



Clever Students as Teacher Assistants: A Novel Pedagogical Method

Haider Abbas Jema'ah

Email: astadhhydrbasjm@gmail.com

Abstract

Educational institutions give a special attention to the role of teacher assistants in the process of teaching and learning techniques as well. They consider TAs as a winner card in the hand of the teacher to develop students' progress in learning languages. This research shows a practical experiment carried out by the teacher and his students in class. The teacher grants clever students various roles to help him achieve the aims of the lesson. Those students have more responsibilities given by the teacher who trained them how to do each task in classroom management and named them as assistants teacher who started their job as facilitators for their classmates. He finds those chosen students tend to take the job of TAs such as clarifying and simplifying the difficulties of some activities , repeating teacher's instructions in each group and admitting students' problems to the teacher to be solved. During the process of learning, the researcher finds the eyes of students assistant are closer in observing the students than the teacher's particularly in reading silently to write the answers given by the teacher or the activities of the lesson because they are much more contact with their classmates who are in the same age and have the same inclination to work together. Chosen

Paper Info

Keywords

Teacher assistants ,
novel
pedagogical
method ,
techniques
strategies
engagement ,
classroom
management.

students who take the job of TAs try to be welcomed guides to direct students how to do their homework. The research hypothesis is based on the notion that clever students can participate in managing the class. The obtained statics of the questionnaire is corresponding with the researcher's conclusion which adapts the principle that students teacher should be available for each class to help the teacher manage the lesson effectively.

doi: xx.xxxx

1. Introduction

Teacher assistants at schools have many titles such as school assistants , interpreters , students' personal assistants and teachers' assistants (Rämä, I., et al., 2020).They are called 'TAs' in the United Kingdom, Australia , and China (Zhang, Z., et al.(2023) (Webster et al., 2010), (Butt & Lowe ,2012), (Ministry of Education of the People's Republic of China 2022). There are other terms such as 'paraprofessionals' in the United States, 'teacher aides' in New Zealand, and 'special needs assistants' in Ireland(Wiggs et al., 2021); (Rutherford 2011); and (Griffin & Blatchford, 2021). They also have titles. For example, learning support assistants, educational assistants. They have different roles such as clerical duties , personal care, social/ behavioural support , supervision of student. One of the main roles of TAs in foreign classroom is translation to enable students communicate in English language (Chopra et al., 2019) ; (Giangreco et al., 2014) ; (Uitto et al., 2015) ; (Garwood et al., 2018).

(Kakos, M.2022); (Fritzsche, B., & M. Kakos, 2021)In this research , the assistant is a student who has the desire to be a leader in his group during the group work when the activities involve one of the students taking the job of a facilitator for his classmates. The student teacher prepares the lesson at home to be ready to answer the questions. The teacher finds that leader in his group has the ability to write the answers on the board. So he is obliged to grant that special student a task of writing the answers on the board to save time and to pay attention to the students' answers.During the process of teaching , the teacher finds another distinctive student who has the ability to clarify and simplify the difficulties of some activities of the lesson for the students. So that assistant is praised and encouraged on that role . The variations in task-based learning depend on the level of the assistant who should be qualified to do multiple tasks which are determined by the teacher. The most important quality is to be acceptable by the students to do the job of the

assistant. Clever students who are appointed to be TAs have to repeat teacher's instructions to be understood , report students' problems to the teacher and work with groups to enhance students' spelling or correct their mistakes (Fax,G.,2016).

3.Aims of the Study

The research aims to identify an investigation into experimental learning techniques that propose the method of engaging clever students as assistants who do diverse tasks assigned to them by the teacher.

4. Problem of the Study

The problems of the research are based on the notion that when the teacher grants clever students an opportunity to actively engaged in classroom management, they will create a positive impact in managing the class activities and contribute to understanding of how they participate fully in classroom management.

5. Importance of Study

The recent changes in the methodology of clever students' engagement as teacher assistants comprise a number of instances of things like their observation of every student more closely than the teacher or helping students in their group

work as well as giving the teacher immediate reports on students' deficiencies in a particular activity. If the teacher grants clever students to do the previous jobs during the lesson , the class will be more motivation and interesting. The students will benefit from this collaboration between the teacher and clever students in achievement the task-based learning.

6. Hypothesis of the Study

The present study adapts the following research questions.

Can clever students be teacher assistants?

1.If yes, how many?

2.What is the role of the assistant?

3.How can the assistant react to the students?

4.How can the assistant react to the teacher while he is explaining the lesson?

5. What are the criteria of choosing a teacher's assistant?

6.Can the teacher's assistant be dispassionate especially with his close classmates?

7-Do students' jealousy affect the learning process?

8-Is there a substitution for the assistant in case of absence or sickness?

9-Is students' agreement in choosing the assistant significant? If yes, why ?

10-Are there any side effects for this task? If yes, How to overcome them?

CHAPTER TWO

This chapter deals with the ability of clever students to do new roles in classroom Management such as teacher assistants who involve a collaboration with the teacher in the Process of teaching and learning as well.

