The Impact of EFL Teacher's Smart Classroom Management on Student's Perceptions of Classroom Activities and Language Achievement

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Funding: No specific funding was received for this work.

Potential competing interests: No potential competing interests to declare.

Abstract

Smart Classroom Management (SCM) actively follows the classroom management plan and creates a classroom where individual differences and emotional stances of students are considered (Linsin, 2013). This includes four main elements: planning, organizing, leading, and controlling. This study examined the impact of teachers using SCM strategies on students' perceptions of classroom activities (including joy, interest, challenge, and choice) and their language achievement. The study utilized a translated version of the 'students' perceptions of classroom activities' scale developed initially by Gentry and Gable (2001) and validated by Ghanizadch and Jahedizadch (2015) in Persian. To assess the proficiency levels of participants, the Bable Test was utilized. This study was performed via a mixed methods design (Quantative→ qualitative). In the quantitative stage, two groups with the same level of proficiency were recruited. The experimental group received the treatment, which was designed based on SCM techniques. In the qualitative stage of this study, the teacher interviewed five students about the impact of utilizing SCM strategies in their classroom. The results of the study indicated that the implementation of smart classroom management was well-received by the students, with positive attitudes towards the new treatment. The quantitative analysis demonstrated the significant influence that SCM strategies exerted on language learners' perceptions regarding classroom activities. The results have some implications for teacher educators, policymakers, and supervisors.

Keywords: classroom management, language achievement, perception of classroom activities, smart classroom management.

Background

Smart Classroom Management (SCM)

The concept of smart classroom management (SCM) refers to a new approach that is designed based on humanistic attitudes, as reported by Linsin (2013), SCM implies using different strategies, including proper planning, organization,

leadership, and control of the classroom to bring up students' efficient learning. In SCM, the role of teachers is to stick to a classroom management plan, actively design a lively and cheerful classroom, and create an appropriate environment in the class that students love being part of and become excited to come to class every day joyfully (Golestani, 2017, as cited in Ganeh Badrabad & Ghanizadeh, 2019). Smart classroom management encompasses a range of practices and strategies to maximize student learning and engagement. One aspect of smart classroom management is using proactive techniques to prevent behavior issues before they arise. This includes setting clear expectations, establishing routines and procedures, and implementing effective classroom rules. By creating a structured and predictable environment, teachers can minimize disruptions and create a conducive space for learning. Another important component of smart classroom management is the promotion of student autonomy and responsibility. Teachers encourage students to take ownership of their learning by providing opportunities for choice, self-assessment, and goal-setting. This approach fosters a sense of empowerment and motivation among students, as they become active participants in their education. To support student engagement, smart classroom management incorporates a variety of instructional strategies. Teachers employ differentiated instruction, using various instructional materials and methods to cater to students' diverse learning styles and abilities. Furthermore, smart classroom management emphasizes positive relationships and effective communication. Teachers build strong connections with students, demonstrating care and respect, and creating a safe and inclusive learning environment. They also collaborate with parents and guardians, maintaining open lines of communication to support student progress and well-being. Regular assessment and feedback are integral to smart classroom management Teachers use formative assessments to monitor student advancement, pinpoint strengths and areas requiring enhancement, and adjust instruction accordingly. Timely and constructive feedback is provided to guide students' learning and promote continuous growth. Also, studies have shown that the implementation of SCM can have a positive impact on students' academic performance and motivation. For instance, a study conducted by Al-Zu'bi (2013) found that the use of SCM in language classrooms led to a significant improvement in students' language achievement and their attitudes toward learning. Similarly, a study by Ganeh Badrabad and Ghanizadeh (2019) reported that students who were taught in classrooms with SCM were more engaged in the learning process and showed higher levels of motivation and satisfaction with their learning experience. In conclusion, the concept of smart classroom management is an innovative approach to classroom management that has the potential to revolutionize the way we teach and learn. Therefore, the existence of efficient management of teachers and the creation of necessary conditions to facilitate learning in the classroom is important, so here it is necessary to refer to the four principal duties of the manager that they are planning, organization, leadership, and control.

