

Class Management in ELT: Who is the 'Boss'?¹

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Abstract

This research discusses class management in ELT from various perspectives such as non-native teachers, learners, culture-specific attitudes, syllabuses to be implemented, student age profile, managerial skills an EFL teacher should have, and Emotional Intelligence principles in motivating the 'boss' and the 'client'. For various reasons, class management in ELT has been an intriguing issue to be dealt with in regard to enforcing communication and enhancing learning in class interaction between learners and teachers. In order to point out the necessary issues and problems in class management, the results of a questionnaire given by respondents from several high schools/universities will be discussed in the paper. Presumably the activities associated with class management are: goal-setting, planning, organising, motivating, controlling, decision making and creating a stress-free, emotionally-safe atmosphere. Teachers' attitude and their EQ level have been predominant factors affecting the students' learning/acquisition of the TL as well.

INTRODUCTION

'Teaching is an art' is a common idea shared by most teachers. How about class management? Is it an art or a skill? What are the components of class management? These are some questions that remain to be covered and answered. In class management, issues such as teachers, learners, school management and classroom physical settings seem to be major components. To a certain extent, to make distinctions between 'class management' and 'classroom management' seems to be necessary. Although class and classroom management may seem to be identical in regard to the teacher and learner, classroom management covers factors such as physical settings and students' in-class behaviors as well as discipline issues.

Brown (2001) points out that "succession of practicalities for the language classroom is to grapple with what we call *classroom management*, which encompasses an abundance of factors ranging from how you physically arrange the classroom, to teaching 'style,' to one of my favorite themes: classroom energy" (p.192). As emphasized, classroom management pertains to physical atmosphere and conditions in which majority of the experiential English Language Teaching (ELT)

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activities take place. Thus the classroom in which teaching takes place may be named as artificial non-native environment that most EFL (English as A Foreign Language) teachers constantly complain about.

This article is based on data collected from a questionnaire (full length of the questionnaire is given in the appendix A) and the responses taken from EFL teachers in various high schools/universities.

In fact, it should be quite necessary to give an account of what class management is and what other issues it may be related with. Considering this research preliminary, the study still needs further large-scale researches in some other non-native ELT environments in the countries where ELT has been done extensively. Because, to a certain extent, some culture-specific or traditional manners in class management may not necessarily overlap with others in the same context. However, this does not mean class management is the only issue to be studied in a non-English speaking country. Similar problems in class management which are not culture-specific or traditional might be encountered in the Target Language (TL) countries as well. So, in another extended research as a second step is to consolidate identical studies to obtain better results to lead EFL teachers to a safer class management where most formal and theoretical ELT takes place. Nevertheless, it seems quite irrelevant to what this research discusses to claim that foreign language teaching classes are always safe heaven both for teachers and learners.

Other crucially important points to be emphasized are teachers' Emotional Intelligence (EQ) and its constructs/principles to be implemented in EFL teacher training syllabus (Tuncay, 2002) and enforcing/implementing them in class management. Some additional key points include teachers' target culture-oriented expectancies from the learners and more specifically teachers, learners and the course books/syllabus cycle as well. In spite of variables in class management, the study will attempt to put emphasis on how non-native teachers rather than natives consider class management and hence ELT.

KEY POINTS TO BE DISCUSSED

The key issues in class management in ELT can be identified as culture, culture-oriented understanding of EFL, teachers' personality and the principles implemented in an EFL environment which is also called English environment (Harmer, 2001, p.133). The list can be expanded to a higher degree but due to some limitations it should be kept at the research level to reach more precise results. In a non-native EFL environment, learners, for the most part, demonstrate a very native culture-oriented behavior toward the EFL teacher and TL being taught. For such reasons due to other cultural factors there always seems to arise some conflicts and

misconceptions in ELT class. So the main concern in such a limited study will not be the learners' orientation to the target culture. Nevertheless, the following issues are covered to be basis:

- inconsistency between teachers' (NEST-Native English Speaking Teachers or non-NEST - non-Native English Speaking Teachers) in-class behaviors and attitudes towards teaching and the students,
- individually developed tailor-made ways/styles of TL teaching,
- tolerance and understanding of students' use of TL, their mistakes and errors,
- through implementing EQ competence issues, ability to handle students learning and acquisition problems,
- being over-challenging and having high expectancies far from meeting the actual needs,
- ability to set up an academic coordination channel with other colleagues,
- knowing *how, what, when* and *how much* to teach,
- taking the learners' emotional state into consideration in all teaching situations,
- not to create moody situations and an unbearable atmosphere,
- ready to challenge students, not to offend them,
- listening to students and creating a good channel of communication with them.