1. Why Student Assistants?

Teachers have to be opened to the idea of students being TAs to provide students with a good quality of learning particularly in large classes. Marais and Meier (2010) emphasised on that idea. They are regarded as welcome support for teachers (PHSG,2020).The teacher sometimes needs an assistant to help him or her manage the class particularly in large classes. The number of assistants depends on the number of students in the classroom. If the class contains more than thirty students, the teacher may need an assistant. Bovill, H. (2017) used the term teaching assistant as learning support assistant, special needs assistant and classroom assistant. The teacher does not observe each one in the class and check whether or not, the students pay attention to the teacher during the presentation of the lecture or during quiet reading . A review by Navarro (2015) found that the TAs create a flexible-learning environment for students to engage with the tasks given by the teacher in classroom and that was written by (Blatchford et al.,2009) ; (Quill, J., & Kahu, E. R.,2022).The researcher suggests that the teacher needs an assistant to make sure if the students are putting up with his or her instructions. Perhaps the teacher needs another eye to watch each

group carefully or to answer their questions such as checking the number of the page for each one as well as making them understand their tasks or sharing their ideas to choose the correct one so as to correspond with the teacher's answers. Researchers found that TAs with the teacher participate in enhancement of students' successful achievement particularly in reading (Hemelt, S.W., et al.,2021). The average students need someone to direct them on how to read the text correctly or to know which kind of the tasks they are required to do. Sometimes, the teacher has repeated the instructions several times to make sure that students recognize some items that they have to do in the class. The assistant helps the groups clarify the task and helps them find the suitable answers. The assistant specifies which student answers the question and the way that is used to answer the questions. For example, when the teacher asks students to answer the questions in groups, and he specifies the way that is used to write their answers on the board, the assistant helps the students achieve their tasks such as matching, filling in the blanks ,...etc. TAs provide teachers and students with an interaction focuses on procedural understanding which involves further elaboration of each one on the process of teaching and learning. So the students are encouraged to do self-correcting rather than immediate correction by the teacher whereas TAs focus on task completion (Bosanquet, P., & Radford, J.,2019); (Radford, Blatchford, & Webster, 2011); (Rubie- Davies et al., 2010).

2.How a variable-role occurrence?

Both the teacher and students benefit from TAs in learning environment. (Slezáková,K., et al.,2022) ; Butt, R. (2016).During the discussion, the assistant plays a good role to simplify the difficult tasks if there are any. The assistant observes the students while the teacher is writing some items on the board to make sure that the students listen to the teacher and to makethem more focused. Sometimes the teacher needs a book to write some items on the board. In addition to that the assistant may hold the book open for the teacher to save the time and to make the teacher focus on the sequence of the items that are required to be written on the board.

3.Why substitution?

Teachers and TAs should be belonged to one team member in school. (R. Sirkko, K.Sutela & M. Takala,2022) ; (Jardí, Petreñas, & Puigdel·lívol,2022) ; (Bennett et al., 2021) ; Saloviita (2020); (Köpfer & Böing 2020); (Zhao, Rose, & Shevlin 2021)The teacher changes the assistant from time to time if the class has many to increase the competition between the assistants and to decrease the dominance of a particular assistant who tries to take advantage of that privilege. In addition, the teacher has to find some solutions to this issue such as telling the assistant to listen to the students' opinions and respect their views even he doesn't accept their ideas or suggestions.

4.How TAs react to the students?

TAs affect students' enhancement socially, behaviourally and

academically. (Bagadood,N. H., & Saigh, B. H. 2022: pp.101 ; Jardí, et al., 2021).The assistant checks which student hasn't brought his book and which one reads or writes other school subjects without making the teacher notice that. So, the eye of the assistant catches fast the student who does that. The assistant writes down these notes in his journal and reminds the teacher if the student does that again in the future. It is advisable for the teacher to give the assistant more authority to enforce the teacher's instructions and make the students know that the authorization of the assistant is already given by the teacher and they have to obey this authority because it is a duty given by the teacher and the assistants have to carry out their duties as the teacher asked them to do so. TAs deal with students who make problems and noise. The assistant holds a note book to register noisy students. So, the noisy students should keep quiet to avoid being reprimanded. The teacher discusses with the assistants the student's behaviour he thinks behaves badly with their colleagues inside the class to reach a right decision about this issue and to find the best solution for this kind of student who is waiting the teacher's reaction . (Chan, E. S., et al., 2022) .

5.How the process of engagement done?

(Breyer , et al.(2021): 349:) mentioned that there are no domain specific qualification requirement for working as TAs. The teacher trains the assistant to take his or her role in reading aloud. This activity requires a highly- qualified student. The

collaboration between the TAs and the teachers develop the level of learning for all students. (Jackson, et al., 2021) ; (Douglas, et al., 2015).The assistant controls the group work with the help of the teacher who guides the class while the students are doing their tasks. The assistant takes the correct answers to write on the board and at the same time he advises them not to waste time while they are doing the task and encourages the students to finish their work faster. TAs may play a good role in areas of literacy: spelling , reading , phonics , speech and language as an Additional Language. Oxley, E., & De Cat, C. (2021). The assistant specifies the average students to participate in the class activity with the help of the teacher who watches carefully each step happening in the class. The average students will have an opportunity to practise the lesson with the class and they won't be isolated from their classmates . Thus, they will be one of the centre learning. The assistant tells the teacher the common mistakes that the students did while they were answering the activity book.

