



The Classroom Management in English Language Teaching

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Abstract: This paper examined a review study of the classroom management in English language teaching. Classroom Management is one of the important aspects of English language teaching is directly related to the job of English teachers in their classrooms. The successful of the English teacher is related to the ability of the teacher in managing his / her class. Today, the classroom management is an art as well as a science for the English teacher in order to become effective teacher in EFL or ESL classrooms. The teacher can use the art and science of his / her teaching English along with various classroom activities to motivate his/ her students to gain confidence in the learning of English. The classroom management in English classrooms is an important factor that contributes to success in English language teaching and learning. When we consider about the classroom management, the classroom management cannot be studied properly without touching upon the study of psychological problems, learner problems, and linguistic problems. This study reviews classroom management is known as one of the big challenges of the teacher in controlling ELT classroom.

Keywords: Classroom Management, Psychological Problems, Learner Problems, Linguistic Problems, English Language

1. Introduction

Before, we start our work relating to the classroom management, is needed to define learning language and learning strategies in this paper. A question arises what is language learning and learning strategies. Before the definition of them, first of all, considering the learning, *Birjandi et al (2006)* mentioned that learning is defined as gaining knowledge, and getting insights or acquiring skills. In an ELT classroom, how do the students learn English? They can learn through the experiences and techniques of teachers and the language learning strategies have been used by their teacher in classroom. *Khansir & Pakdel (2016)* argued that language learners can learn language based on written and oral language in language classroom. Jesa is one of the great writers in language; believed that in the teaching English should be more paid attention on positive attitude and it helps the student develop his/her positive attitude towards English (*Jesa 2008*). Let us to examine learning strategies. What is learning strategies? *Leaver et al (2005)* defined learning strategies as the term applied to the various behaviors or techniques teachers and students use to learn. Learning strategies are defined as one of the important factors in developing English language in EFL classrooms (*Khansir et al, 2021*). The best aim of learning strategy is that help the language teacher and learners in order to increase their knowledge for teaching and learning English and reduce the problems, they will be faced with them in and out of their ELT classrooms. Based on *Naiman et al (1978)*, learning strategies is known as a good strategy for language student to study his/her language.

This paper look at briefly classroom management as the main core of the aspects of English language teaching in order to help English language teachers to reach their purpose in ELT classes. The knowledge of classroom management is essential to teachers of English language teaching for successful classes. *Bose (2005, p 38)* argued that "it is commonsense that, however efficient the teacher is, if he is not able to manage the class well, he will not succeed in his teaching". However, the classroom management involves both language teacher and his learners in classroom teaching. *Wright (2013)* mentioned that the purpose of classroom management is the creation



of conditions for learners to work and listen to their teacher. There is an interaction between teacher and his/her learners in the classroom. [Birjandi & Mosallanejad, \(2010\)](#) argued that the classroom management is the way the teacher organizes and controls the classroom activity, including the teachers' interaction and the use of resources. Finally, we follow the definition of classroom management by [Richards \(1990\)](#), classroom management is related to the ways in which learner movement, behavior, and interaction during a lesson are organized and controlled by the teacher. [Richards et al \(1992\)](#) mentioned that classroom management includes procedures for grouping learners for different types of classroom activities, use of lesson plans, handing of equipment, aids, etc., and the direction and management of learner behavior and activity.

The classroom management is directly related to the behaviors and thoughts that a teacher employs during teaching language. [Khansir \(2012\)](#) said that language is known as one of the most important characteristic forms of human behavior. Teacher has to develop new classroom activities to increase the knowledge of the learners through learning strategies, motivation, positive attitude and self-esteem in ELT classroom. What is important to know is that there are the three angles of the educational triangle in teaching and learning English language such as teacher, learner and materials. [Khansir \(2014b\)](#) mentioned that teacher should use of his/her art to make a nice educational setting in class. Teacher should have a good command of learning strategies and psychological activities in controlling his/her class in order to increase the knowledge of the students in English. However, the success of the ELT teacher depends on his/her knowledge in both general English and English for specific purpose in controlling ongoing classroom activities. [Khansir \(2013a\)](#) added that there is no doubt teaching and learning English requires teacher should be master in the skills of English and knowledge of applied linguistics in order to resolve language problems in English classroom. Finally, it is important to note that in this paragraph, the role of teacher is seen as a special key factor in managing classroom and explaining the learners' success in achieving to be what is called the knowledge of English language in EFL or ESL classroom.

