

0111 განათლების მეცნიერება EDUCATION SCIENCE

**Classroom Management Challenges and Intervention Strategies in English Lessons**

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**Abstract**

Effective classroom management is one of the key conditions for achieving positive learning outcomes in primary education. This article explores the challenges of classroom management observed in fourth-grade English lessons at Tbilisi Public School and discusses practical intervention strategies to address them. Disruptive behaviours including shouting, physical aggression, refusal to follow instructions, and lack of motivation were frequently reported, hindering both teaching and learning. The study applied a mixed-methods approach, combining observations, interviews, focus groups, and questionnaires with students, teachers, and parents. Based on the findings, a set of classroom interventions was designed and implemented, such as the “Class Constitution,” “Thumbs Up/Down,” “Word Map,” “Learning by Doing,” and “Time of Games.” These strategies encouraged students’ responsibility, enhanced discipline, and increased learning motivation. Results indicate that consistent application of these methods not only reduced disruptive behaviours but also improved student engagement and strengthened teacher–parent collaboration. The article highlights the importance of teachers’ active role in fostering intrinsic motivation and applying age-appropriate strategies tailored to students’ developmental needs.

**Key words:** classroom management, motivation, discipline, primary school, intervention.

**Introduction**

Classroom management remains one of the most critical challenges for teachers in primary schools. While various models and strategies have been developed internationally (Marzano, Marzano & Pickering, 2009), their effective application in practice often remains inconsistent. In Georgia, classroom management is not only a pedagogical challenge but also a systemic issue directly influencing the quality of education (Janashia, 2008). This study focuses on the fourth-grade classrooms of Tbilisi Public School, where disruptive behaviours such as shouting, physical aggression, refusal to follow instructions, and classroom disorder were frequently observed. The significance of the research lies in addressing how classroom management issues affect both teaching and learning, and in designing interventions that enhance motivation, discipline, and cooperation among students.

The purpose of this research is twofold: (1) to analyse the root causes of disruptive classroom behaviours and (2) to implement and evaluate intervention strategies that can improve the quality of teaching and learning in the English language classroom.

**Main part**

Research on classroom management has long emphasized its direct impact on academic achievement and student motivation. Early studies, such as those by Jacob Kounin (1970), identified key elements of effective classroom management, including clarity of instructions, smooth lesson transitions, and active student engagement. Later, Brophy and Evertson (1976) confirmed that effective classroom management strongly correlates with higher academic performance.

In the Georgian educational context, Simon Janashia (2008) has highlighted the importance of establishing rules collaboratively with students at the beginning of the school year, recommending a “classroom constitution” to ensure ownership and compliance. Japaridze (2005) stressed that classroom rules and management strategies should be adapted to the developmental characteristics of students, emphasizing age-appropriate methods.

Motivation theories also contribute to understanding classroom management. Kazdin (1998) distinguished between intrinsic and extrinsic motivation, underlining that intrinsic motivation tends to decrease after the third grade, which places a heavier responsibility on teachers to design engaging lessons. Weiss and Crider (2010) further argue that parental and teacher involvement creates a supportive environment that fosters both motivation and discipline.

Thus, the literature suggests that effective classroom management requires a balance of clearly defined behavioural rules, teacher-led strategies, and motivational approaches tailored to children’s needs.

This research applied a mixed-methods approach, combining qualitative and quantitative data collection techniques. The target group consisted of 125 fourth-grade students across four parallel classes (4a, 4b, 4c, 4d) at Tbilisi Public School.

Data Collection Tools:

Classroom observations to record disruptive behaviours.

Semi-structured interviews with teachers and parents.

Focus groups with students and parents (two groups, one hour each).

Questionnaires (open and closed questions) distributed to students.

Based on the trends revealed by the focus groups and interviews, I will make the decision to plan the intervention. It is important to consider that the planned interventions are aligned with the national curriculum. Any changes implemented in the educational process should be oriented toward raising the motivation of students to learn and solving classroom management problems in the improvement process.

Based on the results of the research, the intervention was planned in two directions:

1. Raising the awareness of students about the rules of behaviour and duties;
2. Diversification of the English lesson, in order to increase the motivation of the students.

#### **Interventions Implemented:**

Intervention 1 - „class constitution”.

Intervention 2 - „thumbs up/down”.

Intervention 3 - „words map”.

Intervention 4 - „Learning with doing”.

Intervention - „Time of games”.

To address the challenges identified during the observations and discussions, a series of targeted interventions were designed. These interventions aimed to create a structured and supportive classroom environment where students could feel responsible for their behaviour, motivated to learn, and actively engaged in classroom activities. Rather than focusing only on discipline, the strategies combined clear rules, interactive methods, and playful activities that matched the developmental needs of fourth-grade learners. The following interventions were gradually introduced and consistently applied throughout the semester:

1. Class Constitution – Together with students, the teacher created classroom rules, such as: raising hands before speaking, respecting peers, no shouting or physical aggression, and active listening to the teacher. Students signed the rules like a contract, which increased their sense of responsibility.

2. Thumbs Up/Down – A simple formative assessment tool used during lessons. For example, after teaching new vocabulary, the teacher asked students to show thumbs up if they understood or thumbs down if they needed more help. This method gave immediate feedback and helped prevent disengagement.

3. Word Map – Students collaboratively created word maps around key vocabulary (e.g., “School,” “Family,” “Food”). This visual activity encouraged group work, reinforced vocabulary retention, and engaged shy students by giving them specific roles.

