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# Classroom Management and its Effect on Pupils' Achievements in an EFL Context

## A Case Study of Learners at El-Amir Abd Elkader Secondary School of Touggourt

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

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# Abstract

This study aimed at investigating the effects of classroom management on pupils' achievements at secondary schools. The present work focuses particularly on the strategies and methods that should be implemented by the teacher in order to create an energetic and successful environment for better achievement in learning English. The study was mainly conducted on two teachers and two groups include sixty pupils at El-amir abdelkader secondary school of Touggourt; the research is qualitative since we are checking whether there is a relationship between two variables which are classroom management and pupils' achievements (it is a relation of cause and effect). A classroom observation and questionnaire for teachers and pupils are used as tools of collecting data for our research because they serve as reliable and powerful instruments. The obtained data were analyzed through descriptive analysis which is significant for analyzing such kind of data. The results of this study explains a lot about the effects of classroom management on pupils' achievements, it is clear that they strategies used by the teacher to control his/her classroom environment for better learning are beneficial for pupils to achieve their goals. We also deduce that motivation has an important part that may affect pupils. Additional recommendations and suggestions to help pupils achieve their goals easily are given at the end of the present dissertation.

# Dedication

*I wish to dedicate this work which terminated by the assistance of Allah to my parents who support me and teach me that the best kind of knowledge to have is that which is learned for its own sake.*

*It is also dedicated to my sister Salima and all her family, to my brother Mohammed laid and all his family who teach me that even the largest task can be accomplished if it is done one step at a time.*

*I dedicate it also to all my friends, especially my roommate Hanane Badra for her patience.*

*And to all people in my life who helped me accomplish this work.*

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## 1. Introduction:

Classrooms are busy, crowded, and complex places. Nearly all researchers at the domain of Psychology of Education or Didactics agree that classroom management are all of the things that a teacher does to recognize learners', space, time, and materials. Consequently, instruction in content and learners learning can take place (Classroom Management Introduction) others look at the classroom management that it is always related to discipline and as if they are used interchangeably are not synonymous. Thus discipline has become a much smaller part of the term classroom management, classroom management is much more than any one of these words or the sum of all these words (Charles, 1992; Wolfgang, 1995). According to all what have been said and what we found about classroom management we can define it as the strategies, techniques and tools applied by teachers inside the classroom and how do they work with learners in order to fulfill the requirements of the teaching-learning process.

Classroom management is very important for teacher and learners; it helps the teacher controlling the class the way he wants depending on the strategy and the technique he uses. Moreover, they will be able to achieve best results due to the good conditions which are created by the teacher himself.

Our dissertation aims at investigating whether classroom management has a direct impact on learner's achievement. In addition, we intend to analyze how to create an appropriate and well managed environment for learners to act positively and reach a successful teaching-learning process at the end. Another aim is to compare some of the classroom management strategies and select the useful ones that will eventually score best results in session and at the whole school year.

## 2. Statement of the Problem:

According to Harry and Rosemary Wong if teachers do not have a plan for managing their classrooms, then they are planning to fail, we can deduce that classroom management is very important for all teachers. The impact of classroom management has been always a serious and attractive subject tackled by most researchers and teachers of English as a Foreign Language; therefore, we intend to undertake the present research in order to discover whether classroom management affects positively or negatively learners' achievement.

In addition, we will try to determine some aspects that would help both teachers and learners achieving the expected objectives by the end of each session.

## 3. Significance of the Study:

Realizing the need of learners nowadays and working toward their achievement is a goal that the majority of teachers and researchers are focusing on. This research is undertaken in order to demonstrate classroom management influences learners' achievement and the necessary effective role to reach the learning objectives.

## 4. Aims of the Study:

It is obvious that both teachers and learners need appropriate and well-managed classrooms for an effective teaching-learning process. The aim behind this study is to deal with different aspects and issues that the teachers follow in order to manage their classes. Our research aims at reaching some main and secondary objectives as follows:

- Selecting strategies and techniques for well managed classroom.
- The role of teachers and learners in the learning process, and what are the positive or negative effects of classroom management on learners' achievement.
- The researcher will proceed with a comparative analysis of the different strategies adapted by EFL teachers to see if they affect learners' achievement.

## 5. Research Questions:

This research attempt to answer the following questions:

1) What does classroom management refer to?
2) What are the basic constituents of classroom management?

3) What are the strategies, techniques and tools used by teachers in order to provide a successful learning environment?
4) Do the different strategies in classroom management influence learners' achievement?
5) What is the role of some pedagogical tools used by teachers in order to well manage the classroom?

## 6. Hypotheses:

- We hypothesize that the choice of the classroom management strategy would affect learners' achievement.
- We advance that if teachers create a well-managed classroom since the beginning of the school year, they would succeed in the teaching-learning process.

## 7. Methodology of Research:

In our research, the descriptive method will be used in order to determine and investigate whether classroom management and the strategies used by teachers affect positively or negatively learners' achievement. In addition, we are going to use the comparative procedure to see if there are more effective and challenging strategies than others.

**Research Tools:** we are going to use classroom observation and questionnaires for both teachers at secondary school and a group of learners because they are the effective tools that suit the nature of our research.

**Sampling:** a group of learners at secondary school.

## 8. Limitation of The Study:

In our research time may be a potential weakness that is why we will select a group of secondary school learners and not all of them.

## 9. The Literature Review:

An extensive reading has been devoted to classroom management and its impact on learners' achievement in terms of its strategies, rules and elements. According to Dunbar (2004), classroom management is certainly concerned with behaviour, 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. Furthermore; classroom management has been defined broadly as any action a teacher takes to create an environment that supports and facilitates both academic and social-emotional learning (Evertson & Weinstein, 2006), from the two above definitions we deduce that classroom management is a collaboration of strategies used by the teacher in order to maintain an effective learning experience and prevent behavioral problems that may occur inside the classroom without forgetting achieving best results for learners.

According to McLeod (2003), the first impression of anyone entering the classroom is in your classroom arrangement, climate, and observing the displays. Also Cummings (2000) stated that the use of space and room arrangement has a direct effect on time on task. So we can say that even the use of classroom space and managing time in an organized manner are very important in the teaching-learning process it helps the teaching managing the classroom in an excellent way.

Teachers of English as a foreign language can see whether the methods and strategies they are using are effective or not through the evaluation of their learners this is according to McLeod (2003), following this way teachers will succeed in the teaching process also learners will achieve best results.

# CHAPTER ONE:

# CLASSROOM MANAGEMENT AND DISCIPLINE

## Introduction

Teachers do not need only information about the subject they are going to teach, most important is how to deliver or transform the existing knowledge in an appropriate way in order to succeed in the teaching-learning process. There are many elements teachers need to be aware of during their teaching carrier such as classroom management and discipline which constitute the main issues of the present chapter.

Classroom management and discipline seem to be used interchangeably; in fact, they work in parallel but they do not share the same meaning and features. Classroom management are all the procedures followed by teachers to succeed in presenting a lesson; starting from the lesson plan until the last minute of the session. Teachers should not just focus on transforming knowledge to learners, they equally need to create a well-managed environment through planning lessons, selecting suitable strategies, techniques and methods of teaching in order to achieve a successful teaching-learning process. Time and space are also very important for teachers; the challenge that faces all the instructors is how to manage them because they directly or indirectly affect learners. Another important point for teachers is predicting problems that may appear inside the classroom and try to find solutions in order to solve them promptly.

However, discipline according to the Oxford English Dictionary is teaching a person to control himself and follow rules. Inappropriate learners' behaviors are considered as disruptive for the teaching-learning process. That is why teachers need to have a clear view of the negative and positive behaviors of their learners and; therefore, react rapidly and appropriately. There are different ways to manage learners' behavior inside the classroom which depends on the teachers' personality and the way they prefer to act. Through these brief definitions we can deduce that classroom discipline is an important part of classroom management and their impact on learners' achievement is very important too, teachers cannot reach the teaching-learning objectives unless they establish both of them in the classroom.

In addition, we will analyze in this chapter further details about classroom management: its constituents, types, goals, problems and their solutions. On the other hand, we will study how teachers can manage learners' behavior. Moreover, we will mention some inappropriate practices used by teachers to control behavior problems inside the classroom.

## 1. Definition of Classroom Management

Novice teachers should be aware of the relationship between classroom management and many other areas. First, the definition of classroom management requires the division of the concept into two parts classroom and management. Classroom is a space bounded by the wall and roof which a teacher houses his learners for the purpose of giving instruction to such learners whereas management refers to the process of designing and maintaining any setting in which people work in groups for the purpose of accomplishing predetermined goals. According to Evertson and Wainstein 2006, they point out that classroom management has been defined broadly as any action a teacher takes to create an environment that supports and facilitates both academic and social-emotional learning. This definition includes all actions, performed by the teacher on the purpose of creating a well-managed environment, are considered as classroom management tasks. Their aim is to facilitate and help supporting the academic and social-emotional learning. Another significant definition of classroom management given by Harry and Rosemary Wong (2005), classroom management refers to all of the things that a teacher does to organize students, space, time and material so that learning can take place. This management includes fostering learners‟ involvement and cooperation in all classroom activities and establishing a productive working environment. We all know that one of classroom teachers‟ most important jobs is managing the classroom effectively; accordingly, we deduce that a good teacher might be a good manager. The term manager is primarily creating implies the conditions for learners to be interested in learning and performing, and then providing the structures, strategies and activities that will encourage quality learning and quality performance.

### 1.1 Characteristics of Well-managed Classroom

Classroom management is the heart of teaching and learning, a well-managed classroom can lead to an exciting and dynamic experience for teachers and learners. Harry and Rosemary Wong stated some characteristics of a well-managed classroom, as follows:

- Students are deeply involved with their work, especially with academic, teacher-led instruction.
- Students know what is expected of them and are generally successful.
- There is relatively little wasted time, confusion, or disruption.
- The climate of the classroom is work-oriented but relaxed and pleasant.

### 1.1.1 Classroom Management on the First Day of School

Becoming an effective teacher depends on classroom management especially on the first day of school, "All battles are won before they are fought" (Harry and Rosemary Wong). Creating a well-managed classroom at the beginning of the school year can be helpful for teachers to avoid many problems during their carrier. The essential elements of classroom management on the first day of school are suggested by Harry and Rosemary Wong:

• Make sure your classroom is ready. Teachers who prepare their classrooms in advance maximize student learning and minimize student misbehavior. Readiness is the primary determinant of teacher effectiveness.

• Do everything possible to welcome the students and to make sure that they know where to go and how to get there on time.

• Keep in mind that what you do on the first day may determine how much respect and success you will have for the rest of the school year.

• Arrange student seating to maximize the accomplishment of the tasks and to minimize behavior problems. Assign students to their seats on the first day of school.

The first day of school is the first opportunity the new teacher has to begin the implementation of the management system. Students" first impressions about their classroom, their teachers and the standards expected by the teacher can have a lasting effect on their performance.

Beginning activities for secondary school teachers:

- Introduction
- Administrative tasks
- Discussing course requirements
- Discussing rules and procedures
- Content activities

Seven things students want answered:

1. Am I in the right room?
2. Where am I supposed to sit?
3. What are the rules in this classroom?
4. How will I be graded?
5. Will the teacher treat me as a human being?
6. What will I be doing all year?

7. Who is this teacher?

### 1.1.2 Classroom Management All Year Long

Harry and Rosemary Wong describe classroom management all year long through the following remarks:

- Organize a well-managed classroom in which students can learn in a task-oriented environment.
- Start the class by giving an assignment, not by taking roll. There is no need to involve the class in the roll-taking process.
- Post your assignments in the same place every day if you want your students to do them.
- Make sure that your grade record book shows the results and progress of each student at all times.
- Remember that a smooth-running class depends on your ability to teach procedures.
- Present your rules clearly, and provide reasonable explanations of the need for them. Write the rules down, and permanently post them in the classroom. Give them to students on paper or have the students copy them into their notebook.
- Keep in mind that rules are most effective when there are consequences to face if students break them and rewards if students follow them. When you see a violation of one of the rules, immediately and quietly give out the penalty as you continue with the lesson or classwork.

### 1.1.3 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. It means that classroom management aims at creating a comfortable atmosphere and a suitable climate where learning proceeds without interruption and secondly, develop learners‟ sense of responsibility and self-regulation. In other words, making the learners aware of the existing rules and their importance will increase the sense of responsibility day after the other because ignoring the presence of the learner inside the classroom will lead to many problems that affect negatively the teaching-learning process. Additional classroom management goals are: foster student engagement and cooperation for all classroom activities, establish a productive work environment and increase learners‟ achievement.

## 1.2 Models of Classroom Management

As far as the models of classroom management are concerned, there are two main types. Successful teachers need to know when to choose and apply the right model at the right moment depending on the aims and the objectives. The difference between the two models is on the changeability of the focus, sometimes the focus is on the teacher and sometimes on the learner.

### 1.2.1 Learner-centered Model

It is an approach or system that supports the design of learning programmes which focus on learners‟ achievements, accommodate different learner‟s priorities and consistent with reasonable learners‟ workload (i.e. workload that is feasible within the duration of the learning programme). It accommodates for learners greater involvement in the choice of content, mode, pace and place of learning.

### 1.2.2 Teacher-centered Model

Literally the term means that the teacher is the person who is imparting knowledge or information to learners, the learner is the receiver of this knowledge. In order to do this effectively, it is important to identify the learner‟s current level of skill or knowledge in the subject being taught if the level of instructional content is too high or low, the learner will not effectively receive the information.

## 1.3 Types of Classroom Management Styles

In order to understand learners‟ behavior, a variety of classroom management styles will be used by teacher 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 type is restrictive and punitive, teachers give orders and learners need to obey but not to ask why. However, the authoritative teacher creates limits and controls on learners but simultaneously encourages independence –learners are independent thinkers and doers- but still involve effective monitoring. The indifferent teacher is not completely involved with his students at the classroom probably because of the lack of skills to manage and direct the students and the setting. Finally, the laissez-faire teacher is kind of teachers who do not have the desire to make rules at the classroom or to control learners‟ behavior. The laissez-faire teacher has difficulty to say „no‟.

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

**The difference between the four styles Dunbar. C (2004, P.09)**

### 1.4 Characteristics of Teachers That Can Effectively Manage the Classroom

The ability of teachers to control and manage the behavior and the classroom is essential, this task is not that much easy and not all teachers are effective in teaching it. The question depends on the skills they apply and the way they deal with their learners, also the way they react against some inappropriate learners" behavior that may appear during the school year. The effective teacher is responsible for the creation of comfortable classroom atmosphere in order to promote motivation and interactive teacher-student relationship; therefore, Peace Corps (2005) indicates 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. Teachers who are effective know how to create positive climate among learners through the positive expectations for learners" success in order to reach all the objectives. Also they know how to facilitate the lesson for better understanding. On the other hand, (Rubio 2009) states "teachers need to be able to survive the demands, threats and challenges within the diverse circumstances of teaching." (p: 36). It means that the effective teachers can teach learners and tease them learn whatever was the situation or the place. In addition to that they know how to manage their classrooms and to create interaction between students themselves and between student-teacher (Gribbs. 2002, pp: 35-46 cited in Rubio, 2009, p: 36)

## 1.5 Key Elements of Classroom Management

When dealing with classroom management teachers need to be aware of its important element, and the effective way to manage them in order to create a comfortable climate for learners to learn and achieve their objectives. Also for teachers who want to succeed in their mission and make it a pleasant activity. In fact, the teaching process requires effective transfer of information especially in situations where the teacher represents the only source of knowledge. Maintaining the key elements of classroom management makes the teacher feel at ease when teaching, in addition, the learner enjoys learning; therefor, will increase the percentage of achievement.

