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**Faculty of Letters and Foreign Languages**

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***Classroom Management as a Dimension  
for Effective Teaching***

***Case study: first year LMD Students at  
Biskra University***

**A Dissertation Submitted for the Partial Fulfillment for the Requirement  
of the Master Degree in Science of Language**

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## -Dedication-

*I dedicate this work for my parents, who helped me to complete this work and to my husband for his encouragement, love and understanding.*

*This work is also dedicated to my brothers and my sister for their support.*

*-To all my extended family.*

*-To all my friends and teachers at the university of Biskra.*

*-To all those who have been supportive, earring and patient.*

## -Acknowledgement-

*First, I would like to express my gratitude to my supervisor, Mrs. Samira Benidir, who helped me achieve this work through providing me with valuable advice and devoting much of his time to guide me.*

*I would like to express special thanks to all the teachers for their direct and indirect encouragement and support*

*Words fail to express my gratitude to all students who have been a good listener for all they have done.*

## ***Abstract***

The present study aims at investigating the effect of classroom management strategy on teaching the first year students of English as a foreign language at the department of English, university of Biskra, in order to check this correlation, we have hypothesized that if teachers monitor students behavior, then they will create a positive atmosphere in the classroom, also, if the teachers know how to manage their classroom, then they will maintain and order in classroom environment. To verify the validity of these hypotheses, we have guided a pilot study, through which we have tested the student's understanding of the questions and the relevance of their answers to our study, after we have designed the main investigations. This divided into two kinds of questionnaire. The first one is composed of thirteen questions and administered to sixty 1<sup>st</sup> year English students at the department of English, University of Biskra. The second questionnaire consist fourteen questions given to fifteen teachers teaching at the same department during the academic year 2012-2013 the discussion of the results has shown that using classroom management helps teachers to manage their classes and improve the level of their students.

## **List of Abbreviations**

- **ELF:** English as Foreign Language.
- **CM:** Classroom Management.
- **LMD:** License Master Doctorat.
- **N:** Numbers.
- **%:** Percentage.

## List of tables

<b>Table 1:</b> The differences between the four styles .....	10
<b>Table 2:</b> Attribution theory.....	30
<b>Table 2:</b> Students' gender.....	38
<b>Tables 3:</b> Students' age.....	38
<b>Table 4:</b> Students' opinions about their teachers in creating their good atmosphere.....	39
<b>Table 5:</b> Students' attitudes towards the Strategies that assist teachers to create a positive atmosphere.....	39
<b>Table 6:</b> Students' reasons toward choosing English language.....	40
<b>Table 7:</b> Strategies that get students to cooperate .....	40
<b>Table 8:</b> agreement that teachers need help to create comfortable learning .....	41
<b>Table 9:</b> Students' opinion about respecting the rules and the procedures that get by teachers to reduce misbehavior .....	41
<b>Table 10:</b> The reasons that lead students to misbehave .....	42
<b>Table 11:</b> the main helpful tips that assist teachers to manage their classroom effectively.....	43
<b>Table 12:</b> Types of teachers .....	44
<b>Tables 13:</b> Genders distribution .....	46
<b>Table 14:</b> Teachers qualification .....	46
<b>Table 15:</b> Using classroom management strategy.....	47
<b>Table 16:</b> The difficulties that face teachers .....	48
<b>Table 17:</b> The type of difficulties .....	48
<b>Table 18:</b> The reasons that lead students to misbehave .....	49

<b>Table 19:</b> Teachers management style .....	49
<b>Table 20:</b> The importance of classroom environment .....	50
<b>Table 21:</b> The importance of create a friendly atmosphere in the classroom .....	51

## List of figures

<b>Figure 1:</b> planning to create and maintain an effective learning experience.....	7
<b>Figure 2:</b> goals of classroom management .....	9
<b>Figure 3:</b> Interaction between dominance and cooperation.....	12
<b>Figure 4:</b> the three roles that impact on students achievement.....	14
<b>Figure 5:</b> Two spaces in learning.....	17
<b>Figure 6:</b> Planning for affective classroom management.....	18
<b>Figure 7:</b> managing disruptive behavior.....	20
<b>Figure 8:</b> Positive learning environment.....	24
<b>Figure 9:</b> strategies to get students to cooperate.....	26
<b>Figure 10:</b> motivation.....	27
<b>Figure 11:</b> Qualities of effective teachers .....	35



## **Content**

<i>Dedication.....</i>	<i>I</i>
<i>Aknowlegement.....</i>	<i>II</i>
<i>Abstract.....</i>	<i>III</i>
<i>Lists of Abbreviations.....</i>	<i>IV</i>
<i>Lists of tables.....</i>	<i>V</i>
<i>List of figures.....</i>	<i>VI</i>
<i>Content.....</i>	<i>VII</i>

### **General Introduction**

1- <i>Statement of the Problem.....</i>	<i>01</i>
2- <i>The Aim of the Study.....</i>	<i>01</i>
3- <i>Hypothesis .....</i>	<i>01</i>
4- <i>Research Questions .....</i>	<i>02</i>
5- <i>Methodology of research.....</i>	<i>02</i>
6- <i>Organisation of the research .....</i>	<i>03</i>

### **Chapter One: Some basic concepts of classroom management**

<i>Introduction.....</i>	<i>5</i>
1- <i>Conceptual definitions of classroom management .....</i>	<i>6</i>
1.1- <i>The importance of effective classroom management.....</i>	<i>8</i>
1.2- <i>How to diffentiate classroom management from discipline.....</i>	<i>8</i>

1.3- Goals of classroom management .....	8
2- Teacher management style.....	10
2.1- the characteristics of teachers that can effectively manage the classroom ....	11
2.2- teacher student relationship.....	11
2.3- the critical role of classroom management.....	13
Conclusion .....	15

## **Chapter two: Managing behavior in the classroom**

Introduction.....	16
2- Conceptual definition of behaviour.....	17
2.1- Creating learning environment.....	17
2.1.1- Classroom management activities for creating a positive learning environment.....	19
2.1.2- Using Classroom management skills.....	19
2.1.2.1 Managing and responding student behaviour.....	19
2.1.2.2 Managing disruptive behavior.....	20
2.1.2.2.1 using corporal punishment.....	20
2.1.2.2. Cheating.....	21
2.1.2.3 Causes of inappropriate behavior.....	21
2.2 Effective teachers.....	23
2.2.1 Lesson planning.....	23
2.2.2 Classroom routines and procedures.....	24
2.2.3 Classroom rules.....	24
2.2.4 Getting student to cooperate.....	25

2.2.5 Conceptual definition of motivation.....	26
2.2.5.1 theories of motivation.....	28
2.3 Strategies for classroom management.....	33
2.4 Qualities of effective teachers.....	35
Conclusion.....	36
<b>Chapter Three: The Fields work</b>	
Introduction.....	37
3. – Students’ questionnaire .....	37
3.1. Description of the questionnaire.....	37
3.2 Analysis of the questionnaire.....	38
4- Teachers’ questionnaire	
4.1 Description of the questionnaire.....	45
4.2 Analysis of the questionnaire .....	46
5.1 Results.....	52
Conclusion.....	55
General conclusion and implications.....	56
Bibliography.....	58
<i>Appendices</i>	
Questionnaire of students	
Questionnaire of teacher	
Arabic summury	
Recommandations.....	61

## ملخص

تهدف هذه الدراسة إلى معرفة مدى فعالية إستراتيجية أو تقنية الإدارة الصفية في إدارة القسم من طرف الأساتذة بشكل فعال. و للبحث عن أهمية هذه التقنية في التعليم طرحنا مجموعة من الفرضيات تتمحور حول هذه الإستراتيجية ، حيث إذا تحكّم الأستاذ في سلوك طلبته داخل القسم فبالتالي سيخلق جو ايجابي يساعده على العمل بشكل مريح و فعال ، و من جهة أخرى إذا الأستاذ تحكّم في نظام المحيط بالقسم فانه يمكنه التحكّم في سلوك الطلبة و هذا بالضرورة يؤدي إلى رفع مستواهم العلمي و للبحث عن مدى صحة هذه الفرضيات ارتأينا إلى استخدام وسيلة ملاءمة الاستمارة ، حيث خصصنا استمارتان لكل من الأساتذة و الطلبة .

أما الأولى مركبة من أربعة عشر سؤال، موجهة لخمسة عشر أستاذا يدرسون مستوى السنة أولى لغة انجليزية خلال السنة الأكاديمية 2012-2013

بالنسبة للسنة الثانية مركبة من ثلاثة عشر سؤال، موجهة لستون طالب في نفس القسم

بعد مناقشة النتائج المتحصل عليها توصلنا إلى أن استخدام هذه الإستراتيجية فعال للتقليل من السلوكات التي تعرقل عملية التعليم .

## **General introduction**

Controlling a large number of students is can be considered as a difficult task, because students come into their classroom with different attitudes, beliefs, intelligence, and so do their teachers.

Besides, the school environment is another challenge to both stakeholders. Installing law and order in isolation lead, to the dictatorship; however, favorable learning without some kind of authority leads to failure. Thus, teachers need to find suitable solutions to manage their classes through the creation of positive atmosphere where the class connects. Also, they need to set some rules and procedures to manage the students' behavior and promote the students' achievements and cooperation in order to be successful in teaching.

### **1. Statement of the Problem**

In our research, we are going to state the mains issues that face teachers in managing the large number of students. We will also show how to deal with the different kinds of behavior. Therefore the inability of teachers to control the classroom behavior often contributes to low achievement and cooperation.

### **2. Aim of the Study**

The aim of this academic research is to assist the teachers to control the behavior students and to create learning environment through meeting student's need, expectations. Further make the study aims to meet behavioral challenges and to develop students' sense of responsibility and self-Regulation.

### **3. Hypothesis**

We hypothesize that:

- If teachers have planned for effective classroom management, then they will be successful in teaching.

-If teachers monitor students' behavior, then they will create a positive atmosphere in classroom.

-If teachers know how to manage their classroom, then they will maintain and order in classroom environment.

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

Many Questions maybe raising during our research such as:

1-what are the effective plans for teachers to be successful in teaching?

2-What behavior does a teacher categorize as disruptive or problematic in the classroom?

3-What are the characteristics of teachers that can effectively manage the classroom activities?

4-What are the strategies for creating a positive environment for learning?

#### **5. Research Methodology**

In this study, we choose the descriptive method because our research is based on the description of the classroom as situation, finding the manners that assist teachers to manage their classroom through using the questionnaire as a tool by which we gather the adequate data for the study .For the needs of the present study, two forms of questionnaire will be used, the first questionnaire will be delivered to first year teachers at the department of foreign languages at the university of Biskra ; the second is administer to the first year students of English as a foreign language at the same department after designing a pilot study to check the understanding of the items and their relevance to our investigation We select about fifteen teachers who have different experience in teaching. We design a group of questions to be directed to them in order to expose their attitudes towards the

problems that face them in teaching to control the behavior of student. Also we select about sixty students to indicate their opinions about classroom management strategy.

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

## **6. Organization of the study**

This dissertation is divided into two main sections, a theoretical part which is concerned with literature review and practical part which deals with the investigation and the analysis of the results, their interpretation and discussion, both the two parts are presented after the introduction which contains the reasons behind choosing the study.

In the first section, we start by the theoretical part composed of two parts, one that deals with classroom management in general as technique that can be used in order to teach effectively, its importance, its goals and how to differentiate it from discipline we have specified in the second part of the same chapter. We deal first with the main characteristics of teachers that can effectively manage the classroom and we indicate the different styles of teacher management .In addition, we show the relationship between teacher and student.

In the other hand, the second chapter of the first section is about managing behavior in the classroom. We start with the definition of behavior as concept and the main behaviors that teachers categorize as disruptive in classroom; the reasons that lead students to misbehave and how to manage classrooms to maximize students learning. It contains positive expectations of students' success then relates it to classroom management skills .In addition; we shed the light on Managing Disruptive behavior and the main strategies for classroom management.

The second section “practical study” is a field investigation and is mainly concerned with the description and analysis of the teachers and students’ questionnaires then, we will discuss the results gathered. After that, we will give results and interpretation.



# **Chapter One: Some basic concepts of classroom management**

## **Introduction**

Classroom management is essential in a classroom because the way teachers manage the classroom will affect the students' behavior and will be reflected in their work and thus, will reduce misbehavior.

