Classroom Management

The Effectiveness of Teacher's Roles

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Abstract

The current study aimed at investigating and exploring the effective roles of English teacher on the development of classroom management as well as the enhancement of learners achievement in Taibah University, Ula Branch. Teacher's roles take account of teacher's classroom language, teacher's responsibilities, and the criticism and the evaluation of teacher's performance. This research claims that the teacher who makes great activation of his roles in classroom, tends to be the top and the most first factor that improves classroom management and enriches learners knowledge. Quantitative method has been chosen because it provides statistical data from English teachers using questionnaire. Factual information was collected and arranged in graphs. The results were analyzed and compared with previous studies. The participants' responses provided supportive evidence and were fully consistent with this study.

Keywords: Teachers roles, Classroom management, Students achievement, Criticism

1. Introduction

Classroom management is a very complicated issue in the field of education. It resembles a surgery operation in heart clinic. It consists of diverse linguistic, communicative, and social aspects. Among these features are the lesson plan, the syllabus taught, the techniques used, the methods of teaching as well as teaching supports. Classroom management is almost always influenced by institute regularities, students background, teacher's background, outside institute environment and education goals. Moreover, in recent years, lots of research studies have essentially focused on technology applications in the institutes of education. Technology equipment such as smart boards, smart phones, I pad, I tool, projectors and computers have become a part of classroom environment.

In addition, the internet has encouraged students independent learning. Teachers can upload additional resources in form of videos, audios or interactive images. This information can be down loaded into students laptops or smart phones. Learners can find and use these resources without any help or support of teachers. With the internet, the world will be a small classroom. E- learning changes the everyday process of teaching and learning. Learners can be in home country and study in other state and teachers can be in a certain region and teach in another region.

Although classroom management involves all the above mentioned aspects, the most prominent way that leads to the enhancement of classroom management, is the effective performance of the teacher's duties. This paper assumes that the constant establishment of teacher's appropriate classroom language, teacher's responsibilities and the criticism and evaluation of teacher's performance acts as a corner stone of classroom management.

2. Statement of the Problem

English classroom teacher at university level, in Ula State, Saudi Arabia always attempts to make harmony of controversial issues. It is very hard to manage these meticulous issues. The first instance of this problem is that student's lack of English knowledge because of his/her previous school background. In Saudi Arabia, public schools start teaching English subject at primary four and continue to the third level of high schools. Within these 9 years, the students have to study English syllabuses intensively. They have to learn adequately English alphabet, names and sounds via the resources of phonograms. The learners also have to focus on English literacy such as dictating words, decoding spelling rules, words roots, etc. Unfortunately, by the end of this respective period, there is a wide gap between English courses students studied and a very limited information students gained from these courses. This gap appears because in general education, teachers do not teach intensive phonics and phonograms in English classroom, therefore, students lack knowledge and practice of reading fluency. Teachers also introduce activities of reading passages before teaching students how to read words. In this case most students do reading by guessing, Eide (2012). In addition, teachers limit students awareness to a very narrow area in English textbooks (i.e. some simple examples) although the syllabuses contain rich and valuable resources of information, Abdel Rahman (2016). When these learners enter universities, they feel dissatisfaction and that proves frustration both for teachers and students.

On the other hand, university lecturers have different background. The majority of teachers are from abroad. They are well qualified with enough teaching experience at university colleges from their home countries. They come to KSA with full enthusiasm and inspire confidence. They are methodological, effective and co-operative. These teachers are very sensitive to learners as people. They know how to listen well to students and respect individuality. They also identify how to pause lessons to match the learners' needs, give clear information and feedback. When these teachers come to practical work at lecture rooms, they feel disappointment about their students' EFL levels. They start complaining to administrators.

In the same line, internet resources exposed everywhere in colleges. Teachers prepare complete lessons, lectures, assignments online for their students. They can mark students absences, correct learners work, send results and give feedback online. Similarly, learners

have to do their homework, check attendance, find results and make registration online. Although this on and off line classroom work varies techniques of teaching English and facilitates the efforts of teachers, it gets poor English level students lose concentration. Not all students are able to cope within this sort of E-learning therefore, the management of classroom may not be proper.