Planning

One critical component of effective teaching is planning. Planning, as a management, entails establishing goals and devising strategies to attain those goals. If teachers are not proficient in planning, it can result in unfavorable outcomes. Good teachers are consistently well-prepared, constantly contemplating future lessons, and remain in a continual state of readiness and organization. An effective teaching plan for the classroom facilitates teachers in implementing proactive classroom management strategies. Teachers communicate their expectations to transfer students. In 1998, Decenzo and

Robbins assert that managers should have plans for their work for four principal reasons:

- defining the essential steps
- detracting the effect of changes
- Saving time for extra-curricular tasks
- Establishing norms to control the career

Smart classroom management planning involves creating a plan that is designed to establish an engaging and effective learning environment. A well-designed smart classroom management plan should flexibility and adaptability, considering the individualized needs and capacities of every student.

Organization

Organization is a crucial skill for teachers, as it enables them to establish classroom order and maximize learning prospects for their student by establishing clear and simple rules and regulations, teachers can help students understand what is expected of them and promote a sense of order in the classroom. In addition, a well-organized classroom can help to minimize disruptive behaviors and maximize learning opportunities. The purpose of the class rules is to increase the social and scientific progress of the students (Cangelosi,1990). In 2015, Linsin asserts that classroom rules are the first step for protecting the class against disruptive behaviors. He categorized the rules in the following way:

- simple, the students should understand them.
- clear, both teachers and students know what is okay or not.
- Possible, to make students obey or possible to make happen.
- Expansive, misbehaviors covered by the rules and learners must recognize what rules are broken by them and what are the punishments.
- Prominent, teachers should make the rules considered important so that students take them seriously.
- Rules should be just about behaviors in class.

Leadership

The ability to manage and lead the class is an important part of every teacher's work and the class is also an appropriate ground for learning. The teacher needs two significant skills to manage and lead the class well, effective and positive communication with students and classroom management. If students can have a good and intimate relationship with their teacher in the classroom, their grades will be increased and besides, teachers who are like a leader have a great impact on students' participation in educational behaviors and school belongingness (Noland & Richards, 2015). Bulger et al (2002) stated that teachers by showing their enthusiasm about the subject matter, calling students by their first name, cooperating and supporting students during class and also being present and moving between them can create a positive learning environment. ***Control***

The last important step in classroom management is control and also it has a vital role in SCM. Accordingly, to this

teachers' duty, they must make sure that their class will proceed based on the goals and expected plans. In order to have a SCM, teachers should not consider all detailed misbehaviors or misunderstandings, although it is the teacher who is responsible for controlling the classroom's atmosphere in which nothing is organized in an effective way. From the instructional point of view, it is significant to consider that it included analyzing, checking and correcting mistakes and errors. There are three steps for the term "control" which has been proposed by Decenzo and Robbins (1998):

1. Analyzing the real achievement get by means of individual observation
2. Statistical and verbal reports
3. Transcriptions