In this chapter we are going to focus on classroom management as a dimension for effective teaching. It is not only focuses on student behavior, but also on issues such as low learning motivation and Poor self-esteem.

We are further going to present the differences between classroom management and classroom discipline; in addition to that we are going to speak about the importance of effective classroom management and its goals. Also, we are going to search the different styles of teaching to interact with students and the main characteristics of teachers that can effectively manage the classroom, and we will illustrate the critical role of classroom management.

### **1- Conceptual Definitions of classroom management**

Scholars define "classroom management "differently, According to Proctor, "classroom management" is a set of teaching behaviors by which the teacher establishes and maintains order in the classroom"(Proctor, 1977, P: 03), in other words teacher puts the rules and regulations in the classroom to encourage students to be responsible.

On the other hand, Martin and Sugarman management refers " to those activities of classroom teachers that create a positive classroom climate within which effective teaching and learning can occur "( Martin and Sugarman, 1933, P:09 cited in Metropolitan center for urban Education,

2008, P:02) which means that classroom management represents all the activities that done in the classroom to create a comfortable atmosphere where teachers can teach effectively.

In addition, classroom management strategy according to Brown (2003) can be defined as strategy that creates a positive learning environment (Brown, 2003, P: 231).

Whereas, Doyle (1986) saw classroom management as "the actions and strategies teachers use to solve the problem of order in classroom" (Doyle, 1896, P: 23), this means that teachers follow some methods to find the solutions for different issues in the classroom, especially the problem of order.

“Classroom management refers to those activities of classroom teachers that create a positive classroom climate within effective teaching and learning can occur “(Martin and Sugarman,p.9, 1993) , in other words classroom management is a strategy that refers to those activities that are done in classroom which create a comfortable atmosphere ;Whereas, classroom management is the term we use it to highlight all of those positive behavior and teachers make it to facilitate the learning process of their students.

According to Brown (2003,231) “classroom management is the teacher’s strategies that create and maintain an orderly learning environment and discipline means teachers’ responses to students’ misbehavior “ , he also adds “classroom management is closely linked to issues of motivation ,discipline and respect”.

Classroom environment do not only provide a place of learning and includes the physical space, but also the class atmosphere, emotions, and social dynamics of the learning experience; Whereas according to Doyle (1986, p.232) saw that class management is certainly concerned with behavior, and it can also be defined more practically as involving the planning to create and maintain an effective learning experience, as it is shown in figure 1.1



Figure.1.1 planning to create and maintain effective learning experience

## **1.1 The importance of effective classroom management**

Classroom management has an important role in teaching because it helps teachers to organize classrooms and manage the behavior of their students, according to Emmer and Strong (2001) "the ability of teachers to organize classrooms and manage the behavior of their students is critical to achieving positive educational outcomes" (P: 09). In other words, controlling the behavior of students has a positive effect on educational results. Whereas, Berliner (1986)"Teachers who have Problems with behaviors management and classroom discipline are frequently ineffective in the classrooms" (P: 05), it means Teachers can be successful in classroom management if they manage the behavior of their students.

## **1.2. How to differentiate classroom management from discipline**

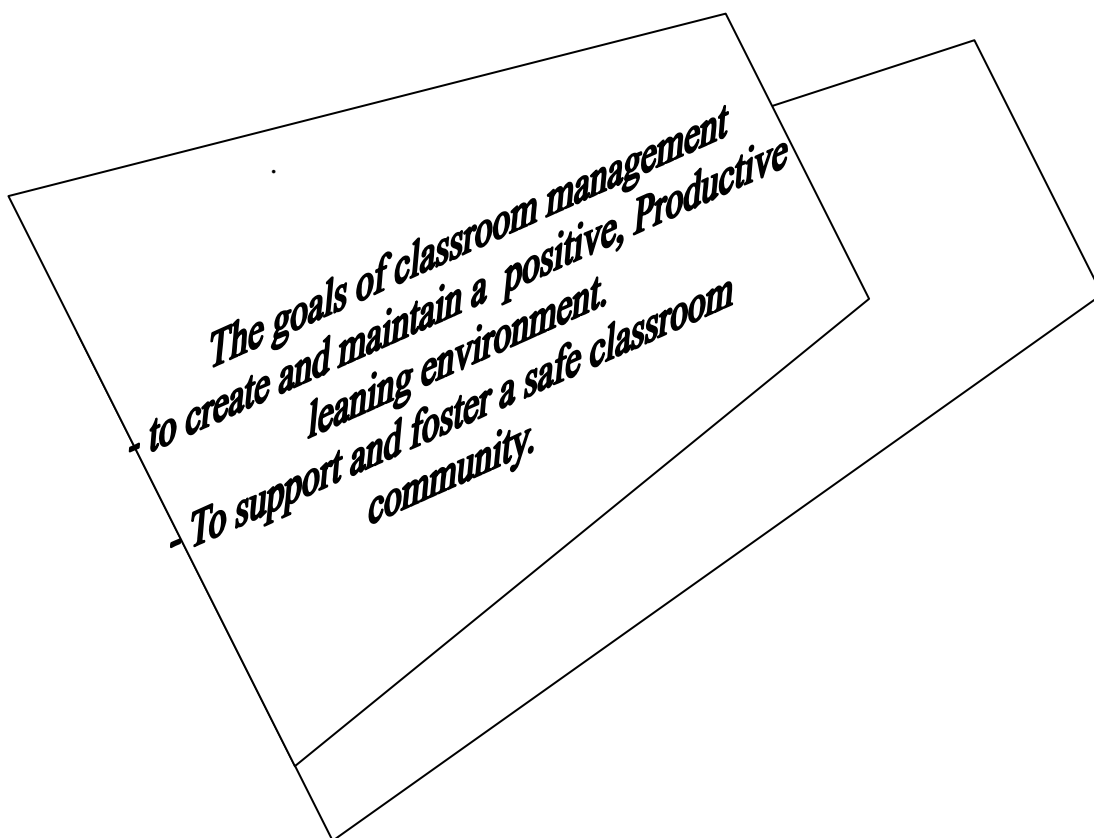
It should be noted that classroom management needs to be differentiated from discipline management. According to Bellon (1992) " The term 'classroom management' and " discipline is often used interchangeably" In other words, the term" discipline" focuses on misbehavior (Negative behavior) and it is the students' responsibility. Whereas, the latter "classroom management" focuses on (Positive behavior) and it is how things are generally done it in the classroom and it is the teachers' responsibility. In short, classroom management can be defined as Brown (2003)" classroom management is teachers' strategies that create and maintain an orderly learning environment; whereas, "discipline means teachers' responses to students' misbehavior"

## **1.3. Goals of classroom management**

According to Eggen and Kauchak (1997), classroom management has two main goals: Firstly, create a learning environment which is conducive to learning. In other words, classroom management aims to create a comfortable atmosphere where learning proceeds without

interruption and secondly, develop students' sense of responsibility and self-regulation in maintaining it. In other words, classroom management aims to let students know the rules and why they exist to create students' sense of responsibility.

The goals of classroom management can be many, but, the two common goals of classroom management are as shown in figure 1.2



**Figure 1.2 Goals of classroom management Egeen and kauchak (1997, P.238)**

## 2. Teacher management styles

For understanding student behavior, how do teachers know their style of teaching and their ability to interact with students. However, there are four teachers' management styles such as: the authoritarian teacher, the authoritative teacher, the indifferent and the laissez-faire teacher.

According to Dunbar (2004), "The authoritarian teacher places firm limits and controls for the students". This kind of teaching is quiet, students need to follow directions and not ask why. Whereas the authoritative teacher" he places limits and controls on the students but simultaneously encourages independence. "In this classroom there is interaction; students know that they can ask questions or give comments. On the other hand. "The indifferent teacher is not very involved in the classroom". It means, this kind of teachers appears uninterested lack the skills, courage to discipline students.

Finally, "The laissez-faire teacher places few demand or controls on the students". This kind accepts the students' actions and uninterested to monitor their behavior. The laissez-faire teacher has difficulty to say "no".

The difference between the four styles are shown in table 1-3

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

**Table 1.3 the difference between the four styles Dumbar. C (2004, P.09)**

## **2.1 The characteristics of teachers that can effectively manage the classroom**

The ability of teachers to control and manage the behavior of their students is essential, but the question is, if many people can be an effective teacher. Effective teaching is more complicated and difficult. In addition, the effective teacher is responsible to create a comfortable classroom atmosphere in order to promote motivation and an interactive teacher-student relationship. Therefore, Peace Corps (2005) indicate that there are three teachers' characteristics which are essential to support students learning.

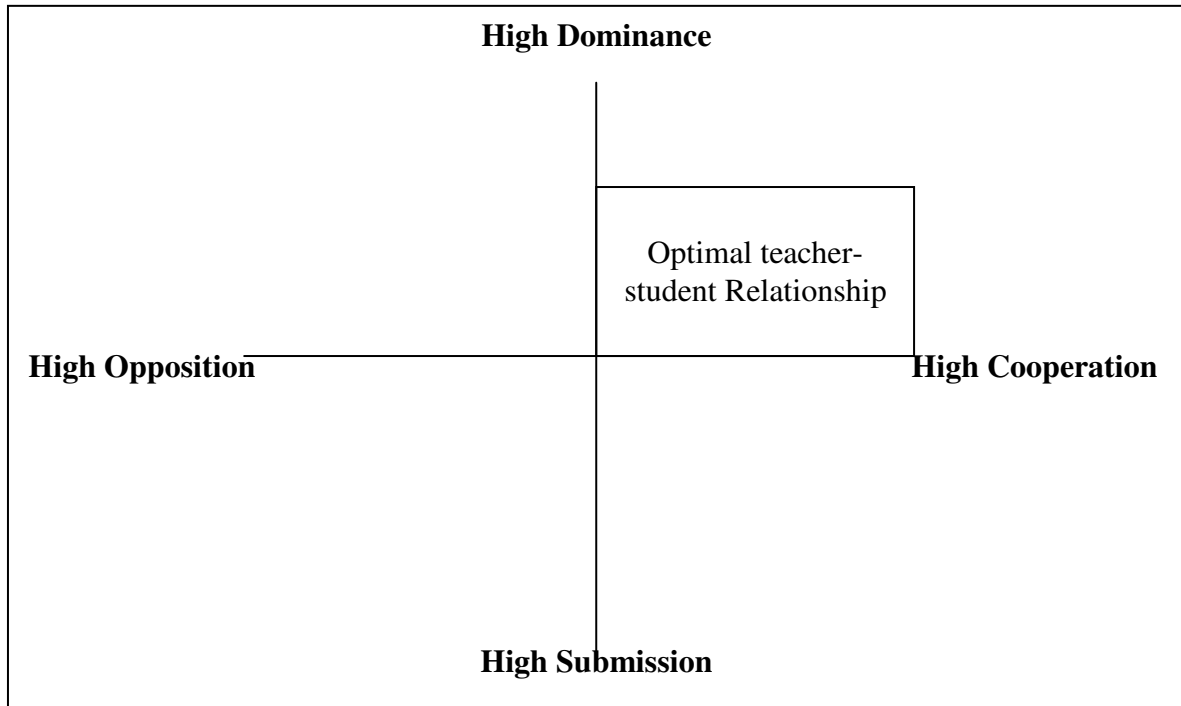
Effective teachers "Have positive expectations for student success and they are good classroom managers. They know how to provide good instruction" (P: 15).

In other words, teacher should encourage and praise students' attempts and change negative words to positive phrases. Also, they should break concepts or facilitate lessons into small parts. On the other hand, Rubio (2009) "Teachers need to be able to survive the demands, threats and challenges within the diverse circumstances of teaching" (P: 36). It means, effective teachers have the ability to teach effectively within different places to enhance learner to learn. Besides, they know how to manage their classrooms and to create interaction between students themselves and between student-teacher (Gribbs.2002, P: 35-46 cited in Rubio, 2009, P: 36).

