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**The Effects of Classroom Management on Pupils' Achievement**  
**in Learning English as a Foreign Language**  
**A Case Study of Third Year Literary Stream at AbadiBoussoualim**  
**Secondary School of BordjBouArreridj.**

**A dissertation submitted in partial fulfillment of the requirements for the**  
**Master degree in Sciences of Language**

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## *Dedication*

*I wish to dedicate this work which terminated by the assistance of GOD to my parents who support me, I also give it to my brothers, sisters, and all friends.*

*To every teacher who gave me any piece of advice as guidance throughout the research especially to my tutor Mrs.AICHAOUI who has been so patient throughout this year and whose help were too precious for me.*

*To my classmates and to all my promotion colleagues, to any known, and dear person.*

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## **Abstract**

The aim behind this present dissertation is to investigate whether classroom management affects on pupil's achievement in learning English at secondary schools or not. This study focuses particularly on some ways and strategies that should be implemented by the teacher to create a productive and successful learning environment thus a better achievement in English learning process. The study was mainly conducted on four teachers and two groups include 26 pupils for each group (third year literary stream level at BordjBouArreridj Secondary school); the research was a qualitative one because it deals with the relationship between the causes and effects of the variables which are classroom management and pupils' achievement in learning English as a foreign language. A classroom observation and open –ended interviews for teachers were designed; these two instruments serve as very reliable and powerful ones for gaining information about the issue; the obtained data were analyzed through descriptive analysis which is significant for analyzing the so-called data. The results of this study showed that pupils' achievement is not good and the learning process is not successful which is not only due to poor-managed classroom but other reasons behind this failure as well mentioned by the interviewed teachers. We further give some recommendations and suggestions to increase pupils' achievement and the leaning process.

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**General**

**Introduction**

**General Introduction**

Classroom management involves teaching pupils the ways and means to manage their own behaviors in classroom setting by creating an effective learning environment to maximize pupils' learning opportunities thus reducing some problems of classroom management which is a skillful organization of classroom life: planning lessons, organizing procedures and rules, arranging the physical environment organization and control of learners and learning process. Classroom management is one of the essential skills of effective teachers who play a basic role to be instructional leader; they must deal with the social, intellectual, and physical structure of the classroom.

Classroom management aims at encouraging and establishing student self – control through a process of promoting positive student achievement and behavior. Thus academic achievement, teacher efficacy, and teacher student behavior are directly linked with the concept of school and classroom management. So, classroom management is a key stone that makes both teaching and learning achievable.

This dissertation comprises three chapters. The first chapter, “Classroom Management”, it attempts a comprehensive definition of classroom management and presents and explains the key elements of classroom management. The second chapter, deals with learning English “The third and last chapter”,Data Analysis and Interpretation”, it includes the data collection and its analysis as a field work of the study.

**Statement of the Problem**

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

**Significance of the Study**

Realizing the need of today's pupils and working toward their achievement is a goal that all teachers have focus on. This study is undertaken to explore how classroom management is currently used by teachers in classes and how it affects pupils' achievement.

**Aim of Study**

The reason behind the interest in the subject is that both teachers and pupils need appropriate and well – managed classrooms for an effective and successful English teaching. We have chosen this topic “classroom management” to deal with different aspects and issues that the teacher follows when they are managing their classes. The aim of this study comprises the following:

1. To set suitable methods and techniques for well managed classroom;
2. To see the role of both teachers and learners in learning process.
3. To see whether classroom management affects positively or negatively on pupils achievement.

**Research Questions:**

The issue of classroom management of our research can be studied through the following dimensions:

1. What is meant by the term classroom management?
2. What are some basic elements of classroom management?
3. Do teachers use some effective strategies for productive learning process and successful achievement of pupils?
4. Do teachers' classroom management strategies influence the process of learning and pupils' achievement?

**Hypothesis**

If teachers establish positive classroom management, they would generally achieve positive teaching-learning process.

**Methodology**

Research methodology: in this research or study, we are going to use the descriptive method in order to determine and investigate whether classroom management and its strategies affect positively or negatively on pupils' achievement in learning English.

**Choice of Method:** we use descriptive one because it is the appropriate to gather information about the issue.

**Research Tools:** we are going to use classroom observation and interview to teachers because they are the most useful and effective tools.

**Sampling:** two groups of third year pupils at secondary school. Both groups contain 26 pupils.

**Limitations and Delimitations:**

**Limitations:**

Considering the importance of the subject, time may be a potential weakness of this study. In addition to this, we are supposed to explain clearly and cover the main key elements of classroom management as well learning process for a better achievement of pupils.

**Delimitations:**

This study is delimited to the problems of pupils' achievement in learning English as a foreign language at BordjBouArreridj Secondary. This study will be narrowed in the scope of third year level literary stream.

**Part One:**

**Theoretical Overview**

# **Chapter One:**

# **Classroom Management**



**Introduction**

Classroom management is an essential skill for teaching-learning process that teachers must use in order to facilitate it. We can say that classroom management is teachers' discipline in order to curb misbehaviors. A well –managed and organized classroom is the essential foundation upon which to build a solid instructional program and a climate of mutual respect and caring between learners and teachers. In this chapter, we are going to focus on the main key elements of classroom management such as the efficient use of time and classroom space, and then we are going to speak about the implementation of such strategies that influence students to make good choices rather than the attempt to control student behavior. At last, we deal with effective instructional strategies that lead to an effective classroom management. So classroom management aims at encouraging and establishing student self-control through a process of promoting student achievement and behavior.

**1.1. Definition of classroom management**

Classroom management is certainly concerned with behavior, but it can also be defined more broadly as involving the planning, organization, control of the learner, the learning process, and the classroom environment to create and maintain an effective learning experience (Dunbar, 2004). And according to other researchers they define classroom management as a term used by teachers as the prevention of disruptive behaviors.

## **1.2. Models of Classroom Management**

### **1.2.1. Learning-Centered Model**

It is a term used to describe classroom where learners are constructing meaning and knowledge. It is the way of getting learners actively involved in lessons; teacher should focus on learner playing a central role in teaching-learning activities; learners are helped by the teacher to seek solutions, solve problems, and find answers (Gallogher&Goodman, 2007).

### **1.2.2. Teacher-Centered Model**

It is a term used when the teacher is the director of all activities in the class; the focus is on what the teacher does to the classroom environment in order to affect desired behavior in the learners. (Ibid)

## **1.3. Types of Classroom Management Style**

### **1.3.1. Authoritative Classroom Management**

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

### **1.3.2. Authoritarian Classroom Management**

This type is restrictive and punitive; the focus is mainly in keeping order in the classroom rather than on instruction and learning (Ibid).

### **1.3.3. Permissive Classroom Management**

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

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## 1.4. Key elements of Classroom Management

### 1.4.1. Managing Time and Classroom Management

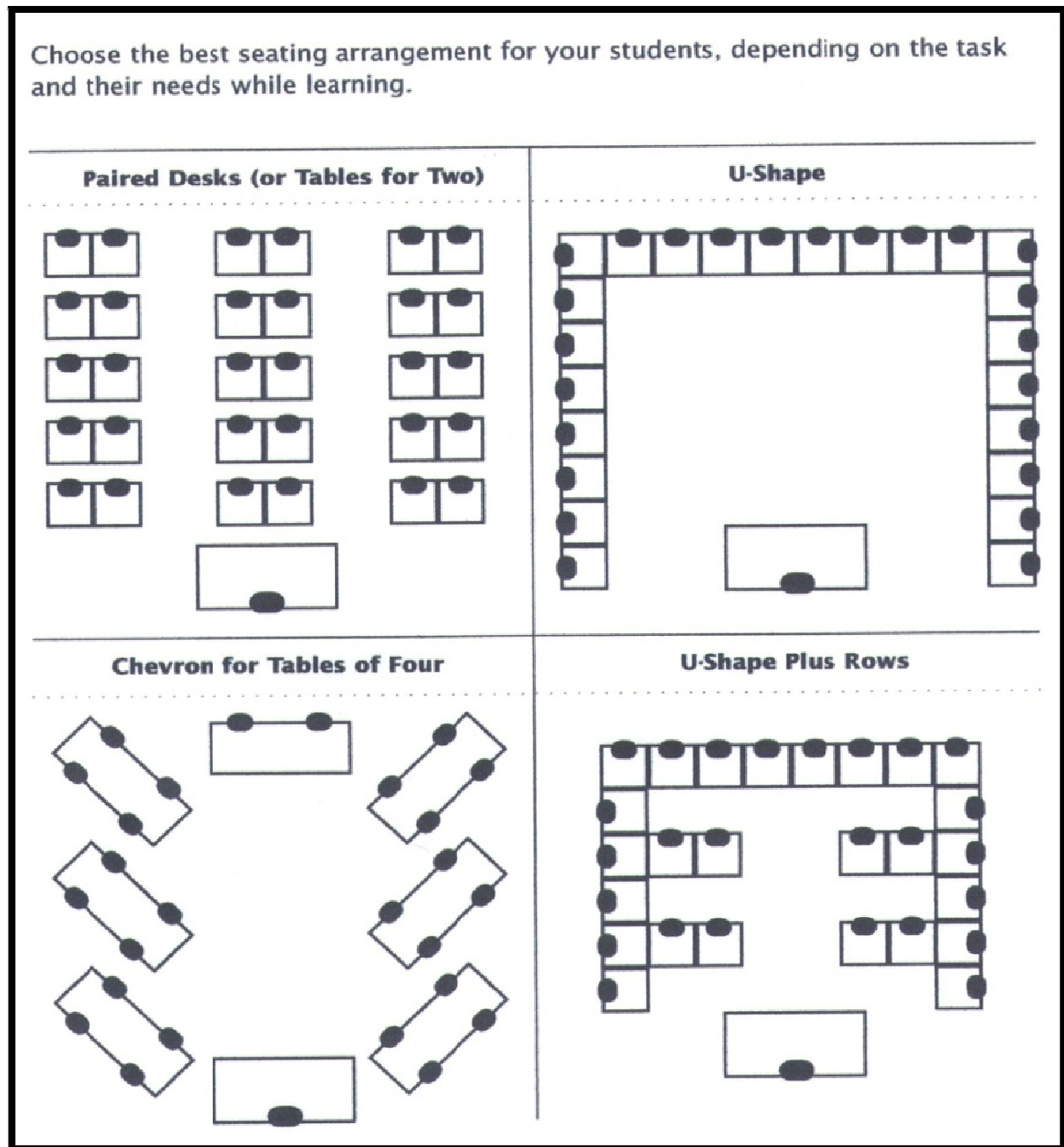
#### 1.4.1.1. Setting up the Classroom

Setting up the classroom is the first thing that teachers have to take into account. So, the way you set up your classroom largely determines the experiences teacher and learners share. When teachers decide to arrange the seating for their learners, they will depend on the furniture in the classroom they have, the space in that classroom and the style of teaching. The first impression of anyone entering the classroom is in your classroom arrangement, classroom climate, and observing the displays (McLeod, 2003).