One of the biggest problems for students is exam system. In Deanship of Preparatory Year Programme (PYP) for example, students study 10 courses per two semesters. The subjects are physics, chemistry, biology, math, Islamic studies, computer studies, university skills, English skills and Arabic Skills. Each subject has short tests, midterm and final term test. If we take English language as an example, it has 15 tests per academic year, 7 tests in the first term and 6 in the second term besides 2 pre and post placement tests. The total tests of all subjects exceeds 60 tests. As a matter of so many tests, students do not know if they come to study basic subjects or to measure their previous knowledge during this foundation year.

Moreover, university administrators on the other hand do their best because they think that infra-structure of education institutes is excellent. Educational facilities are available. There are expert university teachers and prestige universities. They expect to achieve educational goals hopefully. But the results of final exams discover a wide gap between their expectations and factual learning outcomes. And then the blame game started. Learners blame their lecturers for designing difficult exams. lecturers blame learners for giving less importance to English language which resulted in poor marks. The university administrators consider the deterioration of learners marks due to the failure of teachers in classroom teaching. This issue has negative effects on the process of classroom management. For these reasons and others, the management of English classroom, Ula Branch, in Taibah University, stands one step forwards and three steps backwards. The question is who is the leader of classroom management? This paper is expected to find solutions to this question.

3. Research Objectives

The objectives of the study are to:

1)   Explore and evaluate the effective roles of English teacher inside the classroom as the first and the top factor that improves classroom management and maximizes learners performance.

2)   Examine the efficiency of teachers appropriate classroom language on the development of classroom management.

3)   Investigate the efficiency of English teacher's responsibilities on the improvement of classroom management.

4)   Examine the efficiency of English teacher's criticism and evaluation of his performance on the enhancement of classroom management.

4. Research Questions

The major aim of this paper is to emphasize the idea that when a professional teacher/ lecturer does his/her duties properly in classroom, the management of classroom and the learners education will be the best, comparing with other aspects that involve in class environment. To make judgment of this supposition, the research questions are:

1)   Does the effective use of English teacher's roles improve classroom management and the standard English of Saudi EFL students ?

2)   To what extent does the efficiency of teacher's appropriate classroom language develop classroom management?

3)   To what extent does the effectiveness of English teacher's responsibilities enhance classroom management and students learning?

4)   Does the effective use of teacher's criticism and evaluation of his performance develop classroom management?

5. Research Methodology

Quantitative research methodology has been designed to achieve this study. Quantitative method has been selected because it gives a most important function for literature review, using proposed research questions, instructive research problem, shapes a require for the track of study (problem statements; objectives & investigated questions). It brings statistical facts from a huge group of people using questionnaire. It interprets views, evaluates collections, using tables & charts, and comparing these study results with the previous studies. Creswell (2014).

5.1 Participants & Settings

The sample of this study are lecturers of English language and Instructors who use English as a language of teaching at University of Taibah, Ula Branch. This branch involves Community College, Deanship of Preparatory Year Programme, both male and female campus, the College of Arts and Sciences, both male and female campus and the College of Applied Sciences, female campus. The participants are 25 teachers, 18 males and 7 females. Their years of experience range from 5 to 15 years. They are BA, post diploma, master and PhD holders.

Table 1. Participants' qualifications, years of experience and gender

	Frequency	**Percentage %**	**Total**
Qualifications			
BA	3	12	**25**
Diploma	2	8	**25**
MA	11	44	**25**
PhD	9	36	**25**
Teaching experience			
Less than 5	1	4	**25**
5 to 10 years	6	24	**25**
10 to 15 years	13	52	**25**
More than 15 years	5	20	**25**
Gender			
Male	18	72	**25**
female	7	28	**25**

5.2 Tools and Data Collection

This quantitative research centers mainly on classroom management, teachers roles. To collect facts and correct information from experienced teachers for this concern, questionnaire was carefully prepared. It serves the evaluation of teachers' roles on the enhancement of classroom management as well as the development of learners EFL levels. The questionnaire consists of two sections. Section one includes personal information of participants such as qualifications, years of experience, and gender. Section two includes three categories. The first category is teacher's appropriate classroom language which has 5 items- instructions given, eliciting information, prompting learners, checking learning and conveying the meaning of new language. The second category is the teacher's responsibilities which has 5 items. These items are planner, manager, facilitator, counselor, and diagnostician. The third category is the teacher's criticism and evaluation of his performance. It has 4 items, the criticism of teacher's language, techniques and activities used, class management, and students record keeping. The participants have to read the items of each category and try to mark their point of views on these items by ticking the options ranging from strongly agree 5, agree 4, neutral 3, disagree 2 and strongly disagree 1. Then finally, the data have been displayed in tables and graphs to analyze & to interpret.

