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Title

**An Investigation into Teachers' Classroom Management Practices to
Establish a Positive Learning Environment:**

The Case of "Third Year Students at Aouragh Sisters Middle School/ Biskra

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Declaration

I, **Khalida MANSRI**, do hereby declare that this work is the product of my own effort, and has neither submitted nor published to any institution or University for any degree before. This inquiry was certified and completed at Mohamed Khider University of Biskra. Algeria.

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Dedications

I dedicate this humble work to my beloved parents

Nacer Mansri and Latifa Youbi

Who supported and taught me to be who I am today.

*To my dear husband, **Salim Badis**, who encourages me and stands by my side in every single step, and his family.*

To my sisters and my brother

Abd el Aziz, Ferial, Zoubida, Meriem, Hadjer and Sara

*To my only loveable child **Mohamed Achraf***

*To my dear aunts **Douja, Nadia and Mouni***

*To my nieces and nephews **Toufa, Anes, Yasmine, Ines, Youcef, Zakaria,***

Yahya, Jihene, Yaacoub, Joumana, Lina, Mohamed, Iline and Nourine.

Last but not least, to my friends and neighbors

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For being part of the accomplishment of this work.

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Abstract

Given the importance of a well-managed classroom in the educational process in promoting a supportive positive environment conducive for students' learning, this study aims to investigate the different challenges facing the teachers inside the classroom and the various strategies used by educators to reach an effective classroom management that encourages and enhances students' achievements. To achieve this, a descriptive study was conducted at the level of Aouragh Sisters middle school (Biskra) with third year students. The data were collected and analyzed qualitatively using two main research tools; classroom observation and an interview addressed to EFL teachers held in the same school. The findings of this study show that teachers at Aouragh Sisters middle school work hardly to make learning interesting and motivate students through creating an effective classroom climate and engage all students in the lesson. Additionally, educators use different strategies to lessen and cope with disciplinary behavior. Consequently, this work emphasized the importance of teachers' practices to maintain a positive classroom environment for learners.

Key words: Classroom Management, Disruptive Behavior, EFL Teachers, Strategies, Positive Learning Environment.

List of Abbreviations and Symbols

CM: Classroom Management

CMS: Classroom Management Strategies

EFL: English as a Foreign Language

Q: Question

&: And

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General Introduction

General Introduction

Introduction

Although teaching is considered as one of the most interesting and noble professions, teachers come across several challenging situations. One of the major challenges is discipline in which educators have to control and work with mixed group of people with different levels, personalities and different ways of thinking. In this case, teachers strongly believe that their duty is to establish and maintain a well-structured environment conducive to students. Creating a well-managed classroom is one of the first objectives of teaching because it enhances learners' motivation and engagement in meaningful tasks.

An effective classroom management (CM) includes a variety of techniques and strategies that educators employ to establish an environment that promotes learning, teamwork, and constructive relationships between teachers and their students. It is essential for fostering a learning environment, encouraging student participation, reducing disciplinary behavior and raising academic performance.

1. Statement of the Problem

Classroom management is an important discipline that determines the failure or success of the teaching and learning processes. This skill requires patience and perseverance on teachers' part on how to deal with several challenges that can lead to ineffective relationship between learners and educators.

In the majority of Algerian middle schools, there are significant factors which hinder the establishment of a positive learning environment including the lack of effective classroom management strategies and practices, the lack of teacher training in the appropriate implementation of these strategies, and the learners' individual differences. Hence, a research

is required to highlight the teachers' practices of implementing various classroom management strategies (CMS), and their role in creating a positive learning environment.

2. Aims of the Study

There are a number of challenges or problems the teachers must overcome and synthesize in order to effectively manage and control their classrooms and promote a learning climate that encourages participation and motivation. This study aims to investigate teachers' classroom management practices and their impact on establishing a positive learning environment. It seeks to explore the strategies employed by teachers to effectively manage their classrooms, promote student engagement and create a supportive and conducive environment for learning.

3. Research Questions

Teachers must ensure in selecting the most effective and appropriate strategies to cope with different challenges in the class. Thus, they should vary their strategies taking into consideration students' individual needs and differences. This research study attempts to answer the following questions:

1. What challenges do teachers face in classrooms?
2. What strategies do teachers use to create a positive learning environment conducive for students' learning?

4. Research Methodology

To answer these research questions, the researcher intends to use descriptive approach to acquire and gather qualitative data for this dissertation based on the application of two research instruments, namely, an interview addressed to four EFL teachers in addition to

classroom observation. The study will involve a sample of teachers and students of third year at Aouragh Sisters middle school in the region of Biskra.

5. Significance of the Study

Teachers play various roles in classrooms, but surely one of the most important is that of classroom manager. Effective teaching and learning cannot take place in a poorly managed classroom. If students are disorderly and disrespectful, and no apparent rules and procedures guide behavior, teachers become the norm. In these situations, both teachers and students suffer. Teachers struggle to teach, and students most likely learn much less than they should. In contrast, well-managed classrooms provide an environment in which teaching and learning can flourish. This study is significant because it shows how behavioral problems among students and classroom management can affect the standard of learning and teaching instructions.

6. Structure of the Dissertation

This research work is divided into two chapters. The first chapter constitutes of two sections: section one is devoted to giving a detailed definition of classroom management, its theories, its importance and the challenges facing the teachers in the class, whereas section two deals with the classroom management strategies to create a positive learning environment.

Finally, the second chapter is dedicated to the practical field, which is concerned with data analysis and interpretation of the findings of the classroom observation and teachers' interview. It also presents some pedagogical recommendations and suggestions for effective classroom management.

CHAPTER ONE

Section One

Theoretical Overview of Classroom Management

Introduction

Classroom management is defined as teachers' actions or tasks to create or maintain a positive learning environment that foster students' academic success as well as their cognitive, social and emotional development.

Teachers, parents, learners and even administrators regard classroom as a critical constituent of teaching; but becoming an effective classroom manager is not an easy task. Studies show that issues with CM often lead to stress, anxiety, anger, exhaustion and even the decision to quit teaching. Novice or even experienced teachers can confront difficulties with students' discipline, which is consistently one of their biggest challenges. These issues became worse by today's large classes.

Therefore, this chapter highlights the importance of CM to create a positive learning environment through teachers' practices or strategies to control students' behavior and adapt a positive climate; this work divided into two sections. The first part starts with an introduction, as well as definitions, its importance, its four major theories and the biggest challenges facing the teachers in the classroom. The second section discusses the definition of a positive environment its main factors as well as the various classroom management strategies (CMS) that teachers adopt to maintain an adequate learning climate.

1.1 Definition of Classroom Management

Effective classroom management is essential for educators to create a positive learning environment and improve the quality of the teaching-learning process. A plethora of studies and research publications emphasizes on the importance of classroom management in maintaining a positive learning environment and therefore achieving a better learners'

performance. To define CM, Doyle (1986) stated “In most general terms classroom management refers to the actions and strategies teachers utilize to maintain order”.

According to Cohen (2012), teachers have to ensure that they create a positive learning environment that serves as the second home for learners, whereas, Marzano (2003) provides a study based on strategies for effective classroom management that offers practical techniques that can be used by educators at all levels. The researcher carried an extensive study to identify strategies that foster a positive and productive learning environment, engage students and improve their academic achievement focusing on a wide range of topics, including establishing rules and procedures, reward positive behavior, and fostering student autonomy.

Along the same path, Allen (2010) focused on the importance of establishing classroom rules and expectations that contribute in creating a positive classroom climate.

Similarly, Meek et al. (2019) stated that the effective implementation of classroom management strategies positively impact the learning environment, promoting student engagement and facilitating effective learning processes. This implies that classroom management environment plays an important role in controlling the entire learning process and achieving effective learning outcomes.

Moreover, classroom management refers to teacher’s behavior to facilitate learning (Peace Corp, 2010). It is a process of ensuring that classroom lessons run smoothly despite of students’ descriptive behavior (Ahmed et al 2012).

On the one hand, Martin, Yin and Baldwin (1998) defined CM as a broader and comprehensive construct that describes all teachers’ efforts to supervise a variety of activities in the classroom including learning, social interaction, and students’ behaviors.