## **2.2 Teacher-student relationship**

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

The interaction between Dominance and cooperation as shown in figure 1.4



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



### **2.3The critical role of classroom management:**

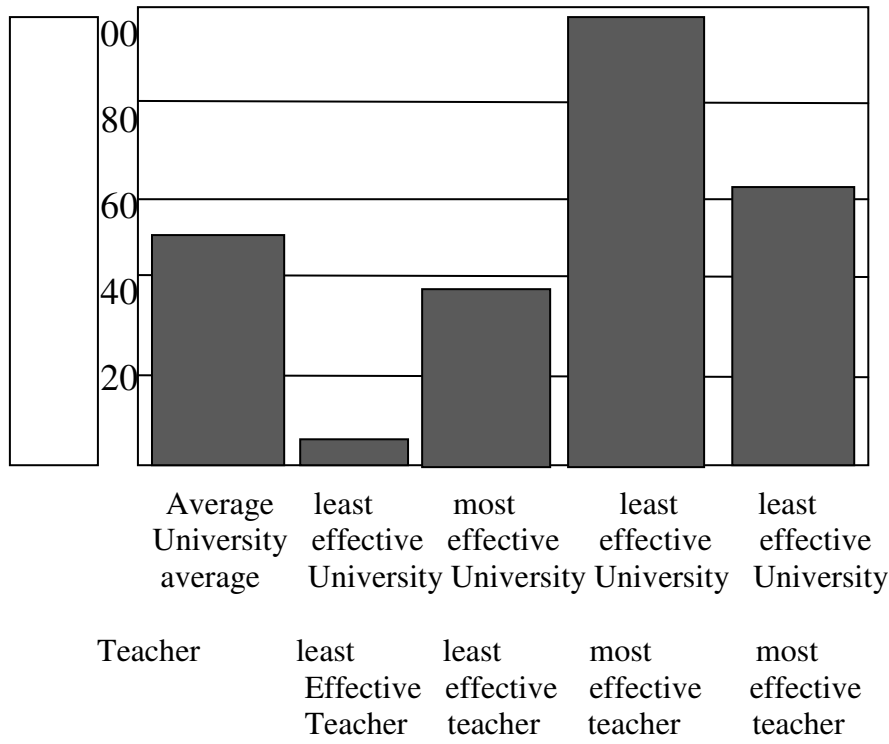
According to Marzance (2003, p. 01) Said that “effective teachers appear to be effective with students of all achievement levels regardless of heterogeneity in their classes ; In other words , teachers play various roles in the classroom , but the most important role is that of classroom management.

Effective teaching and learning cannot take place in bad managed classroom because of both teachers and learners; whereas, good managed classrooms create a positive environment where teaching and learning can progress.

To understand the impact that can develop student achievement let’s see the following figure that illustrate the three major roles

**Figure 1.5**

Effect of a university vs. Teacher on Student Entering at 50<sup>th</sup> percentile



1. Making wise choices about the most effective instructional strategies to employ.
2. Designing classroom curriculum to facilitate student learning.
3. Enhancing the effective use of classroom management techniques.

In other words, the first role deals with effective teachers where they know when these strategies should be used with specific students and content , where the second one associated with effective teaching where teachers constructing and arranging learning activities that present new knowledge in different situations ;Whereas, the third role involved in effective teaching is classroom management .

## **Conclusion**

As we have benefited, this chapter is a general overview of classroom management. It has been divided into two parts; the first one explored the term classroom management used by teachers to describe the process of ensuring that classroom lessons run smoothly despite disruptive behavior by students. It has an important role in teaching because it assists teachers to manage their classrooms. Besides, it has many goals which help teachers to create a comfortable climate .Whereas, the second part state the characteristics of effective teachers which are essential to support students' learning .We also show the interaction between teacher and students in classrooms that promote trust.

## **Chapter Two: Managing Behavior in the Classroom**

### **Introduction**

Managing classroom is one of the biggest challenges faced by teachers; if teachers do not have an effective plan, they will not be successful in their teaching. However, there are sometimes a few students whose behaviors are inappropriate and difficult to manage.

In this chapter we are going to focus on behavior as a concept then, we will shed light on the causes of inappropriate behavior the main strategies that help teachers to control their classes. Also, we will illustrate the effective role of teachers and its related to classroom management (rules – routines), in addition, the important of using classroom management skills, we will also indicate the important role of the physical environment for reducing the disruptive behavior. Finally, we are going to clarify the role of motivation, carried out numerous studies that showed various explanations.

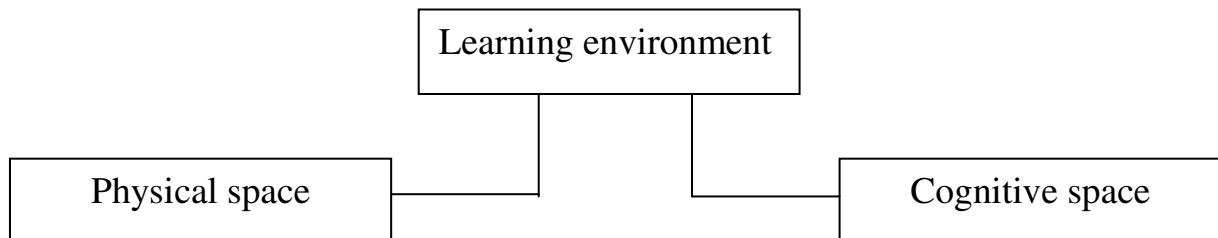
## 1. Conceptual definitions of behavior

Mathew (2003, P: 180) points out that behavior can be defined in terms of “Calling out, makes extraneous comments in response to teacher questions or comments, distracts others, leaves his work area, and completes a limited amount of work”. In other words, behavior relates to all the different actions and events that happen in the classroom during the day.

## 2. Creating learning environment

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

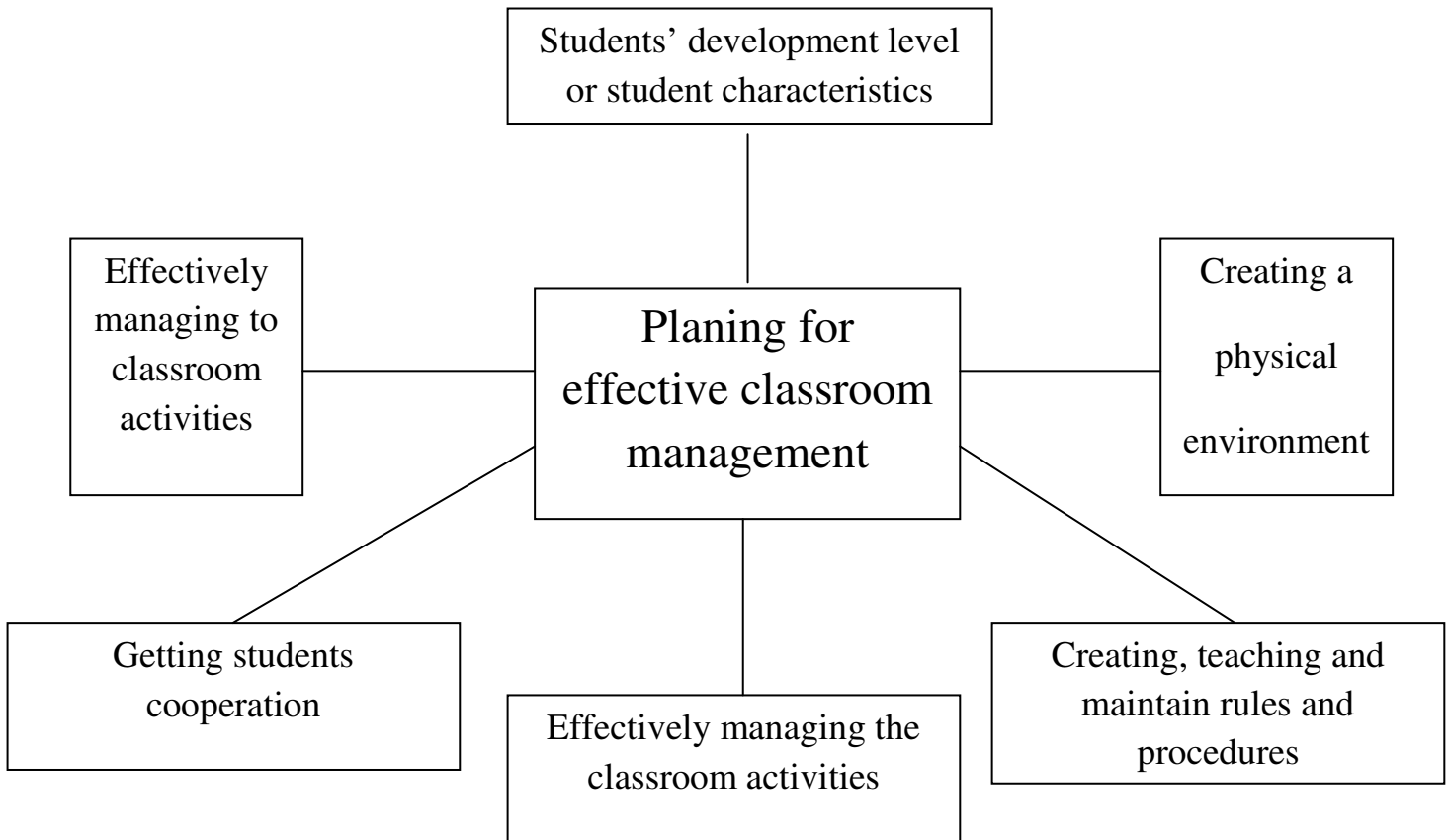
Both a physical and cognitive space as showed in figure 2-1



**Figure 2.1: two spaces in learning Kenyon (2008, P.237)**

Creating a place where all feel comfortable; a place where everyone can do their best, Also, cognitive space necessary for all learning environments. It is spaced by creating a motivational climate. On the other hand, teachers create a positive environment for their students such as arranging desk.

In order to be successful in teaching; teachers need to have a plan for effective classroom because Kenyon (2008) said “there are six suggested planning for teachers to effectively manage a classroom” as illustrated in figure 2.2



**Figure 2.2 planning for effective classroom management Kenyon (2008, P.238)**

### **3. Classroom management activities for creating a positive learning environment**

For promoting a positive learning environment in which learning can occur; Horton (2000) suggests the following solutions that can help students to learn:

- Encourage students to actively participate and respond.
- Solicit, listen to, and act on useful suggestions from students.
- Provide opportunities for students to interact with peers.
- Teach students to assess their own performance and to set goals.
- Provide a pleasant, physical classroom environment.

### **4. Using Classroom Management Skills**

Hindman (2004, p: 40) points out “successful classroom management involves much more than rules and discipline”. It means, teachers involve students in the process of establishing and maintaining rules and routines.

### **5. Managing and responding to student behavior**

(The same author, 2004, P: 44) saw that “the majority of behavior problems occur because students do not follow rules and procedures ..... praising students establishing trust within the classroom builds respectful relationships between teachers and students respect and trust each other”

## 6. Managing disruptive behavior

A good class can become the best class if the teacher is strict and solid, no one born with management skills; they are learned in preventing student misbehaviors, for that (Peace Corps, 2005, P.69) suggest some solutions to manage disruptive behavior:

- Establish a working system with rules and consequences in the classroom.
- Establish a relationship with students based on respect.
- Give praise to students for appropriate behavior.
- Encourage student to work together in positive and supportive ways.



**Figure 2.3 managing disruptive behavior**

## 7. Using corporal punishment:

“Corporal punishment is a disciplined approach currently unacceptable” (Peace Corps, 2005, P: 84). Corporal punishment has a negative effect on student such as:



- Provides a model of solving problems through evidence
- Damages a student's self – esteem –
- Creates feelings of fear towards teachers and learning.

## **8. Cheating**

Cheating is an example for disruptive behavior because it is difficult problem that teachers face. Therefore, most of the teachers have problems on how to deal with cheating within their classrooms. According to (Peace Corps, 2005, PP: 106-112).

- Students do not remember as well they copy from others as when they do their own work. For that, (Peace corps, 2005) suggests some consequences:
- Define and if necessary demonstrates what cheating is before the first quiz or examination.
- Make multiple versions of the test
- Discuss policies concerning cheating with your director and other teachers.

## **9. Causes of inappropriate behavior**

Students behave inappropriately because there is something wrong with them, according to Roman (2009) if students behave unacceptably , it is the fault of the curriculum because both causes lead us to give some attention to the ways in which teacher can reduce unacceptable behavior (pp: 35-37).