##### 1.4.1.1.1. Arranging Student Seating

It is very important to place the furniture in the way that fit with your teaching style of course with regard to those with disabilities such as those with poor vision, hearing impairment ...etc. The use of space and room arrangement has a direct effect on time on task (Cummings, 2000).

Teachers should take into consideration the arrangement in the class. The suitable seating can facilitate the interaction and influence the success of activities. The teacher has the choice the appropriate seating according to activity in a reasonable way. So arrangement student seating will directly affect their behavior and learning (Moreno, 2010) Of course these arrangement seating will be successful when there is only a few number of students in class. The following figure show how should tables or chairs be arranged:



**Figure1:** Sample of seating arrangement for the classroom (Cummings, 2009, p.41)

This figure shows different seating arrangement that teacher should use and vary according to the activity because a suitable seating can facilitate pupils' interaction with a teacher and a successful activities. It can be successful only if there is a few numbers of pupils in the classroom. So this arrangement seating will affectpupils' learning.

#### 1.4.1.1.2. Visual Displays:

Learning is very sensory process. The main channels through which we take information are our eyes (visual), ears (auditory) fingers (kinesthetic). The visual displays in the classroom are very powerful learning tools so any teacher should plan them carefully (McLeod, 2003).

#### 1.4.1.2. Managing instructional time

According to Drunker (1954) as cited in (McLeod, 2003, p.47) stated that: *“until we can manage time, we can manage nothing else”*.

Effective time management is one of the skills necessary for success in schools as well as in everyday life. Learners need enough time to practice, review, apply ...etc. The best teachers is the one who effectively manage time and give their learners opportunities to learn and develop personal habits that lead to wise use of time (McLeod, 2003).

Wong and Wong (1998) as cited in (McLeod, 2003) describe the different types of school-day time:

- **Allocated Time:** the total time for teacher instruction and student learning
- **Instructional Time:** the time that teachers are actively teaching.
- **Engaged Time:** time in which learners are involved in a task.
- **Academic Learning Time:** time in which teachers can prove that learners learned the content or master the skill.

Some researchers are more interested in discovering how learning influenced by teachers 'use of time .Rich & Ross (1989) found that teachers are spent approximately 55percent of the classroom day for instruction, but only one-fourth of that time spent in leaning tasks (Algozzine; Henley; & Ramsey, 2009, p.257). So time management

is important for both teachers and especially learners 'achievement and attitudes towards learning.

#### **1.4.1.2.1. The Daily Schedule**

A measure of classroom attendance at the secondary of school level; one unit represents one hour per day each academic year, or between 180 and 190 hours of classroom content (United States Education Reference File 1999). Some secondary schools use a semester unit to record a subject taught one hour per day, five days per week for one semester (McLeod, 2003).

#### **1.4.1.2.2. Pacing the Year's Curriculum**

Many teachers have little control over the daily schedule or the curriculum, they control according to how they allocate time to teach standards and objectives. Teachers' responsibilities for pacing the year's curriculum involve two important elements: teaching the course content which ensure that most learners master this content; and assessing the learning needs of each learner by helping them move along a continuum of learning that allows them to achieve their goals (Ibid).

#### **1.4.1.2.3. Monitoring Time Spent on Instructional Strategies**

McLeod (2003) pointed out the following suggestions that help teachers estimating how long they should plan for various types of instructional strategies:

- Allow adequate time for completion of activities.
- Evaluate time it takes for each instructional strategy you choose.
- Limit lectures to no more than 20 minutes for high school learners.
- Assessing individual seat works as a part of scheduled class time in order to monitor learner progress.

- Assigning projects is a good way to help them search.
- Use a variety of instructional activities for a period of 60 to 90 minutes in order to maintain learner's attention.
- Specifying a time involving cooperative, collaborative, and small group activities.

#### **1.4.1.3. Managing Daily Administrative Tasks**

The daily administrative tasks are those non-instructional tasks which usually occur at the beginning and the end of each day such as taking the attendance, collecting learners work organizing materials, implementing a system of learner helpers, also other important classroom routines; dealing with incomplete, late, and missing lectures or tasks. These administrative tasks can save time, teach students the value to be responsible, and finally provide an effective learning environment (McLeod, 2003).

#### **1.4.1.4. Managing Teacher Time**

*“Time is the coin of your life .Only you can determine how it will be spent» Carl Sandburg as cited in (McLeod,2003, p.20).*

The basic duties of any teacher nowadays is concerned with the well-planned lesson for their students ,grading students ,and providing feedback, but unfortunately the time for a teacher to do so is not sufficient.

##### **1.4.1.4.1. Planning Lessons**

Planning lessons is the most important task; any plan gives the lesson a framework, an overall shape. Planning helps both teachers and learners; helps teachers to think about what they intended to do especially when they momentarily forget, and also it gives learners ideas about the coming lessons .Finally, planning helps learners because it gives

them confidence; they know whether a teacher follow a logical pattern to the lesson and if there are connection between activities .So, teachers has to be flexible in order to satisfy the learners' needs (Harmer, 2007).

**1.4.1.4.2. Evaluating student work**

Evaluation is a way to form an idea about the pupil's level in school. It can be done through exams, teacher's observation of his pupils during learning process, participation in class, and extra works such as home works, projects...etc.Teacher should evaluate their learners to see whether their methods and strategies are effective or not (McLeod, 2003, p.46).

Teachers make the best use of time to evaluate students' papers or work when they categorize the types of work students do, and the purpose of each type as shown in the following figure:

<b>Type of Product</b>	<b>Student Purpose</b>	<b>Teacher Purpose</b>
Class Work	Practice or apply concept or skill in individual or group settings	Monitor students 'performance ,provide individual help , and plan follow-up lessons and activities
Homework	Practice for proficiency or apply new learning in a real-world situation	Provide additional time outside of class to achieve proficiency or to make learning relevant
Projects	Develop research skills, strategic skills for completing long-term assignments, a deeper knowledge of content, and the ability to make various types of presentation	Develop students' abilities to do research and broaden content knowledge, work in small group settings, develop skills to manage long-term assignments; make presentations using a variety of formats, and engage each student's



		interests and talents
Essays and Reports	Develop and practice writing skills; develop the ability to structure an interesting piece of writing that demonstrates what students are learning, how they think, and what they are interested in	Develop students' abilities to organize information, present it in an interesting way, apply skills of good writing, and show knowledge of a topic
Quizzes	Show the progress they are making toward a Learning goal	Monitor individual student progress, determine areas of content on which students need more time, and plan follow-up lessons and individual assistance
Tests	Show accomplishment of standards and learning objectives	Determine level of student achievement on given standards or objectives; make decisions about individual assistance and next steps in lesson planning

**Figure2:** Students Work Products (McLeod, 2003, p.47).

This figure states the different types of products such as home works, projects, essays and reports, quizzes and tests that teacher should use to differentiate pupils' evaluation and of course with focus on both teacher and pupils' purpose from these kind of evaluations.

#### 1.4.2. Managing Student Behavior

Managing student's behavior is a complex process, so teachers must be multi-skilled, talented, and able to deal with different behaviors.

#### 1.4.2.1. Classroom Climate

Classroom climate is something a student can sense or feel about belonging to a classroom. There are an essential aspects of a positive classroom climate such as leadership organization, the relationship between teachers and students which make them feel relaxed and comfortable in learning process. It is important for teachers to look for the best ways and techniques in order to create a class tone, effective, positive, and social learning environment (Rogers, 1990).

#### 1.4.2.2. Establishing Positive Relationship with Students

Brophy (1999) defined classroom management as “*creating and maintaining a learning environment that supports instruction and increased student achievement*”.

The first step to establish a positive classroom climate is based on the mutual trust, respect, caring. Creating this climate is through positive relationships that are established between teacher and students and among students themselves. These relationships become more effective to the teaching process over time and are the bedrock of classroom management (Fisher, 2003, p.62).

#### 1.4.2.3. Establishing Standards, Rules and Procedures

Some researchers stated that “*standards, rules, and procedures vary in different classrooms, but we don't find effectively managed classes operating without them*”

Standards, rules, and procedures are different. They are means of to organize the class; they are not used to control students, but to teach them self-discipline also they teach them what they need to learn in order to work successfully in the classroom (Fisher, 2003, p.75).

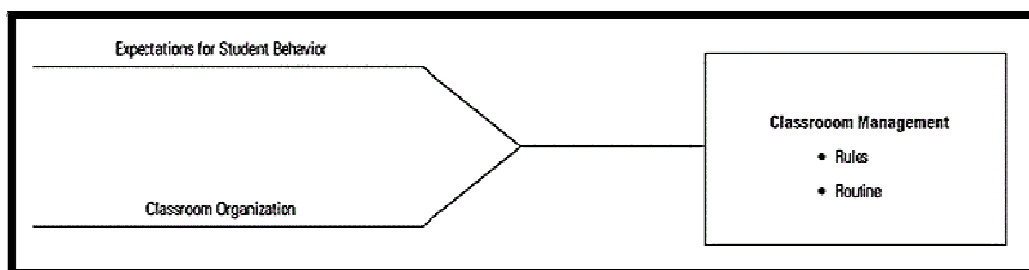
### 1.4.2.3.1. Standards

Standards show what all students should know and be able to do within the classroom; in other word their responsibilities to themselves .Standards includes all situations that are good and easy for teachers. Some of them include “Be polite and helpful”, or “Do only things that help and others to learn “.These standards must be carefully taught and practiced (Fisher, 2003).

### 1.4.2.3.2. Rules

Rules are central to all discipline programs ,they are description of standards for acceptable behavior .For example ,”listen when someone else is talking” ;”when you speak raise your hand “ ;”bring your books and materials to class “;”be in your seats when the bell rings” ;”touch other students’ belongings only with their permission(Curwin&Mendlar ,1988).

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 behavior problems that interfere with learning , but also can promote a feeling of pride and responsibility in the school”(Purkey& Smith, 1983) as cited in( Eggen&Kauchack, 2004).



**Figure3:** Visual Representation of Classroom Management and Organization (Example of Fishbone Mapping) (adapted from classroom management and organization, 2004).

The figure above represents the way how the components of the quality of classroom management and organization fit together; “classroom organization “catches the structural aspects of how a teacher structures his/her classroom.”Expectations for pupils’ behavior” refers to the interpersonal elements that contribute to the overall classroom management and ultimately to the unique climate of every classroom.

**1.4.2.3.3. Procedures**

Procedures are steps for the routines students follow in their daily learning activities, such as how they head a paper, 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.

Effective teachers plan and teach procedures until students get familiar. These procedures create a regularity and equilibrium for both students and teachers (Bovenzi, 1980).