Likewise, Evertson and Weinstein (2006) described CM as "the actions teachers take to create an environment that supports and facilitates both academic and social-emotional learning" (p. 4-5). This definition emphasizes on the teacher's role to use CMS to several learning objectives.

A similar explanation has been provided by Brophy (2006) that "Classroom management refers to actions taken to create and maintain a learning environment conducive to successful instruction (arranging the physical environment, establishing rules and procedures, maintaining students' attention to lessons and engagement in activities)" (p.17).

On the other hand, the concept of CM is directly linked to the implementation of strategies as well as the teaching goals to manage behavior. For instance, Tan, Parsons, Hinson and Sardo-Brown (2003) have stated that CM refers to those tasks that are highly necessary not only to create, but also to maintain a supportive and orderly positive atmosphere. It includes planning and preparation of teaching and learning materials, organization of the materials, decoration of the classroom, creation of expectation, and establishment and enforcement of rules and routines in the classroom.

Similar to this, Krause et al. (2003) proved that CM includes also planning, arranging, controlling the students, learning procedures and classroom setting in order to establish and preserve an efficient learning environment. It involves the instructors' capacity to create an environment that can promote student self-discipline, reduce behavioral issues and other student disruptions, and establish the basis for more productive instruction.

Classroom management refers to the various skills and techniques that teachers practice to keep students organized, orderly, concentrated, motivated and productive during a class. According to Richards (1990, p.98) "Classroom management refers to the students' different behaviors, movements and interaction during a lesson are recognized and controlled by the

teacher to enable teaching to take place most effectively". In other words, teachers perform different strategies in order to change learners' disruptive behavior.

Today, CM is linked to "organization, control, positive climate, and incentives" (Steven, 2005, p.45), that is to say that using these concepts should be followed by a consequence such as creating a good atmosphere for learning.

In general, CM involves all the things that teachers have to do in order to organize students' space, time, and materials so that instruction in content and student learning can take place. (Wolcott, 2003).

Because of all these distinctions, CM is closely related to the appropriate atmosphere of planning and execution of a lesson and comprises. All required elements to help teachers meet their objectives and ensure that students have a successful learning experience.

1.2 Importance of Classroom Management

CM is an important discipline that helps in increasing the effectiveness of the learning achievement by implementing various strategies for example how to talk , how to give an instruction, how to organize seating and how to handle things out and listen to a learner who has a problem.

It is important for three main reasons; it involves students in the learning process through acquiring knowledge to use in tests or exams. It keeps the teaching, learning processes easier since the teachers are ready, and learners are prepared to learn to get effective results. It boosts confidence and builds a good relationship between students and teacher.

CM main objective is to maintain a positive climate, students' engagement and cooperation in the learning process and self-discipline.

Any classroom that lacks clear rules and procedures to guide or monitor pupils' behavior quickly falls into chaos. Both teachers and students suffer under these situations. Teachers will find difficulties to transfer knowledge, and students will not receive as much as they should.

Therefore, there are several practices that teachers are expected to perform in a typical classroom. The foundation of effective teaching and learning is based on a well-managed classroom. Nonetheless, well-run classrooms provide a setting where the process of learning and teaching are successful. The development of a well-managed classroom depends on the teacher's work in maintaining order and discipline. "We live in an era when research tells us that the teacher is probably the single most important factor affecting student achievement." Marzano et al. (2003, p.1)

Control, order, and discipline are terms that educators frequently use to describe classroom management Garret (2014). Silence in the classroom is often seen as a sign of a successful classroom manager. In contrast, because it revolves around teacher-student interactions, an active classroom typically has a lot of noise.

Similar to this, Weinstein and Evertson (2006, p.4) separate out two primary goals for classroom management: "It is not only aims to create and maintain a structured environment so students may participate in meaningful academic learning; it further seeks to improve pupils' moral and social development". In other words, there are two aspects to classroom management, and they both focused on fostering a climate that will enhance students' academic performance as well as their socio-emotional development.

1.3 Classroom Main Pillars

The class is not only a physical setting but also a context where learners interact and socialize with each other. Many studies have pointed out that there are two essential elements that work under the heading of CM namely, conditions and teacher's skills. The former refers to the climate within which learning takes place while the latter refers to the planned and organized tasks, practices and instruction delivered by the teacher.

These both elements affect each other, in other word, when instructions are given effectively, the conditions will be ultimately productive (Cho et al,2020).Therefore, There is a strong correlation between CM and students' learning, in other word, unsupportive classroom environment affect student's learning negatively.

1.4 The Theories of Classroom Management

CM refers to the strategies and practices used by the educators to create a well-organized, productive and respectful learning environment. It follows that it is important to see how instructors manage their classes to make them suitable for learning. In a classroom, all students learn differently and choosing an effective teaching strategy could reduce disciplinary problems and create a positive environment conducive for learning.

The teacher's orientation of the CM is significant as it forms the CM theory of educator (Egeberg, McConney and Price, 2016). However, there are major theories that could assist the teachers to acquire necessary knowledge and practices on how to manage the classroom and solve its problems.

1.4.1 B.F Skinner Operant Conditioning Theory

B.F Skinner involved the beliefs and ideas of behaviorism in his research and their contribution toward understanding human behavior. He proved that it is possible to produce

desirable behavioral results through positive reward and undesirable behaviors through punishments. Skinner's theory is based on principles of reinforcement and punishment. He believed that individuals who obey rules could produce favorable behavior, which would be reinforced with reward. On the other hand, if an individual disobey instructions, he would be reinforced with punishment.

In the classroom, positive reinforcement including verbal praise, good grades, a reward that the teacher can use to praise and motivate a positive behavior.

Skinner's concepts have adopted into CM modern school systems. Teachers often opt for immediate praise, or rewards when aiming at changing a disruptive behavior while negative reinforcement interpreted with undesirable discipline taking into account that the teacher should adopt a strategy far from physical punishment.

1.4.2 William Glasser's Choice Theory

This theory also known as the control theory, which is useful to a better manage the classroom. Glasser (1998) developed five principles of human needs; survival, freedom, belonging, power and fun. Teachers, who practice choice theory, work to make sure that students' classroom management activities designed to satisfy the learners' needs and interests.

This approach showed that the teacher could not control students' discipline just by informing them what to do or not to do but helping them to make choice that lead to positive behavior choice (Glasser, 2001).

Glasser focuses on the importance that learners should feel safe and secured and teachers must make sure that learners eat well, healthy and get adequate sleep to survive. In

addition, they should belong to a classroom where light, seat, and fresh air are available which would help in creating a positive learning environment.

Glasser (1998) argues that educators should make sure that students loved, cared for, accepted and respected by their mates because the need for love and belonging is an important principle for students.

Need for freedom helps in making choices. In other word, the teacher must help student to become autonomous and independent learners. They should develop their sense to make a choice and therefore, enhance their confidence in participation in CM.

Power also must be fulfilled through personal development. Students must feel they are valued and must given the power to choose what they like to study and get involved in the learning activities.

It is important that students enjoy learning through games and fun. If the teacher incorporates fun, he will manage the class and urge the students to learn and then the class will be conducive for learning.

Glasser confirms that both teachers and learners hold the key to positive discipline as long as teachers facilitate the making of good decisions to build a positive teacher-student relationship.

1.4.3 Froyen and Iverson's School wide and Classroom Management

According to Froyen and Iverson (1999), teachers are facing many problems that cause the failure of their teaching sessions. This theory is based on three main concepts. First, content management that focuses on the instructional management skills; in other word, how the teacher manages the classroom space, materials and lessons. Second, conduct management that refers to a set of procedural skills established by the teacher to solve

disciplinary problems in the class. The last concept is covenant management that focuses on the class as a social environment that implies personal relationships between the teacher and students to maintain a positive conducive learning atmosphere.

The researchers state that the best teaching practices are acknowledging, responsibility, correcting irresponsible and inappropriate behavior because the main teacher's role is to improve relationship among students and work on banning the problems that occur when student work in pairs or groups.

1.4.4 Canter and Canter's Assertive Discipline

Unlike B.F Skinner theory, this approach based on trusting and giving freedom to the individual to control himself, the teacher has the right to teach without interference and deficiencies and the student has the right to learn without disruption. This theory enables the teachers to clearly build a strong communication with their learners and help them to deal with the behavior when it happens through a plan.