One of the important challenges of an English teacher faces with it during teaching in classroom is that how do manage the classroom and organize and control the group of students in order to reach his/her purpose in teaching and learning English. However, teacher in classroom management can use the strategies, procedures and educational and instructional techniques to manage learners' behavior and leaning activities. In the history of teaching English, teachers have faced with the challenges in which are very new for them and tried to find the alternative ways to resolve the problems and mange classrooms. One of the challenges has been students' behavior. [Vasa \(1984\)](#) argued classroom management as behaviors related to maintenance of on-task learner behaviors and reduction of off-task or disruptive behaviors. What is certain is that the behaviors of students and teachers can be influenced on every aspect of the classroom management. The behavior of students is more related to social and psychological and even academic aspects. The teacher should be aware and conscious of them to find resolutions to them as the part of his job in managing the classroom. [Freiberg & Lapointe \(2006, p. 737\)](#) added that this vision of classroom management by defining classroom management as "the ability of teachers and students to agree upon and carry forward a common framework for social and academic interactions, by creating an ethos of effort within a social fabric that is built over time, and ultimately leads to student self-discipline". In general, an English teacher faces many problems related to the learners in EFL and ESL class, most of which stand in the way of effective management of the classroom.

2. English language and Classroom Management

Let us start our discussion by considering the history of English language teaching in English classroom in EFL and ESL environment. [Khansir \(2013a\)](#) mentioned that the history of English language teaching is related to applied linguistics, linguistics, the psychology of learning and education. In addition, it is important for the English teacher to be aware of when and how English came to the world and how the developments English language teaching in many fields and especially with applied linguistics and psychology and linguistics have affected the ELT situation in this world. Only with this information an ELT teacher can understand better what is happening in English classrooms. In general in the twentieth century language teaching was appeared as a profession. Teaching language was developed during the early part of the twentieth century, as applied linguists and it concentrated on the fields of psychology and linguistics to help what was thought to be a more effective teaching methodology. Over the world, English education continued and teachers of ELT were prepared in training institutions, schools, collages, and



universities. Teachers of English who taught English for students in institutions, schools, colleges, and universities were required to use English skills along with managing English classrooms to find solutions to the problems of ELT. The researchers and linguists introduced teaching materials in order to help the teacher training in institutions, schools, colleges, and universities. In the meantime, the early part of the twentieth century, international and national conferences which were attended by the great scholars, linguists and experienced teachers of ELT from all over the world such as applied linguistics discussed the English syllabus and methodology and classroom management and accepted them as the solution to the problems of ELT in EFL or ESL over the world. What is important to us is that "in 1960s, the development in the fields of ELT in the United States and Britain pushed the Structural Approach to the Backstage and new ideas began to emerge" (Bose, 2005, p 6). Unfortunately, the Structural Approach failed to enable English learners to use English when the learners needed. The great linguist such as Chomsky (1965) rejected it and he argued that cognitive approach can be used as an alternatives Approach in order to resolve English language teaching problems (Khansir & Pakdel, 2018). Thus, one of the alternatives Approach was proposed is namely Communicative Approach. Khansir (2014a) mentioned that the main aim of CLT is develop language learning and teaching from form –based to a meaning-based.

One of the challenges in English language teaching classroom was English as foreign language. English is taught as a foreign language, it neither a medium of instruction, or an official language, nor used in business communication (Khansir 2010). One of English skills is listening and it is an important language skill but unfortunately teachers of ELT tend to neglect the listening skill in EFL classroom, because they think that this skill is not suitable for EFL learners and take most of the time. It is big challenge for teachers of ELT to manage classroom. Khansir and Pakdel (2021, p. 78) mentioned that "teaching the English language has some of the most complex problems in the EFL classroom. One of the biggest problems is that English is used as a foreign language; it does not good place in social or national life of the people". Bose (2005) argued that experience tells us that teaching a skill at the exclusion of other skills is impossible because language is an integrative activity and so it is wise to teach language skills interactively, more than one skill at a time.