6. The Effective Roles of Teacher in Classroom

Three main points should be studied when we talk about the duties of teachers in classroom. The issues concerned are how do teachers use appropriate Classroom language, teachers duties and the criticism and evaluation of teacher's performance.

6.1 Teacher's Appropriate Classroom Language

Classroom language can be appropriate to both learners and the subject, if the teacher pays close attention to instructions given, eliciting information, prompting learners, following learning, explaining new words, as well as group monitoring.

Teachers instructions are always given to inform students what to do and how at different steps of EFL teaching. To do so, teachers have to follow certain procedures. These procedures involve stand still, book on chest, instruction should be clear, complete, concise and correct (CCCC). You have to speak slowly and reasonably. You have to demonstrate or exemplify. Then finally, instruction check question (ICQ) should be given to learners.

This point was clearly explained by Kamarulzaman (2015). He stated that learners like to speak continuously to their partners and do not pay close attention to their instructor during the lesson if the teacher's instructions are not comprehensible or his speech is not obvious. Al- Samadani & Ibnian (2015) believed that successful language instruction policies can support learners to promote positive attitudes towards the learning practices in general and studying English language courses in particular.

Teachers also use elicitation technique to get information from their students. Elicitation is a very practical technique because one can bring information from students instead of giving it to them. It also increases students participations and supports learners self confidence during the lesson. This point has been confirmed in this study based on positive correlations between eliciting information and participants' degrees as well as instructions given (Table .4). These correlations support the claim that teacher's classroom language is one of the basic roles that

teacher does to develop classroom management.

Prompting technique on the other hand is very important. Teachers sometimes show learners pictures of something and ask them to describe or talk about it. This technique sustains learners group discussion and it helps teachers to minimize teacher talk time (TTT) and maximize student talk time (STT). Based on correlation table 4, prompting technique was positively correlated with instructions given and classroom management item which showed the importance of this technique on developing EFL students learning.

During the lesson teachers also attempt several times to measure their students understanding of the lesson. In most times teachers check learners learning when they teach new vocabulary, finish a task or a lesson. They use ICQ for checking instructions and CCQ for conceptions. This technique allows instructors to know if there is a balance between information they give and the comprehension students gain. They can decide whether to speed up or low down the steps of teaching or even change the methods of teaching if learners do not grasp the points.

In addition, teachers attempt to use a particular technique to explain and clarify new words or structures. They do this through bringing realia, drawing charts or showing photos. Sometimes teachers do acting or miming to get the idea closer to learners' minds. According to the results analysis graph 1, conveying the meaning of new vocabulary recorded a high score 4.3 and it has positive correlations with planner and counseller (Table 4) which reflects the participants views on the significance of this technique.

6.2 Teacher's Responsibilities

In classroom management, the teacher is an actor. He can play a number of roles. His responsibilities are planner, manager, facilitator, counselor and diagnostician. In order to get an excellent classroom management, the teacher must perform all these duties with in each single lesson.

The process of teaching learning can be carefully planned by class teachers. Teachers choose materials and tasks for lessons. They prepare tasks and exercises to match the levels of learners. Teachers can anticipate problems and find solutions. They can adapt texts and plan lessons. Based on graph 2, planning item recorded the highest score 4.8 which reflects participants opinions that planning is the main class teacher's role. This concern was essentially consistent with previous studies.

Mathew (2012) has mentioned that there are some English instructors who mainly depend on schoolbooks and leave other learning resources for the classroom. Making the use of schoolbooks as only one resource of knowledge holds back EFL learners improvement because it limits students learning span. Skilled instructors always review the importance and value of their textbooks and they can change them if they do not fulfill the needs of learners. Additional tasks related to students desires can create vigorous education atmosphere.

