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*Iranian Journal
of
Language Teaching Research*



Urmia University

An expert EFL teacher's class management

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ABSTRACT

The present research sought to investigate how expert EFL teachers manage their class and keep its discipline. To this aim, the existing prior ELT (English Language Teaching) research on exemplary teachers' practices were reviewed and the typical class management strategies used were extracted. Moreover, 20 ELT specialists including teacher educators, university professors of applied linguistics, mentor teachers and language institute supervisors were selected through purposive snowball and convenience sampling methods, and were interviewed. Since they were directly dealing with teachers as trainers, supervisors, and mentors, they were considered as qualified informants. There were finally 4 themes and 3 sub-themes extracted from the qualitative content analysis of the interviews, which were presented in this paper along with sample extracts of the actual interview content. The themes included: expert teachers' identification power, use of external control, use of preventive management strategies and monitoring student behavior. The 3 sub-themes of the second theme were: clarification of expectations, use of body language and establishing rules and routines. Knowledge of these themes and sub-themes can shed light on a key behavioral aspect of expert English language teachers in class. These strategies, if followed properly, can set good examples for novice teachers and those who have problem managing their classes.

Keywords: expertise; expert teacher; EFL; teacher education; class management

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ARTICLE HISTORY

Received: 8 Nov. 2014


Revised version received: 24 Jan. 2015

Accepted: 4 Apr. 2015

Available online: 1 July 2015

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 10.30466/ijltr.2015.20386

Introduction

Distinguishing experts from non-experts in the realm of teaching appears to be a perplexing and controversial job. Its complexity lies in the multidimensionality of the issue. In applied linguistics, the task seems to be even more demanding. In the previous research attempting to set and define the criteria for teacher expertise, a multitude of diverse, incomprehensive and, in some cases, questionable attributes have been suggested which are mostly subjectively assessed and ascribed. Furthermore, they are mostly based on the comparison of the novice and the experts and hide the real quality of expert performance (Akbari & Yazdanmehr, 2014; Tsui, 2003; Tsui, 2005). Overall, the notion of expertise can be approached from two dimensions, the cognitive/perceptual and the performance-based dimensions. Class management and discipline control is considered as part of the latter and forms the core of the present study.

Class management defined

The notion of classroom management is certainly more extensive than student discipline. Included in it is everything teachers needed to do to enhance student involvement and cooperation in classroom tasks and to establish a productive working environment. As Everstone and Weinstein (2006) define it, classroom management consists of any action that the teacher takes to create an environment that supports and facilitates both academic and social-emotional learning (as cited in Raizen, 2010). Based on this definition, instructional procedures are also considered as part of classroom management, but they, by themselves, are inadequate in establishing the desired management status. The characteristics of a well-managed class are described by Sanford, Emmer and Clements (1983) in the following manner:

- 1- There are high levels of student involvement with work, especially with academic, teacher-led instruction,
- 2- Students know what is expected of them and are generally pretty successful.
- 3- There is relatively little wasted time, confusion and disruption.
- 4- The climate of the room is work-oriented but relaxed and pleasant (p. 56).

In such a class as described above which is well-managed and task-oriented, students' performance and achievement will be improved (Brophy, 1979). The classes which are characterized by recurrent disruptive behaviors have been reported to have lower academically spent time and the students in such classes have been seen to receive lower scores and perform poorer on standardized tests (Patterson, DeBaryshe & Ramsey, 1990).

As Oliver, Wehby and Reschly (2011) put it, teachers' class management strategies have a crucial, and positive impact on reducing problematic behavior in class. The teachers benefiting from helpful class management do often see positive changes in student behavior that can help to prepare a context for successful class events to take place.

