

# **The Impact of Effective Classroom Management in Improving Preparatory School 5th Stage Students' Performance in Writing Skill**

**(Classroom Management, Performance, Writing)**

**Assist. Instructor: Hasan Mahdi Musa**

**Baghdad Provincial Council**

**تأثير ادارة الصف الفعال في تحسين اداء طلاب الصف الخامس الاعدادي في مهارة الكتابة**

**(ادرة الصف، الاداء، الكتابة)**

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**Abstract:** classroom management is considered an essential part of the teaching and learning process. It refers to the methods, strategies and skills teachers use to maintain a classroom environment that results in the success of student's learning. Classroom management is connected to a process of organizing and conducting a class that includes time management, students' involvement, student engagement, and classroom communication. Classroom management is the process of creating a democratic community and managing a successful class. Classroom management refers to the wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during a class. When classroom-management strategies are executed effectively, teachers minimize the behaviors that impede learning for both individual students and groups of students, while maximizing the behaviors that facilitate or enhance learning. Generally speaking, effective teachers tend to display strong classroom-management skills, while the hallmark of the inexperienced or less effective teacher is a disorderly classroom filled with students who are not working or paying attention. The key to successful teaching and management is gaining students cooperation in classroom activities and their engagement in the appropriate learning tasks. From this point of view, a teacher's main function is to play and orchestrate well-conceived activities that flow smoothly.

Among the four skills of English, writing is the most difficult to learn since it requires considerable conscious mental effort on the part of learners. However, in this modern interconnected world, communications among different peoples are increasingly carried out in aural/ oral and written English, making English a much more important language than it has been before. Writing can be improved mainly through writing, so we should always try to provide learners with a great deal of writing practice. It is thought that listening and writing are combined in such a way that the receptive skill of listening lends support to the productive skill of writing, and it is designed to be a small step in improving the writing of secondary learners to more advanced levels. Our learning goals: we as teachers of English believe in the magic of writing, in the ways in which writing is a fundamental tool in understanding and experiencing life at a deeper, more enriching level. We believe also that writing is an essential way in which we share with others our experiences as human beings. We believe in writing as an agent of change, and we believe technology is powerful tool for helping students uses their writing to effect this change. We also believe that our students' capacity to use technology effectively widens the breath of their abilities and the reach of their potential.

## تأثير إدارة الصف الفعال في تحسين أداء طلاب الصف الخامس الاعدادي في مهارة الكتابة

### الملخص

تعد إدارة الصف جزءاً أساسياً من عملية التعليم والتعلم وتشير إلى الطرائق والاستراتيجيات والمهارات التي يستخدمها المدرسون للحفاظ على بيئة الصف الذي يؤدي إلى نجاح تعليم الطالب. ترتبط إدارة الصف بعملية تنظيم الصف وإجراءاته التي تشمل إدارة الوقت وتوظيف الطلاب ومشاركتهم وتبادل الأفكار في الصف. إدارة الصف هي عملية خلق مجتمع ديمقراطي وإدارة صف ناجحة كذلك تشير إلى مجموعة واسعة من المهارات والتقنيات التي يستخدمها المدرسون لإبقاء الطلاب منتظمين ومرتبين ومنتجين أكاديمياً خلال الفصل الدراسي وعندما تنفذ استراتيجيات إدارة الصف بشكل فعال يستطيع المدرسون تقليل السلوكيات التي تعرقل التعليم لكل الطلاب بوصفهم أفراداً أو مجموعات مع تعظيم السلوكيات التي تسهل وتعزز التعليم.

بشكل عام يميل المدرسون الفعالون إلى عرض مهارات قوية في إدارة الصف في حين أن السمة المميزة للمدرسين ذو الخبرة أو الأقل فعالية في الصف غير المنضبط والمملوء بالطلاب الذين لا يعملون ولا يعيرون أي انتباه للدرس، لذا فإن مفتاح النجاح في التدريس والإدارة هو اكتساب الطلاب التعاون في الأنشطة الصفية ومشاركتهم في مهام التعليم المناسب ومن وجهة النظر هذه تتمثل الوظيفة الرئيسية للمدرس هي القيام بأنشطة مدروسة جيداً لتنسيق الأنشطة المصممة بشكل جيد والتي تتدفق بسلاسة.

من بين المهارات الأربعة في اللغة الانكليزية تعد الكتابة هي الأصعب للتعليم لأنها تتطلب جهود عقلية واعية وكبيرة من جانب المتعلمين ومع ذلك في هذا العالم الحديث المترابط يتم التواصل بين الشعوب المختلفة بشكل متزايد في اللغة الانكليزية السمعية والشفوية والخطية مما يجعل هذه اللغة أكثر أهمية مما كانت عليه من قبل. ويمكن تحسين مهارة الكتابة بشكل رئيس من خلال الكتابة لذلك يجب علينا دائماً تزويد المتعلمين بقدر كبير من ممارسة الكتابة واعتقد ان مهارتي الاستماع والكتابة مجتمعة بطريقة التي تكون المهارة الاستقبالية للاستماع هي داعمة للمهارة الانتاجية للكتابة وهي مصممة لتكون خطوة صغيرة في تحسين الكتابة للمتعلمين في المرحلة الثانوية إلى مستويات أكثر تقدماً.