### 1.5.1 Setting up of Classroom:

The first factor that teachers have to take into account is setting up the classroom. The first impression of anyone entering the classroom is about your classroom arrangement, classroom climate, and observing the displays (McLeod2003). In other words, since the beginning of the school year teachers must decide how to arrange the seating for their learners depending on the furniture in the classroom and the space related to the style of teaching and the purpose of the lesson.

### 1.5.2 Classroom Physical Arrangement:

Teachers should take into consideration the arrangement in the class because it has not only an impact on the interaction between the teacher and the learner but also on the success of activities. The way teachers arrange the seating for learners depends on the existing furniture and the space in the classroom all of these according to the style of teaching.

#### 1.5.2.1 Types of Seating Arrangement:

For both teachers and learners the shape and the display of the classroom are very important, teachers should place the furniture depending on the space.

According to Harmer (20): "The way students sit say a lot about the style of the teacher or the institution"

#### 1.5.2.2 The Influence of Classroom Physical Arrangement on Learners

The majority of the Algerian teachers do not pay attention to the physical environment of their classroom, especially the seating arrangement despite its importance and influence on the effectiveness and success of the learning process. McLeod maintains that "whether you are returning to school in which you are veteran teachers, beginning your carrier as a new teacher teaching in a new building, setting up your

classroom space is the first assignment of new school year. The way you set up your classroom largely, determines the experience you and your students share. Long et al said that the settings in which students learn could have a pronounced impact on their behavior.

### 1.5.2.3 Strategies for Effective Room Arrangement

Evertson Carolyne and Poole Inge state that there are four main strategies through which an effective room management can be achieved (include the figure)

1) Minimizing disruptions (disruption from items)

   Evertson and Poole maintain that: "different students find different items, equipment and individuals can be disrupting". Teachers should do their best to know their learners what do they like and what do they dislike in order to create a comfortable environment. They also emphasize that: "preventing distractions help to decrease misbehavior" (10)

   Steps suggested by Evertson and Poole:

   - Identifying potential distractions in the classroom.
   - Arranging students‟ seating to avoid these distractions.
   - Moving: items, equipment and/or individuals as needed to minimize distractions.

2) Maximizing access:

   It is a strategy for arranging the physical space around students in a way that maximizes their access to instruction, materials, and demonstrations and the teacher has maximized access to the learners.

   Tips:

   - Providing a clear line of sight for students to instruction (chalkboard, overhead projector screen, etc.)
   - Creating a clear line of sight for you (the teacher) to the students.
   - Arranging seating to allow you (the teacher) and the students to move through the classroom with ease.

3) Matching arrangement with lesson purpose:

   This strategy includes arranging the classroom in a manner to support the purpose of the lesson. For example; lesson designed for independent work (seat work, tests, etc.) are supported by an arrangement in rows or paired rows. Lessons designed for group work are supported by an arrangement in groups. Evertson and Poole said

that "effective lesson planning and teaching procedures for a given lesson format work in combination with matching arrangement to lesson purpose to achieve successful lesson implementation". Matching arrangement with lesson purpose emphasizes flexibility in room arrangement. This will motivate students and enhance their sense of belonging as they participate in arranging the classroom.

There are four tips:

- Selecting the lesson purpose and format.
- Selecting a room arrangement that supports the lesson purpose. Consider the different arrangement.
- Adapting your (the teacher) present arrangement to support the lesson purposes.
- Teaching students to arrange the classroom for specific lesson format and assign the task of arranging the room to the class based on your direction. Successful arrangement requires practice. The teacher can involve his learner because creating a suitable classroom arrangement make them feel their values.

4) Movement with ease:

This strategy is for arranging the physical space of a classroom, to insure that both the teacher and the students can move through the room without difficulty.

Tips:

- Arranging the furniture and equipment in the classroom to create walking space between and around these items as needed.
- Anticipating circumstances that may require additional space (e.g. for a wheel chair).
- Placing frequent utilized supplies, equipment and materials in easy to reach locations.
- Removing unused or unnecessary equipment and furniture from the classroom.

As a result, movement with ease strategy can be a critical step through which teachers would maintain organization within classroom environment. Therefore, they need to carefully plan an appropriate and workable class arrangement that facilitates movement and establish considerable movement procedures.

### 1.5.3 Types of Seating Arrangement

For an effective room arrangement and because of its importance for the teaching-learning process, many researchers propose various types of seating arrangement. What is remarkable about those types is the different placement of teacher‟s desk within the classroom. Mcleod et al suggested that the teacher can place his/her desk in the front, in the back, in the center or off to the side of the class. Furthermore, they believe that each position of the teacher‟s desk has its positive and negative effects on learners.

Placing the teacher‟s desk in the front of the classroom allows him/her to see clearly and directly most areas of the classroom and monitor learners at work, also it allows the teacher to promote a teacher-directed environment. However, it does not allow learners to have private conversation.

Placing the teacher‟s desk in the back of the classroom allows the teacher to keep an eye on their learners and provide them with opportunities to talk without being observed by others, this type of desk placement promotes learners centered environment.

Placing the teacher‟s desk in the center of the learners‟ seating may discourage private conversations with the teacher, whereas learners have easy access to the teacher‟s desk. In addition, it promotes a teacher-facilitated environment.

Placing teacher‟s desk off to the side of the classroom implies that the desk is the teacher‟s "personal space" on one hand; on the other hand private conversations are very possible in such arrangement.

Not all teachers feel comfortable with the different types of seating arrangement due to some personal preferences or to the numerous learners within the classes. However, changing the placement of the teacher‟s desk can be used as a strategy for creating a different environment that may help learners not to feel bored.

According to Evertson and Poole, the seating arrangement can be divided into three main groups.

#### 1.5.3.1 Arrangement for independent work/tests/beginning of the year/lectures

This type of seating arrangement includes individual learner‟s desks.

#### 1.5.3.2 Arrangement for group work

In this seating arrangement learner‟s desks are placed in groups of four, five or six learners facing each other.

### 1.5.3.3 Arrangement for demonstration/discussion

vertson and Poole suggested U-shape and U-shape plus rows.

Lastly, "the way students sit say a lot about the style of the teacher or the institution where the lessons take place" (Harmer 20). Therefore, teachers can implement the above seating arrangements in order to improve the class physical environment and help managing their classrooms in an effective way. Harmer said: "they need to do something so that they are not always faced with rows and rows of bored faces". Finally and according to Seivert: "they should not always assume that one classroom arrangement is needed for all classrooms".

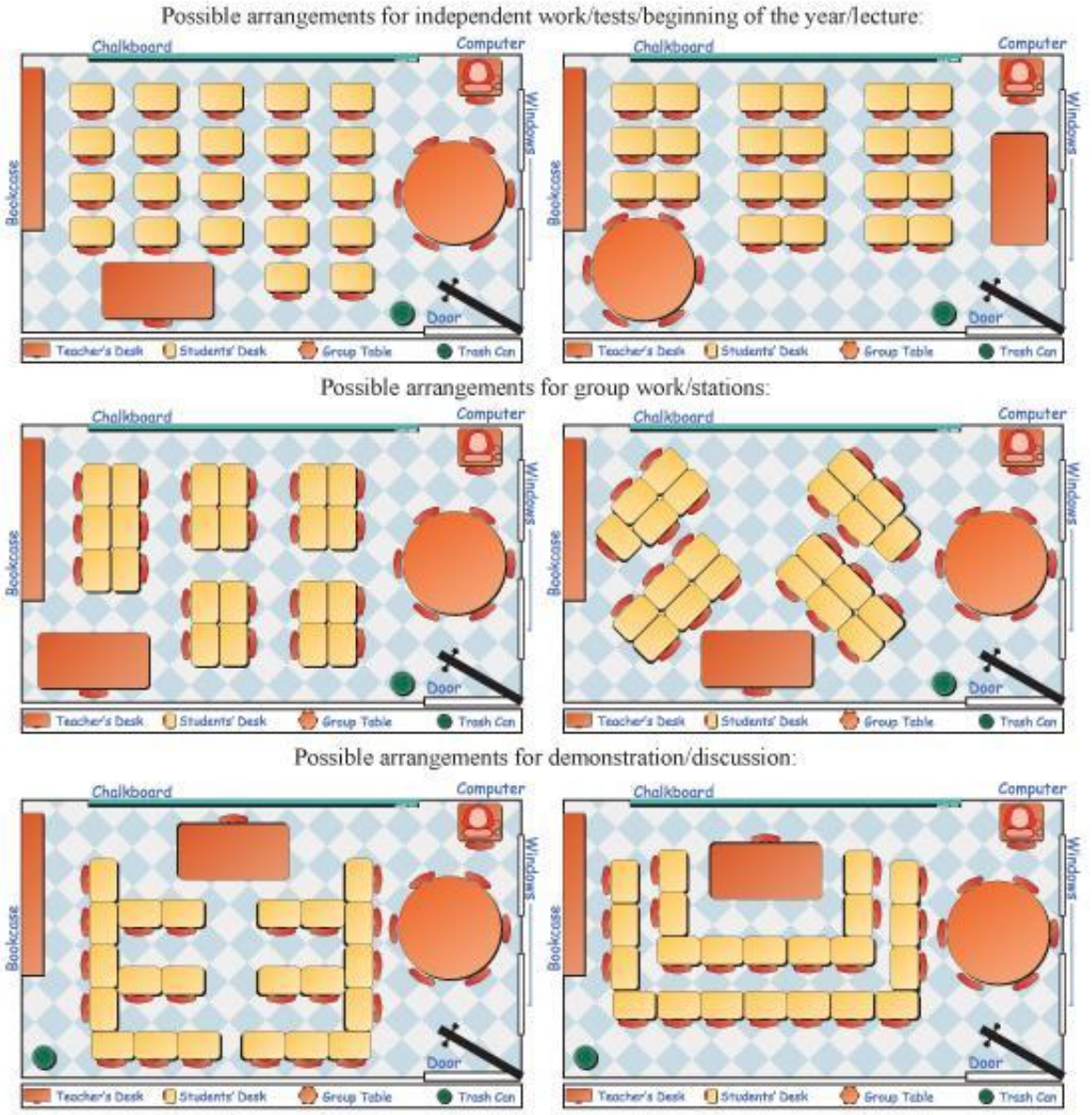


**Figure1: Different types of possible seating arrangements**

### 1.6 Classroom Management Problems and Suggested Solutions

| Issue | Solution |
|---|---|
| 1. Undermining the instructor‟s authority | This is tricky as it speaks to "attitude." A learner might be little the instructor or engage in a battle of the wills. This learner would need to be privately told that their attitude was confrontational and asked how this might be resolved mutually. "Be careful not to read most questions about content, interpretation, or assignments as a challenge of authority". Acting as it they are not, even when you suspect they are, can convey a sense of confidence and control. Sometimes merely assuring the learner, while smiling, that you have indeed reflected on this issue at length and that they too will understand soon why the information or the assignment is valuable diffuses the situation. You may even want to encourage them to ask the question again at a later date if necessary." |
| 2. Leaving class too Frequently | Camps are divided as to whether or not learners should ask for permission to leave for bathroom breaks or wait for a break in the class. One doesn‟t require his learners to limit their bathroom breaks or ask permission, however, this is contentious for some schools when breaks are taken too frequently. You might ask the learner if everything is OK privately so that they know that you are concerned by their behavior. Don‟t assume disrespect – it might be a bladder infection or some other physical problem. |
| 3. "Spacing Out" or Sitting With Back to Instructor | If this is a repeated problem, learners need to know that their non-verbal behavior is perceived as disinterest. You might ask them after class if they need a more comfortable seat. Some learners are extremely shy and it might take half of the semester before they open up enough to make sustained eye contact or face the instructor completely. Remember also that sustained eye contact is a culturally dictated practice that might not be feasible for some learners. |

| | |
|---|---|
| 4. Poor hygiene (possible cultural considerations) | Poor hygiene, too much perfume, cigarette odor or other strong odors can be distracting or even nauseating to learners. The cause for the odor might be culturally based in bathing preferences between cultures. This can be a real problem for some schools while others will never encounter the dilemma. We suggest letting the offending learner know that in close quarters, some learners have issues with strong smell. It might be suggested that for the course (not their outside of class lives) that the odor be masked in some way. |
| 5. Verbal or physical Threats | Verbal or physical threats are serious matters. As a general rule consult professional experts for assistance immediately.<br>College Police |
| 6. Gum, Food, Pagers, and Cell Phone disruption | If decided upon by class, consequences for breaking this policy might range from the loss of participation points to the offender having to present on a topic of interest to the class. Some instructors allow pagers and cells to be on the vibrate setting as long as they are attended to at the break rather than used when it interrupts the class. Instructors need to abide by this rule as well and allow for at least one mistake per learner as accidents do happen from oversight. The idea here is to prevent habitual disruption from gum popping and phones ringing. |
| 7. Monopolizing Discussions | This is common but manageable. Many learners are excited and talkative so it might be good to give them a few class periods to settle in. However, if it‟s evident right away that this is a trend, it‟s best to ask them to stay after class. You might approach them initially by saying that you are pleased with the amount of enthusiasm they have for discussion but were hoping that they have suggestions for getting the other class members equally involved. The learner will most likely get your drift with minimal humiliation. |
| 8. Sleeping in class | Sleeping in class is usually considered rude. Most schools believe it should not be tolerated and is best curbed up front by waking a sleeping learner and asking them to step outside with you. Once there school often tell learners that it‟s best for the rest of the class if they return when they are awake enough to be an active participant. This occurs from time to time and you obviously are the one to choose lenience or punitive action. |