The most important component required to create a safe learning environment is to value the students, consider their expectations, and cover their FLL (Foreign Language Learning) anxiety and low motivation. In regard to learners, the teacher's self-motivation and their style of teaching also play a very crucial role in ELT. So the following issues (EQ in Education) in creating a positive learning environment should be taken into account and the learning environment should be:

Safe - Free from fear of physical, psychological or emotional pain and abuse. Free from threats, force, punishment, coercion, manipulation, pressure, stress, intimidation, humiliation, embarrassment, and invalidation.

Free – Students have real choices. Participation in activities and lessons is voluntary.

Respectful – Students and teachers respect each other's feelings and uniqueness.

Individual/Supportive/Nurturing – Students are treated individually. Their individual needs, talents, potential and interests are supported.

Emotionally Intelligent – Feelings are valued, discussed and validated. EI is part of the formal and informal curriculum.

Relevant/Meaningful/Practical – Material helps students with real problems in their lives. Life skills, relationship skills and parenting skills are taught.

Empathetic & Caring – Students and teachers care about each other's feelings.

Interesting/Stimulating – The material and the environment stimulate the student's natural curiosity and need to learn.

Flexible – Changes are made frequently, easily and smoothly.

All these efforts are done to enable EFL teachers to have a better class atmosphere, a safe and nurturing, useful and bearable teaching environment. However, the EFL teachers' personality, the method of teaching, self-motivation, posture and other effective behaviors might be as crucial as the language teaching itself.

Rationale for the Study

As native or non-native EFL teachers with limited culture-specific knowledge in the L1 country, we may encounter some difficulties in managing the class. When the literature is carefully reviewed on the same issue, it is observed that there still are some identical problems/issues in managing the class in a non-native artificial ELT environment. Even though there are some studies (Kamhi-Stein, 2002; Crandall, J. 1998; Braine, G.1999; Ivanova, T. 2002) on class management, as yet no culture-specific or culture-oriented studies have been done. This research focuses on the non-native EFL teacher's way of managing the class rather than that of the natives, and accordingly non-NESTs and L1 ELT environment are covered. Although a questionnaire was conducted to collect data, long-term personal experience and comments given by the respondents were also studied. Another aim of the study is to shed light on how the management of an ELT should be in order to enhance learning in such non-native learning environments. Thus, another point is to emphasize whether class management is being very effective on the students' learning the TL or the teachers' teaching the TL professionally. So the research is theoretically based on the following questions:

- (a) What are the main concerns of class management in ELT?
- (b) How should the teacher's EQ level, personality factors and professional experience be utilized to ensure effective teaching?
- (c) What specific concepts and personal skills do the teachers- NESTS or non-NESTs (Medgyes, 1996, p.31; the term was also coined as NNS- nonnative English Speakers and NS-native speakers by Hinkel, 2003, p.275) use to manage the class in a non-native artificial ELT environment and,
- (d) What roles should teachers and L2 learners are expected to assume in class management to ensure success in ELT?

RESEARCH METHOD

The data collection was done through a two-part questionnaire conducted to identify the respondent's reactions to questions which were designed in two areas: *background* and

professional. The participants were randomly chosen. There was no control group assigned in advance. This was a data collection procedure and the entire sample includes various teaching levels and high schools/universities. The participants' ELT background and teaching experience played a very significant role in interpreting the results taken from the survey.

The questionnaire was given to 170 respondents from various EFL backgrounds and institutions. It was made up of two parts - personal and professional with 30 questions in total. In the following two sections the results of the questionnaire are given and some items are presented with computer-generated graphs. In fact, this is a questionnaire emphasizing the teacher's point of view on the class management and students. However, the learners' point of view of the class management issue might also be studied in a subsequent survey. Then the results of both surveys could be consolidated in another study. This point seems to be a very important limitation to the study.

Participants

Participants were the NESTs and non-NESTS from various EFL backgrounds in Turkey. Most of the participants, to some extent, were part of the EFL/ELT curriculum in some institutions, only a few of them are freelance. The experience of the participants and the sources are given in the following section. All participants had an ELT background and were primarily exposed to an artificial ELT environment. The NESTs were foreigners to the culture other than TL culture. But their consideration of the non-native ELT environment may not reveal the facts due to so-called artificial environmental conditions in EFL classes.

Procedure

The data were collected through individual questionnaire papers in various schools and universities most of which were English medium, so the participants were all familiar with the implementation of ELT procedures and curriculum at these institutions. At the end of questionnaire, the participants were requested to put their own additional comments on the class management issues previously not covered for some reasons. Since this is a data-collecting survey, the respondents were not given further information about the items. It was assumed that all participants were actively practicing ELT. If they were not sure enough about the questions given, the participants were all requested to mark the "no comment" choice. The questionnaire does not include the participants' personal information such as name and age etc. Each questionnaire paper was given a number (1-170) and the data were fed into the computer to be analyzed.

