

ies.v5n5p35 URL: <http://dx.doi.org/10.5539/ies.v5n5p35> Abstract This paper attempts to explore and identify the characteristics of an effective teacher who teaches English as a second language to 10 year old students from different ethnics, various social economic background and multi-level language ability, at a private primary school in Malaysia .She also gives us things she doesn't want." National Forum of Education Journal – Electronics, 16 (3E), 2005–2006. Journal of European Industrial Training, 20 (7), [1996] 29–36. Furthermore, the effect appeared to be cumulative and additive, in that students taught by ineffective teachers for consecutive years do significantly worse in terms of both gains and achievement compared to peers who were assigned to effective teachers for consecutive years. As Hattie (2003) mentioned, expert teachers are able to deal with the multidimensionality of the classroom. As there are various and multiple factor s involving teacher effectiveness in this discussion, we categorized all the running themes into three broad categ ories. She calls them by name and she knows her students well. Her rewards we re abundant and generous . International Journal of Educational Research , 37 , 449–481 Hattie, J. (2002). In Menges, R. J., & Svinicki, M. D. , eds. College Teaching: From Theory to Practice. Some students even www.ccsenet.org/ies International Edu cation Studies Vol. 5, No. 5; 2012 36 study under the same teacher for a number of years. This was mentioned by the first interviewee, that she spot chec ks her class on cleanliness. The windows were lined with pastel coloured butterflies so the students would not be distracted by the view outside. New Directions in Teaching and Learning, 45 , 53–65 Glenn, R. E. (2001). A strong sense of belonging has been associated with a desire to learn and an increase in understanding, whereas a lack of belonging has been associated with negative academic outcomes such as truancy and withdrawal from school. National Education Blueprint 2006–2010 : Ministry of Education Malaysia. In the fifth observation, she encourages them not to admit defeat ev en though they lost the cleanliness trophy that w eek. School of Education, University of Auckland. Nevertheless, policy makers, administrators, teacher educ ators and aspiring teachers would benefit significantly from knowing the characteristics of ef fective teachers, as this knowledge would likely im prove the quality of the field. They claimed that only beliefs about 'source of knowledge' significantly predicted teaching competence, whilst entry qualifications, instructional pref erence and the other epistemic dimensions were not significant predictors of teaching competence. Classroom composition and peer effects . Educational Planning and Research Division. During the interview, she explained the power of encouragement. The Education of Henry Adams . It also shows her readiness and flexibility in adapting her teaching me thodologies to the student's style of learning. Practical Proposals for Motivating Students. Retrieved from: <http://highreliability.co.uk/Files/Downloads/Effectiveness/DM2002a.pdf> Ostorga, A. N. (2003). Learning styles: a holistic approach. Retrieved from <http://www.ncctq.org/publications/LinkB etweenTQandStudentsOutcomes.pdf> Hattie, J. (2003). What is the research evidence? Retrieved from [www.education-world.com/a\\_curr/curr387.shtml](http://www.education-world.com/a_curr/curr387.shtml) Goodenow, C. (1993). He concludes that learning outcomes are directly related to the learning environment within the classroom created by the teacher due to the fact that the proce sses of learning that they foster are by far the more powerful. Below we will further discuss other char acteristics and behaviour of this teacher that have not been or are seldom discussed in the literature on effective teachers. In this context, scaffolds means 'to provide support.' Teachers make a differ ence. Char acteristics of effective t eachers:

"She doesn't get angry. 1.1 Background The Malaysian National Education Philosophy states that: "Education in Malaysia is an on-going effort towards further developing the potential of individuals in a holistic and integrated manner, so as to produce individuals who are intellectually, spiritually, emotionally and physically balanced and harmonic, based on a firm belief in and devotion to God..." National Education Blueprint 2006–2010: ix Thus, as educators, our main responsibility is to produce such students and to prepare them to face myriad world challenges upon graduation. Above all, effective teachers should be able to detect when students are learning or motivated to learn or are losing focus or interest in the topic presented on that day. We also noted that in all the classroom teaching and learning observations, the tasks given were challenging and appropriately designed to suit the student age level and ability, so that each student can meet the objectives as listed in the lessons' learning outcome. By focusing their instructional goals on the acquisition of mastery rather than competitive and comparative goals, superior teachers prompt students' intrinsic motivation to become the force behind learning (Heller & Sottile, 1996). For example, how to choose a 'good' durian, taking the students to the market to learn about local fruits, using the colloquial term 'heaty' to mean 'feeling hot,' discussing experiences on 'balik kampung' or going back to your home town, using the Malay language to explain difficult terminology, using real plants to teach science, and many others. In recent years she has made a significant contribution in turning her class around, and the class has won the monthly cleanliness trophy for almost an entire year, missing only twice. From the interviews with her, her students and colleagues, we argued that the special ability in recognising helpful events is due to the fact that she loves teaching; she loves the children, the school and, most of all, she loves her profession as a teacher. We acknowledged this teacher's frequent use of her skills and the art of scaffolding in her lessons and realized its impact on her students. Though the competitive spirit was invoked during her lessons as well as in the distribution of games, she used competitiveness as points for rewards. We realized that it is a unique ability that deserves deeper probing to understand how she manages to be conscious of such events while simultaneously managing the lessons as well. Thus, we believe that further research is inevitable to enable comparisons to be made, and such findings would be more conclusive in developing a complete list of the characteristic of an effective teacher, specifically on classroom management. New teachers and those at a crossroads in their career would also benefit if they could confirm that the interpersonal and intrapersonal beliefs they possess are those demanded by the field. This teacher makes such an impact that her students do not give the school administration difficult discipline issues and instead have such motivation that they excel in the process. Second, teachers also need to show and communicate their enthusiasm, for such displays will produce an immediate increase in student motivation. With these goals in mind, this article aims to share the findings of an empirical study on the key characteristics teachers need to excel in their job, focusing on classroom management. She is a great motivator as proven by Student B, who would continue to be the best even as she moved beyond this teacher; "Yes, because she tells us we must be the best even though she's not there. Pizzas, squash racquets, ice-creams, and sweets, were some of the prizes mentioned; "She gives us lots of presents; sweets, Pizza Hut, Dominoes pizza. It fascinates us that this teacher knows when to make use of those

