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on TEFL

Subject

The Relationship among Iranian EFL Teachers' Classroom
Management, Self-Esteem and their Socio-Affective Strategies use

Supervisor

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By

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*Education in its most general definition is
a period of changing behaviors.*

Sönmez (1994)

Thanks to

Dr. Mahnaz Saeedi and My family



تعهد نامه اصالت پایان نامه

اینجناب عاطف سعادت دانش آموخته مقطع دانشجوی ارشد به شماره دانشجویی ۹۷۰۱۸۰۲۷ در رشته آموزش زبان که در تاریخ ۹۷/۱۱/۱ از پایان نامه خود تحت عنوان: بررسی سبک نگارش و کاربرد کلمات مترادف در متون علمی با کسب نمره ۸۰ و درجه خوب دفاع نموده ام، بدین وسیله متعهد می شوم که:

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- ۳- چنانچه بعد از فراغت از تحصیل ، قصد استفاده و هرگونه بهره برداری اعم از چاپ کتاب، ثبت اختراع و ... از این پایان نامه داشته باشم، از حوزه معاونت پژوهشی واحد مجوزهای مربوطه را اخذ نمایم.
- ۴- چنانچه در هر مقطع زمانی خلاف موارد فوق ثابت شود، عواقب ناشی از آن را بپذیرم و واحد دانشگاهی مجاز است با اینجناب مطابق ضوابط و مقررات رفتار نموده و در صورت ابطال مدرک تحصیلی ام هیچگونه ادعایی نخواهم داشت.

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Abstract

Teachers' self-esteem and their socio-affective strategies use along with their classroom management are important elements contributing to a good environment for teaching and learning. In the present study, the researcher aimed at investigating the relationship among EFL teachers' classroom management, self-esteem, and their socio-affective strategies use. To this end, 30 teachers teaching in different levels and 150 learners including male and female from Alef, Satren, and Goldis institutions participated in this study. Learners participated to answer the questionnaire about their teachers. Three questionnaires were used in this study to collect data regarding the variables of the study. The questionnaire of socio-affective strategy was responded by the learners. However, the two questionnaires of self-esteem and classroom management were responded by the teachers. After collecting data and analyzing them with Pearson product-moment correlation statistical analysis, the results of the study indicated significant relationships among teachers' self-esteem, socio-affective strategies use, and classroom management. And also by multiple regression, the researcher found that teachers' self-esteem and socio-affective strategies use can predict 87% of teachers' classroom management. The results have implications for both teachers and learners.

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List of Abbreviations

CM	Classroom management
EFL	English as a Foreign Language
LLS	Language Learning Strategies
SE	Self-Esteem

CHAPTER 1

Introduction

1.1 Introduction

A significant part of teaching is classroom management that reduces student misbehavior and causes suitable learning and makes students pay attention more to their tasks (Cotton, 1990; Duke, 1978; as cited in Tıfaloğlu & Ulusoy, 2012). Classroom management is some efforts by teacher to control students' learning, interaction, behavior and discipline in the classroom (Martin, 2004). It is clear that in classroom management, teachers are expected to have sufficiency for management of groups and performance of proper views to generate positive relationships (Ur, 1999). Learners' learning incentive and desire are in result of desirable classroom management that such an interests from learners make easier the objective of teaching (Hung & Fan, 2014). According to Duke (1976), one outstanding feature of developing a class environment where learning and teaching can happen successfully is classroom management. According to Hamdan (2007), a good classroom management from a teacher should reduce classrooms' tensions, create motivation in learners and attend to students' needs and ideas. Language teachers should be friendly and have such a manner that learners have real communication. A teacher has significant role on a student's success beside the child's home atmosphere (Darling-Hammond, 1997). Scrivener (2012) believes that what is governed and ordered by teacher in classroom in order to provide useful learning for learners is considered as a management of classroom.

One of the significant problems in the classroom is shortage of discipline (Ming-tak & Wai-Shing, 2008). It has been considered as a significant factors in managing a class since many years ago. The terms "classroom management" and "discipline" sometimes can be considered

synonymous but actually it is a part of classroom management not all of that. So discipline is “associated with notion of bringing children into line”(Peterson. & Skiba, 2003, p.66), it is a prerequisite for teaching and learning performance (Emmer, Everstone & Worshom, 2003) Discipline in classroom management can be considered from two views; Social practice and effective teaching. From social view, teachers should have discipline to make learners responsible in classroom. From effective teaching view, discipline causes good atmosphere for process of learning, otherwise learners’ incorrect manner destroys the teaching and learning process even if the materials of class are scheduled well (Hosseini & Rahimi, 2015). According to Ming-tak and Wai-shing (2008), Classroom management is achievement of classroom life in major meaning not just discipline and learners’ manner. So discipline in classroom management should be mixed with learners’ education, character, and civic development in order to enhance learners’ learning, interest, self-esteem, feel of prosperity, and managing their treatment in the classroom. According to Yi (2007), discipline is important for EFL classes, but the over-discipline stresses learners out, especially, the major aim of EFL classes is communication, so stress destroys the communicative process. If a teacher applies incorrect rules, the learning process is destroyed too (Banfield, McCroskey, & Richamon, 2006).

Learners’ group work is another duty of a teacher in the managing of the classroom. Group work and collaboration are among interaction patterns (Ur, 1999). The most significant aim of EFL classes is communication (Yi, 2007). So getting learners in group learning make them have cooperation and increase their social selves (Ming-Tak & Wai-Shing, 2008). Stensmo (1995, as cited Tılfarlıođlu & Ulusoy, 2012) says classroom is an atmosphere for learning that meanwhile the role of teacher is preparing learners for doing different tasks and having interaction and group work with classmate.

Classroom time and physical environment are another elements in classroom management debates. For achievement of goals, time is an essential factor that without a suitable time management, purpose of education will be inoperative even with good sources (Ugwulashi, 2013). Therefore, the time management is needed for getting results particularly in education because time limitation is considered for learning and teaching process. For providing a good communication between instructor and learners, good physical climate is necessary. According to Brown (2001), there are some points that teachers should observe in order to improve their class environment such as: class should be neat and clean; the seats should be ordered; the corridor or street should not be noisy; whiteboard be clean; visual/ auditory system be seen or heard by all members; those systems work correctly; the teacher be able to work with them; cooler and heater devices should work.

There are some factors that can affect the classroom management such as socio-affective and self-esteem. According to Lee and Park (2006), teachers' use of socio-affective strategies is one of the main characteristics of effective language teaching. Luk (2002, as cited in Aydın, Bayram, Canidar, Çetin, Ergünay, Özdem, Tunç, 2009) states that a teacher's mentality presence in classroom is as important as existence of his/her body. Another factor in relation to teachers' classroom management can be self-esteem. Sparker and Rye (1990) believe that those teachers who have good sense about themselves, have satisfied learners, too, because the learners' self-esteem can determine by teacher's self-esteem.

For showing more noticeable and expressive language learning strategies teachers need to have knowledge about language learning strategy even more than learners (Koç, 2017). Giving motivation, being enthusiastic, having spoken clarity, preparation, respect are some of these strategies that are considered as an effective teacher's personality (Brosh, 1996).

A good relationship between teacher and learner makes a good environment for learning (Makhele, 2006). According to Habt-Gabr (2006), the most significant strategies for increasing education process is socio-affective strategies use that the majority of experts accepted its importance in teacher-learner interaction. Based on social constructivism, knowledge arises from community relations not personal training because knowledge is social in nature (Camp & Dolittle, 1991). Chamot and O'maly (1990) believe that socio-affective strategies used by learners can reduce their stress because such strategies between teacher-student or student-student can result in learners problem solving. Therefore, such strategies can be useful for teachers similarly, because a teacher can increase his or her relationship with students (Khaliliagdam & Saeidi, 2013). According to Bekiari and Monali (2015) "Regarding socio-affective strategies, they can facilitate message delivery for teachers through social interactions while lowering students' affective filter through creating a positive emotional atmosphere in the classroom" (P. 4).

Self-esteem is very important for teachers because high self-esteem results in success, social relationship, self-confidence and creativity in their profession. Self-esteem influences a persons' occupation capability, achievement, dealing with stress, establishing good relationship with others and satisfaction (Onen & Ulusoy, 2015). Self-esteem determines one's views and manners and it is the result of a persons' self-evaluation from himself or herself and other people they are in relation with (Coopersmith, 1967). Self-esteem is an important character and criteria that there is in different ages and based on peoples' aim, success, does not change (Meskauskiene, 2015). According to Shariati's study (2017), there is a relationship between teachers' classroom management and their self-esteem. This person, studied the relationship among EFL teachers' classroom management, self-esteem and critical thinking. Fleva, Khan, and Qazi (2015) also studied to teachers' self-esteem. They investigated the role of teachers' self-esteem and self-

efficacy in teachers' efficacy and showed that teachers with high self-esteem and self-efficacy have good performance in their class. Ansari (2015) investigated the EFL teachers' socio-affective strategies use in their classes and concluded that teachers for performance of a good teaching consider the socio-affective strategies in their classes. From above studies, can realize that teachers' self-esteem and their socio-affective strategies use can predict their performance and classroom management.

1.2 Statement of the Problems and Purpose of the Study

Some classrooms are too much noisy and disordered, for example some learners speak very much so that other learners do not have opportunity for communication in classroom. As Doyle (1986) states, learning and success in students can be destroyed by misbehaviors from other students. In some classrooms, teachers do not pay attention to group work, they prefer just some learners for conversation. Since most significant aim of EFL classes is communication (Yi, 2007), teachers should involve all learners in classroom activities. Furthermore, learners do not feel satisfaction in a class with a teacher who has stress or is not good at social interactions, so he or she can not manage his/her class well. In a classroom with a teacher who is not aware of social interactions and is inflexible person, the less conversation is exchanged among classroom members. Therefore, the educational aims are not met.

According to Doyle (1986), the aim of classroom management in classic concept is ordering and organizing classroom but according to Emmer and Everstone (1982), it should provide a suitable environment for the process of learning. This issue is more important for EFL classrooms because learners face two issues, one of them is learning itself and another is learning another language. The second issue itself can be stressful, because of sitting in a class with a teacher that speaks and teaches foreign language. Classroom management is a great effort for EFL

teachers. Language teachers should be friendly as a teacher and have such a manner that learners can have real communication (Burden & Williams, 1997). In addition, a language teacher has to manage the class well so that classroom activities are done well. Sometimes a noisy and disordered class cause some learners not to have opportunity to speak. Therefore, teachers should have ability to set a harmony between two issues; being kind and being good manager. So because of some teachers' incorrect management like inability in the management of the class time and environment, inability in giving motivation to learners, weakness in managing learners' manner, and so on, some learners quit the courses after a while. Besides the learning problems in relation to teachers' weaknesses, teachers also face with some issues because of their inabilities in management. So they get unsatisfied and tired of their job (Dehgannezhad, Izadi, & Mahmoodi, 2014). Therefore, teachers must have such an ability for the management of their classroom and make a pleasant environment for their learners. Unfortunately, despite the fact that some teachers even have high English literacy, they are weak in management which might be rooted in their self-esteem and unfamiliarity with socio-affective strategies that are investigated in this research. Some elements like bad feels, anxiousness, and stress can influence foreign language learners' learning process but a teacher can play a positive role to prevent negative emotions in his/her learners by applying socio-affective strategies for providing good classroom climate (Aydin et al., 2009).