The following figure shows the categorization of procedures into groups:

Categories	Procedure for
Uses of room and school areas	<ul style="list-style-type: none"> <li>•Students’ desk and storage areas</li> <li>• Learning centers</li> <li>• Distribution, collection, and storage of materials</li> <li>• Teacher desk and storage areas</li> <li>• Drinking fountain, bathroom, and pencil sharpener</li> </ul>

	<ul style="list-style-type: none"> <li>• Office, library, cafeteria, and playground</li> </ul>
Beginning and ending of class or school	<ul style="list-style-type: none"> <li>• Taking attendance and collecting homework</li> <li>• Tardy and early-dismissal students                             <ul style="list-style-type: none"> <li>• Sponge activities</li> </ul> </li> <li>• Storage and distribution of materials</li> </ul>
Whole-class and small-group instruction	<ul style="list-style-type: none"> <li>• Interaction                             <ul style="list-style-type: none"> <li>• Signaling for attention</li> </ul> </li> <li>• Movement within the classroom                             <ul style="list-style-type: none"> <li>• Materials</li> </ul> </li> </ul>
Transitions	<ul style="list-style-type: none"> <li>• Time between subject areas or classes                             <ul style="list-style-type: none"> <li>• Unexpected free time</li> </ul> </li> <li>• Controlling noise levels and talking</li> </ul>
Student Works	<ul style="list-style-type: none"> <li>• Paper headings</li> <li>• Incomplete, late, or missing assignments                             <ul style="list-style-type: none"> <li>• Posting assignments</li> <li>• Collecting work</li> <li>• Due dates and times</li> </ul> </li> <li>• Checking work (both students and teachers)                             <ul style="list-style-type: none"> <li>• Turning in papers</li> </ul> </li> <li>• Keeping track of what work is turned in and what isn't                             <ul style="list-style-type: none"> <li>• Returning student work</li> <li>• What to do when finished</li> </ul> </li> <li>• Getting help when the teacher is busy</li> </ul>
Miscellaneous	<ul style="list-style-type: none"> <li>• Disaster drills</li> <li>• Emergency situations (e.g., sick and injured students)</li> <li>• Movement around school grounds</li> </ul>

**Figure4:** Categories of Procedures (Fisher, 2003, p.78) (Adapted from “Classroom Procedures Checklist” by the American Federation of Teachers).

This figure shows how teacher should categorize different procedures that create a regularity and equilibrium for both teachers and pupils and control the smooth running of the process of learning.

#### **1.4.2.3.4. Students' Values**

It is very important for both teachers and administrators to understand that the interaction between teachers and students is in learning process according to certain values which signify the role of teachers .Any school must teach values and of course it varies from one school to another; some schools teach values as an addition to the main curriculum. Others try to teach them using the hidden curriculum; including things such as the pictures that are placed in the walls...etc.Some of these values are: responsibility, tolerance, care, respect and honesty (Lewis, 2009).

#### **1.4.2.4. Categories of Student Behavior**

**Category A:**are those pupils who manifest behavior .They respond appropriately to the curriculum also they give much interest to whatever teacher ask them to do (Lewis, 2009)

**Category B:** they are less interested in the work given to them and also less confident of their abilities .Consequently, they are distracted .This pupils 'behavior often improves as a result of teachers 'use of rewards and punishment (Lewis, 2009).

**Category C:** this category of behavior includes the isolated students within the class. Consequently, the teacher provides an opportunity for talking with them so that they will be aware of the impact of other students. (Ibid).

**Category D:** this final type involves students with repeated misbehavior although teachers use all the above techniques. This type related to what being taught when student are less interested and unable to achieve (Ibid, p.17).

#### 1.4.2.5. Disruptive Behavior

Disruptive behavior can be defined as the behavior that is problematic or inappropriate in a given activity or for certain teacher. In most classrooms, students' behavior is generally appropriate. However, there are sometimes a few students whose behavior is inappropriate. It is difficult to manage that make the teacher look for some strategies and solutions (Hayman & Moskowitz, 1976).

#### 1.4.2.6. The impact of teachers' Aggressive Classroom Management

The use of aggressive strategies in the classroom is non-productive. Some results have shown that these aggressive strategies may include the verbal abuse of pupils, humiliating them by the use of sarcasm, exiting them from the class from time to time, harsh punishments; these aggressive strategies may lead to less interest in the subject being taught, absences from school, an increase in certain behaviors such smoking, drugs...etc.

Lewis (2009, p.27) stated the negative impact of teachers' aggressive classroom management techniques on pupils as:

Students who are less able to concentrate on their school work, and who are more likely to think less positively of their teacher after their teacher handles misbehavior in their classroom are likely to perceive more of the following teacher behavior: misbehavior, either by the teacher choosing the wrong student or by blaming the sins of individuals on the groups; showing anger and in the case of students' attitudes to their teacher, not providing clear and rational rules; using arbitrary or unreasonable sanctions and moving students without warning. Once again, teachers perceived as more supportive of appropriate classroom behavior are associated with more positive attitudes.

#### 1.4.2.7. Preventing Disruptive Behavior

When we talk about misbehavior, we are going to talk about certain undesirable behaviors which create problems to the teacher such as:

- ❖ Playing with the ruler, pencil, or other objects.
- ❖ Arguing with the teacher, refusing to do work.
- ❖ Leaning back in chairs (two legs off the floor).
- ❖ Taking materials that belong to someone else.
- ❖ Making inappropriate sounds.
- ❖ Using headphones during instruction.
- ❖ Using inappropriate language.
- ❖ Sleeping in class.
- ❖ Putting on makeup.
- ❖ Cheating or copying.
- ❖ Making noise
- ❖ Eating or chewing gum.

And there are many others (Cummings, 2000).

#### 1.4.3. Implementing Instructional Strategies

According to Garder (1991) as cited in (Hoover, 2003, p.181) stated that: "*even when classes are small and students are motivated, it is necessary for teacher both to be truly knowledgeable and to know how transmit the desired or required knowledge to students*".



When teacher have arranged and organized the classroom, put the schedule, and determine some rules and procedures for productive learning process. Teacher must not only decide what will be taught but also how it will be presented; the successful teacher is the one who select the best strategy which is suitable for pupils to build knowledge such as whole-class and small-group strategies, working in pairs, working individually(Hoover, 2003).

**Conclusion**

Classroom management is a real challenge for both teachers and learners who want to perform well in English language. As this factor or skill could determine learners low or high achievement in learning English as a foreign language, teacher as a key person in education should take it into account and should explore it more deeply because he plays a pivotal role in creating and establishing a producing learning environment without disruptive behaviors and by implementing rules and procedures, some instructional strategies. So classroom management is the orchestration of classroom life: planning curriculum, organizing and rules, arranging the environment, monitoring pupil progress, anticipating problems so that maximizing pupils' achievement in learning English.

# **Chapter Two:**

# **Learning and Achievement in English as a Foreign Language**

## **Introduction**

Teachers can be really effective only if they know exactly what learning means as a very complex process because it influences their way of teaching and it is impossible to put teaching in isolation from learning. To make this process very successful it must be concerned with what and how learners use effective learning strategies and how can be a good learners an a good teachers .In this chapter, we are going to deal with this issue of learning English as a foreign language in more detailed, and about achievement in English in a few detailed.

### **2.1. Definition of Learning**

Learning is a complex concept and activity that most teachers and students would as the importance of a social, emotional, and cognitive element of learning. It is an experience of both students' teachers (Hewitt, 2008).

Others define learning as an enduring change in behavior, and the capacity to behave in a given fashion which results from practice or other forms of experience (Skunk, 2008)

### **2.2. Different Views of Learning**

#### **2.2.1. Behavioral Views**

According to behaviorists , learning is a relatively permanent change in our thoughts , feelings that results from experience .This view is originated with the work of the American psychologist JohnB.Watson in 1913 who published an article known as “the behaviorist manifesto “ , which argued that psychology should be concern with human behavior rather than human mind (Moreno, 2010).

Behavioral principles can be applied when the teacher is interested in promoting appropriate behaviors (taking turns, doing home works, and discouraging inappropriate behaviors (cheating, lying, fighting ...). The focus of these behavioral of learning views is on producing desirable behaviors or reducing undesirable ones (Moreno, 2010).

### **2.2.2 Cognitive Views of Learning**

According to cognitivists, learning is a relatively change in mental structures that occurs as a result of an individuals' interaction with environment. They focus on mental processes of new information such as paying attention to teachers' explanation, interpreting a graph relating new concepts to prior knowledge. .

Cognitive views of learning use the information processing modal to explain how individuals acquire, store, retrieve, and use information (Ibid).

### **2.2.3 Sociocognitive Views**

Sociocognitive occurs when people learn from observing other's behaviors. Social learning also occurs o observing the environment outcomes of other's behavior (Bandura, 2000). Because social learning is learning from others rather than from direct experience, it is also called indirect leaning. (Moreno, 2010)

### **2.2.4 Constructivist Views**

Constructivists based on the idea that students are actively construct their knowledge from their personal experiences with others and environment. Constructivists should promote the active participation of all students and include teacher as guidance and monitoring (Ibid, p. 321).

### 2.3. Learning Strategies

According to (Ridding &Rayner, 1998) as cited in (Hewitt, 2008, p.18), he defines a learning strategy as: *"a set of one more procedures that an individual acquires to facilitate the performance on learning task"*.

These strategies will vary depending on the nature of the task. (Dorney,2001, p.95) set some examples of earning strategies:

- Relate new language information to concepts already in memory.
- Place a new word, phrase in a sentence to remember it.
- Learn new vocabulary by using word cards.
- Relate new information to prior knowledge.
- Identify explicitly the main difficulty in a task.
- Take notes or highlight information.
- Create a practice opportunities.
- Seek help from others.
- Ask for clarification.
- Learn a task with a friend.

### 2.4. Types of Learner Strategy

According to Rubin (1987) as cited in (Hedge, 2000,p.77) defines a learner strategy as the following: *"Any set of operations ,steps ,plans ,and routines used by the learner to facilitate the obtaining ,storage, retrieval and the use of information,...that is what learners do to learn and do to regulate their learning."*

### **2.4.1. Cognitive Strategies**

Cognitive strategies are processes which used directly in the second language to deal with the information in a task. Some examples of these cognitive strategies are: repetition (imitating a model), writing things down, inferencing (making guesses about a meaning in a new language) (Ibid).

### **2.4.2. Metacognitive Strategies**

Metacognitive strategies are what learners do to manage their learning. They involve planning for learning and thinking about learning such as reviewing the notes they have made during class (Hedge, 2000).

### **2.4.3. Communication Strategies**

Communication strategies occur when learners use gestures, miming; paraphrasing the value of these strategies is to keep learners involved in conversations through which they practice the language (Ibid).