Canter classified three types of teachers; nonassertive, hostile and assertive teachers. In the first type, the teacher manipulated by the learners and has no control over them. In the second type, the teacher is just a guide and controller, while the last type focuses on the teachers' skills to communicate with learners and try to create an adequate learning environment. Therefore, assertive discipline in the classroom helps the educator to deal with misbehavior through establishing rules and a list of consequences of violating them.

To conclude, CM cannot be restricted to certain behavior, reinforcement, technique, strategy, rule or skill, the four major theories will probably help the teacher to adopt an eclectic theory and use it effectively in the class.

1.5 Need of CM

Students have two cognitive demands on CM; pedagogical task demands (understanding the content of the lesson) and social task demands (interacting with others using the content). The teacher's main role is to facilitate the tasks and helps the learners to understand and acquire the content or knowledge and practice it effectively. Thus, from the perspectives of what learners need, management and instructions are inseparable. Consequently, researches have shifted from controlling behavior to teacher's actions and practices to create, implement and maintain a learning environment.

1.6 Teacher's Role

The teacher usually plays different roles such as a guide, monitor, tutor, a facilitator and so on. However, one of the most significant roles is that of classroom manager. Effective teaching and learning cannot be achieved in a poorly managed classroom. A good manager succeed in maintaining a positive learning environment through establishing rules, procedures and standards, preventing problems from occurring, rising the sense of respect among learners. In addition, a good manager must be friendly, kind, patient, fair and always willing to provide help to his students whenever they need.

1.7 Teacher's Obstacles in the Learning Process

The biggest fear that can face all teachers is losing control of a class. This becomes a nightmare for them when children are speaking, laughing and running everywhere. Dollase (1992) and Gordon (1991) reported that when educators fail to maintain discipline and establish order and management in the classes, they would feel frustrated and perform less and sometimes decide to quit their job.

1.7.1 Challenges facing teachers in the classroom

Teaching is the hardest profession since it is practiced under pressure and challenges to produce good results. Studies indicate that the major CM issue is related to students' behavior, poor arrangement of learning materials, lack of teacher's response to troubles, lack of clear instructions and poor management skills (Campbell and Lassiter, 2020). These obstacles can be envisioned in the teaching process and ban the teacher's practices inside the classroom mentioned below.

1.7.1.1 Lack of Effective Communication

Communication is a major key to improve the social personal relationship. Teacher can face a big challenge when trying to communicate with their students and with their parents.

Students need to be supported at school as well as at home, teacher often does not have the time to encourage and check every student's need, so this can put a lot of pressure on teachers.

1.7.1.2 CM behavior

Learners' behavior is another difficult challenge for teachers to manage. Misbehaviors cause chaos in the classroom and make difficult for learners to benefit from the educational process. Students are all the time talking, laughing, cheating, eating and quarrelling.

Researchers argued that disciplinary problems today are worse than those in the past which influence students' achievement. Harmer (2008) argued that student's behavior might be affected by some factors related to the classroom or outside the classroom as family situation, media, and teacher's inability to build a good rapport with learners or boredom

teaching style. These disturbances create an atmosphere that is inadequate for productive learning process and then a less academic success.

1.7.1.3 Large size class

Classroom is not only a physical setting but also a content where student interact and socialize with each other.

Adeyemi (2008) defines class size as the average number of students per class, with schools having both large and small class sizes. Smaller classes generally allow teachers to spend more time to teach students. Class size refers to the number of students in a particular course or classroom, either as the number of students under a single teacher's instruction or as an average across a school or educational system. Typically, class size is determined administratively, often with little input from teachers.

Teaching large classes presents a significant challenge for educators, encompassing various factors such as student diversity, inflexibility, classroom climate management, difficulty in establishing and controlling behavior (crowd control), limited attention to students, lack of monitoring of student progress, and struggles in engaging students in activities. The increase in school population influences class sizes, which can in turn affect student performance.

1.7.1.4 Motivate and Improve Students' Learning Outcomes

Keeping students engaged and motivated is another challenge. Students may become disinterested which led to low participation and learning outcomes. Therefore, teachers need to use a variety of strategies to attract students' attention and make the teaching and learning experiences more achieved.

1.7.1.5 Time Management

Teachers play a crucial role in teaching the lessons content through covering the syllabus and effectively plan activities, adapting teaching materials and answering students' questions. However, most of teachers complain about the insufficient time to build a positive learning atmosphere to achieve the target objectives.

1.7.1.6 Teacher's Actions

It is very important to analyze the general actions of the teacher. Teacher's attitudes, education, pedagogical process, planning and arranging the class affect how students respond in the class because if the teacher is unprepared, has a weak personality or too friendly with students will fail to build a positive environment and impose himself as an authority figure.

SECTION TWO

Positive Learning Classroom Environment

2.1 What is a Positive Learning Environment?

Creating a positive classroom environment is an important aspect of effective teaching. Teachers are provided the opportunity for better classroom discipline and management to minimize behavioral problems because they become conscious of the importance of the learner's environment, which is the place where the student learns.

Moreover, positive classroom environments help to foster, motivate, and encourage learners' learning. The classroom environment can be defined in terms of the students' and teachers' shared perceptions in that environment (Fraser & Pickett, 2010).

Ollerton (2004) believes that learning occurs in an environment, which is vitally significant to education and embodied as a condition that one can sense but not touch. Recent studies have shown that classrooms have climates similar to those of cities or towns.

Creating and implementing a learning climate should be planned at the start of the academic year. The learning environment must be expected in a physical space and cognitive space. The first one is managed by the teacher who should put the learners at ease, a comfortable and inviting place with the necessary materials while the latter is based on the teacher's practices set for students in the class that produce an engaging environment for them.

To some extent, teaching and learning require a supportive learning environment that helps students learn effectively and teachers operate efficiently.

2.2 Factors to Create Positive Learning Environment

2.2.1 The physical Climate of the Classroom

Managing the physical environment of the classroom is crucial for fostering a conducive learning atmosphere. According to Brahier (2000), to achieve this, an English instructor must use certain measures. Firstly, create an appropriate setting for learning by adjusting the room. For instance, arranging tables in an educationally manner, decorate with pictures and posters, make sure that the class is naturally airy and sunny can contribute to positive environment. Ollerton (2005) also emphasizes the importance of the physical environment, suggesting that student-produced posters or flash cards can enhance the classroom's appearance. It is important for the teacher to often adopt arrangements to avoid monotony and encourage adaptability, as routine changes can positively affect learning.

2.2.2 The Psychological Climate of the Classroom

In addition to the physical environment, the psychological atmosphere, which refers to students' attitude toward learning (Marshall, 2001, and Newton, nd), plays a significant role in fostering a positive learning environment. However, EFL teachers should be wise in dealing with the psychological aspect as it is regarded as the 'invisible' side of the learning environment.

Furthermore, there exists a connection between the psychological dimension and the level of students' learning (Aslang, 1999). When teachers value all students' responses, for instance, students will feel that their ideas are respected and worthy. Consequently, students become more engaged in learning, marking the initial step towards a positive learning experience. Brahier (2000, p.164) suggests that if teachers show interest, this will encourage students to freely share their ideas in class without fear of being bullied or embarrassing over giving incorrect answers.

Additionally, showing interest among students can lead to positive learning outcomes and help to solve certain educational challenges. Barnes (1999, p.176) argues that at the core of effective teaching lies a dilemma: every child learns best when they find the subject matter engaging. Thus, the significance of psychological factors within the learning environment becomes evident across the learning process.

2.2.3 Moving Towards Creating a Positive Learning Environment

The fundamental elements shaping the learning environment consist of the classroom, the students, the teacher, and the local community, primarily represented by parents. Among these, the teacher and the classroom hold paramount importance for several reasons and are inseparable. Conversely, they maintain a direct influence on the entire educational process.

As Ackroyd (2004), highlights the relationships of students with each other and with their teacher influence the creation of a positive learning atmosphere. Students spend considerable time within the classroom, learning how to be responsible, rely and manage themselves effectively. Additionally, the teacher occupies a crucial role in this equation since he is the constant presence available to support, guide, and facilitate learning without taking over the lead.