Effective classroom management depends on several issues, the most important of which is school discipline as mentioned previously. School discipline issues such as disruptive behavior and violence also have an increased effect on teacher stress (Oliver & Reschly, 2007). The teachers who have significant problems with behavior management and classroom discipline often report high levels of anxiety and symptoms of burnout and are frequently ineffective (Berliner, 1986; Brouwers & Tomic, 2000). A significant body of research attests to the fact that classroom organization and behavior management competencies significantly affect the persistence of novice teachers in their new career and their decisions to stay in their job or not (Ingersoll & Smith, 2003).

Satisfactory classroom management depends on prevention efforts. As pinpointed by Oliver et al. (2011), focusing on preventive rather than reactive procedures establishes a positive classroom environment in which the teacher focuses on the students who appropriately behave. Rules and routines are powerful preventative components to classroom organization and management plans because they establish a behavioral context for the classroom that includes what is expected, what will be empowered, and what will be taught again if inappropriate behavior appears. This helps prevent problem behavior by giving students particular, appropriate tasks to get involved in. Monitoring student behavior allows the teacher to acknowledge the students who are involved in appropriate behavior and prevent misbehavior from escalating (Oliver, Wehby & Reschly, 2011).

What we mean by class management and keeping the discipline of class in this study is more focused on how to deal with students' disruptive behavior, lack of attention to instructions and low participation in class. How expert teachers of English language tackle these probable problems in class was our main interest.

Classroom management theories

Many theorists have studied the exemplary practices including class management and control of disruptive behavior in education for many years. Broadly speaking, these theories can be either of the reactive (corrective) type which are more of the 'directive' nature, or the more desirable preventive category which are more of the 'humanistic' quality (Stiffler, 2010). There are some, such as Glasser in 1950s or Jones in 2000; however, that adopt the elements of both approaches, perceived as more 'democratic'. Stiffler (2010) summarizes these beliefs and practices in three major categories: reactive theories, preventive theories and reactive/preventive theories combined.

Among reactive theories of classroom management are: Skinner's behavioral management theory (1968), Assertive Discipline theory and theory of Logical Consequences. Among preventive theories are: Roger's theory (1951), Kounin's theory (1970), Brophy's theory (1996) and Wong's theory (2004). Class management strategies of the mixed type include: the Choice theory and Positive Classroom Discipline.

The purpose of the study

An understanding of how expert English language teachers are distinguished in their class management is crucial to many aspects of teacher education. For example, it offers a benchmark against which less successful teaching can be compared. It provides information relevant to the design of teacher education programs. It proposes a model of successful teaching that can be used to help understand the difficulties faced by novice teachers. It helps us better understand the complexity of teaching.

Although class management issue has been studied widely in education in general, in the realm of ELT and as practiced by expert English language teachers, it has not been studied greatly. The present study; therefore, sought to take a step in filling the gap in applied linguistics in terms of teaching expertise. Experts in any field and domain are supposed to act as models for the others. Their mentality, decision-making and performance are supposed to be exemplary. ELT is not an exception. However, there is a dearth of research with this concern in this domain. Consequently, the present study sought to investigate how expert teachers of English manage their classrooms. This was to be derived from the review of prior research in this regard along with ELT specialists' remarks. The target research question of the present paper is, therefore:

RQ: How do expert EFL teachers manage their class and keep its discipline?

Review of literature

It was Kounin's research (1970) that laid the specific groundwork for research in management and the organization of class by identifying several general characteristics of classroom management that were consistently related to good student behavior (as cited in Sanford, Emmer & Clement, 1983). In the early 80s, at the Research and Development Center for Teacher Education at the University of Texas at Austin, a series of studies were conducted to find out how teachers establish and maintain classroom management. They found out that effective teachers took time at the early days of school to instruct students how to follow classroom rules and procedures. After that they relied on whole-group class activities, so that they could keep control of all students constantly. The type of tasks students were given was very cooperative so as to leave no spare time or students to waste on other irrelevant issues (Sanford et al., 1983).