Avoiding disruption through these four teaching features:

- Keeping the lesson flowing smoothly.
- Keeping students interested.
- Keeping students accountable for their learning.
- Making students feel monitored.

In another words, for keeping a lesson flowing smoothly there are some things that should be done and others that shouldn't be avoided among the following:

- Know exactly what you are going to do and have all the necessary resources ready.
- At the beginning of a lesson inform students about the aims of instruction and the activities they are going to do to achieve them.
- Give all instructions before beginning work so teachers don't have to interrupt the students with more instructions once they have started.
- Keeping students interested.
- Move around the room while teaching and allow students to move occasionally.
- Ensure that the lesson content is challenging but achievable and whenever relevant to the interests of students.
- Keeping accountable for their learning
- Collect and correct all homework set.
- When questioning a class, don't the first correct answer; Take a number of answers before saying whether they are correct or not.
- Making students feel they are monitored
- When talking with one student, know that any inappropriate behaviors will be quickly picked up by the teacher.

## **10. Effective teachers**

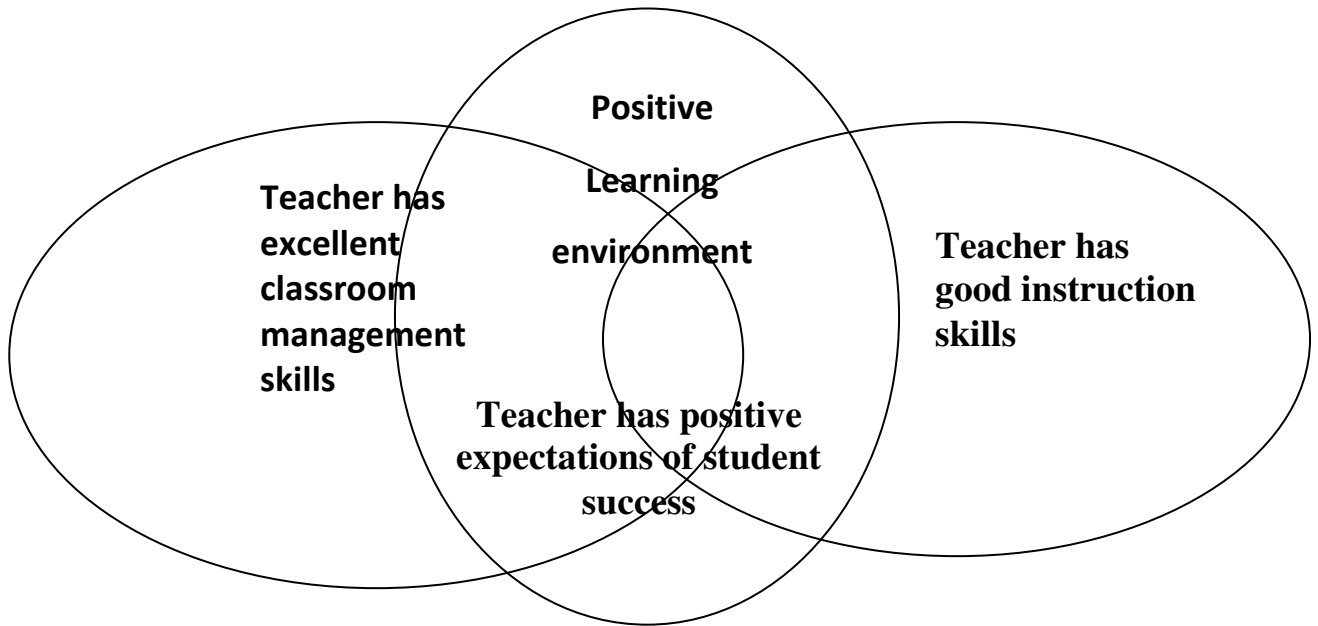
Dunbar (2004, PP: 09, 10) points out that the effective teacher is the teacher who follow these steps:

- Understand students' level of knowledge and design lessons to fit the students' abilities.
- Clearly state the learning objective for the lesson, when students are told the objectives, they know what they are responsible for learning
- Break concepts and skills into small digestible learning chunks no more than two or three new ideas per lesson.
- Pace instructions to allow students the time they need to achieve learning objectives.
- Engage students physically and mentally in lessons.

## **11. Lesson planning**

The effective teacher needs to prepare learning objectives, select content, preparing teaching and learning materials and design activities. It did it with the view of meeting students' needs, expectations and learning styles. According to Dunbar (2004, P: 13) “well developed lesson plans to help ensure effective instruction techniques are

Incorporated into your lessons as shown in figure 2.4



**Figure 2.4 Positive learning environment Dunbar (2004, P.13)**

## **12. Classroom routines and procedures**

According to Horton(2000,P.07) “routines need to be determined for the classroom, establishing routines, then, is important to help students learn the routines”. In other words, teachers teach procedures until they become routines that students follow automatically.

These routines develop a sense of responsibility for both teachers and students.

## **13. Classroom rules**

According to strong (2007, P.67) “a rule as a fixed principle that determines conduct”; it means, fixed meaning that it does not change. Whereas, routines on procedures “specific ways of doing things”. Rules are description of standards for acceptable classroom behavior listen when someone else is talking. As shown in figure 2.5

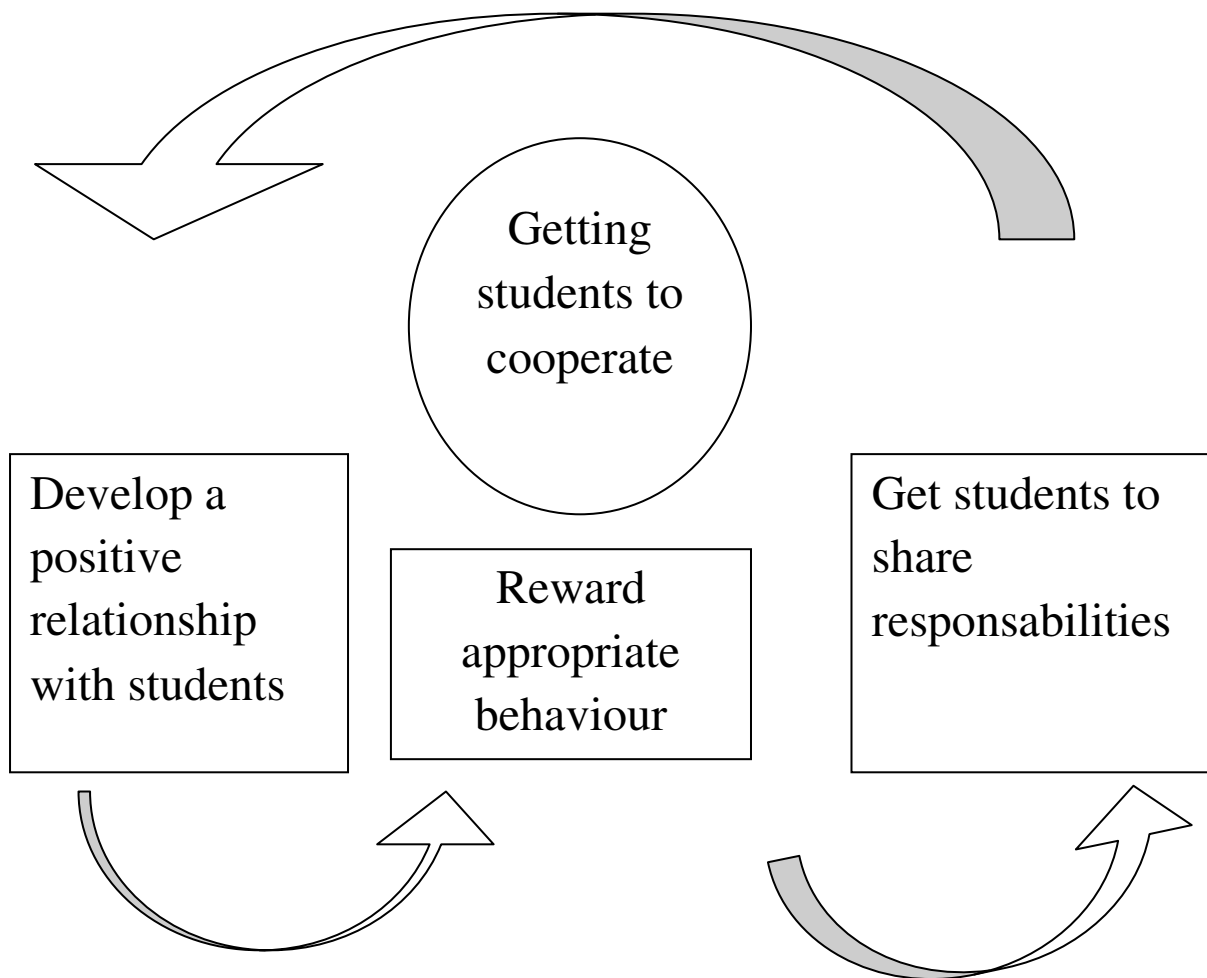
## Examples of teachers 'rules



Figure 2.5 Examples of teacher's rules Stronge (2007, P.67)

## 14. Getting Students to cooperate

Kenyon (2008, P: 245) suggests three main strategies to get students to cooperate “The strategies are developing a positive relationship with students to share the responsibility and reward appropriate behavior” shown in figure 2.6



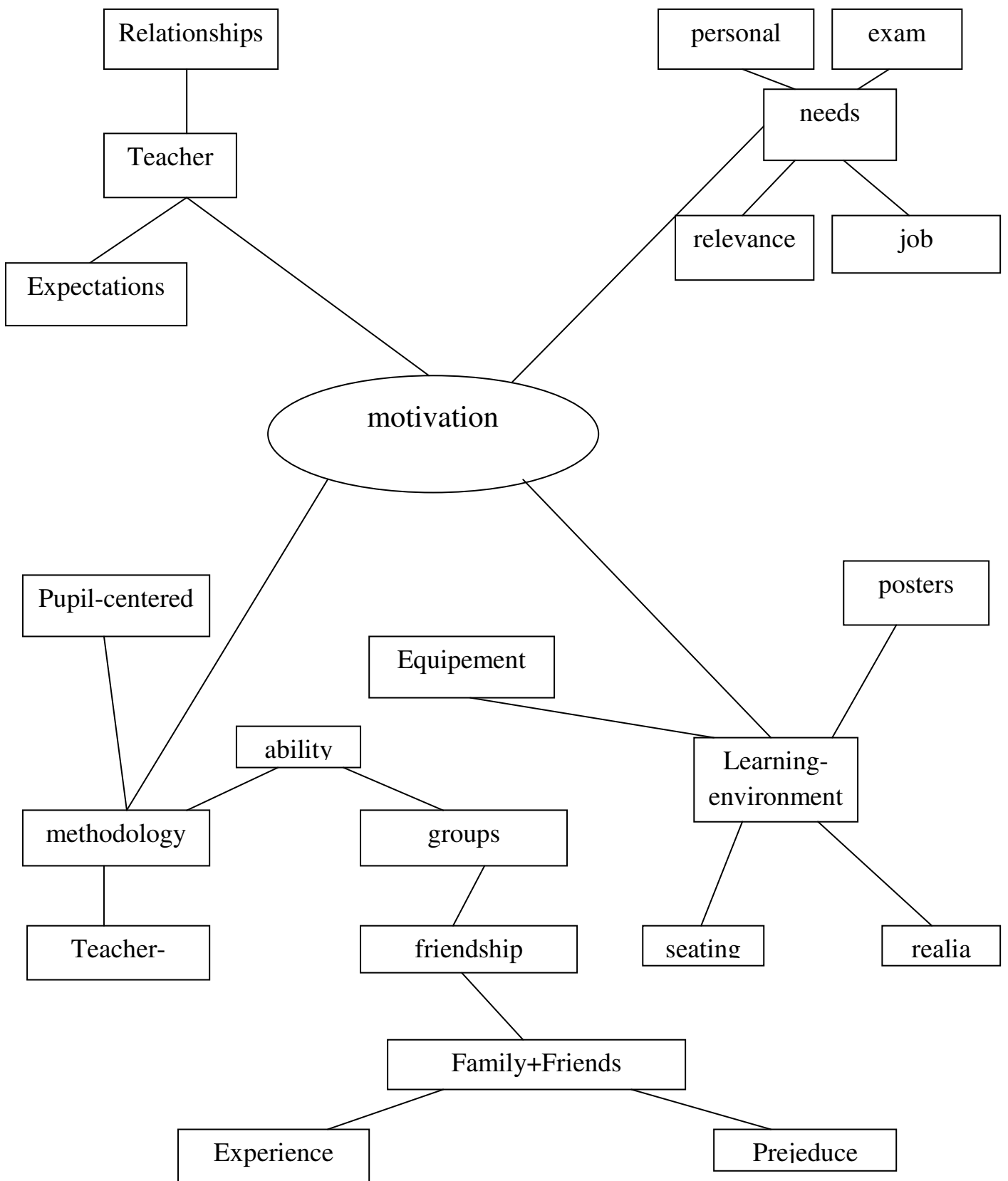
**Figure 2.6 strategies to get students to cooperate Kenyon (2008, P.245)**

## **15. Conceptual definition of Motivation**

According to Alderman (2004) Motivation has frequently been described as having three psychological functions

- a) Energizing or activating behavior.
- b) Direct behavior.
- c) Regulating persistence of behavior.