2.2.4 The Democratic Classroom

Establishing a democratic classroom is considered as the initial step towards fostering a positive learning environment. One approach to achieve that is through a social compact between the teacher and students. According to Curwin (1988), this social contract outlines agreements between the teacher and students about classroom rules and the corresponding consequences for behaviors. The most important key components of a successful contract include the classroom principles, specific rules aligned with each principle, a variety of

consequences for rule violations, flexibility for adjustments as needed, and, crucially, measures to uphold the dignity of all students.

In a democratic classroom setting, students generally feel a sense of security and perceive decision-making as a collective responsibility. Consequently, the democratic environment yields various beneficial outcomes, including the development of leadership skills, collaboration among students, encouragement and mutual support, and the sharing of responsibilities. These values are conducive to effective learning practices.

2.3 Effective Classroom Management Strategies to Create a Positive Learning Environment

CM is about creating, inviting and establishing environment for students' learning, CMS are tools that educators use to help them creating a productive class through adjusting student's behavior and improve teacher-student relationship.

Effective CMS are generally based on establishing positive learning environment encompassing effective teacher and learner relationship. The use of effective strategies and techniques to manage the classroom help in decreasing inappropriate behavior and disruption through establishing target rules and procedures , promoting positive peer relationships that will succeed in building a conducive and learning environment because if classrooms are disorganized and chaotic a very little academic learning can be envisioned (Elias and Shwab, 2006).

Everston, Emmer, and Worshman (2000) stated, "Classroom management strategies enable the teacher to create well-planned lessons with developmentally appropriate activities in a positive learning environment". This means that teachers use various strategies to

provide effective learning experiences and to appeal pupils since learners who are engaged in lessons will be able to acquire knowledge better to be used when they take an exam or test.

The findings of many researchers have shown that educators play a fundamental role in the cognitive and socio-emotional development of children by giving them the opportunity to learn and interact with others and they are the main key to shape an effective education through imposing their personality and wisdom to achieve an effective CM. Thus, improving students behavior and enhance their academic performance (Hattie, 2009)

2.3.1 Setting Clear Expectations

In the Algerian middle schools, the beginning of the school year is important for effective management. Expected student's behavior should be defined through establishing rules and procedures. Rules indicate the predictable behavior in the class and how one should interacts with teacher and peers. Procedures have to do with how things are carried. The rules must be taught, practiced and imposed.

Many researchers confirmed that effective teachers see the class from their students' eyes, Smith and Wilhelm's (2006) and start the academic year by setting expectations, monitor students' behavior, explain rules, communicate information and organize instructions. Teachers must strictly impose the educational guidelines at the beginning of the academic year because the failure to do that reduce the process and students will managed to undesirable behavior that led to violence and anti-social activities.

Consequently, students who demonstrate a high task engagement and academic achievement are due to the setting of expectation because students will be responsible of their actions.

2.3.2 Clear Communication

CM is defined as the teachers' aim is to construct a friendly atmosphere based on respect, trust, humor and admiration to achieve a good relationship between teachers and their students, this latter, will accept their rules and procedures.

Both rules and procedures are not just expected from students but also their parents. When parents are informed about homework or tasks, expectations are high; they will support and encourage their children. The teacher may print out copies of the specific expectations to hand them to parents.

2.3.3 Seating Arrangement

Seating arrangement plays a significant role to make the learners more engaged in the learning process. It can encourage interaction and motivation. Therefore, the teacher has to select the suitable seating arrangement in a logical way. "Changing seating arrangements can help students interact with different people," confirmed by Scrivener (1994, p.87). Importantly, the teacher must manage the furniture regarding to some factors as height, age, gender or those with disabilities such as learners with poor vision, hearing impairment...etc. Arranging students' seating will affect their behavior that is why teachers have to choose the most appropriate seating in a reasonable way. For instance, a "u" shape or circle might be effective to get students stay on tasks.

2.3.4 Respect and Support

Teachers must clarify and make things easy to students because if learners do not meet the expectations, they will show misbehavior attitudes through the school year. Therefore, a teacher must present information and answer questions in a respectful tone.

2.3.5 Praising

Rewarding learners who worked hard is a positive reinforcement. Praising is used to appreciate and acknowledge a student's actions, efforts, or behavior, and it contributes to improve student achievement, create a positive learning environment, and inspire students to be creative.

2.3.6 Preventing Disruptive Behavior

Most of teachers are complaining about disruptive classroom behavior or disciplinary problems that are considered as a major issue. The inability to manage disruptive students in the class is the most stressful dilemma in the teachers' professional career. According to College (1995, p.4) "disruptive behavior is any behavior that significantly and/or persistently interferes with the learning process". In other word, disruptive behavior is a negative moral act that affects the teaching and learning environment that emerges when there is a lack of appropriate CMS.

When a student is disruptive in the class, his or her behavior will affect others who will perform poorly or provoke others to become agitated and insecure in the safety of the class, which will be an exhausted environment where a little learning is taking place. In fact, it is important for teachers to build a strong relation with their students. Teachers should also pay attention and show interest to their students when they interact. Generally, competent teachers with high level of proficiency and strong personality know exactly what to teach and gain their students' respect.

Moreover, the more teachers involve students in the classroom the more they will have less disruption. In other word, teacher plays an important role in creating a comfortable environment and adequate circumstances for students to learn.

2.3.7 Encourage Learners' Engagements and Shared Control

A positive learning environment is crucial to prevent disruptive behavior and urge the learners to study. There are mainly many ways the teachers could adopt in order to create a positive classroom environment. In schools, many misbehavior problems are resulting from students' authority to take control over the environment.

Students who feel respected and valued, will realize that they are no longer considered as empty vessels to be filled, they will be more engaged and feel a sense of responsibility over what they are learning. This engagement will allow them to become involved in the learning process and encourages an atmosphere of shared beliefs (Andrews, 2008). This sense of responsibility enables students to make their own decisions about learning. Furthermore, in order that the shared control process can hold a high position, teachers asked to develop a positive relationship with their learners.

One expected strategy to encourage students' engagement is to point a class leader. These students must assign with some tasks to fulfill in the classroom that allows them to have positive interaction with their peers and teachers in the class.

2.4 Factors of Motivating Environment

Managing a classroom involves developing a climate to encourage learners to do their best to be motivated about what they are learning.

Value and effort are two main factors in creating a motivating climate. A teacher's demonstration of value shows how students work is worthy and connected to things that are important for them including other learning and interests.

Effort refers to the time, energy and creativity a student uses to develop the work to the value that the work holds. One way that the teachers should encourage effort is through praising and rewarding students.

At the beginning of the academic year, teachers should impose expectations, create a motivational climate for learning, and combine this with the physical space in order to both create and implement a successful CM strategy.

2.5 Teacher's Awareness to Maintain a Learning Environment

Maintaining a learning environment requires teachers to monitor their students including watching students behavior, correct inappropriate acts before propagation. Effective teachers manage the class through keeping an eye out for the students when they need help, redirection, correction and encouragement. Moreover, Teachers should coordinate and work hand in hand to outline how a positive school climate would be like and create a plan that can be followed to establish an atmosphere conducive to students' learning.

Besides, instructors should be aware of different students background and differences since they do not react the same way when it comes to learning because every learner's brain is just as unique as fingerprints. Thus, it will be important to find a unique eclectic strategy that is common for all learners (Richards & al, 1986).

2.6 Conclusion

As mentioned above, CM plays an important role in determining the success of the teaching-learning process. This research work spot the light on some practical rules for educators to achieve effective CM conducive to learning. This chapter presents a general overview of classroom management. It has been divided into two main sections. The first part explored the importance of CM, its theories and the challenges facing the teachers inside the

class. The second part presents the various CMS used by teachers in order to create a positive learning environment to ensure that lessons are conducting smoothly away from disruptive behavior.

CHAPTER TWO

Field Work

Introduction

This chapter unveils the outline of the research method that is followed in our study including the practical part of the data analysis and the discussion of the results, which are obtained during the field of investigation. The researcher intends to investigate the teachers' practices to establish a well-managed classroom conducive for students' learning. Regularly, two data collection tools have been used to answer the research questions that were formulated at the beginning of the study. They are namely: a classroom observation and the teachers' interview for middle school EFL teachers. Then, the researcher provides a detailed analysis of the information gathered along with an explanation of the results. The data are going to be analyzed and discussed qualitatively in order to arrive at reliable and authentic conclusion. At the end of this chapter, the researcher attempts to introduce some suggestions and recommendations for additional researches.