As mentioned previously, classroom observations have been the main tools of studying classroom management. Serious works on efficient class management are, in fact, based on a one-year research conducted by Anderson, Evertson, and Emmer in the late 1970s who gathered copious narrative records of teacher behavior in 28 third-grade classes within a whole school year. They later investigated the management styles of efficient teachers (Anderson et al., 1980). They found that providing a clear vision of what student behavior should look like from the beginning of the course is helpful in managing the class. When the teacher has a vision of the behavior s/he wants the students to exhibit, s/he must teach the students how to meet those expectations.

The body of experimental studies, to date, has concentrated on an array of class management strategies. Such investigations include modification of single typical aspects of teacher behavior to more extensive sets of such efforts as organization, structure, positive reinforcement, and behavioral incidences (e.g., Kelshaw-Levering, Sterling-Turner, Henry & Skinner, 2000; Langland, Lewis-Palmer & Sugai, 1998; Madsen, Becker & Thomas, 1968). The major findings of these studies were that rules do not suffice to guarantee correct behavior in class. They need to be appropriately modeled by the teacher. Moreover, sometimes the teacher had better ignore inappropriate behavior and instead praise appropriate behavior. A great body of research of this sort employs a one-subject method to change different teacher management strategies to form an operational relationship with student behavior.

In addition to the individual studies reviewed so far, some other studies have been mixed and specified by different investigators to be influential management practices. A set of interventions were used including mystery motivators, token economy with response cost which also used antecedent strategies (public announcement of classroom rules, and teacher movement). They were accompanied by reinforcement strategies, for example, mystery motivator, as well as negative reinforcement practices to react to disruptive behavior employed productively to cut down on undesirable behavior (Di Martini-Scully, Bray & Kehle, 2000; Kehle, Bray, Theodore, Jenson & Clark, 2000). During the treatment phase conducted in these studies, students' disruptive behavior was found to be reduced. In a withdrawal phase, again the disruption rate was increased and once the intervention was reinstated, disruptive behavior was further reduced.

A systematic review was conducted to identify evidence-based practices in classroom management to inform research and practice (Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008). These researchers initially reviewed ten classroom management texts to identify typical practices described within texts and then systematically searched the research literature to identify experimental studies that examined these practices. After their review, they recommended that

researchers should focus on evaluating new class management strategies, establishing quantitative and qualitative standards of performing class management strategies, and specifying decision rules which guide implementations of the continuum of consequences and instructional strategies (Simonsen et al., 2008).

Methodology

Participants

20 individuals participated who were teacher educators, university professors of applied linguistics, mentor teachers or supervisors of well-known private language institutes, as well as highly recognized and experienced EFL teachers. Their demographic information is presented in Table 1. They all dealt with English for General Purposes, either taught them or trained the teachers how to teach it. Teacher educators and professors taught at Ferdowsi University of Mashhad, Imam Reza University, Tabaran University of Mashhad and Tarbiat Modares University of Tehran. Mentor teachers, class observers and supervisors worked at Iran Language Institute, Parax Language Institute and Kish Language Institute.

Table 1
Demographic Information of the Interviewees

Feature	AGE		GENDER		EDUCATION		EXPERIENCE	
	30-40	>40	MALE	FEMALE	B.A.	M.A./Ph.D.	6-10 ys.	>10
n.	12	8	17	3	10	10	8	12

We intended to see if the extracted themes could be confirmed or completed by the views of professionals in the realm of teaching English. As formerly mentioned, some of the interviewees were teacher educators, who were highly educated and experienced in the field. All the interviewees were Iranian; their first language was Persian, and they taught English as a foreign language. The university professors taught applied linguistics to M.A. and Ph.D. students of TEFL. They were very experienced as well as knowledgeable in their job, as approved by the community of practice they worked in. Mentor teachers worked at private language institutes. They were both experienced and highly observant of the other teachers. Observing every teacher nominated as an expert teacher was almost impossible for us. Obtaining the perspectives of mentor teachers and teacher educators who were permanently dealing with teachers of varying skills and prominence sounded to be more fruitful and sensible.