### **2.4.4. Socio-effective Strategies**

This fourth category provides learners with opportunities to practice the language For example, conversations with native speakers, listening to the radio watching TV programmes, and spending time in language laboratory (Hedge, 2000).

## **2.5. Teacher' roles in the Learning Process**

In the teaching –learning process, teacher's role changes from one activity to another .Harmer (2001) stated that teachers use many metaphors to describe what they do. Sometimes they say that they are like actors because they are always on the stage. Others think they are like orchestral conductors...etc.

According to Harmer; these roles are:

### **2.5.1. Manager**

It is one of the most important role of teachers; teacher as a manager has to know that the success of many activities depends on the organization and on the students' knowledge exactly what they are doing .To be a good manager in communication language classroom, the teacher has to know several management strategies such as space, time, the use of instructional strategies, and how to deal with students' behavior as we mention in the first chapter (Ibid, p.58).

### **2.5.2. Teacher as a Model**

The model teacher is the one who can describe the lesson in a way that learners can make an idea about what they receive; teachers should help learners to communicate in the target language (Harmer, 2001).

### **2.5.3. Teacher as a Participant**

A good participant is the one who gives opportunities and chances to all learners to participate with him/her .Harmer (2001,p.60) argued that: "*there are also times when we might want to join in an activity not as teacher, but also as a participant in our own right*"

### **2.5.4. Teacher as a counselor**

This role is when the teacher advises students how best to do a task .A good counselor should encourage their students to be self-reliant in their learning. Harmer (2007) stated that teacher needs to encourage their learners how they may proceed an activity when there is a moment of silence or when they are confused.



### 2.5.5. Teacher as a Facilitator

The teacher can facilitate a communication process among all students in the classroom by providing certain materials that enable student to learn .To be a good facilitator, the teacher must use various techniques, gestures that facilitate this learning process as Harmer pointed out "*one of the things that we are uniquely able to do on the spot is to mime, gesture, and expressions to convey meaning and atmosphere*" (1999, 64).

### 2.6. Learner's Role in the Learning Process

Teaching-learning process is more effective when teachers and learners share the same purpose in doing an activity .thus how shared perception can be achieved?

According to Hedge (2000) there are four perspectives of learner-centered:

- The first perspective is applied to situations in which learners can specify their need for learning English.
- When learners contribute to the design of language learning activities .These classroom activities must be understood and can be done using information that the learners themselves bring to class .this is the second perspective.
- Encourages the students to take a big responsibility for their own successful learning, not only by contributing to the course or activity but also by continuing their learning at home. Students have effective strategies for planning, performing and monitoring their independent learning which is the third perspective.
- The fourth perspective is using methodology which allows learners greater control over the learning process. Classroom observation suggests that motivated students wish to do this anyway.

These perspectives suggest a far wider range of roles for the learner. Hedge stated that in contributing to course design, learners can research their needs, negotiate content, and help to monitor the progress of the course. In contributing to activity design, learners can explore and experiment. In developing more independent approaches, learners can plan, initiate and organize their own work. And in a classroom where participation is high and its nature is flexible, learners can question, clarify, and comment.

### **2.6.1. Characteristics of a Good Learner**

Students as a principal and dynamic part in the classroom, have a main role in the effective teaching-learning process especially if they possess some characteristics. Harmer (2001, 42) asserts these characteristics as follows:

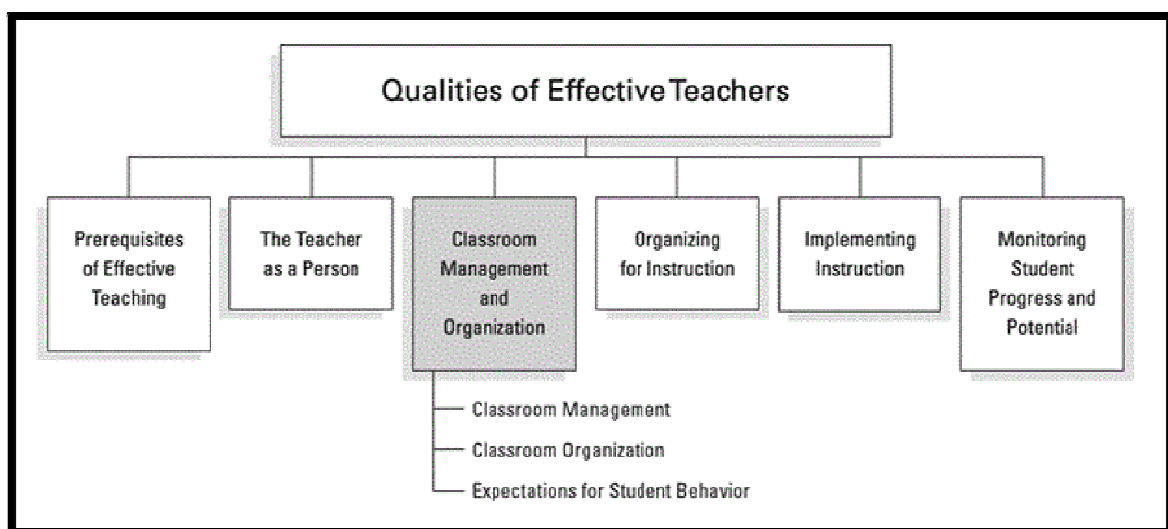
1. A good learner has the opportunity to hear the teacher's instructions, not just listen to her/his expressions but also to focus the language she/he uses.
2. She/he always ready to take risks, try to do things and see how it works.
3. Successful learner can ask questions when she/he has the chance. Also, s/he judges when it is appropriate to do and when it is not.
4. The learner thinks about how to learn. She/he uses the best way to write, to read..., etc. The learner has the ability and the opportunity to invent new ways and techniques for her/his own.
5. Willingness to accept correction, good learner is prepared to be corrected, if it helps them.

These are some good learner's qualities which are the part of the teacher's job as she/he encourages them by creating an atmosphere which shows learners that their participation and questions are welcome.

### 2.6.2. Characteristics of a Good Teacher

Teachers must be an effective by expecting from their students to work in different ways that fit with their personalities and situations and there are many characteristics as suggested by Burden & Williams (1997)

- Creating a relaxed and enjoyable atmosphere in the classroom.
- Keeping control in classroom.
- Presenting work in an interesting and motivating way.
- Providing conditions so pupils understand the work.
- Making clear what pupils are to do and achieve.
- Judging what can expected of pupils.
- Helping students with difficulties.
- Developing a good relationship with students.
- Encouraging pupils to raise their expectations of themselves.



**Figure5:** Qualities of Effective Teachers (adapted from classroom management and organization, 2004)

This figure shows that effective teachers know that pupils' behaviour is not only about rules but they also know that the main focus is on the classroom climate that influences how pupils perceive their environment and behave. Thus, effective teachers expect pupils to act in a manner that contributes a positive classroom environment.

### **2.7. The importance of Learning English at Secondary school**

The statistics give us no particular information of teaching English. In the other hand, the increase of English language is not due to the choices of pupils but for certain reasons such as:

- English is the foreign taught in many countries all over the world.
- It is one of the languages of advanced sciences.
- It is one of the languages needed to run a first class business.
- It is needed by students travelling abroad to start or continue their university learning.

The pupils who choose these languages were a lot and keep their learning very important. The number of foreign languages studied in Algeria decreases to five which is in order English, German, Spanish, Italian, and Russian. English was the most studied language for the reasons already mentioned above (Alkhuli, 2006).

### **2.8. Motivation for Learning English:**

There are many reasons why pupils learn English. One of these reasons is to give them mobility. Then; some students regard their learning to this language as a hobby or as a cultural pursuit of the educated person, or may have pressing reasons for wishing to communicate in English. Any individual may be influenced by a variety of motivations which will affect learning strategies as it suggested by Hedge (2000):

- 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.

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

### **2.9. The Impact of Classroom Management on Learning**

Research has shown that classroom management is the teacher variable that has greatest effect on pupil's achievement; teacher can enhance this achievement of those pupils by using different effective strategies. Pupils can learn more and more motivated to learn in well managed classrooms which should be determined by the teacher as a key person of this process .Thus, teachers should take into consideration all aspects and strategies of a well managed classroom. We can say that classroom management is like a vehicle; the teacher is the driver of that vehicle; as the driver respond to their passengers' needs also to reach their destination, the teacher also should take into consideration their pupils' needs so that they can reach their objectives and goals of learning process. So, classroom management is not an easy task for both teachers and pupils and teachers should consider several things to manage their classroom in an effective way. Classroom management has a great impact on pupils' learning process (Moreno, 2010).

**Conclusion**

In many schools' programmes all over the world the learning foreign language is obligatory for all students without any choices ; so teachers must play an effective role by helping and giving their pupils certain techniques in order to acquire , and to learn that language since it is a foreign one for pupils ; however , effective teaching is not secured through knowing how to teach only , but also through some strategies of teaching because learning is a complex process includes an increase in skills , knowledge , understanding Effective learning leads to change development and a desire to learn more and achieve better.

**Part Two:**

**Field Work**

**Introduction:**

We have presented the literature review of classroom management and achievement in learning English as a foreign language. The next chapter which is the practical one (the field work); our aim from this study is to see and describe the effects of classroom management on learner's achievement in learning English whether it is high or low achievement and whether teachers the process teaching-learning strategies or not. This part or chapter is devoted to the analysis of a descriptive study which is made at the level of third year literary stream at AbadiBoussoualim secondary school in BordjBouArreridj. Through classroom observation and interviews 'findings we are going to prove our hypothesis.

**3.1. Classroom Observation Schedule:****Introduction:**

This classroom observation has done with two groups of third year literary stream at BordjBouArreridj secondary school for two weeks and about eight sessions; four sessions for each group. It has done by taking notes through observing some events about the learning process in order to give feedback information to others.

**3.1.1. Description of Classroom Observation:**

The purpose of using this classroom observation is to make notes about what happens during English subject with third year literary stream at BordjBouArreridj secondary school, how does the teacher manage her classroom, and of course to give feedback information to others. This observation is made in order to see whether classroom management has any effect on pupil's achievement in learning English is it positive or negative. we have done this observation with two groups of third year



literary stream for two weeks and about eight sessions four sessions for each group. This classroom observation consists five sections; general observation about the learning environment and the physical space, some instructional strategies used by the teacher, certain procedures and rules applied in the classroom, pupil's behavior and the last section concerned with learning and achievement in English. In addition to some extra sessions, which we attend for making general observation.

The following is the description of the five sections in detailed and which concern the two groups:

### **Section one: Physical Learning environment**

In this section, we try to concentrate my observation on the learning environment such as the physical space like for example the cleanness of the classroom, the position of the furniture and other materials whether they are placed in good and organized manner or not and if the materials are clearly marked with visuals.

