

People's Democratic Republic of Algeria  
Ministry Of Higher Education and Scientific Research  
Mohamed Kheider University of Biskra  
Faculty of Letters and Languages  
Department of Foreign Languages  
English Division



## **Effective Classroom Management to Promote EFL Learners' Achievement in Middle School**

The Case of First Year Pupils at Abd Elhamid Ben Badiss Middle School in  
Djamaa

A Dissertation Submitted to the Department of Foreign languages in Partial Fulfillment for  
the Requirement of the Master's Degree in Science of language

**Submitted by:**

Miss.CHAOUKI Nihad

**Supervised by:**

Mr. BOUHITEM Tayeb

**Members of the jury:**

Mr. BOUHITEM Tayeb

Mr. TEMAGOULT Slimane

Mrs. BAKHOUCHE Rym

**June 2016**

## *Dedication*

*This dissertation was completed with the grace of God and the help  
and support of the kind souls mentioned below.*

*My deep appreciation to my parents who instilled in me the values  
that made me into what I am today.*

*My dear father "Elhafed" who has been my model for hard work,  
persistence and personal sacrifices.*

*My heartfelt gratitude to my beloved mother "Saliha" who  
patiently tolerated all my misgivings with a smile and stood by me  
in times of despair. Her prayers, moral support and kind words  
were of great inspiration during my piece of research.*

*Thank you my dear parents for your patience and steadfast  
support.*

*Next, my sister "Nada" who is the one I always fight with*

*To the special brothers "Rachad" and "Samí"*

*To all my extended family*

*To any one plays a part in my life and added something new to it.*

*To all people who know me.*

*Nihad*

## *ACKNOWLEDGEMENTS*

*Above all, I thank Allah, the almighty for having given me the strength and patience to undertake and complete this work Glory and Praise for him.*

*First and foremost, I would like to express my greatest gratitude to my major professor Mr. BOUHITEM TAYEB*

*Who provided me with his academic advice and meticulous revisions during all phases of this dissertation .*

*I would thank all who work in English department from the head of department to the workers especially my teachers during the five years, I am deeply grateful for them.*

## **ABSTRACT**

We have noticed that the process of teaching and learning face many obstacles and difficulties in middle schools, especially in teaching English as a foreign language. We always wonder about how teachers manage their classrooms effectively. Thus, to highlight this problem, the present study aims at investigating the effect of classroom management on teaching English as a foreign language among first year pupils at Abd Elhamid Ben Badiss middle school in Djamaa and their achievement. In order to check this correlation, we hypothesized that if teachers establish positive classroom management, they would generally achieve positive teaching-learning process. This study focused particularly on some ways and strategies that should be implemented by the teacher in order to create a productive and successful learning environment; thus, a better achievement in English. This dissertation was mainly conducted on teachers of English and pupils of first year level where we relied on the descriptive method because it deals with the causes and effects of a given variables which are classroom management and pupil's achievement in learning English as a foreign language. Besides, our work was mainly based on two academic research tools; the questionnaires and classroom observation as the powerful and effective ones for gathering the adequate data. The results in this study showed that pupil's achievement is not high and this is due to many reasons mentioned in the results obtained from both questionnaires and classroom observation. We further suggest some solutions and techniques for a better achievement and effective learning through an effective classroom management.

## **List of abbreviations**

- **SL:** Second or foreign language
- **STM:** Short Term Memory
- **N:** Numbers

## List of figures

<b>Figure 1 :</b> Two significant limitations in term of 'discipline.....	10
<b>Figure 2:</b> Goals of classroom management.....	10
<b>Figure 3:</b> The interaction between dominance and cooperation.....	15
<b>Figure 4:</b> Teacher behaviour continuum.....	25
<b>Figure 5:</b> Planning for effective classroom management.....	26
<b>Figure 6:</b> Child's development level.....	27
<b>Figure 7:</b> Two spaces in learning.....	28
<b>Figure 8:</b> Sample of seating arrangement for the classroom.....	29
<b>Figure 9:</b> Examples of teacher's rules.....	31
<b>Figure 10:</b> Strategies to get students to cooperate.....	33

## List of tables

<b>Table 1:</b> The difference between the four styles.....	12
<b>Table 2:</b> Classroom disruptions.....	21
<b>Table 3:</b> Pupils' gender.....	37
<b>Table 4:</b> Pupils' age.....	37
<b>Table 5:</b> Pupils' opinions about the English subject.....	37
<b>Table 6:</b> Pupils' self assessment.....	38
<b>Table 7:</b> Kind of learning difficulties.....	38
<b>Table 8:</b> Pupils' opinions about their teacher in creating their good atmosphere.....	39
<b>Table 9:</b> Pupils' attitudes towards the strategies that assist teachers to create a positive atmosphere.....	39
<b>Table 10:</b> The teacher's ability to remember his pupil's names.....	40
<b>Table 11:</b> Pupil's opinion towards the physical arrangement.....	40
<b>Table 12:</b> The teacher's fairness.....	41
<b>Table 13:</b> Strategies to get pupils cooperate.....	41
<b>Table 14:</b> Agreement that teachers need help to create a comfortable learning classroom.....	42
<b>Table 15:</b> Pupils' opinions about respecting rules and procedures set by teacher.....	42
<b>Table 16:</b> The reasons that lead pupils to misbehave in the classroom.....	42
<b>Table 17:</b> Students' reaction when they misunderstand the teacher.....	43
<b>Table 18:</b> Teacher's reaction with students' misbehaviour.....	43
<b>Table 19:</b> Pupil's motivation to get better achievement.....	44
<b>Table 20:</b> The main helpful tips that assist teachers to manage their classroom effectively.....	44

<b>Table 21:</b> Pupil’s opinion towards teacher’s instructions.....	45
<b>Table 22:</b> Treating pupils with anger.....	45
<b>Table 23:</b> Types of teachers.....	45
<b>Table 24:</b> Gender distribution.....	47
<b>Table 25:</b> Teacher’s qualification.....	47
<b>Table 26:</b> Teacher’s experiance in teaching.....	47
<b>Table 27:</b> The difficulties that face teachers.....	48
<b>Table 28:</b> The types of difficulties.....	48
<b>Table 29:</b> The importance of classroom environment.....	49
<b>Table 30:</b> Using classroom management strategy.....	50
<b>Table 31:</b> Teacher’s management style.....	50
<b>Table 32:</b> The reasons that lead pupils to misbehave.....	50
<b>Table 33:</b> The importance of creating a friendly atmosphere in the classroom.....	51

# Contents

1 – Dedication.....	I
2 – Acknowledgements.....	II
3 – Abstract.....	III
4 – List of abbreviations.....	IV
5 – List of figures.....	V
6 – List of tables.....	VI
7 – Table of contents.....	VIII
<b>Background to the study.....</b>	<b>1</b>
1- Statement of the problem.....	1
2- Objectives of the study.....	1
3- Significance of the study.....	2
4- Research questions.....	2
5- Hypothesis.....	2
6- Research methodology.....	2
7- Literature review.....	3
8- Structure of the study .....	5
<b>Chapter two: Classroom Management.....</b>	<b>6</b>
Introduction.....	6
2.1 What is classroom management.....	6
2.1.1 Views on classroom management.....	6
2.1.2 The main areas of classroom management.....	7
2.1.3 The importance of effective classroom management.....	8
2.1.4- Classroom management and discipline.....	10
2.1.5- Goals of classroom management.....	11
2.2- Effective teacher.....	11
2.2.1- Teacher management style.....	11
2.2.2- Qualities of effective teacher.....	12
2.2.3- The role of the teacher in classroom management.....	13

2.2.4- Effective teacher- student interaction.....	14
2.3- Young learners.....	15
2.3.1- General characteristics of young learners.....	15
2.3.2- Specific character of young learner.....	16
2.3.3- Motivating learning in young learner.....	16
2.3.3.1- What is motivation.....	16
2.3.3.2- Why motivation is important.....	17
2.3.3.3- Characteristics of motivating learning in young learners.....	17
2.3.3.3.1- Intrinsic motivation.....	17
2.3.3.3.1.1- Strategies to encourage intrinsic motivation.....	18
2.3.3.3.2- Extrinsic motivation.....	18
2.3.3.3- Indicators of highly motivated learning.....	18
Conclusion.....	19
<b>Chapter three: Dealing with students misbehaviour.....</b>	<b>20</b>
Introduction.....	20
3.1- What is student misbehaviour in the classroom.....	20
3.2- Why do students misbehave in the classroom.....	21
3.2.1- Causes of misbehaviour: the learner.....	22
3.2.1.1- Attention seeking.....	22
3.2.1.2- Learning difficulties.....	22
3.2.2- Causes of misbehaviour: the teacher.....	23
3.2.3- Causes of misbehaviour: the society.....	24
3.3- Dealing with students misbahviour.....	24
3.3.1- Pre-empting misbehaviour.....	24
3.3.2- Teacher behaviour continuum.....	24
3.3.3- Rewards and punishments.....	25
3.4- Classroom organization and management.....	26

3.4.1- Reflecting students' development needs.....	27
3.4.2- Creating a learning environment.....	28
3.4.3- Creating a physical environment.....	28
3.4.4- Creating teaching and maintaining rules and procedures.....	30
3.4.4.1- Procedures.....	30
3.4.4.2- Rules.....	31
3.4.5- Effectively managing classroom activities.....	32
3.4.6- Getting students to cooperate.....	32
3.4.7- Develop a positive relationship with students.....	33
3.4.8- Get students to share and assume responsibility.....	33
3.4.9- Reward appropriate behaviour.....	34
3.4.10. classroom management styles.....	34
3.4.10.1- Authoritative classroom management.....	34
3.4.10.2- Authoritarian classroom management.....	34
3.4.10.3- Permissive classroom management.....	34
Conclusion.....	35
<b>Field work</b> .....	36
Introduction.....	36
4.1- Pupils' questionnaire.....	36
4.1.1- Description of the questionnaire.....	36
4.1.2- Analysis of the questionnaire.....	36
4.2- Teachers' questionnaire.....	46
4.2.2-Analysis of the questionnaire.....	46
4.3- Classroom observation schedule.....	52
4.3.1- Description of classroom observation.....	52
4.3.2- Analysis of classroom observation.....	53

Analysis of the findings.....	58
Suggestions .....	63
General introduction.....	65
bibliography.....	67
appendices.....	70
Arabic summary.....	79

## **Background to the study**

### **General introduction**

Managing classroom is considered to be one of the most challenging problems for teachers today. It is posing a problem requiring the serious concern of the educators and the education researchers. Ineffective management leads to serious conditions of indiscipline causing damage to the conducive climate for learning. Though teachers are provided with inputs on the best fit managing strategies, they are not provided with any specific technique to suit specific problems in classroom management. The teacher therefore, requires to plan in detail, creating strategies of management in order to develop a productive learning environment.

Besides, an effective classroom management is defined as a climate emphasizing and conducive to effective learning, good behaviour and positive relationship between the teacher and his students. Thus, the teacher needs to encourage this learning by utilizing new strategies and new techniques. Furthermore, an effective classroom management by the teacher increases student involvement in teaching, reduces disruptive behaviour and utilizes the instructional time to the fullest extent. The present study is focused on the effectiveness of classroom management to promote EFL young learners' achievement in middle school.

#### **1. Statement of the problem :**

Classroom management is an essential skill for teaching-learning process, some teachers at middle schools complain about pupils' underachievement in learning English subject that is why we want to discover if classroom management is the main reason behind pupils' underachievement, or there are other reasons, and whether it can affect positively or negatively on pupils' achievement.

#### **2. Objectives of the study :**

The general purpose of this academic research is to establish the relationship between classroom management and pupils' achievement of first year at Abd Alhamid Ben Badiss middle school in Djamâa with a view to get rid of classroom management problems and improve pupils 'achievement.

- 1) To determine the level of effectiveness of classroom management among first year pupils at Abd Elhamid Ben Badiss middle school in Djamâa.
- 2) To establish the relationship between classroom management and pupils 'achievement.

3) To see whether classroom management affects positively or negatively on pupils' achievement.

4) To set suitable methods and techniques for well managed classroom.

### **3. Significance of the study :**

Our research is about one of the most interesting topics that we meet every day in middle school classrooms where teachers express their capacities to control the class. This study is undertaken to explore how classroom management is currently used by teachers in classes and how it affects pupils 'achievement.

Thus, creating effective classroom environment for pupils to learn English will enhance the teaching- learning process, and will elicit a higher quality of pupils engagement in the classroom.

### **4. Research questions:**

This research was guided by the following research questions:

1) What is meant by the term "Classroom Management" ?

2) What is the relationship between classroom management and pupils 'achievement?

3) What is needed to make the conditions in the classroom right for various learning activities?

### **5. Hypothesis :**

If teachers establish positive classroom management, they will generally achieve positive teaching-learning process. In other words, if teachers cope with pupils' misbehaviors, they will prevent their disruptive behaviors.

### **6. Research Methodology :**

In this research, we choose the descriptive method because our research is based on the description of classroom as a situation, finding the manners that help teachers to manage their classroom through using the questionnaire and classroom observation as tools by which we gather the adequate data for the study. For the needs of the present study, two forms of questionnaire will be used, the first questionnaire will be delivered to first year teachers at Abd Elhamid Ben Badiss middle school in Djamâa, the second one is submitted to first year pupils of English as a foreign language at the same school after designing the study to check the understanding of the items and their relevance to our investigation.

We select about seven teachers who have different experiences in teaching, also about sixty pupils were selected randomly in order indicate their opinions about classroom management strategy.

The way the data will be analyzed is quantitative method in order to describe the behaviors of pupils inside classroom and to find out the different attitudes of teachers and pupils about the disciplinary issues that face them.

## **7. Literature review :**

Karp (2002, p.1) assumed that ‘‘in a classroom, the students have the right to learn safely and with dignity, just as the teacher has the right to teach safely and with dignity’’. While, Foutz (2005, p. 3) described that classroom management should be used to meet both the students’ and the teacher’s needs.

It should be constantly evaluated and re-evaluated in order to maintain an environment that is effective for both learning and teaching. An effective classroom management plan will enable the students and the teacher to respect each other. It is important in order for classroom organization and for efficiency in teaching.

Different researches have defined the concept of classroom management in a different way: Solis (2005, p. 1) says, ‘‘Ideally, classroom management should be a common understanding between the teacher and the students. It should be an agreed upon model that everyone abides by. In order for classroom management to work effectively,’’ .According to Teaching tips (2005, p. 1), ‘‘Classroom Management refers to the procedures and routines that are used to keep the daily business of the classroom running smoothly.’’Good classroom management is really a challenge for a teacher. What are the important aspects of a good classroom management? How a teacher can manage it effectively? However, according to Emmer, Evertson, Clements and Worsham (1997, p.111), ‘‘good classroom management depends on very careful planning of classroom organization, rules, procedures and instructions. It also requires active involvement of a teacher in maintaining student cooperation and compliance with necessary classroom rules and procedures.’’

Foutz (2005, p.3) says, ‘‘Effective classroom management begins with the teacher. The teacher must plan well so that the students will be able to meet their learning and behavior objectives.’’Mayeski (2005, p.1) argued that creating a safe and orderly environment in the classroom is a survival skill for teachers and optimizes the learning environment for students. In this regard the role of the teacher as leader is also very

crucial. Referring this point, Ramsey (1999, p.15) stated that the role of an effective leader is to create a climate that welcomes, supports, and rewards innovative thinking and problem solving.

The key to good classroom management is the use of techniques that increase student cooperation and involvement in classroom activities and thus avert problems from occurring. There is a strong relationship between teacher behavior and student behavior. Maximizing the time that students spend in academic activities can minimize the problems of discipline. It can also be improved by resolving incidents of minor inattention before they develop into major disruptions. Lack of student discipline, poor classroom management and control, and disruptive student behavior are some common complaints. Many educators agree that classroom instruction is greatly affected by classroom management. Creating a close connection of trust, respect and interest with students is important. Certain attitudes and qualities are basic to successful management as these qualities in classroom management are effective in preventing problems, and in coping with problems effectively. University of Nebraska (2005, p. 57) has given keys for classroom arrangement as:

1. Students should be properly seated so that they are able to clearly see chalkboards, screens, presentations and displays and teachers and students can easily move in the classroom.

