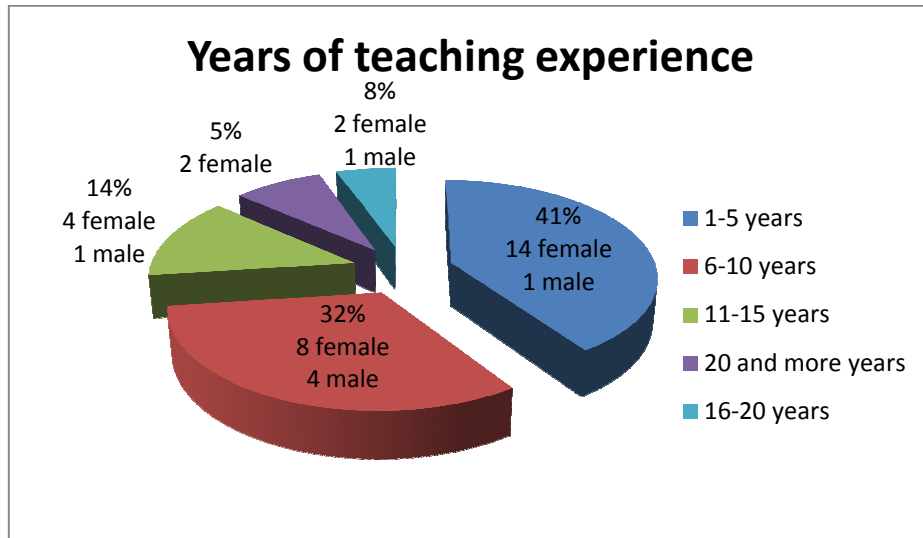
Question 1
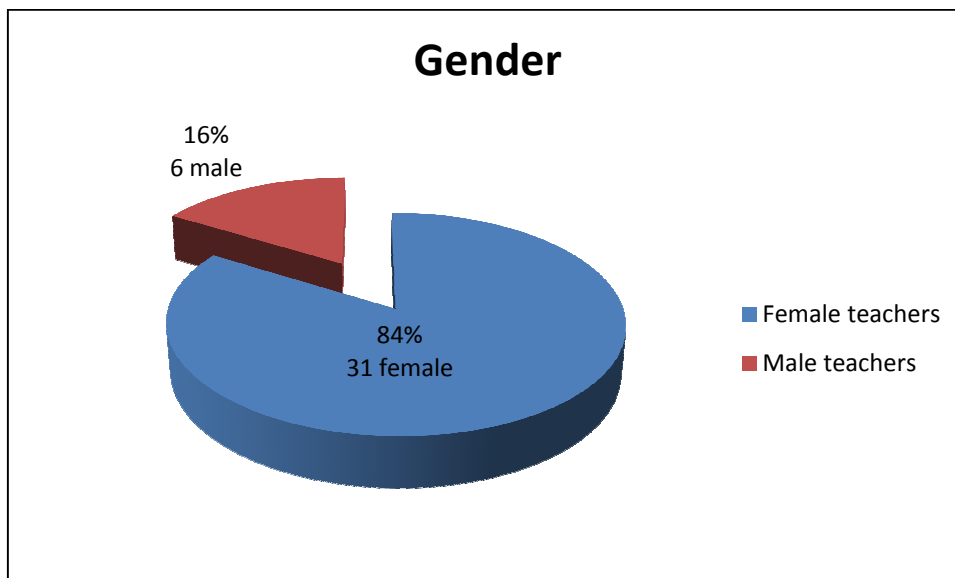
Graph 1. Gender of respondents.

Thirty-one female teachers and only six male teachers completed the questionnaires. However, these numbers correspond precisely to the representation of female teachers and male teachers in the teaching population in the Czech Republic. As stated in the strategic document issued by Ministry of Education Youth and Sports of the Czech republic for the area of gender 'Stav genderové rovnosti a plán MŠMT' (2013), women represent 78% of those employed in education in the Czech republic. The proportion of female teachers and male teachers varies according to the type of school. The number of men grows with higher school levels (p. 8).
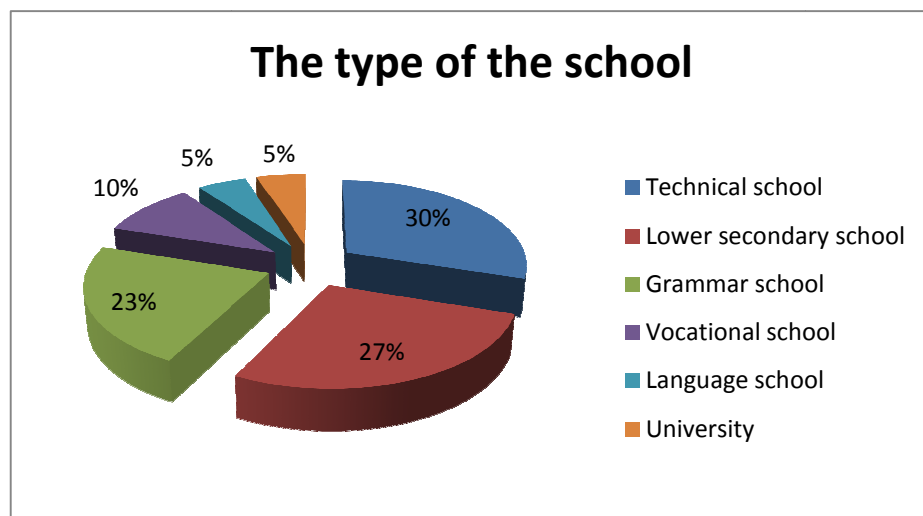
Question 2

Graph 2. Years of teaching experience.