نعتقد بوصفنا مدرسي مادة اللغة الانكليزية بان اهدافنا التعليمية هي في سحر الكتابة بالطرق التي تكون فيها الكتابة اداة اساسية في فهم وتجربة الحياة على مستوى اعمق واكثر ثراء وكذلك نعتقد بان الكتابة هي طريقة اساس نتشارك بها مع الاخرين تجاربنا بوصفا بشر، كذلك نعتقد بان الكتابة هي عاملاً للتغيير ونعتقد بان التكنولوجيا هي اداة قوية لمساعدة الطلاب على استخدام كتاباتهم لاحداث هذا التغيير كذلك نعتقد بان قدرة طلابنا لاستخدام التكنولوجيا بشكل فعال يوسع التنفس عن قابلياتهم ومن ثم الوصول الى مبتغاهم.

# **The Impact of Classroom Management for Improving Preparatory School 5<sup>th</sup> Stage Students' Performance in Writing Skill**

## **1.1. Introduction**

Classroom management is considered one of the most important roles played by teachers because it determines success of teaching. Effective teachers appear to be effective with students of all achievement levels regardless of the levels of heterogeneity in their classes. Effective techniques used in the classroom management can dramatically decrease the disruptions in those classes. Students in classes where effective management techniques are employed have achievement higher than students in classes where effective management techniques are not employed. Effective classroom management also needs good rules and procedures which vary from one teacher to another and from one classroom to another. Those rules and procedures should not simply be imposed on students. The proper design of rules and procedures involves explanation and group input Maria, (2005:1).

Oliver and Reschly (2007:32) see that effective classroom management is determined by: teacher qualifications, teacher experience, instructional methods used and the methods of assessment. Sound behavior management establishes an environment that makes good instruction possible, at the same time effective instructional methods reduces behavior problems through engaging students in meaningful academic tasks.

Scrivener (2012: 3) see that in order to help create the most engaging and useful learning environment, we need to learn new techniques or perhaps relearn familiar ones so that they are effective in a classroom environment: for example; how to talk to a group of people. How to give an instruction, how to organize seating, how to land things out, how to listen to someone who have a problem, how to respond to a person who is talking too quietly and so on. These are techniques that need to be thought about; reflected on and refined (may be quite a number of times) before they become appropriate; effective, normal and instinctive.

Writing has always been seen as an important skill in English language acquisition. This importance is due to the fact that it reinforces grammatical structures and vocabulary that educators strive to teach their students. It is the area in which learners need to be offered adequate time to develop their writing skill, therefore more time should be devoted to it in classrooms containing ELLs so that they will be prepared to effectively communicate in real life as well as academic situations (Ismail, 2011). Exposing them to the writing process itself through various venues is an excellent way to reach this goal. Additionally, writing skills can be developed when the learners' interests are acknowledged

and when they are given frequent opportunities to actually practice writing (Ismail, 2011:65). Because one of the main goals of ESL students is to learn to produce a well-thought-out piece of writing, a specific writing program must be in place in order to meet the needs of these learners. After careful evaluation of the literature, it was found that numerous researchers discovered the need for ESL students to be exposed to a variety of genres, strategies, and methods in order to succeed in the writing of English.

The term 'creative writing' suggests imaginative task such as writing poetry, stories, and plays. Such activities have a number of features to recommend them. Chief amongst these is that the end result is often felt to be some kind of achievement, and that 'most people feel pride in their work and want it to be read' Ur (1996:169). This is significantly more marked for creative writing than for other more standard written products.

Steve and Dolores (2007:11) indicate that writing well is not just an opinion for young people, it is a necessity. Along with reading comprehension, writing skill is a predictor of academic success and a basic requirement for participation in civic life and methodology. Writing well takes much practice and students should be aware of the correlation between practice and improved performance. Students should be encouraged to practice writing in a range of ways and as often as possible in topics areas they are interested in, alongside school work that needs completion.

According to Wolk (2003:14) opinion teacher- student relationship permeate the classroom, with relationship both helping and hindering learning and affecting everything from curriculum to choice of teaching methods. He asserted that for most teachers, 'their relationships are their teaching'. Current literature on building relationships as a means to manage classroom includes recommendations such as using gentle interventions, finding time for bonding, avoiding punishment, and building activities that ensure success for all students.

## **1.2. Definition of the Basic Terms**

### **- Classroom management**

Scrivener (2012:1-2) defines classroom management as the way to manage students' learning by organizing and controlling what happens inside the classroom. Or the ways of keeping order in class and specifically to discipline related problems.

Brown (2001: 192) sees that classroom management encompasses an abundance of factors ranging from how you physically arrange the classroom, to teaching 'styles' to one of your favorite themes: classroom energy. By understanding what some of the variables are in classroom management, you can take some important steps to sharpening your skills as language teacher. And then, as you improve some of those identifiable, overtly observable skills,

you open the door to the intangible- to art, to poetics, to the invisible sparks of energy that kindle the flames of learning.

According to Tal (2010:144) classroom management is perceived as a cyclical process that includes advanced planning, implementation, assessment during implementation, and final evaluation that takes into account factors related to learners and their environment, intended to bring about progress in the activities carried out for the learning and emotional well-being of the learners in the class.

#### - **Teaching aids**

Teaching aids are objects, materials and equipment used by teachers to illustrate their teaching Castling (1996:46). Brown (2001: 130) defines technique as a superordinate term which refers to various activities that either teachers or learners perform in the classroom. In other words, techniques include all tasks and activities. They are almost always planned and deliberate. They are the product of a choice made by the teacher. And they can, for your purposes as a language teacher comfortably refer to the pedagogical units or consequents of a classroom session

Anthony (1963:67) defines technique as an implementational process that actually takes place in a classroom. It is a particular trick, stratagem or contrivance used to accomplish an immediate objective. Technique must be consistent with a method, and therefore in harmony with an approach as well.