The teacher should have a place near the front of the room

2. Classroom rules should be clearly posted. Areas should be established to display student work.

Lewis et al (1998) examined part of a school program's management of students' behavior, on the playground, and during transitions Results from this intervention did not completely eliminate problem behaviors; however, it did reduce the number of discipline referrals. Behets (1997) investigated the effective of teacher's strategies in relation to student behavior. Behets found that more-effective teachers spent more time observing students participating/trying out in a new skill versus time on actual instruction.

Colvin & Fernandez (2000) describe the critical factors and procedural steps that schools utilized to establish a positive school-wide discipline plan and implement effective behavior support systems. These factors include;

- Establishing and maintaining the pupil's needs
- Forming and maintaining a leadership team
- Clarifying roles and expectations for all classroom

- Developing a data system that is systematically used for decision making,
- Sustaining a focus to address all components in the system,
- Maintaining a focus to meet evolving needs
- Access to consultation from outside support systems
- Increasing emphasis on academic support.

## **8. Structure of the study :**

This dissertation is split into four chapters. The first chapter, mainly deals with a general introduction including : the statement of the problem, objectives of the study, significance of the study, research questions, hypothesis, research methodology, literature review and the structure of the study .The second chapter is concerned with classroom management in general as a technique that can be used in order to teach effectively, its importance, its goals and how to differentiate it from discipline, also the main characteristics of teachers that can effectively manage the classroom and the different styles of teacher management. In addition to the relationship between the teacher and his students.

The third chapter is mainly concerned with students' misbehaviours; why do they misbehave and how to deal with these behaviours.In addition to the main strategies for classroom management, also procedures for creating a well managed classroom.

The fourth chapter is a field investigation and is mainly concerned with the description and analysis of teachers and students' questionnaires then, the discussion of the results gathered. After that, giving the results and interpretation.

## **Chapter two:**

### **Classroom Management**

#### **Introduction**

Many studies indicate the importance of classroom management as one of the most interesting factors that influences learning. For example, Wang, Heartel and Walberg (1993) identified classroom as being the first main necessary issue that influences school learning. Also, Marzano and Marzano (2003) agreed with Wang and his colleagues (1993) by considering classroom management as the most essential aspect influencing school learning.

Ben (2006) stated that effective classroom management strategies are important to a successful teacher's delivery of instruction. This last statement explains why classroom management is essential in the learning process. Effective classroom management prepares the class for an effective instruction that is crucial for the progress of learning.

In this chapter we are going to focus on what classroom management is as a dimension for effective teaching, what are its main areas that are helpful for the teacher to deal effectively with students' behaviours, why classroom management is important and what are its goals. We shed light also on effective teachers and their qualities that are responsible in creating a positive learning atmosphere in addition to the different characteristics of young learners and their relationship with teachers in order to enhance their academic achievement; also we focus a little bit on motivation and its relation to young learners.

#### **2.1. What is Classroom Management?**

##### **2.1.1. Views on Classroom Management:**

The term classroom management has been defined differently by numerous educators throughout the history and it remains difficult to define because of its complexity.

In most general terms classroom management refers to the actions and strategies teachers use to maintain order in classroom (Doyle, 1986). According to him –learning and order-

are the two major tasks for the teaching process. For learning to be achieved, order must be provided in the classroom in advance.

Similarly, Brophy (1986) defines classroom management as a teacher's efforts to produce and maintain the effective classroom environment for teaching and learning. In other words, what Brophy means is that there is a strong close and mutual relationship between effective classroom management and effective curriculum and instruction.

Additionally, Jacobsen, Eggen and Kauchauk (1993:263) justify their use of the concept as meaning "... the complex set of plans and actions that the teacher uses to ensure that learning in the classroom is efficient and effective". This means that teachers use some methods and techniques in order to find the appropriate solutions for various problems in the classroom.

The assertion that classrooms are well managed often create conducive classroom atmosphere and thus effective learning outcomes is supported by the definition of Tomic & Vander Sijde (1993 :439) who sees classroom management as "Provisions and procedures necessary to form and maintain a situation within which learning and teaching will take place". This definition reflects management principles that would ensure order in the classroom.

Like many educators , Lemlech (1988 :3) explains the multidimensionality of classroom management : " Classroom management is the orchestration of classroom life : planning curriculum, organizing procedures and resources, arranging the environment to maximize efficiency, monitoring student progress, and anticipating potential problems ", in other words learners know what is expected for them and they identify the need for proper organization of classroom activities to ensure the smooth flow of the lessons.

Both the definitions of classroom management and the studies that show the role of an effective management for successful learning environment direct us to the conclusion that researches in academic settings need to improve our literature in this area.

### **2.1.2. The Main Areas of Classroom Management:**

According to Scrivener (2005) a set of common classroom management areas was proposed so as to assist teachers in dealing effectively with students' behaviours in the classroom:

- Activities: sequencing activities, setting up activities, monitoring activities, giving instructions and timing activities.
- Authority: getting attention, establishing authority as appropriate and getting someone to do something.
- Critical moments: starting the lesson, dealing with problems within the classroom, maintaining appropriate discipline and finishing the lesson.
- Grouping and seating: forming groups, arranging and rearranging seating, deciding where the teacher can stand or sit and reforming the class as a whole group after a given activity.
- Tools and techniques: using the board and different classroom equipments, using gestures or body language to help clarity of instructions and explanations, speaking clearly at an acceptable volume and speed.
- Working with people: spreading the teacher 'attention regularly and suitably, using intuition to guess what students are feeling and really listening to them.

### **2.1.3. The importance of effective classroom management:**

The importance of classroom management has been highlighted across various analysis studies as the major variable that has an effect on student's achievement (Marzano, 2003). The most obvious reason is that effective classroom management sets the stage for teaching and learning.

According to Emmer and Strong (2001): "the ability of teachers to manage classrooms and the behaviour of their students is critical to achieving positive academic outcomes" (P: 09). Thus, classroom management is necessary in order to:

- To improve student learning and achievement:

Managing the classroom includes the numerous intricacies of student learning that take into account of interactions, motivation and behaviour. An analysis of the classroom management research identifies four general components of classroom management that influence student achievement for all students. These components are:

- 1) Rules and procedures
- 2) Disciplinary interventions
- 3) Teacher-student relationships

- 4) Mental set; which refers to the mindset with which the teacher approaches his classroom management.

The teacher improves his classroom means that he is continually working to create a learning environment in which all students feel safe. In other words, the learning opportunities the teacher provides to students are organized and delivered in ways that enable students to succeed.

- To successfully engage students:

Classroom management is important for ensuring that students learn the material rather than committing it to STM for tests. Engaging students in lectures by moving around the room, asking questions, and employing both verbal and non verbal teaching methods to ensure that students are attentive and taking more from the learning experience than simple facts. Engaging students boosts their confidence and makes the lesson more effective.

- To manage classroom time effectively

The efficient use of time is considered to be an important variable in helping students achieve learning goals and making the classroom a pleasant place for them. Instructional strategies should be planned to fit into fixed time frames.

What affect the use of time include the non instructional routine procedures, transitions between activities in classes, and other interruptions.

In order for the teacher to manage time in his classroom effectively, he should handle administrative tasks quickly and develop ways to make transitions and interruptions as short and orderly as possible.

- To maintain a positive classroom atmosphere:

Effective teachers can develop and maintain a positive learning environment. Managing the learning environment is an ongoing active process in which the teacher must be careful observer, communicator, facilitator and manager.

The classroom atmosphere additionally affects the way students behave, as well as how much attention they pay to instruction.

Maintaining a positive classroom environment demands the establishment of rules, procedures and standards; implementation of classroom routines; prevention of problems from occurring; establishing a clear standard of conduct and instilling the sense of respect and community among students. Also, the teacher must be friendly, kind, polite, respectful, patient, fair and be willing to provide help to his students whenever they need.

#### 2.1.4. Classroom management and discipline:

Bellon (1992) claims that: “classroom management and discipline are usually used interchangeably”. That is to say that classroom management relies on how things are generally done in the classroom; it is the teacher’s responsibility and focuses on positive behaviour. While the term discipline is based on misbehaviour (negative behaviour), it is concerned with the students’ responsibility.

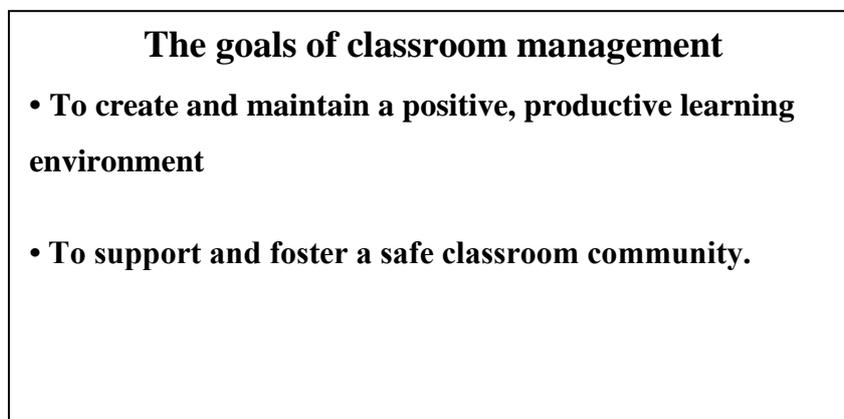
According to Brown (2003), classroom management is the teacher’s strategies that create and maintain an orderly learning environment; whereas, discipline means teachers’ responses to students’ misbehaviour, ill deeds and punishment and contains two significant limitations as shown in figure 2.1.



**Figure 2.1: Two significant limitations in term of ‘ discipline’.**

#### 2.4.5.Goals of classroom management:

Goals of classroom management can be many, but the most two common ones as proposed by Eggen and Kauchak (1997) are shown in figure 2.2



**Figure 2.2: Goals of classroom management Eggen and kauchak (1997, P 238)**

According to Eggen and Kauchak (1997), classroom management has two main goals:

The first one is to create a learning environment that is conducive to learning. In other words; classroom management aims at maintaining students' interest, motivation and involvement. Thus, the focus is on the activities that make positive, facilitative and productive learning environment. The second goal of classroom management is that it supports and fosters a safe classroom community where students develop their sense of responsibility and self-regulation in maintaining it. In order to make students comfortable enough, it is necessary for the teacher to set up the rules and routines which:

- The rules and routines will give them a structure in which to interact with the teacher and each other.
- The rules and routines need to be necessary, fair and specific if the students are to be expected to follow them.
- Each rule or routine should come with a verbal or written description of why the rule is needed. If the rule is too ambiguous on its own, examples should be given.

## **2.2.Effective teacher:**

### **2.2.1.Teacher management style:**

How well does a teacher know his style of teaching and his capability to interact with his students? Is he authoritarian in his approach to teaching, more of an authoritative teacher, more indifferent, or something of a laissez-faire style of teacher? As an effective manager, he should know his profile in order to increase his ability to prevent disruptive behaviours before it change to something more serious.

According to Dunbar (2004) «The authoritarian teacher places firm limits and controls for the students " Verbal exchanges and discussion are discourages in this kind of teaching and students know that they should not interrupt the teacher. Whereas, "The authoritative teacher places limits and controls on the students but simultaneously encourages independence», that is to say that this style encourages self-reliant and socially competent behavior and fosters higher achievement motivation. Whereas, the indifferent teacher is not very concerned within the classroom because he places few demands and appears uninterested.

Finally, the laissez-faire teacher is not very involved in the classroom, "Do your own thing" is what characterizes this style, and the teacher strives to not hurt the students' feelings and has difficulty in saying no or enforcing rules.

The difference between the four styles is shown in table 2.3

<b>The authoritative classroom management style</b>	<b>The authoritarian classroom management style</b>	<b>The indifferent classroom management style</b>	<b>The laissez-faire classroom management style</b>
<b>This type of style encourages students to be independent thinkers</b>	<b>This type of style keeping order in the classroom rather than or instruction and learning</b>	<b>This type of style uninterested courage to discipline students</b>	<b>This type of style accepts the students' actions and uninterested to monitor their behavior.</b>

**Table 2.1: The difference between the four styles Dumbar. C (2004, P.09)**

### **2.2.2. Qualities of effective teacher:**

The positive and negative behaviors shown by teachers determine, to a great extent, their effectiveness in the classroom and, eventually, the impact they have on student achievement.

Identifiable personal and professional characteristics of effective teacher will be summarized as follows:

- Prepared; where teachers come to class each day ready to teach, they do not waste instructional time and time flies in their classes because students are not bored.
- Positive; as effective teachers they should have optimistic attitudes towards teaching and student so that their strategies are helpful for students to act positively in the classroom.
- Hold High Expectations; teachers build students' confidence and make them believe in themselves.
- Creative, the most effective teachers are resourceful and inventive in how they teach their classes.
- Compassionate, that is concerned with students' personal problems where effective teachers are concerned with.

- Fair, where teachers handle students and grading fairly.
- Have a sense of humor, effective teacher do not take everything seriously and make learning fun.
- Forgiving, the most effective teacher does not hold grudges.
- Respect students, teachers who give the highest respect, get the highest respect.
- Admit mistakes, where teachers are quick to admit being wrong.
- Cultivate a sense of belonging; each teacher has his own way of making students felt welcome and comfortable in his classroom.

### **2.2.3. The Role of the Teacher in Classroom Management:**

Teachers play an essential role in classroom management and therefore they are responsible for creating a well-organized classroom in which students can succeed.

According to Ornstein (1990:57), successful teaching depends on the teachers' ability to manage learner's behaviours. In other words, successful classroom management depends on how competent the teacher is in managing his classroom. So, the teacher's competence would not only contain skills and techniques but also his ability to prevent potential problem situations.

It is also important to focus on the fact that teachers' behaviours can create learners behaviour problems because it is not always learners who cause problems in the classroom. Lasley (1987:285) states that if teachers do not monitor classroom activities, they can actually be the cause of management problems in the classroom.

Studies shown by Littler (1990; 49-55) found that teachers who are authoritarian, who apply rules in incorrect manner, who are seen as a joke by learners and who keep presenting lessons even when learners are bored and tired always meet with resentment. For example, teachers who have negative attitude towards learners may create problems for both teacher and learner so that disinclination will be the result. If teacher scold his learner and insult him or reduce his abilities, learner may end up becoming aggressive toward his colleagues or even his teacher. That is why an effective relationship between the teacher and the learner is important to create a good teaching-learning environment.

#### **2.2.4. Effective teacher-student interaction:**

The effectiveness of teacher-student relationship is very important for students because they spend around five to seven hours a day with their teacher for almost ten months. The qualities for a positive relationship can vary to set a learning experience approachable and inviting the students to learn.

Children, have different strategies for learning and achieving their goals, there are those who grasp and learn quickly but others have to be repeatedly taught using different techniques in order to understand, but unfortunately there are those who fool around and use school as entertainment so that teaching becomes difficult, that is why teachers have to create a positive relationship with their students.