These three functions can assist teachers to create motivation and students can be motivated (p:18) as it is shown in figure2.7



**Figure2.7 functions of motivation**

Motivation is very essential in learning languages, it is “what gets you going. keeps you going ,and determine where you are going to go”( Slavin ,2003:329) .In other words, motivation is a drive that helps one meet his/ her desired goals.

Motivation is fundamental in learning in the sense that it controls the student’s behavior.

## **15.1 Theories of motivation**

Over the past decades theorists in an attempt to clarify the concept of motivation carried out numerous studies that showed various explanations “depending on the theory of human behavior you adopt”(Brown, 2001:13).

### **a) The behaviorist theory:**

Behaviorist approached motivation in a scientific way in a sense that they carried out some experiments on animals to comprehend how humans are motivated to learn (Slavin,2003:140) .This perspective was influenced by Pavlov (classical conditioning),and mainly by Skinner (operant conditioning) ,for these scientists ,motivation is simply seen as “the anticipation of reward”(Brown,2007:168), they noted that reward acts as a reinforce in individuals. salvin (2003:144) defined a reinforcer as “any consequence that strengthens a behavior”.students for example when feeling ambitions for a positive reinforcement push themselves to perform according to prior experience with reward (teachers praise) when giving a correct answer to win another positive comment (reward) .It is not worthy to note that behaviorists see that “our actions are at the mercy of external forces such as rewards”(Williams and Burden,1997:119)



**b) The cognitive theory**

Unlike the behaviorist theory the cognitive view of motivation centers around” individuals making decisions about their own actions” (Williams and Burden, 1997:119) that is to say individuals are in command of their acts ,they maybe decisions on their own in order to achieve the goals they traced. This view was influenced by many cognitive researchers who mapped out three main theories that are put here in plain words:

**c) The attribution theory:**

This theory that was developed by Bernard Weiner, aims at comprehending individuals’ explanations to their success or failure in accomplishing a given task. It is worth reiterating that Weiner and others (Slavin, 2003, Dorngei.2001, Williams and Burden ,1997) have described the attribution theory in terms of four explanations for success and failure : ability , effort, the perceived difficulty of a task , and the luck. These are either internal or external, and controlled or uncontrolled.

The major assumption of this theory is that individuals usually try to uphold a positive self-image (Slavin, 2003, and Burder, 1995), thus , while they perform well in a given activity they relate their success to their own efforts or ability ,but when they fail they relate their failure to uncomfortable external factors (task difficulty and luck).

The following table recapitulates the three main attribution dimensions, table

2.1 The four elements of attribution (Williams and Burden, 1997; 105)

Locus of control		
	Internal	External
Stable	Ability	Task difficulty
Unstable	Effort	Luck

**d) The expectancy theory:**

Or what is called to the value theory was influenced by many cognitivists by 1950's , the theory's main focus is" on the belief that people's efforts achieve their goals depending on their expectations of reward" (Salvin , 2006:325) ; i.e. students with different goals are motivated if they believe that there is a positive relation between efforts, performance and reward.

(Salbind, 2008) suggested that motivation is made up of three major elements:"expectancy "that has to do with learners convictions about their pote ntials and expectations for success, «instrumentality" that means the link between success and reward, and "value or valence "which refers to valuating results of success "

$$\textit{Motivation (M) = Expectancy *Instrumentality * Valence}$$

This formula can note that learners' motivation to achieve a given goal relates to their own certainty about their abilities and determinations for success , the reward they get when succeeding and the value that rests over success if any of the values is zero the equation is zero too (Huitt , 2001)

e) **Self-determination theory:**

This is a theory that was proposed by Edward and Ryan , according to Sabin (2008:889) self-determination theory is “ the experience of choice and endorsement of actions in which one is engaged “ he noted that this theory is founded on three factors : autonomy, competence , and relatedness.

First, autonomy tat indicates the compatibility that exists between one’s deeds and emotions, in other words it is the degree of freedom by which students decide to perform a particular task.

Secondly, competence that means one’s belief for how well she /he can perform a task.

Then, it signifies the need of belonging to a particular group, and the need to uphold strong relationships within this group.

f) **Achievement Motivation theory :**

This theory was influenced by many theorists mainly Atkinson (1964), the essence of this theory was represented in the concept of the differences of individuals’ need to achieve.

Scholars have assumed that the differences between students’ needs to achieve had a significant inference for their learning experiences (Williams and Burden 1997) .They distinguished two major factors dominating achievement motivation; need for achievement ( The desire or the drive that thrust students to succeed ), and fear of failure ( The desire to avoid approaching the task fearing to fail ). Salkind ( 2008;690) noted that early theorist explained the need for achievement in terms of implicit and explicit motives .

### **g) Enhancing motivation**

#### **a) Intrinsic Motivation :**

Slavin (2006; 336) affirms that “ classroom instruction should enhance intrinsic motivation as much as possible “that is to say , teachers should do their best when giving the lecture in a way to gain the students’ attraction and inquired about it.

Slavin(2006) believed that “ arousing interest “in the students is of vital importance , he assumed that teachers should emphasize the lecture’s important role in our daily life or by giving them the opportunity to choose how to study it (in pairs or in groups) .

Moreover, teachers ought “to maintain the students’ curiosity”; language teachers should form now and then, use idiomatic expressions or proverbs in this context and not in another .In addition to that , teachers are asked to “use a variety of interesting presentation modes “ this means , using songs , films , guest speakers, demonstrations, computers, language games , role plays; furthermore, teachers should “help students set their own goals “ trough encouraging them to work firmer to reach the aims they set.

#### **b) Extrinsic Motivation**

Enhancing intrinsic motivation in learners is very essential, yet teachers should at the sometime provide them with extrinsic incentives. Slavin (2005, 348) defined an extrinsic incentive as “a reward that is external to the activity, such as good grade”.

He proposed a range of extrinsic incentives that can sustain motivation in students which teachers should constantly use. Teachers should “express clear expectations”

About the tasks they want their students’ to achieve to help them get the convenient reward .In addition to that ,teachers are asked to provide learners with “clear immediate and frequent feedback” feedback, as defined by Slavin (2006:340) ,as an information

on the results of one's effort». Furthermore, teachers should increase the value and the availability of extrinsic motivators", it means, students "must value incentives that are used to motivate them (Slavin, 2006:341) a number of learners may not be concerned about the teachers' reward (good marks, praise).

## **16. Strategies for classroom management:**

According to Dunbar (2004, PP. 41.60) show "Eight strategies for classroom management"

**Strategy 01:** create an effective learning environment students will recognize and follow the classroom routine earlier and more easily you are prepared.

**Strategy 02:** Establish classroom procedures communicate how to do daily activities. Teach and model procedures until they are routine.

**Strategy 03:** create a motivational environment

- Give clear directions. Ask the students to repeat the directions.
- Set clear behavior expectations and consistently reinforce expectations.

**Strategy 04:** Make every minute count

- Plan each lesson in advance
- Write learning objectives, examples, problems..... etc..
- Be prepared with an emergency lesson or activity

**Strategy 05:** Keep everyone engaged

- Ask questions, wait three or five seconds then call on students
- Praise correct answers

**Strategy 06:** Teach life skills and good learning habits

These skills enable students to become mature, confident, and successful adult.

- Teach an individual lesson on unit on study skills
- Demonstrate memory techniques' such as flashcards use of repetition

**Strategy 07:** Be creative

- Search the internet to find recourses such as pictures, maps ... etc.
- Find out what national professional organizations might have the materials.

According to Kenyon (2008) there are some strategies that help teachers to monitor their classes as:

- Hold and communicate high behavioral expectations.
- Make clear to students the consequences of misbehavior.
- Monitor classroom activities and give students feedback and reinforcement importance regarding their behavior.
- Make use of humor when suitable to stimulate students' interest or reduce classroom tension.
- Make use of cooperative learning groups as appropriate as it can. (P: 5)

## 2.4 Qualities of effective teachers

Strong (2007, P. 40) illustrates “the effective teachers are not just someone who knows how support student learning through instructional techniques....to establish a positive classroom climate”.

In other words, effective teachers who know how to create a positive

And comfortable atmosphere and they know how to develop the level of their students. As shown in this figure 2.8

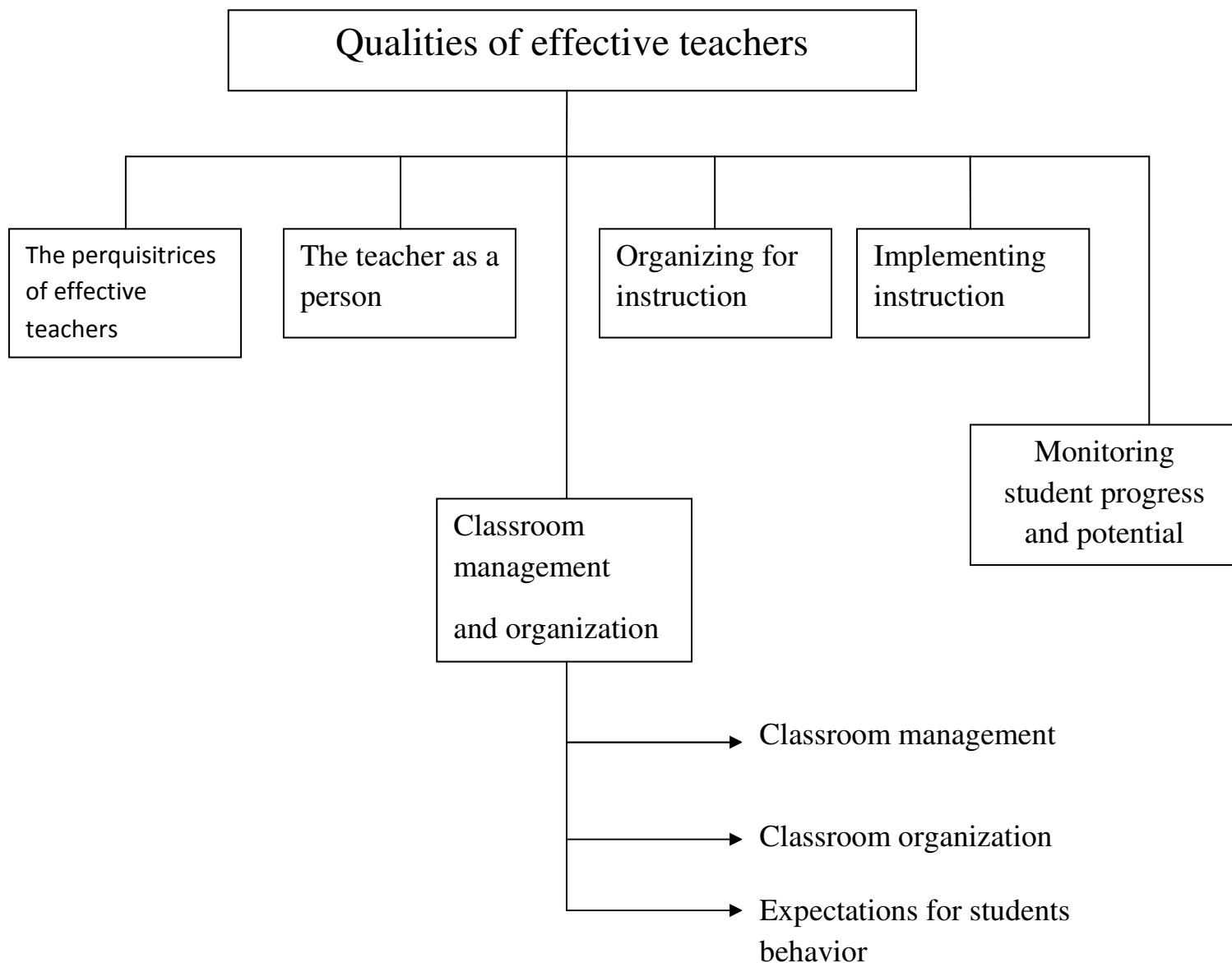


Figure 2.8 Qualities of effective teachers Stronger (2007, P.40)

## **Conclusion**

This chapter was devoted to the managing behavior in the classroom; we tried to give a clear image about the conceptual definition of behavior. Furthermore, We wanted to highlight how to create a learning environment and the important role of classroom management for creating a positive learning environment

It assumes also to managing disruptive behavior and responding to student behavior through using corporal punishment that creates a feeling of fear towards teachers and learning. In addition, we tried to give an example about Disruptive behavior such as “cheating” and how teachers deal with it by setting some rules and procedures.