#### - **Writing**

Harris (1993: 10) defines writing as a process that occurs over a period of time, particularly if the writer takes account the sometimes extended periods of thinking that precede initial draft. In writing, the writer needs a time to do some processes inside. The length of the time is different among writers. Some need a longer time to just think about what to write before making the initial draft.

Byrne (1997: 1) defines writing as producing a sequence of sentences arranged in a particular order and linked together in certain ways. A sequence of sentences whether it is short or long after being put in order and linked together, they will form a coherent whole. This coherent whole is called a text. A text may consist of one paragraph or more. Daniels et al (1998: 63) sees that writing in fact, “considers one of the best tools for learning any material because it activates thinking”.

## **2. Literature Review**

### **2.1. The Importance of Effective Classroom Management on Students Performance**

Evertson and Weinstein (2006: 2) refer to classroom management as the actions teachers take to create a supportive environment for the academic and social emotional learning of students. They describe five types of actions. In order to attain a high quality of classroom management, teachers must (1)

develop caring, supportive relationships with and among students and (2) organize and implement instruction in ways that optimize students' access to learning. Teachers should, (3) encourage students' engagement in academic tasks, which can be done by using group management methods (e.g., by establishing rules and classroom procedures. Teachers must (4) promote the development of students' social skills and self-regulation. Finally, teachers should be able to (5) use appropriate interventions to assist students with behavior problems. The last two actions indicate that effective classroom management improves student behavior. Hence, classroom management is an ongoing interaction between teachers and their students.

Brophy (2006:17-18) presents a similar definition: "Classroom management refers to actions taken to create and maintain a learning environment conducive to successful instruction (arranging the physical environment, establishing rules and procedures, maintaining students' attention to lessons and engagement in activities. Both opinions emphasize the importance of actions taken by the teacher to facilitate learning among the students. He adds that successful classroom management requires more than creating appropriate physical settings and managing the class as a group. It also includes establishing and working within personal relationships with students (or at least those students whose special needs or personal characteristics, frequently make them unable or unwilling to comply with instructions that are sufficient for the rest of the class.

Classroom management and management of student conduct are skills that teachers acquire and hone over time. These skills almost never "jell" until after a minimum of few years of teaching experience. To be sure, effective teaching requires considerable skill in managing the myriad of tasks and situations that occur in the classroom each day. Skills such as effective classroom management are central to teaching and require "common sense," consistency, an often undervalued teacher behavior, a sense of fairness, and courage. These skills also require that teachers understand in more than one way the psychological and developmental levels of their students. The skills associated with effective classroom management are only acquired with practice, feedback, and a willingness to learn from mistakes. Sadly, this is often easier said than done. Certainly, a part of this problem is that there is no practical way for education students to "practice" their nascent skills outside of actually going into a classroom setting. The learning curve is steep, indeed, Kizlik (2014: 20).

Robert et al (2003: 15) see that, teachers play various roles in a typical classroom, but surely one of the most important is that of classroom manager. Effective teaching and learning cannot take place in a poorly managed classroom. If students are disorderly and disrespectful, and no apparent rules and

procedures guide behavior, chaos becomes the norm. In these situations, both teachers and students suffer. Teachers struggle to teach, and students most likely learn much less than they should. In contrast, well-managed classrooms provide an environment in which teaching and learning can flourish. But a well-managed classroom doesn't just appear out of nowhere. It takes a good deal of effort to create—and the person who is most responsible for creating it is the teacher.

Classroom management is a skill—a skill that can be taught like any other, and, most importantly, a skill that like any other must be practiced to achieve proficiency. Although much has been written about classroom management, teachers have not been taught comprehensive, practical methods of improving classroom management, and little emphasis has been placed on “helping teachers understand the issues in effective classroom management and the relationship among various strategies” (Jones & Jones, 2004: 1).

And also they add that many teachers try classroom management ideas and strategies, tossing them spontaneously and inconsistently into the classroom, then become discouraged when the classroom they hope for does not materialize. Effective classroom management does require specific skills such as planning, organizing, and reflecting as well as an aptitude for teamwork and perseverance. It requires a great deal of commitment initially, then a willingness to adjust one's thinking and actions as one learns what works and what does not work. But teachers cannot implement a definition. When teachers see that classroom management is a process—a process they can follow, learn, and implement in their own classrooms—they understand that they can tailor the process to match their specific skills and needs. In other words, they can set themselves up for success, not failure. In addition, they recognize that the process is ongoing. Just as teachers change with experience and attempt to meet the changing needs of their students, so their classroom management plan must adapt as well.

## **2.2. The Role of Writing Skill in Improving Students Performance**

Davies (2000:101) sees that writing is the linguistic skill used least by most people. It is also a skill usually learnt formally at school, and not handled well by many people, even in their L1. It involves low-level skills (handwriting or typing, spelling, constructing grammatical sentences, punctuating) and high-level cognitive skills (gathering ideas, organizing and sequencing, structuring, drafting, and editing). Most writing in elementary English courses is largely to consolidate language learning. This can be developed at high levels into the composition of written texts (for example, stories, letters, and reports).