### **Section two: Instructional Strategies Used by the Teacher.**

This section speaks about some instructional strategies that must be used by any teacher and whether these strategies keep the pupils attentive and engaged how the teacher treats their pupils and the relationship between them. Moreover, whether the teacher depends on other strategies like cooperative learning group or small groups or not, it's the same progress during the fourth attended sessions.

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

This section deals with some rules and procedures which are taught and reviewed by the teacher in a regular way, some routines within the classroom such as entering,

exiting, and moving within the classroom. Other classroom rules and the progress of those observations during the coming session.

#### **Section four: Pupil's Behavior**

This section consists of four observations ; starting by how do pupils treat each other , pupil's misbehavior, whether a teacher use certain strategies to manage pupil's misbehavior , and how does he / she prevent these misbehaviors .

#### **Section five: Learning and Achievement in English.**

It contains five statement of observations and it deals with the learning process and pupils achievement in English as a foreign language also in what degree do pupils engaged in certain activities with the teacher and if the teacher uses some things as a way to motivate them to learn.

In addition to the extra sessions that we attended ; one among the previous sessions when the teacher make the second exam correction for two sessions for the two groups and three other sessions which we attended with a third year scientific stream only to see the difference between them.

#### **3.1.2. Analysis of the Classroom Observation: (Group one)**

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

When we enter the class for the first time, we was astonished how this classroom is clean, well-organized, decorated with pictures, the furniture is placed in a good manner and also the materials which are marked with visuals for all pupils to see .In addition, what really attracts me is the walls which are decorated with pictures of English proverbs and which are many of them. My observation of the learning environment stays the same for all

the sessions that we attended only what is changed is the cleanness of the classroom to low degree for the two last sessions. Anyone enter the classroom as a visitor will have a good impression about the atmosphere and the learning environment because it is very important aspect so that pupils can feel comfortable and ready for the learning process. Also to maintain their interest, motivation, and involvement.

### **Section two: Instructional strategies**

Teacher does not use a variety of instructional strategies for the four sessions that we attended only to a low degree .For example: teacher allows a sufficient time to students to complete their activities to high degree for all sessions. Teacher's instruction do not keep the pupils attentive and academically engaged all the time; sometimes they listen to their teacher's instruction and sometimes do not at all; they completely ignore what the teacher is saying but she treats them in a gentle manner and respectfully because normally when the teacher gives instructions, it is important for them to check that her pupils have understood what they are being asked to do. This can be achieved by asking them to explain the activity after the teacher has given the instruction .Moreover, the teacher depends more and in a high degree on cooperative learning group because it allows pupils to work together in small groups with individuals of various talents, abilities, and background knowledge to accomplish certain task and build their self-esteem.

The teacher all the time and in a high degree used to involve good pupils with bad ones in order to let the bad ones benefit, motivated to learn and express themselves. But she do not use a variety of instructional activities for a period of 60 to 90 minutes to maintain pupil's attention only to very low degree because they like change from time to time; for sure they will get bored of the same and usual activities given by the teacher so

teachers from time to time should bring new things to their learners in order to let them eager about the learning process.

### **Section Three: Rules and Procedures**

The classroom observation in this section is devoted to whether the teacher uses some rules and procedures in the classroom or not. From my own observation, we do not observe any new or specific rules and procedures but only the usual and the habitual ones such as “listen when someone else is talking», «when you speak raise your hand», «bring your books and materials in class”; these are used by the teacher in a low degree for the four sessions. Moreover, concerning the procedures which are the routines that pupils follow in their daily learning activities. For instance, how they head papers, sharpen pencils, distribute and collect home works and other materials, check in works, dealing with incomplete tasks and there are many of them, emergency situations (sick or injured pupils). Furthermore, some routines of the way of entering and exiting the classroom are observed but not in good manner; pupils are leaving the classroom without even get the permission from their teacher; they enter and exit the class as they want ,arrive very late to the session but the teacher do not interfere anymore. They deal with these rules and procedures in a low degree of importance.

So effective teacher should plan those rules and procedures until the pupils get familiar with them because using these rules and procedures create a productive learning environment and not only can reduce behavior problems that may occur during the learning process but also promote a feeling of responsibility in the school.

**Section Four: Pupil's Behavior**

This section deals with a very interesting issue which is pupil's behavior and how should teachers manage some misbehaviors using certain strategies. Many pupils' misbehaviors interrupt the process of learning to a high degree. Pupils do not appreciate the efforts given by the teacher and ignore totally this English subject. They respond using certain behaviors during the session. For example, they talk with each other while the teacher is explaining the lesson, eating during the session, playing with the mobile, refusing to do work, using inappropriate language, making noise...etc. All these misbehaviors hinder the smooth running of the lesson and are a waste of time for both pupils and teacher. Furthermore, the teacher uses some aggressive strategies toward these behaviors. For instance, exiting pupils from the class from time to time, use a harsh punishments, humiliating them in front of their friends, abuse them... etc. these aggressive strategies may lead to less interest in the subject being taught, absences from school. So the teacher should know how to manage these behaviors in a way that creates an atmosphere conducive to learning.

**Section Five: Learning and Achievement in English**

This last section covered the process of learning and achievement of pupils and unfortunately, pupils are not very interested in English subject and even they did not give kind of importance to this matter and they are not even motivated to learn this subject. When the teacher gives them certain activity to discuss in group work or in pairs; most of them are not prepared and engaged on task and they are completely absent minded. Only a few pupils are interested in those activities given by the teacher and participating with him, their eager and enthusiasm toward learning is very low, we can see there is no degree of interest. I asked the teacher about their achievement in English during exams and tests,

they reply that they are very bad all the times. Although the teacher motivate their pupils from time to time by rewarding and praising but there no positive reaction or respond with her. They ignore totally the subject; they do not bring their textbook or even write their lesson and follow with the teacher. The learning process is not very effective in this group that's why their achievement is low.

### **3.1.3. Other General Observation: (Group one)**

In addition to the statements that we have prepared and which are indicated previously in order to make notes and information about classroom management and learning process and give feedback to others, we witness other observations during the teaching -learning process .For example, the number of pupils attending the session is very few and only girls (15 pupil and sometimes less).Moreover, from these few pupils one or two are interested in the subject and concentrating with the teacher; others study other subjects such as Arabic, Philosophy during English session ,a few pupils bring the textbook and follow with the teacher, some of them use the mobile and listen to music when the teacher gives some instruction and they refuse to do work. Furthermore, boys are too noisy do not give any importance to English subject and girls are laughing and talking with each other from the beginning of the session. we attend about three sessions of correcting the second exam; pupils do not pay attention to the teacher when she gives them the correction and some grammar rules .Before the teacher gives the pupils their marks, she first give me the opportunity to consult them and unfortunately they were very bad and catastrophic marks only two or three pupils get the average .when they get their marks, there is no reaction or respond; they do not take things seriously since they do not like this subject.

### **3.1.4. Analysis of Classroom Observation: (Group two)**

Nearly the same observations with the second group in all sections only what is different is in pupil's behavior section and the learning process section.

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

In this section which is observed in terms of the learning atmosphere and environment. The same observation is seen as the first group we was astonished how this classroom is well managed, well-organized, decorated with different pictures, the furniture is placed in a good manner and visioned by all pupils. In addition, what really attracts me is the walls which are decorated with pictures of English proverbs and which are many of them. My observation of the learning environment stays the same for all the sessions that we attended only what is changed is the cleanness of the classroom to low degree for the two last sessions. Anyone enter the classroom as a visitor will have a good impression about the atmosphere and the learning environment because it is very important aspect so that pupils can feel comfortable and ready for the learning process.

#### **Section two: Instructional strategies**

Teacher does not use a variety of instructional strategies for the four sessions that we attended only to a low degree .For example: teacher allows a sufficient time to students to complete their activities to high degree for all sessions. Teacher's instruction do not keep the pupils attentive and academically engaged all the time; sometimes they listen to their teacher's instruction and sometimes do not at all; they completely ignore what the teacher is saying but she treats them in a gentle manner and respectfully because normally when the teacher gives instructions, it is important for them to check that her pupils have understood what they are being asked to do. This can be achieved by asking them to

explain the activity after the teacher has given the instruction .Moreover, the teacher depends more and in a high degree on cooperative learning group because it allows pupils to work together in small groups with individuals of various talents, abilities, and background knowledge to accomplish certain task and build their self-esteem.

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### **Section Three: Rules and Procedures**

The classroom observation in this section is devoted to whether the teacher uses some rules and procedures in the classroom or not. From my own observation, we do not observe any new or specific rules and procedures but only the usual and the habitual ones such as “listen when someone else is talking», «when you speak raise your hand», «bring your books and materials in class”; these are used by the teacher in a low degree for the four sessions. Moreover, concerning the procedures which are the routines that pupils follow in their daily learning activities? For instance, how they head papers, sharpen pencils, distribute and collect home works and other materials, check in works, dealing with incomplete tasks and there are many of them, emergency situations (sick or injured pupils).Furthermore, some routines of the way of entering and exiting the classroom are observed but not in good manner; pupils are leaving the classroom without even get the permission from their teacher; they enter and exit the class as they want ,arrive very late to



the session but the teacher do not interfere anymore. They deal with these rules and procedures in a low degree of importance.

So effective teacher should plan those rules and procedures until the pupils get familiar with them because using these rules and procedures create a productive learning environment and not only can reduce behavior problems that may occur during the learning process but also promote a feeling of responsibility in the school.

#### **Section Four: Pupil's Behavior**

This section deals with a very interesting issue which is pupil's behavior and how should teachers manage some misbehaviors using certain strategies. Many pupils' misbehaviors interrupt the process of learning to a low degree unlike the first group. Pupils appreciate the efforts given by the teacher and do not ignore this English subject. They respond using certain behaviors during the session but to low degree. For example, they talk with each other while the teacher is explaining the lesson from time to time, making noise...etc. All these misbehaviors do not hinder the smooth running of the lesson to a high degree. Furthermore, the teacher uses some aggressive strategies toward these behaviors. For instance, exiting pupils from the class from time to time. So the teacher should know how to manage these behaviors in a way that creates an atmosphere conducive to learning.

#### **Section five: Learning and Achievement in English**

In this section the process of learning is somehow better than the other group; pupils are more eager and enthusiastic about learning, they are well prepared and engaged in the task with the teacher whenever she asked them to do any work. The teacher from time to time motivates their pupils to achieve better in this learning process.

### 3.1.5. Other General Observations :( Group two)

This second group is slightly different from the first one and is better because an acceptable number of pupils are interested in learning English subject unlike the first one. Also approximately the whole number of class is attending the session only a few absences. Moreover, the classroom climate is very positive and pupils are less noisy and feel relaxed, comfortable in learning process. Furthermore, when I attend with them the second exam correction, the same problem as the first group; their marks are not sufficient and pupils are not satisfied about their marks so I intend to ask the teacher about this problem during the classroom observation; the teacher declare that: *"literary stream pupils are very weak in all subjects not only in English and the reason behind this failure is that pupils do not have the basis from the middle school and also according to the disorientation of those pupils"*

## 3.2. Interview schedule:

### 3.2.1. Design and Description of the Interviews:

The purpose of using these interviews in this research is to support the findings of the classroom observation, the interview is considered as one of the most important instruments which can reach causes of human behaviors that cannot be reached by other tools.