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| | If it‟s one of your more regularly involved learners, perhaps give them an option of an extra credit research assignment they can bring to your next class period covering the subject matter they missed while they were sleeping. An alternative approach is to assume that the learner does not feel well, was up most of the night with a sick child, or has some other condition that results in sleepiness when still for long periods of time. You might simply choose to wake the learner and ask them if they are feeling alright. To pull this off you need to approach it with true concern for the learner's health and well-being. Most of the time, learners are so embarrassed and so appreciative of your genuine concern that they don't let it happen again. Encourage learners to actively participate, take notes (explain that this is helpful to their learning as it stimulates memory in the brain) and in particularly long classes break up the session with activities or paired conversations about a topic to ensure that learners stay engaged. Learners don't learn much from listening, so remember that the more they "Experience" the learning process the more you are really teaching. |
| 9. Repeated Tardiness | There should be clear parameters set around this issue up front – either in your syllabus or in the class decided norms. Stick to your guns on the policy. Some fair policies might include three tardiness equals one absence. It might be best to discuss this with learners individually; some are habitually late because they are dependent on bus routes or other drivers for transportation to school. |
| 10. Refusal to participate or speak | We cannot force learners to speak in class nor participate in group projects. This can be addressed and become a win-win situation by either giving the learner alternative options to verbal participation (unless it‟s a speech class) or simply carefully coaxing some response out of them and praising whatever minimal effort you receive from them. Remember, some learners are terrified to be in a class setting –especially if there are round tables rather than desks – allowing for little anonymity. |
| 11. Sharing/Copying Work | In some cultures, students work together to produce homework. It may come as a shock to these students that they cannot submit identical work. This may also come as a surprise to couples, parent-child, siblings, or close friends. Be careful to give thought to how you will handle this |

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|---|---|
| | before you encounter it and react as if it were intentional cheating. This can also occur when the class does a great deal of group work. Make sure you are clear about what is individual vs. group work in your assignments. |
| 13. Too Much Chit Chat | Give two-minute chat times for groups or before class begins let them know that you have material to be covered and that their talking isn‟t helping you achieve your goals for the class. Know too that some learners occasionally translate a word or phrase to a tablemate who might not have as strong an understanding of English, be patient and observant when curbing this behavior. |
| 14. Disrespectful Behaviour | The reality is that sometimes learners just plain won‟t like you. You will find yourself in a conversation with yourself about why they don‟t like you and treat you with disrespect. Animosity will perpetuate itself so remember your role and look for a way to positively invite the student to engage more deeply in the class. Perhaps offer them a special task based on a self-disclosed talent. |

### 1.7 Managing Time and Classroom Management

Time may be the biggest challenge for teachers during their teaching carrier, effective time management is one of the skills necessary for success in schools as well as in everyday life. Teachers need to know that their learners need enough time to practice, review, apply,… etc. Best teachers are those 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) 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 on master skill

There are researchers who are interested in discovering how learning is influenced by teachers‟ use of time. Rich and Ross (1989) found that teachers spent approximately 55 percent of classroom day for instruction, but only one fourth of that time is spent in learning tasks (quoted in Algozzine; Henly; and Rosemary, 2009, p 257). On the whole, it is obvious that time management is very important for learners' achievement.

## 2. Definition of Discipline

Discipline is essential for every group, society, or political institution. Without discipline society or Government. No nation can exist without discipline. It is discipline that regulates man to man and international relations. Hence discipline is one of the basic elements in the classroom since classrooms are a part of the society. Discipline means the observance of certain well-defined rules. Teachers must know that discipline is an essential task in the teaching-learning process on one hand, and on the other learners should learn the right way of doing things even in ordinary actions like sitting or reading. This is achievable through the application of the rules given by their teachers but this does not mean that there are no disciplinary problems at the classroom. That‟s why teachers need to implement suitable rules and procedures to keep their classes well-disciplined and avoid some inappropriate practices which are used to control behavior problems. Discipline is a kind of action management to encourage compliance with the school‟s standards. Teachers may face disciplinary problems which imply that learners behave or act against the rules and the procedures which can affect their learning performance. A disciplinary process should be followed by all teachers in order to monitor, supervise and improve their learner‟s behaviour which has a direct influence on their achievements.

### 2.1 Managing Discipline

Duke points out: "the provisions and procedures necessary to establish and maintain an environment in which instruction and learning can occur" (qtd in Fan Yi, 128). This means that the teacher has to fix certain rules and to follow some procedures in order to monitor the learning environment in a smooth way far from disciplinary problems and disruptions. Classroom rules and procedures differ from teacher to another they reflect the strategy of each one; furthermore, teachers do not accept their rules to be broken down by learners especially during the explanation or the activities.However, if it happened that learners did not obey to the given rules, the teacher would first need to warn them verbally.

In case that they did not stop disturbing the class then teachers would apply their procedures to handle with such problems.

### 2.2 Managing and Conducting Learning Activities

"Good instruction aids management by keeping students involved in appropriate learning activities, and it helps prevent failure, frustration, boredom and confusion" (Mohamed Osman 53). To keep learners engaged in learning along diverse pathways teachers need to manage the learning activities in their classrooms through many different elements:

- **Planning:** Create a weekly plan scheduling classroom activities. Indicate whether children will be working independently, in groups, or as a whole class.
- **Preparing:** Prepare for each classroom activity by reviewing your teaching manual or outlining a lesson plan.
- **Gathering resources:** Collect or create the resources that are needed for the activity.
- **Connecting learners to activities:** Whether the learning activity is whole-class discussion or projects pursued, you can introduce it by addressing the class in direct instruction. Try to make the information or skills to be learned meaningful to learners.
- **Connecting learners to each other:** Take advantage of the ways learners can help each other learn in pairs and groups.

### 2.3 Common Behaviour Problems in the Classroom

Behavior problems at school interfere with lessons and disturb other students. These problems often overwhelm teachers, and some consider them the most difficult aspect of a teacher‟s work day. Learners who exhibit behavior problems invariably require extra attention, which places strain on teachers and slows the pace at which lessons are offered and completed.

- **Sensory Processing Disorder:** Learners with sensory processing disorder can be disruptive in the classroom because they are unable to keep pace with daily lessons. They might walk around without permission or talk while the teacher is explaining, and their special needs divert the teacher‟s attention from the set program. Learners with this disorder find it difficult to organize and make sense of the sensory information that their brain receives from the world around them. Normal activities

can seem confusing to them. They often have problems learning and prefer not to communicate with their classmates.

- **Aggressive Learners:** Aggressive behaviour is a serious problem and is disruptive to a supportive and safe learning environment. Physical aggression can be violent, and both learners might get hurt. Aggression between learners in the classroom or outside disrupts all other activities and negatively affects teachers and other learners. Apart from the initial disruption, the after-effects of physical fighting remain with sensitive learners and interfere with their school day.
- **Inappropriate Language:** Although fairly commonplace in the classroom, inappropriate language does not belong in school and is offensive to many learners and teachers. Learners may use foul language to impress their classmates or to get the attention of their teacher. Some learners use inappropriate language to express frustration or anger, while others use this type of language because it is normal in their home environment. In all cases, teachers should dissuade learners from swearing in either the classroom or outside.
- **Inattentive Learners:** Inattentive learners tend to fall behind their classmates unless appropriate steps are taken. In certain cases, learners may suffer from attention deficit hyperactivity disorder, which causes them to have difficulty controlling their behaviour. These learners experience difficulty in organizing school work and sustaining attention. They struggle with starting projects, and even simple school tasks can overwhelm them. These learners often require extra attention from teachers, so normal school lessons take longer to complete, and learners without learning or other behaviour problems become bored and frustrated.

These are the most common behaviour problems that may face all teachers in the classroom, so they need to be well prepared with solutions and appropriate practices in order to fix them.

### 2.4 Causes of Classroom Discipline Problems

Handling discipline issues is one of the most difficult parts of a teaching job. Teachers should know that every single learner who makes problems inside the classroom has its own causes. The best way to respond to a discipline problem in your classroom is to understand the root of the issue. The following are a set of causes that should be taken into consideration when working on a discipline problem:

- **Problems at home:** Issues and stresses at home are a major reason for learners to act out in class. If learners are abused or neglected at home, their anger can boil over and lead them to disrupt your classroom. Learners who come from homes where the parents are divorcing are also under duress and can act out in class as a way to deal with their fear and frustration. Acting out in class is way learners who feel helpless about their home situations feel like they still have some control.
- **Peers**: Learners who are bullied by their peers are also prone to discipline issues in the classroom. Although many learners who are bullied become withdrawn in the classroom to prevent calling attention to themselves, others act out. Often learners who bully are abused at home, leading them to lash out at their classmates. In rare cases, learners lash out and attack their classmates in class or even their teacher.
- **Perception**: If your learner feels you don't like him, you're not protecting him or supportive of him, he could become a discipline problem in the classroom. Feelings of abandonment, lack of voice and depression affect learners who feel like you don't care about them. Some learners could have issues adjusting to your teaching style. Many teachers now differentiate lesson plans to include all types of learners. If the teacher is not reaching a learner, he could shut down and act out in class.
- **Disabilities**: Learners with learning disabilities can also sometimes be disruptive in class. In most cases, learners with learning issues require a specialized education plan to teach to their needs. Many learners with learning disabilities are on medication that helps them focus. Occasionally, learners forget their medicine and act out in class on those days.

## 2.5 Promoting Positive Behaviour in the Classroom

Promoting positive behaviour is a very important task that should not be neglected by all teachers. Teachers will need to reward the learner who behave well, and change the behaviour of those who do not. Often in a classroom, teachers give more attention to learners who misbehave. Treating learners with respect is a key to helping them respond well to the changes so the classroom will be more harmonious.

Decide the classroom rules with the learners at the start of the year. By involving the learners in the rule-making process teachers can help them set their own boundaries, and categorize what they feel is bad behaviour. Talk through the rules as you make them, so that they all understand why they exist. Writing the rules on a big piece of card or paper,

and placing them where the learners can read them will help them to stick to the rules. Set a good example to learners. A teacher is more than just an academic role model, he is an example. By being positive and cheery, teachers will encourage the learners to do the same. When a learner breaks the rules, explain to them in simple language what they have done wrong. Do not become moody or angry, since this will also impact their behaviour.

Reward good behaviour cannot be separated from the task of promoting positive behaviour; learners need to be rewarded for their good behaviour as they have been criticized for their bad behaviour.

### 2.6 Establishing Effective Classroom Routines

Establishing effective classroom routines early in the school year helps keep the classroom running smoothly and ensures that no time is wasted while learners wonder what they should be doing during times of transition. Classroom routines can be established for many activities, including entering the classroom in the morning, transitioning between activities and preparing to leave the classroom. The basic procedures for establishing solid routines remain the same regardless of the routine procedure that you are teaching your students.

**Explain the routine to the class**: Telling the learners why the routine is important and what is expected from them to do as part of the routine. If the teacher want his learners to enter the classroom quietly in the morning and select a book to read, he needs to explain how entering the room this way helps get the day started quickly; define what quietly means, because without clarification, some learners may consider quietly to mean a whisper voice while others will take it to mean no talking. Teachers should allow learners to ask questions about the routine and their expectations.

**Model the expectations**: Act out, in detail, what the teacher expects from his learners when completing a routine. Break the routine down and narrate what you are doing. Show each step of the routine and how it should be properly completed.

**Have learners practice the routine**: Select one or two well-behaved learners to demonstrate the routine first, allowing the class to see how the routine should be completed by a learner. Once learners all understand what is expected, have the whole class practice

the routine. Have learners practice the routine until the class feels comfortable completing the routine without teacher assistance.

**Implement the routine in the day**: Once learners understand the routine, have them complete it during the day. As the teacher implement the routine, remind learners of the proper procedure and the expectations, making the reminders less detailed until they are able to complete the task completely on their own.

**Review the routine as necessary**: If the class struggles to remember the routine or has trouble completing the routine after a break from school, review the expectations and have learners practice the proper way to complete the routine again.

### 2.7 Establishing Standards (expectations), Rules and Procedures

The goal of all the standards or expectations, rules and procedures which are used by teachers inside the classroom is keep the classroom safe, orderly and productive. Standards or what we can call expectations are a set of norms that govern the whole classroom which are expected by the teacher; "These standards must be carefully taught and practiced" (Fisher, 2003). While rules are central to all discipline programs, they are a description of standards for acceptable behaviour; the function of rules is to prevent or encourage behaviour by clearly stating learners" expectations.

"The value of rules is creating productive learning environments and many evidences exist indicating that clear, reasonable rules, fairly and consistently enforced, not only can reduce behaviour problems that interfere with learning, but also can promote a feeling of pride and responsibility in the school" (Purkey and Smith, 1983 cited in Eggen and kauchack, 2004). Procedures are steps for routines learners follow in their daily learning activities; they are simply methods or processes for how things are to be done inside the classroom. The difference between rules and procedures is that rules are guidance for learners" behaviour whereas procedures outline the process for doing a routine activity. Effective teachers plan and teach procedures until learners get familiar. These procedures create a regularity and equilibrium for both learners and teachers (Bovenzi, 1980).

#### 2.7.1 Classroom expectations

1. **Respect yourself, the teacher and others**

- ✓ Show respect for the teacher, yourself and others at all times.
- ✓ Respect others‟ property. Avoid touching or writing on anything that does not belong to you (including desks, textbooks, teacher‟s belongings, walls, chalkboard, etc.).
- ✓ Don't expect that others will clean-up your messes. Please pick-up after yourself.
- ✓ Respect yourself and the rest of us by using appropriate language and wearing appropriate clothing.
- ✓ Be a kind person.

2. **Put forth your best effort at all times**

- ✓ Always do your own best work.
- ✓ Put learning ahead of getting good grades.
- ✓ Put quality ahead of just getting it done.

3. **Be prepared for class each day**

Come prepared with all materials necessary:

- ✓ An organized class binder containing all necessary materials and handouts.
- ✓ Loose-leaf paper, pens (blue or black), and pencils.
- ✓ A red or purple pen for grading in class or underlining important elements in note taking
- ✓ Highlighters for emphasizing important text.
- ✓ A planner to help keep you organized - the most successful learners are organized.

4. **Follow directions when given**

- ✓ When directions are given, do your best to follow them the first time. If you are confused or have questions, ask. I would rather have you stop class to clarify than be off task while everyone else is working.

5. **Pay attention, participate and ask questions**

Engage in what is going on in the classroom. If you have a question, ask it! Otherwise, I might not know until the test that you didn‟t understand something. There are no stupid questions, and chances are, if you are wondering about it, someone else in the class is to. Be proactive about your learning and don‟t be afraid to ask for help.

6. **Preserve a positive learning environment**

- ✓ Student actions that interfere with teaching or learning in the classroom will NOT be tolerated.

- ✓ Use class time to learn history/government. Please do not spend your time grooming, sleeping, talking, writing notes, playing cards, listening to you IPod, text-messaging friends, or doing work for other classes.
- ✓ Minimize classroom interruptions by arriving to class on time and not leaving the classroom during the hour.

7. **Take responsibility for your actions**

- ✓ If you are confronted about a rule infraction, own up to it. Don"t deny it, lie about it, or blame someone else.
- ✓ Take responsibility for missed assignments.
- ✓ All handbook rules will be enforced. Please read your handbook. Students that choose to break these rules, choose to have points taken away from their learning readiness grade, and face the possibility of additional consequences.

### 2.7.2 Classroom Rules

1. **Turn off cell phones & electronic devices**

- ✓ Electronic devices (CD players, IPods, handheld games, mini-TVs or personal DVD players, cell phones, pagers, etc.) are NOT permitted in my classroom.
- ✓ Cell Phones should be turned off and invisible during the class period. If I see or hear your phone it will be taken away and given to an administrator. Refusal to turn over the cell phone will be treated as insubordinate behavior.