DATA ANALYSIS

The data gathered from the questionnaire were processed with the Microsoft Excel, spreadsheet PC program. The participants were asked to put a tick in the box they chose such as (*totally agree, agree, disagree, totally disagree, no comment*). In the analysis, it was obvious that some participants were not happy with some questions in the questionnaire. Since this was not a pilot study, we did not have any chance to discuss the questions in the questionnaire. All the items were answered and only a few of them were marked as 'no comment'. Most questions were based on Class Management in ELT, but a few were about EQ and the EFL teacher.

The data analysis was done carefully and computer-generated graphs for some items are included in the paper. The participants', mostly the NESTs' comments were taken into consideration while the item analysis was done and the final comments are covered in the concluding part.

Background Questions

The questionnaire has 5 background and 25 class management-related questions. In total, 170 respondents – 123 female (72%) and 47 male (28%) EFL teachers / lecturers / instructors answered the questionnaire.

The respondent's *teaching experience in ELT* was the second question asked and the result is as follows: 70 respondents 4-7 years (41%), 46 respondents 11-over years (27%), 29 respondents 1-3 years (17%) and 25 respondents 8-10 years (15%). So these results reveal that there were no novice/inexperienced EFL teachers. Most respondents, that is to say, are familiar with so-called class management problems and circumstances.

The next background question was about *the age group the respondents' had the most experience teaching EFL*. More than half of the respondents (98) have experience teaching EFL with young adults, the university students. Approximately one quarter of the respondents have experience teaching young learners, that is, primary school students with whom some teachers might have difficulties in managing the class. Twenty eight respondents have taught teenagers (high school students) and only five respondents have taught adults.

The questionnaire also covers *the respondents' present institution* they are working for and the results are: 107 work for universities, 37 for primary schools, 24 for high schools and 2 are freelance. Thus majority of the respondents are university EFL instructors and one-third of the whole group is primary school EFL teachers. The answers collected from this mixed group may help us to determine what type of difficulties EFL teachers have encountered in class management.

The final personal question asked *if the respondent is NEST-Native English Speaking Teacher or a non-NEST-non Native English Speaking Teacher*. Ninety-one percent of the respondents (154) were non-NESTs and 9% (15) of them were NESTs. Thus the questionnaire also covers the NESTs' answers to the items about class management in a non-native environment. This number may reveal how the non-NESTs consider class management in ELT. However, the NESTs' point of view in a non-native country and in a different culture could help us to understand the random causes of failure in class management.

Professional Questions

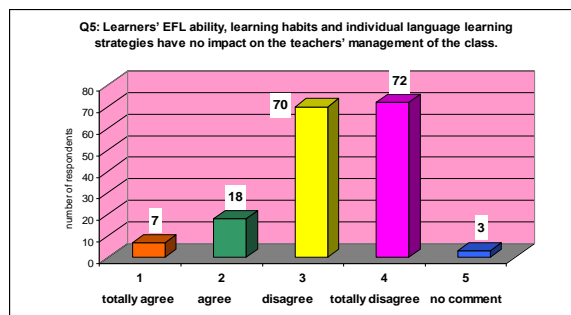
In the second part of the questionnaire, professional questions were given. Most of them are covered in this section with some computer generated graphs. The first question asks about the *"Teachers' managerial skills as well as teaching skills that may help them to achieve a better class atmosphere"*. Eighty-four percent of the respondents totally agree that teachers' managerial skills as well as teaching skills will help to ensure a better class atmosphere. Only 2% disagree with the idea mentioned in the above question. Recently EQ has been a very popular topic to explain human interaction in social groups as well as at schools. So the second question is about the *Teachers' Emotional Intelligence level in ELT and how it helps them to have a very good level of student-teacher interaction*. The interesting statistical result is that 89 respondents totally agree (52.35%) and 75 agree (44.11%) with the idea. Only five of the respondents gave no comment on it. However, there is a significant discrepancy because we do not know anything about the respondents' EQ level or their understanding of the issue. So the previously-acquired knowledge of the respondents' EQ level (if determined in any case) may help us to put the matter into a very different perspective. Besides we can infer from the results that teachers' EQ level has been a predominant issue in establishing a productive/challenging/nurturing teacher-learner relationship.