6.The authority of assistant

TAs take an advanced role in managing behaviour. They are responsible for eyes and ears of the classroom. (Clarke, E., & Visser, J., 2016) ; (GROOM, B., & ROSE, R., 2005) ; (Blatchford et al., 2007) ; (Webster, D et al., 2011) ; (DUNNE, L., GODDARD, G. & WOOLHOUSE, C., 2008) ; DfE (2013) ; DfE (2016).The students find it easier to tell their problems and difficulties to the students'

assistant and to be transferred later to the teacher rather than telling them directly to the teacher to avoid embarrassment when they feel weakness in a particular activity. The assistant is not allowed to talk with any student while the teacher or another student is reading aloud to make the whole class under the authority of the teacher and to achieve the purpose of reading loudly to improve their skill in reading whether it is quiet or a loud.(Biggs, E. E., et al., 2016) found throughout the interviews that a good relationships between TAs and the teacher leads to real good outcomes for students' work. They can complete their aims more together than they do separately. The assistant checks the students' homework and their activity books as well as writing the date of observation for each one to facilitate the scoring or the assignment that determines the grades given by the teacher that his assessment depends on the daily scoring done by the assistant who should not take any decision without taking the teacher's permission so that the assistant does not take an advantage of his powers given by the teacher.

7.What should be done before monthly exams?

TAs help students acquire effective experience and affect their outcomes. They participate in decreased workload for teachers. (Jackson, C., et al , 70 , 2021;Blatchford et al., 2012; Giangreco et al., 2011; Opie et al., 2017; Butt, 2016a; Butt, 2016b;Butt & Lowe, 2012; Gibson et al., 2016; Harris & Aprile, 2015; O'Rourke & West, 2015;Whitburn,

2013; Wilson & Bedford, 2008).The assistant tells the students the important questions chosen by the teacher in the test paper. Therefore it is advisable for the teacher to grant the assistant much more time for discussion with the students before monthly exams such as letting the assistant predict and write some questions on the board asking the students to answer them while the teacher is watching and correcting their mistakes if there are any. Students try to invent or create new ways that they think help them to meet their need to achieve their understanding of pedagogical dimensions related to curriculum (Wahyuni, S., & Siswiyanti, F.2022,10. ; Brahama. et al. , 2021; palobo et al . , 2020) The students predicts the questions of the test. Therefore, it is also possible to let the assistant take the students' examples . Then, the assistant writes some of them on the board to encourage the students to try or discover the items of the test. The teacher should make a balance between the relevant questions and the irrelevant ones in order not to waste time on unimportant questions which deceive the students to pay more attention to them during their preparation for the test. These activities are considered as a feedback for the students to motivate them and activate their brainstorming.

8. Other characteristics of assistant

TAs play an important role in the inclusive education (Anderson et al 2020). In Hong Kong , TAs in primary and secondary school take

responsibilities that are related to classroom management and organizing activities. They also record students' test- marks or deal with students who make problems and noise. (Chan, E. S., et al., 2022) .After scoring the test papers, the assistant helps the teacher deliver the test paper. When the class contains more than one assistant , they deliver test papers much faster than the teacher. The assistant indirectly tells the teacher how much time remains to the lesson to alert the teacher to cover all the items required to be taught and to specify the homework that should be done at home. The assistant helps the teacher in collecting the information about the level of the students in other subjects such as Mathematics or Physics. That helps the teacher to assess the level of the students precisely. Sometimes , a student may be good at Mathematics but not as good in English . As a result, the teacher has to pay attention to these kind of students so as to improve their level. The assistants will be self-confident in acquiring the language and they will transfer their experience to their classmates.

9. The influence of assistant

TAs save the time for students who are not expected to perform their tasks properly (Bagadood , 2022, 101). During the first stage of writing a paragraph, the assistant can play a good role in the brainstorming process where the teacher elicits their background about the subject before writing their draft. The teacher selects the closing sentence which restates the main idea of the paragraph from the assistant who

encourages the students to pay attention to this kind of stage of writing a paragraph. Also, the assistant's task in this activity is to demonstrate the way that the students can write their drafting stage. The teacher trains clever students previously in a special workshop on their leisure at school to writes notes about the students' errors and gives them to the teacher who will correct their errors later (Fox, G. 2016 , 8). To carry out a role- play activity as a group work, the assistant informs the teacher what the students' real needs are to do their task easily because he observes the students' performance closely which encourages the average students to participate effectively. TAs support the teacher in teaching process and students in learning process and that collaboration is different from school to school depending on the person who involves to do that role. Their role is important to support students (Breyer , et al., pp. 350-352: 2021) ;(Bennett et al., 2021); (Finnish Basic Education Act 826/1998; Lakkala et al., 2021); (Lederer, Breyer, and Gasteiger-Klicpera 2021); (Saloviita 2020); (Zhao, Rose, and Shevlin 2021).