In this paragraph, the place of lesson plan as one of the classroom activities in English language will be discussed briefly. Bose (2005) argued that any activity should be planned well in advance to be successful and classroom teaching is so no exception. Therefore, a good lesson plan ensures success and creates confidence in the minds of the ELT teacher and helps him/her manage the classroom successfully. In teaching English, before the teacher arrived in classroom, he/she should provide a lesson plan based on the characteristics of the students. The teacher should do the lesson plan in the classroom in order to help the learners understand the text which has already provided by the teacher. Ziahosseiny (2009) mentioned that lesson planning involves activities such as selecting the proper textbook, dividing the materials into units to be dealt with during the course, and planning classroom activities. One of the important items in planning classroom activities is language syllabus. Lesson plan cannot be examined properly without touching upon the notion of language syllabus in ELT environment. Khansir (2022) argued that the design of English syllabus should help teacher and learners increase their knowledge of English language. He added that the first purpose of the syllabus of English is to give the opportunity for ELT learners to learn English. However, the teacher of ELT is required to get the knowledge of English syllabus because the knowledge of the syllabus gives the teacher the right direction and guidance for his/ her classroom teaching. Khansir (2022) believed that a good syllabus of English may be said that is perhaps the most important part of teaching and learning English language and the syllabus requires a lot of care and effort on the part of the teacher of ELT who works in English class. Finally, Khansir (2021) added that in the history of the English language, the syllabuses of English have been always designed to study English in the world.

3. Affective Variables and Classroom Management

In language teaching, there are factors influencing teaching and learning a target language. Thus, these affective variables are directly related to the work of language teachers in managing their classroom. An experienced teacher is sensitive to the learner's affective needs as follows:

- 1) **Self-concept:** It is related to the positive and negative work of learners in learning language and teacher needs it to be successful in managing the language classroom. Mosallanejad (1999) argued that self-concept refers to the self-image each individual has. One of jobs of the language teacher is to help the



learners develop a positive self-concept and try to protect the learners' self-concept from the problems they will face with them through the use of threat or appealing to guilt feeling and help them in various ways as a scapegoat for our own inadequate self-image. Mosallanejad (1999) added that to improve or shape a positive self-concept, teachers should be sensitive to each student, be tolerant and focus on the promotion of students' confidence.

- 2) **Attitude:** When a teacher opens the door of the class and sees the students with a variety of attitudes about target language (English) learning, some of them have positive, negative or mixed attitudes. The students also have different attitudes about the people who speak English and then they have different attitudes about their culture. The different attitudes can influence teaching and learning in the target language. However, the language teacher should keep changing under the influence of new strategies in order to help the learners in the field of ELT, initiated by the changes in the thinking of the learners that learn English in ELT classrooms.
- 3) **Anxiety:** One of the major affective variables to ELT which has been very important among the teachers of English is anxiety. In fact, anxiety is a challenge for teacher and students in learning English. Johnson & Johnson (1999) mentioned that students may suffer from anxiety in relation to a number of aspects of the teaching-learning process. Some English students do not like their class works to be corrected by their teacher in front of the other classmates. Mosallanejad (1999) believed that some experts argued that some types of anxiety are facilitating while others are debilitating. He (1999) added that the teachers either should help learners learn to cope with their anxieties or they take steps to make the learning situation less stressful.
- 4) **Motivation:** Motivation is sign of the efforts of the students to learn a subject. Motivation is known as a psychological factor that supports the language teacher to manage the classroom. When an English teacher talks about motivation, in fact the teacher demands the students to motivate towards language learning with effective struggles. The teacher should make classroom atmosphere that help the students achieve goals. A question arises how the teacher can help the students reach their goals in the classroom. The teacher should give the learners feedback, summarize the important points, review, and familiar them with examples are needed to learn the target language (English). Finally, the teacher should know that the main aim of class management should be the learners' growth.