This question investigated years of teaching practice. The largest number of respondents has from one to five years of experience, in total fourteen female teachers and one male teacher. Eight female teachers and four male teachers have from six to ten years of teaching practice. Four female teachers and one male teacher have taught from four to fifteen years. Only two female teachers have taught from sixteen to twenty years and three female teachers have spent more than twenty years in education.
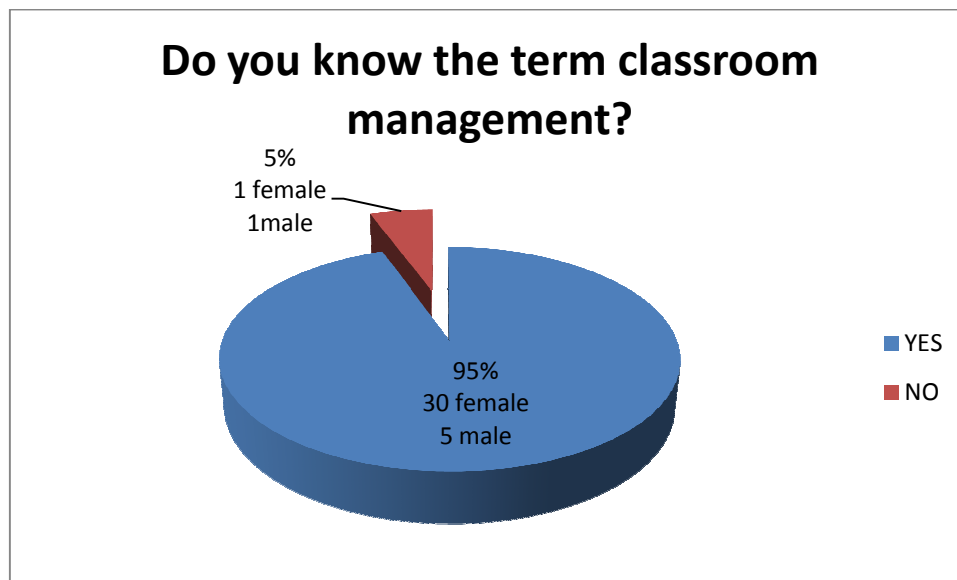
Question 3

Graph 3. The type of the school.

This question deals with the type of school on which the respondents have taught. Respondents could choose between lower-secondary school, vocational school, technical school, grammar school, language school or university and they could choose more than one type of school. The same number of respondents twelve teaches at technical school or grammar school, at technical school, eleven female teachers and one male teacher, at grammar school nine female teachers and three male teachers. Ten female teachers and one male teacher teach at lower-secondary school. Only three female teachers and one male teacher teach at vocational school. Two female teachers have experience with teaching at language school. Finally, two respondents, one female teacher and one male teacher teach at university.

Question 4

Graph 4. Do you know the term classroom management?

The aim of the fourth question was to find out whether the respondents have encountered the term classroom management. The vast majority replied that they have already met with this term, in numbers thirty female teachers and five male teachers. Only one male teacher and one female teacher have not encountered this term yet. Although, it was expected that most of respondents will know this term, it was not assumed that it will be the vast majority.

Question 5
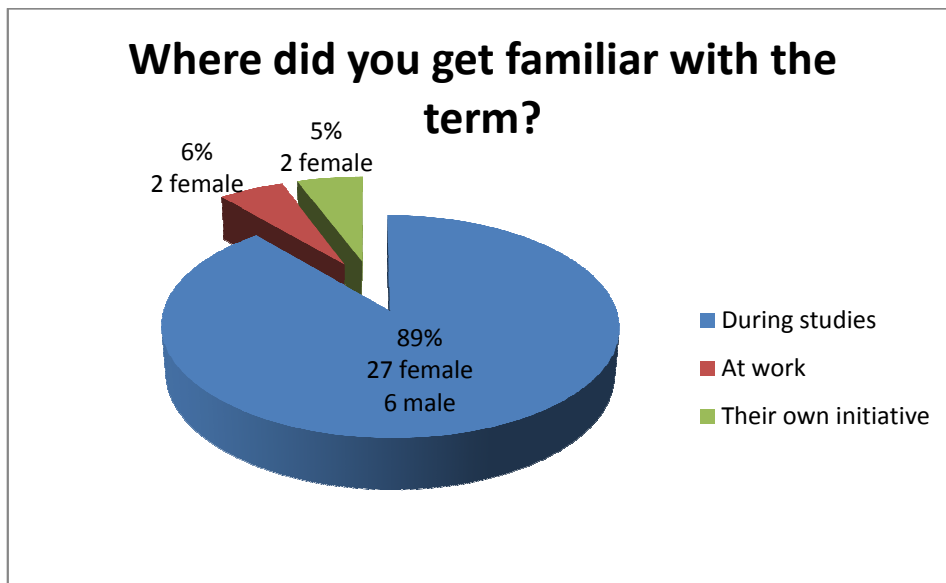
Graph 5. Where did you get familiar with the term?

The fifth question asked respondents where they have met with term classroom management. Twenty seven female teachers and five male teachers met this term during their studies. Only two female teachers received information in their jobs. Eventually, two female teachers were interested in this topic on their own initiative. In conclusion, future teachers are acquaintance with this topic during their studies and only a few respondents with more years of teaching practice met this topic at work or through their own initiative.