3.1 Methodology and Research Design

A research was prepared with the goal of learning something new. Kothari (2004) described it as "a scientific and systematic search for pertinent information on a specific topic. In fact, research is an art of scientific investigation". Alternatively, research is the process of learning more about a particular topic, solving the issue and improving the situation under study are the primary goals of research projects.

Research methodology refers to how a researcher should set up and conduct out their work in order to solve a solution for the studied problem. It provides the researcher the procedures, approaches, guidelines and methods in order to use and carry out a research study.

Research design has an important role in conducting any research study to facilitate the research process. In this context, Kothari (2004, p.32) argues that “research design stands for advance planning of the methods to be adopted for collecting the relevant data and the techniques to be used in their analysis, keeping in view the objective of the research and the availability of staff, time and money”.

The researcher's objective in conducting this research study is to gather as much data as possible in order to provide answers to questions about the subject under study, aiming at investigating the various CMS that the teachers adopt in order to build a positive learning and successful classroom management.

3.2 Sampling

In order to obtain information and reach the objectives set for this work, the participants were selected based on a somewhat purposive and convenience sampling (Cohen et al., 2000). In adopting a purposive sampling technique, the researcher simply chooses a group of participants who fulfill their purpose (Cohen & al., 2000). This sample of middle school participants conveniently fulfilled the requirements of our research in terms of purpose, availability at a certain time, easy accessibility and geographical proximity (Gall & Borg, 2003). Therefore, the researcher selects two middle school EFL teachers and two classes of third year middle school. This research conducted at Aouragh Sisters middle school, Biskra.

3.2.1 Teachers' Profile

All middle school teachers who collaborated in this work are female. However, teachers teach different levels and have different teaching experience.

3.2. 2 Students' Profile

In this work, all students belong to the same level, which is the third year. The two classes consist of 81 students (40 students in 3MS1 and 41 in 3MS2) who share the same age. The researcher selects these groups because they are the most crowded classes and most of teachers are complaining about the large number of students and the difficulty to create a learning environment that lead to low academic performance.

3.3 Research Tools

In order to collect appropriate information to accomplish this work, the researcher uses two different research tools: teacher's interview and classroom observation. The interview addressed to middle school EFL teachers while the observation conducted inside the classroom. Moreover, these research tools were selected for a purpose of collecting qualitative data in order to investigate the teachers' practices to establish a positive learning environment.

3.3.1 Teachers' Interview

The interview is considered as one of the most important research instruments that allow the researcher to collect data. Burns states that: "interviews are a popular and widely used means of collecting qualitative data" (1999, p.118). A kind of a conversation between two individuals where the researcher aims to seek responses from the informants concerning a particular situation. There are three main kinds of interview; the first type is structured interview that is based on the organization of procedures and content in advance.

On the contrary, the second type is unstructured interview which is an open situation having greater flexibility and freedom as Burns claims (1999): "At the furthest end of the spectrum is the unstructured or informal interview where the interviewer and the interviewee

engage in a free-flowing conversational process based on the issues and the topics of the research study”(p.120) .

The third type is semi structured interview which is the most valuable qualitative data collection method based on asking open ended questions to assess teacher’s performance Burges (1999). It is guided by the researcher who would benefit from a fairly open framework to obtain an informant’s subjective response to a known situation and experience from his life or lived world (Kvale, 1996).Additionally, it considered as a conversation with a purpose (Burges, 1984) that allows the researcher to prompt or encourage the interviewee to consider the question further.

3.3.2 Discussion of Interview Procedures

As mentioned above, the researcher opts for semi-structured interview, which is addressed to four middle school EFL teachers. The interviewees were all female teachers who are experienced but do not share the same teaching experience. The main purpose behind this interview is to know about the challenges that face the Algerian EFL middle school teachers inside the class and the different strategies used by them to establish a well-managed positive classroom environment.

The interview consists of ten questions in order to collect specific data organized as the following.

Q1. How long have you been teaching English in middle school?

This question tends to know about the teaching experience of these teachers.

Q2. Do you face any difficulties during your teaching career?

Q3. If yes, which kind of difficulties do you face?

These questions are asked to know about the teaching challenges inside the class.

Q4. Do you try to create a positive environment in the classroom with your students?

Q5. If yes, what do you do as a teacher to create a supportive classroom community and a conducive learning atmosphere?

The above questions seek to know if the teacher uses any strategies, techniques to establish a supporting learning atmosphere.

Q6. Do you think that creating a positive learning environment classroom can enhance students' academic performance? How?

These questions aim to investigate the impact of the positive classroom environment on students' outcomes.

Q7. How would you describe your relationship with your students?

This one tends to focus on the teacher's role and his socio-emotional relationship with the learners.

Q8. What are the effective classroom management strategies do you use to respond to students' misbehavior?

The objective behind this question is to know about the teacher's experience in maintaining discipline in the class.

Q9. Would you name some deficiencies that lead to classroom management failure?

The main goal is to inform about factors that contribute in the failure of the teaching and learning environment.

Q10. How would you describe successful classroom management in middle school?

This question tends to discover the best strategies that lead to successful CM.

3.3.3 Classroom observation

Over the three decades, classroom observation played a crucial role to make teaching and learning more authentic and valuable. It provides live data about the teaching performance (MacDonald, 2016) and the teachers with information they need for a constructive feedback in order to improve the way they manage their classroom. It is important to observe the environment where the teacher and students interact in order to determine the teaching opportunities of the teacher's practices and students' learning.

Additionally, classroom observation considered as a way of gathering information about teaching (Richards and Lockhart, 2007) within a framework that allows both the observer and instructor to improve their teaching skills. The teachers who participate in the observation develop their pedagogical practices, knowledge and CMS. It serves as a trial to judge whether the teaching process is good or not.

3.3.4 Observation Procedures

Classroom observation is the second research tool that adopted by the researcher to collect more reliable and valuable information about the topic.

The observation process was conducted at Aouragh Sisters middle school, Biskra. The researcher attended six sessions with two different classes of the same level 3MS. The time devoted to each session was one hour.

The researcher focuses on students' behavior, responses and attitudes as well as the teacher's practices to create and maintain a positive learning environment. The observer has also prepared a grid of the main areas to be observed. This grid divided into three main criteria, the classroom climate, the teacher and the students.

3.4 Discussion of the Results

3.4.1 Data Analysis

Data analysis considered as the most important step in the research process after collecting the necessary data. The researcher has collected qualitative data using two different research instruments, classroom observation and teachers' interview to present non-numerical results to describe a viewpoint about an interesting issue.

3.4.2 The Analysis of Teachers' Interview

In this thesis, four middle school EFL teachers collaborated by answering the interview questions. These teachers present the whole population in the school.

Q1: How long have you been teaching English in middle school?

The response to this question was as follow: 15 years, 16 years, 20 years and 24 years.

Q2: Do you face any difficulties during your teaching career?

All the teachers answered yes

Q3: If yes, which kind of difficulties do you face?

All the interviewees responded that along their teaching career, they struggled with students' discipline, the lack of teacher- student communication; maintain a positive and productive classroom management, limited teaching materials and the long syllabus.

Based on the responses above, it shows that many teachers are confronting classroom problems are regarded as barriers to effective learning environment and in most cases, they do not know how to manage and control the learners. These recurrent obstacles should been

treated so far as to understand and assist learners with disciplinary problems. Teachers are rather supposed to understand the motives behind such issues than managing them.

Q4: Do you try to create a positive environment in the classroom with your students?

The answers were yes.

Q5: If yes, what do you do as a teacher to create a supportive classroom community and conducive learning atmosphere?

Responding to these questions, teachers provided multiple answers, they all claimed that they attempted to teach through games in order to attract and motivate their learners.

- Building a clearly positive communication with learners as well as with their parents.
- Praising and rewarding students to encourage them.
- Encourage students to freely express their thoughts and ideas.
- Create a physically and emotionally safe environment where all students feel safe welcomed, respected, and valued.
- Using administration procedures to deal with students who make noise or show disrespect by directing them to the guidance counselor or to the listening committee.