Dudley-Evans and St John (2005:119) see that in writing class, we should firstly recognize that learners are unlikely to want to spend the whole class actually writing. Writing is a difficult and tiring activity and usually needs time for reflection and revision, plus a peaceful environment, none of which are generally available in the classroom. However, the converse is also true: learners do not want all the writing practice as out-of-class work, they want help and ideas while writing, nor only afterwards. A further distinction is that the teacher will have certain knowledge about the conventions of writing in business or academia, and such matters as the need for hedging in certain circumstances that learners expect to be taught. So the teacher of writing needs to seek a balance between talking about writing and setting up tasks where students actually write, singly, or in pairs or groups, while in class

Heaton (1990:135) sees that writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgemental elements. The following analysis attempts to group the many and varied skills necessary for writing good prose into five general components or main areas.

- Language use: the ability to write correct and appropriate sentences:
- Mechanical skills: the ability to use correctly those conventions peculiar to the written language- e.g. punctuation, spelling:
- Treatment of content: the ability to think creatively and develop thoughts, excluding all irrelevant information:
- Stylistic skills: the ability to manipulate sentences and paragraph, and use language effectively:
- Judgement skills: the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize, and order relevant information.

Stryker and Leaver (1993:2930) suggest the following skills for any communicative based teaching instructor:

1. Varying the format of classroom instruction
2. Using group work and team- building techniques
3. Defining the background knowledge and language skills required for student success
4. Helping students develop copying strategies
5. Using process approaches to writing
6. Using appropriate error correction techniques
7. Developing and maintaining high levels of student esteem,

Brown (2001:335) sees that one major theme in pedagogical research on the writing is the nature of the composing process of writing. Written products are often the result of thinking, drafting and revising procedures that require specialized skills, skills that not every speaker develops naturally. The upshot of

compositional nature of writing has produced writing pedagogy that focuses student on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions to put them cohesively into a written text, how to revise text for clearer meaning, how to edit text for appropriate grammar, how to produce a final product.

Nunan (1985: 273) states that one of the clearest and most practical introductions to process writing is by White and Arndt (1991). They view writing as a complex, cognitive process that requires sustained intellectual effort over a considerable period of time. They suggest that producing a text involves six recursive procedures (recursive because they are nonlinear). These procedures can be realized in the classroom in a number of different ways. The following typical sequence of activities is suggested (selecting idea “idea”, establishing a viewpoint “reviewing”, rough drafting “drafting”, self-evaluation “evaluation”, focusing, and structuring).

Ferris (1997: 40) offered useful guidelines for making teacher commentary more effective. For example, he found that when teachers (a) requested specific information and, (b) made summery comments on grammar, more substantive students revisions ensued than when teachers posted questions and made positive comments. We are still exploring ways to offer optimal feedback to students writing. These sex categories comprise just a few of the many intriguing current questions in teaching writing.

Murcia (2001:205) indicates that the ability to express one’s ideas in writing in a second, or foreign language, and to do so with reasonable coherence and accuracy is a major achievement, many native speakers of English never truly masters this skill. She shows how teacher of even beginning level ESL/EFL students can provide practice in writing that reinforces the language the students have learned while teaching the mechanics of writing (e.g. Roman alphabet, penmanship, spelling, punctuation, formats).

Davies (200:89) indicates that a written text has to create context and make the references and connections of the messages clear through the language itself. This requires more grammatically complete and often longer sentences and also a greater range of vocabulary and the use of grammatical structures that rarely occur in speech. But the fact that readers and writers can take their own time compensates for this greater complexity writers can plan, and then edit and correct early drafts of a text, and readers can reread passages that they do not understand at first. Reaching proficient levels of literacy is a universal goal for all students in the classroom. This objective is especially challenging for English language learners particularly in the domain of writing. Writing has been identified as one of the most essential skills because the world has become so text-oriented.

Watt-Taffe & Truscott (2000:258).state that activating prior knowledge is one method in which teachers can assist ESL students before they even begin writing. Making sure students have the opportunity to think about what they already know before the task begins helps ESL students incorporate new information into existing structures of knowledge which activates long-term memory Several strategies can be used to accomplish this including graphic organizers, cooperative learning, read-aloud, and group discussions. Graphic organizers can be used as visual tools for students to write or draw what they already know about a subject, for example in the genre of informational or persuasive writing. From this activity, teachers can then evaluate whether further instruction is needed. This is where read-aloud, cooperative learning and group discussions come in to play. If needed, a hand-selected text can be utilized in order to provide additional background information, which can lead to group discussions.

Han & Ernst-Slavit (1999:144). See that in order to improve writing skills of English language learners; educators must consider new and innovative methods for their instruction. Current methods are simply not moving these students to the level of proficiency that is expected of them. A safe environment can reduce ESL anxiety and provide opportunities for risk taking which is necessary to produce even adequate writing. Scaffolding coupled with peer work provides English language learners the support they need to facilitate the writing process. Finally, diverse literacies along with technology, work together to capture their interest while motivating them to succeed in the writing classroom. When students are given opportunities to write for authentic meaning-making, message-sharing purposes, they can enjoy the benefits of writing even when they are beginning readers and writers who are doing so in a language they have not yet mastered.