Perceptions of Classroom Activities

Perception is a complex process of receiving and interpreting information from our surroundings and assigning significance to it. Various factors affect our understanding of the world around us, including our sensory system, emotions, expectations, learning, and needs. In the context of the classroom, perception plays a critical role in learning and teaching. It refers to an open system of changeable factors that significantly influence the effectiveness of students' learning from the perspectives of learners, teachers, and staff (Appatova & Prats, 2008). Students' perception of classroom activities is influenced by their prior knowledge and experience, level of engagement, and motivation to learn. Teachers can create a supportive learning environment by fostering positive perceptions among students. By creating a positive perception of the learning environment, teachers can motivate students to actively engage in the learning process and achieve better learning outcomes. Anderman and Midgly (2008) identified four variables for students' perception: interest, joy, challenge, and choice. Each of these plays an important role in students' perception of the classroom and activities (Jahedizadeh et al., 2016; Sharifi et al., 2017). By considering these additional points, teachers can create more effective and engaging classroom activities that promote positive perceptions and enhance learners' motivation and achievement. The word "joy" can be defined in many ways. It can be the feeling of happiness that arises from group work and interaction with peers, the thrill of acquiring new knowledge or skills, the satisfaction of achieving goals, or simply the enjoyment of doing something we love. Creating a less stressful and enjoyable learning environment can enhance learning among students. The role that teachers play in creating such an atmosphere is significant (SPENCE,2013). The more eager students are to learn, the more achievement can be witnessed. Joy is an essential factor in learners' perceptions of classroom activities because it can influence their motivation to engage in the learning process. When learners experience joy during classroom activities, they are more likely to be motivated to participate and invest time and effort into their learning (Pekrun, Elliot, & Maier, 2009). Interest is also an important factor in learners' perceptions of classroom activities, as it can support learners in appreciating and enjoying the learning process. Motivation often stems from interest, which can activate learners' abilities and lead to better learning outcomes (Nurlailah, 1991). Therefore, teachers can enhance learners' perceptions of classroom activities by incorporating activities that align with their interests and passions. By doing so, teachers can create a more engaging and enjoyable learning environment, which can enhance learners' motivation and achievement. Choice is a powerful and effective strategy that can increase student engagement. Reviewing the existing studies on choice suggests that providing students with options yielded positive outcomes such as

motivating learners to become more engaged in the curricular activities. There are various means to offer choice across all instructional types. For example, choice in seating in the class, selecting the instructional materials, and completing the tasks are few examples of the choices which might be implemented in classes. According to Dredger (2008), “students do better when they are given choice” (p. 30) because “being able to make choices positively affects the educational development of students” (Blair & Johnson, 2003, p. 184). It has already been documented that when learners show interest in the subject of their studies, it is more likely to have the tasks completed by them. As a result, a deeper understanding of the materials they study is obtained. Therefore, students’ motivation and engagement might be increased by considering their choice in different areas in learning trajectories. Challenge is the core of the growth mindset; without it, students don’t get the opportunities to take risks, learn to fail and figure out how to pick themselves up again. In the classroom, we can engage the students in the lesson by creating challenges so that they focus on the activities and get a proper understanding of the class and the lesson, and we use activities that engage the students, increase their motivation until they have less time for other work. Wigfield et al., (2009) found that challenging tasks can increase students' sense of competence and mastery, leading to greater self-confidence and motivation to continue learning.

Purpose of The Study

The objective of this study is threefold. Firstly, it aims to explore the potential benefits of SCM in the Iranian context, an approach that has not been adequately explored. The traditional teacher-centered classes prevalent in Iran have led to passive learning and lack of student engagement, resulting in demotivation and high dropout rates. By implementing SCM strategies, this research seeks to investigate whether SCM can enhance students' understanding of the language, generate interest and motivation, and create an enjoyable classroom atmosphere. Secondly, this study aims to address the research gap by conducting a mixed-methods study. The teacher in the classroom will utilize SCM strategies as a treatment, allowing for a comprehensive evaluation of SCM's effectiveness. The research will employ both quantitative and qualitative research methods, with data collected at the end of the semester, to provide a comprehensive assessment of the impact of SCM on students' learning outcomes. Lastly, this research aims to introduce and promote the adoption of SCM among teachers in Iran. By incorporating SCM into their classes based on the researcher's expertise, teachers will provide students with strategies tailored to their individual. Since, the study adopted a mixed methods approach, the research questions were divided into two categories:

Quantitative Research Questions:

1. Does SCM have any significant effect on Iranian EFL learners’ perceptions of classroom activity?
2. Does SCM have any significant effect on Iranian EFL learners’ language achievement?

Qualitative Research Questions:

1. How does an EFL teacher’s application of SCM strategies influence EFL learners’ language achievement?
2. How does an EFL teacher’s application of SCM strategies impact EFL learners’ perceptions of classroom activities?