Unquestionably, having an adequate classroom environment urge students to feel more at ease and secure while learning. In addition to raising learners' achievement, a relationship between teachers and students does not only promote respect and cooperation but also lessens disruptive behaviors. By doing this, the learning potential of students enhanced, fostering cooperative effort and peaceful harmony.

Q6: Do you think that creating a positive learning environment classroom can enhance students' academic performance? How?

The teachers responded with yes.

- Creating a positive learning environment in the classroom can indeed foster students' academic achievement because a positive learning environment refers to a setting or a place that improve the sense of belonging, engagement, and shared respect among students and teachers. The points mentioned below show how an adequate positive climate can affect academic performance.

-Creating a supportive and encouraging atmosphere helps to motivate students, in other word, when students feel valued, respected, and encouraged, they are more likely to be motivated to participate in class and strive for academic success.

- Encouraging students' participation through interactive teaching techniques, cooperative exercises, and the use of learning resources. Consequently, engagement improves understanding and acquiring knowledge.

- It enhances concentration through reducing disruptions, increases self-confidence and creates an atmosphere conducive to concentration and focus.

Overall, the interviewees agreed that learners' achievement could influenced by classroom management climate. It is undeniable to say that middle school EFL teachers are conscious of the importance of classroom management strategies and their impact on learners' performance.

Q7: How would you describe your relationship with your students?

The answers varied from one teacher to another.

- In the class, I play multiple roles such as a parent, a guide, a facilitator and a friend but sometimes I cannot motivate them, gain their respect and concentration.

-I generally listen to them, encourage questions and discussions, and provide clear instructions and feedback.

- A positive relationship built on trust and mutual respect.

-It is based on a balance between severity and tolerance.

Generally, teenagers have hidden feelings or issues that they are trying to communicate or struggle with. The teacher should try to play the role of a psychologist through listening to them, considering their emotional situation in order to modify their bad conduct and identify the purpose behind their actions.

Q8: What are the effective classroom management strategies do you use to respond to students' misbehavior?

The teachers answered this question as follow:

- Sometimes, it is better to ignore the behavior to carry out the lesson or using techniques such as eye contact, shouting or punish the student by preventing him to attend the session and avoid using inappropriate word with them.
- Address the problem privately with the student. This approach allows a calm conversation to understand the reasons behind the behavior.
- Try to gain students' love and confidence to understand their behavior.
- Set rules at the beginning of the year to facilitate tasks.

The suggestions above strongly emphasize the crucial role that educators must play in establishing the right learning environment through strengthening their relationship with their learners .because when suitable instructional techniques are used to enhance students' behavior in the classroom as love, adaptability, constructive criticism, praise and many more qualities work together to establish a good teaching and learning environment that benefits both teachers and students.

Q9: Would you name some deficiencies that lead to classroom management failure?

The teachers' answers were as followings:

-Failure to build positive relationship with students is a crucial problem because if teachers do not invest time and effort in establishing positive rapport, trust, and mutual respect with their students, it becomes more challenging to manage behavior effectively and create a conducive learning environment.

-Failing to address individual differences, learning styles, emotional needs or special requirements can lead to disengagement, frustration, and disruptive behavior.

-If students are not engaged in meaningful learning activities, they are more likely to become bored and disinterested.

-Lack of teachers' professional training and guidance to enhance their classroom management skills may force them to struggle effectively on how to manage their classrooms.

Q10. How would you describe successful classroom management in middle school?

The interviewees suggested different answers:

- Effective strategies and a supportive positive environment are the main pillars to successful classroom management in middle schools that requires establishing clear expectations and communicate behavioral and academic procedures to students from the beginning to make sure they understand what expected from them in terms of behavior, participation, and academic achievement.

- Positive reinforcement such as verbal praise and rewards to reinforce desired behavior helps motivate students and creates a positive classroom climate.

- Middle school teenagers are moving across emotional changes, so a supportive teacher-student relationship can greatly influence their well-being and engagement in the classroom.
- Students should feel at ease and freely to communicate and participate in the class and not exposed to negative climate in order to draw their attention.

3.4.3 The Analysis of Classroom Observation Results

The process of classroom observation was necessary through attending many sessions. An initial meeting held with the instructors for a pre-observation planning. The aim behind this pre-observation stage is to have a general idea about the class size, students' level, as well as, teachers' teaching styles, objectives, and the lesson plans. Meanwhile, at the beginning of the observation sessions, every teacher has informed the learners that a non-participant observer will observe them, so that they should be polite and respectful.

The researcher was able to write down all the actions that occur from the teachers and students. The researcher has observed that the learners are present in the class when the teachers come. However, although there is a friendly greeting and welcoming between students and teachers, teachers struggle to maintain order and discipline at the early stage of the session.

Moreover, the researcher noticed that the teaching and learning process is taking place in a traditional class where the seating is arranged according to traditional rows in which students sit in pairs opposite the teacher with their backs to one another and the teacher face difficulties to control learners sitting in the back since she is far from them, compared to U-Shaped seating arrangement that encourages discussion and makes it easy for the teacher to observe students.

Additionally, the teaching materials are available like the white board, data show, chairs, tables, pc and speakers. Moreover, the classes were clean, tidy and well decorated.

It is clear to say that the teachers were doing their best to clarify everything to their learners through walking through the rows, answering questions or explain a point in a lesson again.

The researcher noticed that the teachers were asking students questions about the lesson not only to involve students in the learning process but also to attract some disruptive students' attention who seem disinterested.

Additionally, the researcher observed that students are motivated especially at the morning sessions; they were quiet interested bringing their school things, and interact with the teachers. However, they did not show interest and interaction in the afternoon sessions as they looked tired and exhausted after having sport and history and geography sessions.

In the classroom, the teacher is the authority center. The educators have strong personalities and try to build a positive climate to attract students usually by adapting up to date teaching materials and provide learners with worksheets to motivate them to get involved in classroom activities.

The researcher has remarked that the teachers prevent the learners from writing the lesson until they finish and reinforce students who answered correctly or got good grades by giving them reward card, sweets and chocolate or adding extra marks.

Moreover, the class becomes noisy if the learners work in groups; they chat or shout and neglect what expected from them and for this reason, teachers opt for individual or pair work rather than group work.

Briefly, the observer noticed that the teachers have a good social and emotional rapport with the students, as they seem to be patient and kind. They address politely their student by

calling their name in order to attract their attentions, for instance “Haroun! Hello” or using verbal warning “stop it, please”, eye contact, body language or raise their voices to manage the situation and sometimes ignoring the students’ behavior. However, what the observer noticed that sometimes teachers ignore misbehavior problem and do not set rules, post them on walls, or remind learners about the consequences of breaking rules and procedures.

3.4.4 Data Discussion

The main aim of this research paper is to investigate the teachers’ practices to establish an effective CM that is conducive for students’ learning. To collect the necessary data, the researcher opts for two research instruments: classroom observation and an interview addressed to middle school EFL teachers.

At the outset of this research work, the researcher has arisen two main research questions, namely, the challenges facing the teachers in the class and the classroom management strategies used by teachers to maintain a positive learning environment.

A significant part of the interview namely the first questions (Q2, Q3, Q4, Q5, and Q6) were addressed to teachers to investigate the way teachers create an effective classroom environment which is necessary for students’ achievement.

The findings reported that during the teaching process, teachers come across different challenging situations. Discipline is regarded as the biggest challenge that faces teachers. Harmer (2008) argued that these disturbances create an atmosphere that is inadequate for productive learning process and then a less academic success. Moreover, teachers are obliged to deal with different students’ levels as well as with different personality traits that affect the classroom environment.

The results of the collected data also denote that teachers are working hard to motivate students and involve them in the learning process through adopting different strategies. Teacher's interview shows that the teacher uses games; question and answer, pair or group work to help the learner to be integrate in the lesson and reduce his disruptive behavior to improve his learning performance and therefore achieving an effective CM.

Taking the second research question results show that middle school EFL teachers use various strategies to manage the classroom and the students, such as setting clear rules and procedures at the beginning of the school year, seating arrangements, different types of activities, praising, and interaction patterns in order to reach an effective classroom management and enhance students' academic performance, Therefore, if teachers establish effective classroom management, they will generally achieve positive teaching-learning environment process. Everston, Emmer, and Worshman (2000) stated that teachers use various strategies to provide effective learning experiences.