Question 6
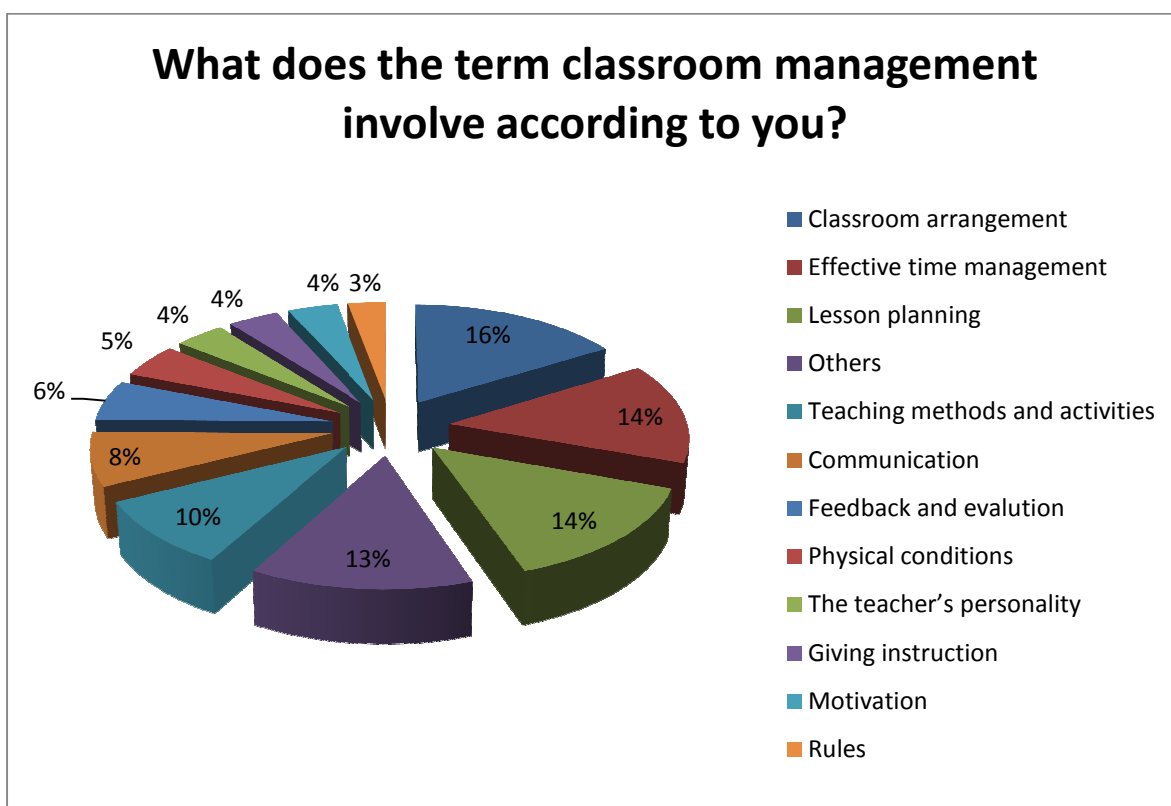
Graph 6. What does the term classroom management involve?

The aim of this open question was to find out what respondents include in the term of classroom management. The question was open on purpose, in order to determine which part of the classroom management occurs most frequently and what respondents think that the classroom management includes.

Since only two respondents have not met with the term classroom management, this question was answered by thirty-five respondents. Responses of individual respondents were very different. On the one hand, there were extensive and comprehensive answers. On the other hand, some very general information occurs.

Respondents named the following parts of classroom management: rules, lesson planning, effective time management, communication, physical conditions in the classroom, the teacher's personality, classroom arrangement, feedback and evaluation, behaviour in the classroom, giving instructions, goals of the lesson, critical moments,

teaching methods and activities, other equipment, teacher's support, monitoring, motivation, administration and attitude of students.

Most mentioned part of classroom management was the classroom arrangement, which was stated by seventeen respondents. Effective time management and also lesson planning were mentioned by fifteen respondents and ten of them wrote teaching methods and activities. Additionally, communication belongs among much mentioned parts by eight respondents. Then, six respondents mentioned feedback in their replies. Finally, there were physical conditions (five respondents), the teacher's personality (four respondents), giving instructions (four respondents), motivation (four respondents), and rules (three respondents). Parts like behaviour, equipment, effective time management, monitoring were mentioned only by two respondents, therefore, they are all included in others.

However, just few answers were really comprehensive and only five respondents (three male teachers and two female teachers) said that the classroom management is a general term which includes many aspects. Indeed, most respondents mentioned only one or two of the above mentioned parts of the classroom management. Therefore, it is not entirely clear whether they really think that the classroom management consists only of few parts or that they just named only parts which they remembered. In conclusion, respondents created a list of almost all parts of the classroom management that are discussed in this thesis. However, only few responses were comprehensive and complete.

Question 7
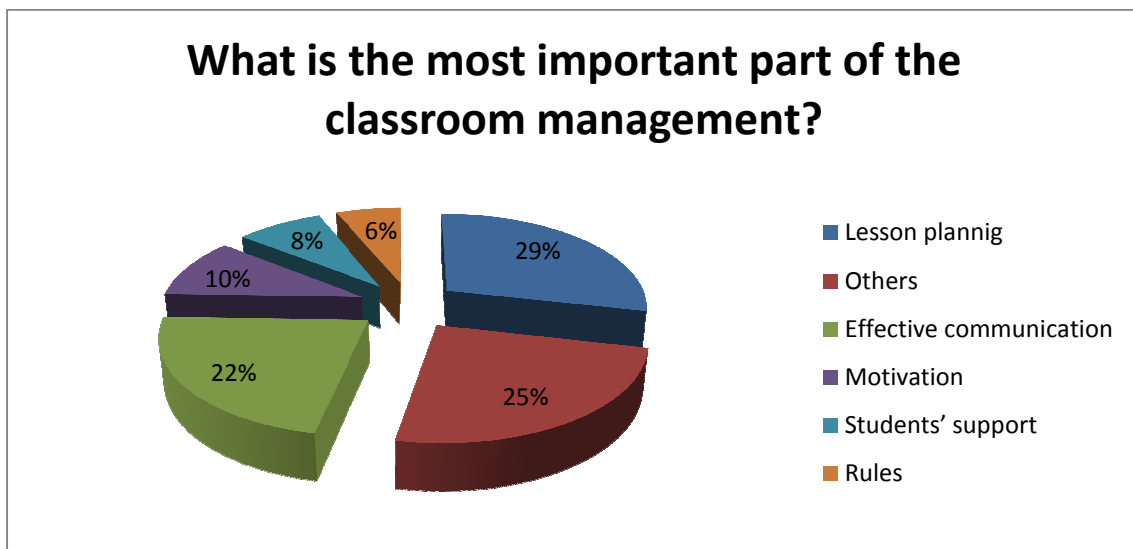
Graph 7. Most important parts of the classroom management.

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The objective of this question was to find out what is the most important part of the classroom management according to respondents. This question was also open. As the most important parts were discussed these: balance between rules and freedom, motivation, classroom atmosphere, individual approach to students, mutual respect, effective communication, classroom arrangements, lesson planning, students' support, rules, feedback, time management and learning goals.

Mostly, in total fourteen times, lesson planning was mentioned. The second most mentioned was effective communication, which was stated by eleven respondents. Then, five respondents mentioned motivation. Eventually, there were students' support (four respondents), rules (three respondents), classroom layout, classroom atmosphere, mutual respect and feedback (two respondents). Furthermore, there were mentioned learning goals, balance between rules and freedom, individual approach to students, effective time management, resulting knowledge and learning styles. However, these parts were always mentioned only by one respondent. Parts that were mentioned only by one or two respondents were included in graph among others. Four respondents reported that all components of classroom management are equally important and therefore, it is impossible to choose just one. According to these respondents, the effective classroom management can work only if the teacher bears in mind all its parts.