Methodology

Participants

This research was conducted at a semi-private institute called Saba language academy in Birjand, an eastern city of Iran in 2023.This study was conducted via a mixed methods design (Quan→ qual). In the quantitative phase, Participants were two classes, with a population of 15 students in the experimental class and 15 for the control class. Participants were at the intermediate level of English proficiency. They were females and males. Their age was between 12 -18. All participants were selected based on this consideration that they had at least one- year background taking part in English classes at this institute. In the qualitative phase, five students from the experimental group voluntarily took part in interviews. Initially, they were offered with a brief description of classroom activities. Next, the objectives of the study and interview sessions were clarified. The participants were assured of the confidentiality of their information. In the interview sessions, the participants were asked to express their viewpoints regarding various steps taken in the treatment sessions.

Instruments

The Babel English Language Placement Test

In the current study, a standardized language placement test, the Babel English Language Placement Test, was utilized to evaluate the participants' language learning. This test is an adapted version of the original Nelson Quick placement tests. This test consists of four subtests with equal difficulty level. Each subtest includes 25 reading, grammar, and vocabulary items. The time allowed to complete the test is 20 minutes. Previous research has documented the reliability and validity of the Babel test (Al-Anladuz, 2006).

Students' Perceptions of Classroom Activities Scale

To assess students' perceptions of classroom activities, the researcher used the translated version of the 'students' perceptions of classroom activities' scale designed and validated by Gentry and Gable (2001) and translated to Persian and revalidated by Ghanizadeh and Jahedizadeh (2015). The 'Students Perceptions of Classroom Activities' instrument contains 31statements evaluating four dimensions (interest, challenge, choice, and enjoyment). The scale measures the four dimensions via a 5-point Likert-type response format (never, seldom, sometimes, often, and always).

Procedure

The current study was administered at a private language institute in South Khorasan Province. In this study a mixed-methods design (Quan→ qual) was used for gathering data. Therefore, data collection embraces a quasi-experimental design among 30 EFL learners. The study consisted of two phases: a quantitative phase using a quasi-experimental research design, and a qualitative phase involving interviews. In the former, tests were administered before and after the

treatment sessions. In the latter, the data were obtained from the interviews with five students and then were analyzed to recognize whether SCM treatment was effective

SCM treatment

The SCM treatment implemented in this study was inspired by Linsin's (2013) model comprising four main elements: planning, organization, leadership and control. Before the start of the new semester, in order to have a proper lesson plan for the new semester, which was supposed to be conducted based on the SCM framework, students answered online questions about their personality, their favorite activities in the class, and the characteristics of a good teacher and so on. Then a suitable lesson plan was prepared.

Planning (Strategy One)

According to the students' answers to these questions, appropriate planning was done to cover the most important and most frequently mentioned cases. The common answers that students mentioned most were: short movies and stories in class, various educational games, online games related to lessons, groupwork, and short quizzes during the semester. With the aim of having a happy and diverse class for them, and to be interested in learning and come to class with joy and pleasure, and also to have better learning, it was attempted to incorporate these activities to the class during the semester.

Having Short Movies in Class

In order to engage students during class, short movies were selected based on their interests and relevance to the lessons. These movies included topics such as the history of Valentine's Day, strange festivals around the world, and a comparison between Messi and Ronaldo. The students found these videos enjoyable and interesting, and even volunteered to summarize them. Additionally, for teaching grammar, movies featuring the target grammatical structures were played, allowing students to practice using the sentences from the movies.

Reading Short Stories in Class

The students liked to read short stories, they read the exciting and adventurous story of Sherlock Holmes and the Duke's Son in the class and at the end of the story, the researcher gave 2 short stories to 3 students that they told the summary of it. Reading exciting stories not only makes students interested in reading but also increases their speaking skills.

Having Games in Class

Incorporating games in the classroom is both useful and necessary, and challenging games are particularly enjoyable. Learning through games not only improves student learning, but also brings enthusiasm and positive emotions to the classroom.

Having Group Work

Group work is an incredibly valuable activity in the classroom because it exposes students to new perspectives, thinking styles, and disagreements. Additionally, it provides students with an opportunity to enhance their communication skills, increase motivation, and foster a positive and supportive environment.