Even though almost one-third of the respondents approve (68.82%) Q3 - *In class management, teachers are assumed to be more responsible to carry out instructional orders than students*), a small number of respondents (22.35%) contradict with the idea. This item was found ambiguous and some of the respondents (7.64%) put *no comment* on it. 'Carry out instructional orders' means to make sure that the class goes on skillfully by making sure the learning actually takes place. Q4-*Enabling the learners to overcome Foreign Language Learning anxiety helps EFL teachers to have a more disciplined atmosphere*- claims that learners' anxiety in FLL might spoil the ELT climate in class. So this question reveals that a disciplined atmosphere may only be enforced through overcoming anxiety. More than half of the respondents (21.17% totally agree,

51.17% agree) support the idea but a few of them (20%) disagree and (7.64%) gave *no comment* on the issue. What we can infer from the item above is that *anxiety* in foreign language learning is sometimes sets a burden both for the beginners and FLL teachers as well.

Graph 1

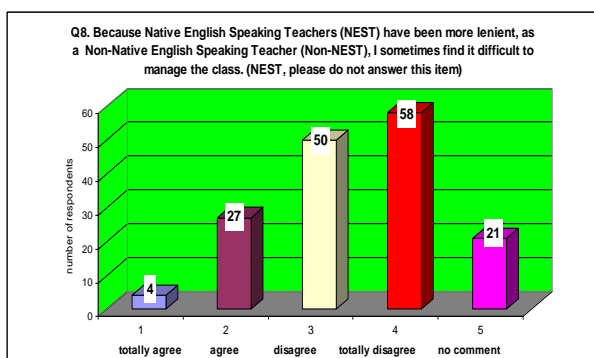
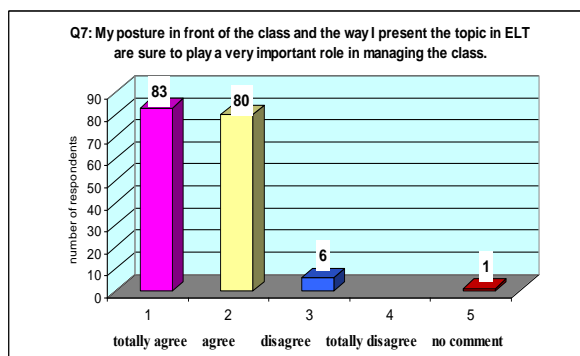
The question in graph 1 has been included in the questionnaire to put emphasis on the learners' part in class management. Class management is not solely the teacher's responsibility; it is also affected by the student. As seen in the graph, the response to the question is quite significant in that the issues mentioned have a huge affect on the teacher's management of the EFL class at any level.



The sixth item is *"I always want the students to obey FLL rules/strategies no matter how irritating/difficult they are to follow."* The responses to this question are distributed randomly, and it shows us that some of the respondents have no idea what FLL rules/strategies are. However, almost 75 % of the respondents disagree with the statement. The aim of this item is to find out the EFL teachers' reaction to the rules and strategies employed in ELT. Nevertheless, these rules and strategies have nothing to do with the class management. So the respondents do emphasize it by not agreeing with the idea.

Graph 2

In this item just a few of the participants disagree with the issue but almost all of them agree that the teacher's posture and the way s/he teaches and presents the lesson is quite important. However, this should be the core point in class management in ELT. Because in some cultures, say in Turkish, the teacher, in most cases, is accepted as the only 'boss', students are the 'clients'.



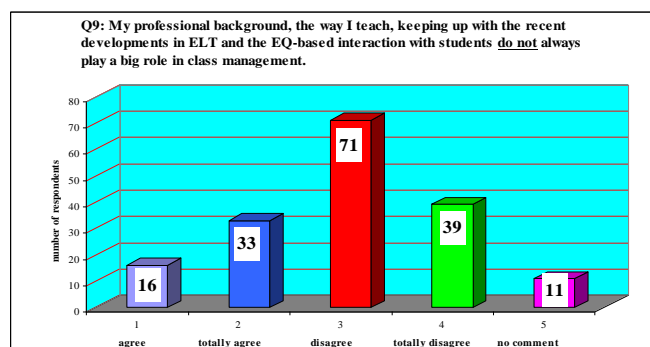
Graph 3

Question eight received the most reaction by the NESTs. The main reason why this item was included in the questionnaire was not to offend the NESTs but to elicit important information. As seen in the graph, most respondents disagree

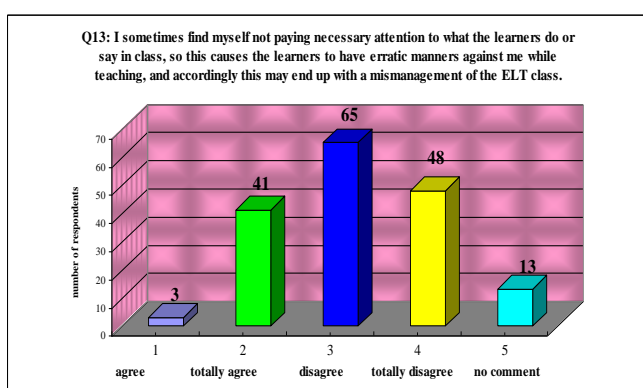
(29.41%) and totally disagree (34.11%) with the idea. So this reveals that NESTs have not always been lenient in class. The rationale behind this question is that some EFL teachers, for some reason, may blame the NESTs for being more lenient so this affects their class management while sharing the same class. Consequently, the graph shows that this was not done to blame the NESTs but to find out what non-NESTs think about this contradictory issue. However, 18.23% of the respondents agree/totally agree that the NESTs have been more lenient for some reasons.