Procedures

The data collection was done primarily in two steps. Initially, the prior research in ELT which investigated some aspects of expertise in teaching was perused. The term 'expertise' is preferably used in this study, and we intentionally do so, as this paper is actually part of a more comprehensive research work (a Ph.D. dissertation) which aimed to define expertise in teaching English language. The model of expertise being portrayed in that more comprehensive work is a multi-dimensional one, inclusive of knowledge base, personality traits, cognition, experience, reflection, class

management, problem solving and decision-making. As it is evident, class management is merely one dimension of expertise in teaching, though a basic and determining one. We perused the existent literature on different aspects of language teaching of novice versus experienced teachers. A variety of terms with a common core were used to characterize what we here call 'expert' teacher including 'outstanding', 'exemplary', 'model', 'mentor' or 'experienced' teacher. As can be seen, this investigation is basically of an exploratory type. We finally came up with several aspects of teaching expertise in ELT which were taken altogether and were mutually effective to constitute expertise in teaching English language. Class management was one aspect of this latent variable. Next was the interview phase.

Interview sessions were pre-scheduled and conducted as planned during work-day time and in face-to-face meeting. The purpose of inquiry was initially revealed to the subjects and just then the questions were presented. All questions and answers were in Persian (the native language of the interviewer and interviewees) and were also tape-recorded for prospective content analysis. The extracts presented in the results and discussion section are, however, translated into English by the interviewer (one of the researchers of the present paper). The whole session could be summarized as:

1. Briefing the purpose of the inquiry
2. Inquiry about the interviewee's background especially the length of their experience as a teacher or trainer, supervisor, etc.
3. General questions about characteristics of an effective and efficient teacher of English, (e.g. In their mind, how an expert teacher of English is distinguished from others? In the place you work, is there anyone you could tell as an expert teacher? If yes, what distinguishing factor does s/he have?)
4. More specific questions about class management (e.g. how do expert teachers of English language react to students' disruptive behavior? Do they tend to be more preventive or reactive?)

There was an attempt not to direct their responses in any desired way. However, when necessary, they were asked about details. For instance, yes/no answers were not accepted and in case they were heard, the interviewer asked them to elaborate on their answers, provide examples from what they actually did or observed their next trainees to have performed. Interviews took between 15-20 minutes.

The review of previous studies and the responses given to interviews were then analyzed for their content. Particularly in the former case, we came across a number of recurrent themes which were pinpointed several times, in different words, in different studies. Salient enough, they became our main findings, and most of them were further attested by the interviewees. The interviews were brief and they mainly turned out to confirm what we construed from other studies.

Results and discussion

As concerns the management skills of expert teachers of English, a review of previous studies and models on efficient, successful and exemplary language teaching guided us to 4 main themes along with 3 sub-themes:

- A. Experts' identification power
- B. Use of external control
- C. Use of preventive management strategies
 - C1. Clarification of expectations
 - C2. Establishing rules and routines
 - C3. Use of body language
- D. Monitoring student behavior

The main themes and sub-themes are also illustrated in Figure 1 below. The skills are later discussed individually. However, they are related to each other, and none of them is prioritized to the other.