Organization (strategy Two)

Effective organization is a vital skill for teachers in the classroom. An organized classroom enables teachers to manage without stress and implement a well-defined plan. Establishing clear and understandable rules, along with appropriate consequences for non-compliance, ensures that students take them seriously and facilitates better classroom management.

Leadership (Strategy Three)

Another factor of Smart classroom management (SCM) is leadership. The teacher in the SCM class should seek to establish a good and positive relationship with the students. If the students have a close and friendly relationship with the teacher, the class will be enjoyable and attractive for them and they will learn better. Accordingly, the following activities were done by the teacher for the objective of the study:

- Calling the first names of the learners
- Ignoring small behaviors
- Providing support and empathy for students when they are sad or in a low mood
- Addressing misbehavior or low grades in private, not in front of other students

Control (Strategy four)

In smart classroom management (SCM) to manage that class smartly, things that help to control the class should be considered.

- Having short quizzes
- Asking about the lessons each session
- Conducting parent meetings throughout the term and maintaining effective communication with them in the group

Results

Quantitative Results

The Pretest Results of Language Proficiency and Classroom Activities

We compared group differences regarding the scores of proficiency and students' perceptions of classroom activities. To check the homogeneity of the groups in terms of language proficiency and perception of classroom activities, an independent samples t-tests and MANOVA were conducted. The results indicated no significant difference between the groups in terms of their language proficiency (t= 1.11, p=.27) and classroom activity (F=1.15, p=.31, Wilks' Lambda=.78) suggesting the homogeneity of the groups at pretest phase.

The Posttest Results

To examine whether SCT caused any significant difference between the language achievement of the control and experimental groups, an independent samples t-test was conducted. Table 1 presents the descriptive results of English proficiency level in control and experimental groups. As shown in Table 1, the mean scores of language learning across participants in control and experimental groups were different: control (*M*=14.80, *SD*= 2.62), experimental (*M*=18.40, *SD*= 1.24).

Table 1. *Descriptive Statistics of Language Achievement Across Control and Experimental Groups*

	Groups	N	Mean	Std. Deviation	Std. Error Mean
Language Achievement	**Experimental**	15	18.40	1.24	.32
	Control	15	14.80	2.62	.67

An independent samples *t*-test was conducted to see whether the mean difference was statistically significant. As shown in Table 2, there was a statistically significant difference between the two groups regarding their score in language achievement test (*t*= 4.80, *p*=.00). In other words, the treatment used in the experimental group (SCM) was impressive in boosting EFL learners' language achievement.

Table 2. *Independent Samples T-Test on Language Achievement at Posttest Stage*

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Language achievement	**Equal variances assumed**	3.03	.09	4.80	28	.00	3.60	.74	2.06	5.13
	Equal variances not assumed			4.80	19.97	.00	3.60	.74	2.03	5.16

Regarding the second research question investigating the effect of SCM on students' perceptions of classroom activities (interest, choice, joy, and challenge), the differences between the two groups on perceptions questionnaire were

calculated in post-test phase. The mean score of both groups in the post-test were different. Table 3 indicates that the mean of the experimental group was higher than that of control group in all four perceptions.

Table 3. *Descriptive Statistics Regarding the Results of Post-test on Learners' Perceptions*

	Groups	Mean	Std. Deviation	N
Interest_Post	Experimental	37.40	1.45	15
	Control	25.60	6.10	15
	Total	31.50	7.41	30
Challenge_Post	Experimental	33.06	2.05	15
	Control	22.46	5.34	15
	Total	27.76	6.69886	30
Choice_Post	Experimental	28.73	3.61478	15
	Control	18.40	7.02851	15
	Total	23.56	7.60074	30
Joy_Post	Experimental	34.40	.73679	15
	Control	25.13	5.38340	15
	Total	29.76	6.03829	30

A one-way between-groups multivariate analysis of variance (MANOVA) was run to check whether the mean difference was significant. Before running the MANOVA, the assumptions were conducted to check for normality, linearity, univariate and multivariate outliers, homogeneity of variance covariance matrices, and multicollinearity. The analysis indicated that the assumptions were not violated. The MANOVA results, presented in Table 4, unveiled a statistically significant difference between the two groups regarding the four perceptions (F=15.66, p=.000, Wilks' Lambda=.28). Moreover, the effect size calculated via partial eta squared was high (.71) based on Cohen's F. This suggests that 71% of the variance in experimental group's perceptions of classroom activities can be accounted for by SCM.