The findings of the interview and the classroom observation show that teachers follow various strategies to get a well-managed classroom. The seating are arranged according to traditional rows, which allow the teacher to move freely between rows. The teacher's main role of a facilitator aims to simplify complex and difficult tasks for students. The teachers try to create good relationship with their students based on respect, trust and love. Teachers reject the use of non-pedagogical and inappropriate words.

Moreover, teachers attempt to get disruptive students involved in the lesson in order to reduce noise and chaos. In addition to that, teachers use games to engage students in learning to keep them busy and to allow them the opportunity to reflect. In this way, teachers create a positive environment for teaching and learning which foster students' competition, motivation, and here the research questions that have answered.

3.5 Conclusion

In conclusion, CM is one of the most important tenets in the educational process. The teacher should always adapt strategies for better manage the classroom through creating a positive climate conducive for learning. The aim of this chapter was to collect authentic data about educators' practices to create and maintain a productive learning environment in order to help students get involved in the learning process. Additionally, from the classroom observation and the teachers' interview, the researcher attempts to answer the research questions that established at the beginning of the investigation. It can be noticed that misbehavior and large classes are the biggest challenges that affects the educational environment in a negative way. Therefore, teachers should tackle this problem by implementing some of classroom management strategies such as building a strong connection with students and having private discussions with disengaged learners.

Finally, the researcher answered the research questions after presenting concrete results trying to offer some helpful suggestions and recommendations to teachers on how to manage their classrooms effectively in order to foster a positive learning environment.

General Conclusion

Teachers must have a high level of socio-emotional cognition to cope with different individuals in order to maintain order and control the classroom environment. Henceforth, managing the classroom environment is a difficult discipline that plays an important role in fostering students' learning performance. This study was conducted at Aouragh Sisters middle school and it aims at investigating the teachers' practices to establish and maintain a positive learning environment. It asserted that the appropriate implementation of CMS affects the learning environment positively.

This research study is divided into two main parts. The first part was devoted to the theoretical overview on CM, which consists of its definitions, its importance, the four major theories of classroom management and the obstacles facing the teachers inside the class and a section about the implementation of CMS to build a positive learning climate. The second part was devoted to the practical work that deals with the data analysis and results interpretation. Importantly, it describes the researcher's methodology in conducting this research work.

The obtained findings from both the classroom observation and teacher's interview show that most of EFL teachers face many difficulties to maintain order and establish a well-managed environment such as teaching large classes, teacher-student relationship, students' disruptive behavior as laughing, eating, shouting or chewing the gum; all these problems are related to the answer of the first research question. Therefore, teachers need to implement different strategies to organize the classroom and achieve an effective classroom management.

The second research question is related to teachers' practices of CMS and the ways of implementing them to create a positive environment. To answer this question, it can be said

that according to the findings, there is somehow a lack of using CMS inside the Algerian middle school class. Some teachers were also unaware of the appropriate techniques of implementing them such as setting rules.

At the end of the second chapter, the researcher suggested some recommendations to improve the studied topic. First teachers should pay more attention and value all the students without exception and have to set clear rules at the beginning of the academic year for a better management of the classroom. In addition, teachers would better build a strong and a positive relationship based on mutual respect and trust with their students as well as their families.

To conclude, CM needs a collaborative work from both teachers and students to build up a well-managed classroom and an effective learning atmosphere. Briefly, effective teaching depends on effective classroom management. In other word, to be an effective classroom manager, the teacher should be wise and have psychological, cultural and social backgrounds to be able to teach, interact, motivate and understand different learners' personality traits and the way to deal with them.

Suggestions and Recommendations

This part intended to allow the researcher to suggest some recommendations and advice considering the research topic based on the obtained findings. Being a teacher is a hard job that needs patience and perseverance. To achieve a productive classroom a management, instructors should concentrate on the classroom environment. The following points provide list of the recommendations:

A) To Educators

Teachers must establish rules and procedures to manage the classroom and control learners' behavior. Rules should be posted in a visible place to facilitate the conduct of the teaching process. The instructors must attract learners' attention and make them busy all the session in order to reduce noise and disruption. Teachers should build a positive relationship with their students based on respect and trust. They should give students equal opportunities and accept students' different personality traits and their way of thinking. Educators should give more importance to the seating environment due to its important value on learners' discipline and motivation. Educators should vary and update their tasks and activities from time to time in order to break the routine so that students will not get bored. Reinforcement and reward can boost and encourage learners to study and to maintain a positive learning environment. Teachers should coordinate with colleagues to gain experience on how to manage the class and seek for appropriate pedagogical solutions and have to be a good example to their learners, in other word a good role model.

B) To Learners

Learners should be aware of the impact of negative learning environment on their learning outcomes.

C) To Stakeholders

The policy makers should impose laws to protect the teaching staff against disruptive behavior and violence. Administration should try to minimize the number of students in the class and to teach the English language in labs. Seminars and workshops should be organized by inspectors or training teachers to help novice teachers manage their classes. Parents should be involved in decision-making process when appropriate.

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APPENDICES

Appendix A

Teachers' Interview

This interview is designed in order to support a master research work in science of languages. The primary objective is to collect data about the teachers' practices to establish a positive learning environment.

Dear teacher, I would be so grateful if you agree to respond my questions. It concerns your opinions and ideas about classroom management strategies and the challenges facing the teachers; your cooperation is very important and would be very helpful in the achievement of this research.

Q1. How long have you been teaching English in middle school?

.....

.....

Q2. Do you face any difficulties during your teaching career?

.....

.....

Q3. If yes, which kind of difficulties do you face?

.....

.....

Q4. Do you try to create a positive environment in the classroom with your students?

.....

Q5. If yes, what do you do as a teacher to create a supportive classroom community and a conducive learning atmosphere?

.....
.....

Q6. Do you think that creating a positive learning environment classroom can enhance students' academic performance? How?

.....
.....

Q7. How would you describe your relationship with your students?

.....

Q8. What are the effective classroom management strategies do you use to respond to students' misbehavior?

.....

Q9. Would you name some deficiencies that lead to classroom management failure?

.....

Q10. How would you describe a successful classroom management in middle school?

.....