The interview is held with four teachers at BordjBouArreridj Secondary School. It aims to investigate whether classroom management can effect pupils' achievement in learning English as a foreign language. Teachers' interviews aim also to discover some effective classroom management strategies to create a conducive learning process. Our interviewees were asked fifteen questions divided into two sections; the first section is

about learning and achievement in English as a foreign language which contains eight questions. The second section deals with classroom management and consists of seven questions.

### **Section one: learning and achievement in English as a foreign language**

This section speaks about the process of learning and pupils' achievement in learning English as a foreign language. It contains eight questions. First of all, the method or strategy they use in their teaching. Then, how can they evaluate pupils' level in English according to their experience in teaching. Also, how could they explain pupils' low motivation to learn English? Moreover, they were asked about the relationship with their pupils; is it positive or negative. In addition, they were asked if they use other materials in their teaching such as: visual aids, data show...etc. furthermore, we have asked the interviewees certain questions concerning the size of the class, why the majority of pupils' marks are bad. Finally, they were asked about certain strategies for successful lesson and better achievement in English.

### **Section two: Classroom Management**

This section deals with classroom management issue; it consists of seven questions. First of all, teachers were asked about their views of classroom management .They were asked about certain strategies they use in order to design an ideal classroom. Moreover, teachers were asked if they use certain strategies for creating a positive and productive learning environment .In addition, we have asked the interviewees about certain behaviors that they consider as disruptive in the classroom. Furthermore, teachers were asked if they have some ways for managing these disruptive behavior, if so identify some of them .So far, we ask them about the reason of the need of procedures in the class. Finally, they were asked if they could describe some effective classroom rules that they determine.

### 3.2.2. Analysis of Teachers' Interviews:

#### Section one: Learning and Achievement in Learning English as a Foreign Language

##### **Question one: do you adapt any specific method or strategy in your teaching?**

All the teachers we have interviewed stated that they not keep the same strategy of teaching; they change from time to time according to class size, pupils' attention. Only one of the interviewees said: "*the strategy that the teacher uses is flexible; teacher adopts ways of explaining and giving information to learners according to their level and acceptability of acquiring the language*". Others use strategies which are inadequate to the pupils' needs.

##### **Question two: according to your experience in teaching, how can you evaluate the level of pupils in English?**

Almost all of the teachers we have interviewed argued that the pupils' level in English is very bad (under achievement). Some of them evaluate pupils according to their spoken language, vocabulary, pronunciation, at the beginning of the year and later on she evaluates them through exams, tests, some home works and projects...etc. one of the interviewees depends on their intelligence, marks, participation and especially their behavior during the session.

##### **Question three: how could you explain the pupils' low motivation to learn English?**

The interviewees responded that the reasons behind this low motivation in learning English. First of all, English is a foreign language. Second, pupils are not convinced to learn English. The syllabus is so ambitious; there is no kind of help from neither the society nor the part of family and other reasons like the lack of materials (dictionaries). Another teacher declares that this low motivation is due to the teaching method. One of the

interviewees said that pupils do not have the basis from the middle school and some of them understand and cannot react. The last teacher states: *“unfortunately, literary pupils are low level learners of English. In fact they are poor learners in most disciplines as for English which is a foreign language and which is not spoken outside the school and officially is not well interested in. learners find it difficult to be accustomed to it”*.

**Question four: could you describe your relationship with your pupils?**

All the teachers we have interviewed asserted that they do their best to keep good relationship with their pupils without passing the limits. Sharing with each other the mutual respect. One of the interviewees confirms that teacher should play a role of facilitator, motivator, and guide so that they attract pupils' attention and bring harmony to the learning process. Another interviewee states that the relationship must be friendly one; teacher should be interested in pupils as human beings not only as a learner despite the fact of their failure but another teacher claims the opposite: *“the fact that pupils are poor learners of the language, this can have quite a negative impact on their relationship. This is not a good interaction between learners and teachers but there are some exceptions”*.

**Question five: do you use other materials in your classroom?**

All the teachers we have interviewed confirm that they always use the ICTs such as: the data show, CDs... etc. also, they use songs at the end of each unit. One of the interviewees pointed out that those materials are used to save time, introduce topics easily, make learners more motivated and is less tiresome for teachers to reach their objectives.

**Question six: how do you see the size of the class?**

Almost all the teachers do not agree about the number of pupils; they declare that it is overcrowded, inappropriate especially when they want to make group works and the learning process will not be successful in this case because teachers may face many problems like noise, different levels of pupils, different personalities. Another one claims that it is nearly appropriate but she wishes the number of pupils should be less.

**Question seven: the majority of pupils' marks are bad; how could you explain this?**

The majority of teachers responded and claimed that pupils are weak from the beginning, there is no way to help him, no make-up sessions for them to improve their levels. Another one states that they do not understand and they cannot even answer the questions. One interviewee says that pupils do not have the background from middle school and because also the disorientation of those pupils. Moreover, one teacher confirms that teachers should play a great role and concentrate on reflective teaching.

**Question eight: are there any suggestions for a successful and better achievement of pupils in English?**

All the teachers that we have interviewed give different responses. One teacher states that teachers should use different strategies like warming up for ten minutes to get pupils' attention, use reflective teaching teacher-talk and learner-talk, use different materials and ICTs which let them concentrate and more interested in the task. Another teacher declares that the arrangement of the classroom is very important and the number of the pupils should be less. When teacher pay attention to all these strategies and apply them very carefully, both learning process and pupil's achievement will be very successful.

**Section two: classroommanagement****Question nine: how do you see classroom management?**

Two of our interviewees responded that classroom management is the arranging of pupils' seating and how it influences the interaction. One of the interviewees claims that the design of the classroom high-level pupils with low-level ones; however, one of them replies that classroom management is how to manage time, behaviors; giving instructions and how to match the time of teacher-talk and student-talk. Our teachers' different experiences will benefit us to give insights into effective classroom management from different angles because this issue is a keystone for teaching-learning process.

**Question ten: how would you design your ideal classroom?**

The majority of the interviewees responded that with huge number of pupils (large classes), it does not work because we cannot arrange tables using U shapes, circle shapes and separate tables... etc; it works only if there is a few number of pupils. They state that when they use group work or pair work, they arrange pupils' seating. For example, one of the interviewees says that she is familiar with the old way of seating.

**Question eleven: what are some strategies for creating appositve learning environment?**

All the interviewees give different responses. One said that they must help the low level pupils, another teacher states that she always changes from time to time using worksheets, printing, and ICTs so that the pupils do not get bored of the session. Another one claims that the teacher should concentrate on motivation and especially low one she always states that: "the teacher should open the two eyes». The last teacher confirms that

teachers must be always in a good mood so that to be able to identify the psychological state of her pupils, teacher must be tolerant his /her pupils but severe from time to time.

**Question twelve: what behavior do you categorize as disruptive in the classroom?**

The majority of interviewees responded that the disruptive behavior that creates problems with the teacher is making noise especially when they do not understand because it is the only behavior that may hinder the smooth running of the lesson and disturb the teacher. They also mentioned other behaviors such as using mobiles, eating, cheating but not in high degree only sometimes they occur.

**Question thirteen: do you have some ways for managing these disruptive behaviors?**

**If so, identify some of them.**

Some of the interviewees declare that in cases like those, teacher should be patient and use the strategy that must involve them in learning process not abusing them or humiliating them in front of others .For example, one of the interviewees states that: *«teacher must not show his anger or nervousity towards his her learners, he must keep quiet and deal with cases individually not with punishments»*. Among these teachers one of them use some aggressive strategies such as exiting pupils from the class when behaving in such a way. Another teacher treats their pupils gently and respectfully by giving them pieces of advice, talk with them, and know their needs.

**Question fourteen: why do we need some procedures in our classrooms?**

All the interviewees declare that in any classroom, teacher should determine how to use certain procedures such as the distribution of home works, other materials, controlling noise, checking pupils 'works, returning Back to them, and there are many. One of the



interviewees states that teacher should give an activity with its objectives to reach the final one so teachers should pay attention to all these procedures because it helps more in the learning process.

**Question fifteen: could you describe some effective guidelines for classroom rules?**

All teachers we have interviewed argued about the same rules they determine in the classroom. For example, one of the interviewees says that she uses the usual and habitual rules such as checking pupils' understanding, copybooks , home works, correcting them .Another one confirms that these rules must be taught from the beginning of the school year (obligation of coming on time, wearing pinafores, bringing their materials of learning...etc.),and must follow them until they get accustomed at the end of the year.

**Conclusion:**

The classroom observation session as well as the interviews is widely used because they are very important and powerful means of both obtaining information and gaining insights into how we viewed classroom management and learning process; generally pupil's achievement in learning English is negative.

**General**

**Conclusion**

**General Conclusion:**

The main aim of teaching English at secondary school is to enable pupils to use it effectively and appropriately for communicative purposes. Our research speaks about the effects of classroom management on pupil's achievement in learning English at secondary school. It comprises two parts; the theoretical part and which contains two chapters; the first chapter speaks about classroom management; the second one gives information about learning English as a foreign language, moving to part two which is the field work includes the analysis of both classroom observation and teachers' interviews.

Our aim from this research is to determine whether classroom management affects positively or negatively on pupils' achievement. 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. Teachers, to feel comfortable, should try to come well prepared as well as s/he has to keep the class interactive by encouraging students and forming pair and group work from while to while. In addition, weak students should be given as individual attention as much to reach the other students' level. Modern teaching aids must be available for teaching English classes. Teachers should not be considered as the only responsible for managing these classes but also pupils because classroom management deals with both teachers and pupils and more broad concern the teachers.

We should not conclude that a quiet classroom is a sign of management success. Instead, we should reflect on whether the management methods that we use in their classrooms are conducive to the learning process and motivation. So, effective classroom management maximizes pupils' opportunities.

From classroom observation and interview findings we find that learning English is not a successful process because pupils are not well interested in English subject which is not because the poor managed classrooms but there are other reasons behind such as English as a foreign language, no support from neither society nor the family...etc. We believe that good management strategies increase pupils' achievement; make the teacher's work easier and the classroom a rich and inviting environment. We hope that these ideas and strategies help anyone is concerned with the issue.