10.Extending the scope of assistant

TAs grant the teacher an opportunity to concentrate on the process of learning and make Sure that the students receive their needs attentively (Bagadood, 101 , 2022 ; Cassim ,N., & Moen , M (2020) . The teacher and the assistant monitor the progress of the students through regular checking on their performance particularly with the

introverted ones. Before starting the lesson, the teacher may ask the assistant some questions to facilitate the topic to activate the students' knowledge as a warming-up stage. The teacher can know from the assistant what the students expect to learn during the Initiation of the lesson. TAs have to understand students are away from the classrooms (Blatchford, p., et al., 2007)Sometimes, the teacher gives the students unrealistic homework. Here the assistant's role is to try to persuade the teacher that the students have a difficult test and they don't have time to do their homework. The teacher may accept their excuse.Students who their mother tongue is not English can benefit from TAs in educational inclusion to meet their needs in English language (Kakos, M. ,2022,22; Fritzsche, B., and M. Kakos. 2021. , Skolverket. 2013 , Ernst- Slavitt, G., and K. J. Wenger. 2006 ;Wenger , et al ., 2004) The assistant diagnoses the weakness of the students and transfers them to the teacher. The assistant can share his ideas with the students during the process of feedback to give them an opportunity to correct their mistakes before the end of the lesson with the teacher's observation who guides the assistant to correct their mistakes implicitly. Rob Webster and Peter Blatchford paid attention to students' learning or behavioural needs. They studied the effects of TAs on the students, interaction inside and outside the classroom or away from the teacher. The focus was on how the task of TAs should be done. To reach to the clear strategy about the role of TAs ,

the teacher is responsible to prepare a plan to take each one's turn. what students need in specific types of task and spend time with them even when the

chapter two:Methodology

This chapter shows how the researcher writes a list of questions to be answered by the students to investigate whether they accept or refuse the idea of being clever students as teacher assistants and if the students adapt with daily routine of being assistants in class.

1.Introduction

The researcher noticed that more than 60 percent of his students became familiar with the strategies of managing the class with the collaboration of clever students who took the role of students' assistant during the process of learning. The researcher used that reaction from his students to write a questionnaire to add supplementary information to the relationship between the researcher and his students.

2. Participants

117 students from the third intermediate grade in Al-Thura Secondary School for Distinguished Students in Karbala governorate in Iraq are requested to respond ten questions about the idea of being clever students as assistants in class. The questionnaire was carried out

in 8/4/2024 under the supervision of the researcher who distributed the questionnaire papers and collected them from the students.

3.Questionnaire

1- I agree with the idea of being assistant teachers to help the teacher control the class.

Strongly disagree	disagree	Neutral	agree	Strongly agree
-------------------	----------	---------	-------	----------------

2- Students benefit from the assistants in the class.

Strongly disagree	disagree	Neutral	agree	Strongly agree
-------------------	----------	---------	-------	----------------

3-The assistants help you find the correct answer.

Strongly disagree	disagree	Neutral	agree	Strongly agree
-------------------	----------	---------	-------	----------------

4- You prefer to tell the assistant about your problems more than the teacher .

Strongly disagree	disagree	Neutral	agree	Strongly agree
-------------------	----------	---------	-------	----------------

5- The assistants help you clarify and simplify the difficulties.

Strongly disagree	disagree	Neutral	agree	Strongly agree
-------------------	----------	---------	-------	----------------

6- The assistants are annoyed with you when they order you to be quiet in the class.

Strongly disagree	disagree	Neutral	agree	Strongly agree
-------------------	----------	---------	-------	----------------

7- You feel jealous from the assistants particularly when they give instructions to follow such as open your books at page?

Strongly disagree	disagree	Neutral	agree	Strongly agree
8- The assistants have succeeded in their job.				
that influence has been shown from their response to the questionnaire. The data and analysis present their implication for the process of teaching and learning as well.				

Strongly disagree	disagree	Neutral	agree	Strongly agree
1. Data				

9- You expect to adapt with the daily routine of being assistants in the class.				
Strongly disagree	disagree	Neutral	agree	Strongly agree

10-You wish to be an assistant one day in the class.				
Strongly disagree	disagree	Neutral	agree	Strongly agree

4.Implementation

The questions written by the researcher in 3-4 Questionnaire were to obtain supplementary understanding on how the students react to this new strategy to achieve his aim in finding a new technique to develop the teacher's management skills. The majority of students strongly agreed with idea of being assistant teachers to help the teacher control the class and practiced successfully with each item mentioned in the questionnaire.