Teachers also lead classroom management. They decide the interaction patterns between student to student or teacher to student. They create a friendly rapport with learners. They also develop students motivation via praising or giving presents. Teachers demonstrate activities and exercises of the lessons. They also create certain discipline for certain situations. Mathew (2012) revealed that for verbal communications, scholars tend to contribute and react to the discussion whereas instructors facilitate the learners interactions. The responsibility of

instructor is to advise and to keep focusing on the learners' communicative tasks.

Moreover, teachers also facilitate learning. they support learners autonomy by providing lots of duties with multipurpose and ask learners to participate according to their abilities and interests. Teachers always try to make sure that each individual learner fulfills his potentiality. They attempt to distribute opportunities equally among students.

In other way, doing counseling is a great issue that teachers seek to fulfill. They sometimes give advice to students on problems happen outside the school environment. They listen carefully to students problems and tell them how to behave correctly. They also guide students to follow and maintain correct disciplines. Teachers try to help learners to build safer tracks for their future success.

In order to keep teaching learning process in its highest points of professionalism, teachers almost always make a diagnosis of two major things. The first ones are teaching strategies, the methods and procedures that teachers use to help learners understand his/her lessons. For example, teachers may use TTT, PPP, TBL, SCL and TCL as methods of teaching. The second one is learners learning style, the way learners like best to learn new information. From learning point of view, learners are usually classified into three main sorts, auditory, kinaesthetic and visual learners, Eide (2012). Therefore, the teachers duty is to give a placement test at the beginning of academic year to his students to group them in terms of their learning style. Later on, teachers try to design various exercises to come up with the desire of each individual learner.

Manson et al. (2012) revealed that the active educators have to realize that each individual student possesses his own way of learning style to achieve this, teachers have to vary their approaches and teaching methods according to students different learning needs. Teaching also has to be interactive, where teachers involve students in learning by asking questions and providing instructive feedback. Hwang et al. (2012) have shown that learners' studying performance should be developed if teachers have carefully given attention to their students learning style during lesson plan and classroom teaching.

6.3 Teacher's Criticism and Evaluation of His/Her Performance

During the long run of teaching learning process, from the first day of school to the final school exam, teachers remain consistently criticize and evaluate themselves and their duties. These criticism and evaluation should extend to teachers language, techniques, activities used, class management, and record keeping files.

Inside classroom, instructor's language should be checked to know whether it is low, to the level of students or high. The teacher talk time (TTT) is gradually reduced and the student talk time (STT) is increased. The teacher has to ensure that the error correction is done or not. If it is done, then is it considerately, properly or remarkably. Is the praise given to students? If so, is it verbal, points or scores. The teacher also has to make sure that his sound is clear, ok or not obvious .

The second points of criticism extend to techniques and activities used. Instructor has to vary his activities and to arrange them from easier to more difficult and from auditory, visual to kinesthetic tasks. Every individual learner must find some tasks that suit his level . And then instructor has to deal with various types of techniques such as role play, dramatization, TPR,

chain reading, deletion, competition, demonstration or lecturing. Corzo and Contreras (2011) have mentioned that particular lessons techniques create an excellent improvement in learners' activities and learners' performances. Similarly, Manson et al. (2012) claimed that professional teacher must have integrated knowledge. He can link new target point with previous information. He can relate his lessons to subjects in the syllabus. The teacher can also modify the lesson to match learners needs and learning outcomes.

In order to make sure that the presentations reach learners' mind, the teacher must have built a better rapport with his students. The interaction patterns are carefully tackled in group work, pair work, good student with weak student, teacher with good student. This sort of rapport creates a better class atmosphere and facilitates students learning.

Moreover, record keeping files are continuously evaluated. Students as well as teachers' portfolios are well maintained. The correction work has been done with comments on a particular skill, spelling ,or punctuation mistakes in textbook, notebook, or online exercises. Based on the results in table 4, record keeping correlated positively with techniques, activities used and classroom management. This positive correlation reflected the necessity of record keeping on the enhancement of classroom management.