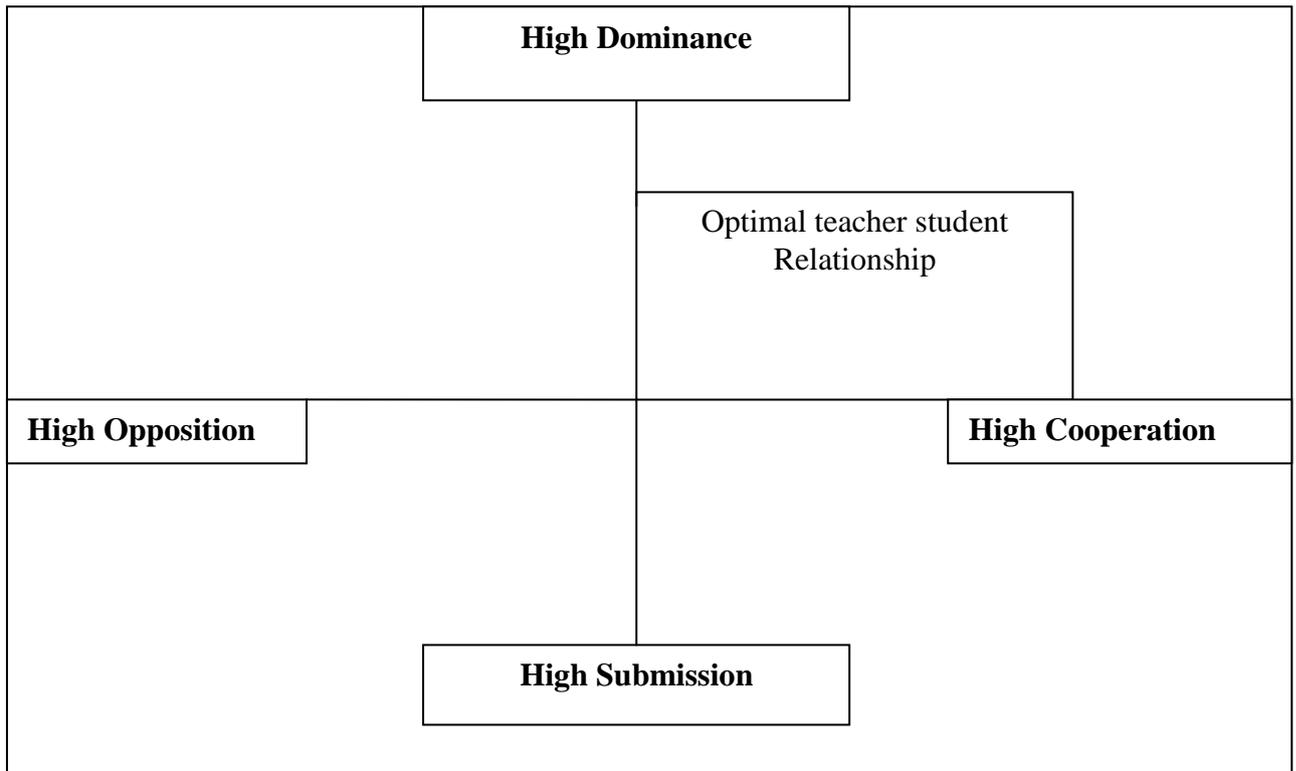
The key is that teachers need to constantly monitor his students so as to bear in mind of any difficulties they face, understanding their problems, fear, or confusion will give the teacher a better understanding of the student's learning difficulties. Once the teacher becomes aware of the problems, he will have more patience with his students, thus making them feel secure which lead to the better achievement in the learning process.

The communication between the student and the teacher serves as a connection between the two, which provides a better atmosphere for a classroom environment; the teacher will acquire enough information for those who are struggling with specific tasks. A significant body of research indicates that ‘‘ academic achievement and student behaviour are influenced by the quality of the teacher and student relationship’’. The more the teacher connects or communicates with his or her students, the more likely they will be able to assist students in learning at a high level and achieve better.

Another point is that the teacher needs to understand that his students come from different cultures and backgrounds in order to provide better understanding between him and his students. Therefore, teachers who demonstrate respect towards their students, automatically win favor by having active learners in their classroom.

In brief, building a good relationship with students is important to communicate and create cooperation between themselves and between teachers too. According to Marzano (2003) ‘‘Teacher-student relationships are critical to the success of two of the other aspects of effective classroom management...’’(p: 64)

The interaction between Dominance and cooperation is shown in figure 2.4



**Figure 1.4 the Interaction between Dominance and cooperation Marzano (2003, P.64)**

## **2.3.Young learners:**

### **2.3.1. General characteristics of young learners:**

Young learners are usually considered to be children between six to ten or eleven years of age.

Harmer claims that "young learners generally display an enthusiasm for learning and a curiosity about the world around them"(2007, P: 28). In other words, young learners are imaginative, keen, outspoken and inquisitive, they love to be creative and they enjoy repetition of different activities. The main characteristic that young learners have is their self-control which seems to be very poor.

Also according to Harmer, young learners have a very limited attention and concentration span, they can easily get bored and lose their interest.

Additionally, Brendon describes young learners by having a lot of physical energy and it is considered to be an essential part of their learning (2012).

Most expert teachers agree upon the idea that teaching young learners is extremely rewarding, but also demanding, because they have a very keen sense of fairness, teachers should avoid playing favourites and they must treat each student equally (Scott and Ytreberg, 1990, P:9).

### **2.3.2. Specific characters of young learners:**

Although most young learners share the characteristics mentioned above, there are specific characteristics that some young learners have so that teachers have to face in their classes. Apart from disruptive, disrespectful and slow learners, teachers have to deal with the following characters:

- Hyperactive children are children who have an increased state of activity; they move continuously all the time and they like running around and jumping up and down.
- Distractible children get bored quickly and cannot get involved in the different classroom activities.
- Children with a poor self-concept tend to be quiet and passive and they are often rejected by other children in the class.
- Impulsive children are those who interrupt conversations or speak out of their turn.
- Children with destructive behavior like to destroy things and may display anger and aggression ( Brendon, 2012).

### **2.3.3. Motivating learning in young learners:**

Motivation is needed to improve students and teachers' level of teaching and learning; we think that is one of the key learning factors that determines the rate and success of L 2 attainment.

#### **2.3.3.1. What is motivation?**

Motivation is one of the most essential concepts in educational psychology. It provides the primary impetus to initiate second or foreign language (L2) learning. Slaving (2003, P: 329) claims that: "Motivation is what gets you going, keeps you going, and determine where you are going to". Besides, Gardner & Lambert (1959), the first pioneers of the social psychological approach, have established the importance of context in L2 learning motivation.

A broad definition presented by Gardner (1985) is 'the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity'.(Ruesch, 2009, p. 4).

Regarding the definition of motivation, other foreign experts provide different points of view. For instance, educational psychology; Rayan & Deci (2000) gave a quite simple definition for motivation "to be motivated is to be moved to do something"( Winke, 2005, p. 1). Although the various definitions of motivation, all of them stress the fact that it is essential in the process of teaching and learning.

### **2.3.3.2. Why motivation is important?**

As an example, when pupils learn the English language, they learn it for many reasons, it can be for the sake of giving them mobility or it can be learned as a hobby, others learn it as having the desire to communicate effectively in English. Any learner can be influenced by a variety of motivations which affect their learning strategies:

- To be able to communicate with people in an international language.
- To be able to read and listen to English language media for information and pleasure.
- To be able to participate successfully in the classroom.

Therefore, motivation is considered to be an element that initiates the own involvement of learners in learning, when learners are strongly motivated, all their efforts are directed toward the achievement of specific goal.

### **2.3.3.3.Characteristics of motivating learning in young learners:**

#### **2.3.3.3.1.Intrinsic motivation:**

Salvin (2006; 336) affirms that "classroom instruction should enhance intrinsic motivation as much as possible" which means that teachers should do all of their best when presenting the lecture, it should gain the students' attention.

An intrinsically motivated learning activity itself is rewarding; it gives the individual pleasure just for the sake of doing it. In addition, it leads to more involvement of the learner within the activity and also promotes greater understanding and longer retention of the information and concepts learned.

#### **2.3.3.3.1.Strategies to encourage intrinsic motivation:**

- Make learning relevant. Young learners need to understand why an activity or concept is important or how it benefits them. (Why should I learn this?)
- Provide an environment that allows young learners to freely interact and make reasonable choices within the learning setting. This helps children gain a sense of self independence.
- Provide challenging activities that are within the abilities of the learners.
- Respond to learner's needs in a consistent and predictable manner. This allows them to develop a sense of self-importance and to feel that they are a part of the social structure.
- Guide their problem- solving activities with carefully constructed questions that lead them toward correct solutions rather than just giving those answers.
- Give them opportunities to evaluate their own activities. For example, when they ask their teacher "what you think of my work?", the teacher should turn it around and ask them what they think of it.

#### **2.3.3.3.2.Extrinsic motivation:**

Slavin (2005, 348) defines extrinsic motivation as "a reward that is external to the activity, such as good grade". In other words, it relies upon external rewards, such as praise or stickers". When young learners are extrinsically motivated, the reward comes from outside the learner; it has to be provided by the teacher and has to be applied often enough for the learner to be motivated to continue the activity.

He proposed a range of extrinsic incentives that can maintain motivation in students which teachers should constantly use, and they are asked to provide learners with clear immediate and frequent feedback.

Furthermore, teachers should increase the value and the availability of extrinsic motivators", it means, students must value incentives that are used to motivate them (Slavin, 2006:341).

#### **2.3.3.3.4. Indicators of highly motivated learning:**

Since motivation is an intangible quality found within the individual, it is not possible to actually see the motivation itself, what we can see are the behavioural characteristics that are indicators of highly motivated learning. The most visible if these characteristics in young learners are:

- Persistence: is the ability to stay with a task for a reasonably long period of time, but an unmotivated learner will give up very easily when not easily successful.
- Choice of challenge: motivated learners will choose an activity that is slightly hard for them but provides an appropriate challenge when the task is successfully completed; a high level of satisfaction is gained. Unmotivated learners will pick something that is very easy, resulting in a lower level of satisfaction.
- Emotional display: learners who are clearly motivated are satisfied with their work and show more enjoyment in it.
- Dependence on adults: young learners within strong motivation do not need an adult constantly watching and helping with activities. Learners with low level of motivation need more attention from adults and have difficulty in learning independently.

## **Conclusion**

As we have mentioned before, classroom management is one of the most important roles played by teachers because it determines teaching success. Effective classroom managers are those who understand and use specific techniques, even if the school they work in is highly ineffective, individual teachers can produce powerful gains in students learning.

This chapter is a general overview of classroom management, it has been divided into three main parts; the first part explored the term classroom management used by various educators to ensure that classroom lessons run smoothly apart from disruptive behaviour by students.

It has many different areas that help teachers to deal effectively with students' behaviors. Besides, it has goals and importance which help teachers in creating a pleasant atmosphere. Whereas, the second part presents mainly the qualities that teachers should have in order to be effective and what their role is as effective managers to create the positive atmosphere. Finally, young learners have a great deal in this chapter where they have specific characteristics and it is essential for teachers to understand their needs and interests in order to develop and maintain discipline in the classroom. Finally, the studies reviewed in this chapter showed that motivation is often considered as the key learner variable because without it, nothing much happens.

## **Chapter three:**

### **Dealing With Student's misbehaviour**

#### **Introduction**

The most effective teacher knows that in order to help a student to change a disruptive behavior, he has to get to the core causes and consider the root of the problem (Waller, 2008). When confronted with an inappropriate student behavior, then most effective manager asks himself one question, ‘‘How can I help to prevent this from happening again?’’ Teachers should take into account not only the most effective consequence but also what strategies should be utilized to prevent future occurrences.

In this chapter we will focus on the definition and classification of student misbehaviour in the classroom first, then we will attempt to analyze the main reasons that cause students' misbehaviour in the classroom from three aspects: the learner himself, the teacher and the society, then according to the seriousness of misbehaviour, we will give some effective and appropriate suggestions in order to control the problem effectively from preventing to punishment, to build good student- teacher relationship and assure the effective teaching and learning process.

#### **3.1. What is student misbehavior in the classroom?**

According to Kyriacou, student's misbehaviours in the classroom referred to ‘‘any behaviour that undermines the teacher's ability to establish effective learning experience in the classroom’’ (1997:121). He assumed that student' misbehaviour ranges from simple non-compliance (e.g., not paying attention) to overt disruptive behaviour (e.g., throwing a missile across the room).

Kyriacou also pointed out that serious misbehaviour including direct disobedience, physical aggression or damage is much less frequent. Table 3.1 shows the frequency of disruptive student's behaviour.

Type of student behaviour	Frequency during lessons	
	At least weekly (%)	At least daily (%)
Talking out of turn	97	53
Idleness or work avoidance	87	25
Hindering other students	86	26
Unpunctuality	82	17
Unnecessary noise	77	25
Breaking school rules	68	17
Out-of-seat behaviour	62	14
Verbal abuse of other students	62	10
General rowdiness	61	10
Impertinence	58	10
Physical aggression to other students	42	6
Verbal abuse of teacher	15	1
Physical destructiveness	14	1
Physical aggression towards teacher	0.17	0

**Table 3.1: (Adapted from The Elton Report, DES, 1989. cited in Fontana, 1994)**

From the table above we notice that serious misbehaviour, physical aggression, verbal abuse especially to teachers, is rather less frequent; while the ‘‘vast bulk of student misbehaviour is quite minor in nature’’. (Munn et al., Wragg, cited in Kyriacou, 1997). Thus, each range of student misbehaviour has its own special causes.

### **3.2. Why do students misbehave in the classroom?**

Some social scientists proved that student’s misbehaviour has less to do with the characteristics of students and more to do with the teacher’s behaviour (Stephens and Crawley, 1994). We can consider that student’s misbehaviour can be provoked by teacher’s actions but it cannot be the whole reason simply because the main causes of these behaviours in the classroom can be caused by three main sources: the learner himself, the teachers and the society.

### **3.2.1. Causes of misbehaviour: the learner**

#### **3.2.1.1. Attention seeking:**

Some children try to get the attention of others, such as parents or teachers by being natural and friendly when they grow up in a positive environment but others find they can get the attention of others by anti-social behaviour (e.g., being impatient or angry) instead of the social one. As an example to this, a little girl is very good to aid her mother in making pancakes, but she cannot understand why her naughty younger brother who is always a "trouble-maker" gains the advantage of being the first one who get the pancake, while she does not receive any praise. In this case, when this girl finds this negative behaviour does work to gain the attention of others, she will possibly behave in an aggressive way.

Mc Manus (1993) suggested that the teacher must try to give the student attention when he or she is engaged in a positive and effective behaviour; and, so far as possible, unacceptable behaviour must be ignored or given minimal attention.

#### **3.2.1.2. Learning difficulties:**

There is a strong correlation between learning difficulties and behaviour problems. According to Kyriacou; "the most common trigger for student's misbehaviour seems to be encountering learning difficulties which threaten the student's self esteem"(1997:124). When children find themselves performing well in the classroom and often get praise and rewards from the teacher, they will have a positive feeling about school and themselves. Thus, they will do all of their best to work hard and cooperate with their teachers, while those who have difficulties with their work will be probably unsatisfied with themselves so that will have a negative feeling towards school.

On the one hand, learning difficulties, which might originally be from children finding lessons boring and losing interest is one of the main causes of student misbehaviours in the classroom. On the other hand, early behaviour problems that prevent children from being involved with schoolwork will limit their progress with literacy skills (Adams et al, 1999; Long, 2000). This citation was mainly proved by studies presented by Mc Gee et al (1986, cited in Long, 2000) with 925 boys from 5 to 11 years of age, results was that those children who had early behaviour problems at age 5, particularly poor concentration and attention, later on they had low levels of learning progress. As they

become older, the types of their behaviour difficulties changed and they become more antisocial.

### **3.2.2. Causes of misbehaviour: the teacher**

Teachers' actions can provoke students' misbehaviours in the classroom, that is to say that children's misbehaviour can be traced back to the teachers' behaviour towards them.

According to March et al.(1978, cited in Kyriacou, 1997), there are four types of teacher behaviour that make students misbehave. These types are:

- Teachers who are boring
- Teachers who could not teach
- Teachers whose discipline was weak
- Teachers who made unfair comparisons

Common reasons have been suggested for student misbehaviour which are linked to the teacher's actions: the teacher's authority, the teacher's ability to exercise the necessary classroom control and the teacher's personality. Kyriacou (1997:101) claimed that "An essential aspect of effective teaching is the need for a teacher to establish and maintain authority over the organization and management of students' learning". In other words, in order for the teacher to control discipline in the classroom, he must try to make his authority accepted by the students.

According to Fontana (1994); there are six main issues which influence the degree to which a teacher is able to exercise the necessary class control. These issues are:

- 1) Physical appearance
- 2) Voice
- 3) The way in which the teacher presents the lesson
- 4) Lesson preparing and organization
- 5) The way in which teacher talk to children
- 6) The way in which threats, rewards and punishments.

Kyriacou (1997) claimed that "all teachers need to be aware of how their behaviour can provide the good discipline in the classroom". In other words, students are aware of how their teachers behave to them, and it would be very easy for them to see their own misbehaviour simply as a fair and legitimate reaction to the teacher's way of teaching.

### **3.2.3. Causes of misbehaviour: the society**

It is impossible; of course, to completely, separate personal problems from social ones. That is to say that; student's problem behaviour in the classroom cannot be detached from the factors that originate from society.