Antunes (2002:30-31) states that writing skill is specific abilities which help writers put their thoughts into words in a meaningful form and mentally interact with the message. Writing skill helps the learner gain independence, comprehensibility, fluency, and creativity in writing. If learners have mastered this skill, they will be able to write so that they can not only read what they have written, but other speakers of that language can read and understand it. Here are some kinds of writing skill that the students are expected to master: comprehensibility skill for writing includes understanding that writing is communicating messages or information. Fluency skill for writing includes recognizing the linear sequence of sounds, mastering writing motions and letter shapes, recognizing the chunking of words, recognizing the need for space between words, and writing quickly. Creativity skill for writing includes the ability to write freely anything the learner wants to write. Independence is the ability to function in a given area without depending upon another's help. Independence in reading and writing is the ability to read and write anything one

can say or understand in his or her language without depending upon another's help. Comprehension is the ability to grasp something mentally and the capacity to understand ideas and facts. Fluency is the ability to read, speak, or write easily, smoothly, and expressively.

Bell and Burnaby in Nunan (1989: 36) say that writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously. At the sentence level these include control of content, format, sentence structure, vocabulary, punctuation, spelling, and letter formation. Based on the theories stated above, it can be concluded that writing is a process that occurs over a period of time to produce a sequence of sentences arranged in a particular order and linked together in certain ways that is cohesive and coherent. In writing, there are some aspects that should be concerned by a writer to write well. They are content, organization, word choice or vocabulary, language use, and mechanics (spelling and punctuation).

according to Kitao (1996: 2) the components of writing are: (1) grammatical ability – the ability to write English in grammatically correct sentences; (2) lexical ability – the ability to choose words that are correct and used appropriately; (3) mechanical ability – the ability to correctly use punctuation, spelling, capitalization, etc.; (4) stylistic skills ability – the ability to use sentences and paragraph appropriately; (5) organizational skills – the ability to organize written work according to the convention of English, including the order and selection of materials; and (6) judgments of appropriacy – the ability to make judgment about what appropriate depending on the task, the purpose of writing, and the audience. So that, presenting writing skills for the students must be done as seriously as possible in order to be successful in handling the writing process.

In another way, Ghazi (2002: 1) says that writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete. Writing encourages thinking and learning for it motivates communication and makes thought available for reflection. When thought is written down, ideas can be examined, reconsidered, added to, rearranged, and changed. The above statement gives the language teachers signals that conducting writing process is not as simple as other language skills – listening – speaking and reading. It needs some skills, such as: (1) using vocabularies in writing; (2) generating the ideas; and (3) using tenses or grammar for writing. After doing at least three skills, the product of writing should be examined, changed, and edited to get the perfect writing. Writing performance is different from other skills because it needs the accurate situation or context, and of course, the structure of every sentence must be complete to avoid misunderstanding.

Carter and Nunan (2002:28) indicate that teaching English second language writing differs from teaching other language skills in two ways. First, even as late as the 1970s, second language writing not viewed as a language skill to be taught to learners. Instead, it was used as a support skill in language learning to, for example practice handwriting, write answer to grammar and reading exercises, and write dictation. Second, as the theory and practice of second language composition teaching gradually developed, it followed the path of US native English speaker composition theory. Only recently has English second language composition theory and pedagogy begun to offer English first language researchers and teachers insights and pedagogical practices.

Davies (2002:96) adds that writing in English language course may be handled in different ways for different purposes. The aim of the commonest type of writing practice is to consolidate the learning of functional or grammatical items. For example, you might give the learners sentence completion exercises or a guided composition requiring the writing of several example of comparative after you have presented and practiced them orally. This can be very useful to clarify the grammar to provide a change of activity in a lesson.

Writing can be placed into two categories: formal and informal. Formal writing relies on the writing process. The writing process is a series of five steps that are used to produce a piece of written work that clearly conveys the thoughts and ideas of a writer. The five steps of the writing process are: pre-writing, rough draft, revision, editing, and publishing. Attention is given to each step to ensure the writer produces the best piece of writing possible. Informal writing does not have any constraints. It can be done to prepare for formal writing, although it is completely separate. Informal writing can also be called free writing in that it does not need to be grammatically correct, spell checked, or written neatly in complete sentences that produce outstanding paragraphs. Both formal and informal writing require instruction for students to be successful and to use them in the most meaningful ways. The instruction provided to the students should be relevant and specific to the content/course and the purpose. The writing instruction would consist of providing the students with daily opportunities to participate in meaningful writing, relating to text, which requires a higher level of thinking than multiple choice or one-word answers (Applebee and Langer 2006: 24). Comprehension is simply having a full understanding of the text that you have read. There are a variety of tasks that have characteristics of writing and comprehension.

McDonough and Shaw (2003:153) indicate that writing in language class reflects many of the recurrent themes. We shall need for instance, to call on various communicative criteria; on the concepts of 'product' and 'process', and on the role of formal language practice, to see how, along with other skills, writing too has developed and has accumulated many insights into the nature of

language and learning. However, as well as having much in common with other skills, we shall see that writing differs in some significant ways to do with the purpose of writing in class and in everyday life, and the relationship between these two settings.

### **2.3. The role of language study techniques on students' performance**

Harmer (2001:155-156) sees that there are a number of study techniques which we can use to ensure that students not only understand the meaning of a language form and how it is used in exchanges or texts, but are also clear about its construction;

1. *Demonstration*: we can demonstrate the language forms which we want students to study by offering them a situation which shows the language in action and then modeling the language ourselves,
2. *Explanation*: we can explain the construction of language in diagrams using the board or overhead projector. We can make use of equipment such as Cuisenaire rods to show syntactic relationships or stress patterns or finger-pointing to show how constructions are made,
3. *Discovery*: students can be encouraged to understand new language forms either by discovering them for themselves in a text or by looking at grammatical evidence in order to work out a grammar rule,
4. *Accurate reproduction*: this technique is used to ask students to repeat new words, phrases, or sentences in a controlled way, correcting them when they get things wrong and showing approval when they use the form correctly,
5. *Immediate creativity*: when students show an understanding of the meaning, use, and construction of the language form we are focusing on, we can ask them to create their own sentences using the language forms such early language production will give a good indication, to both students and the teacher, of how well the language form has been understood, and
6. *Check question*: we can use this technique to see if students have understood meaning and use.