Question 8

The aim of this question was to find out the most important parts and the least important parts of classroom management. Therefore, respondents were asked to arrange the parts of classroom management from the most important to the least important. The individual parts of classroom management were selected with regard to the theoretical part of this thesis. Then, the individual parts were: classroom layout, physical and environmental factors, efficient use of time within administrative activities, effective rearrangement of the classroom layout, rules, communication, effective teacher's respond to inappropriate or uncooperative behaviour, teacher's encouragement, teacher's support, lesson planning. This question was answered only by thirty-five respondents who answered that they knew the term classroom management.

Due to the fact, that the most of the respondents were female teachers, the total order was same for all teachers and female teachers. As the most important part of classroom management was selected communication. Second place was occupied by lesson planning and third was teacher's support. Next order was subsequently: rules, teacher's encouragement, effective teacher's respond to inappropriate or uncooperative behaviour, classroom layout, physical and environmental factors, efficient use of time within administrative activities and effective rearrangement of the classroom layout.

Although, male teachers participated significantly less, only five male teachers' respondents, their answer differed from female teachers' answers. However, as in the case of female teachers as the most important part of classroom management was selected communication. Then, the second most important part was rules and third was lesson planning according to male teachers. Furthermore, there were teacher's support and teacher's encouragement on fourth and fifth place. Finally, there were effective teacher's respond to inappropriate or uncooperative behaviour, classroom layout, efficient use of time within administrative activities, physical and environmental factors and effective rearrangement of the classroom layout.
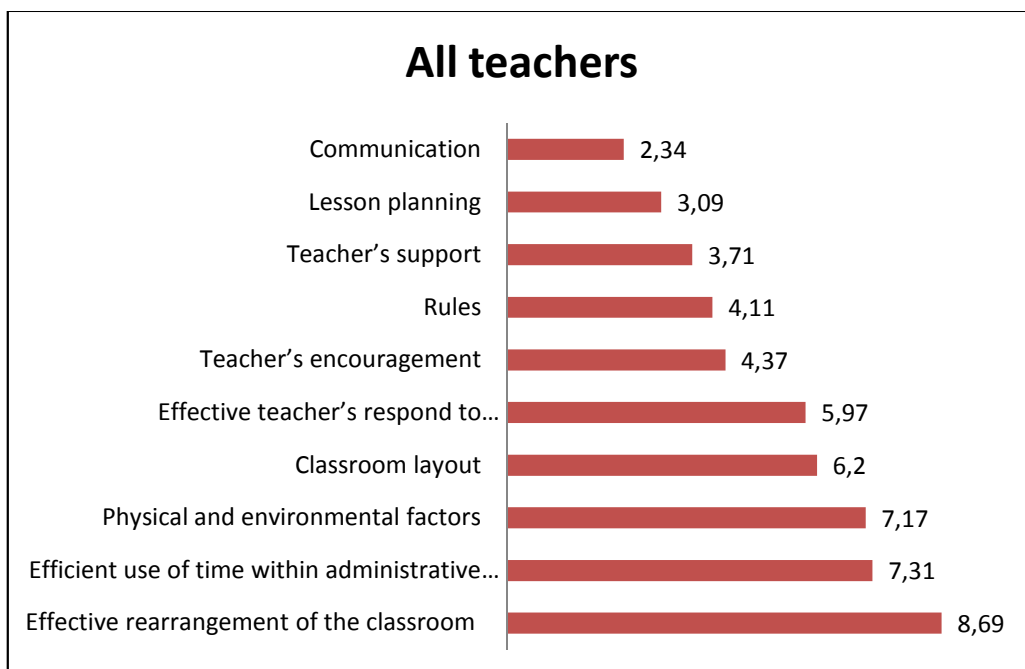
Graph 8. All teachers.

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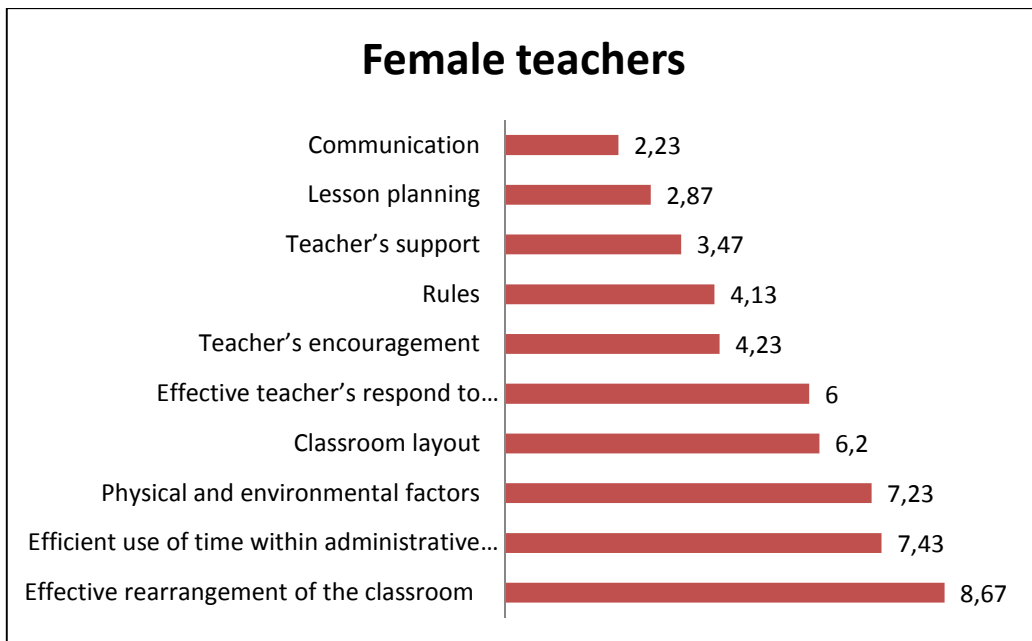
Graph 9. Female teachers.
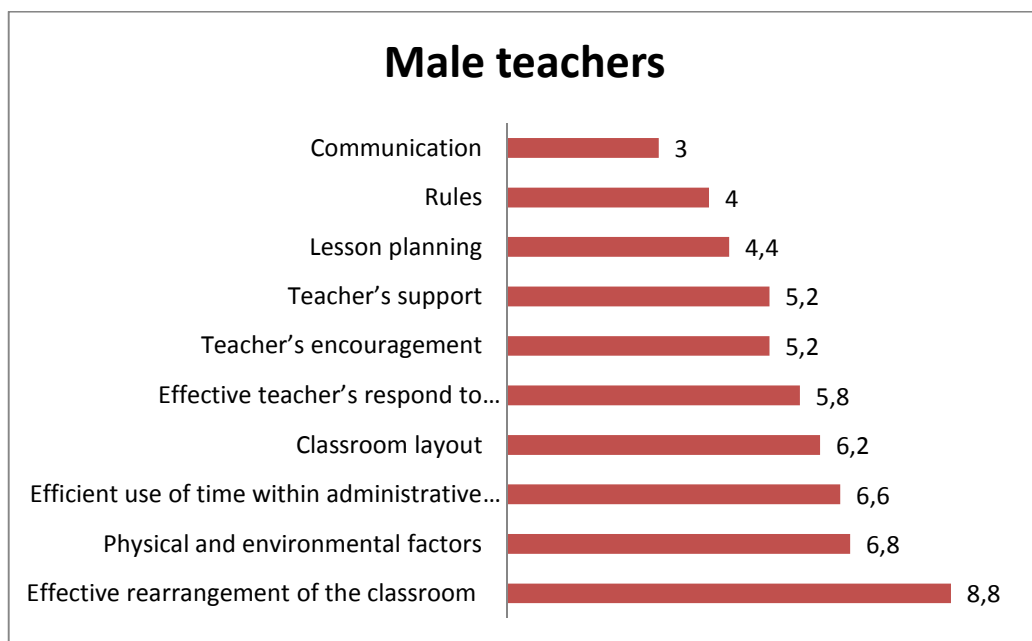
Graph 10. Male teachers.