Graph 4

It is quite amazing to see the result of this item because 28.82% of the respondents agree/totally agree with this commend, but 64.70 % of them disagree with the idea. This graph leads us to determine the effective factors in class management in ELT once more and another survey should be conducted with student/teacher control groups as well.



This is another question (Q11: *When I have difficulty managing the class, the first thing to do is to blame the learners for not having been very helpful.*) that asks for the respondents' feedback on class management and its consequences. A great majority of the respondents (90%) claim that they do not blame the students for not being able to manage the class appropriately. So this feedback leads us to a commentary that we should not blame students for our lack of managerial skills in ELT class.



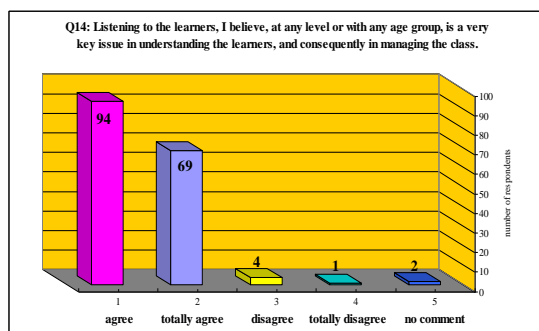
Graph 5

This item was included to search for the respondents' feedback about the students' and teachers' manners when a conflict arises while teaching. Besides, this also aims to put emphasis on the teachers' "listening" to the students. Moreover, listening to the students is very important while carrying out the

instructional orders in ELT class. Because listening always contains emotional motives (see appendix B) and the learners always demand their teachers' attention. They care what the teachers utter or say. As we can infer from this graph more than half of the respondents (66.47%)

do not agree with this statement. Hence there are some respondents (25.88%) not reacting to this idea.

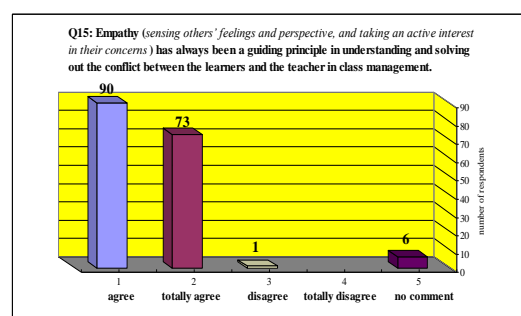
Graph 6



This item seems to correlate with the previous question. Almost all the respondents (95.98%) accept the idea so the result reveals how important it is to listen to the learners. This is a common consensus arrived by the respondents to form a uniqueness in understanding the learners' emotional state.

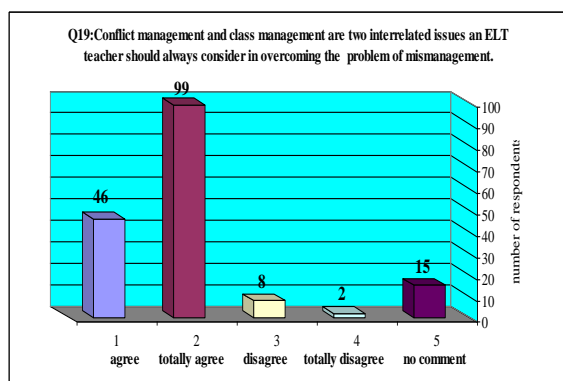
Graph7

Class management is not considered only as a matter of personality or the ELT background. It covers all human aspects and communication skills among the individuals. So in EFL class settings, a constant interaction between the learners and the EFL teachers



occurs. *Empathy* is an indispensable behavior that EFL teachers must show to their students. In this item, almost all the respondents (95.88%) agree and accept it as an aid to a proper class management. The following question (Q17) was "*Class management teacher's 'educated guess' and personality factors are interwoven and related to each other.*" When class management is studied in detail, we might encounter some other related issues such as the EFL teachers' educational background and their 'educated guess'. Almost all of the respondents (92.35%) accept the idea emphasized in this item. This is true because the more the teachers' experience increases in their field of study, the better educated guess they have.