7. Data Analysis

This study attempts to check or find out the views and perceptions of lecturers at university level on the assumption that if teachers roles are effectively activated during classroom teaching, this effective activation will be the highest factor that improve classroom management and provide ample knowledge of Saudi EFL learners at University of Taibah.
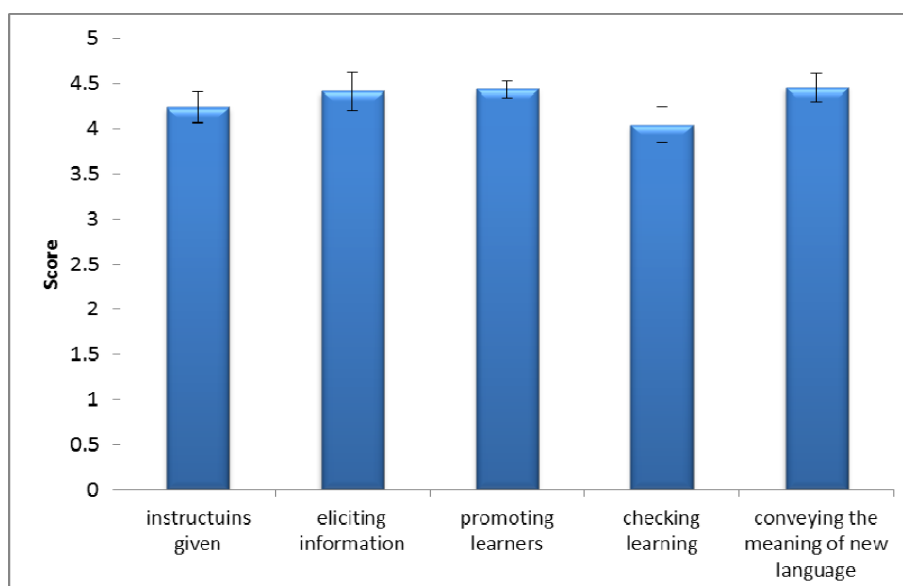

Graph 1. Teacher's appropriate classroom language

As per graph 1 results analysis, the five items marked high scores (above 4.2) which expressed the participant teachers views that the effective use of all these items promotes classroom language. The participant teachers also confirmed that an excellent classroom language leads to a professional classroom management and advanced levels of EFL students.

Table 1. Correlations

	instructions given	eliciting information	promoting learners	checking learning	conveying meaning
instructions given	1				
eliciting information	**0.65446289**	1			
promoting learners	**0.50128585**	0.202797203	1		
checking learning	0.09970134	0.115587184	0.406419	1	
conveying the meaning	0.24433889	0.406630157	**0.543697**	0.090135	1

The results in Table 1 showed positive correlations between conveying the meaning of new language and promoting learners as well as eliciting information and promoting learners correlated positively with instruction given.
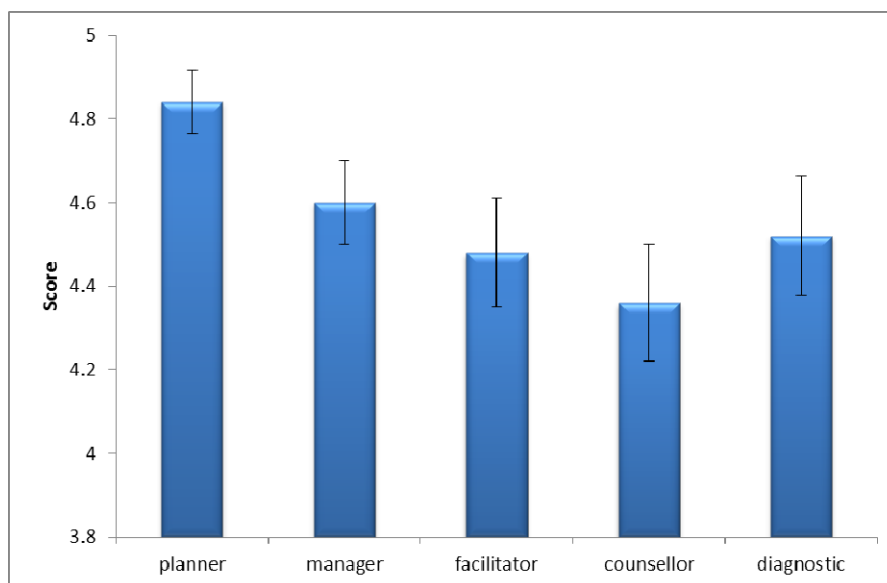

Graph 2. Teacher's responsibilities

Due to the results analysis of graph 2, all items recorded high scores above 4.3. The results reflected the participants opinions that these items are major duties of English class teachers. The participants also ensure that teacher's responsibilities improve classroom management and increase EFL learners performance.