Thank you for your collaboration

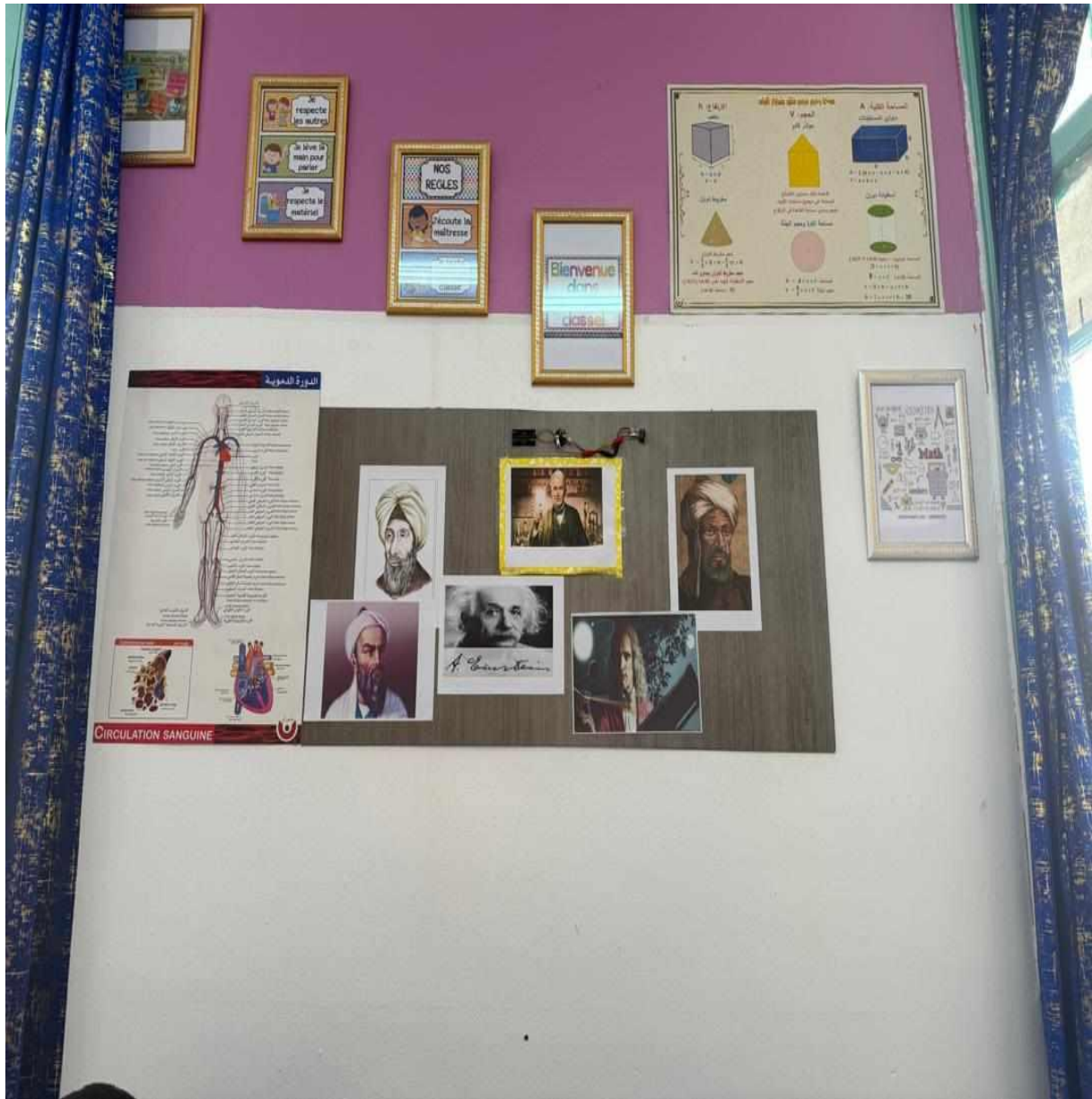
Appendix B

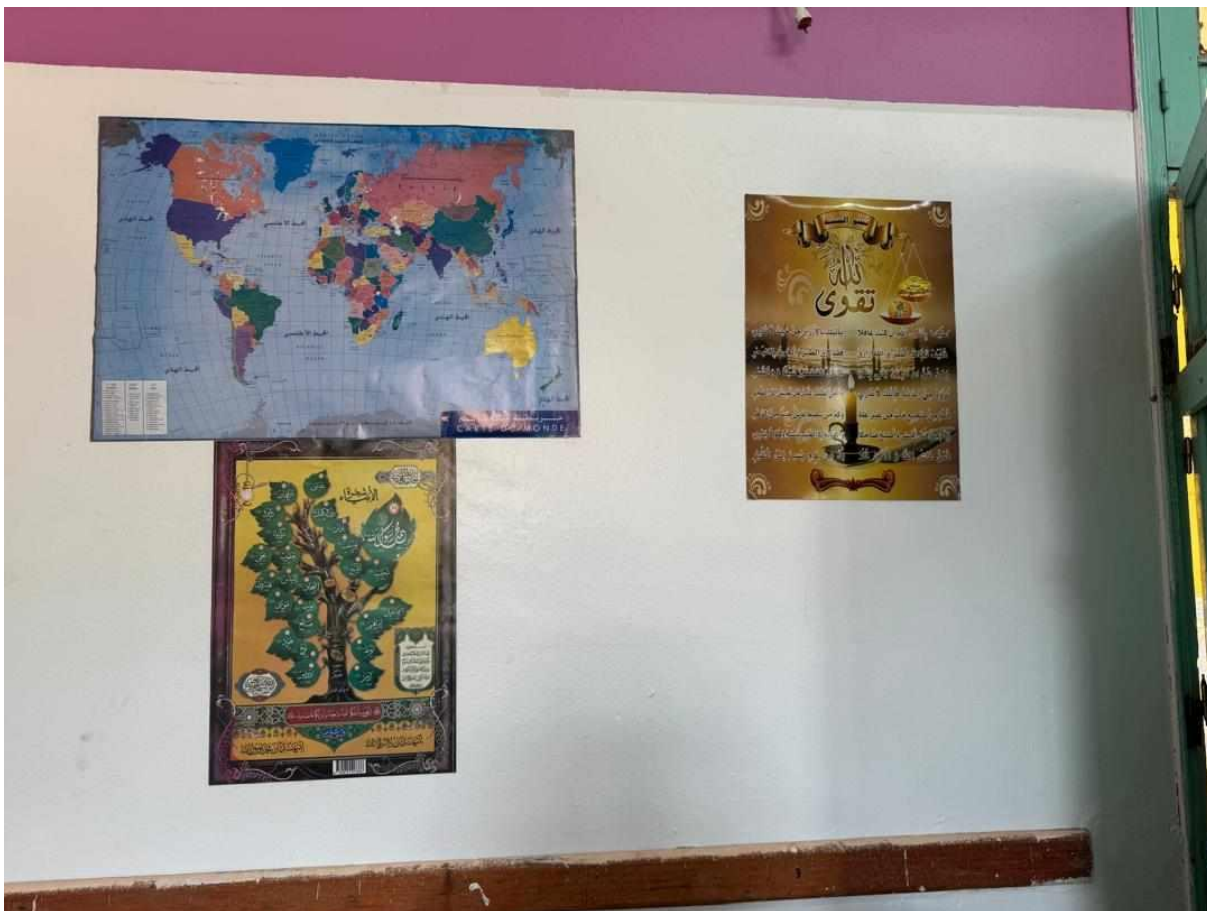
Observation Checklist

	Criteria	Always	Sometimes	Rarely	Never	Comment
Classroom Climate	<ul style="list-style-type: none"> - The seating arrangement is conducive to learning and student engagement. -The classroom is clean and well organized. 					
The teacher	<ul style="list-style-type: none"> -The teacher addresses students by their names. -Teacher uses different instructional materials and teaching methods. - The teacher communicates the rules and expectations to the students. - The rules posted in a visible location. - The teacher establishes a positive and respectful rapport with students. -The teacher uses positive reinforcement strategies to 					

	<p>motivate and encourage students.</p> <p>-The teacher handles disruptive behavior.</p>					
<p>The Students</p>	<p>- Students actively participating in classroom activities.</p> <p>-Students are aware of what expected of them during different parts of the lesson.</p> <p>- Students are involved in discussions and group work.</p> <p>- Students feel safe and comfortable expressing their ideas and opinions.</p> <p>-There is a positive and supportive atmosphere in the classroom</p>					

Appendix C























الملخص

لا يعتبر القسم مكانا ماديا للتعلم فقط ولكنه بيئة يمكن للطلاب التفاعل فيها واكتساب المعرفة أيضا. يحاول المعلمون من جميع أنحاء العالم إرساء قسم جيد يعزز بيئة إيجابية داعمة مواتية لتعلم الطلاب. أجريت هذه الدراسة للتحقيق في التحديات المختلفة التي تواجه المعلمين داخل القسم الدراسي والاستراتيجيات المختلفة التي يستخدمها المعلمون للوصول إلى إدارة صفية فعالة لتشجيع وتعزيز إنجازات الطلاب. لهذا الغرض، أجريت دراسة وصفية على مستوى متوسطة الأخوات أوراغ في بسكرة مع طلاب السنة الثالثة. تم جمع البيانات وتحليلها نوعيًا من خلال استخدام اثنين من أدوات البحث الرئيسية؛ الملاحظة الصفية ومقابلة موجهة إلى معلمي اللغة الإنجليزية. تظهر نتائج هذه الدراسة أن المعلمين في متوسطة الأخوات أوراغ يعملون بجد لجعل التعلم مثيرًا للاهتمام وتحفيز الطلاب من خلال إنشاء قسم دراسي فعال وإشراك جميع الطلاب في الدرس. بالإضافة إلى ذلك، يستخدم المعلمون استراتيجيات مختلفة لتقليل السلوك التأديبي والتعامل معه. و بالتالي، شدد هذا العمل على أهمية ممارسات المعلمين للحفاظ على بيئة دراسية إيجابية للمتعلمين.

الكلمات المفتاحية: إدارة صفية. السلوك التخريبي، بيئة التعلم الإيجابية.