Graph 8



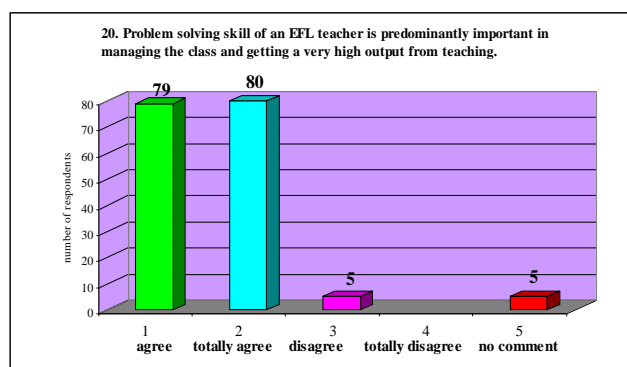
If there is a conflict in a class, there surely is a management problem. So these two issues are closely interrelated and any EFL teacher should always consider them in their management of the ELT class. In this item, as seen in the graph, most participants (85.29%) think that in class management the teacher is the key factor and they

should consider both issues equally. Only a few of the respondents disagree with the statement.

Graph 9

It is commonly known that EFL teachers sometimes have problems with their students and school management. They may also have some difficulty in handling them. So in this case teachers' problem solving skills become more important than teaching. To establish a

very peaceful teaching atmosphere, problem solving becomes another key concept an EFL teacher should pay attention. Because problems, regardless of their circumstances, are likely to happen in an EFL class. As seen above, (graph 9) almost all of the respondents (93.52%) share the same opinion. So the teacher himself/herself is the only person who is responsible for handling the problem. Besides, this has nothing to do with the teachers' background knowledge but it does have to do with the teachers' EQ level. The related issues were also discussed in another study as well (Tuncay, 2002).

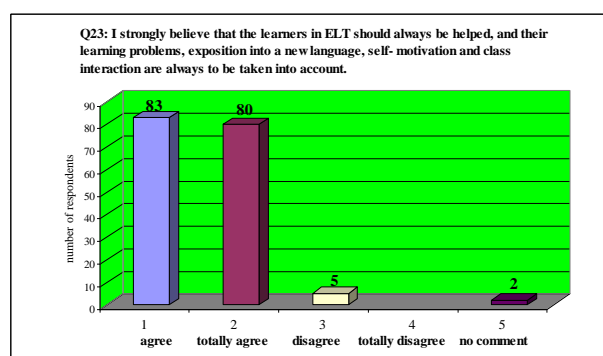


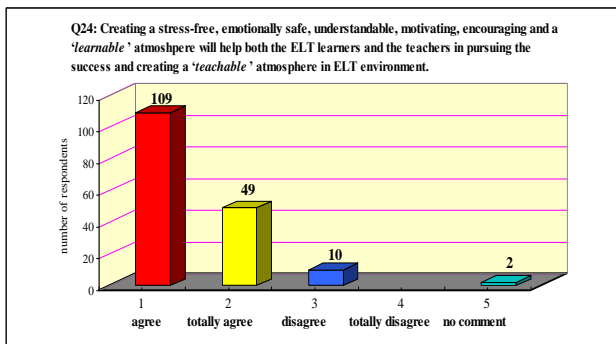
Question 22 *"In the way I treat the learners and manage the class depending on my personal attitude, I do sometimes feel uneasy carrying out the given tasks in ELT"* is the only item asking for the teacher's in-class attitude toward sustainable discipline and so-called class management issues. Sixty-nine and forty-one hundredths percent of the respondents disagree and 23.52% of them agree. Only a few have no comment. This item reveals that either individually or as a group, EFL teachers do not accept the idea and this might be a clue in determining the affective factors as well.

Graph 10

The following graph is about the teachers' strong belief and the learners' position in EFL. These are the key issues to be taken into account by all EFL teachers. As we can infer from the results in the graph, the issues mentioned in the question are accepted by almost all teachers (95.88%).

Even though all the issues above are considered by all the professional EFL teachers, some problems, depending on the mismanagement of the ELT class, within the EFL environment still occur. This is another subject of the study that should be covered by scholars in the area.





Graph 11

The terms 'learnable' and 'teachable' are specifically chosen terms to stress the ELT atmosphere created. This is again directly related with the emotionally safe learning/teaching atmosphere. So the issues that the question covers are accepted by almost

all of the respondents (92.94%). Just a few disagree and unfortunately we are not able to find out the reason why. The main idea in this item is to ensure the implementation of the EQ positive learning environment aspects in ELT atmosphere.

The last item (Q25) -*Teachers' managerial skills as well as teaching skills may help them to have a better class atmosphere and mutual interaction between the learners and the teacher*- searches for the respondents' feedback about the teachers' managerial and teaching skills. The managerial skills are part of a teacher's personality but the teaching skill is the matter of education and the skill to teach EFL. The distinction has not been made in this study. So the majority of the respondents (95.88%) agree with the idea that the teachers having both skills are able to create a 'teachable' and a 'learnable' atmosphere and stress-free ELT climate.