2. **No food or drink, except water**

- ✓ You may drink bottled of water in the classroom. If a spill occurs, please clean it up immediately and inform the teacher.
- ✓ No other food or beverage is permitted without a doctor"s note.

3. **Arrive to class on time & ready to learn**

- ✓ When the bell rings, you need to be sitting in your assigned seat.
- ✓ You should immediately begin on the warm up activity or journal entry.
- ✓ Be "physically" and "mentally" present in the classroom.

4. **Never line up at the door before dismissal**

- ✓ Please remain in your seat until I have dismissed you. Never line up at the door before dismissal. Remember, I dismiss you, not the bell.

5. **Do not cheat, plagiarize, or copy work**

- ✓ Cheating is completely unacceptable. If I see you cheating on any assignment… even for another class… I will give you a zero and report the incident to the other teacher as well as your assistant principal and parents.

- ✓ Plagiarism (copying work from another source without giving proper credit) is completely unacceptable. If you plagiarize on any assignment you will earn a "0" on that assignment with no opportunity to re-do the work for credit.

6. **Use polite and appropriate language**

- ✓ Offensive, derogatory, and profane terms are not tolerated. In order to have a safe classroom environment where all students feel comfortable, no put downs, swear words, or slang words with demeaning connotations will be accepted. Remember, if you don‟t have something nice to say, don‟t say it at all.

7. **Do your best work & turn it in on time**

- ✓ Remember that the work that you turn-in is a reflection of your effort on the assignment. Think about the following expectations when you are preparing an assignment that I will review:
- ✓ Write your full name and hour on all assignments.
- ✓ All work must be neatly done and legible in order to receive credit. If you print, capitalize properly (do not write using all capital letters).
- ✓ Never turn will any assignments in with the «fringes» from spiral notebooks on the paper or you earn a "0" for that assignment. Likewise, assignments that are bunched up, crinkled, illegible, sloppy, or contain stains or holes are unacceptable.

### 2.7.3 Classroom Procedures

1. **Turn in homework to the proper bin**

- ✓ Homework is due at the beginning of the hour when you come to class. I will not accept work completed once class begins. Turn in your homework to your hour bin. Turn absent/late work into the absent/late work bin. I reserve the right to not accept late work without a coupon, but you should turn it in anyway.

2. **Complete absent form for study buddy**

- ✓ If your study buddy is absent, get a study buddy form to fill out. Please sign it and get my signature before the end of class. Compile any worksheets given out that day with your study buddy form and put it in the "Absent Work Pick up Bin" for your hour. Do not take the work home with you to give your buddy in class the next day.

3. **Sign the tardy book & put pass in box**

- ✓ If you are tardy, I follow the tardy policy outlined in your student handbook.

- ✓ You are expected to sign in if you arrive to class after the bell has rung and sign out if you leave class before the end of the hour. Be sure to note on the sign in sheet whether you have a pass. If you do, leave it in the tardy pass box.
- ✓ Excessive tardies will affect your learning readiness grade and have other consequences, such as detentions.

4. **Pick up after yourself before you leave**

- ✓ Take all of your belongings, pick up any scrap papers around you, and put your desk back in line before you leave each day.

5. **Get missed work from absent bin, talk to your study buddy, then ask the teacher**

- ✓ Attendance is essential for optimal learning. Being on time and present and class physically and mentally will be part of your overall grade. You may not be excused from my class by another teacher without first seeking my permission.
- ✓ If you are absent, it is your responsibility to obtain any missed classwork. Begin by looking for missed handouts in the ABSENT bin pertaining to your class hour. Then ask another student (your study buddy) what you missed. Follow-up with the teacher if necessary.
- ✓ Make arrangements to take quizzes and tests immediately. It is your responsibility to make these arrangements; I will not and cannot track you down. If you do not make-up quizzes in a timely manner (before graded quizzes are returned to the learners who were present), you will earn a "zero" on the quiz or test.
- ✓ UNEXCUSED absences on the day of an assignment, test, quiz, project, presentation, paper, etc. will result in a zero.

The previous classroom expectations, rules and procedures are examples given by Mrs. Holowicki.

## Conclusion

In general, there is a positive correlation between teacher efficacy and effective instruction, positive classroom management, and a willingness to work with learners who exhibit challenging behaviour as well as learners" achievement. This chapter indicated that classroom management and managing discipline are a strong challenge for teachers and learners. Teachers play a great role in this case because they have many activities that should be done, for instance; managing the physical arrangement, managing time and also

managing learners‟ behaviours. In addition to those activities, teachers need to make expectations, rules and procedures in order to keep the classroom well managed and help their learners reach the goals successfully.

Another important point which has been discussed in the present chapter is the appropriate reactions of teachers to control learners‟ misbehaviour. Effective teachers know well how to control learners‟ misbehaviour through intelligent ways and not using punishment directly. The reason is that in most cases using punishment will not be useful and may lead to more difficult and complex situations. As a matter of fact, in which teachers will not have other solutions to solve certain problems in the classroom, and this will have a negative impact on learners‟ achievements.

# CHAPTER TWO:

# LEARNING STYLES AND TEACHING STRATEGIES

## Introduction

To begin with, every single teacher should be aware that learners are not the same and they do not share identical characteristics especially at the level of the classroom, i.e. each learner is unique. Those differences between learners clearly appear in their learning styles that is why we find that a variety of learning styles exist within one group or classroom. Accordingly, there are several teaching strategies to cope with learners' different learning styles and fit all their need in order to achieve both teachers' and learners' goals.

In the first part of this chapter, we are going to define learning styles which are generally known as ways that learners use to learn and understand all the given information in a smooth way. We will discuss the four different types of learning styles which are: visual learning style, aural learning style, kinesthetic learning style, and the read/write learning style. We will also analyze for the relationship between those learning styles and learners' achievements and its impact on the learning process. Different views of learning will be illustrated; furthermore, a set of learning strategies will be presented and the importance of using them. Evidently, we won't neglect the teacher's important role in the learning process through the constant help that he provides for the learners' complete success.

Secondly, teachers use many teaching strategies not just for the sake of using them but in order to facilitate the teaching process on one hand and to assist the learner on the other. There are standards for good teaching so that this process remains effective and on target. Also, we will discuss some methods of teaching and certain qualities of effective teachers. In this context, learners here also have a role to play which is very important for them and their teachers.

The last point that will be discussed in the present chapter is motivation, especially in connection with second or foreign language learners at secondary schools. The importance of motivation whatever its type (intrinsic or extrinsic) cannot be neglected in the learning process. It is very important for teachers to highly motivate their learners through several ways in order to make them interested in the material they are learning from one side; and to help them achieve their goals with less problems from the other side.

## 1. Definition of Learning Styles

Learning styles affect every learner because they have different ways in which they prefer to learn. Teachers might be more effective in their classrooms if they fully understand the methods for learning and studying that work best with their learners. The concept of learning styles has been defined by many researchers, it refers to the style or how a learner prefers to do his or her learning. It is also a specific way used by a learner or an individual to get information or knowledge which can be obtained in various ways that are deemed as suitable (Ciccarelli and Mayer, 2006; Slavin, 2006).

According to Felder (1993), learning styles refer to the overall approach by which a student learns. In addition to those definitions; Renou (2004) said that it is now a well-documented fact that people learn in different ways. Furthermore, an individual‟s learning style refers to the preferential way in which the learner absorbs processes, comprehends and retains information. For example, when learning how to build a clock, some students understand the process by following verbal instructions while others have to physically manipulate the clock themselves. This notion of individualized learning styles has gained widespread recognition in education theory and classroom management strategy. Individual learning styles depend on cognitive, emotional and environmental factors, as well as one‟s prior experience. In other words, everyone‟s different. It is important for educators to understand the differences in their learners‟ learning styles, so that they can implement best practice strategies into their daily activities, curriculum and assessments.

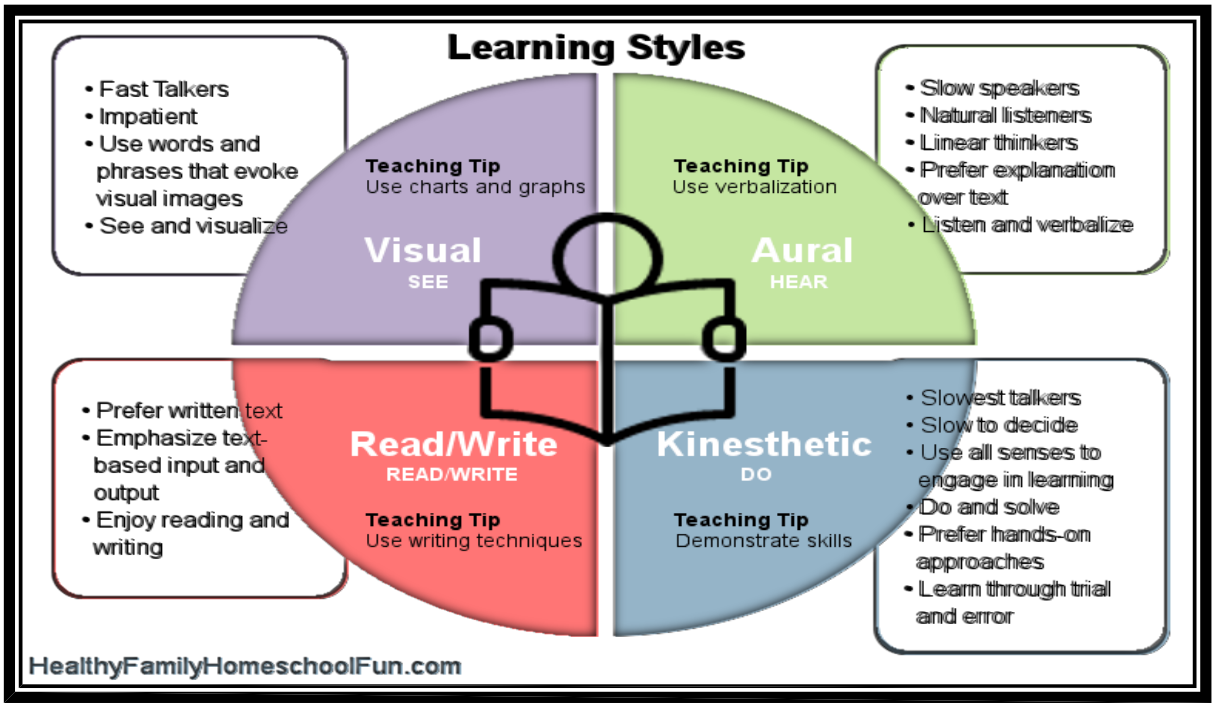


**Figure 2: Learning Styles**

The previous figure represents the four types of learning styles that are studied by Jester and Miller (2000) as follows:

- The Visual/Verbal Learning Style*:* Learners in this group learn best when information is presented visually and in a written language format. This group of learners prefers instructors who use the blackboard or overhead projector because they can see list of essential points of a lecture or an outline they can use to follow along with during the lecture.
- The Visual/Non-verbal Learning Style*:* Learners in this group learn best when information is presented visually either in a picture or design format. Thus, they benefit and learn more from instructors who use visual aids such as film, video, maps and charts.
- The Auditory/Verbal Learning Style*:* Learners in this group learn best when information is presented in an oral language format or auditory format. These students benefit from listening to lecture, participating in group discussions and interacting with others in a listening/speaking exchange. Information from audio tape is also beneficial to this group of learners.
- The Tactile/Kinesthetic Learning Style*:* Learners in this group learn best when physically engaged in a "hands-on" activity. They benefit in a classroom where they can manipulate materials to learn new information. A pure lecture course can be very challenging for this group of learners since they learn best when they are physically active.

### 1.1 Learning Styles and Academic Achievement

A number of researches have been conducted to show the relationship of learning styles and academic success or achievement. It has been proved through many studies that matching teaching styles to learning styles can significantly enhance academic achievement of learners (Griggs & Dunn 1984, Smith & Renzulli 1984 qtd by Felder, 1995). Teachers have made attempts to enhance their students" academic achievements (Abidin et al., 2011). One of these ways according to Abidin (2011) is to identify each student"s learning style to determine strengths for academic achievement. In a study of Castro and Peck (2005) on learning styles and learning difficulties of foreign language learners, they claimed that the preferred learning style of the learner can be a help or a hindrance in his or her success in the foreign language classroom. Moreover, Dunn et al. (1995) claimed that learners who were taught by an approach compatible with their

learning style did better than those whose learning styles were not matched with the teaching methodologies.

## 2. Different Views of Learning

Learning is a complex concept and activity that most teachers and learners would experience as the importance of a social, emotional, and cognitive element of learning. It is an experience of both students and teachers (Hewitt, 2008). There are many views about learning:

### 2.1 Behavioral View of Learning

According to the behaviorists like Ivan Pavlov, B.F Skinner and John B. Watson, learning is a permanent change in our thoughts and feelings that results from experience. The American psychologist John B. Watson has worked on this view and published an article in 1913 known as "The Behaviorist Manifesto" which argued that psychology should be concerned with human behaviour rather than human mind. When the teacher is interested in promoting appropriate behaviours (doing home works, turn-take, and group work), or discouraging inappropriate behaviours (cheating, sleeping in the class, and lying).Teachers when applying this theory should proceed in such a manner as to:

- Give the learner immediate feedback.
- Break down the task into small steps.
- Repeat the directions as many times as possible.
- Work from the simplest to the most complex task.
- Give positive reinforcement.

Skinner believed that positive reinforcement is more effective in changing behaviour than punishment.

### 2.2 Cognitive View of Learning

Cognitivists believe that learning is a relatively change in the mental structures that occurs as a result of individuals‟ interaction with the environment. In other words, cognitive learning view implies that the different processes concerning learning can be explained by analysing the mental processes first. It posits that with effective cognitive processes, learning is easier and new information can be stored in the memory for a long time. On the other hand, ineffective cognitive processes result with learning difficulties that can be seen at any time during the life of an individual.

### 2.3 Social Cognitive View of Learning

In the social cognitive view we consider three variables:

- Behavioral factors
- Environmental factors (extrinsic)
- Personal factors (intrinsic)

These factors are said to be interrelated with each other, causing learning to occur. An individual‟s personal experience can converge with the behavioral determinants and the environmental factors. Because social learning is learning from others rather than from direct experience, it is also called indirect leaning. (Moreno, 2010)

### 2.4 Constructivists View of Learning

Constructivists based on the idea that students are actively construct their knowledge from their personal experiences with others and the environment. Constructivists promote the active participation of all students and include teacher as a guide and monitor.

### 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 learning 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.

Learning strategy seems to be the way that helps learners remember things better or do tasks more efficiently. Several researchers have studied what learning strategies are and why they are effective in the learning process. Weinstein and Mayer in (1986) have coined one definition to learning strategies as "behaviors and thoughts that a learner engages in during learning and that are intended to influence the learner‟s encoding process".