4. Learning by Doing – Task-based learning activities such as role plays (shopping at a store, ordering food at a café) and mini-projects (creating posters about their favourite animals) were introduced. These hands on tasks made learning meaningful and encouraged active participation.

5. Time of Games – Structured educational games like “Word Bingo,” “Memory Match,” and “Guess Who?” were included at the end of lessons. These games combined fun with language practice, reduced disruptive behaviours, and created a positive classroom atmosphere.

In order to evaluate the intervention, the teacher needs to use:

- Standardized in-depth interview.
- Questionnaires - with focus groups.
- Observation.

### Evaluation Methods:

The effectiveness of interventions was assessed through post-intervention interviews, questionnaires, and observation notes, focusing on changes in discipline, participation, and motivation. The interventions produced several positive outcomes:

Improved Discipline: After implementing the Class Constitution, incidents of shouting, walking around, and physical aggression decreased noticeably. For instance, one student who frequently interrupted lessons began following the “raise your hand” rule consistently.

Increased Motivation: Activities such as Word Map and Learning by Doing sparked genuine interest. Shy students who previously avoided participation became more confident in speaking English.

Active Engagement: The Thumbs Up/Down method allowed the teacher to quickly identify students who needed extra support, leading to more targeted teaching.

Positive Teacher-Parent Collaboration: Parents reported noticeable improvement in their children’s attitude toward school. Some even shared that children started using English words at home, showing increased motivation.

These findings align with international research (Marzano et al., 2009; Weiss & Crider, 2010) that confirms well-structured classroom management strategies reduce behavioural issues while promoting intrinsic motivation and responsibility.

### Results and Discussion

The interventions produced several notable outcomes:

1. Improved Discipline: Students demonstrated greater adherence to behavioural rules after the introduction of the “Class Constitution.” Instances of shouting, walking around without permission, and physical aggression decreased.
2. Increased Motivation: Activities such as “Word Map” and “Learning by Doing” enhanced students’ interest in English lessons. Shy students became more confident in expressing themselves.
3. Active Engagement: The use of “Thumbs Up/Down” and “Time of Games” encouraged students to participate actively and reduced passive or disruptive behaviours.
4. Positive Teacher-Parent Collaboration: Parents reported improvements in their children’s attitudes toward school, reinforcing the importance of collaboration between school and family.

These findings align with international research (Marzano et al., 2009; Weiss & Crider, 2010) confirming that classroom management strategies not only reduce disruptive behaviour but also foster intrinsic motivation and student responsibility.

### Conclusion and Recommendations

This article demonstrates that classroom management challenges can be turned into opportunities for building a cooperative learning environment. The interventions not only reduced disruptive behaviours but also strengthened students’ motivation and responsibility. Teachers are encouraged to:

- Co-create rules with students to ensure ownership.
- Use quick assessment tools to monitor understanding.
- Diversify teaching methods with hands-on and game-based activities.
- Collaborate with parents to reinforce positive behaviours outside of school.

Future studies could expand the research to different grade levels or compare interventions across schools to strengthen generalizability.

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#### რეზიუმე

კლასის მართვის ეფექტიანობა ერთ-ერთი მთავარი პირობაა დაწყებით განათლებაში სწავლის დადებითი შედეგების მისაღწევად. მოცემულ სტატიაში ვიკვლევთ თბილისის ერთ-ერთი საჯარო სკოლის მეოთხე კლასების ინგლისურის გაკვეთილებზე დაკვირვების შედეგად კლასის მართვის გამოწვევებს და მათ გადასაჭრელად განვიხილავთ პრაქტიკული ინტერვენციის სტრატეგიებს. ხშირია დამამცირებელი ქცევები, მათ შორის ყვირილი, ფიზიკური აგრესია, მითითებების შესრულებაზე უარის თქმა და მოტივაციის ნაკლებობა, რაც ხელს უშლის, როგორც სწავლებას ასევე სწავლას. კვლევაში ვიყენებთ შერეული მეთოდების მიდგომას, რომელიც აერთიანებს დაკვირვებებს, ინტერვიუებს, ფოკუს ჯგუფებს და კითხვარებს მოსწავლეებთან, მასწავლებლებთან და მშობლებთან. დასკვნების საფუძველზე შეიქმნა და განხორციელდა საკლასო ინტერვენციების ერთობლიობა, როგორიცაა "კლასის კონსტიტუცია", "ცერები მაღლა/დაბლა", "სიტყვის რუკა", "სწავლა კეთებით" და "თამაშების დრო". ეს სტრატეგიები ხელს უწყობს მოსწავლეების პასუხისმგებლობას, აძლიერებს დისციპლინას და ზრდის სწავლის მოტივაციას. შედეგები მიუთითებს იმაზე, რომ ამ მეთოდების თანამიმდევრულმა გამოყენებამ არა მხოლოდ შეამცირა არასასურველი ქცევები, არამედ გააუმჯობესა მოსწავლეთა ჩართულობა და გააძლიერა მასწავლებელთა-მშობლების თანამშრომლობა. სტატიაში განხილულია მასწავლებლების აქტიური როლის მნიშვნელობა შინაგანი მოტივაციის ხელშეწყობასა და ასაკის შესაბამისი სტრატეგიების გამოყენებაში, რომლებიც მორგებულია მოსწავლეთა განვითარების საჭიროებებზე.

**საკვანძო სიტყვები:** კლასის მართვა, მოტივაცია, დისციპლინა, დაწყებითი საფეხური, ინტერვენცია.