Table 4. *The MANOVA Results of Perceptions across Groups*

Effect		Value	F	Hypothesis df	Error df	Sig.	Partial Eta Square
Level	Wilks' Lambda	.28	15.66	4.00	25.00	.000	.71

A follow-up analysis was conducted to check whether the difference between the control and experimental group holds true across the four perceptions. The results are shown in Table 5.

Table 5. *MANOVA Results of Four Types of Perceptions Across Control and Experimental Groups*

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Groups	Interest post	1044.30	1	1044.30	53.04	.000	.65
	Challenge post	842.70	1	842.70	51.44	.000	.64
	Choice post	800.83	1	800.83	25.64	.000	.48
	Joy post	644.03	1	644.03	43.62	.000	.61

As shown in Table 5, the difference between the control and experimental groups was significant across all four perceptions: Interest (F=53.04, p=.000, partial eta squared =.65), Challenge (F=51.44, p=.000, partial eta squared =.64), Choice (F=25.83, p=.000, partial eta squared =.48), Joy (F=43.62, p=.000 partial eta squared =.61). It was also shown that the highest difference was related to *Interest* perception, followed by *Challenge*. It can be figured out that SCM predicts enhancement in Interest perception up to 65 percent, for Challenge perception, the predictive power is 64 percent, for Choice perception, it is 48 percent, and for Joy perception, it is.61 percent.

Qualitative Results

The qualitative phase of the study sought to reveal the students' opinions on the use of the SCM strategy in the classroom during the semester. In the interview, 10 questions about treatment were designed, to which five students answered.

Interview Protocols Extracted from the Interview Questions

Short movies

- I liked this part very much and it was interesting to me, especially the movies that were played were related to the lesson. For example, we saw the history of Valentine's Day about the special days of the movie, which was suitable for our language level and we understood it completely.
- I liked this part very much and it was my favorite part because watching movies is one of my hobbies. I understood the material much better by watching movies and it wasn't boring.

Games

- Teaching with various games that the teacher had chosen was very helpful for me and it also made learning easier.
- Different and challenging games, especially online games with time, were very rewarding and challenging for me.

Contact with parents

- The teacher's communication with my parents during the semester and holding meetings with parents is a very good and useful idea for me, the teacher, and my parents. And it makes both of them know about my situation.
- I both like and dislike the relationship between my parents and the teacher, but I prefer that this relationship is between them because it helped me a lot this semester and made me to be encouraged and improve.

Short quiz

- The short exams during the semester were really helpful and useful, and we were required to read the material that was taught. In this way, our evaluative teacher would notice our weaknesses and strengthen them with more practice.
- I think it was a great idea and I liked this part very much.

Students needs and characteristics

- Before the beginning of the semester, the teacher asked questions about our interests and needs and then planned for the new semester. It was helpful for me because we were doing activities that we liked.
- I liked that the class planning was according to my interests and needs.

Relationship with teacher

- We had a very close relationship with our teacher. The teacher was serious while being kind.
- The teacher's relationship with us was like a friend and made this class more interesting and learning better for us.

Group work

- It was very enjoyable to do things in a group, and it was better to answer reading and listening questions in a group, and we could help each other.
- I loved it. It was enjoyable and helpful for me.

Discussion

Teachers are constantly looking for ways to capture students' attention and enhance their learning experience. One effective approach is the implementation of Smart Classroom Management (SCM) strategies. SCM emphasizes the importance of considering individual student needs, interests, and traits. By understanding these factors, teachers can plan their lessons more effectively, create an organized classroom environment, establish trust with students, and maintain effective discipline. Various studies have shown that utilizing SCM strategies leads to increased students' perception of classroom activities and language achievement.