Many studies have been done about classroom management so far. One of them is the interplay among emotional intelligence, classroom management, and language proficiency of Iranian EFL teachers by Hamidi and Khatib (2016), they reported that there were significant relationship among variables of this study. Shariati (2017) conducted a research on the relationship between EFL teachers' critical thinking, self-esteem and classroom management in a private school. There was a positive and significant relationship between classroom management and

critical thinking and also significant and positive relationship between classroom management and critical thinking, and between CT and SE there was a significant relationship but not positive. There have been some studies regarding the variables of the study separately. However, in this study the researcher made an attempts to find the relationship among three variables simultaneously.

Therefore the aim of the study was to find the relationship among three variables; classroom management, self-esteem, and teachers' socio-affective strategies use.

1.3 Significance of and Justification for the Study

According to Everston and Weinstein (2006) classroom management is the actions that cause academic and social emotional learning. Altinel, (2006) states that those teachers who can manage their classes effectively, their students have little behavioral problems. In a classroom with weak management, teachers have problems in teaching so that learning process gets in trouble, and also the order of classroom is destroyed (Martin & Sugarman, 1993). Classroom management and organization of instructions are what a teacher need for being effective. A very strong element of classroom environment playing significant role in learners' learning quality, engagement and their manners is teachers' classroom management (Martin & Sass, 2010).

According to Landau (2009), since classroom management has not been considered in a teacher preparation programs, it has become peripheral issue. The existence of teachers with effective management that can create necessary conditions for facilitating learning process in classroom is necessary for todays' societies. A teachers' instructional ways like being flexible with aim of attention to learners demands and interests increase learners incentives and can prevent wrong manners in learners (Burden, 1995). Learners' manners are affected by teacher's treatments, and changing in manners of educator, influence on behaviors of learners (Matos & Nimali, 2014).

Generally, for providing a good classroom environment, teachers' effective management, and their use of some strategies are needed. The results of the study might encourage educators to pay more attention to a suitable climate for their learners, in such a climate, not only learners will focus more on their activities and feel secured, but also teacher gets satisfied with his/her job. This issue is more important for EFL classes where a foreign language is taught as a target language (Alipour & Safaei, 2018).

1.4 Research question and Hypothesis

Regarding the aim of study, the following research questions were considered:

Q1: Is there any significant relationship between EFL teachers' classroom management and their self-esteem?

Q2: Is there any significant relationship between EFL teachers' classroom management and their socio-affective strategies use?

Q3: Is there any significant relationship between EFL teachers' socio-affective strategies use and their self-esteem?

Q4: Can teachers' self-esteem and socio-affective strategies use predict their classroom management?

The following research hypotheses are formed based on the questions:

H1: There is a significant relationship between EFL teacher's classroom management and their socio-affective strategies use.

H2: There is a significant relationship between EFL teacher's classroom management and their self-esteem.

H3: There is a significant relationship between EFL teachers socio-affective strategies use and there self-esteem.

H4: Teachers' socio-affective strategies use and self-esteem can significantly predict their classroom management.

1.4 Definition of key terms

Classroom Management

Classroom management has many dimensions such as organizing learners' behavior, classroom activities, classroom space and time (Harmer, 2007; Sieberer-Nagler, 2016). Providing a good classroom management and environment are a teachers' aim. All activities that is done by a teacher for ordering class time, space, subjects and learners in order to increase operational learning and teaching is classroom management (Wong & Wong, 2005, cited in Fan & Hung, 2014). According to Martin and Sugarman (1993, p. 19), "classroom management refers to those activities of classroom by which teachers create a positive classroom climate within which effective teaching and learning can occur".

Classroom "management" and "discipline" terms sometimes can be considered synonyms but discipline is "associated with notion of bringing children into line"(Peterson & Skiba, 2003, p. 66), which is a needed element for learning and teaching (Emmer, Everstone & Worshom,2003). On the other hand, classroom management includes some rules to recognize the class, to project class activities and subjects, and to describe instructions and results of bad behavior (Aliakbari & Bozorgmanesh, 2015). In the present study, classroom management was measured by teachers' sense of efficacy scale that designed by Tschannen-Moran and Woolfolk Hoy (2001), that had 24 items but the researcher deleted one question and modified four questions completely. This questionnaire was a five-point Likert scale pointing out the teachers' degree of management.

Socio-affective strategies use

“Socio-affective have to do with social-mediating activity and interacting with others” (Brown, 2007, p. 134). These strategies as Oxford (1990) states, are the empathy between learner and teacher that motivate students’ learning although they are not academic in nature. Feelings and ideas are among socio-affective strategies. For this study, the researcher used a questionnaire that was designed by Jabbarpour (2009) involving two parts, observer questionnaire and student questionnaire. The scholar only used the second part (student questionnaire) with 18 questions. Ansari (2015), also used the second part of this questionnaire in her research. This questionnaire was five-point Likert scale used for teachers’ socio-affective strategies use degree which was filled by learners.

Affective strategies in ordering an individual’s ideas, incentive, and feel are significant (Oxford, 1990).

Affective refers to emotion or feeling. The affective domain is the emotional side of human behavior, and it may be juxtaposed to the cognitive side. The development of affective states or feelings involves a variety of personality factors, feeling both about ourselves and about others with whom we come into contact (Brown, 2007, p. 153).

According to Oxford (1990), as language is relationship between individuals in a social, so it is as a social manner that contribute to learning process. The social affective strategies utilized for transferring and making clear messages that are verbal and nonverbal (Brown, 2007).

Self-esteem

“Self-esteem refers most generally to an individuals’ overall positive evaluation of the self” (Burke & Cast, 2002, p.1042). Self-esteem is in result of a person’s good or bad views about him or herself (Onen & Ulusoy, 2015). According to Ramal (2017), self-esteem refers to how

people like and give importance to themselves. Peoples' interactions and work are affected by self-esteem. Self-esteem helps an individual accept his/her mistake without any hopelessness and try for improving. In this study, for measuring teachers' self-esteem, Coppersmith self-esteem questionnaire (1967) was carried out containing 58 questions.

1.5 Limitations and Delimitations of the Study

This research like other researches has its limitations and delimitations as following:
The limitation is that the researcher was not allowed to sit in EFL classes in order to observe teachers' behavior, management, etc closely. Therefore, the results of this study was based on a questionnaire responded by the teachers and students. This study was delimited to EFL teachers and learners in the institutes. Therefore, the result are not generalizable to learners and teachers from schools or universities.

CHAPTER 2

Review of the Related Literature

2.1 Introduction

This chapter involves two parts: theoretical views and empirical studies. The theoretical views is scholars' beliefs and ideas about EFL teachers' classroom management, self-esteem and their socio-affective strategies use. In the empirical studies, the researcher inferred many studies about the present study.

2.2 Theoretical literature

The theoretical framework is the structure that can hold or support a theory of a research.

2.2.1 Classroom Management and Its Importance

Classroom management is a necessary factor for teachers' teaching. It is an essential step for becoming a proper teacher (Ayers, 2001). According to Everston and Weinstein (2006) activities that teachers apply in their classes for contributing and making easier process of academic and social-emotional learning is classroom management. Scrivener (2012) believes that what is governed and ordered by teacher in classroom in order to provide useful learning for learners is considered as a management of classroom. So everything that could cause learners to learn usefully and have good manner is known as a classroom management element. From perspective of some experts, classroom management is attempts from a teacher to supervise the activities that happen in classroom, such as learners' manner, process of learning, and social relationships (Burden, 2005). Management of class time and subjects, providing learners' dialogue requirements, and creating an attractive classroom activities for learners are a teachers' tasks (Brown, 2001). For classroom management, teachers need to have skills, not only for teaching materials, but also providing a good relationship with learners (Trifalioglu & Ulusoy, 2012).

According to Brown (2001), teachers in management of class have some problems like existence of large number of students in a class, learners with different level of knowledge, learners' cheating, dealing with institution, and discipline. Discipline and classroom management sometimes can be considered equivalent, but actually they are not the same. Discipline is the set of rules and behaviors supposed to be done by learners in classroom, but classroom management involves some attempts by teacher in order to reinforce learners' relationship, learning, and manners (Martin & Sass, 2010). So discipline should be applied for providing an environment for effective learning and teaching process and good relationship between students and educator and not should be seen as a real punishment (Harmer, 1993). Hannal (2013) states that there should be a harmony for ordering a classroom. Lack of discipline cause chaos in classroom and conversely much of that destroys the learners' creativities.

Classroom management includes some rules that are introduced to members of class to project class activities and subjects, and to describe instructions and results of bad behavior (Aliakbari & Bozorgmanesh, 2015). Organization of class, space, materials, interactions are needed to be done by a teacher (Sieberer-Nagler, 2016). Applying strategies for classroom management have very outstanding importance for teachers (Bromfield, 2006; McCormack, 2001). For a teacher, the tasks like classroom management and teaching materials are very important, so that those tasks are hand in hand. In a class with good management, learners are more interested in their lessons to learn their academic contents (Borphy, 1983).

In learners' achievement, classroom management has significant role. It not only effects on teachers' activities, but also it is one important element for learners' learning (Altinel, 2006). According to Dehghannezhad, Izadi, and Mahmoodi (2014), with unsuitable management by a teacher, an appreciate process of learning and teaching can not be done. Barbara, Carolyn, Emmer,

Murray (1997) found a significant relationship between a teachers' good management and learners' success. An acceptable teaching and learning activities are hand-in hand with good classroom management. (Harmer, 1983). According to Pederson-Seelye (2001), a pleasant and organized environment preparing learners' achievement and autonomous learning are due to an effective classroom management. Purpose of classroom management is to reinforce learners' success and manners in order to help learners manage and control themselves, so success of a teacher and learners, and also their relationship is determined by classroom management (O.Austin & T. A, 2014). If teachers can affect their learners' manners, those teachers will influence on their learners' success too, so a teacher should present some rules early in the semester and repeat them for improving students' behavior (Turano, 2005). So teachers' suitability is mainly recognized by their good management of a class which contributes to learners' learning.

A classroom should be organized well to make easy the success of curricula, process of learning, establishing a teacher and learners' participation (Hull, 1990). In classroom management, teachers should prepare such a good climate in order to learners respect each other, this management involves both managing lessons and learners (Mokhele, 2006). According to Davis (2017), because of lack of giving importance to classroom management issue in education, teachers' abilities specially new ones are affected by such weaknesses. Çaganaga and Oktan (2015) state that for having suitable class, only the existence of materials does not work, teacher should provide a favorable climate for students and deal with them well, because in a class there can be every types of learners who need a good management from their teacher.

In Raywa's point of view (2012), classroom management has two objectives; one of them is that student should feel comfortable in the classroom, so a good classroom climate give high confidence to learners to interact with others and have communication and conversation far from

worry and fear. The second objective is that teachers manage their classroom in order to get learners responsible for their manners and learning process, and also learners to have cooperation with teacher in managing class and respect their teacher while he or she teaches. In Archana's view (2016), teachers as managers have notable role in governing their classroom; they should have interpersonal abilities beside the academic one, a teachers' good management causes the success of education process.