4. The Problems of the Teacher in Classroom Management

In during teaching language, there are some problems, the teacher faces with them related to the pupils in the classroom. The problems have always affected in controlling the classroom management. These students' problems can be social, psychological and academic. What is important is that the teacher should be aware and conscious of them in order to control the problems and gives solutions to them as a part of classroom management. The problems are discussed as follows:

4.1 Pupils Problems: Social

The first of all, we discuss about student problems in the area of social. Today, there is competition among the learners in getting knowledge over the world. Bose (2005) mentioned that today's students have the advantages of science and technology and most of them have great aspirations in this world of competition. In the society, people are aware of problems, they face with them every day in their lives but, they have not to manage and resolve them. Many countries have not good plan to help the people to resolve their problems such as job, income, education and even simple works. For some reason, the students are not exempted from this rule. They do not get what are they want or are not satisfied with what they get after completing their education. Most of them have to learn English to get better job in this world. Some countries such as India and Malaysia, Canada, USA, and England, the learners must pass English courses to get job and visa to residency permit in the countries. There are not enough jobs for all the learners. In addition, the others problems such as poverty, child labor and even family's illiteracy which affect the pupils and their learning in a greater way. These social problems mentioned just are serious and teacher in



general and English teacher in special should be aware of them and tries to be sympathetic with them and help the pupils to resolve them, though, he/she has no solutions to offer.

4.2 Pupils Problems: Psychological

It is known to people that there are psychological problems in human society. One of them is directly related to education over the world. Luckily, there are enough researches in the field of education in general and in special in English language teaching in English –speaking countries and non-English –speaking countries. The role of psychology is fundamental in education. Bose (2005) said that there is enough research evidence to show that physical changes due to maturity affect the minds of the students. For example, girls become introvert and boys turn extrovert. Their ego and self-esteem become obstacles to learning sometimes. The different personalities of the students can be directly related to learn language and these changes and differences in the personalities of the students have a positive and a negative effect on their learning especially in acquiring English language. Therefore, the teacher of ELT who examines the changes among the boys and girls and he should identify their problems and tackle them as carefully as possible. Teacher should try to follow some ways to help the students resolve their problems in acquiring English language; one of the ways is counseling.

In the second paragraph of this discussion about Psychological problems; let us look at the other factors of psychology influencing language teaching and learning. One of the important factors of psychology in teaching and learning language is self-esteem. Birjandi *et al* (2006) argued that self-esteem has psychological impact on student's learning. Burns (1999) mentioned that no successful cognitive or affective activity can be carried out without some degree of self-confidence, self-esteem, knowledge of yourself, and belief in your own capabilities for the activity. One of the important jobs of the teacher is to try to improve self-esteem of the learners along with learners' proficiency in classroom. Brown (1987) mentioned that teachers really can have a positive and influential role and most importantly, they can reward students directly for helping one another, perhaps through group projects or other joint efforts. Motivation is one of the important factors of psychology in language teaching and learning. Khansir & Pakdel (2018) mentioned that one of the aims of motivation in language teaching and learning is that help the students eager to learn language in order to get the knowledge of language to communicate in human being society. Today motivation is used as one of language teaching and learning strategies for teachers over the world and it helps the teachers examine learners' efforts to learn language. Ziahosseiny (2009) mentioned that the foreign language student who feels that the learning will satisfy his psychological or social needs, will be positively motivated to learn. Finally, it is worth mentioning pupils who feel successful in foreign language acquisition, especially English language become more motivated to study.

4.3 Pupils Problems: Linguistic

Before we start this part of our paper; it is necessary to give a definition of linguistics. Richards *et al* (1992) argued that linguistics is the study of language as a system of human communication. This system of human communication includes science which describes and classifies language. Khansir & Pakdel (2016) mentioned that the role of linguistics has always been felt as a necessary means in English classes. It is felt that the knowledge of linguistics by the language teacher can help him/her understand and consider language rules through teaching – learning strategies. The knowledge of linguistics can help the teacher acquire the approaches, methods and techniques in managing the language classroom.