Brown (2001:129) sees that the term technique was introduced and defined, but it was noted in passing that some other commonly used terms are considered by some to be virtually synonymous. These other terms include task, activity, procedure, practice, multi terms; you will no doubt find it helpful to do some clarifying. In the school setting, writing plays two distinct but complementary roles. First, it is a skill that draws on the use of strategies (such as planning, evaluating, and revising text) to accomplish a variety of goals, such as writing a report or expressing an opinion with the support of evidence. Second, writing is a means of extending and deepening students' knowledge; it acts as a tool for learning subject matter.

Scrivener (2012:29) sees that one of the techniques are used in language teaching is how to improving the classroom environment through the *atmosphere*, how learners feel when re-enter the classroom. *The learners' view of teacher*, how to make learners to view teacher, does the teacher want to be seen as the authority in class? Is he a distant figure, a ringmaster, a manager, a colleague, a friend another learner, or a counselor? *Teacher view of his role is as a teacher*. *Rapport* how students in class relate to each other, to teacher as friends, as colleague, or as co-explorers? *Ownership of the class* how much is it 'the classroom' see all students as owning the space, how does the 'ownership' manifest itself? *Democracy* who decide things, who tell student what to do? Does teacher expect students to do what he tells them? If not, how will thing be organized and ordered? *Respect* how will respect show itself?, student to teacher?, teacher to student?, or student to student?

Arends (1987:257) sees that one of learning strategies are organization strategies which aims at helping students increase the meaningfulness of new materials, mainly by imposing new organizational structures on the materials. They may consist of regrouping or clustering ideas or terms or of dividing them into smaller subsets. They also consist of identifying key ideas or facts from a large array of information. Outlining, mapping, and mnemonics are common organization strategies.

Lewis and Hill (1990:82) see that traditional language teaching places great emphasis on writing long exercises to encourage familiarization with particular structures. In reaction against that, however, much communicative teaching relies almost too exclusively on oral practice. It is worth emphasizing that oral and written practices are both useful even if the students' main objective places the emphasis strongly on oral or written English. Clearly, student who needs a highly level in written skills requires more written practice than the general student, but in such a case oral practice provides a valuable alternative and supportive learning strategy. Similarly, for a student who requires a high level of oral skills, some written practice provides useful support which cannot be gained through a purely oral approach.

Payne and Whittaker (2006:147) see that there are a variety of tasks that you may be asked to do using technology but the most likely applications you will need to use are word processing speed sheet and presentation software. This software is now also commonplace in many business organizations, so the skills you develop will be valuable in gaining employment.

### **3. The Practical Part**

#### **3.1. Population of the Study**

The population of the study includes 5<sup>th</sup> stage students in the Martyr Dhari Al-Fayadh Preparatory School at Baghdad which consist of (128) students, divided into (56) students in scientific classes and (72) students in literary classes.

### 3.2. Sample of this Study

The researcher takes the whole students as a sample which represents the 5<sup>th</sup> stage in the Martyr Dhari Al-Fayadh Preparatory School. This 5<sup>th</sup> stage consists of (128) students.

### 3.3. The Tools

The technique used is a checklist. A checklist is defined as a list of research or survey questions asked to respondents, and designed to extract specific information. It serves four basic purposes: (1) to collect the appropriate data, (2) to make data comparable and amendable to analysis, (3) to minimize bias in formulating and asking question, and (4) to make questions engaging and varied, it is a valuable method of collecting a wide range of information from a large number of respondents. The checklist includes questions or statements to which the subjects are expected to respond (Dornyei, 2003:7).

The adapted checklist covers five areas namely, organization, physical arrangement, instructional strategies, behavioral considerations and social climate with (34) items. This checklist is constructed by using elements of Burden, 1995 which is used as a reflection tool to improve/ organize classroom management procedures that plays a vital role in proving students performance.

### 3.4. Data Collection

In order to collect the information, the researcher distributes the open checklist papers to the students by himself that include the whole population of the 5th stage students by Martyr Dhari al-Fayadh Preparatory School for Boys who consist of (128) students. The researcher gives the copies to the students and managed to collect them in the second day, to give students enough time to full the checklist precisely and correctly.

### 3.5. Validity of the Instrument

Brown ( 2001:387) defines validity as the degree to which the test actually measures what it is intended to measure. According to (Borg and Gall, 1983: 173), validity is the degree to which a research instrument measures what it purports to measure. It is considered to be a very important requirement in applying any scale.