2.2.2 Characteristics of Effective Language Teacher

Many researchers have aimed at effective teachers' quality and effectiveness. According to Robinett (1977), theachers' effectiveness encompasses five features: first, they pay attention to their learners' problems and aid them in searching a way for that; second, they are energetic people, they teach with interest and enjoy of their learners' learning. Third; they are knowledgeable, they have enough skill and knowledge about language, about culture of target language speakers and about everything related to language. Forth, they provide an environment for students to have sense of security in classroom. Finally, effective teachers are social and flexible in contact with their learners. Establishing and maintaining an appropriate relationship with learners is the duties of an effective teacher, otherwise he/she will not be effective (Turano, 2005). A good reaction from a teacher could be effective when learners show bad behavior (Algozzine & Kay, 2002; Mcleod, 2003, as cited in Demirdag, 2015). Teacher should attend to students' needs, without providing appropriate classroom climate that supports learners' requirements, a teacher can not be effective manager even he or she has skill and knowledge (Raywa, 2012). An effective teacher know about learners' requirement and try to use some strategies to respond their need; in contrast, an ineffective teacher does not pay any attention to learners' wants (Marzano & Marzano, 2003).

According to Medly (2011, as cited in Dr. Pandit 2017) “the possession of knowledge and skills falls under the heading of teacher competence and the use of knowledge and skills in the classroom is referred to a teacher competence and teacher performance with the accomplishment of teacher goals, is the teacher effectiveness” (p. 291).

Brosh (1996) states that the teachers’ ways of conversation can differentiate effective and ineffective teacher from each other; they can transfer their thoughts and views via their voice, body language, learning assist devices, etc. According to Brophy (1983), effective teachers check the classroom process regularly and solves the classroom problems before they expand; they give importance to learners’ needs and homework tasks. These teachers asking questions during lesson for keeping learners continues in classroom. They introduce attractive material and novel to learners. Good managers want students to explain about what they listen to in class; those activities are necessary for having dynamic class. An effective teacher speaks about rules during semester, not just beginning of that, those teachers apply these rules for organizing their class, these rules are seen in students’ homework and also group activities, these laws reduce the wrong manners from learners (Oliver, 2007). For having a good classroom, an effective teacher is needed to be able to utilize various techniques, and evaluates them to see they are useful or not and she or he uses the feedbacks of supervisor of school (Oliver, 2007). According to Harmer (2007), some variables like organization of class space, learners’ activities and behaviors, and attending to learners’ group works are requirements for an effective classroom management. Good teachers know that their task is not just training subject, they should treat in such a way that they are accepted and respected by their learners, in such a climate leaning can be happen (Banfield, McCrockey, & Richmond, 2007). In contrast, ineffective teachers can not be accepted by their learners. They do not have much desire to help their learners achievement; they do not evaluate students very much; they can not remember

their learners' name; they teach much more than their learners' capacity, and also they speak in difference accents so that learners do not understand them (Allen, Karney, & Plan, 2002).

2.2.3 Elements of Classroom Management

Kounin (1970) believes that, an effective teacher should have capability to do some elements in classroom: administering their learners' wrong manners properly, providing a peaceful environment for group works, and also preparing learners to have a healthy competitive climate for learning. He aimed that, the most important of them are encouraging learning for learning and affording students wrong behaviors. Classroom management is not only governing learners and establishing rules in classroom, but also it is a teacher's attempts to provide an environment for learners' successes and interactions (Umoren, 2010 as cited in George, 2017).

According to Zarin (2009), "Classroom management includes grouping and seating, setting up activities, time management, teachers' control over students in the classroom, proper start and end of the lesson, maintaining discipline, dealing with problems, using proper tools and techniques, giving instructions, monitoring, etc" (p. 2).

Discipline

Discipline is one of the important elements of classroom management. Because the wrong manners and misbehaviors from learners ruin the process of learning (Gorge, 2017). According to Humpherey (1998), discipline is for providing safety, respect for others and self, it maintains the rights of those people which is neglected. (O. Austain & T. A, 2014) states that preparing order in classroom does not mean an inflexible environment far from any noises, although it can be essential sometimes, but actually it is some rules established by teachers and admitted by learners for progressing the aims of education.

Time Management

Another factor in classroom management is time management. Teachers should use their class time effectively in order to help learners' achievements. Therefore, for reducing behavioral problems in classroom and preparing classroom activities to be done easily, teachers should proctor all processes happened in classroom, arrange the class in best way, organize the lessons supposed to be thought, and utilize the time of class usefully (Schneiderova, 2013). For making a desirable classroom climate and assisting learning process, a teacher should pay attention to the time of class and manage it best (Boyle & Gillies 2010). According to Scrivener (2012), considering time limit is reasonable idea for classroom activities, in such a way learners have to do their task fast without any time wasting. But sometimes some cases need extra time, so in this situation, the teacher should extend the time.

Group Work

Group work in class is one of the most important elements in managing a classroom, specially language classes. Some group works like conversational tasks that are counted complicated processes in a classroom need a teacher deal with all learner with various potentials, can conduct what happens in content, check and monitor the progress of learners and give correct and precise feedback to their learners' conversational activates (Doyle, 1986). According to Coetzee, Niekerk, and Wydeman, (2008), group work and collaborating learners cause learners to reduce their wrong behaviors. According to Rogers (1998), because a classroom is formed from group of individuals, so these peoples' sense about their group is notable for such groups and relationships. Group work can enhance the relationship among pupils, and between pupils and teacher and also it helps to learner-centered education, specially, by getting learners in small groups (Stewart, 2014). Working of learners in group contributes to their learning and get them ready for

future (Boyle & Gillies, 2010). A teacher with using group work can force learners in classroom activities which they do not show any willing to participate in (Doyle, 1986). Some teachers eschew group work among learners because, It might be difficult for teachers to control them as they get independent and self-governed (Boyle & Gillies, 2010), and some teachers do not have enough knowledge to organize that (Boyle & Gillies, 2010).

Clarity

Another element in managing a class is clearing the instructions for learners to prevent ambiguity among learners (Lemelech, 1999, as cited Schneiderova, 2013). Such instructions in teachers' views maybe is obvious but for their learners can be obscure and influence on their manner, so for ordering an acceptable educational climate making instructions clear for learners is a notable task of educators (Schneiderova, 2013). According to Harmer (2007), it is necessary for a teacher to explain the rules to the learners.

Providing Motivation

Giving learners motivation and encouraging them to concentrate on their lessons is another aspect of classroom management (Kyıkçı, 2009). According to Brosh (1996), teachers besides the having knowledge, organizing the classroom, should give motivation to learners and maintain interest in them. He believes that motivation is a notable issue for teaching and learning, because without motivation in learners, there will not be any attention from learners and due to this, conversation among members of class gets in trouble. Since communication is the essential factor in EFL classes, teachers should give importance to interest issue in learners. Çaganaga and Oktan (2015) state that for a managing classroom effectively, a teacher should raise motivation in classroom for making learners satisfied.

Monitoring

Class Monitoring is another factor in classroom management. Teachers should check their learners situations to see how they have changed over a period of time in terms of learning and disciplinary (Darn, 2006, as cited Schneiderova, 2013). Archana (2016) states that teachers are as a valuator. They should monitor and check learners' knowledge and give feedback to their learners' outcomes. Being valuator is a necessary factor for teachers; they should assess to what extent their evaluation is useful for learners. These evaluations can be in exam form or verbally, etc. These evaluations are beneficial for learners and teachers provide some strategies to help learners learn best their target language.

Physical Environment

Managing the physical climate of class is another concern for teachers. According to Brown (2001), there are some points that teachers should observe in order to improve their class environment such as: class should be neat and clean; the seats be ordered; there is no extra noise and voice (in street or corridor); whiteboard be clean; visual/ auditory system be seen or heard by all members; those systems work correctly; you able to work with them; cooler and heater devices work or not.

Message Delivering

Transferring messages well by teachers is another issue in related to classroom management. Teachers transfer their knowledge, beliefs and so on by their voice and body language, so the voice of teacher is very important to be heard by all learners. In language classes, teachers should use body language for making some words and sentences clarity that are ambiguous, have eye contacts with their learners. Walking in class sometimes and reflection of empathy, positiveness in teachers' face are other forms of using body language (Brown, 2001).

Learning Management

Managing learning is another part of a teachers' management, it encompasses some works in order to get learners be active and have interaction in classroom, So a teacher should be aware of authenticity of the materials, also pays attention to visual and audio activities, and observes the order of curricula (Raywa, 2012).

2.2.4 Classroom Management in EFL Classes

Classroom management is a great effort for EFL teachers, because language teachers should be friendly and have such a manner that learners can have real communication (Burden & Williams 1997, cited in Hosseini & Rahimi, 2015). A good language teacher is described in different terms like being knowledgeable, being effective, and managing classroom (Dinçer et al., 2013).

According to Yi (2007), discipline is important for EFL classes, but the over-discipline stresses learners out. Specially that, major aim of EFL classes is communication and stress destroys the communicative process.

Attending to learners' group work is another duty of a teacher in the classroom. Because the most significant aim of EFL classes is communication (Yi, 2007). Communication takes place in group interactions. So teachers should provide learners for group work. Getting learners in group learning make them have cooperation and increase their social selves (Ming-Tak & Wai-Shing, 2008).

According to Gebhart (2006), the goal of management of language classroom is to provide purposeful English for learners' interactions and improvement. A good classroom environment which is full of energy and motivation, and effective for language learning originate from EFL teachers' ways and styles applying (Brown, 2007). A teacher should prepare a classroom

environment in which learners are gotten motivated for learning language. If learners do not have enough motivation and sense of ease in classroom, the process of teaching will be difficult for the teacher (Zarin, 2009). Having friendly relationship, giving energy to learners and applying both praise and criticism is necessary for an English teacher. According to (Maicas, 2017), an appropriate classroom management is necessary for English students as it is important for teachers, EFL learners want to were respected by their teacher and they want to be aware of their teacher's expectations. In Language classes, if a teacher can motivate learners to pay attention to the classroom activities and materials, wrong behavior from learners rarely can be taken place (Harmer, 2007).

2.2.5 Self-Esteem and its Importance

One of the important factors that affects behavior is self-esteem; a positive manner arises from a high level of self-esteem (Jan, Khan, Khan, Khan, & Saif, 2015). So a person's character, grade of confidence, performance in learning and showing power can be in result of self-esteem (Bruno & Njoku, 2014). "Thus, self-esteem refers to people's confidence in their own abilities that would enable them to cope with any unpredictable situation and challenges. It means their inner right to feel happy, worthy deserving and living every moment with enjoyments" (Asma, 2016, P. 36). For raising and maintaining sense of being valuable, self-esteem is notable (Ulrich, 2010). The relation between self-esteem and achievement has verified by the many researchers. Those people who have good thoughts about themselves can learn and work better than others. High self-esteem people would hope to carry out well (Kohn, 1994). People with low self-esteem can be vulnerable, which causes them not to have more relationship with others (Khezerlou, 2017). A person's high self-esteem can be in result of rejoicing, having power of decision, and feeling pleasure of life (Dick, Keski-Rahkonen, Pulkkinen, Raevuori, & Rose, 2007). Individuals with good self-esteem

are more successful than others in life because they can take a risk for what they want. In addition they have more energy for doing positive career (Houke, Janssen, & Schaufeli, 1999 as cited in Khazerlou, 2017). Those people who do not have self-esteem, could not perform their talents. According to Rosbon (1988, as cited in Dick et al., 2007), good relationship among members of family help people to enhance their self-esteem. But some researchers accepted role of genetic as a notable element in peoples' self-esteem. Teachers' wrong manners and disciplines like punishment reduce learners' self-esteem (Mokhele, 2006). Fazio, Hermann, Olson, and Russell (2007) state that a healthy self-esteem helps individuals to believe themselves and take a risk for doing new things; people with high self-esteem know the value of themselves and also others; they do not frustrate when they make a mistake; people with high self-esteem can decide about different dimensions of their life well and they respect to their feelings, thoughts and body and take care of themselves. Those people who have high self-esteem are more admitted by society, so this matter leads them to be energetic for doing and achieving their goals, and hardly lose their path of life (Coopersmith, 1967). According to Aðalsteinsson, Frímannsdóttir, and Konráðsson (2014), self-esteem depends on our achievement and being accepted by others due to our operations. If we can control ourselves, create positive feels, prevent from stresses, do not criticize ourselves and others frequently and can admit censures, we have high self-esteem. But person with low self-esteem gets depressed and anxious very easily and can not control his/her stress very much. People with high self-esteem try to do their jobs as good as possible but low self-esteem people just try to defend themselves.