Nisbet and Shucksmith (1986) define learning strategies simply as "the process that underlie performance on thinking tasks", they believe that since not all learning strategies are equal in terms of usability and ease of acquisition, there exists a hierarchy of strategies which are related to metacognition, or knowledge of one"s own mental processes.

In accordance with these definitions coined by the researchers in the area of learning strategies, it would be appropriate to state that learning strategies are actions taken by the learner to assist themselves with effective learning.

### 3.1 The Importance of Using Learning Strategies

Since we are aware of the different definitions of learning strategies, it would be beneficial to determine why the use of learning strategies is effective in the learning process. Weinstein and Mayer in (1986) contend that "good teaching includes teaching students how to learn, how to remember, how to think, and how to motivate themselves." Because it is virtually impossible for learners to remember all the information that is made available to them, it is fruitful to teach learners skills which will help them remember important information. Strichart and Mangrum (1993) also state reasons why learners need to learn strategic practices for learning. They state that "for learning to occur, learners must be able to remember newly acquired information so that they can retrieve the information and use it whenever necessary. Information that is not remembered is of no value to learners for dealing with current requirements in or out of school." To make teaching learning strategies in subject context work; more support should be given to subject teachers. This may mean more workshops, experience sharing, and pedagogical support in implementing learning strategies into their syllabus.

### 3.2 Types of Learner Strategy

According to Rubin (1987) as cited in (Hedge, 2000, p.77) he defines a learner strategy in 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." Those strategies have different types.

#### 3.2.1 Cognitive Strategies

Cognitive strategies are useful tools in assisting learners with learning problems. The term "cognitive strategies" in its simplest form is the use on mind (cognition) to solve a problem or complete a task; they are processes 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).

### 3.2.2 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).

### 3.2.3 Communication Strategies

Language learning strategies can best be summed up as particular actions, behaviors or thought processes that learners consciously make use of to enhance their own language learning just like miming and paraphrasing. The value of these strategies is to keep learners involved in conversations through which they practice the language.

### 3.2.4 Socio-affective Strategies

Socio-affective strategies related to socially mediated activity and trade with others, they help learners regulate and control emotions, motivations, and attitude towards learning as well as help learners learn through contact and interaction with others. For example, conversations with native speakers, listening to the radio, watching TV programs and spending time in language laboratory are good examples for this type of strategies.

## 3.3 Teachers' Role in the Learning Process

In the teaching-learning process, teachers have an important role to play from one activity to another depending on the nature of the task and the learners" needs. Teachers use many metaphors to describe their work Harmer (2001), sometimes they think that they are like actors because they are always on the stage and others think that they are like orchestral conductors. The most significant teachers" roles are summarized in the following:

### 3.3.1 Controller

The teacher controls the pace so that activities run smoothly and efficiently. For example, when learners do skimming and scanning tasks it is very important for the teacher to control the time. When talking about the advantage of teacher control we mean appropriate degree of control, over control will do no less harm to learners than no control. Some teachers use terms like controlled practice, half controlled practice, and free practice to indicate where control is needed and where control should be relaxed.

### 3.3.2 Assessor

It is a major part of the teacher"s job to assess the learners" work. According to Harmer (1983) the teacher does two things, correcting mistakes and organizing feedback.

Harmer insists that correcting should be gentle. Organizing feedback is an effective way to assess learners‟ performance so that they see how well they are doing without being critical in order to create a success-oriented learning atmosphere.

### 3.3.3 Organizer

To be an organizer looks like a difficult and challenging role to play by teachers. Before organizing an activity in the class, the teacher should envisage what the activity is going to be like. He/she should also anticipate problems that may arise when the activity is being carried out. Before learners start the activity, the teacher should give instructions clearly and concisely so that learners know what to do and how to do it. Sometimes a teacher demonstration can help and; if necessary, reuse the learners' native language to clarify. While learners are doing the activity, the teacher should walk around the classroom and monitor what the learners are saying. If some learners are not doing the right task, the teacher should rectify it.

### 3.3.4 Promoter

When learners are not sure how to start an activity, or what to do next, or what to say next, the teacher should give appropriate prompts. For instance, if learners find it difficult to start talking in a task where they have to choose one from five places to go for an outing, the teacher may tell them to consider distance, means of transport, time available, safety, etc. When a learner doesn't seem to be ready for an answer, the teacher can give hints; when a learner finishes with a very short answer, the teacher should elicit more by saying "and…?", "Yes, but why...?".

### 3.3.5 Participant

Task-based teaching methods encourage the teacher to participate in learners' activities. Once the teacher has finished giving instructions and the activity has started, there is no point in the teacher standing in front of the classroom doing nothing (as some teachers do). Besides monitoring the class, the teacher can also join one or two groups as an ordinary participant. However, the teacher should change his role once he joins the learners. He should not dominate or appear to be authoritative, though learners regard it a good chance to practice English with someone who speaks it better than themselves.

### 3.3.6 Resource-provider

The teacher is still considered a good and convenient resource for the learners even if there are many other resources outside. In this sense, the teacher's role is the same as the role of instruction materials. However, when learners are supposed to work on their own, the teacher should withhold his readiness to provide resources.

### 3.4 Learners' Role in the Learning Process

We all believe that the teaching-learning process will be more effective and will succeed if both teachers and learners share the same goals in doing a task or an activity. According to Hedge (2000), there are four perspectives of learner-centered process:

- The first perspective is applied to situations in which learners can specify their needs for learning English.
- The second perspective is 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.
- The third perspective encourages the learners to take a great responsibility for their own successful learning, not only by contributing to the course or activity but also by continuing their learning at home. Learners have effective strategies for planning, performing and monitoring their independent learning.
- The fourth perspective is using methodology which allows learners greater control over the learning process. Classroom observation suggests that motivated learners wish to do this anyway.

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.

### 3.5 Characteristics of Good Learner

It is obvious that learners are a very important part of the classroom; they have a main role in the teaching-learning process especially if they have certain characteristics. Harmer (2001, 42) proposes the following characteristics:

1. A good learner has the opportunity to hear the teacher‟s instructions, not just listen to her/his expressions but also to focus on the language she/he uses.
2. She/he is 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, a good learner is prepared to be corrected if it helps him/her.

These were some of the features of a good learner whereas teachers should help and encourage learners by creating a suitable atmosphere which indicates to learners that their efforts, participation, and questions are welcome.

**4. Teaching Strategies**

There are a variety of teaching strategies that instructors can use to improve learners learning; effective teaching strategies help to engage learners in learning, develop critical thinking skills, and keep learners on task. A teaching strategy is the method used to deliver information in the classroom and its goal is to facilitate learning, to motivate learners, to engage them in learning, and to help them focus. There is no best strategy, we can select from several instructional strategies for just about any subject. It is important to vary instruction to not only keep the learners‟ interest, but also to allow them to interact with content in a variety of ways to appeal to various learning styles. The key is to create learning environments that are more interactive, to integrate technology where applicable into the learning experience, and to use collaborative learning strategies when appropriate.

**4.1 Standards for Good Teaching**

According to Anthony D. Fredericks (2005), There are several principles for good teaching; we will state some of them as follows:

- **Principle 1:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for learners.
- **Principle 2:** The teacher understands how learners learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.
- **Principle 3:** The teacher understands how learners differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
- **Principle 4:** The teacher understands and uses a variety of instructional strategies to encourage learners' development of critical thinking, problem-solving, and performance skills.
- **Principle 5:** The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

- **Principle 6:** The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- **Principal 7:** The teacher plans instruction based on knowledge of subject matter, learners, the community, and curriculum goals.
- **Principle 8:** The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
- **Principle 9:** The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (learners, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
- **Principle 10:** The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support learners' learning and well-being.

### 4.2 Characteristics of a Good Teacher

Teachers must think twice before they start their teaching process because it‟s not an easy one unless they were really challenged and well-versed about the content; also they need to love their job. Teachers must be effective by expecting from their learners to work in different ways that fit with their personalities and situations and there are many characteristics as suggested by Burden & William (1997):

- Creating a relaxed and enjoyable atmosphere in the classroom.
- Keeping control in the 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 learners with difficulties.
- Developing a good relationship with learners.
- Encouraging pupils to raise their expectations of themselves.

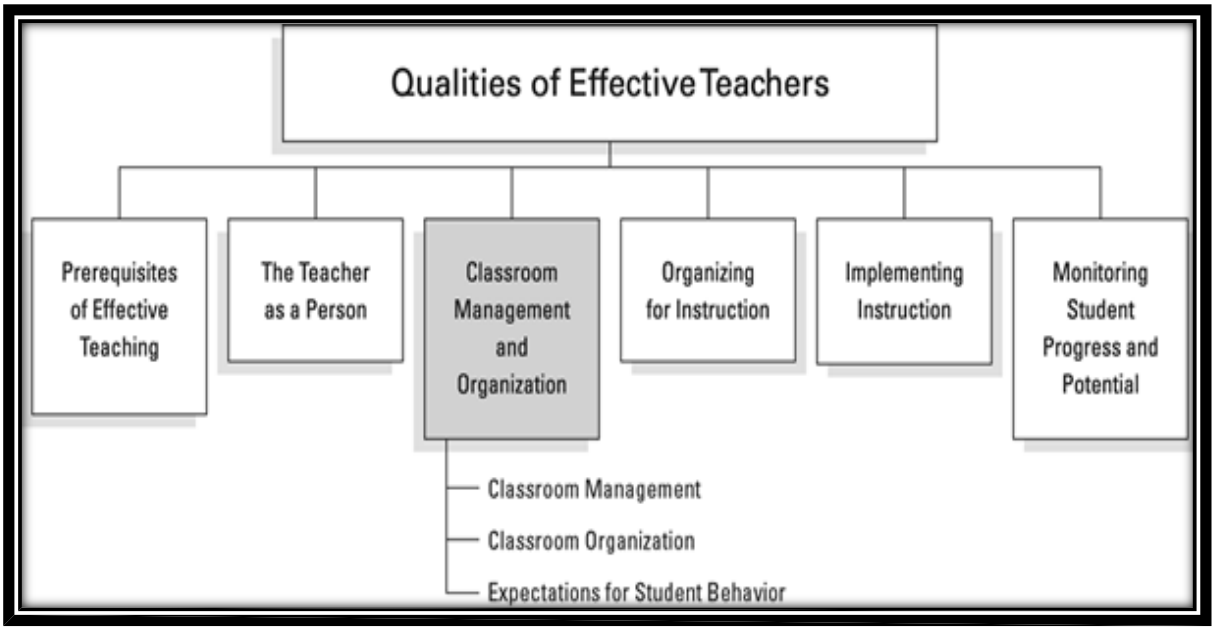


**Figure 3: Qualities of effective teachers**

The figure represents some qualities of effective teachers; it concentrates more on the effectiveness of classroom management and organization (the core of our study). Effective teachers expect learners to act in a way that contributes in creating a positive classroom environment.

**5. Specific Teaching Methods**

It is really important that teachers should to be aware of the different teaching methods that may effectively help them facilitate their mission whatever the conditions. Selecting an appropriate method to use within the classroom will help both teachers and learners to achieve a successful teaching-learning process with less problems and a high degree of satisfaction. It is also important to note that the choice of any form of methods should not be arbitrary because each method is not full-proved but has its own advantages and disadvantages. That is why it‟s is recommended to use complementary methods rather than one method.

**5.1. Lecture Method**

A simple definition of a lecture, it is an oral presentation of information by the teacher. It is the method of relaying all the theoretical knowledge about a given topic. In a lecture the teacher concentrates on telling, explaining, describing or relating whatever information the learners are required to learn through listening and understanding; the teacher here is responsible of everything (doing or talking). On the other hand, learners are inactive they just listen and try to understand the received information. Despite the popularity of such lessons, the lack of active involvement of

trainees limits its usefulness as a method of instruction, it is recommended for learners with limited background on the topic. It is also useful to present an organized new series of information to learners. In order to make this method more effective, it will be helpful to discussion and question and answer period to encourage learners‟ active involvement.

### 5.1.1. Qualities of a Good Lecture

A clever teacher must be aware of the qualities of an excellent lecture in order to succeed in presenting his lectures in an organized manner with less disorder and interruptions during his talking. Here are some characteristics of a good lecture:

1. A good lecture should not be too long as to exceed the learners‟ attention span (up to 25 minutes). The attention span is the period of time during which the learners are able to pay full attention to what the teacher is talking about.
2. A good lecture should address a single theme.
3. In a good lecture technical terms are carefully explained.
4. Familiar examples and analogies are given.
5. A good lecture establishes fluency in technical content.
6. A good lecture uses illustrations and examples.
7. A good lecture builds on existing knowledge.
8. A good lecture employs a variety of approaches.

### 5.2. Discussion Method

Discussion involves communication between participants. In the classroom situation both the teacher and learners participate in the discussion. During discussion, the teacher spends some time listening while the learner spends sometimes talking. The discussion is a more active learning experience for the learners than the lecture. A discussion is the means by which people share experiences, ideas and attitudes. As it helps to foster learners‟ involvement in what they are learning, it may contribute to desired attitudinal changes. Discussion may be used in the classroom for the purpose of lesson development, making learners apply what they have learnt or to monitor their learning by way of feedback.

- **Lesson development**

In areas in which learners already have some knowledge, discussion may be used to develop the main points to be covered in a lesson. For example, in a reading course several vocabularies can be established through discussion with learners. In discussing some issues, differences of opinion arise. The discussion can help to clarify the different points

of view and may assist each learner to define his or her own opinion. Used in this way, discussion may be more effective in motivating learners than lectures.

- **Application**

Discussion may also be used, following a lecture or demonstration, to help learners apply what they have learned. The teacher can ask questions that help learners relate concepts and principles to contexts that are familiar to the learners or in which they will ultimately be needed.

- **Feedback**

The discussion method also provides an opportunity to monitor learners‟ learning. The answers provided by learners and the questions they ask, reveal the extent and quality of learning taking place. Teachers can use this information to repeat or modify an explanation to improve learning. They can also provide feedback to learners, thereby helping to reinforce learning that has taken place. Discussion used in this way should follow after other methods of classroom instruction such as lectures, demonstration or practice sessions to be more effective.

- **Conducting a discussion**

Discussion sessions can be led by the teacher, or can take place in groups. In either case, the goal is to meet the lesson objectives by allowing the learners to:

a. Relate relevant personal experiences or events which have occurred in the work setting.
b. Contribute ideas or personal opinions.
c. Apply what have been learned to familiar situations or solving problems.
d. Express what had been learned.

Whether the discussion is teacher led or takes place in groups it must be guided by the teacher. It must be focused on the objectives of the lesson: it is the teachers‟ responsibility to see that the objectives are met. If it is not guided, a discussion can degenerate into a consideration of inappropriate or unimportant topics adding confusion rather than clarification to the lesson.

### 5.2.3. The demonstration Lesson

Demonstration means any planned performance of an occupation skill. It is a useful method especially for visual learners.

- **Presentation**

1. Make sure all learners can see and hear the lesson.
2. Be enthusiastic, professional, effective but not dramatic.

3. Observe all safety rules and procedures.
4. Keep eye-contact with the class; ask and encourage class questions.
5. Explain why and how: use the techniques of show and tell.
6. Use a medial summary to strengthen your explanation.