At the end, managing Disruptive behavior needs to be an effective teacher through following the strategies.



## **Chapter Three : Analysis of the questionnaire**

### **Introduction**

In EFL classrooms, it seems suitable to give students the opportunity to express their ideas through questionnaire.

In any investigation the questionnaire designed according to students' needs.

In this aspect, we aim to gather information from first year LMD students of the English department at Biskra University, our purpose is to collect data about students' opinion and identify problems that faced students in learning.

### **3.1 Description of the questionnaire**

The questionnaire for students was distributed to sixty students of English of first year LMD at Biskra University, this questions includes two types of questions: there are open-ended questions and closed questions (yes/no); the questionnaire is also divided into two sections:

The First section about students' general information (Q1-Q2) (gender, age, their reasons towards choosing English language, their opinions towards their teachers)

The second section investigates students' attitude towards their teachers in general and their opinions towards classroom (Q5-Q13) which includes questions about the use of effective strategy of teachers to create a positive atmosphere. Also, questions about students' perceptions about teachers style in teaching. Then, students are asked about the main helped tips that assist teachers to manage their classrooms effectively

## 3.2. Analysis of the questionnaire

### Section one: Background information

#### Item.1: Gender

Options	N	%
Male	10	20
Female	50	80
Total	60	100

**Table 3-1 students Gender**

Table 3-1 shows that females are (80%).Whereas, males are (20%).When we compare between the percentage of females and males we find that females are numerous then males, the reason is that females have a tendency to study languages more than males.

#### Item.2: Students' age

Options	N	%
19	24	40
20	21	35
21	15	25
Total	60	100

**Table 3-2-Students's age**

From the table of students' age; we see that (40%) of students their age 19 years. Whereas,(35%) of students their age 20 years, (25%) of students their age 21years, which indicates that the first year LMD students their age between (19 to21 years).This is the adolescents'' age where the negative behavior is raised.

**Item.3:** Does your teachers try to create a good atmosphere?

Options	N	%
Yes	42	70
No	18	30
Total	60	100

**Table 3-3 students' opinions about their teachers in creating their good atmosphere**

Students who think that their teachers try to create a good atmosphere are (70%), however, (30%) of students are against, they seem to be aware of importance of atmosphere; it consider as a motivating element, but the latter, maybe they do not care about the importance of environment.

**Item.4:** If yes, what do teachers do to create a positive atmosphere?

Options	N	%
- Establishes a good relationship with students	20	40
-Praises students	05	10
-Allows students to ask questions and give answers	25	50
Total	50	100

**Tale3-4 students' attitudes towards the strategies that assist teachers to create a positive atmosphere**

The table above reveals that (50%) of students select the third response which means Allows students to ask questions and give answers is the best strategy that assist teachers to create a positive atmosphere, whereas,( 40%) said that establishes a good relationship with students is the best strategy .

**Item.5:** Why do you choose English language?

Options	N	%
It is international language	10	16,67
It helps us to communicate with foreigners	30	50
Both of them	20	3,33
Total	60	100

**Table 3-5 students' reasons towards choosing English language**

The table above reveals that (10, 16,67%) of students said it is international language and only (50%) of students said it helps them to communicate with foreigners.

Whereas (20, 33%) said both of them. As a result they choose the second possibility because they aim to communicate with others.

**Item6:** What is the most appropriate strategy that get student to cooperate?

Options	N	%
Let you to share responsibility	10	16,67
Develop a positive relationship with students	41	68,33
Reward appropriate behavior	9	15
Total	60	100

**Table 3-6 strategies that get students to cooperate**

Table number 3-6 shows that (10, 16,67%) of students said that the most appropriate strategy is that get students to cooperate in develop a positive relationships with students. Conversely ,(68,33%) of students

said that the most appropriate strategy is let you to share responsibility with students and only (15%) who said that reward appropriate behavior is an effective strategy.

From the results we find that students are ready to promote positive relationships with their teachers.

**Item7:** Do you agree that your teachers need help to create comfortable learning classroom?

Options	N	%
Agree	20	40
Agree or disagree	18	36
Disagree	12	24
Total	50	100

**Table 3-7 agreement that teachers need help to create comfortable learning**

The table above illustrates that (40%) of students agree with the need of teachers to create a comfortable learning classrooms .Whereas, (36%) of students disagree with the idea that the teachers need for helping to create learning classroom.

From the results we conclude that teachers cannot create a positive and comfortable learning environment without helping of students.

**Item.8:** Do you respect the classroom rules and procedures that set by teachers to reduce misbehavior?

Options	N	%
Yes	45	75
No	15	25
Total	60	100

**Table 3-8 students' opinion about respecting the rules and the procedures**

From the table 3-8 we find that (75%) of students respect the rules and the procedures. Whereas, (25%) of students do not respect that rules and procedures. Consequently, we notice that this rules and procedures that set by teachers can assist teachers to reduce the misbehavior.

**Item 9:** the reasons that lead students to misbehave

Options	N	%
They feel insecure	2	20
They feel failure	5	50
They feel lost	3	30
Total	10	100

**Table 3-9 the reasons that lead students to misbehave**

The table 3-9 shows that (50%) of students feel failures. Whereas, these results reveal that this group of students who do not respect the rules have reasons that lead them to misbehave. Consequently, we remark that teachers can manage their classrooms if they know how to deal with their students.

**Item.10:** What does teacher need to monitor students' behavior?

This question reveals that about (50%) who answered, therefore, some of them claim that teachers need to monitor students' behavior: Competency, enough background, capacity, proficiency, and methodology and attitudes. Others said by developing their capacities and competencies in learning language.

- He needs to be respectful and trust on his students.

-He knows his needs and living conditions.

-Use various methodologies to break, change activities by using didactic materials to attract students attention.

-Give some rules to keep them behavior then he must control his /her students.

-The results shows that the teachers need some strategies to manage the behavior of students.

**Item. 11:** What are the main helpful tips that assist teachers to manage their classroom effectively?

Options	N	%
Give students another chance whenever possible	40	66,66
Be quick to give students genuine praise for good effort	05	8,33
Keep students closer to him than to their peers with whom there are issues	15	25
Total	60	100

**Table 3-4 what is the main helpful tips that assist**

**Teachers to manage their classroom effectively**

From the table above we notice that (66, 67%) of students the main helpful tips that assist teachers to manage their classroom are give students another chance whenever possible. Then about(25%) who said that keep students closer to teachers than to their peers with whom there are issues and only (8,33%) who select the second tip be quick to give students genuine praise for good effort.

**Item.12:** Which type of teachers you are?

Options	N	%
They in store un atmosphere for fear (Boss)	7	11,67
They inspire their students(lead)	8	13,33
Neither (Boss) nor(lead)	45	75
Total	60	100

**Table 3-12 types of teachers**

All the majority of students (75%) respond that the type of their teacher neither (Boss) nor (lead) whereas, (13, 33%) of students reveal that they inspire their students. In contrast, (11, 67) they in store atmosphere for fear (boss), the results indicate that many students they do not know the style of their teachers.

**Item.13:** If you would like to add anything about this subject, please write below?

Only two teachers who answer this question, the first finds a good teacher is friendly and kind, whereas, the second one reveals that the effective teachers should manage their classroom to be more comfortable.



## 4. Questionnaire for teachers

### **Introduction**

In this chapter we are going to describe and analyze teachers' questionnaire. The aim of our questionnaire is to collect data from our teachers, and analyze the real situations then diagnose the disciplinary problems that face them especially, disruptive behavior by giving solutions to real problems that are created a negative environment by students when learning. The contributions of our teachers in this questionnaire have a great importance because they are aware about the real situation of issues in their classrooms.

### **4.1: Description of the questionnaire**

The questionnaire consists of (14) questions yes/no, close ended questions and multiple choice questions. It is divided into two sections:

Section One: General information (Q1-Q4). This section includes general information about each teacher's gender, their academic Degree, It is also consists of their previous experience in teaching. It also includes questions about the name of their university.

Section Two: The teachers' attitude about using classroom management strategy (Q5-Q14) this section includes questions about the important of using classroom management strategy in addition, if teachers have difficulties in teaching or not. We want to know the kind of difficulties that face them in teaching. Then we have indicated the main reasons that lead students to misbehave. We want to illustrate the style of teacher management. We want to know also if classroom environment learning- teaching important or not. The last questions are about the best ways for students to become disciplined.

## 4.2: The Analysis of questionnaire

### Section One: General information

#### Item.1: Gender

Options	N	%
Male	04	26,67
Female	11	73,33
Total	15	100

**Table 3-13 Gender Distribution**

As it shown in table 3-13 males are (73, 33%), and females are (26, 67%). From the results that are obtained we notice that our sample is almost females, however, just four teachers is a male.

#### Item.2: What degree do you hold?

Options	N	%
PHD	0	0
Magister	7	46,67
License	7	46,67
Master	1	6,66
Total	15	100

**Table 3-14: Teachers' qualification**

From the table above we see that the percentage of doctorate is (0%), (46, 67%) are magister, (46, 67%) are license, whereas, (6, 66%) are Master. We can say that our department suffers from lack of doctors. There is an equivalence of teachers' number between license and Magister. Then only one Master. Consequently our department suffers from lack of teachers.

**Item.3:** Work experience.

It is from one year to 32 year, according to different Experience in teaching.

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

**Item.4:** What do about using classroom management strategy?

Options	N	%
Interesting	1	6,66
Very interesting	3	20
Not interesting	0	0
Important	1	6,66
Very important	2	13,33
Not important	0	0
Helpful	8	53,33
Unhelpful	0	0
Boring	0	0
Total	15	100

**Table 3-16 Using classroom management strategy**

The table indicates that (53, 33%) of teachers agree that classroom management strategy is helpful. Whereas (53,33%) of teachers saw that classroom management strategy is very interesting and just two who said it is very important, and no one said it is boring or unhelpful. Thus, it is helpful the teachers for monitor the students' behavior.

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

Options	N	%
Yes	3	3,33
No	12	46,67
Total	15	100

**Table 3-17 the difficulties that face teachers**

From Table 3-17 teachers who have difficulties in teaching (12, 67%) whereas, (3, 33%) they do not have problems.

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

**Item.6:** If yes, what kind of difficulties those face you in teaching?

Options	N	%
Responds angrily	0	0
Uses in appropriate comments	1	12,50
Can not follow directions	6	75
Cheats and steals	1	12,50
Total	8	100

**Table 3-18 the types of difficulties**

The results show that (75%) of teachers reveal that the most kind of difficulty that face them in teaching process is they cannot follow directions. On the other hand, they use in appropriate comments also cheats and steal just one teacher who faces this kind of problem. Whereas, no one give us the first possibility "responds angrily".

**Item.7:** What are the main reasons that lead students to misbehave?

Options	N	%
They feel lost	04	26,67
They feel failure	09	60
They feel insecure	02	13,33
Total	15	100

**Table 3-19 the reasons that lead students to misbehave**

The table shows that (60%) of teachers explore the reasons that lead their students to misbehave because they feel failure, on the other hand, about (26, 67%) they feel themselves lost. Whereas, just (13, 33%) who they feel themselves insecure. Consequently, it is show that behind of each behavior there is reason.