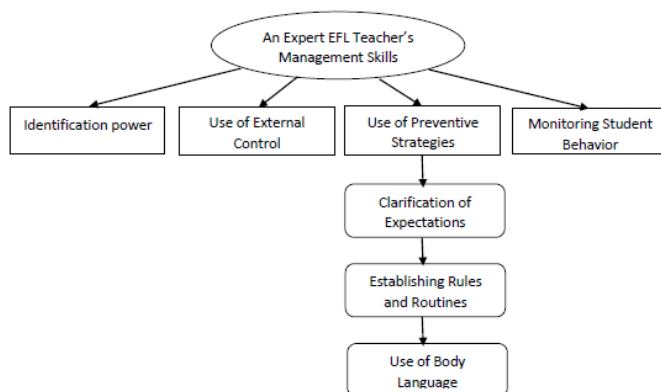


Figure 1
An expert EFL teacher's management skills and sub-skills

A. Identification Power

According to Hogan and Rabinowitz (2003), expert teachers are able to discriminate between typical misbehaviors and those that could possibly lead to entire classroom disturbances while novices may have been unaware or unable to discriminate between that of typical and atypical misbehaviors of students. Moreover, in managing the classroom environment, for example, expert teachers tend to analyze and generate multiple hypotheses in the process of reorganizing and solving discipline problems.

In this regard, here are some comments of the interviewees:

“Sometimes it’s hard and sometimes it’s easier. Some students are more the source of disorder. They have the potential. They are rude most of the times. I have seen that efficient teachers know their students well. They know the sources of possible disruption. They do not by mistake pick on somebody. I mean they seem to be always right in identifying which behavior should be reacted to or stopped”. (a mentor teacher)

“Their experience helps them. It makes them aware of many things a novice cannot identify in class. Through years of work, they come to know different forms of misbehavior, as you call it”. (a university professor of TEFL)

“No, for me it isn't hard. I do my best to take the control of everything that happens in class. When students whisper together, when they look dissatisfied or uneasy, I can feel something is wrong. I try to understand it before it turns into a bigger chaos”. (an experienced EFL teacher)

The gist of interviewees' comments attested to the fast and effective recognition and identification power of experts in the face of discipline problems. Experience appears to play a key role here in strengthening this power.

B. Use of External Control

Experts are more likely to identify and subsequently solve management problems in the classroom using external controls (e.g. changing seating assignments), whereas a novice teacher tends to be unaware of or, in some instances, ignore classroom disruptions. Expert solutions to discipline problems often entail structural modifications of the classroom, focusing on physical arrangements and making changes where necessary (Hogan & Rabinowitz, 2003).

Concerning this issue, some of the remarks made by the interviewees are as follows:

“Some students cause more problems; they are naughty and talkative in some cases. When they sit in the center, they change everybody else. They make a mess of everything. When necessary, I change their seat. I put them at the end rows. Or in a position where I can see them best”. (an expert teacher)

“One good way is to make them responsible, especially children, the naughty ones, for certain activities such as fetching markers, erasing the board and such stuff that gets them out of their normal conditions. It gives them more discipline in practice”. (a teacher trainer)

“When things get out of control and one or two students are in charge, I first separate them. Then I give them certain assignments to make them busy and not wasting time talking and disturbing others. Once I remember making a naughty student sit on the floor as a punishment. He did it with interest and made a fun out of it. But it put an end to his disruptive behavior till the end of the semester”. (an experienced teacher)

Interviewees appeared to confess to the beneficial role of using external means in controlling misbehavior in class. The following means were mentioned in their accounts to be effective:

- Changing the seating arrangement
- Handing over physical responsibilities (e.g. fetching markers, erasing the board)
- Handing over lesson-based responsibilities (e.g. extra homework or class work)

C. Use of Preventive Management Strategies

By focusing on preventive rather than reactive procedures, experts manage to establish a positive classroom environment in which the teacher focuses on the students who behave appropriately (Lewis & Sugai, 1999). To this aim, there are three ways that are helpful in establishing such an environment, which include: clarification of expectations from students, establishing rules and routines and use of body language and facial expressions, as explained below.