Having feeling of security and confidence for being good in your job is necessary, people can complain of insecurity feel in their job but for getting self-esteem and security, experience, time and knowledge are needed (Aðalsteinsson et al., 2014).

Those people who have high self-esteem are useful, energetic in doing what is supposed to do, but low self-esteem people according to Coopersmith (1967) have changes in their mind and quit what they wanted to do and are extreme unhappy. Another element related to low self-esteem people is depression; such people could not like themselves, watch issues negatively, have defeat sense, fear to deal their goals, and are unsatisfied about their task (Beer & Beer, 1992). Low self-esteem cause depression in a person in some situations (Dick et al., 2007). According to (Alizadegani, Delavarani, & Zaini, 2013), self-esteem is seen in a person's emotions and manners that is resulted from his/her views, awareness; it is prerequisite for a person's life from every dimension.

2.2.6 Self-Esteem and Socio-Affective Factors

For having good psychological and social sense, self-esteem is a very essential factor. It reinforces and are very important for self-confidence and cooperation with others (Ha, 2008, as cited in Ahour & Hasanzadeh, 2015). Self-esteem is the combination of social and personal structures (Ulrich, 2010). In peoples' affective issues, self-esteem has notable role. It has been combined with different emotional factors of individuals' life whether positive or negative (J.D Brown & M.A Marshall, 2001). Those people who have good views about themselves, they can talk about emotions and attitudes easily and have positive social relationships with others (Habret, 2018). Socio-affective strategies can enhance a persons' self-esteem. Bui and Lopez (2014) found that social protection can raise self-esteem in international students.

According to Scimonalli (2001) "affective and social language strategies as well communication strategies are the areas in which the teachers' intervention should come first, in order to develop positive frames of mind in the students and help them overcome the stress and

sense of discomfort that a poor or low oral command of English sometimes causes" (as cited in Parra, 2010, p. 151).

Little self-esteem in a person causes stress and anxiety, so that, this person do not have positive view to language and is not able to be successful in a foreign language (Aliva, 2007, as cited in Habrat, 2018). Because some language skills like communication needs to be social person. Meskauskiene (2015) states that many studies aimed at self-esteem components, and factors affecting self-esteem in adolescent, like family, academic success, interpersonal relationship with classmates as well as social skills. Brown (2007) classify self-esteem at three levels. One of them is situational or specific self-esteem. This type of self-esteem is related to some factors which social interactions, communication, empathy and flexibility are among them. According to Coetzee, Niekerk, Wydeman (2008), self-esteem is a valuable thing that contributes us to understand the value of our capabilities, emotions and our social relationships.

2.2.7 Self-Esteem and its Role in Teachers' Success

Individuals' characteristic influences their jobs in any profession they work. This has high importance for teachers because they have interaction with people, so it is important for them to have some personal features for achievement in their profession (Dinçer et al., 2013). One factor in relation to teachers' effectiveness and classroom management is self-esteem. Sparker and Rye (1990) believe that those teachers who have good sense about themselves, have satisfied learners too, because the learners' self-esteem can determine by teacher's self-esteem. They state characteristic of teachers determine their opinions and also affects other individuals' lives around them. So motivation, feeling, educational activities, manners, social interactions in learners are influenced by good sense of a teacher (Rodrige-Ruiz, 2016). According to Kahraman (2005, as cited in Gursoy & Zambat, 2012), differences in educators' personality make differences in their

point of views and activities in terms of education. Teachers with high self-esteem have the ability to govern their class even in a very difficult situation and also such teachers can think more about their carrier and afford to deal with classroom issues (Burden, 1995). People will be more interested in getting their goals if their self-esteem is increased. Good educators can raise their learners' self-esteem in order to achieve their goals, so it can be said there is a relationship between good managing by teacher, self-esteem, and learners' success (Issaac, Lawer, Nashira, Seth, 2016). According to Reilly and Eithne (2012), levels of usefulness and relationship with learners a teacher who has stress is low. Job satisfaction is a necessary factor related to teacher's self-esteem (Mubashir, Masood, Tariq, Kazmi, Zafar, Zaman & Zahid, 2014). Therefore, those teachers that are happy with their job they are talented in teaching and managing of their classes, and their professional level is high (Arip, Nasir, Mustafa, & Salim 2012). Suitable capabilities in a person for a particular carrier is counted as professional self-esteem. It is a persons' worthiness in work which causes his/her relationships and abilities performance in doing her/his role. Self-esteem in education is considered carefully, because self-esteem can determine an individual's achievements and defeats in education besides other factors, so for teachers, self-esteem is very notable, because having confidence and being far from stress help teachers to do their role in education (Jan et al., 2015). According to some studies, teachers' confidence and character can be influenced by their self-esteem. As Valazza (2011) states, there is notable connection between teachers' self-confidence and personal growth. For having an ability to establish communication and interaction with learners by teachers, self-esteem is necessary, and such a capability from a teacher also helps learners to be reinforced for achieving their goals (Rosenow, 2005). According to Gaziel (2006), trying to win their stress is getting prevalent among teachers. Teachers' stress affects school

programs and learners education, so a useful way for solving it is necessary. Self-esteem and self-concept form the foundations of appropriate teacher-learner interaction and classroom environment.

2.2.8 Language Learning Strategies

Language learning strategies can be defined from different dimensions; affective dimension like motivations and ideas of learners, cognitive view like learners' knowledge about learning the target language and from behavioral dimension like learning and importance of target language (Hardan, 2013). In Macro's stand point (2007) for definition of a strategy, it is needed to deal with aim, activity, and a situation. Macro (2007) also states when we can say a strategy is useful that differentiate one's performance from others. Aruza (2009) believes that learners to evaluate their language and use language learning strategies for progressing their outcomes, besides having a good climate without any stress and anxiety, etc. Teachers should introduce different strategies of learning to learners and say which one can be more useful for them in order to reinforce the use of such strategies in classroom (Rubin, 1987) Some conscious actions and manners that learners of foreign language do to help their learning process like noting down, trying to keep in their memory what they learned, repeating, etc. are language learning strategies (Harden, 2013). It is necessary for learners to use language learning strategies. It causes learners to experience independency. According to Oxford (1990), before, teachers had many roles in classes and learners were passive, especially the communication process was more done by teachers, so by using strategies, learners become autonomous.

In Oxford's view (1990), language learning strategies involves direct and indirect strategies. Those strategies which directly aim the language are direct strategies. They deal with mental activities and involve three groups; memory, cognitive, and compensation. By memory strategies, learners can classify what they have studied. It helps them to store information in their

memory and can remember again. Cognitive strategies are like making an abstract, and providing reasons. These contribute to learners' understanding of new language. Compensation strategies are such as finding equivalent words and inferring. Inferring helps learners to use the target language in spite of some shortcoming. Indirect strategies encompass metacognitive, social, and affective. Because of supporting learning process indirectly, these strategies are introduced as indirect ones. In metacognitive strategies, learners can appraise their learning and schedule for that. Affective strategies are related to learners' ideas, feelings, and incentive. Finally in the social one learning happens in relation to others. Omalley (1985, as cited in Harden, 2013) divides language learning strategies into three parts: cognitive strategies, metacognitive strategies, and socio-affective strategies. Cognitive strategies have directly related to learning itself, such as using key words, repeating, taking note and like that. Metacognitive strategies such as monitoring and evaluating. Finally socio-affective strategies become meaningful in social and in relation to others. Brown (1987, as cited in Hardan, 2013) states that asking question for revealing ambiguous and collaboration with others are notable strategies among socio-affective ones.

2.2.9 Socio-Affective Strategies

Socio-affective strategies are more related to humans' feelings and self-control and are very important for self-confidence and cooperation with others (Ha, 2008 as cited in Ahour & Hasanzadeh, 2015). Affective strategies like speaking about feeling, rewarding for appropriate activities, and knowing about anxiety level contribute to L2 proficiency (Zeynali, Zeynali, & Motlagh, 2015). Affective factors is related to one's incentive, feeling, thinking style. Language learners with using affective factors like giving motivation to themselves, reducing their stress can control their learning. These strategies in achievement or defeat of learners have notable role, so appropriate language learners are aware of governing their sense or idea related to learning. Having

a pessimistic sense destroys the learners' growth, and vice versa, optimistic views make learning pleasant for learners (Oxford, 1990).

Social strategies contribute learners to get language, the culture of related language, and work with others. These strategies involve, asking a question, communicating with a person of target language, studying the cultural and social principle, etc (Zeynali et al., 2015). According to Oxford (1990), since language is used for communication, it is considered as a social manner. As conversation happens among people, for learning a language it is needed to have interaction with others and use social strategies. These strategies involve three parts: inquiring, having collaboration, empathizing. He says inquiring is very important among them, inquiring contributes learners to understand better and get actual meaning, have cooperation with others and improve their input through the conversation with their classmates. With using cooperation, learners do not need to compete with each others. Instead, there are feel of collaboration, and support each other mutually. For understanding feel of others, empathy is needed. It is necessary in language learning, especially communication, because people have various abilities. Although it may be difficult to understand feeling, with social strategies using, it can be easier.

According to Lee and Park (2006), "the characteristics of English as a Foreign language teaching consist of three different categorize of knowledge: Subject matter knowledge, Pedagogical knowledge, and Socio-affective skills" (p. 239). It is needed for teachers to have and be aware of socio-affective skills to have a good relationship with students, answer learners' questions patiently, be energetic, prepare a classroom without stress, and give importance to requirements of learners (Babayi & Sadeghi, 2009).

2.2.10 Importance of Teachers' Socio-Affective Strategies Use in Classroom

Dehghannezhad et al. (2014) believed that for operational learning strategies process, teachers' views about Language learning strategies (LLS) is important. Acceptable language teachers are expected to have both language competence and also some features like being warm-blooded, emotional and flexible (Vadillio, 1999, as cited in Babayi et al., 2009). Teachers should give importance to learners' affective requirements with aim of enhancing language learning and teaching process and also get them responsible and pleased (Finch, 2000, as cited in Parra, 2010). For getting learners satisfied, teachers should respect learners, empathy with them, love them and provide a situation that learners can learn freely (Tung, 2001). Socio-affective strategies used by teachers can improve the teacher-learners relationship in the classroom (Khaliliagdam & Saeidi, 2013). These strategies like emotions and attitudes are naturally non-academic which can help good learning process through a good relationship between learner and teacher (Oxford, 1990).

A significant matter for learning is suitable teaching that such a teaching needs not only a knowledgeable teacher, but also a teacher with good interaction with learners in a classroom (Pourabbas, 2011). According to Widdowson (1978, as cited in Pourabbas, 2011) a learning class should be a situation for applying strategies for learning, not is just considered as a subjects' performance. Lee and Park (2006) state teachers' use of socio-affective skills is one of the main characteristics of effective language teaching. They say that in many aspects of foreign language studies like learning strategies, language acquisition, and incentive, significance of these skills have been showed.