An overall feedback taken from this questionnaire may not be clear enough to fill all the gaps in ELT. However, all the respondents replied the questionnaire items as they were given, no implications by the respondents were mentioned. However, some inclined to respond the items pertaining to their professional experience as discussed in some presentations with a limited number of audience. As it is quite common with the questionnaires and the respondents, some items may reveal implied meanings and some items did not comply with their way of understanding them. There were, of course, some limitations to the questionnaire such as the respondents' variable backgrounds, different categories of the situations given, lack of necessary knowledge about EQ, implied responses given etc. At the end of the questionnaire there was a space requesting the respondents to write down their additional comments that the questionnaire items do not cover. A few comments, of course, were given and some of them were about the ambiguity of a few questions. It was later understood that some respondents who claimed the items were not clear enough were not familiar with the ELT terms and expressions (Tuncay, 2003). Nevertheless the results obtained from the questionnaire may help us very significantly in determining the content and the design of a pre- or in- service EFL teacher training syllabus.

CONCLUSIONS AND IMPLICATIONS

We have discussed class management in the light of EQ, conflict management, problem solving and managerial skills related to the ELT atmosphere and teaching circumstances. So after the conceptual analysis of the 30-item questionnaire, the following conclusions can be drawn:

- **Personality and background:** class management is closely related to the teachers' personality and their professional background.
- **EQ and environment:** teachers' Emotional Intelligence may play a very crucial role in creating a very useful in-class atmosphere that enables students learn/acquire the TL in a non-native ELT environment.
- **Atmosphere:** 'learnable' and 'teachable' atmosphere can only be created through the close cooperation of the teachers and the learners.
- **Factors in creating positive environment:** school management, culture-oriented understanding of the teachers and the learners, and the teachers' professional background and target culture considerations are crucially important for creating a manageable class atmosphere.
- **EQ constructs:** empathy, listening to the learners and a safe learning environment are key issues to be extensively covered and studied.
- **Skillful management:** class management in ELT is an art to be skillfully performed by EFL teachers.
- **Revealing feelings:** to a certain extent, EFL teachers may not reveal and share their feelings and emotions in front of the class they have been teaching, so this may cause certain problems in regard to teacher's teaching and managing skills.
- **Roles to be assumed:** last but not least, EFL teachers, even at the novice level of teaching, should be aware of what role(s) they are expected to assume in teaching in a non-native EFL environment.

The results revealed that teachers' EQ level and class management skills have a deep impact on the absolute success of ELT in a non-native environment. As mentioned earlier, although every EFL teacher has their own means of managing the class, some constructs of EQ are worth implementing in an in-service teacher training designed for class management for the purpose of pursuing success in FLL. So the following basic competencies (Goleman, 1995) are considered as the principles to be adopted by EFL teachers to improve inter-personal and intra-personal effectiveness in ELT in a formal teaching context or self-training:

1. *Knowing one's emotions*. Self-awareness-the keystone of EQ.
2. *Managing emotions*. Handling feeling of one's or another's. This is an ability that builds on self-awareness.
3. *Recognizing emotions in others*. The most fundamental skill that we need. Empathy-feeling others emotions and acting accordingly.
4. *Handling relationships*. This is the skill of managing others' emotion, part of social competence (pp. 43-44).

The class management issue, all in all, is based on EFL teacher, learner and the teaching/learning environment. In a subsequent study, these issues such as the expanded range of the questionnaire, various case studies in different cultural contexts and classroom settings designed in accordance with the EFL method to be implemented are worth mentioning. So, within a limited range, it is obvious that not all the related issues in class management were covered. This is a very basic limitation to the study. Besides this should be considered as a preliminary research on class management in ELT; thus, the results taken from the overall assessment and evaluation of the questionnaire may be consolidated with another empirical study for identical purposes.

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Questionnaire on Class Management in ELT

Dear Colleagues,

The data collected from the following questionnaire will be used as a basis for a paper entitled "Class Management in ELT" Please mark the appropriate slot which satisfies you. Each item requires one choice only. Thanks indeed for your invaluable contribution.