C1. Clarification of Expectations

It deals with the importance of clearly communicating what is going to happen in a classroom session and what is expected from students before beginning instruction (Moallem, 1998). Most effective teachers did not assume students would know the expectations of the classroom. These teachers took an instructional approach to behavior and spent time teaching important discriminations between expected and unacceptable behavior (Anderson et al., 1990). Let us take into account some comments with this concern:

“You should tell them at the outset. If everything is clear to them, they would have no excuse for misbehaving. They cannot then say in your face ‘why?’ or ‘why not?’ or that ‘you’ve never asked us’. You should let them know exactly about your sensitivities”. (an exemplary teacher)

“I think it helps to prevent nasty things to happen in class. I mean if they already know what is right or wrong. Yes, some of them really don’t know! And you are the one to tell them. The earlier the better. Just you must not make them think they are under too much pressure. Highly efficient teachers keep children motivated all through”. (a teacher trainer)

“Students need to know the dos and don’ts, about their class behavior. Most of what we complain later about goes back to what our students do not see as bad behavior. Go ask the teacher of a well-managed class how she comes to have it. Go visit their classes and you come to know both teacher and students seem to know each other very well. And they know what the other expects. That can be a great lesson”. (a university professor)

C2. Establishing Rules and Routines

Establishing rules are effective preventative strategies in class discipline control and management practices since they form a behavioral setting in class that entails what is expected, what is to be positively reinforced, as well as what needs to be retaught in case some disruptive behavior is observed. This would impede disruptive behavior through providing students with particular, acceptable behaviors to get engaged in (Colvin, Kame’enui & Sugai, 1993). In an investigation, Martin, Yin and Mayall (2006) found expert teachers to have taken more control than novice teachers in establishing classroom routines.

From the interviewees’ accounts, three main themes were extracted in this regard:

- Logic of rules
- Clarity of rules
- Abiding by rules

What they seemed to imply by the logic of rules is the extent to which the established rules appeal to senses. Consider one such remark:

“Experienced teachers hardly ever go to extremes. They know if they do, that it would backfire! I mean, it would cause more problems because students cannot accept them wholeheartedly”. (a university professor)

As for the clarity of rules, some comments that were made were:

“No matter what the rules are, they need to be clarified right from the start. Nothing should be left vague even to the dumbest of students. Sometimes it happens that because we know our rules very well we think they are as clear to our students too while this is not always the case”. (a mentor teacher)

“I try to make sure they know how I want them to behave. It's not enough just to ask them if they got everything or not. They need to see the rules enacted and it takes time. But we should make sure this does not take too long”. (an experienced teacher)

Once devised, clarified and enacted, rules are to be protected and kept alive in their enactment. In this regard, some remarks made by the interviewees were:

“You should make students respect class rules; take them serious. Take the case of presence/absence for instance. Students realize the severity of the rules once they are performed. You as the teacher should be the first person who takes the rules seriously. Once you ask them not to be late to class for example, you yourself follow your rule. If you do not care about it, for sure students will not either”. (a teacher educator)

“I always let them know the consequences, I mean the consequences of not obeying rules. It always works especially for adults. They seem to be more logical”. (an experienced teacher)

“Everywhere you go there are some rules to be obeyed. A language class is not an exception. Expert teachers, no matter what they teach, need to set a number of these rules. The school, I mean the educational setting, has its own rules too. Effective teachers express them explicitly. They let students know what it is expected from them”. (a university professor)

C3. Use of Body Language

Body language and facial expressions can be effectively used to communicate classroom rules and expectations from students (Moallem, 1998). That is, visual expressions as well as verbal modes can help to transfer the content of class rules. With this concern, some interviewees commented in the following way:

“You don't for sure mean to sound harsh. So, you want to let them know in an inoffensive way. Take the rule of class attendance for example. How am I supposed to react to a latecomer or somebody who is frequently absent? For me, I use humor...in my face, in my look. Not that I laugh at them. I pretend to be really surprised and even shocked when I see a student back to class after so many sessions of absence. In a funny and friendly environment, my face inquires about their reason for being absent for long. Words contribute too. Then, they volunteer to tell the reason and more importantly they come to know that coming late or being frequently absent is not accepted. Other students learn this rule too”. (an expert teacher)