Çaganata and Oktan (2015) state that Building a fruitful social climate is also one of the most critical classroom management strategies. Teachers need to be good at it if they wish to build a classroom with highly valued learning capacity. If teachers' social climate is to be successful, that

environment has to be positive and vibrant. Successful learning can not show up in a negative social climate in a classroom (p. 240).

According to Sparker and Rye (1990), those teachers with kindness in their behavior and honesty in their conversation will have useful class and active learners. Those language learning strategies related to teaching activities are important for teachers to know in order for learners' success. Stevick (1990) state that success depends less on materials, techniques, and linguistic analysis, and more on what goes on inside and between people in the classroom (as cited in Juyandegan, 2016, p. 305).

In English classes, learners have sense of anxiety more than when they are in a class in their mother tongue. Teachers as a manager in these courses should manage in such a way that reinforce learners' relationships. These interactions influence on learners' education and civic progress, beside these, students' incentive and useful English learning are improved (Li- I Hsn, 2014). Teachers' use of affective education provides a climate in which learners can show up their potentials and get successful, in such an environment, learners have sense of responsibility, usefulness, and security (Tung, 2001). A teacher with using social programs improve learners' manners and social behaviors, and also they learn to be responsible and control themselves, so classroom management does not just involve lessons and inside of class (Doyle, 1986).

With three ways teachers can affect sensitive climate of classroom; providing a natural atmosphere for conversation, training learners for applying affective strategies, and giving learners more charge with alter the social feature of class (Oxford, 1990).

2.3 Empirical Studies

In recent decades there have been many researches about teachers' classroom management and other factors related to that.

In a study done by Asadollahi and Rahimi (2012) about teachers' classroom management and their teaching style, they found the relationship between those two variables and also they concluded that those teachers have more control in class activities more than interactionist. They carried out another research about teachers' classroom management and personal differences. They concluded that there is no relationship between teachers' classroom management and their age, gender, school type and their experience. In a study carried out by Dehgannezhad, Izadi, and Mahmoudi (2014), EFL teachers' classroom management, reflection, perceptions of language learning strategies and students' L2 achievement were studied. After collecting data and analyzing, researchers observed the relationship between teachers' classroom management and students' achievement and also there were relationship between other two variables of teachers with learners' success. In a research, the relationship between English teachers' misbehavior in classroom and students' perception of teacher credibility (2014) by Li-I Hsu, was shown that there was negatively and significantly relationship between both variables. It means that teachers' wrong behaviors causes learners not to trust their teacher. Also in a study that Aliakbari and Bozorgmanesh (2015) worked on assertive classroom management strategies and students' performance, they indicated the relationship between those two variables. Hamidi and Khatib (2016) in their research found that EFL teachers' classroom management is beneficial for their language proficiency. In another similar study an investigation on relationship between Iranian EFL teachers' creativity, classroom management strategies, and learners' improvement carried out by Mirzaee and Rahimi (2017). They

found that there is positive medium relationship between teacher classroom management and their students' improvement.

Some researchers have aimed the relationship between teachers' self-esteem with classroom management and educational successes. Ghafari and Samii (2013) did a research and investigated the relationship between self-esteem, job satisfaction of teachers in Aliabad University. To this end, 40 teachers participated. Job satisfaction research questionnaire and self-esteem inventory were utilized in this research. The findings showed that between teachers' self-esteem and job satisfaction there is a significance relationship. Some researchers have proved the relationship between self-esteem and academic achievement. For example, in a study, Alizadegani, Delavarani, and Zaini (2014) conducted a research about stress free and high self-esteem teachers. However, Isaac, Lawer, and Seth (2016) in their research investigated the relationship between teachers' classroom management and their self-esteem and observed that there was a positive relationship, but they realized that there was no relationship between teachers' self-esteem and their academic achievement. This study showed that stress free teachers can understand learners' problems and also they can afford their own difficulties, they are familiar with their duties and know importance of their job for themselves and others. High self-esteem teachers can manage their class well, order their assignments, transfer material to learners well, know differences in their learners and deal with this issue, and monitor their learners' work. These high self-esteem teachers with the aim of giving motivation to learners, play their role well. According to Alipour and Safaei (2018), there is a relationship between teachers' perceived stress and their instructional management, although there is no relationship between perceived stress and their behavioral management.

Ahmed (2012) indicated the existence of significant relationship between teachers' self-esteem and their job satisfaction. Onen and Ulosoy (2015) showed a significant positive relationship between pre-service teachers' self-esteem with coping with stress attitudes. Based on Asmaa's study (2016), self-esteem contributes to personality of teachers, performance of teachers, and develops the learning process. Mbura (2016) also underlined the importance of self-esteem in teachers and learners. He in his study indicated that teachers' self-esteem has significant role for their success and also affects their learners' learning improvement and self-esteem, too. Khezarlou (2017) found in his study the importance of self-esteem in education. In addition, Shariati (2017) showed the positive relationship between EFL teachers' self-esteem and classroom management. This person studied the relationship among Iranian EFL teachers' critical thinking, self-esteem, and classroom management. To this end, 60 EFL teachers from public and private schools from Gorgan city participated. The findings indicated that there were significant relationship among three variables. In a study carried out in Kenya by Bosire, Mocheche, and Rabura (2017), it was indicated that there is a weak but positive relationship between teachers' self-esteem and their job satisfaction.

About teacher' interactions and socio-affective strategies use in teaching and learning many studies have been conducted. In a study by Mokhele (2006) studied the teacher-learner relationship in the management of discipline in public high schools. This research indicated teachers with certain characteristics are good at managing their learners' misbehavior, establishing good relationships with learners. Nimali and Matos (2014) in their research, *Effect of teacher interactions on classroom management in a Montessori environment*, found that teachers' good interactions and correct use of language significantly affect their classroom management. Some researchers found that for providing better language teaching and learning, an English language teacher besides

having personal features, subject matter knowledge, and pedagogical knowledge, also need socio-affective factors (Dinçer, Goksu, Takkaç, Yazıcı, 2013).

In another study in Turkey, views of English language teachers on the affective domain of language teaching, the researchers found that teachers in Turkey attend to the affective side (Aydın et al, 2009). In a study done by Parra (2010), Explicit teaching of socio-affective language learning strategies to beginner EFL students, the researcher observed that such training from teachers help learners to know about their emotions and social interactions which contribute to learners' learning. According to the results of studies of Hosseini and Rahimi (2012), about teachers' discipline strategies from their students' perspective, EFL teachers in managing their class apply rewarding instead of punishment.

In Islamic Azad University, Tabriz branch there have been some research about teachers' socio-affective strategies use with different variables and aims. One of them has been carried out by Pourabbas (2011) had studied EFL teachers' multiple intelligence and their socio-affective strategies use. The research data were collected with 30 English teachers and their learners. MIDAS questionnaire was used for evaluating teachers' multiple intelligence and socio-affective questionnaire for testing teachers' socio-affective strategies use. The findings of this research showed that there was strong relationship between teachers' intrapersonal and musical intelligence and their socio-affective strategies use. In another research Samiee (2013), Iranian EFL teachers' Socio-affective strategies use and its relation with learners' learning motivation: Novice teachers vs. experienced teachers. To carry out the study, 36 English teachers and 350 learners participated in this research. The results showed that there was a relationship between teachers' socio-affective strategies use and their learners' motivation for learning English.

Ahour and Hassanzadeh (2015), carried out an investigation of the relation between self-esteem, indirect strategy use and Iranian intermediate EFL learners' oral language proficiency. The results showed that learners' indirect strategies use (metacognitive, social, and affective) and their self-esteem significantly are correlated.

In conclusion, it can be inferred from an evaluation of the above-mentioned research that different aspects of teachers' classroom management, their self-esteem and socio-affective strategies use in education and particularly in foreign language education have been investigated. Some researchers examined the classroom management and two other variables separately, while others investigated the relation of them with each other each (e.g., classroom management and self-esteem or socio-affective of teachers). But there is no study known to the researcher investigating the relationship of teachers' classroom management with self-esteem and socio-affective factors in language institution context.

CHAPTER 3

Methodology

3.1 Introduction

This study is an attempt to find the relationship among EFL teachers' classroom management, self-esteem, and their socio-affective strategy use. In the previous chapter, the theoretical and empirical background to the variables were reviewed. In this chapter the study will be explained in terms of participants, instruments, procedure, design, and data analysis.

3.2 Participants

The participants in this study involved 30 EFL teachers teaching in different levels with age range of 25-36 and 150 learners with the age range of 15-31, including males and females from three institutes in Tabriz. They were selected based on convenience sampling. These institutions were Goldis, Satren and Alef. Five learners of every teacher were chosen randomly and they answered the questions of inventory that were about their teachers.

3.3 Instruments

The data were collected through the questionnaires. In this study, three instruments were used, those instruments were socio-affective strategy questionnaire, teachers' sense of efficacy scale for measuring classroom management, and self-esteem questionnaire which are as follows:

3.3.1 Teachers' Sense of Efficacy Scale

Teachers' sense of efficacy scale, developed by Tschannen-Moran and Woolfolk Hoy (2001) was answered by teacher participants. This questionnaire has two versions; long form and short form. Long form had 24 questions and short form had 12 questions. In this study, the researcher used this questionnaire for measuring teachers' classroom management. The researcher

used the long form and removed one questions of that because all of the questions are not about the classroom management that the researcher intended and also modified four questions completely to be in line with our study's goal. Then made it into the likert scale form that started with very much, much, moderate, little, and ended to very little (see Appendix A). The reliability of the questionnaire was calculated by Cronbach Alpha that was 0. 707. This questionnaire was not translated, because the teachers were able to understand it easily.

3.3.2 Socio-Affective Strategy Use Questionnaire

For measuring teachers' socio-affective strategies use, teachers' students answered the questionnaire about their teachers. To this end, 150 learners participated in this study and answered the questionnaire. This inventory was originally designed by Jabbarpour (2009), involving two parts, observer questionnaire and student questionnaire. The researcher only used the second part (student questionnaire) with 18 questions. Ansari (2015), also used only the second part of this questionnaire in her research. The reliability of this questionnaire was measured by Cronbach Alpha which was 0. 705. This inventory also is a likert scale type, and starts with very much, much, moderate, little, and ended to very little (see Appendix B)

3.3.3 Self-Esteem Questionnaire

The third questionnaire used in this study is Coopersmith self-esteem questionnaire (1967) that has 58 questions but eight questions are the polygraph tests (6, 13, 20, 27, 34, 41, 48, 55), they not be accounted in statistics. Every question has two options; like me, unlike me. And it was filled up by teacher participant like the first questionnaire in this research. The reliability of this questionnaire was measured by Kuder Richardson reliability test which was 0. 79. This questionnaire was not translated, because the teachers were able to understand it easily (see Appendix C).

3.4 Procedure

This study was carried out in summer 2018 in three institutes in Tabriz, the name of these institutions are Goldis, Satren, and Alef. To this end, 30 teachers and 150 learners participated in this study (five learners of every teacher). There were three questionnaires; two of which were about teachers' self-esteem and management and they were filled up by teacher participants and the third one was about teachers' socio-affective strategies use that was answered by learners.

After answering questionnaires by participants, data were gathered. In the classroom management and teacher socio-affective strategies use questionnaires, "very much" got five point and "very little" got one point, in the self-esteem questionnaire "like me" got one point and "unlike me" got zero. In this research, because the number of teacher participants and learners was different, so the researcher used aggregate way for making homogeneous the mean of socio-affective strategies use variable with mean of other two variables. Then data analyzed by Pearson Product-Moment Correlation Coefficient and Multiple Regression in SPSS. The content of the questionnaires were tested through experts' views.