In order to see whether the checklist used in this research is valid or not, the researcher has used 'face validity'. It is used by asking specialists to decide whether the statements represent the features, which we want to measure. It is presented to a number of specialists in teaching English as a foreign language. Recommendations and modifications of the jury members are considered in the refined version of the checklist (see appendix 1). The jury members are alphabetically arranged according to their scientific degrees:

- *Prof. Muayad Hameed, PHD. Al-Farahidi University College, Baghdad*
- *Prof. Al-Qaragholi, Dhua Attallah, PHD, Basic Education College, Al-Mustansiriya University*



- Prof. Al-Rifai, Fatin Khairi, PHD. College of Education, Ibn al-Rushid for Humanities, University of Bagdad
- Prof, Bushra Al-Nori PHD. College of Education, University of Baghdad.
- Assit Prof. Nadia Fadhil PHD. College of Islamic Science, University of Baghdad.

### 3.6. Reliability of the Instrument

Reliability in educational measurement refers to the degree of accuracy with which a given test or a set of tests scores measures whatever it is measuring, the stability of the test itself (Verma 1981: 86). Davies, (2000:173) indicates reliability as a matter of how far we can believe or trust the results of a test. You may question the reliability of a test when two of your own groups that you consider very similar in ability and achievement get very different results in the same test, one group doing well and other badly.

## 4. Results

In an attempt to achieve the aim, means and percentages of each checklist's item and the total score of each area were calculated. For data analysis, a three-point scale was used and means as follow

### 4.1. Organization Domain

Table (2) means and percentage of the organization items

No	sentence	good	Medium	Week	Means	percentage	Rank
1	Directions for activities assignments are clear	75	40	13	2.48	82.81	Realized
2	Assignments are posted clearly	69	33	26	2.34	77.86 %	Realized
3	Homework assignments are written on board	80	25	23	2.45	81.51 %	Realized
4	Materials are prepared ahead of time and distributed efficiency	36	25	67	1.75	58.59 %	Unrealized
5	There is a plan in place for unexpected events	30	33	65	1.73	57.55 %	unrealized
6	Time is well planned, leaving little down time	80	40	8	2.56	85.42 %	Realized
	Total score of the items				2.21		Realized

The results of this table show that the means of organization items was realized on items (6-1-3-2). The means was unrealized on items (4-5). For the total score of organization domain, the means was realized that means acceptable.

### 4.2. Physical Arrangement Domain

Table (3) means and percentage of items

No	sentence	good	Medium	Week	Means	percentage	Rank
1	Temperature and lighting are comfortable	67	43	18	2.38	79.43 %	Realized
2	Classroom is attractive and students are physically comfortable	50	37	41	2.07	69.01	Realized
3	Maximum use of bulletin	40	25	63	1.82	60.68 %	Unrealized

	board and wall space and students can see presentation of instruction						
<b>4</b>	Desks and furniture are arranged to maximize space	<b>45</b>	<b>60</b>	<b>23</b>	<b>2.17</b>	<b>72.29 %</b>	<b>Realized</b>
<b>5</b>	high traffic areas are free from congestion	<b>33</b>	<b>20</b>	<b>65</b>	<b>1.75</b>	<b>58.33 %</b>	<b>Unrealized</b>
	Total score of the items				<b>2.03</b>		<b>Realized</b>

The results of table (3) show that the means of items for physical arrangement domain was realized on items (1-4-2), and unrealized on items (3-5). For the total score of this domain was realized that means acceptable.

#### 4.3. Instructional Strategies Domain

Table (4) means and percentage of items

<b>No</b>	<b>sentence</b>	<b>good</b>	<b>Medium</b>	<b>Week</b>	<b>Means</b>	<b>percentage</b>	<b>Rank</b>
<b>1</b>	Use whole group, small group, independent work effectively	<b>10</b>	<b>20</b>	<b>98</b>	<b>1.31</b>	<b>43.75 %</b>	<b>Unrealized</b>
<b>2</b>	Pace and tempo are appropriate for learners	<b>18</b>	<b>32</b>	<b>78</b>	<b>1.53</b>	<b>51.04 %</b>	<b>Unrealized</b>
<b>3</b>	Attention to lesson is monitored continually and the purpose of it is clearly stated	<b>70</b>	<b>35</b>	<b>23</b>	<b>2.37</b>	<b>78.91 %</b>	<b>Realized</b>
<b>4</b>	Instruction is matched to skill level and need	<b>54</b>	<b>54</b>	<b>20</b>	<b>2.27</b>	<b>75.52 %</b>	<b>Realized</b>
<b>5</b>	Are materials and examples interesting to students?	<b>65</b>	<b>41</b>	<b>22</b>	<b>2.34</b>	<b>77.86 %</b>	<b>Realized</b>
<b>6</b>	Strategies are used to interact and maintain students interest	<b>20</b>	<b>25</b>	<b>83</b>	<b>1.51</b>	<b>50.26 %</b>	<b>Unrealized</b>
<b>7</b>	Are instructional tools and methods varied?	<b>22</b>	<b>35</b>	<b>71</b>	<b>1.62</b>	<b>53.91 %</b>	<b>Unrealized</b>
<b>8</b>	Feedback is given in a timely manner	<b>50</b>	<b>55</b>	<b>23</b>	<b>2.21</b>	<b>73.69 %</b>	<b>Realized</b>
					<b>1.89</b>		<b>Unrealized</b>

The results of this table show that the means of items (3-5-4-8) was realized where the means of items (7-2-6-1) was unrealized. For the total score of this domain was unrealized that means weak.