events and turn those moments into a teaching point. Such teachers combine new subject matter content knowledge with prior knowledge; can relate current lesson content to other subjects in the curriculum; and make lessons uniquely their own by changing, combining and adding to them according to their students' needs and the teacher's own goals. The author listed the themes as student centeredness, enthusiasm for teaching, ethical values, classroom and behaviour management, teaching methodology and knowledge. Five full-day classroom observations were video recorded together with the field notes, and a total of 10 interview hours were transcribed. The findings concur with previous literature reviews on effective teacher models whilst providing in-depth details on what transpires during classroom activities, thus clarifying further the meaning of effective classroom management. By doing so, she instils confidence in the weaker ones, at the same time conveying a sense of sharing, patience and understanding to the whole class. Apart from parents, the teacher is the next crucial factor, who patiently, year in and year out, goes into the classroom to teach and mould the children under his or her care. Having things on the desk can serve as a distraction, so she repeats this teaching every time she sees students with cluttered desks. The study focused on classroom management using a case study methodology where data was collected using both interviews and classroom observations. When asked to describe her character, her students' quick response was mostly, "She is the best;" "She is wonderful;" "She is awesome;" "She is great;" "I love her."<sup>5</sup>, No. 5; 2012 ISSN 1913-9020 E-ISSN 1913-9039 Published by Canadian Center of Science and Education 35 Effective Classroom Management Azlin Norhaini Mansor <sup>1</sup>, Wong Kim Eng <sup>2</sup>, Mohamad Sattar Rasul <sup>1</sup>, Mohd Izham Mohd Hamzah <sup>1</sup> & Aida Hanim A. Hamid <sup>1</sup> <sup>1</sup> Universiti Kebangsaan Malaysia, Bangi, Malaysia <sup>2</sup> Open University Malaysia, Kuala Lumpur, Malaysia Correspondence: Azlin Norhaini Mansor, Universiti Kebangsaan Malaysia, Bangi, Malaysia. However we would like to propose another six more notable characteristics of an effective teacher: (i) loving the profession; (ii) going beyond the lesson time; (iii) creating a suitable yet comfortable physical classroom environment; (iv) practising the art of scaffolding (v) weaving values, leadership and thinking skills into the lesson and (vi) creating class rules and boundaries through repetition and humour. Hattie (2003) further added that expert teachers can spontaneously relate what is happening to these deeper sets of principles; can quickly recognize sequences of events occurring in the classroom that in some way affect the learning and teaching of a topic; are more opportunistic and flexible in their teaching; are more adept at anticipating problems and then improvising; are skillful in keeping the lesson on track and accomplishing their objectives; and allow student questions and comments as springboards for discussion. On the other hand, Hattie (2003) presented a different perspective on the characteristics of an effective teacher as someone who knows their subject matter well, is able to identify essential representations of their subject, can guide and motivate learning through classroom activities, can monitor learning and provide effective feedback, can attend to attentive attributes, and can influence student outcomes. Earlier studies on classroom management that focusing on students' sense of belonging in school contexts have found that a strong sense of belonging can result in positive outcomes, including academic motivation, a sense of efficacy, a liking for school, and a sense of emotional well-being (Goode now, 1993; Wentzel, 2003). Retrieved from [http://en.wikiquote.org/wiki/Henry\\_Adams#The\\_Education\\_of\\_Henry\\_Adams\\_.281907.29](http://en.wikiquote.org/wiki/Henry_Adams#The_Education_of_Henry_Adams_.281907.29)

www.ccsenet.org/ies International Education Studies Vol.5, No. 5; 2012 41 of the year, and the class knew exactly what If the teacher is not interested in the material he/she is presenting, the outcome will be student boredom and dislike for the subject as well. Investigating change in epistemic beliefs: An evaluation of the impact of student teachers' beliefs on instructional preference and teaching competence. Retrieved from <http://www.cdtl.nus.edu.sg/link/Jul2009/li3.html> Darling L., Chung, R., & Freflow, F. (2002). International Education Studies; Vol.3.