CHAPTER FOUR:Results Analysis

This study investigates the impact of clever students as teacher assistants on the enhancement of students' achievement in their performance and

Qustiom	(strongly disagree	disagree	
1- I agree with the idea of being assistants to help the teacher control the class.	0	10	
2- You benefit from the assistants in the class.	0	4	
3-The assistants help you find the correct	1	3	
4- You prefer to tell the assistant about your problems more than the teacher .	3	5	
5- The assistants help you clarify and simplify the difficulties.	2	3	
6- The assistants are annoyed with you when they order you to be quiet in the class.	29	35	
7- You feel jealous from the assistants particularly when they give instructions to follow such as open your books at page?	49	21	
8- The assistants have succeeded in their job.	1	5	
9- You expect to adapt with the daily routine of being assistants in the class.	0	2	
10-You wish to be an assistant one day in the class	8	6	258

2. Analysis

- The statistics show that three quarter of students strongly agree with the idea of being assistants to help the teacher control the class. Both the teacher and his students find that clever students as assistants play a good role in classroom management, particularly in large classes where the teacher may face some difficulties in observing and noticing each one closely. The assistants may add more motivation to the class especially if it contains many clever students who compete to take that role. The questionnaire ensures the students' benefit from the assistants in the class where the results of test papers reflected the progress in students' level and grades that they obtained in their Final exam prove that.
- The number of students who strongly agreed with the item three that asked if the assistants help them find the correct answer made the research implicit in the students' positive attitude towards the assistants who write the correct answers on the board.
- The results are explicit on how the students prefer to tell the assistant about their problems more than the teacher. The teacher justifies the students' preference to do that action to avoid their embarrassment of having to ask directly to the teacher.
- There's no doubt that the students find it easier to ask their classmates to clarify or simplify the difficult task because they are of their own age.
- The researcher found that sixty percent of students were not annoyed with the assistants when they order them to be quiet in the class because they practised the effect of that order on the class when the whole students want to listen carefully to the teacher when he explains briefly some important points of the text. The other percentage of students said that they are sometimes annoyed with the assistants if they order them to be quiet.
- The statistics confirmed the researcher's point which showed that more than half the class doesn't feel jealous of the assistant particularly

when they give instructions to follow such as open your books at page

- The class strongly agreed that the assistants have succeeded in their task because they created a pleasant learning environment.
- The results corresponded with the researcher's expectation of adapting with the daily routine of being assistants in the class. So they took enough time to familiarize with

that pretty routine.

- To wish to be an assistant needs perseverance to achieve the aim of being qualified to do that job. Most students wish to be assistants one day in the class.

CHAPTER FIVE: Conclusion and Recommendation

1. Conclusion

Teaching is not merely asking questions and hearing answers. It is a skill in dealing with the character of the students which involves higher quality of understanding their weakness and strength. The teachers have to share their experience with TAs as a part of school team. Students tell classroom assistants their difficulties with a particular subject or topic. That role strengthens the relationship between the students and their teachers who will discuss that issue with them. A respectable

relationship between the teacher and students play a unique role facilitating the education of students. TAs support students' behaviour, encourage their ability to learn and organize doing their activities in the class. Students learn to be patient when they do group work activities because it takes time to adapt with the nature and structure of classroom activities. They should have the desire to practise doing the activity themselves. To understand the role of the TAs, we have to specify their duties that affect collaboration and interaction. The researcher and his students have applied these fundamental principles of teamwork including clever students as teacher assistants in class. The researcher has obtained high level results from the questionnaire and achieved his hypothesis successfully.

2. Recommendation

It is advisable for the teacher to train active students to be assistant teachers if they tend to do that job to add a stimulating discussion and an important motivational factor for collaboration with each other and with the teacher on the new lesson. The teacher determines where and when he trains his students to be facilitators for their classmates particularly in group work.

References

Bagadood, N. H., & Saigh, B. H. (2022). Teaching Assistants as a Prerequisite for Best Practice in Special Education

Settings in Saudi Arabia. *IJCSNS*, 22(3), 101.

Bennett, S., T. Gallagher, M. Somma, and R. White. 2021. "Transitioning Towards Inclusion: A Triangulated View of the Role of Educational Assistants." *Journal of Research Special Educational Needs*. doi:10.1111/1471-3802.12508.

Biggs, E. E., Gilson, C. B., & Carter, E. W. (2016). Accomplishing more together: Influences to the quality of professional relationships between special educators and paraprofessionals. *Research and Practice for Persons with Severe Disabilities*, 41(4), 256-272.

BLATCHFORD, P., RUSSELL, A., BASSETT, P., BROWN, P. & MARTIN, C. (2007) The role and effects of teaching assistants in English primary schools (Years 4 to 6) 2000–2003. Results from the Class Size and Pupil–Adult Ratios (CSPAR) KS2 Project. *British Educational Research Journal*, 33, 1, 5-26

Blatchford, P., Russell, A., & Webster, R. (2012) Results from the Class Size and Pupil— Adult Ratios (CSPAR) KS2 Project. *British Educational Research Journal*, 33(1), 5–26. <https://doi.org/0.1080/01411920601104292>

Bosanquet, P., & Radford, J. (2019). Teaching assistant and pupil interactions: The role of repair and topic management in scaffolding learning. *British Journal of Educational Psychology*, 89(1), 177-190

Bovill, H. (2017). Teaching assistants' conditions of employment and workload:

reliance upon goodwill and ad hoc systems of preparation time. *Teacher Education Advancement Network Journal (TEAN)*, 9(2), 24-34.