According to the social learning theory, much behaviour develop as a result of our observing what other people do, which is a key concept in knowing how children develop their knowledge of social role and their sense of identity in school (Long 2000). From this basis, it is not difficult to suppose that children's viewing of violence on television can be causally linked with subsequent aggressive behaviour.

Another factor is family influence, where we find that the parents' educational style and the attitude towards their children may affect their children's behaviour inside and even outside the classroom.

## **3.3. Dealing with student's misbehaviour:**

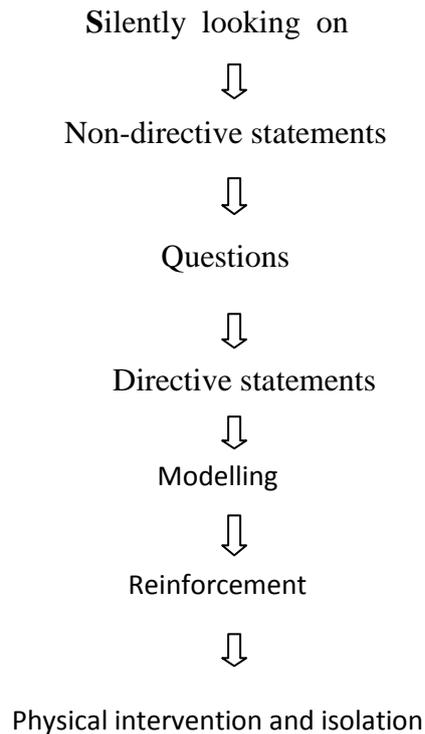
### **3.3.1. Pre-empting misbehaviour:**

According to Kyriacou (1997): "Preventing" rather than "Curing" the bad behaviour in the classroom by the skill of "vigilance plus action"; vigilance refers to the teacher's monitoring the students' behaviour and appropriateness of the learning activities, while actions involves what the teacher does to maintain student's academic engagement in the learning process whenever there is a problem. According to him, teachers should be very clear about classroom rules when they first meet their new class which can be easily made if teacher's authority can be established and accepted (Kyriacou, 1997).

Pre-empting misbehaviour can make the teaching and learning smooth, progress and help in establishing the appropriate relationship between the teacher and his students.

### **3.3.2. Teacher behaviour continuum:**

Teacher's reaction should be according to the seriousness and the reasons for the children's misbehaviour in the classroom.



**Figure 3.1. Teacher Behaviour Continuum Wolfgang and Glickman (1986, cited in Coper et al, 1994)**

As the figure above illustrates, silently looking on can be used just for observation in the information in the classroom without any attempt at changing the behaviour, but when the student's misbehaviour become more serious than non-verbal misbehaviour like fiddling, doodling or not paying attention, then the non-directive statements come which can be explained throughout the example given by Wolfgang and Glickman (1994) ranging from non-directive statement "I saw you throw the book" through questioning, "Why are you doing that?" To the directive statement, "Don't do that again!".

Asking children to explain the reason why they misbehave in the classroom can lead them to be aware of their mistakes which results to the avoidance of misbehaviour so that better achievement.

### **3.3.3. Rewards and punishments:**

(Long, 2000) claims that punishment can be seen as a kind of negative control and is frequently used in the classroom by teachers because it is considered to be a "quick fix" and can work well but for the sake of its short comings as the confrontation that lead to and threaten towards the student-teacher relationship, teachers are advised to use it carefully with regard to the student's misbehaviour which can be dealt with by other actions.

Since punishment is with negative control where the teacher responds only to the misbehaviour, reward is with positive control where the teacher has to go out of his way to look for and praise the good behaviour.

The appropriate reward can deal with students' misbehaviour which is caused by low self-esteem and which can help them in building their self-confidence and avoid misbehaviours in the classroom. As a conclusion to this, both punishment and reward play a large part in directing the student misbehaviour so that they should be used appropriately in order to maintain a positive learning environment.

### 3.4. Classroom organization and management:

Managing student's behaviour is considered to be one of the most complex tasks teachers face, that is why they must be talented enough and able to deal effectively with range of behaviours. There are six suggested planning for teachers to manage a classroom as illustrated in figure 3.2., it includes: reflecting student development needs, managing the classroom activities, creating a physical atmosphere and a positive learning environment, in addition to maintaining rules and procedures, getting students to cooperate inside the class and classroom management style.

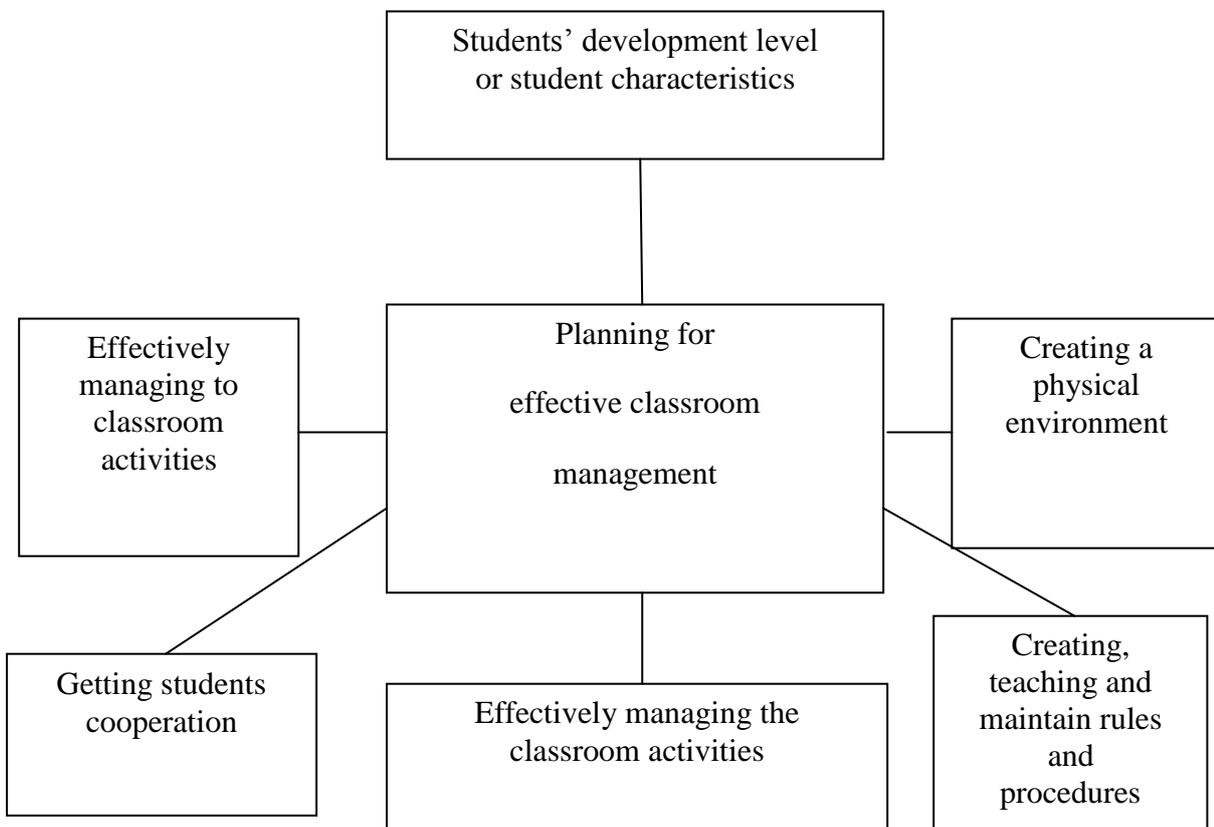


Figure 3.2. Planning for effective classroom management Kenyon (2008, P.238)

### 3.4.1. Reflecting students' development needs: students' characteristic

Classroom management needs to take into consideration the student's development level. According to Brophy and Evertson (1978), there are four main levels in the school context, because the goal of classroom management must reflect the ever-changing needs of student's different levels.

Lower primary
The major focus during the early school years is on socializing the child to the role of student. Children at this level of development typically tend to follow adult authority. Thus, the emphasis is on teaching them what to do, more than on compliance with rules and regulation. The primary techniques would be establishing and introducing routines within the classroom.
Upper primary
By the time students reach this level, they are most likely familiar with school routines and generally able to maintain an appropriate learning environment.
Secondary school
A testing of the routines appears during the middle school years. At this level, students' interest and control shift from adults to peers. The students may resist the teacher as authority. Classroom management needs to be developed that focus on compliance, rather than instruction. Getting the student to behave through rules and consequences will take more of centre stage in the classroom management plan.
Post-secondary school
With the exception of serious problems, which require special attention and remediation, most of the students are mature and socialized to the school environment. Classroom management should take less energy and time, with the exception of setting the stage during the beginning of the year and perhaps refocusing students who may sway off course. <p style="text-align: right;">(Tan, Parsons, Hinson, &amp; Sardo-Brown, 2003).</p>

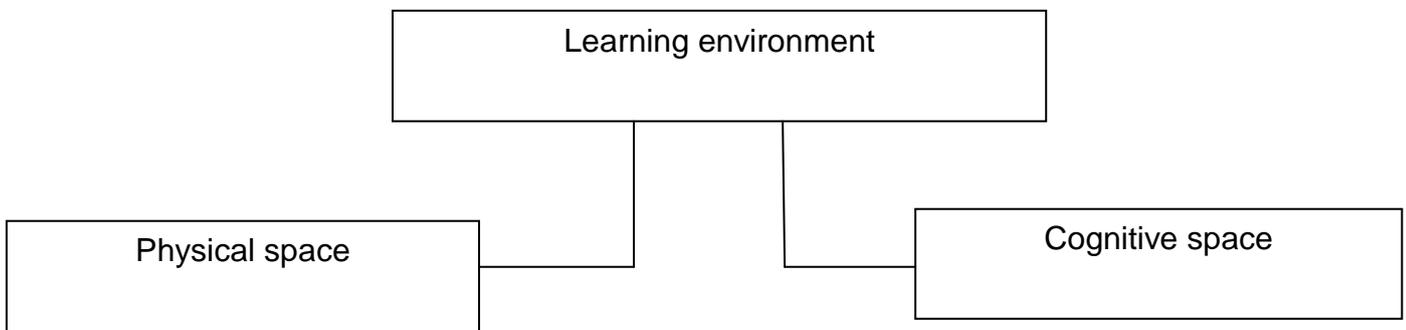
**Figure 3.3.: Child's development level according to Brophy and Evertson, (1978).**

From the above figure we can notice the increasing independence and self-regulation as children develop. Students of all ages need the emotional security of understanding that their teachers are interested in them and care about their learning.

### 3.4.2. Creating a learning environment:

The classroom environment not only provides a place for learning, but also the class atmosphere, participants (students, teachers) attitudes, emotions. Therefore, according to Kenyon (2008) “learning environment must include both the physical space and the cognitive space” (P: 237)

Both the physical and the cognitive space are showed in figure 3.4

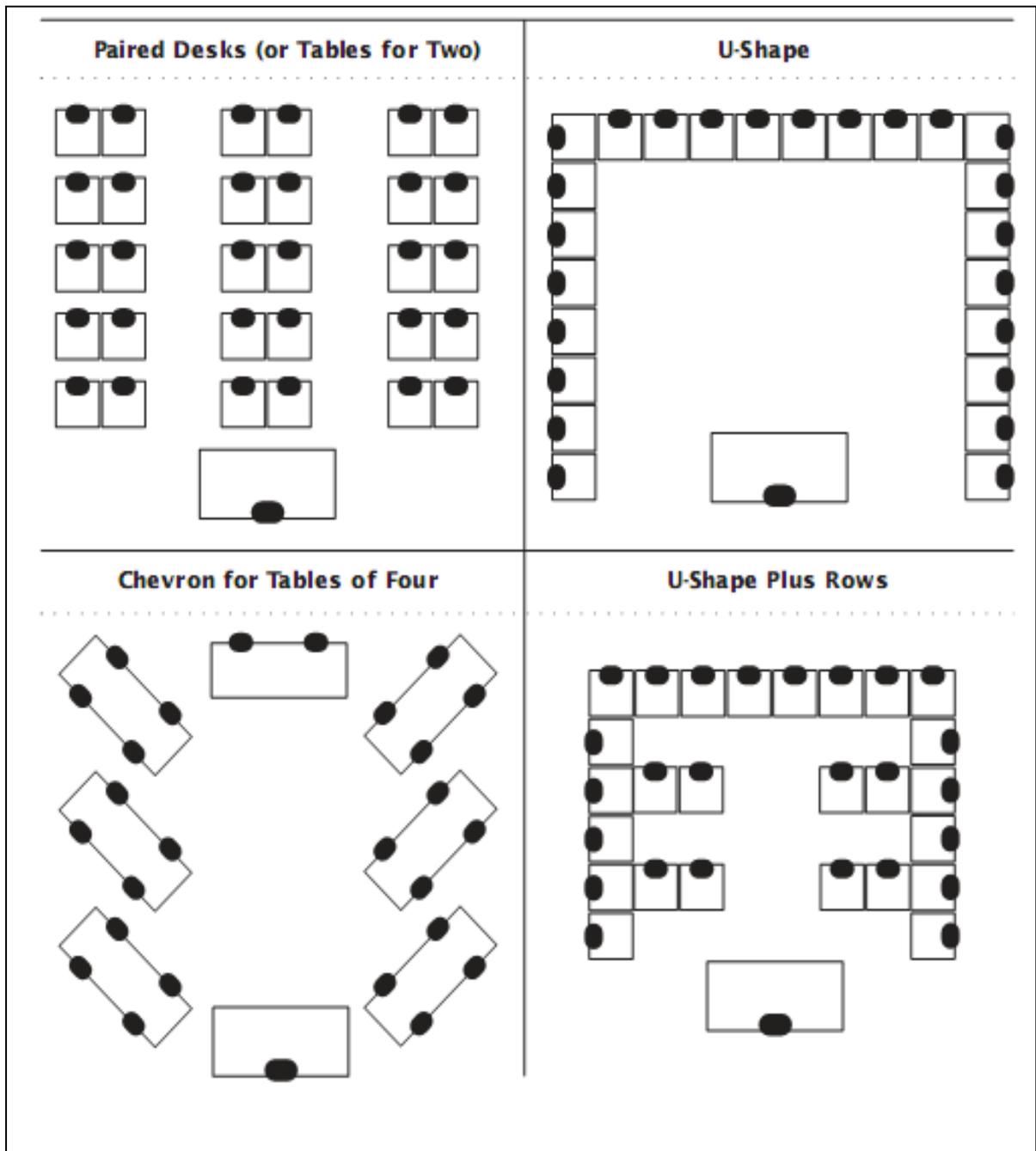


**Figure 3.4: two spaces in learning Kenyon (2008, P.237)**

### 3.4.3. Creating a physical environment:

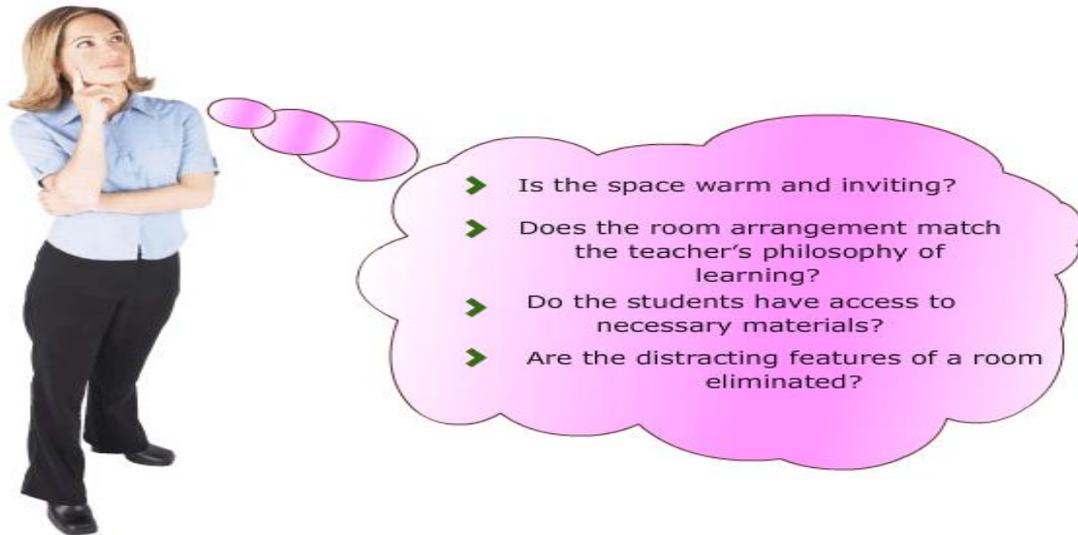
It is very important for the teacher to place the furniture in the way that goes with the style of teaching with regard to those with disabilities such as those with poor vision, hearing impairment...etc

According to Moreno (2010); arrangement student seating will directly affect their behaviour that is why teachers has to choose the most appropriate seating according to the activity in a logical and appropriate way. The following figure show how should tables or chairs be arranged depending in a given activity.