This paragraph focuses on linguistic problems which the teacher faces with them in managing his/her class. Bose (2005) argued that with growth and maturity some learners develop a prejudice against a language and this acts as a barrier to learning that language. In addition, natural problems like liberalization have also been found affecting learners' language learning. One of the major concerns of the teacher of ELT is to manage the differences between child learners and adults' beginners in acquiring English language in ELT classroom. According to Grant (1988), there have been reported by researchers that child learners of a second language usually reach higher levels of acquisition than adult beginners (after age 15), whereas adult beginners are faster in attaining second language proficiency. He added that studies in learning styles have shown that there are teacher-dependent learners, self-dependent learners and textbook-dependent learners. What is as the role of the teacher is clear here is that he/her



tries to identify the problems and attempt to solve them as cleverly as possible, particularly the problems of the adolescent learners in classrooms. Khansir (2014b) added that the teacher should be closed rapport with the students. Thus, the teacher who understands the problems of the learners who have problems can win the confidence of the learners and the battle of the English classroom is half won. In addition, one of the major important characteristic of the teacher of ELT is that he/she should have a good knowledge and command of approaches and methods in order to use of them to resolve the problems of the learners and also to inference some techniques of teaching English to make a good educational setting in ELT classroom.

5. Classroom Activities for Better Classroom Management in Language Teaching

From our point of view what is interesting is that understanding the learners' problems and solving them through the teacher in classroom can be applied as various classroom activities that may help the language learners to enable them to reach their purpose in learning English. These activities will give opportunity to the language students to gain confidence in the use of English language and push them to pay more attention to learn English in their classroom. However, all of the activities have usually been done in the successful of the learners are directly related to the art of the teacher in controlling the classroom and mastering of the language methods and approaches. The activities includes Choral practice , Group work or Pair work, and New times ,Question time and Debates which will be discussed in the following paragraphs.

5.1 Choral Practice in Language Classroom

Choral practice has a good place in teaching English in ELT classroom. The main major purpose of choral practice is to give self-confidence and motivation to the language learner to get fluency in language and give more opportunity to him /her to reach self-conscious about the lesson which is studying as English subject in ELT classroom. Choral practice can be applied as a language strategy that encourages language students to respond the questions which have been designed by the teacher in order to reach their purposes. One of the choral practices is choral repetition. Richards *et al* (1992) mentioned that when a teacher asks a whole group of class of students to repeat an example together, this is called choral repetition. Choral repetition such as choral reading, speaking, and pronunciation. One of the jobs of the language teacher is that he uses choral practice in classroom. A question arises why the language teacher uses choral practice. Because some students who are afraid of making mistakes and those who feel shy to participate in the classroom activities. In fact, the choral practice can be used a useful strategy and activity. Bose (2005) argued that choral practice is useful activity that can help the students participate in it along with others without being identified individually. Bose (2005) added that choral practice encourage them to involve themselves. Choral practice is useful in early classes for speech practice, structure practice etc. therefore, the duty of the language teacher is that he/she make sure that all the learners participate in the activity , because it is easy for the learners to cheat the language teacher and not participate in the activity.

5.2 Pair Work in Language Classroom

One of activities language classroom is pair work or group work. In pair work, language teacher divides the whole students of the class into pairs. Every language learner should work with his or her partner. However, in group work, the language teacher should divide the classroom into small groups in order to work together. In the small groups usually a few students such as four or five students work in each group. What is important is that in pair work, all the language learners who are participated in the groups work at the same time. In fact, in pair group, the teacher tries to find ways of organizing the class and he never focuses on the teaching methods. Doff (1988) argued a number of advantages of pair work or group work as follows:

- 1) More language practice: Students get more chance to speak English through pair work or group work.
- 2) Students are more involved: Students who are participated in pair work or group work to be more involved and encouraged to concentrate on the task.
- 3) Students feel secure: Students fell more confidence and less anxiety when the students are working 'privately' than when they are 'on show 'in the front of the classroom.



- 4) Students help each other: Students who are participated in pair work or group work to be encouraged to share ideas and knowledge with other students.