Brahma, M., Tripathi, S. S., & Sahay, A. (2021). Developing curriculum for industry 4.0: digital workplaces. *Higher Education, Skills and WorkBased Learning*, 11(1), 14

Breyer, C., Lederer, J., & Gasteiger-Klicpera, B. (2021). Learning and support assistants in inclusive education: a transnational analysis of assistance services in Europe. *European Journal of Special Needs Education*, 36(3), 344-357.

Butt, R. and Lowe, K. 2012. Teaching assistants and class teachers: Differing perceptions, role confusion and the benefits of skillsbased training. *International Journal of Inclusive Education*, 16, 207–219. Zhenzhen Zhang et al. Teaching assistant support for students with intellectual and developmental disabilities in Chinese elementary schools I

Butt, R. (2016). Teacher assistant support and deployment in mainstream schools. *International Journal of Inclusive Education*, 20(9), 995-1007

Cassim, N., & Moen, M. (2020). Contribution of teaching assistants to quality education in Grade 1 classrooms. *South African Journal of Education*, 40(1), 1-9.

Castro, M., Expósito-Casas, E., López-Martín, E., Lizasoain, L., Navarro-Asencio, E., & Gaviria, J. L. (2015). Parental involvement on student

academic achievement: A meta-analysis. *Educational research review*, 14, 33-46.

Challenging and changing how schools use teaching assistants: Findings from the Effective Deployment of Teaching Assistants Project. *School Leadership & Management*, 33(1), 78–96. <https://doi.org/10.1080/13632434.2012.724672> Whitburn, B. (2013)

Chan, E. S., Ho, S. K., Ip, F. F., & Wong, M. W. (2020). Self-efficacy, work engagement, and job satisfaction among teaching assistants in Hong Kong's inclusive education. *Sage Open*, 10(3), 2158244020941008.

Chopra, R. V., & Gian Greco, M. F. (2019). Effective use of teacher assistants in inclusive classrooms. *The SAGE handbook on inclusion and diversity in education*, 193-207.

Clarke, E., & Visser, J. (2016). Teaching Assistants managing behaviour—who knows how they do it? A review of literature. *Support for learning*, 31(4), 266-280.

DfE (2013) Behaviour and Discipline in Schools: Guidance for governing bodies. London: DfE.

DfE (2016). Behaviour and Discipline in Schools: Advice for Head teachers and school staff. London: DfE.

Douglas, S. N., Chapin, S. E., & Nolan, J. F. (2015). Special education teachers' experiences supporting and supervising paraeducators: Implications for special and general education settings. *Teacher Education and Special Education*, 39(1),

60–74.

<https://doi.org/10.1177/0888406415616443>

DUNNE, L., GODDARD, G. & WOOLHOUSE, C. (2008) Teaching assistants' perceptions of their professional role and their experiences of doing a Foundation Degree. *Improving Schools*, 11, 3, 239– 249.

Efficacy of teachers training paraprofessionals to implement peer support arrangements. *Exceptional Children*, 82(3), 354–371. <https://doi.org/10.1177/0014402915585564> Australian Journal of Teacher Education Vol 46, 11, November 2021 86 * Butt, R. (2016a). Employment Ernst-Slavit, G., and K. J. Wenger. 2006. "Teaching in the Margins: The Multifaceted Work and Struggles of Bilingual Paraeducators." *Anthropology and Education Quarterly* 37 (1): 62–82.

Farrell, P., Alborz, A., Howes, A., & Pearson, D. (2010). The impact of teaching assistants on improving pupils' academic achievement in mainstream schools: A review of the literature. *Educational review*, 62(4), 435-448.

Fox, G. (2016). *A Handbook for Teaching Assistants: Teachers and assistants working together*. Routledge.

Fritzsche, B., and M. Kakos. 2021. "Multilingual Teaching Assistants in the UK: Translators in the Field of Inclusive Education". In *International Handbook on Inclusion: Global, National and Local Perspectives on Inclusive Education*, edited by A. Köpfer, J. Powell, and R.

Zahnd, 453– 469. Opladen: Barbara Budrich.ss

Garwood, J. D., Van Loan, C. L., & Werts, M. G. (2018). Mindset of paraprofessionals serving students with emotional and behavioral disorders. *Intervention in School and Clinic*, 53(4), 206-211.

Giangreco, M. F., Doyle, M. B., & Suter, J. C. (2014). Teacher assistants in inclusive classrooms. *The SAGE handbook of special education*, 2, 691-702.

Griffin, C. and Blatchford, P. 2021. Give them wings to fly: Critiquing the special needs assistant scheme through the lens of pupil independence. *European Journal of Special Needs Education*, 36, 198–214.

GROOM, B., & ROSE, R. (2005) Supporting the inclusion of pupils with social, emotional and behavioural difficulties in the primary school: the role of teaching assistants. *Journal of Research in Special Educational Needs*, 5, 1, 20–30.

Hemelt, S. W., Ladd, H. F., & Clifton, C. R. (2021). Do teacher assistants improve student outcomes? Evidence from school funding cutbacks in North Carolina. *Educational Evaluation and Policy Analysis*, 43(2), 280-304.

Jackson, C., Sharma, U., Odier-Guedj, D., & Deppeler, J. (2021). Teachers' perceptions of their work with teacher assistants: A systematic literature review. *Australian Journal of Teacher Education (Online)*, 46(11), 69-88.