**Figure 3.5: Sample of seating arrangement for the classroom (Cummings 2009,P.41)**

Besides, in order for the teacher to manage his classroom environment effectively, the following questions will help him in managing the physical space which is considered to be one of the most important aspects teachers should take into account:



However in their planning they should consider the following factors:

- **Visibility:** the room must be arranged in such a way that all students can see the chalkboard, over head projector or other displays.
- **Accessibility:** the room should be designed in a way that access to high-traffic area, such as the pencil sharpener and places students put papers, are kept clear and separated from each other.
- **Distractibility:** desks should be arranged in such way that potential distractions, such as movements in the classroom that are visible through doors and windows, are minimized.

### **3.4.4. Creating, teaching and maintaining rules and procedures:**

During the school year, teachers may face many disciplinary problems in their classrooms, that is why they must begin their first day of school by establishing the classroom rules and procedures with regard to the student's characteristics and the physical environment.

#### **3.4.4.1. Procedures:**

They are considered to be steps for the routines students follow in their daily learning activities such as how they turn in papers, sharpen pencils and make transitions from one activity to another.

These are some aspects of procedures:

- They govern instructional activities
- They are many in numbers (30-60)

- They are presented as the need arises
- They are stated specifically

According to Bovenzi (1980), procedures create a regularity and equilibrium for both students and the teacher.

### 3.4.4.2. Rules:

Rules are descriptions of principles for acceptable classroom behaviour, such as ‘listen when someone else is talking’.

A research confirms that: ‘the value of rules is creating productive learning environments and many evidences exist indicating that clear, reasonable rules, fairly and consistently enforced, not only can reduce behaviour problems that interfere with learning, but also can provide a feeling of pride and responsibility in the school’ (Purkey& Smith, 1983) as cited in (Eggen& Kauchack, 2004).

Figure 3.6 lists some of the rules making by the teachers in order to successfully manage their classroom and avoid misbehaviours.



Figure 3.6: Examples of teacher's rules Stronge (2007, P.67)

### **3.4.5. Effectively managing classroom activities:**

Kounin (1970) claims that “effective teachers differ from ineffective ones not in the way they respond to student’s misbehaviours, but instead in how competently they manage the group activities. In other words, those teachers can deal effectively with overlapping situations for example when moving around the room and checking each student’s work, they kept a roving eye on the rest of the class. Another method is by maintaining smoothness and continuity in lessons, which means that effective managers keep the flow of lessons moving smoothly and maintaining students’ interest and not giving them opportunities to be easily distracted. By showing how they are “with it”, it is the technique used by teachers in order to monitor student’s behaviours in the classroom on a regular basis and showing that they are aware of what is happening inside the class. This allows them to detect inappropriate behaviour early before it gets out of hand.

Engaging students in a range of challenging activities making them engaged for the whole session is another strategy used by effective managers. When teachers engage their students in a variety of challenging but not overly hard activities, the students often work independently rather than being directly supervised by a teacher who hovered over them simply. "Idleness invites trouble".

### **3.4.6. Getting students to cooperate:**

Kenyon (2008,P:245) suggests three main strategies to get students to cooperate in the classroom. These strategies are;

- Developing a positive relationship with students
- Getting students to share responsibility with their teacher and peers.
- Rewarding appropriate behaviour.

The above strategies are illustrated in Figure 3.7 as proposed by Kenyon (2008)



**Figure 3.7: Strategies to get students to cooperate Kenyon (2008, P.245)**

### **3.4.7. Develop a positive relationship with students:**

If teachers show their care about their students as individuals apart from their academic work, it would foster their cooperation so that creating a classroom environment where students feel safe and secure. Teachers would become sensitive to student's needs and anxiety and have good communication skills as well as making the classroom atmosphere more relaxed, pleasant and conducive to learning.

### **3.4.8. Get students to share and assume responsibility:**

Sharing responsibility with students for making classroom decisions increases the students' commitment to the decisions.

Some of the guidelines for students to share and assume responsibility in the classroom are:

- Involving students in the planning and implementation of school and classroom initiatives.
- Encouraging the students to judge their own behaviour.
- Not accepting excuse because it can just pass on or avoid responsibilities.
- Giving the self-responsibility strategy time to work
- Letting students participate in decision making by holding class meeting.

### **3.4.9. Reward appropriate behaviour:**

This process can be done following these guidelines:

- Choose effective reinforcement. Find out which reinforces work best with which students and individualized reinforcement.
- Use prompts and shaping students' behaviour by rewarding improvement because if the teacher wants to wait for students to perform perfectly, they might never do so.
- Use rewards to provide information about mastery, not to control students' behaviour because it can increase intrinsic motivation and sense of responsibility.

### **3.4.10. Classroom management styles:**

#### **3.4.10.1. Authoritative classroom management:**

This type of style encourages learners to be independent thinkers and doers but still involves effective monitoring. (Dunbar, 2009)

#### **3.4.10.2. Authoritarian classroom management:**

The focus is mainly in keeping order in the classroom rather than on instruction and learning. (Ibid)

#### **3.4.10.3. Permissive classroom management:**

It offers learners with considerable autonomy, but provides them with little support for developing learning skills or managing their behaviour. (Ibid).

## **Conclusion:**

Dealing with disruptive students in the classroom is a hard and unavoidable task for teachers, because on the one hand, it is originated from a large range of causes that comes from the environment around students: the individual, classroom, school and the community. It makes teachers have to understand the sources before dealing with the unacceptable behaviour. On the other hand, there is no specific solution or attitude for solving the problem, because children are different from each other, which make the teacher give different responses to each individual child. An inappropriate reaction to student's misbehaviour will make the problem get worse and affect the teaching and learning progress more.

This chapter was devoted to the meaning of misbehaviour in the classroom; we tried to give a clear image about the causes that make students misbehave throughout three main perspectives: the children, the teacher and the society. These causes could come from the learner himself where there is the lack of attention seeking, also because of the learning difficulties that may hinder the acquisition of learning. Furthermore, the teacher can provoke the student's misbehaviours by being boring, incompetent, undisciplined and unfair. The other cause that may be the reason behind these behaviours was the society, where we tried to prove the strong relationship between the pupil and his community. Furthermore, we wanted to highlight how the teacher can deal with the disruptive behaviours in a way that creates an atmosphere conducive to learning.

Then, finally we attempted to suggest some methods and strategies teachers apply in their classes in order to effectively manage student's behaviours.

## **Field work**

### **Introduction**

We have presented the literature review of classroom management and achievement in learning English as a foreign language. This chapter which is the practical part (the field work) ; our aim from this study is to see and describe the effects of classroom management on pupils'achievement in learning the English subject. This chapter is devoted to the analysis of both classroom observation and questionnaire because of the aim of the study and the limitation of time. We have made two questionnaires delivered for each of pupils which aimed to invite them to describe their learning circumstances and try to fit their answers with the one collected from teachers and the findings will prove our hypothesis.

### **4.1. Pupils'Questionnaire**

#### **4.1.1. Description of the questionnaire**

The questionnaire was distributed to sixty pupils of first year at Abd Elhamid Ben Badiss middle school in Djamaa, it contains three types of questions: there are closed questions ( yes/ no), open ended questions and multiple choice questions which are divided into two main sections.

The first section is about pupils'general information; gender, age, whether they like the English subject or not, their opinion towards their teachers in creating the positive atmosphere for learning. Generally speaking, this section is mainly concerned with their relation to the English module.

The second section explores pupils' perceptions towards their teacher's style in teaching which includes questions about the use of effective classroom management strategy. Also, questions of the questionnaire are about the main helpful tips that assist teachers to manage their classrooms effectively.

#### **4.1.2. Analysis of the questionnaire**

##### **Section one: Background information**

##### **Item 1: Gender**

<b>Options</b>	<b>N</b>	<b>%</b>
Female	33	55
Male	27	45
Total	60	100

**Table 4.1: Pupils' gender**

The table 4.1 shows that female pupils are (55%) and males are (45%); it seems that the difference between them is very low. That is to say that both male and female pupil are motivated to learn the English subject.

### **Item 2: Pupils' age**

<b>Options</b>	<b>N</b>	<b>%</b>
10	26	43.33
11	25	41.66
12	9	15
Total	60	100

**Table 4.2: Pupils' age**

The table above reveals that (43.33%) of pupils their age 10 years, while (41.66%) of them their age 11 years. Only (15%) of pupils their age 12 years. These results indicate that pupils of first year middle school their age range from 10 to 12 years which is the age of negative behaviour; that is the beginning of adolescence.

### **Item 3: Do you like English subject?**

<b>Options</b>	<b>N</b>	<b>%</b>
Yes	56	93.33
No	4	6.66
Total	60	100

**Table 4.3: Pupils' opinions about the English subject**

Table 4.3 shows that pupils who like the English subject are (93.33%); however just (6.66%) of them do not. This result leads us to prove that English language is very important among first year pupils at middle school since the majority like it, but the few percentage reveals that those pupils do not care about the subject at all.

**Item 4: How would you assess your level of English?**

Options	N	%
Excellent	5	8.33
Good	20	33.33
Medium	40	66.66
Bad	35	58.33
Total	60	100

**Table 4.4: pupil's self assessment**

From the table above, we notice that the majority of pupils' self assessment is medium (66.66%) which is due to the difficulties they face in understanding the English subject because it is taught for the first time. While (58.33%) of pupils see that their level in learning this matter is bad which reveals that they totally hate this module or they are not able to learn it at all. Only (8.33%) of pupils are excellent in the English matter where we notice that they have a background knowledge and are motivated to learn the subject.

**Item 5: Which kind of difficulties do you face in learning English?**

Options	N	%
The teacher method	7	11.66
The classroom environment	11	18.33
The misunderstanding of English vocabularies	35	58.33
Lack of helping materials	7	11.66
Total	60	100

**Table 4.5: Kind of Learning Difficulties**

Table 4.5 reveals that almost the majority of pupils (58.33%) their main difficulty in learning the English matter is the lack of vocabulary which means that they are not aware of what the teacher is saying or they do not use the dictionaries in order to translate the difficult words. Besides, we notice from the results above that (18.33%) of our sample

saw that the classroom environment is their main concern. This interprets the impact of the learning environment on pupil's achievement. While (11.66%) of pupils saw that they cannot learn because of the method applies by the teacher and the rest (11.66%) said that because of the lack of helping materials.

**Item 6: Does your teacher try to create a good atmosphere?**

Options	N	%
Yes	49	81.66
No	11	18.33
Total	60	100

**Table 4.6: Pupils' opinions about their teachers in creating their good atmosphere**

The results above show that pupils who think that their teachers create a good atmosphere are (81.66%), however (18.33%) of them are against. It seems that pupils are aware of the great importance of atmosphere which is considered to be a motivating element in learning. On the other hand, pupils who rejected the idea may not care about the value of the environment.

**Item 7: If yes, what does your teacher to create a positive atmosphere?**

Options	N	%
Establish a good relationship with pupils	20	33.33
Praise pupils	11	18.33
Allow pupils to ask questions and give answers	29	48.33
Total	60	100

**Table 4.7: Pupils' attitudes towards the strategies that assist teachers to create a positive atmosphere**

The table above shows that (48.33%) of pupils select the third answer which means; allow pupils to ask questions and give answers that is considered to be the best strategy which help teachers in creating the positive atmosphere in the classroom. Whereas, (33.33%) of pupils said that establishing a good relationship with them is the best strategy, while the second choice which is (praise pupils) has got the lowest percentage (18.33%).

There are (8.33%) of pupils who suggested the best strategies that assist teachers in creating a positive learning atmosphere, they can be summarized as follows:

- The use of electronic appliances and group work
- Respect and fairness between pupils

- Enhance motivation between them

**Item 8: Does your teacher remember your name and your classmates' names and does he/she call you with your name?**

Options	N	%
Yes	60	100
No	00	00
Total	60	100

**Table 4.8: The teacher's ability to remember his pupils' names**

This question was aimed to find out the relationship between the teacher and his pupils. As the table above shows, all pupils (100%) agreed that their teachers are able to remember and use their names.

Consequently, it is an essential requirement to learn pupils 'names in order to build a more comfortable atmosphere in the classroom.

**Item 9: Do you like the arrangement of tables in the classroom?**

Options	N	%
Yes	40	66.66
No	20	33.33
Total	60	100

**Table 4.9:Pupils'opinion towards the physical arrangement**

Table 4.9 shows that almost the majority of pupils (66.66%) like the arrangement of tables in the classroom while (33.33%) of them do not. Consequently, the physical arrangement is a very important factor in the classroom where teachers should take into account and involving pupils in designing the classroom plays a really important role in the classroom management.

**Item 10: is the teacher fair?**

Options	N	%
Yes	57	95
No	3	5
Total	60	100

**Table 4.10: The teachers'fairness**

The table above reveals that (95%) of pupils choose the positive answer (yes), while only (5%) of them answer negatively. Consequently, we remark that fairness is a very important character the teacher should have in order to avoid the psychological diseases which increase between pupils like the implacability and jealousy because fairness is the basis of our educational process.

## **Section two: Pupils perceptions about teachers style in teaching**

### **Item 11: What is the most appropriate strategy that gets you as a pupil to cooperate?**

<b>Options</b>	<b>N</b>	<b>%</b>
Let you to share responsibility	19	31.66
Develop a positive relation with pupils	29	48.33
Reward appropriate behaviour	12	20
Total	60	100

**Table 4.11: Strategies to get pupils to cooperate**

Table 4.11 shows that (31.66%) of pupils saw that the most appropriate strategy to get them to cooperate is letting them to share responsibility, while the majority of pupils said their best strategy is to develop a positive relationship between them and only (20%) who said that rewarding appropriate behaviour is an effective strategy.

From the results above, we find that pupils are ready to promote a positive relationship with their teachers.

### **Item 12: Do you agree that your teacher needs help to create a comfortable learning classroom?**

<b>Options</b>	<b>N</b>	<b>%</b>
Agree	34	56.66
Disagree	10	16.66
Neither agree nor disagree	16	26.66
Total	60	100

**Table 4.12: Agreement that teachers need help to create a comfortable learning classroom**

The table above shows that (56.66%) of pupils agree with the need of their teachers in order to create a comfortable learning classroom, while (16.66%) of them are against this idea.

Consequently, teachers are in need of their pupils in order to create the comfortable learning classroom.

**Item 13: Do you respect the classroom rules and procedures that set by teachers to reduce misbehaviours?**

Options	N	%
Yes	55	91.66
No	5	8.33
Total	60	100

**Table 4.13: Pupils’ opinions about respecting rules and procedures set by teachers**

Table 4.13 reveals that the majority of pupils (91.66%) respect the classroom rules and procedures. Whereas, only (8.33%) of pupils do not respect the procedures and the rules given by their teachers.

Consequently, rules and procedures are very important factors that help teachers to reduce misbehaviours and to create the positive learning atmosphere.

**Item 14: If no, what are the reasons that lead you to misbehave?**

Options	N	%
You feel insecure	0	0
You feel failure	4	80
You feel lost	1	20
Total	5	100

**Table 4.14: The reasons that lead pupils to misbehave in the classroom**

The table above reveals that (80%) of pupils misbehave because they feel failure, while (20%) of them feel lost.

The conclusion we can draw from the above results is that teachers can manage their classrooms effectively only if they know exactly how to deal with their pupils.