### 5.2.4. Buzz Groups

Another method of teaching is the buzz group. During a longer session, the plenary group can break into sub-groups to discuss one or two specific question. The room soon fills with noise as each sub-group „buzzes" in discussion. If appropriate, after the discussion one member of each group can report its findings back to the plenary. Buzz groups can be in pairs, trios, or more depending on the activity. Learners turn to their neighbors for a quick buzz, or form larger groups of three or more. This allows almost every one to express an opinion. While they are talking, participants are able to exchange ideas and draw on their wide collective experience. It may provide a good opportunity for learners to reflect on the content of a lecture. A good buzz session will generate many ideas, comments and opinion, the most important of which will be reported back.

- **Advantages of buzz groups method**

The use of this method is very beneficial teachers and learners it has several advantages as follows:

a. Gauge the mood, by listening to some of the discussions.
b. Change pace of the session.
c. Encourage learners to reflect on what they have learnt and how they might apply it in their work.

- **Disadvantages of buzz groups method**

The main obstacle using buzz sessions lay in unfamiliarity with their use, the time required, the need for leaders or facilitators within each sub-group, and the need to have tables and chairs arranged for quick and easy discussion.

### 5.2.5. Brainstorming

The purpose of a brainstorming session is to discover new ideas and responses very quickly. It is particularly a good way of getting bright ideas. It differs from the buzz groups discussion in that the focus is on generating as many ideas as possible without judging them. In this technique, all ideas are given equal credence.

Learners are encouraged to let ideas flow freely, building on and improving from previous ideas. No idea, however crazy, should be rejected. These ideas are listed exactly as they are expressed on a board or written on bits of paper. The combination of swiftly generated

ideas usually leads to a very animated and energizing session. Even the more reserved learners should feel bold enough to contribute. The purpose of listing responses is to collect existing experiences and thoughts.

It is useful to collect answers to questions when you expect much repetition in the responses.

After a brainstorm session, the ideas can be discussed further and evaluated, for example listing the best options in a systematic way. Ideas can be grouped and analyzed so that they belong to the group rather than individuals. Unlike a buzz session, a brainstorm session can work well with a large group and usually takes less time. It is best to limit the time for plenary brainstorms, as you might lose the attention of some learners.

### 5.2.6. Role plays

In role plays, learners use their own experiences to play a real life situation. When done well, role plays increase the learners‟ self-confidence, give them the opportunity to understand or even feel empathy for other people‟s viewpoints or roles, and usually end with practical answers, solutions or guidelines.

Role plays are useful for exploring and improving interviewing techniques and examining the complexities and potential conflicts of group meetings. They help learners to consolidate different lessons in one setting and are good energizers.

However, role plays can be time-consuming and their success depends on the willingness of learners to take active part. Some learners may feel a role play is too exposing, threatening or embarrassing. This reluctance may be overcome at the outset by careful explanation of the objectives and the outcome. It is essential that a role play is followed by a thorough debriefing. This provides the opportunity for the teacher and the learners to raise and assess new issues.

## 6. Learners' Role in the Teaching-learning Process

According to Breen and Candlin in (Richards & Rodgers, 2001), the learner‟s role as negotiator between the self, the learning process, and the object of learning, emerges from and interacts with the role of joint negotiator within the group and within the classroom procedures and activities which the group undertaker. The teachers are those who set the tone for a great learning environment. However, a lot depends on the way the learner face the lessons and overall learning.

Primarily, a learner must seriously take into consideration that learning is a great challenge. Most of the times, it requires hard work in order for it to be a successful procedure. Building up knowledge should be continuous; that is, learners should

consistently study so as not to have any gaps, in case they face any serious problem in their learning. Learning is like a chain, and each lesson and studying time is a link in that chain. If learners fail to study or miss a lesson without making up for it, then they instantly break the learning chain and their learning is disrupted. For that reason, teachers task remind learners that both of them should follow a schedule and that when a lesson is missed, it is necessary to make it up.

Secondly, learners must understand what kind of learner they are: are they visual, aural, or kinesthetic? This can be encouraged by the teachers. Not everyone learns the same way. Each learner has his own learning style, unfortunately, some teachers say "Oh, why is that learner constantly whispering when he reads?" -Well, maybe he likes to hear himself and assimilate the text better, or someone might say: "Don‟t look at the board, everyone writes it down!" Well, what if the students are visual and can cope well with that? It is important for them to decide what kind of learner they are as this will help them tremendously. Learning will become much easier and naturally more pleasant for them. In addition, they will largely help their teachers, as they will be able to adapt their lessons to the learners‟ needs and special traits.

**7. Motivation**

Motivation is a very vast and important concept in the teaching-learning process. It refers to the set of internal and external factors that stimulate desire and energy in learners to be interested and committed to learning, or to make an effort to reach a goal.

Motivation results from the interaction of both conscious and unconscious factors such as the intensity of desire or need, incentive or reward value of the goal, and expectations of the individual and of his or her peers. These factors are the reasons one has for behaving a certain way. An example is a student that spends extra time studying for a test because he or she wants a better grade in the class.

Here are some ideas suggested by Robert Marzano that may help teachers motivate their learners in a smooth way:

1. **Take a genuine interest in your students.**

   Learn their interests, hopes, and dreams. Ask them about what is happening in their lives. In other words, lead with your ears and not your mouth. Don't, however, just make it a one-way street share some of your own stories, too.

2. **Act friendly in other ways.**

   Smile, joke, and sometimes make a light, supportive touch on a learner's shoulder.

3. **Be flexible, and keep your eyes on the learning goal prize.**

This is an example happened with Mr. Larry Ferlazzo an English teacher and Social Studies at inner city high school in Sacramento, he said: "One of my students had never written an essay in his school career. He was intent on maintaining that record during an assignment of writing a persuasive essay about what students thought was the worst natural disaster. Because I knew two of his passions were football and video games, I told him that as long as he used the writing techniques we'd studied, he could write an essay on why his favorite football team was better than its rival or on why he particularly liked one video game. He ended up writing an essay on both topics."

**4. Don't give up on students.**

Be positive (as much as humanly possible) and encourage a growth mindset.

### 7.1 Motivation for Learning English in EFL Classes

Each learner has his own characteristics, so teachers must pay attention to this because neglecting those differences may cause many serious problems during the teaching-learning process. Motivating learners to learn a second or a foreign language in an EFL class is not that much easy; that is why instructors might look further more for ways and strategies to help their learner learn English.

Any individual may be influenced by a variety of motivations which will affect learning strategies as it is suggested by Hedge (2000):

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

So motivation is very important, when learners are strongly motivated to learn the language all their efforts are directed toward the achievement of specific goals.

### 7.2. The Importance of Learning English at Secondary School

Nowadays, no individual or group can neglect the importance of learning the English language especially at secondary schools, it should be given a special attention and care since it affects learners in a way or another. The increasing awareness of learning English language is not purely due to the choice of learners but it has many other reasons such as:

- English is the foreign language 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 studies

**Conclusion**

On the whole, the discussion in the second chapter, started with the different types of learning styles that help learners to learn in a smooth way. In fact, the learning style depends on the learner‟s personality and the ways he prefers to learn. We have also discussed several teaching and learning strategies that have a direct effect on both learners‟ learning and teachers‟ teaching process. In addition, we have mentioned many characteristics and qualities for good teachers and good learners too, because they may help both of them achieve the majority of their goals with less harm and high confidence. Many methods, views, and strategies were presented in the chapter in a logical order because they are very important for the teaching-learning process.

Motivation constitutes a very important part of this chapter because without motivation learners lose the desire for learning (especially novice learners). That is why teachers should be aware of this factor so that they keep their learners highly motivated and help them reach their goals of identical session throughout the entire school year. Learning styles and teaching strategies are two concepts that have an effect on learners‟ achievement in EFL classes. The mastery of those skills by both teachers and learners makes the teaching-learning process joyful and smooth and helps achieve all the goals; however, ignoring them brings serious problems that might not be solved in the long run.

# CHAPTER THREE:

# FIELD WORK

## Introduction

Throughout our study we have presented the literature review of classroom management and its relation to pupils' achievements in learning English as a foreign language. The last chapter which is the practical side of this work; it is aimed at describing to how extent can classroom management affects pupils' achievements and whether the strategies which are used by the teacher have an impact on pupils. This chapter is devoted to the analysis of a descriptive study which is undertaken at the level of third year scientific stream at El-amir abdelkader secondary school of Touggourt through classroom observation and questionnaires.

## 1. Classroom Observation Schedule

In order to undertake this classroom observation we have selected two groups of third year scientific stream at El-amir abdelkader secondary school for six sessions, three sessions for each group. The purpose of this tool is to take notes about the environment in which pupils learn and about the strategies used by the teacher in order to give a feedback.

### 1.1. Description of the Classroom Observation Schedule

The aim behind using classroom observation as a tool in our study is to take notes about what is happening inside the classroom during English language sessions. Every single action is taken into consideration, the way teachers use to manage the classroom for better learning, the strategies followed to help pupils reach their goals and to facilitate the learning process. The observation schedule consists of five sections; a general observation about the physical learning environment, the instructional strategies used by the teacher inside the classroom, learners' behavior and how do teachers manage them, the rules, routines and procedures used to facilitate the teaching-learning process, and the last section is about learning and achievement in English.

We are going to describe the five sections of the observation schedule in detailed which concern the two groups as follows:

#### Section one: Physical Learning Environment

In the first section we concentrate on the physical learning environment concerning the placement of the furniture or other material, whether they are placed and organized in a good manner which helps and facilitates the teaching-learning process or not and the cleanness of the classroom.

**Section two: Instructional Strategies**

The second section aims at collecting information about the different instructional strategies used by the teacher and whether this variety affects pupils and keeps them attentive and engaged during the lesson. We are going also to see how teachers build a good relationship between them and their pupils in order to help them reach their goals.

**Section three: Learners' Behavior**

The third section concentrates on the relationship between pupils themselves and between pupils and their teachers. In addition, we are going to see in which way teachers control pupils' misbehavior and whether they act friendly or aggressively to pupils' inappropriate actions and language inside the classroom.

**Section four: Rules, Routines, and Procedures**

The fourth section is designed to check whether teachers discuss with their pupils the rules, routines, and procedures that should be applied inside the classroom, and to what extent pupils accept and obey those rules.

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

The last section contains some statements of observation that deal with the learning process and pupils' achievement in English language. Also we are going to see to what degree are pupils engaged in certain activities and if the teacher uses any strategy or kind of motivation to attract pupils and make them eager to learn.

### 1.2.Analysis of the Classroom Observation (Group One)

**Section One: Physical Learning Environment**

When entering the classroom for the first time we didn't find a very organized classroom that helps pupils to study, the furniture was not placed in a good manner especially pupils desks and chairs. Pupils wasted nearly five minutes to reorder and to clean their desks, chairs and space around them. As a foreign observer, we believe that this bad situation will affect pupils' achievements because their attention is disturbed by bad conditions, also they will not fill confortable during the learning process which may have a negative effect on them.

**Section Two: Instructional Strategies**

For the sessions we attended the teacher used a variety of instructional strategies to a high degree. For instance, the teacher gives sufficient time for pupils to complete their activities for all sessions. Taking about pupils' attention and engagement in learning, we observed that the teaching do his best to attract his pupils, he tries to vary the way of explanation and move around the classroom and this is very important to keep pupils encouraged and concentrated from the beginning of the session till the end. In addition, the teacher changes the arrangement of the classroom according to his objectives, he sometimes asks pupils to form groups and start answering the questions or ask them to work in pairs and he keeps controlling their work to high degree. The teacher tries to involve novice pupils with the others to a high degree this strategy helps those weak pupils to keep related to the topic and not to lose attention or to feel bored during the session

The teacher tries to vary the kind of activities he gives to pupils to a high degree, in order to keep pupils motivated and encouraged.

**Section Three: Learners' Behavior**

This section deals with a very interesting issue which affects the teaching-learning process it is pupils' behavior and the way teachers use to manage them. Pupils' misbehavior in this group interrupts the learning process to a low degree; their misbehavior is treated by the teacher using different strategies. For example, sometimes pupils keep talking to each other while the teacher is explaining the lesson or giving instructions this may disturb the teacher and other pupils, the teacher here sometimes walk while explaining and stands beside the pupils who are talking and sometimes he just looks at them and they stop talking immediately. Furthermore, pupils in this group have never used inappropriate language inside the classroom with each other or with their teacher, they are respectful. The last thing that we have observed is that the teacher was very patient with his pupils, he never used aggressive strategies when pupils act inappropriately in the classroom this may keep a good teacher-pupil relationship.

**Section Four: Rules, Routines, and Procedures**

This section of observation is devoted to the use of rules, routines, and procedure by the teacher, whether he explains and discusses them with pupils or not. In this group we observed that the teacher from the beginning of the session make the pupils remember the rules given to them at the beginning of the school year. For instance, the teacher asks his pupils to enter the classroom orderly without making noise, and to listen to the explanation carefully; if someone have a problem or did not understand the explanation he asks for

permission to talk and asks for more clarification (the teacher here asks pupils to use the English language whatever the situation was and avoid as much as he can the use the mother language) this helps pupils to be organized and to use the target language in a correct way in different situations. The teacher always asks his pupils to bring the material they need (books, copybooks, pens…etc.) to high degree, this is very important because if a pupils does not have the material he needs he will disturb the smooth run of the lesson by asking other pupils to give him what he needs or asking the teacher to clarify something which is clear in the book.

So effective and intelligent teachers should plan those rules, routine and procedures before entering the classroom and they need also to discuss them with pupils so that they will be aware about them, like this the teacher will avoid a lot of problems that may occur in the classroom and disturb the teaching-learning process.

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

This section deals with the process of learning English and pupils' achievements, we observed that learners are prepared and on task from the beginning of the activity till the end to high degree. The majority of pupils in this group were encouraged and engaged in the classroom activities to high degree they also try to participate even that some of them do not know the correct answer but they try to make efforts; this is due to the strategies used by the teacher and his relation to pupils.

Teacher uses praise, reward to motivate pupils this really makes pupils encouraged more to learn English. We asked the teacher of this group about the pupils' marks of exams and he answered that there are some excellent pupils who succeeded to get high grades (between 16 to 19 on 20), and other pupils could not even get the average; even though the teacher keeps motivating pupils and he gives additional help to those who did not get the average so that they do not feel disappointed for the next exam.

Other remarks for the teacher of this group, at the end of some sessions he gives advice out of the lesson to his pupils, he teaches them how to be responsible of their acts, also how to be confident, and how to overcome stress especially because they are going to pass the baccalaureate exam. Pupils listen carefully to what the teacher is saying and they look very interested this means that they know well that it is very important for them not just for learning but even in their daily life.