**Item .8:** Which style of teacher management is?

Options	N	%
-Authoritarian teacher	5	33,33
-Authoritative teacher	7	46,57
-The indifferent teacher	2	13,33
-The laissez-faire teacher	01	6,67
Total	15	100

**Table 3-20 teachers' management style**

The table notices that each teacher has its style. There are about (46, 67%) who said that he is authoritative teacher. Whereas (33, 33%) who indicate that he is authoritarian teacher. On the other hand, the rest of teachers (13, 33%) the indifferent teacher. Whereas, the last just (6, 67%) as the result, the

majority of teachers are authoritative where they control the students but encourages independence. In contrast, the authoritarian teacher is strict one.

**Item.10:** Is classroom environment teaching learning important?

Options	N	%
Yes	15	100
No	0	0
Total	15	100

**Table 3-21 the importance of classroom environment**

The table above illustrate that (100%) said “yes” Whereas, no one said “no” (00%).

-Justification:

- Because students are influenced by their environment.

-Because it helps them to improve their level.

-Because it is true when everything happens.

-Provide learners with a healthy atmosphere.

-It can help students to connect.

**Item.11:** Do you try to create a friendly atmosphere in the classroom?

Options	N	%
Always	09	60
Sometimes	06	40
Never	00	00
Total	15	100

**Table 3-22: The importance of create a Friendly atmosphere  
in the classroom**

This table illustrate that (60%) always create a friendly atmosphere, whereas (40%) of teachers said that sometimes. And no one said that never create a friendly environment.

**Item .12:** to what extent do you think that your students need more consciousness to class procedures and rules?

-They need more awareness about good behaving in class and its impact on their learning achievements.-  
They are not mindful to them.

-In other to know his rights and duties.

-I think that our students really need consciousness to class rules specially those of the first year, They behave as they are still in primary school that's why we face many difficulties between teaching and educating them.

**Item.13** what are the best ways for students to become disciplined?

-The teacher is the key of teaching, he//she has to be cool and not to over react; on the contrary; she/he has self- esteem and self-confidence.

-This will depend on the teacher experience and school environment.

-Motivation, Priority to learn.

## 5. Results: discussions and Analysis

In general, the results obtained in this research reveal that students have various difficulties. Section one: in which general information show that females dominate our class rooms because in our statistics we find females is (80%) more than males who are (20%) this result reveals that students face problems with their teachers because they cannot cooperate with their teachers and peers .

When we speak about the second section , we find that (50%) of students choose the second strategy which are develop positive relationships with student , we can give our opinion as an advice to our colleagues to be positive in learning with your teachers and peers to face such problems to gain success. Also this section includes (40%) of students agreement with that teachers need their help to create a comfortable atmosphere.

We advise the students that the positive environment has a great impact on learning- Teaching process, in this part of section two: we notice (75%) of students respect the rules and the procedures that set by teachers; therefore, teachers have to be always encouraging students. In addition, we notice that (25%) of students who do not respect the rules because they find routines when they respect it .therefore, they break the rules and this lead them to misbehave. We find that (50%) among students lead them to misbehave. The reasons that guide them to do that are different because the student feels themselves failure, consequently, .they has previous idea about their abilities in learning. Furthermore, they misbehave.

This question reveals that about (20%) who answered; some of them suggest some solutions to help teachers to monitor the behaviour of their students ; such as competency, capacity, proficiency and their methodology in teaching by using didactic activities to attract students attention.

In other hand, about (25%) of students the main helpful tip that assist them to manage their classroom are keeping students closer to teachers than to their peers in order to control their behaviour effectively. In other hand, about (66, 67%) of students respond that giving another chance whenever possible is the helpful



tip that assist teachers to control their students' behaviour. Table 3-12 shows that (11,67%) of teachers are lead teachers which they inspire their students. Whereas (13,33%) are Boss teachers which they in store an atmosphere for fear. In contrast, the majority of students said that (75%) their teachers neither Boss nor lead because they do not know their style of teacher. From the last question only two students who give comments.

A good teacher is friendly and kind, whereas, the second reveal that the effective teachers should manage their classrooms to be more comfortable.

The result of first section which is about general information reveals that (80%) are females and just four teachers is a male. Item (2) shows that our department suffer from lack of doctors and there is an equivalence of teachers' number between license and Magister. Table 3-16 demonstrates that (53.33%) of teachers according to work experience between one year to thirty two years agree that using classroom management strategy is helpful.

In the second section, we find about (75 %) who have problems in teaching; (12.5%) they do not have difficulties. The next answer are liked to the previous one; the kind of difficulties face them; the results show that( 12.5%) of teachers reveal that the main problem that face them is they cannot follow directions then , they use in appropriate comments and find that (60%) of teachers explore the reasons that lead to misbehave because they feel failure. Consequently, it is show that behind of each behaviour there is reason. Two teachers against to this opinion and they said the main reason is they feel insecure. Item (8) notice that there are four styles of teachers. There are about (46, 67%) who said that he is authoritative teacher because they control students' behaviour and encourage independence. (100%) all the teachers agree that classroom management environment teaching- learning important because it helps them to improve their level and it help them to connect than provide learners with healthy atmosphere. Item (11) illustrate that (60%) always create a friendly atmosphere whereas who said that sometimes because they consider it difficult task to do it all the time. Then according to (item12) the students need more conscious to class procedures and rules

because they need more awareness about good behaving in class and its impact on their learning achievements. Then, the teacher is the key. She/he has to be cool and not over react. This depends on the teacher experience and school environment.

## **Conclusion:**

This chapter is concerned with getting a real data about students' attitudes and opinions and teachers' perception concerning with classroom management strategy, as well as, about the importance of this strategy in teaching and its impact on creating a comfortable atmosphere that impact on students' achievement. As we have mentioned before, the analysis of both questionnaires showed positive results but there are some problems. After having analyzed students' questionnaire, we found that although most of teachers state that classroom management process is very interesting in teaching. However, they are failure to manage their classrooms; their reasons are finding difficulties that lead them fear how to deal with different types of behaviour. After analyzing the teachers' questionnaire, we notice that the majority of teachers do not manage their classes effectively and they do not have a plan that helps them to be successful in teaching: furthermore, teachers do not try to build students' confidence and self esteem when they learn. In addition, classrooms lack the use of the activities that enhance students to cooperate. Furthermore, it assists them to create a positive and comfortable atmosphere. To sum up, the results of questionnaires showed positive outcomes which confirm that a positive environnement assist teachers to manage their classroom behaviour and it develop the students' achievement and it create trust and cooperative between the students and teachers.

## **General conclusion**

This study is presented the effective use of classroom management that helps teachers to monitor their classrooms through deals with the first year LMD English student at Biskra University. This study has almost interpreted the Hypothesis stated i.e. if teachers have planned for effective classroom management, then they will be successful in teaching and if teachers monitor students' behaviors, then they create a positive atmosphere in the classroom.

The procedures carried out in this research are divided into two parts; Theoretical part basic concepts of classroom management, in addition to the practical study .In the first part of the dissertation, we presented background information about classroom management and we tried to demonstrate its importance. Besides, we also tried to identify its goals of classroom management and how to differentiate it from the discipline. Also, we illustrated the different teacher management styles. Moreover, we discussed the teachers' role in helping students to improve their level.

In the second chapter, we presented theoretical literature about managing disruptive behavior. Then we moved to indicate the behavior concept besides illustrating the main strategies that help teachers to control their classes .In addition, we show the effective teachers and it relates to classroom management. In other hand, we showed the different rules and procedures through using classroom management skills. Moreover, we tried to present the importance of the physical environment that helps teachers to reduce the disruptive behavior.

The second of this dissertation is devoted to the practical study which divided into two parts; questionnaire for students and its results and questionnaire for teachers and its results and analysis. From the results of the two questionnaires show that classroom management

strategies an important process to manage their classrooms .Also, the results confirmed that teachers are aware about the difficulties that face them in teaching , Nevertheless , some teachers do not know how to manage the disruptive behavior .

Concerning with the using of classroom management, the results show that both teachers and students have positive attitudes toward classroom management.

We have said before that classroom management is necessary in teaching learning process; however, after analyzing the student questionnaire and teacher too, we are going to give some suggestions for teachers to use classroom management effectively.

First of all, teachers should explain the importance of learning atmosphere and its benefits in order to make students more cooperated to the issue of the disruptive behavior and to motivate them to engage in classroom activities. Second, teachers should have an effective plan that helps them to teach effectively also, teachers need to know positive aspects of the classroom environment in order to avoid problems with peers themselves. To The main problems that students reported in the questionnaire are the students feel themselves insecure and they cannot connect. These two problems can be solved if teachers assist students to monitor their behavior through avoiding these reasons that lead them to misbehave

At the end, using classroom management effectively can help teachers to reduce the misbehavior of their classrooms through setting rules and procedures to break down the routines and we try to enhance and motivate our students by creating a positive and comfortable atmosphere.

# Appendix 1

## Students' questionnaire

Dear students :

This questionnaire is a part of a Master research .It aims to collect data about the importance of classroom management strategy

It would be grateful if you provide us with answers to these questions.

*Thank you inadvance.*

### -Section one

#### - Background information

1- Gender Female  male

2- Age .....year old

3- Why do you choose English language ?

- It is international language
- It helps us to communicate with foreigners
- both of them
- others

4- Does your teachers try to create a good atmosphere ?

- Yes
- No

5-If yes , what do your teachers do to create a positive atmosphere ?

- Etablishe a good relationship with students
- Praises students
- Allows students to ask questions and gives ansewers

- Others

-Can you specify , please ?

.....

.....

**-Section two**

**-Students perceptions about teachers style in teaching**

6- What are the most appropriate strategy that get you as student to cooperate ?

- Let you to share resposability

-Develope a positive relationships with students

- Reward appropriate behavior

7-Do you agree that your teachers need help to create a comfortable learning classroom ?

- agree

- neither agree nor disagree

- disagree

8- Do you respect the classroom rules and procedures that set by teachers to reduce misbehavior?

- Yes

- No

9- If no,What are the reasons that lead you to misbehavior ?

- You feel insecure

- You feel failure

- You feel lost

- All of them

10- In your opinion , What does teacher need to monitor students' behavior ?

.....  
.....

11- What are the main helpful tips that assist teachers to manage their classroom effectively ?