Overall Results of Questionnaires

Within the research, 37 questionnaires were completed by teachers of all levels and types of school. Respondents answered eight questions in total from which five were close, two open and the last question was to order parts of classroom management. All results are discussed in this section of the thesis.

Firstly, familiarity of female and male teachers with the term classroom management should be discussed. The vast majority of male teachers (5 from 6) and female teachers (30 from 31) knew the term. Overall, the knowledge of the term classroom management is sufficient. Likewise, all male teachers and most of female teachers (27) got familiar with the term during their studies. This fact means that most universities introduces this term to students and prepares them for future carrier. Only two female teachers got familiar with the term in their works and two female teachers were looking for information about this topic on their own initiative.

Secondly, meaning of the term classroom management and its parts are to be discussed. Although, more comprehensive answers were expected, only five respondents said that the term classroom management is extensive and includes many parts. However, no respondent was able to name more than three parts. Among the mentioned parts were: classroom layout, rules, lesson planning, effective time management, communication, physical and environmental factors, behaviour, the teacher's personality, feedback and evaluation. Then the most mentioned part was the classroom layout.

Additionally, the most important part of the classroom management was determined. As the most important part was intended lesson planning although in previous question it appeared on the third place. Respondents mentioned lesson planning as the most important in the open question. However, when respondents were asked to arrange the parts of classroom management, as the most important part was determined communication. But lesson planning was arranged on the second place by female teachers and on the third place by male teachers.

In conclusion, the research questions should be answered in following ways. Although, teachers were familiar with the term classroom management, they were not able to sufficiently describe the term. They named only some parts and their answers were not comprehensive. Lesson planning was determined as the most important part of the

classroom management in open questions. When respondents had choice, they selected communication as the most important part of the classroom management.

Personal Teaching Diary

As mentioned above, the second part of the research was done by personal teaching diary. Three different activities were done in different layouts. This diary was been writing immediately after each lesson. Information about classroom layout, which was selected, the amount of time spent on doing the activity, behaviour of students and effectiveness are introduced in this part of the thesis. The main criteria for the assessment of individual activities in various classroom layouts were time, students' behaviour, results of their work and the occurrence of uncooperative or inappropriate behaviour.

Activity 1 in Straight-line Rows

Name of the activity number one was Describe your favourite famous celebrity. The task of each student was to choose his or her favourite famous celebrity and describe him or her to other students who then had to guess who the student's favourite famous celebrity is. This activity was selected in order to practice of verbs have got and to be and also vocabulary concerning clothes and appearance.

The students were asked to write at least six sentences and they had five minutes to write it down. Then, each student read his prepared sentences to his or her neighbour who had to guess and vice versa. They had to agree and choose which famous celebrity is better and together they could edit or rewrite the sentences. Eventually, each pair read their sentences and the rest of the class guessed who the celebrity was. The activity was supposed to take from twenty to twenty five minutes. The first part that implies writing the sentences was supposed to take about 5 minutes the same time was intended also for work in pairs. Then, the whole class work was supposed to take about 10 minutes.

On the one hand, the students are used to individual work in straight-line rows. Therefore, they worked in quiet and inappropriate and uncooperative behaviour did not appear during the first part of activity when they worked on their own sentences. However, when they worked in pairs some creative noise occurred. On the other hand, the students did not look very excited and time limit five minutes was not enough for them. Therefore,

creating of few sentences took them nine minutes and even their works did not correspond with their knowledge. Sentences were simple and not very creative

In the second phase of the work, bigger noise appeared when the students worked in pairs reading their sentences and guessing the celebrities. When the students had to choose only one celebrity, some disagreements occurred and then these disagreements disturbed the rest of the class. Then, the modification of the sentences lasted just a moment and most of the students agreed very quickly. Moreover, they corrected some grammatical or spelling mistakes themselves.

The most interesting phase was the actual reading of the sentences to other students when they were really paying attention and guessing without any disturbing. The only negative thing was that some students were mocking their classmates because of their choice of celebrity. But this belongs to their teenager age.

In conclusion, the activity reached its objectives, the students practiced not only the verbs have got and to be but also the vocabulary of clothes and appearance. Last but not least, they also tried a presentation in front of other students. They learned to communicate and agree on certain things with their schoolmates. However, the activity lasted longer than expected; and especially, the first part was not so much excited for the students.