Jardí, A., Puigdemívol, I., Petreñas, C., & Sabando, D. (2021). The role of teaching assistants in managing behaviour in inclusive Catalan schools. *European Journal of Special Needs Education*, 36(2), 265-277.

Jardí, R. W., C. Petreñas, and I. Puigdemívol. 2022. “Building Successful Partnerships Between Teaching Assistants and Teachers: Which Interpersonal Factors Matter?” *Teaching and Teacher Education* 109: 103523. doi:10.1016/j.tate.2021.103523.

Kakos, M. (2022). A third space for inclusion: multilingual teaching assistants reporting on the use of their marginal position, translation and translanguaging to construct inclusive environments. *International Journal of Inclusive Education*, 1-16.

Köpfer, A., and U. Böing. 2020. “Students’ Perspectives on Paraprofessional Support in German Inclusive Schools: Results from an Exploratory Interview Study with Students in Northrhine Westfalia.” *International Journal of Whole Schooling* 16 (2): 70–92.

Lakkala, S., A. Galkienė, J. Navaitienė, T. Cierpiałowska, S. Tomecek, and S. Uusiautti. 2021. “Teachers Supporting Students in Collaborative Ways—An Analysis of Collaborative Work Creating Supportive Learning Environments for Every Student in a School: Cases from Austria, Finland, Lithuania, and Poland.” *Sustainability* 13: 2804. doi:10.3390/su13052804.

Marais P & Meier C 2010. Disruptive behaviour in Foundation Phase of schooling. South African Journal of Education, 30(1):41–57. Available at <http://www.sajournalofeducation.co.za/index.php/saje/article/view/315/188>. Accessed 6 January 2020.

Ministry of Education of the People's Republic of China. 2022. Action plan for the development and improvement of special education in the 14th Five-Year Plan. Available at: [Accessed 14 April 2023].

Oxley, E., & De Cat, C. (2021). A systematic review of language and literacy interventions in children and adolescents with English as an additional language (EAL). *The Language Learning Journal*, 49(3), 265-287.

Palobo, M., Sianturi, M., Marlissa, I., Purwanti, R., Dadi, O., & Saparuddin, A. (2020). Analysis of Teachers' Difficulties on Developing Curriculum 2013 Lesson Plans. <https://doi.org/10.2991/ICSS18.2018.278>

PHSG 2020. "Klassenassistentz: Ihr Einsatz muss gut überlegt sein." Medienmitteilung der Pädagogischen Hochschule St. Gallen (2.7.2020) Accessed 24.04.2021. https://www.phsg.ch/sites/default/files/cms/Uebungs/Medien/Downloads/Medienmitteilungen/2020/E_Thema%203_Klassenassistenten.pdf

Paraprofessionals in inclusive schools: A review of recent research. *Journal of Educational and Psychological*

Consultation, 20(1), 41–57. <https://doi.org/10.1080/10474410903535356> * Gibson, D., Paatsch, L., & Toe, D. (2016).

BMJ: British Medical Journal, 339(7716), 332–336. <https://doi.org/10.1136/bmj.b2535>. Opie, J., Deppeler, J., & Southcott, J. (2017).

Quill, J., & Kahu, E. R. (2022). Building a Bridge to Learning: The Critical Importance of Teacher Aide–Student Relationships in the Primary School Classroom. *Australasian Journal of Special and Inclusive Education*, 46(2), 164-177.

Radford, J. (2010). Practices of other-initiated repair in the classrooms of children with specific speech and language difficulties. *Applied linguistics*, 31(1), 25-44.

Rämä, I., Kontu, E., & Pirttimaa, R. (2020). Special education without teaching assistants?: The development process for students with autism. *Journal of Education and Learning*.

Rutherford, G. 2011. Doing right by': Teacher aides, students with disabilities, and relational social justice students with disabilities, and relational social justice. *Harvard Educational Review*, 81, 95–119

Saloviita, T. 2020. "Teacher Attitudes Towards the Inclusion of Students with Support Needs." *Journal of Research in Special Educational Needs* 20 (1): 64–73. doi:10.1111/1471-3802.12466

School-based screening to determine overreliance on paraprofessionals. *Focus on Autism and Other Developmental*

Disabilities, 22(3), 149–158.
<https://doi.org/10.1177/10883576070220030201> * Giangreco, M. F., Broer, S. M., & Suter, J. C. (2011).

Skolverket. 2013. Studiehandledning På Elevernas Modersmål. Stockholm: Skolverket. Slater, E., and L. Gazeley. 2019. “Deploying Teaching Assistants to Support Learning. from Models to Typologies.” *Educational Review* 71 (5): 547–563

Slezáková, K., Kissová, L., & Felcmanová, L. (2022). When policy clashes with practice: The case of teaching assistants in the Czech Republic. *Journal of Pedagogy*, 13(2), 77-103.

Supporting the inclusion of pupils with social, emotional and behavioural difficulties in the primary school: The role of teaching assistants. *Journal of Research in Special Educational Needs*, 5(1), 20–30.
<https://doi.org/10.1111/j.1471-3802.2005.00035.x> * Harris, L. R., & Aprile, K. T. (2015).