Table 2. Correlations

	planner	manager	facilitator	counsellor	diagnostician
planner	1				
manager	0.08908708	1			
facilitator	0.32732684	0.229639663	1		
counsellor	0.38816514	0.30952381	0.335347	1	
diagnostic	0.48027543	0.490098029	0.246529	0.443422	1

In the correlation analysis above, there were no positive correlations between the items but there were some positive correlations between planner & conveying the meaning of new language; counsellor & convey the meaning of new language in Table 4. This indicates that some items in different categories correlate together to give assertive evidence that teacher's responsibilities improve classroom management.
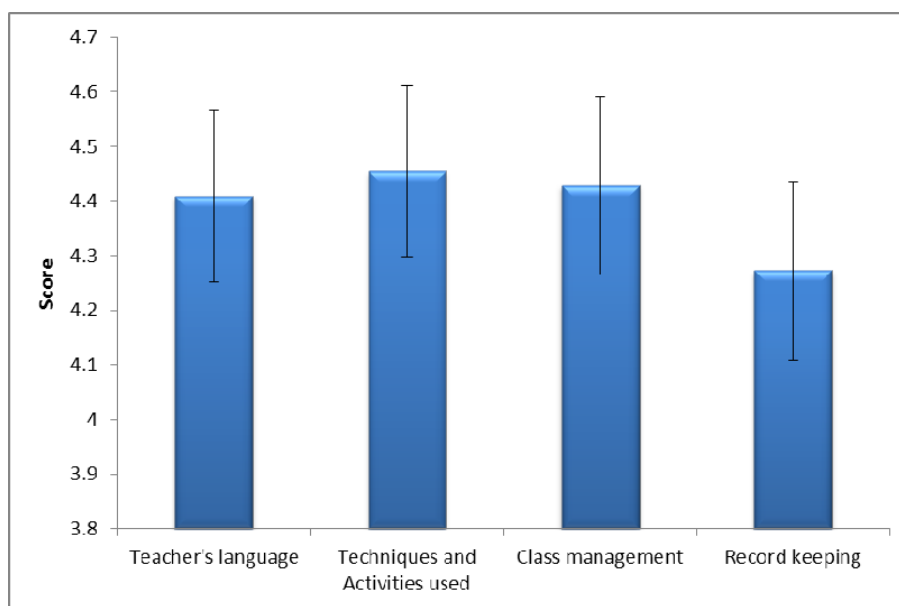
Graph 3. Teacher's criticism and evaluation of his/her performance

As per the results, all items were recorded high scores above 4.2. The results reflected the subjects' views that teacher's criticism of his classroom language, techniques and activities used, class management and students record keeping improves both class management and students EFL learning.

Table 3. Correlations

	teacher's language	techniques and activities used	classroom management	record keeping
teacher's language	1			
techniques and activities used	0.34331953	1		
class management	0.32328788	**0.778730455**	1	
record keeping	0.21518099	**0.527101636**	**0.634902**	1

Based on Table 3 analysis, class management correlated positively with techniques, activities used and record keeping items. The techniques and activities used correlated positively with record keeping item. These positive correlations created supportive evidence that teacher's continued evaluation of his duties develops classroom management and enhances learners learning abilities.