The first research question aimed to explore the role SCM in students' perceptions. The findings provide evidence that implementing SCM in the classroom effectively enhances students' perception of the class activities. In the context of the classroom, perception plays a significant role in the process of learning and teaching. Anderman and Midgly (2008) have identified four variables that contribute to students' perceptions: interest, joy, challenge, and choice. All of these variables are essential in shaping how students perceive the classroom environment and its activities (Jahedizadeh et al., 2016; Jahedizadeh et al., & Akbari, 2015; Sharifi et al., 2017). By incorporating strategies that promote these variables, teachers can foster a more intelligent and effective classroom management approach. When students are genuinely interested in the subject matter, experience a sense of enjoyment, are appropriately challenged, and have opportunities to make choices in their learning, it enhances their perception of the classroom activities. Smart classroom management involves

forming a supportive and engaging learning environment where students' interests and individuality are considered.

Regarding the second research question which strived to examine the efficiency of SCM treatment in increasing the learners' language achievement, the findings provide empirical evidence that SCM plays a crucial role in improving students' language proficiency. Consistent with previous research, this study supports the notion that teachers' expertise in classroom management has a substantial impact on students' educational outcomes. Klem and Connell (2004) discuss the robust experimental support for the correlation between teachers' management skills and students' achievement. Implementing smart classroom management has practical implications for the teaching profession and student learning outcomes. It enhances teacher preparedness by equipping them with tools and skills to engage students effectively. Smart classroom management improves student engagement through personalized instruction and immediate feedback. It also reduces teacher attrition by promoting job satisfaction and providing support in handling challenging situations. The Ministry of Education's support is crucial in promoting smart classroom management through financial assistance and training programs. Smart classroom management addresses behavioral issues and promotes a positive learning environment. Higher education policy integration is necessary to prepare future teachers with the skills to utilize technology effectively. To generalize the findings, future studies should replicate the research across different age groups, from primary school to university level, and in various educational settings. Comparing the effectiveness of smart classroom management strategies between young students and adult learners can provide insight into age-specific challenges and benefits. Additionally, investigating teacher-related variables such as gender, teaching background, age, degree, and major can help tailor these strategies to specific teaching contexts. Exploring the role of parental involvement in supporting smart classroom management practices and fostering collaboration between teachers and parents can enhance the learning environment. Overall, smart classroom management has practical implications for teachers and students, requiring collaboration among the Ministry of Education, universities, and teachers to promote and implement these strategies effectively.

Conclusions

The primary objective of the current study was to assess the effects of implementing Smart Classroom Management (SCM) strategies on learners' perceptions of classroom activities and language achievement. Classroom management encompasses various aspects that contribute to the effective organization and functioning of the classroom. It involves establishing clear rules and expectations, designing a well-structured class schedule, providing necessary educational materials and activities, and effectively communicating instructions and consequences to students (Yazdi et al., 2019). The way teachers interact with their students plays a crucial role in their teaching and learning experiences, as the classroom serves as the primary setting for teacher-student interactions (Muhammad & Ismail, 2001). According to Adeyemo (2012), classroom management refers to the action's teachers take to effectively supervise and control their classrooms, ensuring an optimal learning environment. It encompasses observing learning activities, social interactions, and student behaviors in the classroom (Brophy, 1998). The present study aligns with previous research and demonstrates that the implementation of Smart Classroom Management (SCM) strategies has a significant impact on

various aspects of student learning. The use of SCM techniques, such as planning, organization, leadership, and control, creates a safe, inclusive, and positive classroom environment. Also, it causes that student willing to come to class and they understand the content better. The outcomes of the study, as evidenced through questionnaires and interviews, indicate that the integration of smart classroom management practices can be highly beneficial and influential in shaping students' perceptions of classroom activities and language achievement. By employing SCM strategies, teachers can effectively manage the learning environment, cultivate positive relationships with students, and promote an atmosphere that supports student engagement and achievement. The findings of this research highlight the significance of implementing SCM in improving the overall classroom experience and facilitating language learning outcomes.

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