3.5 Design

The design of the study was descriptive correlational design. The variables of the study were Iranian EFL teachers' socio-affective strategies use, self-esteem, and classroom management. Thus, the relationship among the variables was investigated. In addition, the researcher investigated to what extent teachers' self-esteem and their socio-affective strategies use can predict their classroom management.

3.6 Data analysis

In order to analyze the data, the 23rd version of Statistical Package for the Social

Sciences (SPSS) Software was used. First, the descriptive analyses were done, then one-sample Kolmogorov-Smirnov tests was run on the obtained scores to ensure the normality of the distributions. In addition, Pearson correlation and linear regression was used. To find the relationship among Iranian EFL teachers' classroom management, self-esteem and socio-affective strategies use, Pearson Correlation was run. Furthermore, for predicting teachers' classroom management through their self-esteem and socio-affective strategies use, the multiple regression in Enter Method was used.

CHAPTER 4

Results and Discussion

4.1 Introduction

In this chapter, after presenting the data analyses regarding the reliability of scores of instruments, first, the descriptive analysis for the Iranian EFL teachers' classroom management, socio-affective strategies use, and self-esteem will be presented. The hypotheses of the study as follows:

- 1- There is a significant relationship between Iranian EFL teachers' classroom management and self-esteem.
- 2- There is a significant relationship between Iranian EFL teachers' classroom management and socio-affective strategies use.
- 3- There is a significant relationship between Iranian EFL Teachers' socio-affective strategies use and self-esteem.
- 4- Teachers' self-esteem and socio-affective strategies use predict significantly their classroom management.

4.2 Data Analysis

4.2.1 Reliability of the Questionnaires

Cronbach's alpha coefficient is one of the most common methods for measuring the reliability of questionnaires. Cronbach's low reliability coefficient is 45%; 75% is moderate and acceptable, and the 95% is highly recommended.

Table 4.1

Cronbach's Alpha Analysis for Reliability of the Classroom Management Questionnaire

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.683	.707	23

According to Table 4.1, reliability for classroom management questionnaire is 0.70 which is acceptable.

Table 4.2

Cronbach's Alpha Analysis for Reliability of the Socio-Affective Strategies Use Questionnaire

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.674	.705	18

As Table 4.2 indicates, reliability for socio-affective strategies use questionnaire is 0.70 which is acceptable.

For measuring self-esteem, Kuder Richardson reliability test was used, because questions of this questionnaire had two responses unlike the other two questionnaires. So first, the researcher should find the amount of mean and variance as Table 4.3 shows, then put these two amounts and numbers of questions in a Kuder Richardson reliability formula and get the amount of reliability that was 0.79.

Table 4.3

N	Valid	10
	Missing	0
Mean		27.3000
Variance		54.011

Table 4.3 shows the amount of variance and mean for self-esteem questionnaire.

Kuder Richardson Formula:

$$r_2 = \frac{n}{n-1} \left(1 - \frac{\bar{x}(n-\bar{x})}{nS^2} \right) \quad 0.79 = \frac{10}{10-1} \left(1 - \frac{27.3(10-27.3)}{10 \times 54.01^2} \right)$$

In this formula x is mean, n is the number of participants for pilot, and S is variance.

4.2.2 Checking the Variables' Normal Distribution

In order to test the normality of the variables, One-Sample Kolmogorov Test was used.

Table 4.4

One-Sample Kolmogorov Test for Measuring the Variables Normal Distribution

		Self-Steem	socio-affective strategies	EFL teachers classroom management
N		30.00	30.00	30.00
Normal Parameters ^{a,b}	Mean	21.70	73.82	93.93
	Std. Deviation	9.40	6.40	8.81
Most Extreme Differences	Absolute	.12	.11	.16
	Positive	.12	.11	.11
	Negative	-.12	-.10	-.16
Kolmogorov-Smirnov Z		.68	.61	.87
Asymp. Sig. (2-tailed)		.75	.85	.43

a. Test distribution is Normal.

b. Calculated from data.

According to table 4.7, pre-assumption of normality of variables is confirmed ($P > 0/05$). In this research the Pearson Parametric test and Linear Regression were used.

4.2.3 Descriptive Statistics of Teachers' Self-Esteem

The data were collected through a questionnaire from 30 teachers. It was self-esteem questionnaire developed by Coppersmith (1967). This questionnaire had 58 items that eight of them were polygraph tests. Table 4.4 shows the related statistics:

Table 4.5

Descriptive statistics of the Teachers' Self-Esteem

N	Valid	30
	Missing	0
Mean		21.70
Std. Deviation		9.40
Skewness		.26
Std. Error of Skewness		.43
Range		40.00
Minimum		5.00
Maximum		45.00

As Table 4.4 indicates, the mean of teachers' self-esteem was 21.70 and the standard deviation of 9.40. Figure 4.1 indicates the distribution of the teachers' self-esteem.

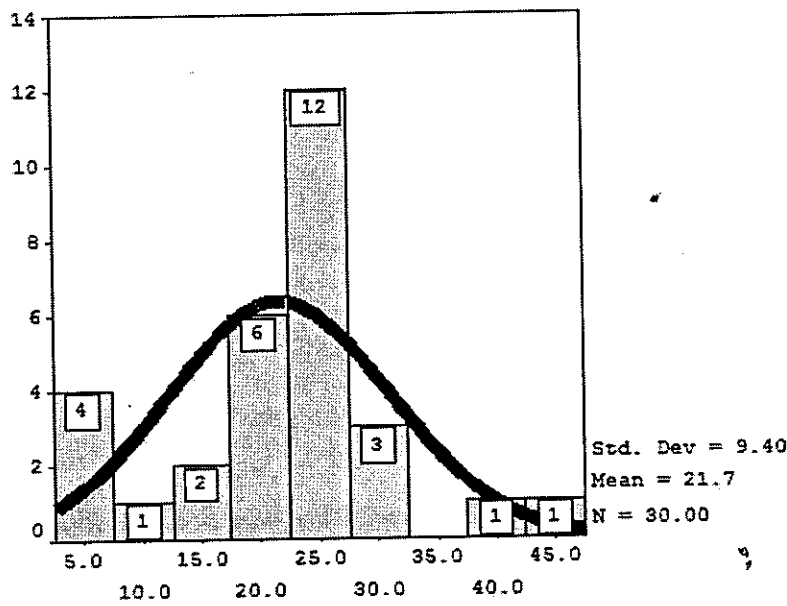


Figure 4.1 Descriptive Statistics of the Teachers' Self-Esteem

4.2.4 Descriptive Statistics of the Teachers' Socio-Affective Strategies Use

In order to assess teachers' socio-affective strategies use, the questionnaire originally designed by Jabbarpour (2009) was utilized in this research. Questions of this questionnaire were answered by students' of every teacher. To this end, 150 learners participated in this research. This questionnaire had 18 questions with five-point likert scale. The Table 4.5 displays this analysis:

Table 4.6

Descriptive Statistics of the Teachers' Socio-Affective Strategies Use

N	Valid	30.00
	Missing	.00
Mean		73.82
Std. Deviation		6.40
Skewness		.04
Std. Error of Skewness		.43
Range		19.80
Minimum		64.60
Maximum		84.40

According to Table 4.5, the mean of teachers' socio-affective strategies use from learners' views is 73.8 and the standard deviation is 6. 40. Figure 4.2 indicates the distribution of the teachers' socio-affective strategies use.

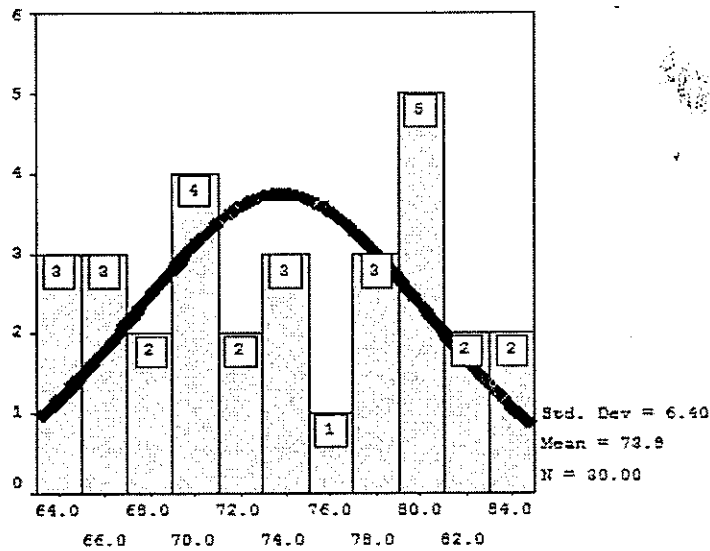


Figure 4.2 *Descriptive Statistics of the Teachers' Socio-Affective Strategies Use*

4.2.5 Descriptive Statistics of Teachers' Classroom Management

For collecting data for teachers' classroom management, teachers' sense of efficacy scale designed by Tschannen-Moran, and Woolfolk Hoy (2001) was used. In the present study, the researcher modified it. This questionnaire filled out by 30 teachers. It had 23 questions with five-point likert scale. Table 4-6 displays the descriptive statistics of the analysis:

Table 4.7

Descriptive Statistics of the Teachers' Classroom Management

N	Valid	30.00
	Missing	.00
Mean		93.93
Std. Deviation		8.81
Skewness		-.14
Std. Error of Skewness		.43
Range		31.00
Minimum		79.00
Maximum		110.00

As Table 4.6 indicates, the mean of teachers' classroom management is 93.9 and the standard deviation is 8.81. Figure 4.3 displays the distribution of the teachers' classroom management.

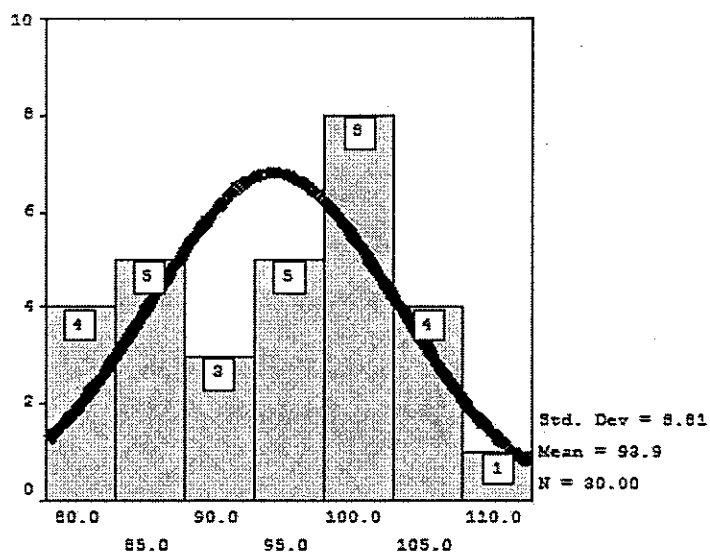


Figure 4.3 Descriptive Statistics of the Teachers' Classroom Management

4.3 Testing Hypotheses

4.3.1 Hypothesis one: there is a significant relationship between Iranian EFL teacher' classroom management and self-esteem.

To test the first hypothesis, Pearson Correlation Coefficient was used (Table 4.8).