### 1.3.Analysis of the Classroom Observation (Group Two)

**Section One: Physical Learning Environment**

For the second group, when we entered the classroom for the first time we were astonished how this classroom clean, arranged in a good manner, decorated with different pictures and stickers and the materials which are marked with visual to all pupils. What really attract in this classroom are the walls they were decorated with papers in which pupils wrote some proverbs in English language, this means that pupils are motivated and eager to learn English and use it even outside the classroom. Any foreigner who visits the classroom for the first time will have a good impression about the learning environment.

**Section Two: Instructional Strategies**

The teacher of this group does not use a variety of learning strategies for all the session that we attended only to low degree. Teacher' instruction does not keep pupils encouraged and engaged all the time, they sometime feel bored and start doing something else or talking with each other and forget about following the teacher. The use of cooperative or small group activities is to low degree, the teacher depends a lot on individual work and sometimes he asks them to work in pairs. About time, the teacher allows sufficient time for pupils to complete their activities to high degree.

**Section Three: Learners' Behavior**

Pupils' behavior in this group is totally different from the first group this is due the strategies followed by each teacher. Pupils' misbehavior sometimes interrupts the teaching-learning process; for example, some pupils ask to leave the classroom without clear reason the teacher stops explaining and tries to understand why they want to leave this interruption may disturb other pupils. Furthermore, the teacher sometimes shouts on pupils because they do not pay attention to his instructions but he does not use other aggressive strategies when they respond inappropriately in the class. The teacher lacks the experience of dealing with pupils especially they are adolescence and they need a special way and strategies to deal with them.

**Section Four: Rules, Routines, and Procedures**

The teacher tries to make the pupils aware of the routines and rules that must be respected inside the classroom but pupils sometimes do not care about those rules and they act oppositely to what the teacher said, this may have a negative impact on their achievement.

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

In this group the process of learning is not better than the first group; pupils did not get good grades just few pupils did. Pupils are not that much eager and enthusiastic about learning even that the teacher uses different kinds of reward just like grades, material reward, and recognition. Pupils need to be motivated in order to work more they also need to understand the importance of learning English language because they look lost when learning and they do not know the purpose of learning this language.

## 2. Teachers' Questionnaire Schedule

### 2.1. Design of Teachers' Questionnaire

The purpose of using this questionnaire is to support the findings of classroom observation because it is considered as one of the most important tools which can help to collect information about human behaviors and their causes.

Teachers' questionnaire is held with the whole population of English teachers at El-amir abdelkader secondary school of Touggourt. The aim of this questionnaire is to collect information about the strategies uses by teachers in the classroom and whether those strategies and methods affect pupil's achievements or not. Our questionnaire contains of twenty seven questions divided into two sections, the first section is devoted for general information about teachers while the second section contains questions about classroom management and pupils' achievements.

### 2.2.Analysis of Teachers' Questionnaire

**Section one: General Information**

- Teaching experience

| Option | Number | Percentage **%** |
|---|---|---|
| Less than 5 years | 2 | 33.33 |
| Six to ten years | 0 | 0 |
| 11 to 15 years | 0 | 0 |
| 16 to 20 years | 2 | 33.33 |
| More than 20 years | 2 | 33.33 |
| Total | 6 | 100 |

**Table 1: teachers' experience in teaching English**

The table represents the percentage of teaching experience of El-amir abdelkader secondary school. We find that 33% of teachers are teaching English for more than twenty years this indicates that they are really experienced especially how to deal with pupils and best strategies that should be used for better achievement, while 33% of teachers are teaching between 16 and 20 years and the last 33% have an experience of less than five years. This statistics reflects the variety of teaching strategies in this secondary school.

- Number of sessions assigned to you per week

| Option | Number | Percentage **%** |
|---|---|---|
| Less than three | 1 | 16.66 |
| From 4 to 6 | 2 | 33.33 |
| More than six | 3 | 50 |

**Table 2: Number of sessions assigned to teachers per week**

The table represents the number of sessions assigned to teachers per week. 50% of teachers said that they have more than six sessions per week this means that teachers have many classes to teach which may disappoint them from looking for new strategies to apply because they are under pressure. While 33% of teachers answered that they have from 4 to 6 sessions per week; and only 16% said that they assign less than three lessons per week.

- Number of pupils in your class

| Option | Number | Percentage% |
|---|---|---|
| Less than 30 pupils | 1 | 16.66 |
| From 31 to 45 pupils | 3 | 50 |
| From 46 to 60 pupils | 2 | 33.33 |
| More than 60 pupils | 0 | 0 |

**Table 3: Number of pupils in the classroom**

The table represents the number of pupils in the classes, 50% of teachers said that they have from 31 to 45 pupils per class while 33% answered that there are from 46 to 60 pupils. Just 16% of teachers said that they have less than 30 pupils; this means that they are suffering from large classes which are difficult to manage.

**Section Two: Classroom Management and Pupil's Achievements**

**Question 1: Conditions of black/white board in your classroom is satisfactory**

| | SA | A | DA | SDA |
|---|---|---|---|---|
| Number | 2 | 4 | 0 | 0 |
| Percentage% | 33.33% | 66.66% | 0% | 0% |

**Table 4: teachers' opinions about the conditions of black boards in classrooms**

Following the findings of this question 66**%** agree that conditions of black/white board in their classroom is satisfactory while 33**%** strongly agree. We deduce that teachers are comfortable and classes are well prepared with black/white boards.

**Question 2: Agreement of light in your classroom is good**

| | SA | A | DA | SDA |
|---|---|---|---|---|
| Number | 0 | 2 | 4 | 0 |
| Percentage% | 0% | 33.33% | 66.66% | 0% |

**Table 5: teachers' opinions about the agreement of light**

The second question illustrates teachers' view about light in their classrooms. 66**%** of teachers disagree while 33**%** agree; the findings shows that teachers are not satisfied and the agreement of light in the classrooms in not that much good which may affect both teachers and pupils.

**Question 3: Availability of audio visual aids in your school is good**

| | SA | A | DA | SDA |
|---|---|---|---|---|
| Number | 0 | 2 | 2 | 2 |
| Percentage% | 0% | 33.33% | 33.33% | 33.33% |

**Table 6: teachers' opinions about the availability of audio visual aids**

The findings show that the audio visual aids are not good in school because 66**%** disagreed and just 33**%** agree that they are good. The lack of audio visual aids in schools affects pupils' achievements because there are pupils who prefer to listen or to see videos as explanation of lessons not just reading texts.

**Question 4: Pupils are given group work in the class**

| | SA | A | DA | SDA |
|---|---|---|---|---|
| Number | 1 | 3 | 2 | 0 |
| Percentage% | 16.66% | 50% | 33.33% | 0% |

**Table7: teachers' opinions about the use of group work**

The majority of teachers (66**%**) said that pupils are given group work in the class while 33**%** disagree. This result explains that there is a variety of teaching strategies some teachers use group work and some do not use; the lack of using group work is may be because of the large classes which are difficult to manage especially for novice teachers.

**Question 5: Marking of learners' assignment is done regularly**

| | SA | A | DA | SDA |
|---|---|---|---|---|
| Number | 1 | 5 | 0 | 0 |
| Percentage% | 16.66% | 83.33% | 0% | 0% |

**Table 8: teachers' opinions about pupils' assignment**

83**%** of teachers agree that marking of learners' assignment is done regularly and 16**%** strongly agree this result explains that teachers are aware of their work and they do it on time.

**Question 6: Pupils help teachers in checking assignments**

| | SA | A | DA | SDA |
|---|---|---|---|---|
| Number | 1 | 3 | 2 | 0 |
| Percentage% | 16.66% | 50% | 33.33% | 0% |

**Table 9: teachers opinions about pupils if they help in checking their assignments**

The result shows that 66**%** of the teachers agree that pupils help them in checking assignment while 33**%** disagree. This means that the majority of teachers want to make pupils responsible and aware of what is happening in teaching-learning process.

**Question 7: Pupils are they concentrated?**

| | SA | A | DA | SDA |
|---|---|---|---|---|
| Number | 2 | 0 | 4 | 0 |
| Percentage% | 33.33% | 0% | 66.66% | 0% |

**Table 10: teacher's' opinions about pupils if they are concentrated**

More than 66% of teachers say that pupils are not concentrated while 33% answered that they are concentrated, this means that pupils are not motivated to learn English language and they do not concentrate during the lessons. This problem occurs because of the lack of awareness to the importance of this language among secondary school pupils.

**Question 8: Scoring of the tests is done impartially**

| | SA | A | DA | SDA |
|---|---|---|---|---|
| Number | 3 | 0 | 3 | 0 |
| Percentage% | 50% | 0% | 50% | 0% |

**Table 11: teachers' opinions about their way in test scoring**

Half of the teachers strongly agree with this question while the second half disagrees. This results means that some teachers take into consideration pupils' behaviour in the classroom while correcting their works while others do not; this strategy has a great impact on pupils achievement it may help or hinder the learning process.

**Question 9: Immediate feedback is given to pupils to their queries**

| | SA | A | DA | SDA |
|---|---|---|---|---|
| Number | 3 | 3 | 0 | 0 |
| Percentage% | 50% | 50% | 0% | 0% |

**Table 12: Opinions on teachers towards their feedback to pupils' queries**

All teachers are with the immediate feedback that is given to pupils to their queries; this finding reflects the importance given by teachers to pupils so that pupils do not face problems of understanding the given information. In this case pupils will not face problems when doing their homework or exercise.

**Question 10: Progress of pupils is regularly discussed with them**

| | SA | A | DA | SDA |
|---|---|---|---|---|
| Number | 3 | 3 | 0 | 0 |
| Percentage% | 50% | 50% | 0% | 0% |

**Table 13: Teachers' answers about the discussion of pupils' progress**

50% of teachers strongly agree with this question and 50% agree. This means that teachers are discussing with pupils their progress in order to help them achieve their goals easily.

**Question 11: The atmosphere of the classroom is made interesting**

| | SA | A | DA | SDA |
|---|---|---|---|---|
| Number | 2 | 3 | 1 | 0 |
| Percentage% | 33.33% | 50% | 16.66% | 0% |

**Table 14: Teachers' opinions about the atmosphere of the classroom**

Nearly 83**%** of teachers agree that the atmosphere of the classroom is made interesting while just 16**%** disagree; this means that teachers give a great importance to the atmosphere of the classroom because it is a cause that affects pupils' achievements. An interesting atmosphere may encourage pupils to learn and achieve their goals easily while a boring one will disturb them.

**Question 12: Are pupils motivated for learning daily?**

| | SA | A | DA | SDA |
|---|---|---|---|---|
| Number | 0 | 1 | 5 | 0 |
| Percentage% | 0% | 16.66% | 83.33% | 0% |

**Table 15: teachers' opinions about pupils' motivation**

According to the results of this question, 83**%** of teachers say that pupils are not motivated for learning daily while only 16**%** of them said that they are motivated. This means that the majority of pupils are not motivated to learn English language and this is due to the climate and organization of the classroom or because of the non-motivated teachers.

**Question 13: The misbehaviour of pupils is taken well care of**

| | SA | A | DA | SDA |
|---|---|---|---|---|
| Number | 2 | 4 | 0 | 0 |
| Percentage% | 33.33% | 66.66% | 0% | 0% |

**Table 16: teachers' opinions about their reaction towards pupils' misbehaviour**

All teachers answered that they take well care of pupils' misbehaviour this helps pupils to learn in a good and calm atmosphere without the disruption of other pupils' misbehaviour.

**Question 14: Pupils are strongly advised not to misbehave in the class or outside school**

| | SA | A | DA | SDA |
|---|---|---|---|---|
| Number | 4 | 2 | 0 | 0 |
| Percentage% | 66.66% | 33.33% | 0% | 0% |

**Table 17: teachers' opinions about advising pupils not to misbehave even outside school**

A high percentage of teachers strongly agree that pupils are strongly advised not to misbehave in the class or outside school, this result indicates that teachers are not just teaching pupils how to react inside school but also they care of their pupils' acts even outside.

**Question 15: Physical punishment is used with pupils because of their mistakes**

| | SA | A | DA | SDA |
|---|---|---|---|---|
| Number | 0 | 2 | 0 | 4 |
| Percentage% | 0% | 33.33% | 0% | 66.66% |

**Table 18: teachers' opinions about the use of physical punishment**

66% of teachers strongly disagree with the use of physical punishment with pupils of their mistakes and only 33% agree with that. This finding means that secondary school instructors do not prefer using physical punishment only few of them and if necessary with aggressive pupils.

**Question 16: Proper reward given to the pupils because of their good work**

| | SA | A | DA | SDA |
|---|---|---|---|---|
| Number | 6 | 0 | 0 | 0 |
| Percentage% | 100% | 0% | 0% | 0% |

**Table 19: teachers' answers about giving reward to pupils**

All teachers strongly agree with giving reward to pupils because of their good work, this result reflects the importance given to motivating pupils through rewards whatever was their kind.

**Question 19: Should teachers be familiar with different teaching strategies?**

| | SA | A | DA | SDA |
|---|---|---|---|---|
| Number | 2 | 4 | 0 | 0 |
| Percentage% | 33.33% | 66.66% | 0% | 0% |

**Table 20: teachers' answers about teaching strategies**

A high percentage of teachers agree that teachers should be familiar with different teaching strategies and no one disagrees; this result indicates that teachers give a great importance for teaching strategies because they are very important for teachers and pupils for better achievements.

**Question 20: should teachers keep in mind the course objectives?**

| | SA | A | DA | SDA |
|---|---|---|---|---|
| Number | 1 | 5 | 0 | 0 |
| Percentage% | 16.66% | 83.33% | 0% | 0% |

**Table 21: teachers' opinions about the course objectives**

All teachers agree that teachers should keep in mind the course objectives; this finding reflects the high level of awareness of teachers about the planning the courses in order not to lose attention during the presentation of lessons.

**Question 21: Teachers are aware of their role in the learning process**

| | SA | A | DA | SDA |
|---|---|---|---|---|
| Number | 2 | 3 | 1 | 0 |
| Percentage% | 33.33% | 50% | 16.66% | 0% |

**Table 22: teachers' opinions about their role in the learning process**

A percentage of 83% of teachers agree that teachers are aware of their roles in the learning process as it has been discussed in the second chapter of our study, while a very low percentage 16**%** disagree. This result means that the majority of teachers know well that they have not a role just in teaching but their role in the learning process is of great importance for pupils to reach their goals easily.

**Question 22: Teachers give a great importance to motivation**

| | SA | A | DA | SDA |
|---|---|---|---|---|
| Number | 2 | 3 | 1 | 0 |
| Percentage% | 33.33% | 50% | 16.66% | 0% |

**Table 23: teachers' answers about the importance of motivation**

A very low percentage of teachers (16%) disagree with the statement which say that teachers give a great importance to motivations, while a high percentage (83%) agree with it. This indicates that a good number of teachers appreciate the role of motivation in the teaching-learning process.