Activity 1 in Small Groups

The task of this activity was the same. The students had to choose a celebrity and describe him or her in ten and more sentences to the rest of the students. However, this time they worked in small groups. Because that day three students were absent, the students were divided into four groups of four students. They were divided absolutely by random but in such way which needed the least possible noise and time for rearrangement of the student and desk. Therefore, the students sitting in desks behind were put into groups. The activity was supposed to take in total fifteen or twenty minutes. The students had from five to ten minutes for choosing a celebrity, and then for writing down at least ten sentences about him or her and another ten minutes was intended for presenting and guessing of celebrities.

Due to the fact that it was a group work much more noise had been expected. This noise appeared primarily during the rearrangement of the students and desks when some students complained about sitting and working with some specific classmate they did not want to work with. Another noisy part was the one when they had to choose one celebrity. However, even the phase when students were writing was obviously nosier than if they worked individually. All students tried to work but some individuals did not want to work but they did not interrupt their schoolmates. The most effective was the part when the students read their descriptions to the rest of the class, because the students were really curious about what their schoolmates were reading and who their celebrity is. Thanks to the group work the students wrote more creative descriptions and the students were obviously excited about this part.

To conclude, the activity lasted estimated time and even encouraged the students to talk more about their favourite celebrities. The group work was certainly much louder and not all students worked equally. Their individually works did not reach such qualities as the group works which were much more creative, comprehensive and was more difficult for the rest of the class to guess who the celebrity was The biggest problem was the rearrangement of the students and desks and communication between students when they had to agree on one celebrity.

Activity 2 in Straight-line Rows

This activity deals with abbreviations which are very often used in text messages, emails, or on social networks like Facebook or Twitter. This exercise was chosen from the textbook Challenges I. An explanation of used abbreviations was preceded as well as a discussion about the reasons of their usage. The objective of this activity was to acquaint the students with abbreviations which they may encounter in nowadays communication, because these English abbreviations are often used in Czech communication especially in the Internet communication. Expected time of this activity was not supposed to exceed ten minutes.

The students' task was to read a text message in the textbook and try to answer it in the same way. This activity was intended to take them about 5 minutes but they had

constantly a lot of questions and even if they had a list of abbreviations with their meanings, they were not able to do the task. Therefore, it was necessary to re-explain the various abbreviations and the ways of their formation. After this re-explanation the students created their answers. However, the activity lasted ten minutes longer than expected. The results of their works were not very creative because their answers were all copies of the original message. Although inappropriate behaviour did not appear, a lot of uncooperative behaviour occurred whether as a result of misunderstanding or individual work.

In conclusion, the activity lasted about ten minutes longer than was intended and did not bring the results that were expected. Because all the students just copied the original message, they practiced a very limited number of abbreviations and they did not put their own creativity into their text messages. They did not enjoy this activity and occasionally uncooperative behaviour appeared in the form of two troubled students who did not write the text message at specified time.

Activity 2 in Small Groups

The objective of this activity was the same as the objective of this activity which was done in rows; the students should be familiar with abbreviations which are nowadays very often used in electronic communication. The student had to form text messages again. However, this time they did not respond to a text message from the textbook but the first text message was also written by the students themselves. This lesson all the students were present. Therefore, they were divided into three groups of five students and one group of four students. As in the previous group activity, the students were divided into groups randomly and above all so that the rearrangement took the least possible time. Timing of the activity was supposed to be around 15 minutes.

Every group received a bigger sheet of paper. First, one group thought about a text message to their schoolmates and wrote it down on the sheet of paper in sufficiently big letters that their classmates could read the text message. Meanwhile, the other groups completed exercises from workbooks concerning other abbreviations used in text messages. Then, the first group showed its text message to the other groups that were

asked to think about the responses and write them down, too. In the meantime when the groups were writing their responses, the first group completed the same exercises in their workbooks as the groups before. Finally, all responses were shown and the students voted which text message was the best. At the same time, mistakes which occurred were also corrected not only by the teacher but also by the student themselves.

The advantages of this activity in groups were greater involvement of the students in the activity, greater effort of the students to get a good result and more creative responses. The disadvantages were some arguments between students, some uncooperative behaviour of students who did not want to help their schoolmates, more noise.

Activity 3 in Straight-line Rows

Name of the activity three was set up your own rules. The aim of this activity was to practice imperative and also think about rules that should be followed at school and in lessons. The task of each student was to prepare ten rules. Students were asked to write five positive rules and five rules that would not have been violated.

Students had to work individually and had ten minutes to write their rules. Then, each student read his or her rules to his or her neighbour. They in pairs had to agree on ten common rules. In this phase, the pairs could talk not only about rules themselves but they could also correct any mistakes and rewrite the sentences. Pair work was supposed to take five minutes. Finally, each pair read their own rules and then the whole class together voted for the most important rule. This phase was supposed to take 5 minutes, too.

As in previous activities, the initial phase of creating rules went smoothly and calmly. No inappropriate or uncooperative behaviour occurred in this stage. The time limit was sufficient and some students were done before. Although, students had enough time, a lot of mistakes occurred in their rules. But students were able to correct these mistakes during the pair work. In addition to practicing imperative, it was also found that students were familiar not only with rules for English lessons but also with overall school rules. However, few attempts of humorous rules response appeared, but these students rewrote their rules.

The second stage was slightly nosier but it was expected. Also some disagreement appeared when the students had to agree on ten common rules. However, even in this stage the time limit was sufficient and after initial disagreements all pairs agreed on ten common rules. In this stage, pairs also managed to modify the rules and correct grammatical or spelling mistakes that occurred.

In the last stage, each pair read their rules and the teacher wrote them gradually on the blackboard. Due to the fact that most of rules were repeated, then only points were added to each repeated rule. This stage eventually lasted much longer and expected five minutes stretched to twelve minutes. Moreover, this stage was shown as the nosiest because students showed their disagreement with schoolmates' rules.

To conclude, the activity completed its objectives. Students practiced not only the imperative but also rules which had to be respected in lessons. Students also practiced their communication skills.