The dissection of paraprofessional support in inclusive education: ‘You’re in mainstream with a chaperone’. *Australasian Journal of Special Education*, 37(2), 147–161.
<https://doi.org/10.1017/jse.2013.12> * Wilson, E., & Bedford, D. (2008).

The organization of repair in SSLD classroom discourse: how to expose the trouble-source. *Journal of Interactional Research in Communication Disorders*, 3(2), 171-193.
[doi:10.1558/jircd.v3i2.171](https://doi.org/10.1558/jircd.v3i2.171) Rubie-

Davies, C., Blatchford, P., Webster, R., Koutsoubou, M., & Bassett, P. (2010).

Uitto, D. J., & Chopra, R. V. (2015). Training programs for teacher assistants. In *Working with teaching assistants and other support staff for inclusive education* (Vol. 4, pp. 241-262). Emerald Group Publishing Limited.

Wahyuni, S., & Siswiyanti, F. (2022). The role of partners in improving students’ competence in the Teaching Assistance Program/Teaching Campus. *UijrtCom*, 3, 10-19.

Webster, R., Blatchford, P., Bassett, P., Brown, P., Martin, C. and Russell, A. 2010. Double standards and first principles: Framing teaching assistant support for pupils with special educational needs. *European Journal of Special Needs Education*, 25, 319–336.

WEBSTER, R., BLATCHFORD, P., BASSETT, P., BROWN, P., RUSSELL, C., & ANTHONY, M. (2011) The wider pedagogical role of teaching assistants. *School Leadership & Management*, 31, 1, 3–20.

Wenger, K., T. Lubbes, M. Lazo, I. Azcarraga, S. Sharp, and G. Ernst-Slavit. 2004. “Hidden Teachers, Invisible Students: Lessons Learned from Exemplary Bilingual Paraeducators in Secondary Schools.” *Teacher Education Quarterly* 31 (2): 89–111

Wiggs, N. B., Reddy, L. A., Bronstein, B., Glover, T. A., Dudek, C. M. and Alperin, A. 2021. A mixed-method study of paraprofessional roles, professional development, and needs for training in

elementary schools. *Psychology in the Schools*, 58, 2238–2254.

'You have to be like everyone else': Support for students with vision impairment in mainstream secondary schools. *Support for Learning*, 32(3), 267–287. <https://doi.org/10.1111/1467-9604.12169> O'Rourke, J., & West, J. (2015).

Zhang, Z., Xin, W., Wang, L., Yan, T., & Liu, C. (2023). Teaching assistant support for students with intellectual and developmental disabilities in Chinese

elementary schools: general education teachers' perceptions. *International Journal of Developmental Disabilities*, 1-15.

Zhao, Y., R. Rose, and M. Shevlin. 2021. "Paraprofessional Support in Irish Schools: From Special Needs Assistants to Inclusion Support Assistants." *European Journal of Special Needs Education* 36 (2): 183–197. doi:10.1080/08856257.2021.1901371.

Abstract in Arabic

تولي المؤسسات التعليمية اهتمامًا خاصًا بدور مساعدي المعلمين في عملية التدريس وتقنيات التعلم. فهم يعتبرون مساعدي المعلمين أداة رابحة في يد المعلم لتطوير تقدم الطلاب في تعلم اللغات. يُظهر هذا البحث تجربة عملية أجراها المعلم وطلابه في الصف. يمنح المعلم الطلاب الأذكياء أدوات متنوعة لمساعدته على تحقيق أهداف الدرس. يتحمل هؤلاء الطلاب مسؤوليات أكبر من المعلم الذي درّبهم على كيفية أداء كل مهمة في إدارة الصف، وعينهم مساعدي معلم، وبدأوا عملهم كميسرين لزملائهم. ويجد أن هؤلاء الطلاب المختارين يميلون إلى تولي مهام مساعدي المعلمين، مثل توضيح وتبسيط صعوبات بعض الأنشطة، وتكرار تعليمات المعلم في كل مجموعة، وطرح مشاكل الطلاب على المعلم لحلها. خلال عملية التعلم، لاحظ الباحث أن أعين مساعدي الطلاب أقرب في مراقبة الطلاب من أعين المعلم، لا سيما في القراءة الصامتة لكتابة إجابات المعلم أو أنشطة الدرس، لأنهم أكثر تواصلًا مع زملائهم في نفس الفئة العمرية، ولديهم نفس الميل للعمل الجماعي. يسعى الطلاب المختارون الذين يعملون كمساعدين إلى أن يكونوا مرشدين مرحب بهم لتوجيه الطلاب في كيفية أداء واجباتهم المدرسية. تستند فرضية البحث إلى فكرة أن الطلاب الأذكياء يمكنهم المشاركة في إدارة الفصل. تتوافق إحصائيات الاستبيان التي تم الحصول عليها مع استنتاج الباحث الذي يتبنى مبدأ ضرورة تواجد معلم الطلاب في كل فصل لمساعدة المعلم على إدارة الدرس بفعالية.