**Item 15: What are your reactions when you misunderstand the teacher?**

Options	N	%
Ask for help	52	86.66
Stay silent	8	13.33
Leave the room	0	0
Make noise	0	0
Total	60	100

**Table 4.15: Student's reaction when they misunderstand the teacher.**

The results above explore that the majority of our sample (86.66%) prefer to ask their teacher for help when they misunderstand which indicates the good behaviour from them in order to get the better achievement. Meanwhile, only (13.33%) of pupils stay silent and no one leave the room and make noise.

**Item 16: What are your teacher reactions and behaviors when you misbehave?**

Options	N	%
Make you out from the class	47	78.33
Give you low marks	7	11.66
Complain to your family	6	10
Total	60	100

**Table 4.16: Teacher's reaction with student's misbehavior**

Table 4.16 shows that the majority of pupils (78.33%) are punished by sending them out of the classroom which is considered to be the best strategy to make pupils reduce their misbehaviours in order to provide a calm and productive atmosphere. Whereas, (11.66%) of our sample said that their teacher gives them low marks and only (10%) of them their teacher punishes them by complaining to their families.

**Item 17: Do you think that raising motivation for better achievement is due to?**

Options	N	%
Effort to succeed	6	10
Desire to succeed	52	86.66

Fact of reward	2	3.33
Total	60	100

**Table 4.17: Pupil's motivation to get better achievement**

Results above reveals that (86.66%) of pupils think that their motivation is raised to get a better achievement is due to the desire to succeed, while (10%) of them is that because of the effort to succeed and only (3.33%) of our respondents are motivated because of the reward itself. These results show that pupils get their better achievement only if they are motivated, so that pupils can learn as long as they are motivated with suitable motivational strategies.

**Item 18: What are the main helpful tips that assist teachers to manage their classroom effectively?**

Options	N	%
Give you another chance whenever possible	41	68.33
Be quick to give you genuine praise for good effort	6	10
Keep you closer to him than to your peers with whom there are issues	13	21.66
Total	60	100

**Table 4.18: What are the main helpful tips that assist teachers to manage their classroom effectively**

Table 4.18 reveals that (68.33%) of pupils saw that giving another chance whenever possible is the best and main helpful tip that assist their teachers to manage their classroom effectively, while (13%) of them said that the third choice is the best tip which is keep the pupil closer to his teacher than his peers with whom there are issues. Only (10%) of pupils have selected the second choice where the teacher should be quick in praising his pupils.

Consequently, from the results above we can conclude that teachers should be aware that their pupils need to have chances whenever possible to participate in the classroom which is the main useful tip given by the teacher in order to reduce misbehaviours.

**Item 19: Does the teacher give clear instructions to you?**

Options	N	%
Yes	53	88.33
No	7	11.66
Total	60	100

**Table 4.19: Pupils' opinions towards teacher's instructions**

From the table above: (88.33%) of pupils said that the instructions given by their teachers are clear, while only (11.66%) of them said no. Consequently, clarity is a very important tip teachers should take into account in order for pupils to be motivated and engaged all the time.

**Item 20: Does the teacher treat you with anger?**

Options	N	%
Yes	4	6.66
No	56	93.33
Total	60	100

**Table 4.20: Treating pupils with anger**

Table 4.21 shows that (93.33%) of pupils said that their teacher do not treat them with anger, while only (6.66%) of them said no.

From the results above, we can conclude that teachers should not treat their pupils with anger since it is a negative behaviour and they should solve discipline problems through application of positive reinforcement.

**Item 21: Which type your teacher is?**

Options	N	%
They provide an atmosphere for fear (Boss)	5	8.33
They inspire their pupils (Lead)	6	10
Neither (Boss) nor (Lead)	49	81.66
Total	60	100

**Table 4.21: Types of teachers**

The table above shows that the majority of pupils (81.66%) answer that their teachers are neither (Boss) nor (Lead), while (10%) said that their teacher inspire them. Whereas (8.33%) reveal that their teacher provides an atmosphere for fear.

Consequently, it seems that pupils do not know what the type of their teachers is.

**Item 22: If you like to add anything about this subject, please write below**

Only (20%) of pupils who respond to this question, and answers can be summarized as follows:

- Pupils said that their teacher of English is friendly and kind
- They consider the English subject as an enjoyable matter, they like it
- Pupils need concentration in order to learn better
- They saw their teacher as a leader who gives his clear instructions with the use of gestures and body language

## **4.2. Teachers' Questionnaire**

### **4.2.1. Description of the questionnaire**

The teacher's questionnaire consists of 16 questions delivered to seven teachers, they are either close questions requiring from the teachers to choose 'Yes' or 'No' answers, or to pick up the appropriate answer from a number of choices, or open questions where teachers are requested to give explanation or suggest other alternatives. This questionnaire is divided into two main sections; the first one is about personal information concerning the teacher himself: his gender, his academic degree and his experience in teaching.

The second section which is about the teachers' perceptions about the importance of effective classroom management, whether they face difficulties in teaching or not and what kind of these difficulties. We wanted to know what are the main reasons that lead pupils to misbehave in the classroom and what are the best ways to make a disciplined learner.

### **4.2.2. Analysis of the questionnaire**

#### **Section one: Personal information**

##### **Item 1: Gender**

<b>Options</b>	<b>N</b>	<b>%</b>
Male	3	42.86
Female	4	57.14
Total	7	100

**Table 4.22: Gender distribution**

From the table above, males are (42.86%) and females are (57.14%). These results indicate that in our sample there is almost equivalence between male and female teachers and the chosen ones were those who teach English in middle school.

**Item 2: Current academic level**

Options	N	%
PhD	0	0
Master	0	0
Degree	3	42.86
Diploma	4	57.14
Certificate	0	0
Total	7	100

**Table 4.23: Teachers' qualification**

Table 4.20 reveals that the percentage of doctorate is (0%), master (0%), degree (42.86%), diploma (57.14%) and certificate (0%). We can see that our sample have the degree and diploma qualification and unfortunately there is a lack of high competent teachers.

**Item 3: How long have you been teaching in middle school?**

Options	N	%
Below than 1 year	1	14.28
2 – 10 years	0	0
11 – 20 years	2	28.57
21 – 30 years	4	57.14
Total	7	100

**Table 4.24: Teachers' experience in teaching**

The table above indicates that (57.14%) of teachers have an experience of more than 20 years who are experienced enough to make the effective teaching-learning process. Whereas, (28.57%) of them have been teaching for a duration of about 10 years (11-20 years) and only (14.28%) of our respondents have an experience of less than 10 years which is not sufficient at all to have effective training and reflective teaching simply because in this period teachers are still acquiring knowledge more than searching knowledge for their pupils.

**Section two: Teachers' perceptions about using classroom management strategy**

**Item 4: According to your experience in teaching, how can you evaluate the level of pupils?**

- Pupils’ level can be evaluated throughout different factors such as the approach followed, the society, and the tutors.
- As a matter of fact, the pupils’ level is not good if we take the results as a standard of evaluation. Some of teachers evaluate pupils according to their spoken language, vocabulary, pronunciation. Others evaluate their level depending on their intelligence, marks, participation and especially their behavior during the session.
- Also internet is one of the main causes that make pupils away from their courses, it is the technology world.

**Item 5: Do you have difficulties in teaching?**

Options	N	%
Yes	3	42.86
No	4	57.14
Total	7	100

**Table 4.25: The difficulties that face teachers**

The table above shows that (42.86%) of teachers have difficulties in teaching, while (57.14%) of them do not have. We remark that those teachers who do not face problems with their teaching because they know how to deal with their pupils and how to monitor them and their behaviours.

**Item 6: If yes, what are the main difficulties face you in teaching?**

Options	N	%
Responds angrily	1	25
Uses inappropriate comments	0	0
Can not follow directions	1	25
Cheats and steals	2	50
Total	4	100

**Table 4.26: The types of difficulties**

Table 4.27 shows that (25%) of teachers said that their problem with pupils is that they respond angrily and (25%) of them also said that their problem is when pupils can not follow directions. On the other hand, the majority of teachers respond that cheats and steals is their difficulty.

Meanwhile, our respondents added some extra obstacles that face them in teaching:

- The large and crowded classes with different students' level and ages
- Weak mental capacities, inability to understand what is taught, and the lack of motivation
- Bad classrooms with broken boards, chairs, tables, windows, doors, and without air conditions.

We remark that the majority of teachers have difficulties in teaching. The rest do not have any difficulties in teaching because they know how to monitor the pupils' behavior.

**Item 7: Is classroom environment teaching-learning important?**

Options	N	%
Yes	7	100
No	0	0
Total	7	100

**Table 4.27: The importance of classroom environment**

Table 4.27 reveals that (100%) of teachers agreed that the classroom environment is very important.

Justification:

- Because everything related to the learner has a big importance in order to improve the learner's level and the classroom is the place where he receives knowledge and information so that the learner should feel relaxed and comfortable there.
- Since the classroom is involved in the learning process, all what has a relationship with pupils or teachers sure will have positive/negative effect.
- Classroom is the place where they teach and play their role as instructors and also it is the place where pupils prove and show their works and levels.
- Because our nation lives up with sciences and knowledge and emulate the other nations especially in learning foreign languages.

**Item 8: What do you think of using classroom management strategy?**

Options	N	%
Interesting	0	0
Important	0	0
Helpful	3	42.86
Very interesting	0	0
Very important	4	57.14
Unhelpful	0	0

Not interesting	0	0
Not important	0	0
Boring	0	0
Total	7	100

**Table 4.28: Using classroom management strategy**

The table above indicates that (57.14%) of teachers agree that applying classroom management strategy is very important, while the rest (42.86%) of them saw it as a helpful tool. Consequently, classroom management is considered to be a very interesting and helpful factor which assist teachers in monitoring their pupils' behaviour especially those disruptive ones.

**Item 9: Which style of management teacher you are?**

Options	N	%
Authoritarian teacher	1	14.28
Authoritative teacher	1	14.28
Indifferent teacher	3	42.86
Laisser-faire teacher	2	28.57
Total	7	100

**Table 4.29: Teachers' management style**

Results in the table above show that (42.86%) of teachers who said that they are of indifferent style in teaching, while (28.57%) who indicate that they are of the laissez-faire style. Whereas, the authoritarian style took (14.28%) who are strict teachers, and (14.28%) are authoritative where they control their pupils but encourage independence.

**Item 10: What are the main reasons that lead pupils to misbehave?**

Options	N	%
Boredom	0	0
Inability to understand what is taught	4	57.14
Weak mental capacities	2	28.57
Immaturity	1	14.28
Total	7	100

**Table 4.30: The reasons that lead pupils to misbehave**

The table above reveals that (57.14%) of teachers asserted that pupil’s misbehaviours is due to their inability to understand what is taught ,that is why they make noise. (28.57%) of our respondents claim that it is due to pupil’s weak mental capacities, while (14.28%) of teachers said that pupils make noise because they are not mature enough so they are still adolescents, still very young and their mental capacities are too limited ; they behave directly without thinking.

**Item 11: In your opinion, what are the best ways for pupils to become disciplined?**

- Competency of the teacher
- Avoiding punishment
- Respect pupils and help them to build their self-confidence
- The teacher should understand their problems
- Involving parents and making them conscious of their children
- Make pupils engaged throughout their prior knowledge

**Item 12: Do you try to create friendly atmosphere in the classroom?**

Options	N	%
Always	6	85.71
Sometimes	1	14.29
Never	0	0
Total	7	100

**Table 4.31: The importance of creating a friendly atmosphere in the classroom**

The table above illustrate that the majority of teachers, about (85.71%) of them always create a friendly environment in the classroom, while (14.29%) of teachers said that they sometimes do it.

**Item 13: Could you describe your relationship with your pupils?**

- A cheerful relationship with pupils
- Based on love and respect, pupils should consider their teacher as a father/mother
- Intimate relationship based on trust

**Item 14: To what extent do you think that your pupils need more consciousness to classroom rules and procedures?**

- Pupils always need more consciousness to classroom procedures and rules. The school crew should from time to time remind the pupils to make them aware of these rules because pupils forget quickly.

- If pupils are aware enough about the procedures and rules of the class, they will behave in a disciplined way and love learning.

**Item 15: Are there any suggestions for a successful and effective classroom?**

- Adaptation of the syllabus to the pupils' level
- No more than 25 pupils in the classroom
- Competent teachers
- The adaptation of different ways of explaining and giving information to pupils according to their level and acceptability of acquiring the language
- The use of different strategies like warming up for ten minutes to get pupils' attention, and the use of reflective teaching teacher-talk and pupil-talk
- Make pupils love their teacher and the English subject
- Make them aware about the importance of learning in their life and the future

**Item 16: Would you add any further comments or suggestions?**

In order to improve the English level at schools:

- Teachers should be well formed and really feel responsible and present a good personality
- Teacher should be patient and flexible
- Ask disruptive pupils to achieve works inside the classroom.
- The teacher should vary the activities from time to time by using work sheets, printing, ICTs so that pupils do not get bored of the session.
- Parents must control seriously their children because the society has a very important role in the learning process so we should educate the society first.
- The administration should be in the service of the teacher and the pupil.

### **4.3. Classroom Observation Schedule**

#### **4.3.1. Description of classroom observation**

Our purpose from using classroom observation is to make notes about what going on during the English session among first year pupils at Abd Elhamid Ben Badiss middle school in Djamaa, how they behave during the session and how well the teacher can control and manage his pupils especially those disruptive ones. This observation is made in order to explore the relationship between classroom management and pupils' achievement in learning English as a foreign language. We have done this observation with two classes of first year pupils about four sessions two sessions for each.

This classroom observation consists of six main sections; the first one is about the physical learning environment, we try to spot the light on the cleanness of the classroom, the position of furniture and other materials; whether they are placed in a good and organized manner or not. The second section is about the instructional methods and strategies used by the teacher in order to keep pupils attentive, whether the teacher employs the non-lecture learning activities like small group discussions or not. The next section examines the rules and procedures set by the teacher within the classroom. The coming section looks for the relationship between the teacher and his pupils where we try to explore the extent to which the teacher is able to interact with his pupils. The fifth section is about pupils' behaviour, how they behave with each other and with their teacher, whether their misbehaviours interrupt the lecture or not. The last section deals with learning and achievement in the English subject; to what extent pupils are motivated to learn and prepared on task from the beginning of the session till the end.

#### **4.3.2. Analysis of classroom observation: (The first class; 1AM4)**

##### **Section one: Physical Learning Environment**

When we entered the classroom for the first time, the teacher allowed me to say who I am and why I am there, she used to give me the permission to stay at the back in order to observe.

I was surprised how the classroom is clean, well organized, walls are decorated with different pictures and English proverbs, the furniture is placed in a very good way with sufficient space to move and walk around. My observation of learning environment was the same and nothing changed because it is very important aspect in the teaching-learning process where pupils feel comfortable and ready so that their motivation and involvement will rise. But concerning the different seating arrangement, it was to a very low degree among the two sessions in that class since the teacher doesn't change their places even if the activity needs it and it was because of the huge number of pupils.

##### **Section two: Instructional Methods and Strategies**

Teacher's instructions keep the pupils attentive for the whole sessions that we attend, firstly she came to the classroom well dressed and well prepared with a very convinced clear language. When the teacher gave her pupils the activity, she allowed a sufficient time to them in order to complete their activity and during this she walked around them in order to check whether they work or not, whether they understand the instruction or not. What really attracted me during this session is the use of body language,

when the pupil does not understand a word for example, she used to explain it through her gestures in order to make it clear for him.

In a high degree, the teacher used to involve both good pupils with bad ones, she called them with their names randomly and this is a very good strategy in order to let the bad pupils benefit from those good ones, they are very motivated to learn.

In a low degree, the teacher does not employ any group discussion activity.

### **Section three: Rules and Procedures**

During our observation, we noticed the habitual rules such as 'listen when someone else is talking' 'when you want to speak raise your hand' 'do not forget to bring your books in the class' . To a high degree, pupils apply the routines of entering and exiting the classroom in a very organized manner. Concerning procedures, they are the routines that pupils follow in their daily learning activities. For instance, how they distribute and collect home works and other materials, how they deal with incomplete tasks and many other procedures where pupils deal with them to a high degree since the teacher was the leader there.

Therefore, effective teachers should plan those rules and procedures until pupils get familiar with them since using those rules and procedures help in creating the positive productive learning environment and reduce pupils' misbehaviours.