Activity 3 in U-layout

The task of this activity was the same. Students were asked to write ten rules that should be followed in lessons. However, this time they worked in U-layout which is suitable and appropriate for speaking activities more than straight-line rows.

The first stage was the same as in straight-line rows. Students worked individually and they were asked to write five positive rules and five rules that would not have been violated. This writing part was supposed to take ten minutes, too. Due to the different classroom layout, this stage really took ten minutes. Students were first getting used to the different classroom layout and then began to work properly.

Then, they made groups of three students and they read their rules to their neighbours. They had to agree on ten common rules together, rewrite and correct them. Students had ten minutes to this group work and the time was sufficient, some groups were even faster and then disturbed still working groups. As student worked in bigger groups and in unusual layout for them, it took them a while to focus on the task. At the same time, according to this layout, new groups were created and also students which were not used to

work together had to cooperate. Therefore, some disagreements and uncooperative behaviour occurred.

In the next stage, each group presented their rules. Presentations were followed by a discussion in which students discussed about most important rules. This discussion was supposed to take fifteen minutes but finally, it took twenty minutes because students were first shy to present their rules in U-layout where everyone could see them and also because everyone wanted to participate in later discussion. Eventually, the class agreed on ten common rules easily.

The advantages of this activity in U-layout were students' greater enthusiasm to work, greater students' creativity and redistribution of students. Therefore, they could try to work in new groups with different schoolmates. Due to the fact, that all students could see each other the discussion moved on more easily and everyone could participate. The disadvantages were some uncooperative behaviour and disagreements which rose from a work in new groups where some students refused to cooperate with selected classmates. The activity last longer than was expected.

Overall Result of Personal Teaching Diary

Within the research, three activities were done in various classroom layouts. Selected classroom layouts were straight-line rows, small groups and U- layout. This part of the thesis summarizes result of all three activities in various classroom layouts. All classroom layouts had their strengths and weaknesses which are also discussed in this section of the thesis.

Firstly, time which each activity insisted should be analyzed. The intended time was almost always sufficient in activities done in straight-line rows, especially, when students were asked to work individually. It is caused by the fact that students are accustomed to individual work in straight-line rows. The only problem appeared in activity number two where students had difficulties with understanding the meaning of certain abbreviations. Therefore, re-explanation was necessary. However, the intended time was not sufficient in pair works in straight-line rows. Especially, when students had to agree and choose which famous celebrity is better in activity 1. This problem also occurred in

activity number three when students had to agree on ten common rules which have to be followed in lessons or at school. Mostly, the intended time was insufficient in group works and also in a discussion in U-layout. This is caused by the fact that students are not used to work not only in various classroom layouts but also in various groups.

Secondly, students' behaviour and the occurrence of inappropriate or uncooperative behaviour and results of students' works are to be discussed. Although, students individually worked quickly, the resulting works were not very creative and valuable. Mostly they just rearranged the task. For this reason, students were not very involved in activities where they were asked to work individually. However, students were more involved in group works and also the resulting works were much more valuable. Works in groups or in U-layout gave an encouragement to students and supported students' competitiveness. Inappropriate or uncooperative behaviour did not appear during individual works in straight-line rows. Again, this is due to the fact that students are used to this work. The only problem with uncooperative behaviour occurred in activity number two but it was caused mostly mainly by misunderstanding the task. However, inappropriate and uncooperative behaviour occurred a lot during group works and also during U- layout. Although, students were more engaged and worked hard on the tasks, some disagreements, which disturbed the others, occurred. As mentioned above, it was caused by the age of students and also by the fact that they were not used to work in different classroom layouts.

In conclusion, group works and U-layout provided better results of students' work. Moreover, students were more engaged in activities and all students participated in activities. However, more inappropriate and uncooperative behaviour occurred but it could be eliminated by higher frequency of the usage these classroom layouts. Although, inappropriate or uncooperative behaviour did not occur during individual work, students were not engaged and the tasks were finished poorly.

V. IMPLICATIONS

This part of thesis deals with implications for language teaching, then with limitations of the research and last with suggestions for further research. The first part deals with implications of the results that were identified during the research. This section contains options of improvement English lessons based on classroom management. The next part discusses limitations that have emerged during the research. Last part deals with suggestions and possibilities for further research.

Implications for Language Teaching

As mentioned above, teachers are familiar with the term classroom management but they are not sure what all this term involves and which parts actually belong to the term classroom management. Therefore, teachers should be more educated in this area and should not forget the other parts of the classroom management.

Subsequently, respondents stated classroom layout as the most important part of the classroom management in open question number seven. Therefore, teachers should be careful about choosing appropriate classroom layout for individual activities. For instance, U-layout is more suitable for speaking activities than straight-line rows. In contrast, this classroom layout is appropriate for learner's individual works, for instance, for works with course books, when each learner focuses on his or her own work and is not disturbed with other learners. Teachers also should pay attention to the effective classroom rearrangement during lessons. This effective rearrangement can prevent downtimes between individual activities which mostly lead to inappropriate behaviour of learners. For example, teachers can choose only a small number of learners who make the whole classroom rearrangement or do the classroom rearrangement as a military campaign. In addition, personal teaching diary has shown that learners' works are more effective and creative in small groups or U-layout. Learners are more engaged in these classroom layouts, too. However, teachers should bear in minds that some inappropriate behaviour could occur when learners are not used to work in different classroom layout than in straight-line rows. At the same time, some uncooperative behaviour could appear when learners would not work in selected

groups. Teachers can prevent this inappropriate or uncooperative behaviour by frequent changing of various classroom layouts in English lessons.

Moreover, respondents selected communication as the most important part in close question number eight. Teachers should bear in minds that they should listen to students and their needs. Next, teachers should provide not only support but also encouragement to learners during English lessons. For instance, teachers should address learners by first names, maintain an eye contact and treat all learners with sufficient time to express themselves and their opinions and practice not only their speaking skills.

Limitations of the Research

This part covers limitations which this research obviously has. The research consisted of two parts. Firstly, limitations of questionnaires are discussed. Because only 37 questionnaires were completed, the results of research cannot be generalized. At the same time, questionnaires were completed only by six teachers and although their number corresponded to the proportion of male and female teachers in Czech education their number was so small that the relevance of conclusions must be taken into consideration. Furthermore, the use of open questions has shown as the limit, because some respondents' answers were extremely short and incomplete.