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

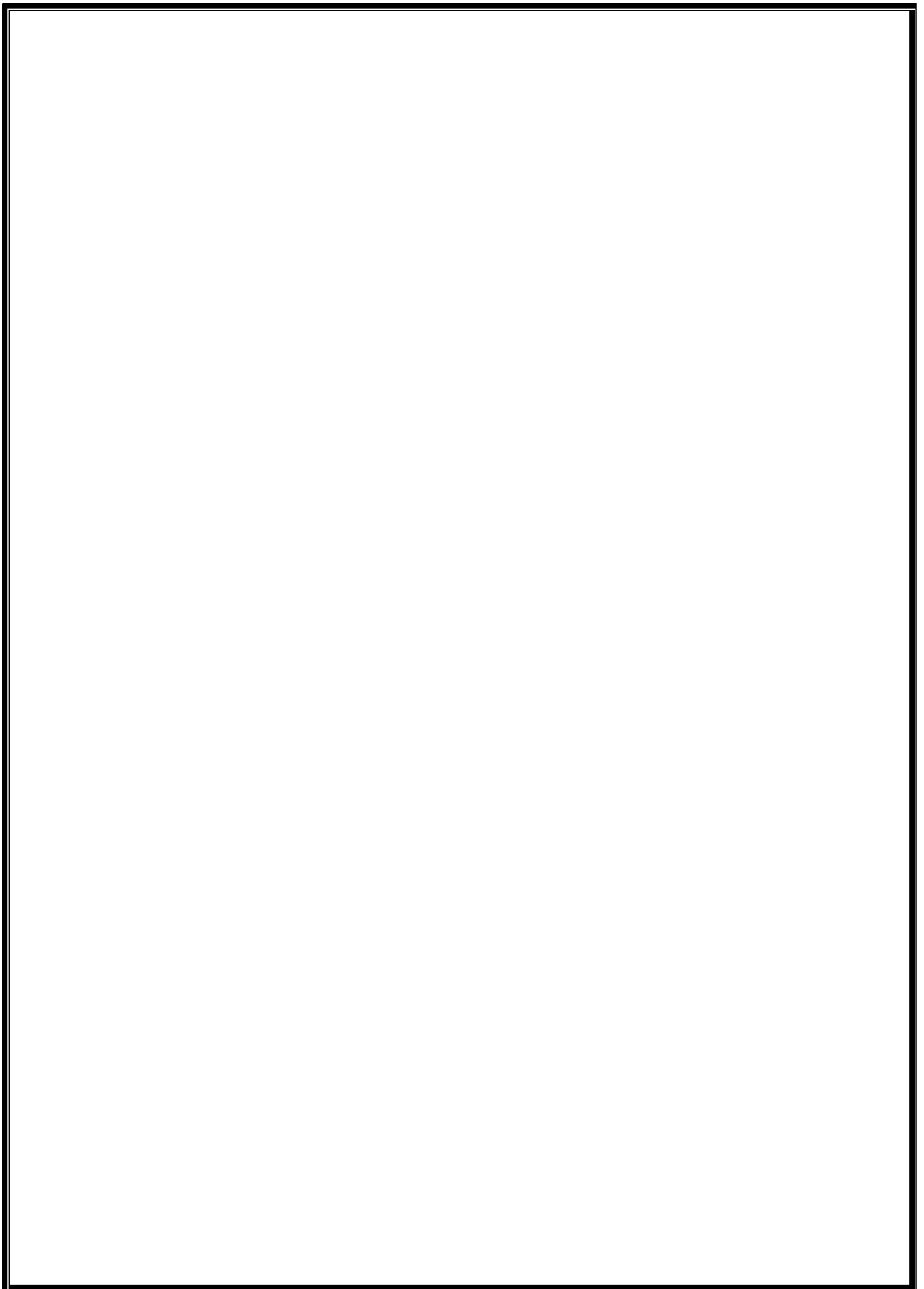
12- Which type your teacher are ?

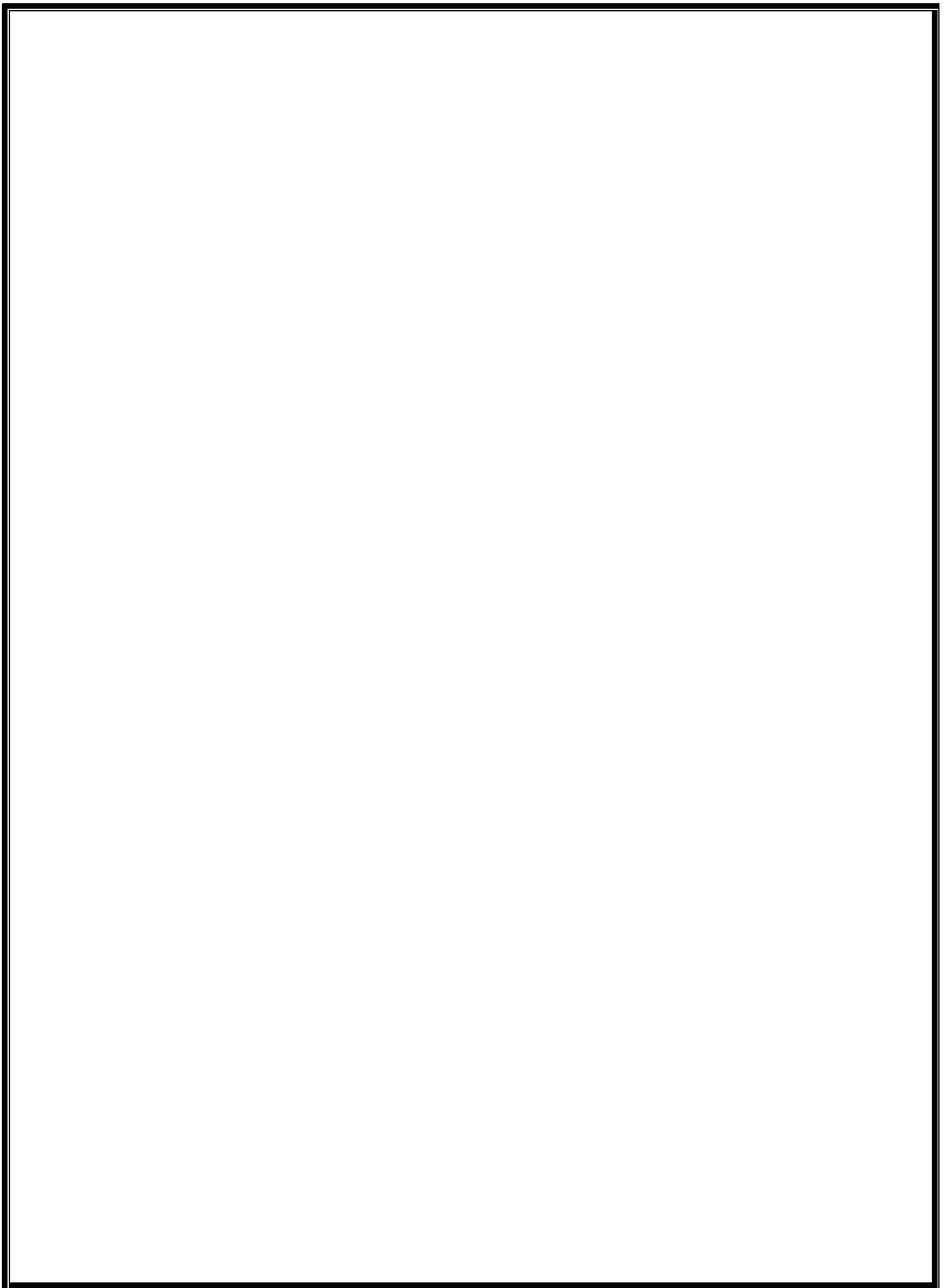
- They instore an atmospher of fear (Boss)
- They inspire their students (Lead)
- Neither (Boss) nor (Lead)

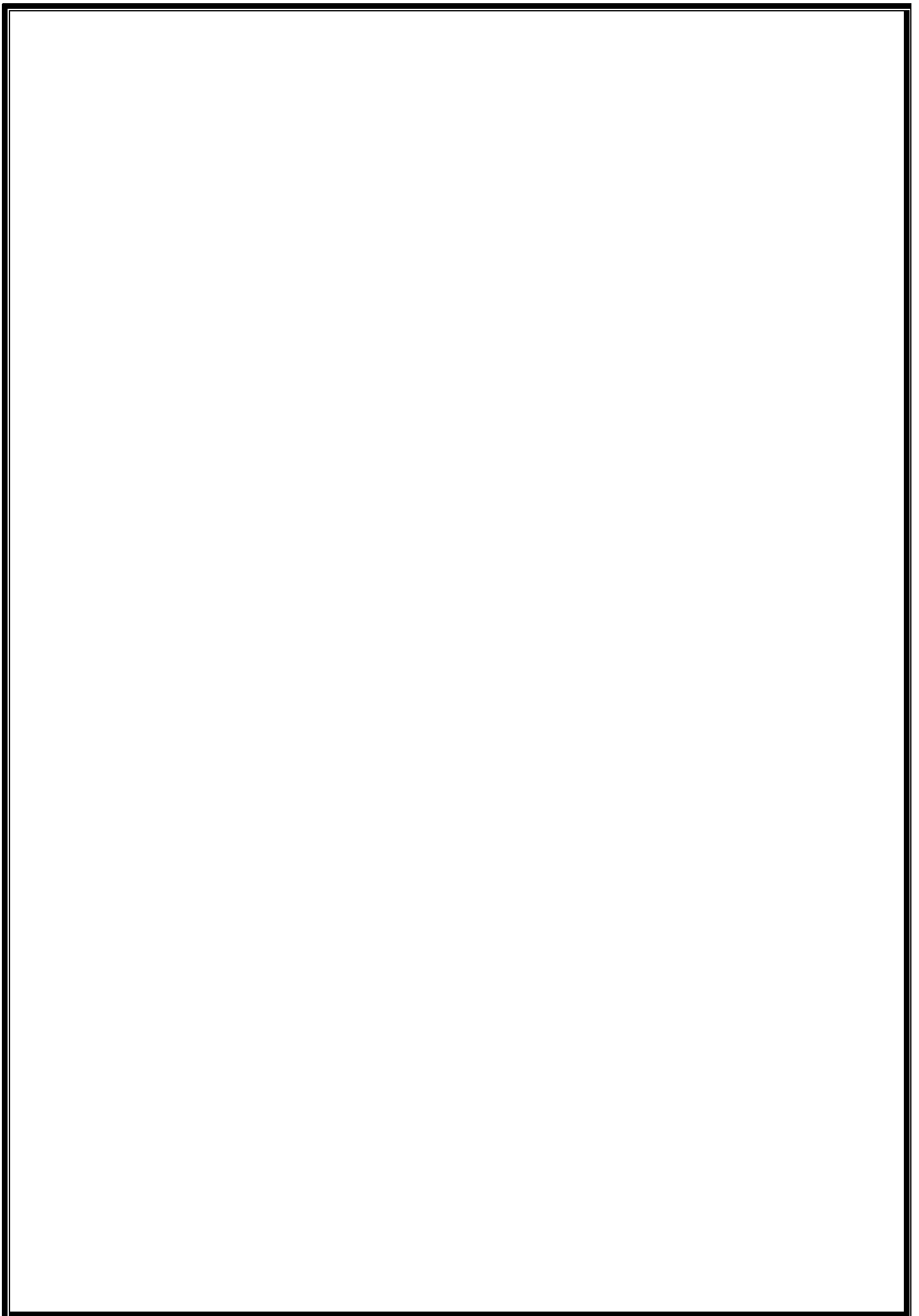
13- If you would like to add any thing about this subject , please write below ?

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









## Appendix 02 Teachers' questionnaire

**Dear teachers ;**

This questionnaire is a tool which helps us to collect data about our research, I would be so thankful if you agree to answer the questions . It contains your thoughts and ideas about classroom management strategy .Your cooperation is very important and very helpful in the investigation of the topic .

Note :please ,put (x) in the box which expresses your answer ,or write in the space provided

**Thank you in advance.**

### **-Section one**

#### **-Personnel information**

1-Gender      Female                            male                     

2-University .....

3-Degree

3-1 B A C ( license )     

3-2 Master                     

3-3 Magister                     

3-4 P H D ( doctorat )     

4- Work experience .....

**-Section two**

**-Teachers perceptions about using classroom management strategy**

5-What do you think using classroom management strategy ?

-Interesting  - Very interesting  - not interesting

-important  -Very important  -not important

-Helpful  -Unhelpful  -boring

6-Do you have difficulties in teaching? Yes  no

7-If yes; what are the main difficulties face you in teaching ?

7-1 responds angrily

7-2 Uses inappropriate comments

7-3 Can not follow directions

7-4 Cheats and steals

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

Because : 1) They can not connect

2) they feel insecure

3) They feel lost

4) They feel failure

9- Which style of teacher management you are?

9-1 authoritarian teacher

9-2 authoritative teacher

9-3 the indifferent teacher

9-4 the laissez –faire teacher

10- Is classroom environment teaching –learning important? Yes  No

Justify your answer please .....

.....

11-Do you try to create friendly atmosphere in the classroom?

Always  Sometimes  Never

12- To what extent do you think that your students need more consciousness to class  
Procedures and rules?

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

13- In your opinion; what are the best ways for students to become disciplined?

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

14- Would you add any further comments or suggestions?

.....  
.....  
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### **Electronic sources**

- <http://www.bobljobenyon.com/AEUclassroommanagement>

## Recommendations

In the light of the obtained results ,we recommend the following :

- Teachers should motivate students to develop a positive relationship with peers.
- Teachers should create a positive and comfortable atmosphere where student can learn .
- Teachers should be respectful and trust on their students through know their needs
- Teachers should use methodologies to break, change activities by using didactic materials to attract students attention.
- Teachers should help students to connect inorder to improve their level
- Students need more awareness about good behaving in class and its impact on their learning achievements.
- Students should respect the rules and the procedures inorder to manage their classroom effectively.