“As mothers silently talk a lot through a single look at the child, a teacher can do to students. Eyes can tell a lot. A good teacher does not do the good job only through nice and effective talking, but as well through effective showing to students or conveying to them what is acceptable and what is not”. (a teacher trainer)

“The best teachers I do remember have all been good actors too. Acting is a skill that helps much. The way they look, the way they walk and move their hands each has a message. As for discipline matters, these non-verbal matters can really help”. (a class observer)

Two recurrent themes extracted from interviewees' remarks concerning this latest issue were: euphemistic and non-offensive use of bodily and facial expressions as well as the use of humor. The latter could serve the purpose of the former. That is, non-verbal expressions are effectively used to convey behavioral and discipline rules to students.

D. Monitoring Students' Behavior

As Colvin et al. (1993) stated, monitoring student behavior allows the teacher to acknowledge the students who are engaging in appropriate behavior and helps to prevent misbehavior from escalating. According to Martin, Yin and Mayall (2006), experienced teachers manage their classrooms more effectively than less experienced teachers. They take more control of student behavior in class and attempt to monitor student reactions and prevent undesirable behavior to happen.

Interviewees referred to this issue in their accounts using the terms 'controlling', 'checking', 'watching' and 'monitoring'. Parts of their accounts are:

"The secret lies in the way the teacher keeps an open eye. Once you can see every little change in students' behavior, you can feel the change of aura. You can predict disorder and can stop it before it fires" (an experienced teacher)

"The outstanding teachers I see, do not keep sitting most of the time. They pay attention to everything that happens in class. They check every little behavior and try to respond to it appropriately. Nothing occurs in vacuum. Chaos happens as a result of a kind of dissatisfaction which should be recognized and solved before it is at its height" (a teacher trainer and class observer)

"Prevention is always better than solution to a problem that has already occurred. Novices recognize riot-raising behavior later. This can be because of their little experience of facing similar situations. They should learn to monitor student's behavior closely and improve their prediction power" (a university professor of applied linguistics)

It is evident that no clues of discipline violation are recognized unless class behavior is meticulously monitored. It is, in fact, the preventive stage of discipline control and the key to class management. Students are human beings who need care and attention. That would not only mean to give them no privacy and self-initiation. Meanwhile they enjoy creativity and a degree of independence as well as peer trust, their behavior, cooperation, attention together with their learning needs to be monitored by teacher.

Conclusion

Considering the crucial role of expertise in the realm of ELT, we decided to scrutinize different characteristics of an expert teacher of English language. One such characteristic was teacher's class management. For this reason, we firstly reviewed the existing body of literature on expertise, in education, in general, and ELT in particular. We also interviewed specialists of the field including teacher trainers and educators, university professors of applied linguistics, mentor teachers, language institute supervisors and exemplary EFL teachers in Iran, and finally came up with a number of management skills and sub-skills. The former included: teacher's identification power, use of external control, use of preventive strategies and monitoring student behavior. The latter included clarification of expectations, establishing rules and routines, and use of body language. Each skill and sub-skill was explained in the light of previous research along with the extracts of the interviewees' comments.

In this paper, only one aspect of expert EFL teachers' behavior in class was investigated which is one of the most significant aspects. We should be aware that expertise in ELT has other aspects as well which, as mentioned previously, interact with each other and each directly or indirectly affects the latent variable expertise. However, one academic paper could not include

them all and discuss them comprehensively. Therefore, we sufficed to focus on the management issue.

Experts in all majors including language teaching are supposed to act as models for other members of their profession. Coming to know how they think and behave in different aspects of their job elucidates the secret of their outstanding performance. The knowledge of how expert EFL teachers manage their class and keep its discipline helps to provide guidelines for both researchers and novice teachers. It provides them with the best tried-and-tested class management strategies adopted by the most successful colleagues in the field. It is hoped that the findings of the present study are helpful for professional development in the realm of ELT.

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