Secondly, limitations of personal teaching diary are covered. The diary was taken in one class only. Therefore, it is not certain that different class would work and behave in the same way. If the research was done in more classes, the results would be definitely more objective. Additionally, only three activities in three various classroom layouts were proved so this number could be also considered a limitation. A greater number of activities would probably increase the research reliability.

Further Research

In this part, some possibilities how the research could be improved are presented. As mentioned above, questionnaires could be distributed among a larger number of respondents that results would be more valid and accurate. At the same time, the use of questionnaires with close questions would bring more reliable results. However, their

usage should be valuable only in the case that all respondents were familiar with the term classroom management. Moreover, next research question could deal with what teachers themselves use in their lessons from classroom management.

Additionally, personal teaching diary could be taken in more different classes or even at different type of schools. Then, the results in each class or at each school could be analyzed and compared. At the same time, results from more classes or schools would be more objective. Furthermore, personal teaching diaries could be written by more teachers. The results of individual diaries should be compared and contrasted, then.

Moreover, a questionnaire for learners could be helpful to find out what classroom layout is more convenient for learners. This questionnaire would be completed by learners after a block of activities in various classroom layouts.

To conclude, there are several possibilities how to improve the research to bring more complex and reliable results.

VI. CONLUSION

This thesis was dealt with the term classroom management and strategies for classroom management. The objectives of this thesis were to find out what teachers knew about the classroom management and what teachers considered as the most and less important parts of the classroom management. Furthermore, another objective was to determine the most effective classroom layout. Therefore, the advantages and disadvantages of each selected classroom layout were monitored.

The theoretical part of the thesis proved how extensive and comprehensive the term classroom management is. Despite the fact, that only selected parts were described. All this showed how important is knowledge of this term for teaching practice and how knowledge of certain strategies of classroom management can help teachers in their teaching practice.

The theoretical part of the thesis was followed by the research which was done through two tools. First, questionnaires for teachers were used. Thanks to these questionnaires was found what the term classroom management means according to teachers. Although, it was found that the vast majority of teachers were familiar with the term classroom management, their definitions of the term were incomplete and contained only few parts of the classroom management. Simultaneously, thanks to the open question number seven and question number eight where respondents were asked to rearrange the parts of the classroom management from the most important to the least important, a discrepancy between the most important parts showed. In open question, respondents mentioned classroom layout as the most important, but in question number eight communication was selected as the most important part.

Second, personal teaching diary was taken during English lessons with sixth graders at 13th primary school at Pilsen. The aim of this journal was to find out which classroom layout is the most effective. For the purpose of the diary, three activities were selected which were gradually taken place always in straight-line rows and then either in groups or in U-layout. Finally, it showed that the learners' work was more effective and creative in groups or U- layout. Although, the works in these classroom layouts were more accompanied with inappropriate or uncooperative behaviour and were more time consuming.

To conclude, the research part of the thesis answered all research questions and moreover, implications for language teaching, limitations of the research and suggestions for further research were presented.

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Classroom Management- dotazník pro učitele

Vážené kolegyně, vážení kolegové,

chtěla bych Vás požádat o vyplnění krátkého dotazníku, který se týká efektivního řízení třídy. Vaše odpovědi jsou anonymní a poslouží pouze pro mou diplomovou práci.

Děkuji za Váš čas.

Lenka Kajerová

1. Pohlaví: žena   muž

2. Léta praxe: 1-5   6-10   11-15   16-20   20 a více

3. Typ školy: II. stupeň   odborné učiliště   střední škola   gymnázium

4. Už jste se někdy setkali s pojmem efektivní řízení třídy (classroom management)?
        ANO   NE

5. Kde jste se s tímto pojmem seznámili? Při studiu   V práci   Vlastní iniciativa

6. Co vše podle Vás tento pojem zahrnuje.

7. Co je podle Vás nejdůležitější?

8. Seřaďte od nejdůležitějšího k nejméně důležitému.

1. Uspořádání třídy (Classroom layout)

2. Fyzikální podmínky ve třídě.

3. Efektivní využití času při administrativních činnostech

4. Efektivní přemístění lavic během hodiny.

5. Pravidla chování ve třídě.

6. Vzájemná komunikace.

7. Efektivní reakce učitele na nespolupracující nebo rušivé chování.

8. Povzbuzení studentů.

9. Podpora studentů.

10. Plán hodiny.

APPENDIX B

Classroom Management- questionnaire for teachers

Dear colleagues,

I would like to ask you to complete a short questionnaire that relates to the effective classroom management. Your responses are anonymous and will be used only for my thesis.

Thank you for your time.

Lenka Kajerová

1. Gender: female   male

2. Years of teaching experience: 1-5   6-10   11-15   16-20
                               20 and more

3. Type of the school: lower-secondary   vocational school   technical school
                               grammar school   language school   university

4. Do you know the term classroom management?   YES   NO

5. Where did you get familiar with the term?   during studies   at work
                                              your own initiative

6. What does the term classroom management involve according to you?

7. What is the most important part of the classroom management?

8. Arrange the parts of classroom management from the most important to the least important.

1. Classroom layout

2. Physical and environmental factors

3. Efficient use of time within administrative activities

4. Effective rearrangement of the classroom

5. Rules

6. Communication

7. Effective teacher's respond to inappropriate or uncooperative behaviour

8. Teacher's encouragement

9. Teacher's support

10. Lesson planning

SHRNUTÍ

Hlavním tématem této diplomové práce je efektivní řízení třídy jeho hlavní části a strategie pro efektivní řízení třídy. Tato práce obsahuje čtyři části: teoretickou část, metody, výsledky a komentáře a implikace. V teoretické části je popsán termín efektivní řízení třídy, jeho hlavní části a zároveň i strategie pro efektivní řízení třídy. Metodická část se zabývá použitými metodami a nástroji, které byly během výzkumu použity. Samotná výzkumná část je rozdělena dvou částí. Dotazníky a jejich analýza tvoří první část. Druhou část pak výsledky deníku, který byl psán v průběhu hodin anglického jazyka na 13. Základní škole v Plzni. Implikace pro výuku jazyků, omezení výzkumu a návrhy na další výzkum jsou popsány na konci práce.