**Recommendations and Suggestions:**

This study was conducted for a duration of five months which is not sufficient enough to accomplish a good work which may be beneficial for both teachers and learners and especially teachers who is the main concern in our study .I suggest the following:

- Teachers should consider their management style which mainly focuses on controlling the learning environment.
- Teachers should implement strategies of classroom management very carefully and effectively.
- Teachers should determine some rules and procedures to control the classroom and pupils behaviors.
- Teachers should place more emphasis on classroom setting arrangement due to its remarkable influence on students' learning.
- Weak students should be given as individual attention as much to reach the other students' level.
- Teacher should organize learners so that interaction can be facilitated (using space, classroom furniture, time, etc) so that he can focus on the lesson.
- Teacher should vary his/her strategies (pair work, group work...) so that pupils will be engaged in the task.
- Teacher should use and plan activities that allow pupils to develop real-life communication skills.
- Teacher should create a friendly atmosphere (by using pupils' names encouraging them, using praise and reward, employing games to practice new materials).
- Teacher should manage the class so pupils know what is expected of them.
- We wish that all the Algerian secondary schools will be provided by the needed materials to teach English in a good way such as laboratories, visual aids ...etc.

➤ Teacher should use effective techniques to build learner self-confidence (using different types of assessment that produce less anxiety and high achievement, giving feedback to learners on their work in an encouraging way).

➤ Further we recommended that Professional development workshops should be regularly organized for teacher particularly in :

- ✓ Classroom management
- ✓ Innovative teaching
- ✓ Some skills of using technology to support learning and achievement of pupils.

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# Appendices

# Appendix A

## Classroom Observation Schedule:

**Teacher:** Mrs.Bakhouche.

**Observer:**Ms.Boulala.

**Level:** Third Year.

**Group:** One.

**Session:** One.

### General Observation of the Group:

<b>General Observations</b>	<b>To High degree</b>	<b>To lowdegree</b>	<b>No degree</b>
<p><b>Section One : Physical Learning Environment</b></p> <ol style="list-style-type: none"><li>1. the classroom is clean</li><li>2. Classroom desks, furniture, and other materials are in are organized in a good manner</li><li>3. The classroom is organized with sufficient space to move and walk around</li><li>4. Materials are marked with visuals for all students to see</li><li>5. The teacher uses different seating arrangement according to the task she taught</li></ol>			

**Section Two: Instructional Strategies**

- 6. Teacher uses a variety of instructional strategies
- 7. The teacher's instructions keep the pupils attentive and engaged in the learning process.
- 8. Use a variety of instructional activities for a period Of 60 to 90 minutes in order to keep learner's attention.
- 9. Teacher specifies time involving cooperative, small group activities.
- 10. Allow sufficient time for learners to complete their activities.

**Section Three: Rules and Procedures**

- 11. Procedures are taught by the teacher in a regular way.
- 12. Classroom rules are taught in a good manner regarding to some behaviors.
- 13. Some routines of entering, exiting, and moving within the classroom are taught.

**Section Four: Learner's Behavior**

- 14. Learner's misbehaviors interrupt the learning process.
- 15. Teacher uses certain strategies to manage these misbehaviors.
- 16. Learners use inappropriate language with each other or even with the teacher.

<p><b>Section Two: Instructional Strategies</b></p> <ul style="list-style-type: none"><li>6. Teacher uses a variety of instructional strategies</li><li>7. The teacher's instructions keep the pupils attentive and engaged in the learning process.</li><li>8. Use a variety of instructional activities for a period Of 60 to 90 minutes in order to keep learner's attention.</li><li>9. Teacher specifies time involving cooperative, small group activities.</li><li>10. Allow sufficient time for learners to complete their activities.</li></ul>			
<p><b>Section Three: Rules and Procedures</b></p> <ul style="list-style-type: none"><li>11. Procedures are taught by the teacher in a regular way.</li><li>12. Classroom rules are taught in a good manner regarding to some behaviors.</li><li>13. Some routines of entering, exiting, and moving within the classroom are taught.</li></ul>			
<p><b>Section Four: Learner's Behavior</b></p> <ul style="list-style-type: none"><li>14. Learner's misbehaviors interrupt the learning process.</li><li>15. Teacher uses certain strategies to manage these misbehaviors.</li><li>16. Learners use inappropriate language with each other or even with the teacher.</li></ul>			

<p>17. Teacher uses aggressive strategies to when they respond inappropriately in the class.</p>			
<p><b>Section Five: Learning and Achievement in English</b></p> <p>18. Learners are prepared and on task from the beginning of the activity till the end.</p> <p>19.Each learner is engaged in at least part of each classroom activity</p> <p>20.Learners are eager and enthusiastic about learning</p> <p>21.Teacher uses praise or reward to motivate learners to learn English</p> <p>22. The quality of learners' achievement.</p>			

## Classroom Observation Schedule:

**Teacher:** Mrs.Bakhouche

**Observer:**Ms.Boulala.

**Level:** Third Year.

**Group:** One.

**Session:** Two.

### General Observation of the Group:

<b>General Observations</b>	<b>To High degree</b>	<b>To lowdegree</b>	<b>No degree</b>
<p><b>Section One : Physical Learning Environment</b></p> <ol style="list-style-type: none"><li>1. the classroom is clean</li><li>2. Classroom desks, furniture, and other materials are in are organized in a good manner</li><li>3. The classroom is organized with sufficient space to move and walk around</li><li>4. Materials are marked with visuals for all students to see</li><li>5. The teacher uses different seating arrangement according to the task she taught</li></ol>			

<p><b>Section Two: Instructional Strategies</b></p> <p>6. Teacher uses a variety of instructional strategies</p> <p>7. The teacher’s instructions keep the pupils attentive and engaged in the learning process.</p> <p>8. Use a variety of instructional activities for a period</p> <p>Of 60 to 90 minutes in order to keep learner’s attention.</p> <p>9. Teacher specifies time involving cooperative, small group activities.</p> <p>10. Allow sufficient time for learners to complete their activities.</p>			
<p><b>Section Three: Rules and Procedures</b></p> <p>11. Procedures are taught by the teacher in a regular way.</p> <p>12. Classroom rules are taught in a good manner regarding to some behaviors.</p> <p>13. Some routines of entering, exiting, and moving within the classroom are taught.</p>			
<p><b>Section Four: Learner’s Behavior</b></p> <p>14. Learner’s misbehaviors interrupt the learning process.</p> <p>15. Teacher uses certain strategies to manage these misbehaviors.</p> <p>16. Learners use inappropriate language with each</p>			

<p>other or even with the teacher.</p> <p>17. Teacher uses aggressive strategies to when they respond inappropriately in the class.</p>			
<p><b>Section Five: Learning and Achievement in English</b></p> <p>18. Learners are prepared and on task from the beginning of the activity till the end.</p> <p>19.Each learner is engaged in at least part of each classroom activity</p> <p>20.Learners are eager and enthusiastic about learning</p> <p>21.Teacher uses praise or reward to motivate learners to learn English</p> <p>22. The quality of learners’ achievement.</p>			



## Classroom Observation Schedule:

**Teacher:** Mrs.Bakhouche.

**Observer:**Ms.Boulala.

**Level:** Third Year.

**Group:** One.

**Session:** Three.

### General Observation of the Group:

<b>General Observations</b>	<b>To High degree</b>	<b>To low degree</b>	<b>No degree</b>
<b>Section One : Physical Learning Environment</b>  1. the classroom is clean  2. Classroom desks, furniture, and other materials are in are organized in a good manner  3. The classroom is organized with sufficient space to move and walk around  4. Materials are marked with visuals for all students to see  5. The teacher uses different seating arrangement according to the task she taught			
<b>Section Two: Instructional Strategies</b>  6. Teacher uses a variety of instructional strategies  7. The teacher’s instructions keep the pupils attentive and engaged in the learning process.  8. Use a variety of instructional activities for a period			

<p>Of 60 to 90 minutes in order to keep learner's attention.</p> <p>9. Teacher specifies time involving cooperative, small group activities.</p> <p>10. Allow sufficient time for learners to complete their activities.</p>			
<p><b>Section Three: Rules and Procedures</b></p> <p>11. Procedures are taught by the teacher in a regular way.</p> <p>12. Classroom rules are taught in a good manner regarding to some behaviors.</p> <p>13. Some routines of entering, exiting, and moving within the classroom are taught.</p>			
<p><b>Section Four: Learner's Behavior</b></p> <p>14. Learner's misbehaviors interrupt the learning process.</p> <p>15. Teacher uses certain strategies to manage these misbehaviors.</p> <p>16. Learners use inappropriate language with each other or even with the teacher.</p> <p>17. Teacher uses aggressive strategies with learners when they respond inappropriately in the class.</p>			

<p><b>Section Five: Learning and Achievement in English</b></p> <p>18. Learners are prepared and on task from the beginning of the activity till the end.</p> <p>19. Each learner is engaged in at least part of each classroom activity</p> <p>20. Learners are eager and enthusiastic about learning</p> <p>21. Teacher uses praise or reward to motivate learners to learn English</p> <p>22. The quality of learners' achievement.</p>			
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## Classroom Observation Schedule:

**Teacher:** Mrs.Bakhouche.

**Observer:**Ms.Boulala.

**Level:** Third Year.

**Group:** One.

**Session:** Four.

### General Observation of the Group:

<b>General Observations</b>	<b>To High degree</b>	<b>To lowdegree</b>	<b>No degree</b>
<b>Section One : Physical Learning Environment</b>  1. the classroom is clean  2. Classroom desks, furniture, and other materials are in are organized in a good manner  3. The classroom is organized with sufficient space to move and walk around  4. Materials are marked with visuals for all students to see  5. The teacher uses different seating arrangement according to the task she taught			
<b>Section Two: Instructional Strategies</b>  6. Teacher uses a variety of instructional strategies  7. The teacher's instructions keep the pupils attentive and engaged in the learning process.  8. Use a variety of instructional activities for a			

<p>period</p> <p>Of 60 to 90 minutes in order to keep learner's attention.</p> <p>9. Teacher specifies time involving cooperative, small group activities.</p> <p>10. Allow sufficient time for learners to complete their activities.</p>			
<p><b>Section Three: Rules and Procedures</b></p> <p>11. Procedures are taught by the teacher in a regular way.</p> <p>12. Classroom rules are taught in a good manner regarding to some behaviors.</p> <p>13. Some routines of entering, exiting, and moving within the classroom are taught.</p>			
<p><b>Section Four: Learner's Behavior</b></p> <p>14. Learner's misbehaviors interrupt the learning process.</p> <p>15. Teacher uses certain strategies to manage these misbehaviors.</p> <p>16. Learners use inappropriate language with each other or even with the teacher.</p> <p>17. Teacher uses aggressive strategies when learners respond inappropriately in the class.</p>			

<p><b>Section Five: Learning and Achievement in English</b></p> <p>18. Learners are prepared and on task from the beginning of the activity till the end.</p> <p>19. Each learner is engaged in at least part of each classroom activity</p> <p>20. Learners are eager and enthusiastic about learning</p> <p>21. Teacher uses praise or reward to motivate learners to learn English</p> <p>22. The quality of learners' achievement.</p>			
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## Classroom Observation Schedule:

**Teacher:** Mrs.Bakhouche.

**Observer:**Ms.Boulala.

**Level:** Third Year.

**Group:** Two.

**Session:** One.

### General Observation of the Group:

<b>General Observations</b>	<b>To High degree</b>	<b>To lowdegree</b>	<b>No degree</b>
<b>Section One : Physical Learning Environment</b>  1. the classroom is clean  2. Classroom desks, furniture, and other materials are in are organized in a good manner  3. The classroom is organized with sufficient space to move and walk around  4. Materials are marked with visuals for all students to see  5. The teacher uses different seating arrangement according to the task she taught			
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<p>learner's attention.</p> <p>9. Teacher specifies time involving cooperative, small group activities.</p> <p>10. Allow sufficient time for learners to complete their activities.</p>			
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<p><b>Section Four: Learner's Behavior</b></p> <p>14. Learner's misbehaviors interrupt the learning process.</p> <p>15. Teacher uses certain strategies to manage these misbehaviors.</p> <p>16. Learners use inappropriate language with each other or even with the teacher.</p> <p>17. Teacher uses aggressive strategies to when they respond inappropriately in the class.</p>			



<p><b>Section Five: Learning and Achievement in English</b></p> <p>18. Learners are prepared and on task from the beginning of the activity till the end.</p> <p>19. Each learner is engaged in at least part of each classroom activity</p> <p>20. Learners are eager and enthusiastic about learning</p> <p>21. Teacher uses praise or reward to motivate learners to learn English</p> <p>22. The quality of learners' achievement.</p>			
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## Classroom Observation Schedule:

**Teacher:** Mrs.Bakhouche.

**Observer:**Ms.Boulala.

**Level:** Third Year.

**Group:** Two.

**Session:** Two.

### General Observation of the Group:

<b>General Observations</b>	<b>To High degree</b>	<b>To lowdegree</b>	<b>No degree</b>
<p><b>Section One : Physical Learning Environment</b></p> <ol style="list-style-type: none"><li>1. the classroom is clean</li><li>2. Classroom desks, furniture, and other materials are in are organized in a good manner</li><li>3. The classroom is organized with sufficient space to move and walk around</li><li>4. Materials are marked with visuals for all students to see</li><li>5. The teacher uses different seating arrangement according to the task she taught</li></ol>			

<p><b>Section Two: Instructional Strategies</b></p> <p>6. Teacher uses a variety of instructional strategies</p> <p>7. The teacher’s instructions keep the pupils attentive and engaged in the learning process.</p> <p>8. Use a variety of instructional activities for a period</p> <p>Of 60 to 90 minutes in order to keep learner’s attention.</p> <p>9. Teacher specifies time involving cooperative, small group activities.</p> <p>10. Allow sufficient time for learners to complete their activities.</p>			
<p><b>Section Three: Rules and Procedures</b></p> <p>11. Procedures are taught by the teacher in a regular way.</p> <p>12. Classroom rules are taught in a good manner regarding to some behaviors.</p> <p>13. Some routines of entering, exiting, and moving within the classroom are taught.</p>			
<p><b>Section Four: Learner’s Behavior</b></p> <p>14. Learner’s misbehaviors interrupt the learning process.</p> <p>15. Teacher uses certain strategies to manage these misbehaviors.</p> <p>16. Learners use inappropriate language with each</p>			

<p>other or even with the teacher.</p> <p>17. Teacher uses aggressive strategies to when they respond inappropriately in the class.</p>			
<p><b>Section Five: Learning and Achievement in English</b></p> <p>18. Learners are prepared and on task from the beginning of the activity till the end.</p> <p>19.Each learner is engaged in at least part of each classroom activity</p> <p>20.Learners are eager and enthusiastic about learning</p> <p>21. Teacher uses praise or reward to motivate learners to learn English</p> <p>22. The quality of learners’ achievement.</p>			

## Classroom Observation Schedule:

**Teacher:** Mrs.Bakhouche.

**Observer:**Ms.Boulala.

**Level:** Third Year.

**Group:** Two.

**Session:** Three.

### General Observation of the Group:

<b>General Observations</b>	<b>To High degree</b>	<b>To lowdegree</b>	<b>No degree</b>
<b>Section One : Physical Learning Environment</b>  1. the classroom is clean  2. Classroom desks, furniture, and other materials are in are organized in a good manner  3. The classroom is organized with sufficient space to move and walk around  4. Materials are marked with visuals for all students to see  5. The teacher uses different seating arrangement according to the task she taught			
<b>Section Two: Instructional Strategies</b>  6. Teacher uses a variety of instructional strategies  7. The teacher's instructions keep the pupils attentive and engaged in the learning process.  8. Use a variety of instructional activities for a			

<p>period</p> <p>Of 60 to 90 minutes in order to keep learner's attention.</p> <p>9. Teacher specifies time involving cooperative, small group activities.</p> <p>10. Allow sufficient time for learners to complete their activities.</p>			
<p><b>Section Three: Rules and Procedures</b></p> <p>11. Procedures are taught by the teacher in a regular way.</p> <p>12. Classroom rules are taught in a good manner regarding to some behaviors.</p> <p>13. Some routines of entering, exiting, and moving within the classroom are taught.</p>			
<p><b>Section Four: Learner's Behavior</b></p> <p>14. Learner's misbehaviors interrupt the learning process.</p> <p>15. Teacher uses certain strategies to manage these misbehaviors.</p> <p>16. Learners use inappropriate language with each other or even with the teacher.</p> <p>17. Teacher uses aggressive strategies with learners when they respond inappropriately in the class.</p>			

**Section Five: Learning and Achievement in English**

18. Learners are prepared and on task from the beginning of the activity till the end.

19. Each learner is engaged in at least part of each classroom activity

20. Learners are eager and enthusiastic about learning

21. Teacher uses praise or reward to motivate learners to learn English

22. The quality of learners' achievement.

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## Classroom Observation Schedule:

**Teacher:** Mrs.Bakhouche.

**Observer:**Ms.Boulala.

**Level:** Third Year.

**Group:** Two.

**Session:** Four.

### General Observation of the Group:

<b>General Observations</b>	<b>To High degree</b>	<b>To lowdegree</b>	<b>No degree</b>
<p><b>Section One : Physical Learning Environment</b></p> <ol style="list-style-type: none"><li>1. the classroom is clean</li><li>2. Classroom desks, furniture, and other materials are in are organized in a good manner</li><li>3. The classroom is organized with sufficient space to move and walk around</li><li>4. Materials are marked with visuals for all students to see</li><li>5. The teacher uses different seating arrangement according to the task she taught</li></ol>			
<p><b>Section Two: Instructional Strategies</b></p> <ol style="list-style-type: none"><li>6. Teacher uses a variety of instructional strategies</li><li>7. The teacher’s instructions keep the pupils attentive and engaged in the learning process.</li><li>8. Use a variety of instructional activities for a period Of 60 to 90 minutes in order to keep</li></ol>			



<p>learner's attention.</p> <p>9. Teacher specifies time involving cooperative, small group activities.</p> <p>10. Allow sufficient time for learners to complete their activities.</p>			
<p><b>Section Three: Rules and Procedures</b></p> <p>11. Procedures are taught by the teacher in a regular way.</p> <p>12. Classroom rules are taught in a good manner regarding to some behaviors.</p> <p>13. Some routines of entering, exiting, and moving within the classroom are taught.</p>			
<p><b>Section Four: Learner's Behavior</b></p> <p>14. Learner's misbehaviors interrupt the learning process.</p> <p>15. Teacher uses certain strategies to manage these misbehaviors.</p> <p>16. Learners use inappropriate language with each other or even with the teacher.</p> <p>17. Teacher uses aggressive strategies when learners respond inappropriately in the class.</p>			

<p><b>Section Five: Learning and Achievement in English</b></p> <p>18. Learners are prepared and on task from the beginning of the activity till the end.</p> <p>19. Each learner is engaged in at least part of each classroom activity</p> <p>20. Learners are eager and enthusiastic about learning</p> <p>21. Teacher uses praise or reward to motivate learners to learn English</p> <p>22. The quality of learners' achievement.</p>			
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# Appendix B

## Interview Schedule:

Teachers' views toward classroom management and learning process

This interview questions have been designed for the purpose of knowing your views toward classroom management and learning process.

### **Section one: Section one: Learning and Achievement in Learning English as a Foreign Language**

**Question one:** do you adapt any specific method or strategy in your teaching?

**Question two:** according to your experience in teaching, how can you evaluate the level of pupils in English?

**Question three:** how could you explain the pupils' low motivation to learn English?

**Question four:** could you describe your relationship with your pupils?

**Question five:** do you use other materials in your classroom?

**Question six:** how do you see the size of the class?

**Question seven:** the majority of pupils' marks are bad; how could you explain this?

**Question eight:** are there any suggestions for a successful and better achievement of pupils in English?

## **Section two: classroom management**

**Question nine:** how do you see classroom management?

**Question ten:** how would you design your ideal classroom?

**Question eleven:** what are some strategies for creating appositve learning environment?

**Questiontwelve:**what behavior do you categorize as disruptive in the classroom?

**Question thirteen:** do you have some ways for managing these disruptive behaviors? If so, identify some of them.

**Question fourteen:** why do we need some procedures in our classrooms?

**Question fifteen:** could you describe some effective guidelines for classroom rules?

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## Résumé

Le but derrière cette présente thèse est d'étudier si la gestion de classe affecte sur la réussite de l'élève dans l'apprentissage de l'anglais à l'école secondaire ou non. Cette étude se concentre particulièrement sur certains moyens et des stratégies qui devraient être mises en œuvre par l'enseignant pour créer un environnement d'apprentissage productif et réussi ainsi une meilleure réussite dans le processus d'apprentissage de l'anglais. L'étude a été principalement réalisée à quatre enseignants et deux groupes comprennent 26 élèves pour chaque groupe (troisième niveau de courant littéraire de l'année à Bordj Bou Arreridj école secondaire), la recherche est qualitative. Une observation en classe et des interviews ouvertes pour les enseignants ont été conçus; ces deux instruments servent eux aussi très fiable et puissant pour obtenir des informations sur la question, les données obtenues ont été analysées par une analyse descriptive qui est important pour l'analyse des données dites. Les résultats de cette étude ont montré que les résultats des élèves n'est pas bonne et le processus d'apprentissage n'est pas couronné de succès qui est dû non seulement à la classe pauvre géré mais d'autres raisons qui expliquent cet échec ainsi mentionnés par les enseignants interrogés. Nous donnons plus loin des recommandations et des suggestions pour améliorer les résultats des élèves et le processus se penchant.