1. Male: () Female: ()
 2. EFL teaching experience: 1-3 yrs () 4-7 yrs () 8-10 yrs () 11- over yrs ()
 3. Mostly taught: Young learners () Teenagers () Young Adults () Adults ()
 4. Present institution: university () high school () primary school () freelance ()
 5. Non-NEST-Non-Native English Speaking Teacher () NEST-Native English Speaking Teacher ()

Questionnaire Items	totally agree	agree	disagree	totally disagree	No comment
1. Teachers' managerial skills as well as teaching skills may help them to have a better class atmosphere.	143	24	2	-----	-----
2. Teachers' Emotional Intelligence (EQ) level in ELT will help them to have a very good level of student-teacher interaction.	89	75	-----	-----	5
3. In class management, teachers are assumed to be more responsible to carry out instructional orders rather than students.	18	99	38	3	13
4. Enabling the learners overcome Foreign Language Learning anxiety helps EFL teachers to have a more disciplined atmosphere.	36	87	26	8	13
5. Learners' EFL ability, learning habits and individual language learning strategies have no impact on the teachers' management of the class.	7	18	70	72	3
6. I always want the students to obey FLL rules/strategies no matter how irritating/difficult they are to follow.	11	13	77	51	17
7. My posture in front of the class and the way I present the topic in ELT are sure to play a very important role in managing the class.	83	80	6	-----	1
8. Because Native English Speaking Teachers (NEST) have been more lenient, as a Non-Native English Speaking Teacher (Non-NEST), I sometimes find it difficult to manage the class. (NEST, please do not answer this item)	4	27	50	58	21
9. My professional background, the way I teach, keeping up with the recent developments in ELT and the EQ-based interaction with students do <u>not</u> always play a big role in class management.	16	33	71	39	11
10. When compared, male EFL teachers are more successful in managing the class and carrying out the instructional business than female EFL teachers.	7	15	58	72	18
11. When I have difficulty in managing the class, the first thing to do is to blame the learners for not having been very helpful.	6	6	83	70	5
12. I strongly believe that my teaching experience seems to be more significant than understandable and mutual interaction with the learners in ELT class management.	11	38	71	38	12
13. I sometimes find myself not paying necessary attention what the learners do or say in class, so this causes the learners to have erratic manners against me while teaching, and accordingly this may end up with a mismanagement of the ELT class	3	41	65	48	13
14. Listening to the learners, I believe, at any level or with any age group, is a very key issue in understanding the learners, and consequently in managing the class.	94	69	4	1	2
15. Empathy (sensing others' feelings and perspective, and taking an active interest in their concerns) has always been a guiding principle in understanding and solving out the conflict between the learners and the teacher in class management.	90	73	1	----	6
16. Due to teacher's mismanagement and misunderstanding by the learners, I do sometimes lose control and cannot carry out what I should do for a certain time.	8	57	64	30	11
17. Class management, teacher's 'educated guess' and personality factors are interwoven and related to each other.	48	109	4	4	5
18. When a conflict occurs in class, I usually use my personal skills to handle the situation and carry out the class go on.	64	98	1	2	5
19. Conflict management and class management are two interrelated issues an ELT teacher should always consider in overcoming the problem of mismanagement.	46	99	8	2	15
20. Problem solving skill of an EFL teacher is predominantly important in managing the class and getting a very high output from teaching.	79	80	5	---	5
21. My self-esteem, professional experience and future expectations from my career do not play a very big role in managing the class for the sake of teaching English	20	17	72	50	11
22. In the way I treat the learners and manage the class depending on my personal attitude, I do sometimes feel uneasy to carry out given tasks in ELT.	3	37	98	20	12
23. I strongly believe that the learners in ELT should always be helped, and their learning problems, exposition into a new language, self- motivation and class interaction are always to be taken into account.	83	80	5	----	2
24. Creating a stress-free, Emotionally safe, understandable, motivating, encouraging and a 'learnable' atmosphere will help both the ELT learners and the teachers in pursuing the success and creating a 'teachable' atmosphere in ELT environment.	109	49	10	----	2
25. Teachers' managerial skills as well as teaching skills may help them to have a better class atmosphere and mutual interaction between the learners and the teacher.	101	62	1	---	5

Please write (if any) your additional comments on the Class Management in ELT (Is it a problem or not ? Any suggestions to have a better management skill?):

EQ-Based Listening

Will you please just listen?

A child's Plea to Adults

- *When I ask you to listen and you start giving advice, you have not done what I have asked.*
- *When I ask you to listen and you start telling me why I shouldn't feel the way I do, you are invalidating my feelings.*
- *When I ask you to listen and you start trying to solve my problem, I feel underestimated.*
- *When I ask you to listen, it does not mean I am helpless, I may be faltering, depressed or discouraged, but I am not helpless.*
- *When I ask you to listen and you do things which I can and need to do for myself, you hurt my self-esteem.*
- *But when you accept the way you feel, then I don't need to spend time and energy trying to defend myself or convince you, and I can focus on figuring out why I feel the way I feel and what to do about it.*
- *And when I do that, I don't need advice, just support, trust and encouragement.*
- *Please remember that what you think are irrational feelings always make sense if you take time to listen and understand me.*