Table 4.8

Correlation between Teachers' Classroom Management and their Self-Esteem

		EFL teachers classroom management
Self-Steem	Pearson Correlation	.857**
	Sig. (2-tailed)	.000
	N	30
EFL teachers classroom management	Pearson Correlation	1
	Sig. (2-tailed)	.
	N	30

Based on Table 4.8, $P = 0.00$ and < 0.05 and $r = 0.85$, so there is a positive and significant relationship between teachers' classroom management and self-esteem. So the hypothesis one is supported. In addition, the coefficient of determination is $R^2 = 0.72$, it means that by teachers' self-esteem with 72% can predict the teachers' classroom management.

4.3.2 Hypothesis two: there is a significant relationship between EFL teachers' classroom management and socio-affective strategies use.

To test the second hypothesis, Pearson Correlation Coefficient was used (Table 4.9).

Table 4.9

Correlation between Teachers' Classroom Management and their Socio-Affective Strategies

Use

		EFL teachers classroom management
socio-affective strategies	Pearson Correlation	.847**
	Sig. (2-tailed)	.000
	N	30
EFL teachers classroom management	Pearson Correlation	1
	Sig. (2-tailed)	.
	N	30

Based on Table 4.9, $P = 0.00$ and < 0.05 and $r = 0.84$, so there is a positive and significant relationship between teachers' classroom management and socio-affective strategies use. So the hypothesis two is supported. In addition, the coefficient of determination is $R^2 = 0.70$, it means that teachers' socio-affective strategies use with 70% can predict the teachers' classroom management.

4.3.3 Hypothesis three: there is a significant relationship between EFL teachers' self-esteem and socio-affective strategies use.

To test the third hypothesis, Pearson Correlation Coefficient was used (Table 4.10).

Table 4.10

Correlation between Teachers' Self-Esteem and their Socio-Affective Strategies Use

		socio-affective strategies
Self-Steem	Pearson Correlation	.648**
	Sig. (2-tailed)	.000
	N	30
socio-affective strategies	Pearson Correlation	1
	Sig. (2-tailed)	.
	N	30

Based on Table 4.10, $P = 0.00$ and < 0.05 and $r = 0.64$, so there is a positive and significant relationship between teachers' classroom management and socio-affective strategies use. So the hypothesis three is supported. In addition, the coefficient of determination is $R^2 = 0.40$, it means that by teachers' self-esteem with 40% can predict the teachers' socio-affective strategies use.

4.2.4 **Hypothesis four:** teachers' self-esteem and socio-affective strategies use predict their classroom management.

For predicting teachers' classroom management through their self-esteem and socio-affective strategies use, multiple regression with enter method was utilized (Table 4.11).

Table 4.11

Multiple Correlation Coefficient for Predicting Teachers' Classroom Management

Model Summary			
Model	R	R Square	Adjusted R Square
1	.938 ^a	.880	.872

a. Predictors: (Constant), socio-affective strategies, Self-Steem

According to Table 4.11 it was observed that multiple correlation coefficient of self-esteem and socio-affective strategies use with teachers' classroom management is equal to $R = 0.93$, the coefficient of determination $R^2 = 0.88$, and the net determination coefficient $R^2 = 0.87$. It means that totally, teachers' self-esteem and socio-affective strategies use indicate 87% of teachers' classroom management and the left 13% of classroom management variance was determined by other variables which are outside of the concern of this research. Therefore, the hypothesis four is supported.

Table 4.12 shows the analysis of variance for meaningful regression analysis.

Table 4.12

Analysis of Variance for Meaningful Regression Analysis

ANOVA ^b						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1982.546	2	991.273	99.377	.000 ^a
	Residual	269.321	27	9.975		
	Total	2251.867	29			

a. Predictors: (Constant), socio-affective strategies, Self-Steern

b. Dependent Variable: EFL teachers classroom management

Table 4.12 indicates that the determined regression shape is linear, based on analysis of variance. Because the amount of F test for showing the significance of effective variables for predicting teachers' classroom management is 99.37 with significance level of $P=0.000$ and $p<0.05$.

Table 4.13 shows the analysis of self-Esteem and socio-Affective strategies use coefficients in the form of Regression in Enter method

Table 4.13

Self-Esteem and Socio-Affective Strategies use Coefficients in the Form of Regression in Enter Form

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	32.068	7.863		4.078	.000
	Self-Steem	.497	.082	.531	6.073	.000
	socio-affective strategies	.692	.120	.503	5.754	.000

a. Dependent Variable: EFL teachers classroom management

According to Table 4.13 and unstandardized Beta coefficients, the fix amount of (α) is equal to 32.06, β of teachers' self-esteem is 0.49 and β of the teachers' socio-affective strategies use is 0.69 that predict teachers' classroom management in significant level ($P < 0.05$).

Finally, with removing the fix amount of (α) through the standardizing the amounts of intended variable, the teachers' self-esteem with $\beta = 0.53$ and their socio-affective strategies with $\beta = 0.50$ have notable role in predicting teachers' classroom management ($P < 0.05$). So Self-esteem can predict teachers' classroom management a little more than socio-affective strategies use.

4.4 Discussion

The present study was an attempt to find out the relationship among Iranian EFL teachers' classroom management, self-esteem, and socio-affective strategies use. To this end, the researcher proposed the four hypotheses. The result for the first hypothesis showed that there is a significant relationship between teachers' classroom management and their self-esteem. The second hypothesis also showed the relationship between Iranian EFL teachers' classroom management and their socio-affective strategies use. In addition, the results of the third hypothesis indicated the

existence of a relationship between teachers' self-esteem and their socio-affective strategies use. Furthermore, this research indicated that, teachers' self-esteem and socio-affective strategies use can predict their classroom management, so the fourth hypothesis is confirmed, too.

EFL teachers should give importance to classroom management as a notable factor for their learners' achievement. To this regard, Rahimi and Mirzaee (2017) studied the relationship among EFL teachers' classroom management, creativity and their learners' improvement. They observed that there is a significant relationship between teachers' classroom management and their learners' improvement. Maroua (2016) also investigated the role of teachers' classroom management on pupils' achievement in EFL context. Maroua (2016) indicated that there is a positive relationship between teachers' classroom management and learners' successes. Therefore, as the results of the studies indicate, classroom management has a decisive role in students' success.

Teachers for being successful in managing and teaching need some features like self-esteem. Self-esteem is significant for an individual's success. The relationship between self-esteem and academic achievement is one that is regarded by many educators as an important factor. The results of Shariati's (2017) study is in line with our findings. According to Shariati's study (2017), there is a relationship between teachers' classroom management and their self-esteem. This researcher, studied the relationship among EFL teachers' classroom management, self-esteem and critical thinking. Fleva, Khan, and Qazi (2015) investigated the role of teachers' self-esteem and self-efficacy in teachers' efficacy and showed that teachers with high self-esteem and self-efficacy have good performance in their class. Isaac, Lawer, and Seth (2016), in their research investigated the teachers' self-esteem but they realized that there was no relationship between their self-esteem and their academic achievement.

The result from hypothesis two indicated that there is a significant relationship between EFL teachers' classroom management and their socio-affective factors use. Ansari (2015) investigated the EFL teachers' socio-affective strategies use in their classes and concluded that teachers for performance of a good teaching consider the socio-affective strategies in their classes. The results of the study is also similar to the findings in this study.

The results from hypothesis three indicated there is a significant relationship between teachers' self-esteem and their socio-affective strategies use. Meskauskiene (2015) investigated the importance of social skills on self-esteem, and stated that academic achievement, learning climate and social skills affect a person's self-esteem. Low self-esteem influences an individual's affective factors (Aliva, 2007, as cited in Habrat, 2018). Those people who have high self-esteem and good views about themselves, they can talk about their emotions and attitudes easily and also have positive social relationship with others (Habras, 2018). So these studies are in line with our study.

Based on above mentioned studies, it can be discussed that classroom management is an important factor for providing an effective classroom and learners' improvement and for such a good management, some factors like socio-affective and self-esteem are needed. As hypothesis four showed, teachers' self-esteem and socio-affective strategies use can predict their classroom management. Furthermore, self-esteem can predict teachers' classroom management more than socio-affective strategies use.

CHAPTER 5

Conclusion, Pedagogical Implications, and Suggestions for Further Study

5.1 Conclusion

Management of the class time and subjects, providing learners' dialogue requirements and creating an attractive classroom activities for learners are teachers' tasks (Brown, 2001). Teachers for their classroom management need some features like self-esteem and socio-affective factors as were mentioned in this study. Teachers with high self-esteem have the ability to govern their class even in a very difficult situation and also such teachers can think more about their carrier and afford to deal with classroom issues (Burden, 1995). It is needed for teachers to have and be aware of socio-affective skills to have a good relationship with students, answer learners' questions patiently, be energetic, prepare a classroom without stress, and give importance to requirements of learners (Babayi & Sadeghi, 2009).

This study investigated the relationship among Iranian EFL teachers' classroom management, self-esteem and socio-affective strategies use. To this end, the data for classroom management were collected through the Teacher efficacy scale developed by Tschannen-Moran and Woolfolk Hoy (2001). For collecting data of teachers' self-esteem, Coopersmith (1967) self-esteem inventory was used. In addition, the data for teachers' socio-affective strategies use were collected by Jabbarpour questionnaire (2009).

The results of this study indicated that, there is a significant relationship among Iranian EFL teachers' classroom management, self-esteem, and socio-affective strategies use. In

addition, teachers' self-esteem and socio-affective strategies use can predict their classroom management.

Therefore, it can be concluded that by increasing self-esteem in teachers, their socio-affective strategies use enhance, too. In addition, socio-affective strategies use and high self-esteem in teachers cause them to manage their class well.

5.2 Pedagogical Implication

This study suggests some pedagogical implications for EFL teachers, learners, and institutes. First, teachers should increase their self-esteem and socio-affective strategies use for managing their class well. Teacher with high self-esteem not only can improve performance of themselves well, but also cause their learners to increase their self-esteem and performance. Furthermore, with applying socio-affective strategies by teachers in their classes, learners will have high motivation for doing their tasks and also regular presence in the classroom. Also, institutes should help teachers increase their self-esteem or choose those teachers that have high self-esteem. In addition, institutes encourage teachers to use socio-affective strategies in their class for having a good environment.

5.3 Suggestion for Further Research

Researchers offer some further research. Further studies are needed to support the results of the present study. Some suggestions are as follows:

1- The present research was done in institutes, a similar study can be done in schools or universities.

2- In the present study, the participants were teachers and learners. But in the future study the presence of an observer in classes increases the research credibility.

3- In this study, gender and age were not paid attention, in the future research it can be considered.

4- In this study, teachers' proficiency level was not paid attention, in the future study it can be studied.

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Teachers' Sense of Efficacy Scale (Classroom Management)

Gender: Male..... Female.....

Dear respondent, below there are 23 questions about teachers' efficacy of classroom management and every question has five items. Please answer them.

Thanks for your attention.

	Very Much	Much	Moderate	Little	Very Little
1- How much can you do to get through to the most difficult students?					
2- How much can you do to control disruptive behavior in the classroom?					
3- How much can you do to motivate students who show low interest in school work?					
4- To what extent can you make your expectations clear about student behavior?					
5- How much can you do get students to believe they can do well in school work?					
6- How much you give importance to classroom climate?					
7- How much can you establish routines to keep activities running smoothly?					
8- How much can you do to help your students' value learning?					
9- How much you gauge student comprehension of what you have taught?					
10- To what extent you provide opportunity for all learners to speak and learn?					
11- How much can you do to foster student creativity?					