It is interesting that the students who are different averages (average or below-average), can be encouraged to work in pairs and groups when they get opportunities to open up and participate in the class activities (English language activities), without the fear of being ridiculed in front of others for making mistakes. The students feel safe when the learners use English in a pair group or small group. Boss (2005, p.41) argued that "group work can be useful for developing confidence in the students, when planned carefully and monitored well". Boss (2005) added that the teacher can participate in different groups at different times and help the members of the group when necessary. Groups or pairs can be formed according to the students' level or randomly depending on the nature of activity. But the teacher should see that a few bright students do not dominate the group and deny the opportunities to the others in the group. The role of the language teacher is to organize pair and group work effectively and deal with the problems of the students that may arise in the classroom. Finally, the English teacher should try to give more confidence the students who are participated in pair and group works in order to do various classroom activities when they have to use English.

5.3 News time, Question time and Debates in Language Classroom

Sometimes students need to pass a free time in order to get discuss about their lesson without stress or anxious and nervous in the classroom. One of the activities which help the language learners reach their lesson purposes without nervous is news time. Bose (2005) mentioned that news time is an activity in which the students spend time in discussing newspaper articles, advertisements, editorials etc. It is true that today one of the reasons that the English language activities lead to keep the students anxious and nervous is examination –oriented. The role of the news time activities can motivate the students toward the class eagerly. These types of the activities help the students in their studying English and increase their interest in learning English in classroom. Free discussions as social or language issues might have been kept in the part of education in a newspaper may create some problems for the classroom management. The teacher can use his/her experiences to resolve the problems. Bose (2005) added that the teacher or the students can make choice. Finally, the ELT of teacher should resolve the issues that may hurt the students' felling or of controversial nature.

One of the activities which help the students reach their purpose in getting the knowledge of English in language classroom is question time. Question time is an activity in which students ask each other or the teacher questions on topics of interest chosen by them in advance (Bose 2005). In fact, question time is a technique which the teacher uses it for asking the students about the lesson and this technique encourages the students asks questions. Question time makes an interaction between the teacher and students or the students and teacher or the students to gather. In classroom, the some topics are related to social issues such as popular films; plays, festivals etc. are chosen and then discussed. Bose (2005) argued that the activity provides good opportunity for the students to shed inhibitions and gain confidence in addition to enabling them to developing conversational skills. In the end of this discussion, what is important is that the teacher should beware of basic question types and use different possible strategies for asking questions and then give more opportunity to students for answering the questions without anxious or nervous in the classroom.

Debates are one of the language strategies are used by the ELT teacher in managing English classroom. This strategy is organized for advanced students in English. The aim of this strategy is that plans and executes activities for the English students in order to develop the right attitude toward a good educational life. Bose (2005) mentioned that if activities carefully planned and executed, will channel the students' energies in the positive direction and they may develop the right attitude to life.

6. Conclusion

Classroom management is one of the difficult works of the language teacher in during his/her job experiences in language classroom. Classroom management is known as one of arts of English teacher to manage students in ELT classroom. The teacher should learn this art through experiences in during the years of teaching. This art starts from the beings of the first class with every ordinary practice like 'knowing the students by their names' can lead to



better work of the teacher to manage classroom. What is important for an experienced teacher is that gives enough time to the students for developing their works in language classroom. The teacher should open safety negotiation with the class at the beginning of the academic term and show the students what he/her expects of them during the term. In other words, the teacher should plan the rules of the classroom management clearly.

The teacher should not neglect the problems related to the English students in English class, because, most of which stand in the way of effective management of the classroom. The teacher should try to resolve the problems are known as a part of management of the classroom. The problems mentioned above such as social, psychological and academic were discussed in this paper.

However, classroom management closely related to the personality of the teacher and the work of teacher and behavior of the learners in classroom. The main goal of classroom management is to support a safe classroom community and create a positive environment in order to help students to learn English easily and facilitate learning strategies and activities and reduce problems of learning and help the teacher organize and manage behavior and ability of his /her students in ELT classroom. Finally, Khansir (2013b) concluded that English teachers can gain valuable information concerning learner's problems at different stages. He added that such information can be used for the planning of courses and the construction of teaching materials.

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Yes

Conflict of interest

The Authors declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

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