Table 4. Correlations for all items

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Degree	1														
Instruct. given	-.18178	1													
Eliciting information	**.5250**	**.6532**	1												
promoting learners	-0.4582	**.5852**	.0839	1											
checking learning	.0335	-.2070	-.2429	.3216	1										
conveyi meaning	.0846	.3174	.3868	.5423	-1.9E	1									
planner	.4327	-.1241	.1780	2.94E-	-.2274	**.5752**	1								
manager	.4266	.0338	.1938	8.01E-	-.2166	-5.2	.0680	1							
facilitator	.0216	.3003	.2386	.3467	.0669	.1880	.4412	-.1201	1						
counselor	.2848	.1578	.2263	.4719	.2168	**.5850**	.4767	.3892	.2337	1					
diagnostician	**.5521**	.0501	.2871	.1222	.3536	.3644	.3887	.4232	.1186	**.5766**	1				
teacher's language	.2244	-.1548	-.0159	-3.9E-	**.5268**	-.1025	-.0890	-.0364	.0262	.1274	.0231	1			
Techni &activiti used	.4188	.4547	.4263	.2391	.2883	.1296	2.35E-	.1725	.3315	.403	**.5111**	.225877	1		
class manage	**.6854**	.4790	**.8253**	.1222	.1572	.3644	.1728	.4232	.2457	.453	**.552**	.1385	**.7301**	1	
record keeping	.1043	.3074	.3793	.3054	.4322	.0663	-.1728	.1058	.4744	.205917	.30597	-.02309	**.401556**	**.529851**	1

The correlation analysis Table 4 includes many significant correlations. Classroom management for example has positive correlations with participants qualifications, diagnostician, eliciting information, teaching techniques and activities used. Eliciting item also has positive correlations with teachers' degrees and instructions given. Diagnostician correlated positively with degree item and counselor. Conveying the meaning of new language has positive correlations with planner and counselor. The positive correlations expressed the participants' views that the perfect duties of EFL teachers definitely develop classroom management and make students learning useful.

8. Discussion

Classroom management, teacher's effective roles, has made issues worth for discussion. Teaching learning is a crucial career needs teacher to be professional in terms of teacher's appropriate classroom language. The results in graph 1, teacher's appropriate classroom language, involve instructions given, eliciting information, prompting learners, checking learning and conveying the meaning of new language. The results showed that all the items were recorded high scores, above 4 and there were no significant differences among their responses which reflected the participants views that these items are so important to be involved in order to have appropriate classroom language.

Similarly, based on correlation analysis, Table 1, There were two positive correlations between instructions given and elicitation technique as well as promoting learners and conveying the meaning of new vocabulary which showed the participants views upon the importance of appropriate classroom language in the development of classroom management & enhancement of EFL learners levels. This assumption was completely consistent with previous studies.

Nejad and Nikdel (2012) did a research on EFL learners' vocabulary acquisition using two techniques flash cards and wordlists. They reported that both techniques were important but flashcards was more effective and helpful in learning new vocabulary than wordlists. They also added that a lot of techniques can be modified to explain new terms. Some skills are more accepted and more frequently used than others. Also the selection of techniques depends mainly on the teacher's decision and the usefulness of teaching process in a particular situation.

The second point that requires explicit discussion is the English teacher's roles in classroom. Based on the results of graph 2, teacher's responsibilities, where the teacher is a planner, manager, facilitator, counselor and diagnostician showed that the activation of teacher's duties basically improves the process of classroom management as well as students performance. All the participants viewed those items as important tools to reflect the teacher's responsibilities and scored all above 4. The highest score was recorded for item planning (4.8) which means that all teachers assume planning is the basic teacher's role.

This point was clearly proven by Boonmark (2015) who claimed that teacher is the key factor who provides educational quality enhancement to students. In schools, professional teachers possess crucial responsibility to get promotion of students comprehension, attitude, and morality. Teacher improvement is the essential strategy to develop professional learning. teacher's active duties with experienced learning resulted in entirely developed EFL learners.

Similarly, Rutcharoun (2011) mentioned that every stakeholder such as parents, educators and supervisors are all responsible for educational development. Students have to gain all aspects to live in the community both inside learning organizations and outside the society. Students suppose to be the best residents who well-resourced with attitude and value of self-development.

Boonmark et al. (2015) also revealed that the quality of learning outcomes is engaged with the quality of professional educators who are the counselors for students' best quality. Thai teachers for instance, still below standard in teaching and class management because they tend to emphasize on content rather than student's serious thinking process therefore, the ultimate goals as declared in the National syllabuses was not fulfilled. This is why the National Education Act in Thailand focused constantly on professional teacher who required teachers' training on professional development to inspire students' learning skills.