### **Sections four: Teacher-Pupil Interaction**

During our observation, we noticed that the teacher used to keeo a good relationship with her pupils without passing the limits, they share a mutual respect with each other, she made me feel as if she is their mother. What really attracted my attention during the two sessions in this class is that the teacher plays the role of a facilitator, motivator and guide at the same time so that she used to bring the harmony to the learning process. When one of the pupils made an error she accepted it with a great pleasure and it helped him to correct it by himself.

To a very high degree, the teacher used to treat her pupils in a fair and equitable manner and this is an important strategy the teacher should take considers in order avoiding problems inside the classroom and outside it.

### **Section five: Pupils'behaviour**

During the observation, we did not notice misbehaviours in the classroom, just to a very low degree there was two pupils talking to each other but the teacher dealt with it very quickly. Because the teacher does not leave the gap, she used to make them engaged

for the whole session. Therefore, it is the teacher's own style in managing the pupils' behaviour in a way that creates an atmosphere conducive to learning.

### **Section six: Learning and Achievement in the English Subject**

This last section takes into consideration the process and achievement among pupils of first year middle school, pupils were motivated and interested in learning the English subject because it is taught for the first time,

The teacher wanted her pupils to explain the word 'racism', no one knows, after a while she gave them some hints and said '*when some one of you give me the correct answer, I will add him 2 points in the next test*', I find that it is kind of reward in order to motivate pupils to learn better.

When I asked the teacher about the achievement of pupils in English during tests and exams, she said that it is good, some of them are excellent others are good but just very few percentage is low and this is due to the effectiveness of learning and this is due to the effectiveness of the teacher in monitoring his classroom in a way conducive to learning.

#### **4.3.3. Analysis of classroom observation: (The second class; 1AM2)**

##### **Section one: Physical Learning Environment**

When we entered the classroom, we were astonished how it is well organized, well managed and well decorated with its colored walls and tables. What really attracts my attention in this classroom is the furniture which was placed in a good manner where all pupils can see and hear the teacher. Any one enter the classroom, whether the headmaster, the inspector or any visitor will have a good impression concerning the atmosphere and the learning environment since it is an important aspect where pupils feel comfortable and ready for the learning process. But as well all the Algerians know, decoration from the outside does not mean always very good.

##### **Section two: Instructional Methods and Strategies**

In this classroom, the teacher tried to use a variety of strategies in order to reduce pupils' misbehaviours. She used to evaluate their own performance and progress individually throughout a quiz, because she wanted to know whether her pupils acquire the knowledge or not, the quiz contained questions of true or false concerning a given topic, this is a kind of informal assessment used in the classroom in order to measure the pupil's

progress. During this quiz, the teacher allowed her pupils a sufficient time in order to complete the activities to high degree for the two sessions that we attended.

When the teacher was explaining her instructions, pupils were not attentive, just few of them, sometimes they listen sometimes they not.

Also to a high degree the teacher used to involve good pupils with bad ones in order to make those last benefit from the others but they were completely ignoring what their teacher was saying meanwhile she used to treat them in a gentle and respectful manner. In order for the teacher to avoid these misbehaviours, she should bring new things from time to time for the sake of making them eager about the learning process.

### **Section three: Rules and Procedures**

During my observation in this classroom, I did not observe any new or specific rules and procedures but only the usual habitual ones such as 'listen when someone else is talking', 'when you want to speak raise your hand', 'do not forget to bring your books in the class'. To a high degree pupils did not apply the routines of entering and exiting the classroom, they used to leave the classroom without even having the permission from their teacher.

### **Section four: Teacher- Pupils interaction**

Concerning this section, we noticed that the teacher tried as much as she can to keep a good relationship with her pupils and to a high degree she used to treat them in a fair and equitable manner.

Therefore, as an effective teacher she has to keep the positive relationship with her pupils even if they are aggressive and they ignore her instructions.

From my own point of view, I think that those difficulties faced by the teacher are normal since it is the beginning of her career and through experience everything will be alright.

### **Section five: Pupils'behaviour**

In this classroom, to a high degree pupils' misbehaviours interrupted the learning process, they were talking to each other, joking, throwing things to each other and playing, all of these noises were made by pupils during the session but the teacher tried to use some

aggressive strategies towards these behaviours. For instance, she used to shout, exit pupils outside the class, use harsh punishment. All of these strategies were made by the teacher in order to reduce misbehaviours, but as an effective teacher she should know how to manage these behaviours in a way that create the positive learning atmosphere since those aggressive strategies will lose the pupils' interest and lead to the high number of absences

### **Section six: Learning and Achievement in the English Subject**

Unfortunately to high degree pupils were not motivated and interested in the learning process because of their misbehaviours in the classroom, I noticed that they did not give any importance to the teacher's matter. Only few pupils were attentive and on task but the rest were completely absent minded.

The learning process is not effective in this classroom that is why their achievement is low but the teacher was doing all of her efforts in order to bring and atmosphere conducive to learning.

## **Analysis of the Findings:**

The study was proposed to investigate the management of classroom and its relation to pupils' achievement. This chapter is included into the field work procedure undertaken from the collected data.

Concerning pupil's questionnaire, section one; in which general information reveals that almost all pupils (93.33%) like the English subject as a foreign language, this result shows the great importance of this matter among our sample. When asking them about their self' assessment concerning this module; the majority of them (66.66%) asserted that it is medium. Thus, pupils of first year middle school have a good and not excellent achievement in learning English as a foreign language, which it is a positive result even if those young pupils have a lack in understanding of English vocabularies. There are about (81.66%) of pupils who think that their teachers try to create a good atmosphere where they seem to be aware of the importance of atmosphere which is considered to be a motivating element. Besides, in order to create the positive atmosphere in the classroom (48.33%) of pupils said that allowing them to ask questions and give answers is the best strategy to produce an effective learning environment.

When we ask pupils whether teachers remembers their names or not, we were aimed to find out the relationship between the teacher and his pupils, all of them (100%) agreed that their teacher was able to remember and use pupils 'names. From this result we notice that it is an essential requirement to learn pupils' names in order to build a more comfortable atmosphere in the classroom. Concerning the physical arrangement, (66.66%) of pupils were satisfied with the classroom layout. In my opinion this is a very good result that shows the positive effects of the seating arrangement in the classroom.

When we speak about the second section, we find that first year pupils of middle school are ready to promote a positive relationship with their teachers since (48.33%) of them saw that their best strategy to cooperate is developing a positive relation with each other ,while others (31.66%) of pupils asserted that letting them to share responsibility is the best strategy to collaborate with their peers and teacher inside the classroom.

Our statistics reveals that (56.66%) of pupils agreed that their teachers need help to create comfortable learning classroom which indicates that teachers cannot create an effective and comfortable learning environment without helping of pupils. In the same section, we noticed that almost all pupils (91.66%) respect the classroom rules and procedures set by the teacher in order to reduce misbehaviours, in this sense we advise teachers to make their pupils more aware of these rules and procedures in order to make them motivated and encouraged for the learning process.

Therefore, when we ask pupils about the reasons that lead them to misbehave in the classroom, (80%) of them asserted that they feel failure so that teachers are able to manage and reduce these behaviours only if they know their problems and know exactly how to deal with them. About (25%) of pupils who suggested some solutions that assist teachers in monitoring their behaviours in the classroom, such as the changing in methodology in order to break the routine, the capacity and the competency to manage their behaviours effectively. Besides, about (68.33%) of pupils think that the main helpful strategy that help teachers in managing their classroom effectively is giving them another chance whenever possible. Table (4.20) shows that (93.33%) of pupils agreed their teacher does not treat them with anger which is considered to be a negative behavior from the teacher himself. As a result to this, the effort to solve discipline problems through the application of positive reinforcement works best. Concerning the teacher's management style (81.66%) of pupils didn't know whether he is the Boss or the Leader which means that pupils are still unaware of the style of their teachers since they are still very young.

Furthermore, the first section of teacher's questionnaire was about personal information which indicated that the percentage between male teachers (42.86%) and female teachers (57.14%) could be equal. Item (2) showed that Abd Elhamid Ben Badiss middle school –Djamaa- suffer from the lack of qualified teachers (i.e; Doctorat and Masters degree) since (57.14%) of teachers has diploma and (42.86%) of them have degree. Thus, Abd Elhamid Ben Badiss middle school suffers from the lack of high qualified teachers.

Table (4.24) demonstrates that our sample have almost experienced teachers; from 11 to 20 years are (28.57%) while from 21 to 30 years are (57.14%). When moving to the second section, we noticed that teachers evaluate pupil's level and achievement throughout different factors such as; the approach followed, the tutors and society. Item (5) reveals

that (42.86%) of teachers have difficulties in teaching while these difficulties could be (50%) cheats and steals , (25%) pupils cannot follow directions and the other (25%) when pupils responds angrily.

Table (4.27) explores the importance of classroom environment since all teachers (100%) agreed upon this idea, this result indicates that pupils are influenced by their environment which helps them in improving their level, also the classroom environment can provide pupils with a healthy atmosphere which allows them to connect easily. Item (10) reveals the reason behind pupil's misbehaviours, (57.14%) of teachers said that it is because they feel failure while (42.86%) of them said that because they cannot connect. Consequently, we noticed that behind each behaviour there is a reason. When speaking about teacher's management style, we find that (42.86%) of them are authoritative because they often explain the reasons behind the rules and decisions. In this management style, if a pupil is disruptive the teacher offers a polite but firm warning and this environment offers pupils the opportunity to learn and practise communication skills.

Item (12) illustrates that (85.71%) of teachers always create a friendly atmosphere whereas who said sometimes (14.29%) because they cannot do it all the time since it may be difficult task. Then according to item (13) teachers describe their relationship with pupils by being cheerful, respectful and intimate relation based on trust and love. The next item explores the need of pupils to be more conscious about classroom rules and procedures; they need more awareness about the good behaviour in the classroom and its impact on their achievement.

Finally, the classroom observation was based on the collected data through observing teachers and pupils in their classrooms, it took a nonparticipant approach since I did not intend to influence or interfere with the teacher's daily classroom procedures. This observation was made in order to see whether classroom management has any effects on pupil's achievement in learning the English subject among two classes of first year pupils.

The first section was about the physical learning environment where we noticed that both classes were clean, well-organized and well-decorated, the furniture was placed in a way where all pupils can see and hear. The physical setting has its great importance on pupil's achievement where they should feel comfortable and ready for the learning process. Instructional methods and strategies used to be the second section in our observation in which we tried to focus on the strategies used by the teacher in order to

know to what extent he is able to keep his pupils attentive and engaged, whether he depends on other strategies like small groups or not. In the first classroom, we noticed that the teacher did not use a variety of strategies for the sessions we attended, only to a low degree. For instance, allowing a sufficient time to pupils to complete their activities also the use of the body language in order to make things clear and avoiding the use of mother tongue, but in the second classroom the teacher tried to use the informal assessment in order to evaluate pupil's progress and know whether they are following the instructions or not. Unfortunately, pupils in this classroom sometimes they listen sometimes they do not, they were completely ignoring what the teacher was saying , but to a high degree teachers in both classes used to involve good pupils with bad ones in order to let bad ones benefit and motivated about the learning process.

The third section was about rules and procedures where we aimed to observe some rules and procedures taught by the teacher and the routines within the classroom such as entering, exiting and walking around the class. In both classes we noticed the habitual rules such as 'listen when someone else is talking', 'when you want to speak raise your hand', and to a high degree we saw the daily classroom procedures such as distributing and collecting homeworks, checking works. Furthermore, what differentiate the second classroom from the first one were the routines of the way of entering and exiting the classroom where pupils were leaving the classroom without even asking for permission and arriving late. As an advice for teachers, the most effective classroom managers do not simply impose rules and procedures on pupils. Rather, they engage them in the design of the rules and procedures and also a well-articulated rules and procedures that are discussed with pupils are a critical aspect of classroom management, affecting not only their behaviour but also their academic achievement.

The coming section deals mainly with teacher-pupil interaction where in both classes we noticed how teachers tried to keep the good relationship with pupils and they used to bring the harmony to the classroom even if in the second class pupils were ignoring this. As effective teachers, they should be effective instructors and lecturers, as well as friendly, helpful and congenial. They also should be able to empathize with pupils, understand their world and listen to them since the nature of an effective teacher-pupil interaction is the one that addresses the needs of different types of pupils. The fifth section deals with a very interesting issue which is pupil's behaviour, in the first class to very low degree there have been some misbehaviours but pupils were appreciating efforts given by

the teacher while in the second classroom pupil's behaviours were interrupting the learning process and hindering the smooth running of the lesson, that is why the teacher used to apply some aggressive behaviours in order to decrease these behaviours. For instance; shouting, exiting pupils outside the class and using harsh punishment. Consequently, we advise teachers to avoid the use of aggressiveness with pupils because it lead them to lose their interest so that less achievement. Finally, the last section is about learning and achievement in the English subject among first year pupils were in the first class they used to be motivated and interested about the matter so that their achievement was high, while in the second classroom pupil's achievement used to be low due to the teacher's style in teaching which was not conducive to learning.

## **Suggestions:**

In an attempt to prove our hypothesis which states that 'If teachers establish positive classroom management, they would generally achieve positive teaching- learning process'. In other words, if teachers cope with pupils' misbehaviors, they will prevent their disruptive behaviors, we tried to finish this work in a duration of six months that is may be beneficial for both teachers and pupils. The following recommendations are based on the observed events and questionnaires:

- Teacher should plan his lessons, activities and routines thoroughly with clear objectives to avoid confusions and disruptions.
- Teacher should explain the importance of the learning atmosphere to his pupils in order to make them motivated and engaged in the classroom activities.
- Teacher's instructions should keep pupils attentive and engaged for the whole session. In other words, pupils should be busy all the time in order to avoid creating opportunities for misbehaviours."Idleness invites trouble".
- Teacher should give more importance to the physical setting due to its great value on pupil's learning and achievement
- Teacher should encourage pupils' comments and questions.
- Teacher should vary his activities from time to time in order to break the routine so that pupils will not get bored
- Teacher should establish some rules and procedures in order to control his pupil's behaviours.
- Teacher should make transitions between activities quickly and orderly, that is to say that pupils should know what they are expected to do exactly, when and how without having free times because it leads to misbehaviours.
- Teacher should be fair, firm and consistent.
- Teacher should interact individually with his pupils.
- Tables should be placed in a way where all pupils can see and hear, they should feel relaxed so that the learning process will be facilitated.
- It is important for the teacher to use from time to time the informal assessment in order to continually evaluate pupil's progress in the learning process
- Teacher should encourage pupils to trust their abilities and love what they do.
- Teacher should be polite with his pupils and reinforce communication to ensure cooperation.

- Teacher should offer rewards as incentives for good performance.
- Teacher should always set a good example, that is to say that he should be a good role model.
- Pupils should have self-confidence.
- Pupils should have the strong desire to learn.
- Pupils should be aware of the classroom rules and procedures in order to reduce misbehaviours.
- Pupils should rely on themselves in the learning process.
- Pupils need more awareness about good behaving in class and its impact on their learning achievements.
- Workshops and seminars need to be organized for teachers where experts in the field of classroom management will present talks and activities that describe practical classroom environment.
- The administration should provide authentic materials and internet space and material.
- The administration should minimize the number of pupils in the classroom, and increase the number of high qualified teachers in middle schools.
- Algerian middle schools should provide the enough materials such as laboratories and visual aids in order to teach the English module in an effective way.

## **General Conclusion**

The procedures carried out in this study have almost interpreted the hypothesis stated in the first chapter, i.e. if teachers establish positive classroom management; they would generally achieve positive teaching-learning process. In other words, if teachers cope with pupils' misbehaviors, they will prevent their disruptive behaviors. Thus, maximizing pupils' level and achievement in learning the English subject.

Our main concern from this research was to determine whether classroom management affects positively or negatively first year middle school pupil's achievement in the learning process and to see the role of teachers as an instructional leader to this essential and interesting process whether they provide a very effective strategies to ensure this process or not; how can they provide a sufficient materials to their classes; teachers should be firm, fair and friendly.