#### 4.4. Behavioral Considerations Domain

Table (5) means and percentage of items

<b>No</b>	<b>sentence</b>	<b>good</b>	<b>Medium</b>	<b>Week</b>	<b>Means</b>	<b>percentage</b>	<b>Rank</b>
<b>1</b>	Rules are realistic, reasonable attainable and expectations regarding behavior are posted clearly	<b>76</b>	<b>30</b>	<b>22</b>	<b>2.42</b>	<b>80.73 %</b>	<b>Realized</b>
<b>2</b>	Is behaviors supported positively and appropriately?	<b>30</b>	<b>30</b>	<b>68</b>	<b>1.70</b>	<b>56.77 %</b>	<b>Unrealized</b>
<b>3</b>	Students are clear regarding positive and negative consequences	<b>80</b>	<b>28</b>	<b>20</b>	<b>2.47</b>	<b>82.29 %</b>	<b>Realized</b>
<b>4</b>	rules are aligned with school-wide behavior expectations	<b>73</b>	<b>31</b>	<b>24</b>	<b>2.38</b>	<b>79.43 %</b>	<b>Realized</b>
<b>5</b>	Transitions in and out of the classroom are clearly defined	<b>70</b>	<b>33</b>	<b>25</b>	<b>2.35</b>	<b>78.39 %</b>	<b>Realized</b>

	and practiced clearly						
<b>6</b>	Transitions between activities are practiced smoothly and without confusion	<b>17</b>	<b>22</b>	<b>89</b>	<b>1.44</b>	<b>47.92 %</b>	<b>Unrealized</b>
<b>7</b>	Students can see teacher and teacher can them at all times	<b>22</b>	<b>32</b>	<b>74</b>	<b>1.59</b>	<b>53.13 %</b>	<b>Unrealized</b>
<b>8</b>	Proximity control is used to decrease incorporate behavior	<b>11</b>	<b>30</b>	<b>87</b>	<b>1.41</b>	<b>46.88 %</b>	<b>Unrealized</b>
					<b>1.97</b>		<b>Unrealized</b>

The results of the behavioral considerations domain show that the means of items (3-1-4-5) was realized while the means of items (2-7-6-8) was unrealized. For the total score of this domain was unrealized that means weak.

#### 4.5. Social Climate Domain

Table (6) means and percentage of items

<b>No</b>	<b>sentence</b>	<b>good</b>	<b>Medium</b>	<b>Week</b>	<b>Means</b>	<b>percentage</b>	<b>Rank</b>
<b>1</b>	Teacher portrays a friendly, positive attitude	<b>79</b>	<b>30</b>	<b>19</b>	<b>2.47</b>	<b>82.29</b>	<b>Realized</b>
<b>2</b>	Teacher listens to what students have and need to say	<b>13</b>	<b>34</b>	<b>81</b>	<b>1.47</b>	<b>48.95</b>	<b>Unrealized</b>
<b>3</b>	Students are invited to be risk-takers without fear of ridicule	<b>70</b>	<b>35</b>	<b>23</b>	<b>2.37</b>	<b>78.91</b>	<b>Realized</b>
<b>4</b>	Students are provided with opportunities for success and opportunities to interact in classroom	<b>88</b>	<b>25</b>	<b>15</b>	<b>2.57</b>	<b>85.68</b>	<b>Realized</b>
<b>5</b>	Effective communication skills are present	<b>16</b>	<b>40</b>	<b>72</b>	<b>1.56</b>	<b>52.08</b>	<b>Unrealized</b>
<b>6</b>	Respect is shown at all time	<b>75</b>	<b>32</b>	<b>21</b>	<b>2.42</b>	<b>80.73</b>	<b>Realized</b>
<b>7</b>	Humor used appropriately, to avoid sarcasm	<b>20</b>	<b>40</b>	<b>68</b>	<b>1.63</b>	<b>54.17</b>	<b>Unrealized</b>
					<b>2.07</b>		<b>Realized</b>

The results of the social climate domain show that the means of items (4-1-6-3) was realized while the means of items (7-5-2) was unrealized. For the total score of this domain was realized that means acceptable.

#### 4.6. Discussion of the results

According to the checklist which consists of (5) articles as follow:

##### 1. Organization article

It consists of (6) items. In all of these items the means was realized accept the items (4-5) were unrealized. As a total, organization article was realized that means acceptable

##### 2. Physical arrangement article

It consists of (5) items. In all of these items the means was realized accept the items (3-5) were unrealized. As a total, physical arrangement article was realized, that means acceptable.

##### 3. Instructional strategies article

It consists of (8) items. In some of these items, the means was realized as in items (3-5-4-8), where the means of items (7-2-6-1) was unrealized. As a total instructional strategies article was unrealized that means weak.

4. Behavioral considerations article

It consists of (8) items. In some of these items, the means was realized as in items (3-1-4-5), where the means of items (2-7-6-8) was unrealized. As a total behavioral considerations article was unrealized, that means weak.

5. Social climate article

It consists of (7) items. In some of the items, the means was realized as in items (4-1-6-3) where the means of items (7-5-2) was unrealized. As a total social climate article was realized that means was acceptable.

On the light of the results, the researcher suggests the following criteria to be taken into account when we are looking for classroom management and its effectiveness on students performance through writing skills and teaching techniques, we need to;

1. provide school classes with modern teaching aids, new teaching techniques, use pair and group work teaching, and variety of teaching methods, because most of our schools lack such things,
2. provide classrooms with amenities such as luminance, wall color, heating, cooling, and teaching seats arrangement, and clear instructions in the bulletin board, because most of our classrooms suffer from the lack some of these materials, and
3. variety of authentic learning materials which are rich in written skills to develop students' abilities in writing fluency, and with creativity style.

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