The final aspect that needs more discussion is the effective use of teacher's criticism and evaluation of his work which develops classroom management and enhances students achievements. This assumption was confirmed in this study based on the results in graph 3, Teacher's Criticism and Evaluation of his/her Performance, where the teacher continuously criticizes and evaluates his classroom language, techniques and activities used, class management and his students record keeping. The participants considered the teacher's self criticism and evaluation is a very important issue and recorded all items above 4. Although record keeping item showed the lowest priority for participants, the results provide a great indication that teacher's professional evaluation of his work enhances classroom management and develops learners achievement.

This claim was fully confirmed by some researchers. Khamanee (2012) explained that professional teaching needs successful mastery of individual teacher who is able to criticize the methods of his teaching and requires development of teaching techniques. Thongsaen (2010) has created self improvement plans for her math classes in order to get professional standards of math subject. She concluded that the model applied to her learners provided them with more self-reliance, constructive attitude and math abilities.

9. Conclusion

This study came to conclude that English classroom is a place full of diverse things, teacher's experience, students learning abilities, various syllabuses, school policies and resources used. But a professional activation of teacher's responsibilities can lead to perfect learning environment where students possess great opportunities to express themselves and to be able to make use of learning activities.

Teacher's variation of his tone during teaching is one of the best ways that makes students follow his instruction. This can also facilitate students learning and lead to classroom control. In addition, teacher's continued reflection upon his lesson plans, techniques, teaching strategies and student's record keeping acts as a fundamental change of the learners critical thinking and classroom management.

Finally, instead of playing the blame game, professional teachers in Taibah University, Ula Branch, have a chance to study carefully the pedagogical problems in their colleges, prepare a clear plan for solutions and send it to college policy makers in advance. The decision makers

in the respective college have to study the solutions carefully and attempt to apply them for all overall improvement.

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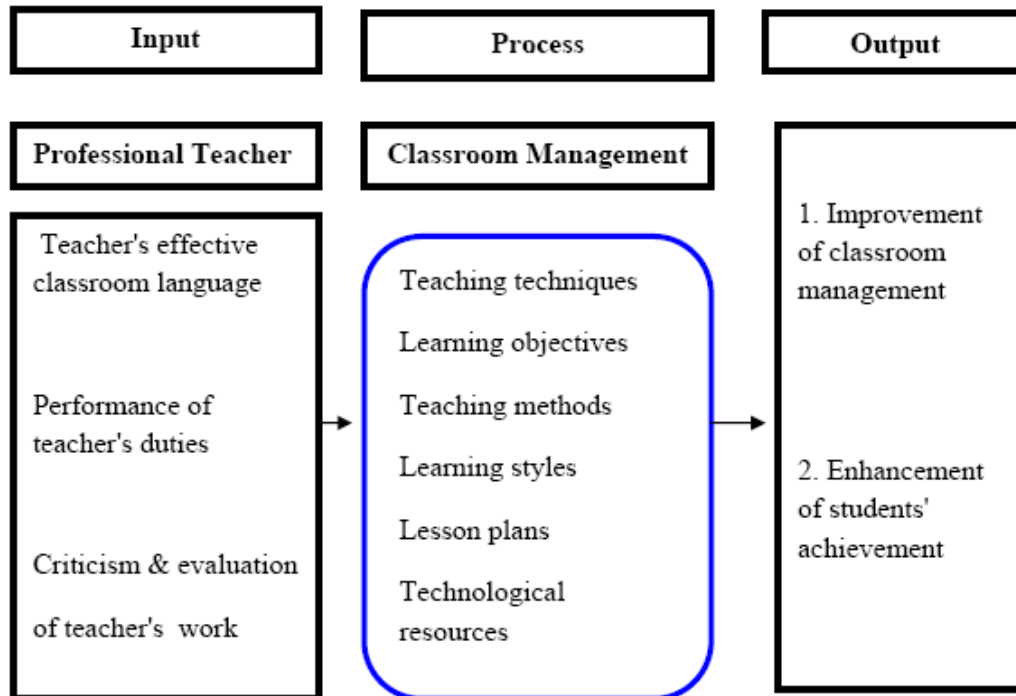Basis of Polylingual Approach: The State Analysis. *International Education Studies, 8*(12). http://dx.doi.org/10.5539/ies.v8n12p130

Figure 1. The model of teacher's roles on the development of classroom management