Furthermore, this dissertation is divided into two parts; the theoretical part which contained three main chapters, the first chapter was devoted to the main parts of our research proposal including: the statement of the problem, objectives of the study, significance of the study, the research questions, hypothesis, the methodology used in this research and the literature review. Concerning the second chapter, we spot the light on the main definitions of classroom management given by different researchers, in addition to its importance and goals. Besides, we explored the main characteristics of effective teacher in order to create the positive conducive atmosphere for learning and his role as an effective manager. Therefore, we focused on the general and specific characteristics of our sample as being young. Thus, because motivation is the main factor affecting young learner's achievement, we tried to define it, to differentiate its two types from each other (intrinsic and extrinsic motivation) and finally we talk a little bit about the indicators of a highly motivated learning.

When speaking about the third chapter in the theoretical part, we noticed that our research was based on the definition of pupil's misbehaviour in general, what are the causes that lead to these behaviours and the solutions that the teacher should take into account in order to reduce and prevent misbehaviours from occurring. Finally, this chapter considered the main helpful strategies and techniques that help teachers to effectively manage their classes.

Concerning the use of classroom management, the results showed that both teachers and pupils of middle school have positive attitudes toward classroom management.

In order for teachers to feel comfortable in their teaching process, firstly they should come to the classroom well- dressed, well-prepared with clear and convinced objectives. He should keep his pupils attentive for the whole session in order to avoid creating opportunities for misbehaviours. In addition, he should apply successful strategies/techniques/methods related to pupil's level. Weak pupils should be given as individual attention as much to reach the other pupil's level.

From the questionnaires and classroom observation, we find that our middle school classrooms are effective in learning the English module and have the suitable conditions for a better achievement but pupils of first year middle schools need more motivation in order to get better achievement, we can said that the lack of motivation is due not to the poor managed classrooms but rather to the English subject as being not supported from our societies nor families. Thus, teachers should explain the importance of classroom learning and atmosphere in order make pupils more aware and responsible so that they will increase their motivation to achieve better and decrease their disruptive behaviours.

At the end, we wish hopefully that the suggestions and recommendations implied in our dissertation could be useful and helpful for teachers and pupils of middle schools in order to create the effective classroom environment to develop the process of effective and learning.

## Bibliography

### List of References :

- Adams, J . et al . (1999) . Problems of behaviour, reading and arithmetic : assessments of comorbidity using the Strenths and Difficulties Questionnaire . *British Journal of Education Psychology*, 69 (4), 571-585. <http://dx.doi.org/10.1348/000709999157905>
- Behets, D. (1997). Comparison of more and less effective teaching behaviors in secondary physical education. *Teaching and Teacher Education*, 13(2), 215-224
- Ben, D (2006). *Dynamics of classroom management*. Unpublished master's thesis. Pacific Lutheran University, Tacoma, WA. (UMI No:1440271)
- Bovenzi, P. (1980).The Ruling Class: Setting and maintaining effective Rules for your Classroom. University of Texas.
- Brendon, B. (2012). *Characteristic of Young Learners*. Retrieved January 20, 2013, From <http://brendabrendon.blogspot.cz/2012/12/characteristic-of-young-learners.html>
- Brophy, J. (1986). Classroom management techniques. *Education and Urban Society*, 18(2), 182–194.
- Brophy, J. (1986). *Teacher influences on student achievement*. *American Psychologist*, 41, 1069–1077.
- Colvin G. & Fernandez, B. (2000). Sustaining effective behavior support systems in an elementary school: Keeping the plan operating for almost a decade. *Journal of Positive Behavioral Intervention*, 2(4).
- Costa, Arthur L., and Bena Kallick. “Remaining Open to Continuous Learning,” <<http://www.habits-of-mind.net>>, 2004. 12 pages.
- Cummings, C. (2000).Winning strategies for language classroom. Virginia USA: Association for supervision and curriculum development.
- Doyle, W. (1986). Classroom organization and management. In M. C. Wittrock(Ed.). *Handbook of research on teaching* (3rd ed.). New York: Macmillan.
- Dunbar, C. (2004).Best practices in English. Michigan State University.
- Emmer, E. T., & Stough, L. M. (2001). Classroom management: A critical part of educational psychology, with implications for teacher education. *Educational*

*Psychologist*, 36(2), 103.

- Fontana, D. (1994). *Managing Classroom Behaviour*. (2nd ed.). London: Routledge.
- Foutz, A. (2005). Classroom Management Plan, Retrieved April 19, 2009 from <http://www.calstatela.edu/faculty/classmgmt.html>
- Harmer, J. (2007). *How to teach English*. Oxford: Oxford university press.
- Jacobsen, D; Eggen, P; & Kauchak, D. (1993). *Methods for Teaching: A Skills Approach*. New York: Merrill.
- Kounin, J. (1970). *Discipline and group management in classrooms*. New York: Holt, Rinehart, & Winston.
- Kyriacou, C. (1997). *Effective Teaching in Schools*. (2nd ed.). Cheltenham: Nelson Thornes.
- Lasley, T. (1987). Classroom Management: A Developmental View. *The Educational Forum*: Vol. 51, No. 3, pp. 285-297
- Lemlech, I. K. (1988). *Classroom Management: Methods and Techniques for Elementary and Secondary Teachers*. New York: Longman.
- Littler, K. T. (1990). Perspectives on Circumstances Conducive to Disruptive Behaviour in Schools and Off-Site Special Units. *Education Today*: Vol. 40, No. 3, pp. 4955.
- Long, M. (2000). *The Psychology of Education*. London: RoutledgeFalmer. Chapters 10 and 11.
- Marzano, R. J. and Marzano, J. S. (2003): *The key to classroom management*: Educational
- Marzano, R.J. Marzano and Lickering, D. (2003) *Classroom management that works: the Association for supervision and development Alexandria, Virginia U.S.A*
- Mayeski, F. (2005). The Metamorphosis of classroom management Retrieved April 18, 2009 from <http://mcrel.org/claddroommanagement.html>
- McManus, M. (1993). Discipline in students exclude from school. In Varma, V. (ed.) (1993) *Management of Behaviour in Schools* (pp218-232). London: Longman
- Moreno, R. (2010). *Educational psychology*. New Mexico: John Wiley & sons, Inc.
- Omstein, A. C. (1990). *Strategies for Effective Teaching*. Chicago: Harper Collins Publishers.

- Ramsey, R. D. (1999), *Lead, Follow or Get out of The Way; How to be a more Effective leader in Today's School*. California: Crowin Press Inc., Thousand Oaks.
- Scott, W., & Ytreberg, L. (c1990). *Teaching English to children*. New York: Longman.
- Scrivener, J. (2005). *Learning Teaching: A guidebook for English language teachers*(2nd ed.). Oxford: Macmillan.
- Slaving, R.E.(2003). *Educational psychology: Theory and Practice*. USA: Pearson Education.
- Solis, A. (2005), Classroom Management Plan. Retrieved April 26, 2005 from <http://www.calstatela.edu/faculty/classmgmt.html>
- Stephens, P., & Crawley, T. (1994). *Becoming an Effective Teacher*. Cheltenham: Nelson Thornes.
- Teaching Tips.com (2005), Class Management; Ideas to inspire and support teachers. Retrieved April 17, 2005 from <http://www.teachingtips.com/articles/Xclassmgmt.html>
- University of Nebraska-Lincoln (2005), Organization and Management of the Classroom, Project PARA .Retrieved April19, 2005 from <http://para.unl.edu/para/trainingintro.html>
- Van. Der. Sijde, P. C. & Tomic, W. (1993). A Model for Classroom Management Activities. *Education: Vo!*. 113, No. 3, pp.439-449.
- Walters, Stephanie. "What Do I Do When I Realize I've Made a Mistake with a Child?" <<http://www.rethinkingschools.org/publication/newteacher/NTTOC.shtml>>,2004.
- Wang, M.C., Haertel, G.D. & Wahlberg, H.J. (1993). What helps Students Learn? *Educational Leadership*, 51(4), 74-79.
- Winke, P. M. (2005). *Promoting Motivation in The Foreign Language Classroom*. Michigan State University.
- Wolfgang, C. H. & Glickman, C. D (1986). *Solving Discipline Problems: Strategies for Classroom Teachers* (2nd ed.). Boston: Allyn and Bacon

***Appendix 1***  
***pupil's questionnaire***

**Dear pupil,**

This questionnaire is a tool which helps us to gather the enough information about classroom management and its effectiveness to your achievement.

I would be very grateful for you if you provide me with answers to these questions.

**Note :** Please, put ( X) in the box which expresses your answer, or write in the space provided.

**Thank you in advance**

**Section one**

**Background information**

**1 – Gender:** Female

Male

**2 – Age:**.....years old

**3 – Do you like English subject?**

Yes

No

**4 – How would you assess your level of English?**

- Excellent

- Good

- Medium

- Bad

**5 – Which kind of difficulties do you face in learning English?**

- The teacher's method

- The classroom environment

- The misunderstanding of English vocabularies

- Lack of helping materials

**6 – Does your teacher try to create a good atmosphere?**

Yes

No

**7 – If yes, what do your teachers to create a positive atmosphere?**

- Establish a good relationship with pupils
- Praise pupils
- Allow pupils to ask questions and give answers
- Others

Can you specify, please?

.....

.....

.....

**8 – Does the teacher remember your name and your classmates'names and does he/she call you with your name?**

Yes

No

**9 – Do you like the arrangement of tables in the classroom?**

Yes

No

**10– Is the teacher fair?**

Yes

No

**Section two**

**Pupils perceptions about teachers style in teaching**

**11 – What is the most appropriate strategy that get you as a pupil to cooperate?**

- Let you to share responsibility
- Develop a positive relation with pupils
- Reward appropriate behaviour

**12 – Do you agree that your teachers need help to create a comfortable learning classroom?**

- Agree
- Neither agree nor disagree
- Disagree

**13 – Do you respect the classroom rules and procedures that set by teachers to reduce misbehaviours?**

- Yes
- No

**14– If no, what are the reasons that lead you to misbehave?**

- You feel insecure
- You feel failure
- You feel lost
- All of them

**15 – What are the reactions when you misunderstand the teacher?**

- Ask for help
- Stay silent
- Leave the room
- Make noise

**16 – What are the teacher’s reactions and behaviours when you misbehave?**

- Make you out from the classroom
- Give you low marks
- Complain to your family

**17 – Do you think that raising motivation for better achievement is due to?**

- Effort to succeed
- Desire to succeed
- Fact to reward

**18 – What are the main helpful tips that assist teachers to manage their classroom effectively?**

- Give you another chance whenever possible
- Be quick to give you genuine praise for good effort
- Keep you closer to him than to your peers with whom there are issues
- All of them

**19 – Does the teacher give clear instructions to you?**

Yes

No

**20 – Does the teacher praise you with anger?**

Yes

No

**21 – Which type your teacher is?**

- He provides an atmosphere for fear ( Boss)
- He inspires his students ( Lead)
- Neither ( Boss) nor ( Lead)

**22 – If you like to add anything about this subject, please write below?**

.....

.....

.....

.....



.....  
.....  
**5 - Do you have difficulties in teaching?**

Yes

No

**6 - If yes, what are the main difficulties face you in teaching?**

- Responds angrily

- Uses inappropriate comments

- Can not follow directions

- Cheats and steals

**7 - Is classroom environment teaching- learning important?**

Yes

No

Justify your answer please.....  
.....  
.....

**8 - What do you think of using classroom management strategy?**

Interesting	<input type="checkbox"/>	very interesting	<input type="checkbox"/>	not interesting	<input type="checkbox"/>
Important	<input type="checkbox"/>	very important	<input type="checkbox"/>	not important	<input type="checkbox"/>
Helpful	<input type="checkbox"/>	unhelpful	<input type="checkbox"/>	boring	<input type="checkbox"/>

**9 - Which style of teacher management you are?**

- Authoritarian teacher

- Authoritative teacher

- The indifferent teacher

- The laissez-faire teacher

**10 - What are the main reasons that lead students to misbehave?**

- They can not connect

- They feel insecure

- They feel lost

- They feel failure

**11– In your opinion, what are the best ways for students to become disciplined?**

.....  
.....  
.....  
.....

**12 – Do you try to create friendly atmosphere in the classroom?**

Always  Sometimes  Never

**13 – Could you describe your relationship with your pupils?**

.....  
.....  
.....

**14 – To what extent do you think that your pupils need more consciousness to classroom procedures and rules?**

.....  
.....  
.....  
.....

**15 – Are there any suggestions for a successful and effective classroom?**

.....  
.....  
.....  
.....

**16 – Would you add any further comments or suggestions?**

.....  
.....  
.....  
.....

### *Appendix 3*

#### **Classroom Observation Schedule**

Middle school :

Classroom observed :

Number of students present :

Date :

Teacher:

Observer:

Session:

**General observation of the class:**

<b>General Observations</b>	To High Degree	To Low Degree	No Degree
<b>Section one: Instructional Methods and Strategies</b>			
1.The teacher explains important ideas simply and clearly			
2.The teacher’s instructions keep the pupils attentive and engaged in the learning process			
3.Analyses the students’work for evidence of accomplishment of goals			
4.Uses informal assessment that is aligned with course objectives			
5.Times activities appropriately			
6.The teacher employs other tools/ instructions aids (i.e., technology, computer, video, over heads)			
7.EMPLOYS non-lecture learning activities (i.e., small group discussion, student-led activities)			
<b>Section two: Rules and Procedures</b>			
8.Routines of entering the classroom, moving and exiting within the classroom are taught			
9.Procedures are taught by the teacher in a regular way			

<b>Section three: Teacher- Student Interaction</b>			
10.The teacher responds appropriately to students questions and comments			
11.Demonstrates awareness of individual student learning needs.			
12.Treats all students in a fair and equitable manner			
13.The teacher is able to admit error or insufficient knowledge			
14.Monitors effectiveness of team/ group work			
<b>Section four: Physical Learning Environment</b>			
15.The classroom is clean			
16.The classroom is organized with sufficient space to move and walk around			
17.Classroom desks, furniture, and other materials are in an organized and good manner			
18.The teacher uses different seating arrangement according to the task he taught			
<b>Section five: Learner’s Behaviour</b>			
19.Learners use unsuitable language with each other or even with the teacher			
20.Learner’s misbehaviours interrupt the learning process			
21.Teacher uses certain strategies to manage these behaviours			
<b>Section six: Learning and Achievement in the English Subject</b>			
22.Learners are eager and motivated about learning			
23.Learners are prepared and on task from the beginning of the activity till the end			
24.Teacher uses praise or reward to motivate learners to learn English subject			

## ملخص

تهدف هذه الدراسة إلى معرفة مدى فعالية إستراتيجية أو تقنية الإدارة الصفية في إدارة القسم من طرف الأساتذة بشكل فعال. و للبحث عن أهمية هذه التقنية في التعليم طرحنا الفرضية التي تنص على أنه إذا تحكم الأستاذ في نظام المحيط و سلوك تلاميذه بطريقة فعالة و إيجابية داخل القسم فبالتالي سيخلق جو إيجابي يساعده على العمل بشكل مريح و هذا ما سيؤدي حتما إلى رفع مستوى التحصيل العلمي لدى التلاميذ. و للبحث عن مدى صحة هذه الفرضية، اعتمدنا في بحثنا هذا على وسيلتين أساسيتين : الأولى تمثلت في توزيع استبيان على سبع أساتذة و ستون تلميذ للسنة الأولى متوسط بمتوسطة العلامة عبد الحميد ابن باديس الكائنة بمدينة جامعة ولاية الوادي. أما الوسيلة الثانية فتمثلت في إجراء ملاحظة علمية لقسمين مستوى أولى متوسط . لقد تم تحليل البيانات المتحصل عليها عبر المنهج الوصفي الموافق لهذه الدراسة، و أظهرت النتائج على أن تحصيل تلاميذ السنة الأولى متوسط في دراسة اللغة الإنجليزية ليس جيدا و هذا راجع إلى عدة أسباب اختلفت من أستاذ إلى آخر. في نهاية البحث توصلنا إلى أن استخدام إستراتيجية الإدارة الصفية في إدارة القسم فعالة للتقليل من السلوكيات التي تعرقل عمليتي التعليم و التعلم كما أنه يجب على كل من إدارات المدارس المتوسطة ، أساتذة اللغة الإنجليزية بالإضافة إلى التلاميذ أن يولوا اهتمام كبير إلى دور إدارة الأقسام الجيدة و أثارها الفعالة في تحسين التحصيل العلمي للتلاميذ.