Dedication

I dedicate this work

To my parents who have provided me with their encouragement, love and understanding

To my brothers and my sister Soumia for their whole-hearted support

To all my extended family

To all my friends and teachers at the University of Biskra

To all who were there for me, thank you for your help and encouragement

To all those who have been supportive, caring and patient, I dedicate this simple work.

Declaration

I, Arbia Sabahi, do hereby solemnly declare that the work I am going to present in this dissertation is my own, and has not been submitted before to any other institution or University for a degree.

This work is to be carried out and completed at Mohamed Khider University of Biskra, Algeria

Certified:

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Abstract

The present research attempts to investigate how teachers would establish an effective classroom management for large EFL classes. The objective of this study is to identify practical strategies and techniques through which an effective classroom management is established. The hypotheses of this research emphasize that if student's responsibility and involvement is highlighted throughout the process of classroom management, EFL teachers would establish and maintain an effective classroom management for large EFL classes. In order to test these hypotheses, two questionnaires have been administered; one to the teachers who have been teaching large EFL classes for a long time at the Department of English, Biskra University. The other questionnaire has been directed to first year Master students of English. The results have shown that involving students in classroom management would enhance their sense of belonging, their responsibility towards their behavior and, thereby, reduce disruptive behaviors. On the basis of these results, the hypotheses were confirmed in that students' involvement should be highlighted within the process of organizing a positive and efficient educational environment, selecting appropriate instructional and assessment strategies, as well as reducing disruptive behavior. This study has certainly its limitations, but its findings revealed interesting implications. Thus, future research should be done experimentally to test the applicability of the findings to a larger population of subjects

ملخص

يحاول هذا البحث الى تحري كيف يمكن للأساتذة انشاء تسيير فعال للأقسام المكتظة الخاصة بطلبة الانجليزية. تهدف هذه الدراسة الى التعريف باستراجيات و تقنيات عملية يُنشأ من خلالها تسيير فعال للقسم المكتظ. فرضيات هذا البحث تشمل أنه اذا تم ابراز مسؤولية الطالب و اشراكه خلال عملية تسيير القسم ،فان أستاذ الانجلزية قد يتمكن من انشاء و كذلك المحافظة على تسيير فعال للأقسام المكتظة. من أجل اختبار مدى صحة هذه الفرضيات تم توزيع اسبيانين، الأول الى أساتذة قسم الانجليزية بجامعة بسكرة الذين دَرَّسُوا أقساماً مكتظة لفترة طويلة، و الثاني تم توجيهه الى طلبة السنة أولى ماستر. أظهرت النتائج أنّ اشراك الطلبة في في عملية تسيير القسم قد تُحسن شعورهم بالاندماج و كذا مسؤوليتهم اتجاه سلوكهم و بذلك يتم تقليل سلوكيات الطلبة المشوشة . على أساس هذه النتائج تم تأكيد هذه الفرضيات التي تسلط الضوء على اشراك الطالب في عملية تنظيم محيط علمي ايجابي و فعال، اختيار استراتيجيات مناسبة للتدريس و التقييم و كذا تقليل السلوك المشوش داخل القسم.بالطبع لدى هذه الدراسة مواطن ضعف، لكن نتائجها أظهرت مضامن مثيرة للاهتمام. البحث المقبل يجب أن يكون تجريبياً و ذلك لاختبار مدى قابلية تطبيق هذه النتائج على مجموعة أكبر من الأشخاص.

General introduction

One of the most serious phenomena which threaten the effectiveness and the quality of education in Algerian schools and universities is that of large classes. The latter is the reality of most English language teachers, especially at Biskra University. Teachers are faced with classes larger than the size they believe facilitates effective teaching and learning. Therefore, class size became one of the biggest, if not the biggest challenge facing them in their work.

Similarly, classroom management is the first professional activity to develop at the beginning of a teaching career, and represents the most significant difficulty to be overcome when a student teacher first begins to teach. This means that classroom management is an integral part of effective teaching. Hence, classroom management may also become a challenge for many teachers.

As a result, managing a class full of students is one of the biggest challenges faced by teachers. If teachers do not have an effective plan in place, there will not be much opportunity for students to engage in meaningful learning experiences. Thus, teachers will find themselves refereeing instead of teaching.

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