12- How much can you do to get children (students) to follow rules?					
13- How much can you do to improve the understanding of a student who is failing?					
14- How much can you do to calm a student who is disruptive or noisy?					
15- How well can you establish a classroom management system with each group of students?					
16- How much can you do to adjust your lessons to proper level for individual students?					
17- How much can you use variety of assessment strategies?					
18- How well can you keep a few problematic students from ruining an entire lesson?					
19- To what extent can you provide an alternative explanation or example when students are confused?					
20- How much do you use group work in the classroom?					
21- How much can you manage your class time?					
22- How well can you implement alternative strategies in your classroom?					
23- How well can you provide appropriate challenges for very capable students?					

Developed by Tschannen-Moran and Woolfolk Hoy (2001) with 24 questions, but modified by the researcher of the present study.

Appendix B

Socio-affective strategies use (student questionnaire)

این پرسشنامه شامل ۱۸ سوال میباشد، و هر سوال ۵ گزینه دارد. لطفا در مقابل پاسخ مورد نظر تیک بزنید.
از همکاری صمیمانه شما زبان آموزان سپاسگذارم.

سطح آموزشی:

جنسیت: زن مرد

سن:

۱- تا چه حد معلمان با چهره ای شاد و بشاش در کلاس حضور میابد؟

الف) خیلی زیاد ب) زیاد ج) متوسط د) کم ه) خیلی کم

۲- تا چه حد معلم فضای شادی را برای شما فراهم میکند؟

الف) خیلی زیاد ب) زیاد ج) متوسط د) کم ه) خیلی کم

۳- تا چه حد شوخ طبعی معلم باعث تمسخر غیر عمدی شاگردان میشود؟

الف) خیلی زیاد ب) زیاد ج) متوسط د) کم ه) خیلی کم

۴- تا چه حد برخورد معلم با شما سبب ایجاد حس توانایی در شما می شود؟ (حس تو میتوانی را به شما القا کند؟)

الف) خیلی زیاد ب) زیاد ج) متوسط د) کم ه) خیلی کم

۵- تا چه حد در کلاس وی، دید مثبتی به مطالب و یادگیری آنها دارید؟

الف) خیلی زیاد ب) زیاد ... ج) متوسط ... د) کم ... ه) خیلی کم ...

۶- تا چه حد معلم علاقه خود را نسبت به درس ابراز می کند؟

الف) خیلی زیاد ب) زیاد ... ج) متوسط ... د) کم ... ه) خیلی کم ...

۷- تا چه حد حین تشویق دیگران در شما انگیزه تلاش ایجاد می شود؟

الف) خیلی زیاد ب) زیاد ... ج) متوسط ... د) کم ... ه) خیلی کم ...

۸- تا چه حد معلم به شخصیت افراد احترام می گذارد؟

الف) خیلی زیاد ب) زیاد ... ج) متوسط ... د) کم ... ه) خیلی کم ...

۹- تا چه حد هنگام عصبانیت از عبارات توهین آمیز استفاده می کند؟

الف) خیلی زیاد ب) زیاد ... ج) متوسط ... د) کم ... ه) خیلی کم ...

۱۰- تا چه حد معلم تحت تاثیر عوامل خارجی (از قبیل ثروت، سطح علمی، آشنایی قبلی با والدین و ...) قرار میگیرد؟

الف) خیلی زیاد ب) زیاد ... ج) متوسط ... د) کم ... ه) خیلی کم ...

۱۱- تا چه حد در اجرای قوانین کلاس عادلانه برخورد می کند؟

الف) خیلی زیاد ب) زیاد ... ج) متوسط ... د) کم ... ه) خیلی کم ...

۱۲- تا چه حد معلمان با شور و هیجان تدریس میکنند؟

الف) خیلی زیاد ب) زیاد ... ج) متوسط ... د) کم ... ه) خیلی کم ...

۱۳- تا چه حد با استفاده از دانش قبلی شما، قبل از ارائه مطالب جدید، شما را برای دریافت مطالب آماده می‌کند؟

الف) خیلی زیاد ب) زیاد ج) متوسط د) کم ه) خیلی کم

۱۴- تا چه حد معلم مثال‌هایی که برای توضیح درس میزند از وضوح کافی برخوردار بوده و شما را در درک درس کمک می‌کند؟

الف) خیلی زیاد ب) زیاد ج) متوسط د) کم ه) خیلی کم

۱۵- تا چه حد نوع عکس‌العمل معلم در پاسخ به اولین سوالی که در کلاس پرسیده‌اید باعث تشویق شما در جهت پرسش سوالات بیشتر شده است؟

الف) خیلی زیاد ب) زیاد ج) متوسط د) کم ه) خیلی کم

۱۶- تا چه حد برای رفتارهای مثبت افراد پاداش مناسبی در نظر می‌گیرد؟

الف) خیلی زیاد ب) زیاد ج) متوسط د) کم ه) خیلی کم

۱۷- تا چه حد برای رفتارهای منفی افراد تنبیه مناسبی در نظر می‌گیرد؟

الف) خیلی زیاد ب) زیاد ج) متوسط د) کم ه) خیلی کم

۱۸- تا چه حد معلم برخورد یکسانی با همه دارد؟

الف) خیلی زیاد ب) زیاد ج) متوسط د) کم ه) خیلی کم

Appendix C

Coopersmith Self-Esteem Inventory

Gender: Male Female

Dear respondent, below there are 58 questions about your self-esteem and every question has two items. Please answer them. Thanks for your attention.

Like me	Unlike Me	
		1- I spend a lot of time daydreaming.
		2- I am pretty sure of myself.
		3- I often wish I were someone else.
		4- I'm easy to like.
		5- My family and I have a lot of fun together.
		6- I never worry about anything.
		7- I find it very hard to talk in front of a group.
		8- I wish I were younger.
		9- There are lots of things about myself I'd change if I could.
		10- I can make my mind without too much trouble.
		11- I am a lot of fun to be with.
		12- I get upset easily at home.
		13- I always do the right thing.
		14- I am proud of my work.
		15- Someone always has to tell me what to do.
		16- It takes me a long time to get used to anything new.
		17- I'm often sorry for things I do.
		18- I am popular with people my own age.
		19- My family usually considers my feelings.
		20- I'm never happy.
		21- I'm doing best work that I can.
		22- I give in very easily.
		23- I can usually take care of myself.
		24- I'm pretty happy.
		25- I would associate with people younger than me.
		26- My family expect too much of me.
		27- I like everyone I know.
		28- I like to be called on when I am in a group.
		29- I understand myself.
		30- It's pretty tough to be me.
		31- Things are all mixed up in my life.
		32- People usually follow my ideas.

Like Me	Unlike Me	
		33- No one pays attention to me at home.
		34- I never get scolded.
		35- I'm not doing as well at work as I'd like to.
		36- I can make up my mind and stick to it.
		37- I really don't like being a man/woman.
		38- I have a low opinion of myself.
		39- I don't like to be with other people.
		40- There are many times when I'd like to leave home.
		41- I'm never shy.
		42- I often feel upset.
		43- I often feel ashamed of myself.
		44- I'm not as nice-looking as most people.
		45- If I have something to say, I usually say it.
		46- People pick on me very often.
		47- My family understands me.
		48- I always tell the truth.
		49- My employer or supervisor makes me feel I'm not good enough.
		50- I don't care what happen to me.
		51- I'm failure.
		52- I get upset easily when I am scolded.
		53- Most people are better liked than I am.
		54- I usually feel as if my family is pushing me.
		55- I always know what to say to people.
		56- I often get discouraged.
		57- Things usually don't bother me.
		58- I can't be depended on.

This questionnaire developed by Coopersmith in 1967.

چکیده

خودباوری و استراتژیهای عاطفی اجتماعی معلمان، همراه با مدیریت کلاسی آنان فاکتورهای مهمی هستند که به برقراری یه محیط خوب برای یادگیری و تدریس کمک می کنند. در این مطالعه، پژوهشگر سعی کرد رابطه بین مدیریت کلاسی، خود باوری، و استراتژی های عاطفی و اجتماعی معلمان زبان خارجی را بررسی کند. و به این منظور، ۳۰ معلم که در سطوح مختلف تدریس می کردند و ۱۵۰ زبان آموز شامل زن و مرد از سه آموزشگاه الف، ساترن و گلدیس شرکت کردند. زبان آموزان در این مطالعه به منظور پر کردن پرسشنامه در ارتباط با استراتژی های عاطفی و اجتماعی معلمان شرکت کردند. در این مطالعه سه پرسشنامه برای جمع آوری داده ها استفاده شد. پرسشنامه استراتژی عاطفی اجتماعی معلمان توسط زبان آموزان پر شد، و پرسشنامه خودباوری معلمان و مدیریت کلاسی آنان توسط خود معلمان پاسخ داده شد. بعد از جمع آوری داده ها و آنالیز آنها در SPSS مشخص شد که بین خود باوری معلمان، استراتژی های اجتماعی و عاطفی، و مدیریت کلاسی آنان رابطه قوی وجود دارد. همچنین در این تحقیق مشخص شد که استراتژی های عاطفی اجتماعی و خود باوری معلمان می توانند به میزان ۸۷٪ درصد مدیریت کلاسی آنان را پیش بینی کنند. نتایج بدست آمده می تواند هم برای معلمان و هم برای زبان آموزان مفید باشد.



باسمه تعالی

صورت جلسه دفاع

با تأییدات خداوند متعال، جلسه دفاع از پایان نامه کارشناسی ارشد/ دکترای حرفه‌ای خانم / آقای عاطفه سعادت الانق به شماره دانشجویی: ۹۵۰۱۸۰۲۶۷ دانشجوی رشته: زبان انگلیسی گرایش: آموزش زبان انگلیسی مقطع: کارشناسی ارشد با عنوان: رابطه بین استراتژی های اجتماعی-عاطفی، خودباوری و مدیریت کلاس در معلمان ایرانی زبان انگلیسی با حضور اعضاء هیئت داوران در دانشگاه آزاد اسلامی واحد تبریز در تاریخ ۹۷/۱۱/۱ ساعت ۱۱ تشکیل گردید.

امضاء اعضاء هیأت داوری

نام و نام خانوادگی اعضاء هیأت داوری

سمت
استاد راهنمای اول

دکتر مهناز سعیدی

استاد مشاور اول

دکتر

مکمل
۹۷/۱۱/۱

استاد داور داخلی

دکتر آهور توران

استاد داور خارجی

دکتر یوسفی آذرقام علی اصغر

مدیر گروه

دکتر ناصر دشت پیما

الف) دفاع از پایان نامه در تاریخ ۹۷/۱۱/۱ با حضور اعضاء فوق برگزار و با درجه ممتاز به تصویب رسید.

این قسمت توسط اداره پژوهش و فن آوری دانشکده تکمیل می شود.

ب) نمره حاصل از ارزشیابی مقاله / مقالات / تولیدات علمی دانشجو برابر ضوابط محاسبه و مجموع نمره دفاع و مقاله با درجه ممتاز به تصویب رسید.

معاون پژوهش و فن آوری

امضاء رئیس دانشکده

رئیس اداره پژوهش و فن آوری دانشکده

احمد منجی



دانشگاه آزاد اسلامی

واحد تبریز

دانشکده ادبیات فارسی و زبانهای خارجی

پایان نامه جهت دریافت درجه کارشناسی ارشد

گرایش: آموزش زبان

عنوان:

رابطه بین مدیریت کلاسی، خودباوری، و استراتژیهای اجتماعی عاطفی

معلمان زبان خارجی

استاد راهنما:

دکتر مهناز سعیدی

نگارش:

عاطفه سعادت

زمستان ۱۳۹۷