**Question 23: The importance of learning English at secondary school is well understood by teachers and learners**

| | SA | A | DA | SDA |
|---|---|---|---|---|
| Number | 2 | 4 | 0 | 0 |
| Percentage% | 33.33% | 66.66% | 0% | 0% |

**Table24: teachers' opinions about the importance of learning english at secondary school**

All teachers agree that the importance of learning English at secondary school is well understood by teachers and learners this means that both teachers and pupils know the importance of learning English at secondary school.

**Question 24: Rules, standards and procedures are discussed with pupils**

| | SA | A | DA | SDA |
|---|---|---|---|---|
| Number | 1 | 3 | 2 | 0 |
| Percentage% | 16.66% | 50% | 33.33% | 0% |

**Table 25: teachers' answers about classroom rules**

66**%** of teachers said that rules, standards and procedures are discussed with pupils while 33**%** disagree. This result reflects the awareness of teachers to keep in touch with their pupils and try to share with them the rules that should be followed in the classroom.

**Question 25: Different strategies for effective room arrangement are used**

| | SA | A | DA | SDA |
|---|---|---|---|---|
| Number | 0 | 1 | 3 | 2 |
| Percentage% | 0% | 16.66% | 50% | 33.33% |

**Table 26: teachers' opinions about the different room arrangement strategies**

More than 50**%** of the teacher answered that teachers do not use different strategies for effective room arrangement while just 16**%** said that they use them. This result means that teachers do not give importance to the strategies that should be used to arrange the classroom even that it is proved by many researchers that it is very important to vary the strategies when teaching so that pupils do not feel boring.

**Question 26: Managing time has a direct effect on classroom management**

| | SA | A | DA | SDA |
|---|---|---|---|---|
| Number | 3 | 3 | 0 | 0 |
| Percentage% | 50% | 50% | 0% | 0% |

**Table 27: teachers' opinions about the importance of time on classroom management**

According to the results of this question half of teachers strongly agreed that managing time has a direct effect on classroom management while the second half agreed with that. So we deduce that time is a very important aspect in classroom management.

**Question 27: If there are any other suggestions, especially regarding pupils' achievements and their relation to classroom management, please explain.**

Teachers' answers for this question vary from one teacher to another depending on their teaching experience. Some teachers said that classroom management is related to the number of pupils per class, they said that it is impossible to reach a well-managed classroom in a class that contains more than 48 pupils. Another suggestion is that pupils prefer working together because they may understand each other better. All teachers agree that they must keep a good relationship between them and their pupils even if they do not understand the language because it may affect their achievements.

## 3. Pupils' Questionnaire schedule

### 3.1. Design of Pupils' Questionnaire

Supporting the classroom observation and the teachers' questionnaire, we designed a questionnaire for pupils because their thoughts are of a great importance for our study.

This questionnaire consists of eighteen questions; the aim behind them is to collect information about pupils' thoughts of classroom management and whether it affects their achievements or not. This questionnaire is held with sixty pupils of third year scientific stream at El-amir abdelkader secondary school.

### 3.2. Analysis of Pupils' Questionnaire

**Question 1: Do teachers start the term explaining the objectives of the course?**

| | SA | A | DA | SDA |
|---|---|---|---|---|
| Number | 14 | 27 | 16 | 3 |
| Percentage% | 23 | 45 | 26 | 5 |

**Table 28: pupils' opinions about their course objective**

68**%** of pupils said that their teachers start the term explaining the objectives of the course while only 31**%** disagree. This result indicates that the majority of teachers start the scholar year explaining and discussing the objectives of the course with their pupils while few of them do not follow this strategy. It is clear that pupils appreciate this strategy because it helps them to understand the reason behind learning such lessons.

**Question 2: Teachers begin lectures in an exciting way**

| | SA | A | DA | SDA |
|---|---|---|---|---|
| Number | 8 | 25 | 20 | 7 |
| Percentage% | 13 | 41 | 33 | 11 |

**Table 29: pupils' answers about the way their teacher begins the lesson**

54% of pupils said that their teachers begin the lectures in an exciting way while 44% disagree. This means that some pupils are suffering from boredom from the beginning of the session and they appreciate starting the lectures in an exciting way. It is very important for teachers to understand that if pupils are bored they will lose the desire of learning so their duty is to start in a way that attracts pupils to the lesson so that they achieve their goals easily.

**Question 3: Teachers evaluate previous knowledge before starting new lesson**

| | SA | A | DA | SDA |
|---|---|---|---|---|
| Number | 10 | 25 | 20 | 5 |
| Percentage% | 16 | 41 | 33 | 8 |

**Table 30: pupils' opinions about their teachers' strategy**

57% of pupils answered that their teachers evaluate previous knowledge before starting new lesson while 41% disagree. This shows that each teacher uses his own way of teaching; some teachers start the new lesson with a quick revision because it helps pupils to remember the information given to them and others do not use this strategy and prefer to start new lesson separately from the other.

**Question 4: Teachers use charts to support their teaching**

| | SA | A | DA | SDA |
|---|---|---|---|---|
| Number | 7 | 27 | 19 | 7 |
| Percentage% | 11 | 45 | 31 | 11 |

**Table 31: pupils' opinions about the use of charts**

A percentage of 56% of pupils said that their teachers use charts to support their teaching whereas 42% disagree. The result indicates that some teachers know that pupils are not the same some of them prefer to listen while others prefer to see that is why it is better to vary the used materials so that pupils will be satisfied.

**Question 5:Teachers use different slides on slide projector to explain the lesson**

| | SA | A | DA | SDA |
|---|---|---|---|---|
| Number | 16 | 21 | 13 | 10 |
| Percentage% | 26 | 35 | 21 | 16 |

**Table 32: pupils' opinions about the use of the slide projector in explanation**

A high percentage of pupils' answers (61%) indicate that teachers use different slides on the slide projector to explain the lesson because there are different learning styles, while 37% disagree; it means that the majority of teachers are aware of the differences among pupils considering learning styles.

**Question 6: Teachers always help their pupils**

| | SA | A | DA | SDA |
|---|---|---|---|---|
| Number | 22 | 23 | 13 | 2 |
| Percentage% | 36 | 38 | 21 | 3 |

**Table 33: pupils' answers about their teachers whether they help them or not**

73% of answers agree that teachers always help their pupils while only 24% disagree. This result explains a lot about the relationship between the teachers and their pupils; pupils will appreciate their teachers' help because he tries to help them reach their goals. It does not mean that all teachers are the same, there are some teachers who do not give importance to help their pupils and they act in a severe way which may hinder the learning process.

**Question 7: Teachers' teaching strategies make the process of learning easier**

| | SA | A | DA | SDA |
|---|---|---|---|---|
| Number | 14 | 20 | 20 | 6 |
| Percentage% | 23 | 33 | 33 | 10 |

**Table 34: pupils' opinions about the effect of teaching strategy on the learning process**

43% of pupils say that the teachers' teaching strategies do not make the process of learning easier while 56% say the opposite. This indicates that the teachers' teaching strategies have a direct effect on pupils' achievements since they make the process of learning easier. Some pupils are not interested in the strategies used by the teacher they just pay full attention to the lesson and nothing else.

**Question 8: Pupils are encouraged and motivated by their teachers during discussion**

| | SA | A | DA | SDA |
|---|---|---|---|---|
| Number | 13 | 26 | 11 | 10 |
| Percentage% | 21 | 43 | 18 | 16 |

**Table 35: pupils' opinions about motivation**

Discussion is one of the most important parts of English lessons. The table represents the percentage of pupils' answers about their teachers; do they motivate them

during discussion? 64% of pupils said that their teachers motivate them while 34% disagree it means that less than the half of pupils are suffering from the lack of motivation while others are satisfied. Motivation as it is discussed in our study has a great effect on pupils' achievements that is why teachers should not neglect it during the teaching-learning process.

**Question 9: Teachers check your work at the end of each lesson**

| | SA | A | DA | SDA |
|---|---|---|---|---|
| Number | 7 | 21 | 19 | 13 |
| Percentage% | 11 | 35 | 31 | 21 |

**Table 36: pupils' opinions about their teachers if they check their work regularly or no**

47% of pupils answered that their teachers check their work at the end of each lesson while 53% disagree. It is very important for pupils to check their work at the end of each lesson in order to keep an eye on their progress and to solve their problems if -there are any- immediately, this strategy is beneficial for teachers and pupils.

**Question 10: Can you easily complete your homework?**

| | SA | A | DA | SDA |
|---|---|---|---|---|
| Number | 13 | 27 | 11 | 9 |
| Percentage% | 21 | 45 | 18 | 15 |

**Table 37: pupils' opinions about their homework**

Pupils always have homework given by their teachers in order to check whether they have understood the lesson or not. 67% of pupils said that they can easily complete their homework this means that they have well understood the lesson, whereas 33% answered that they cannot do so it reflects this result has two possibilities, first one maybe the pupils are novice while the second possibility is the teachers' explanation is not clear enough in this case pupils will face difficulties each time they have an activity to complete. To avoid such problems, teachers should select the suitable teaching strategies for easier explanation and do not rely just on one style because pupils will feel bored.

**Question 11: Do you feel happy when you attend the lesson?**

| | SA | A | DA | SDA |
|---|---|---|---|---|
| Number | 24 | 21 | 11 | 4 |
| Percentage% | 40 | 35 | 18 | 6 |

**Table 38: pupils' answers about their feeling when attending english session**

A high percentage of pupils (76%) answered that they feel happy when attending the lesson while 24% disagree. This means that the majority of pupils enjoy attending English sessions maybe because they like the language or the teachers' way of teaching. About pupils who do not feel happy when attending the lesson they have they reasons too, we asked them why and they said that their teacher do not explain to them when they ask for clarification because they do not get excellent marks as the other pupils do, this means that the teacher in the classroom prefer to work just with good pupils even that weak pupils need additional help.

**Question 12: There is a good relationship between you and your teacher**

| | SA | A | DA | SDA |
|---|---|---|---|---|
| Number | 26 | 20 | 11 | 3 |
| Percentage% | 43 | 33 | 18 | 5 |

**Table 39: pupils' answers about their relationship with the teacher**

76% of pupils said that there is a geed relationship between them and their teachers while 23% disagree. A good relationship between the teacher and his pupils will help the teacher when explaining and also pupils to understand because they want to. Pupils who have not a good relationship with their teachers is maybe caused by their bad behaviors inside the classroom or outside.

**Question 13: Teachers provide guidance to you in solution of various problems**

| | SA | A | DA | SDA |
|---|---|---|---|---|
| Number | 11 | 29 | 14 | 6 |
| Percentage% | 18 | 48 | 23 | 10 |

**Table 40: pupils' opinions about the provided help of their teacher**

67% said that their teachers provide guidance to them in solution of various problems while 33% disagree. The result reflects the importance given to such strategy by teachers because they know their benefits on pupils' achievements. Pupils do not need their teacher to be just a source of information the teacher should help them if they face any problems inside the classroom with English language or in their daily life.

**Question 14: Does your teacher treat pupils equally?**

| | SA | A | DA | SDA |
|---|---|---|---|---|
| Number | 10 | 18 | 17 | 15 |
| Percentage% | 16 | 30 | 28 | 25 |

**Table 41: pupils' opinions about the way their teacher treat them**

56% answered that their teacher does not treat pupils equally while 46% said that they do. The result means the majority of pupils are suffering inside the classroom because of their teachers, normally teachers treat all his pupils equally because it affects their achievements. We asked pupils about their feelings towards this issue they said that their teachers prefer to work with pupils who sit always in front of him while he neglects others; they said also that some teachers asked them from the beginning of the year about their parents in order to see if there are any pupils they know. This is a wrong way of treating pupils because they are adolescence and they are sensible more than we imagine teachers should take this into consideration while teaching.

**Question 15: Does your teacher provide additional help to weak pupils?**

| | SA | A | DA | SDA |
|---|---|---|---|---|
| Number | 13 | 20 | 14 | 13 |
| Percentage% | 21 | 33 | 23 | 21 |

**Table 42: pupils' opinions about teachers and weak pupils**

56% of pupils said that their teacher provides additional help to weak pupils while 44% answered that they do not. Weak pupils need always additional help because if teachers do not help them they will not reach their goals. According to the result we see in the table the majority of pupils are satisfied because their teacher helps weak pupils in the classroom.

**Question 16: Teacher motivate pupils to learn English**

| | SA | A | DA | SDA |
|---|---|---|---|---|
| Number | 12 | 25 | 15 | 8 |
| Percentage% | 20 | 41 | 25 | 13 |

**Table 43: pupils' answers about their teachers whether they motivate them to learn english or no**

62% of pupils answered that the teacher motivates pupils to learn English whereas 38% disagree. This reflects the importance given to motivation by teachers of English. Few of pupils are suffering from the lack of motivation; this should be solved because as it has been mentioned in our study motivation has a great impact on pupils' achievements.

**Question 17: Which Problem do you face during the lesson in the classroom? Please explain**

We found several answers to this question and it seems that pupils face problems in learning English. Some pupils said that their teachers do not explain the lesson in an easy way, this may affect pupils because they are still learning this foreign language and their level is not that much high to understand difficult terms or vocabulary. Other pupils are suffering because of the lack of audio-visual aids in their school, as we have discussed in our research there are types of learners' style each pupil has each own way that is why teachers should vary the strategies they use in order to fit the pupils' needs. Nearly all pupils who have answered this question are not satisfied because of noise caused by some pupils; here is the role of the teacher to manage those bad behaviours to help pupils achieve their goals safely. The use of the mother tongue in the English session seem to be a problem for some pupils, they said that they want to learn new vocabularies each session they attend but they find their teacher using Arabic language instead of the target language and this is wrong (the mother tongue should be used in some cases when it is too hard for pupils to understand something).

The majority of pupils answered that their teacher do not use new ways of explanation, this means that teachers do not use a variety of teaching strategies and this affects pupils' achievements. In addition, some pupils said that their teacher

does not plan his lesson and they just come to the classroom explaining in a non-organized way; this remark disturbs pupils a lot. Finally, few of pupils said they have no problem at all because they love their teacher and they love the English language.

**Question 18: Do you think that the classroom climate and organization affect your achievements?**

More than 80% of pupils answered with "Yes", this means that classroom management really affects pupils' achievements. If the classroom was well-managed pupils will have the opportunity to learn and achieve their goals easily, but if the teacher neglects the importance of classroom management pupils will suffer from many problems and they will face serious problems to reach their aims.

## Conclusion

This chapter is devoted to collecting data about our topic which is Classroom Management and its Effects on Pupils' Achievements using too tools (classroom observation and questionnaires). Our hypotheses about classroom management and teaching strategies and whether they affect pupils' achievements are proved relying on the results we got through our research.

To sum up, teachers should not neglect the effects of classroom management and teaching strategies on pupils' achievements, because through our study we discovered that pupils know well how much they are affected with the organization of the classroom and the strategies of teachers.

**Recommendations**

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

- A good classroom management does not start at classroom but it starts from planning the lesson before entering the classroom.
- Teachers should identify expectations for pupils' behaviour and communicate those expectations whenever necessary.
- The used materials such as books, black/white boards should be available.
- Rules, routines, and procedures should be discussed with pupils in the classroom.
- Teachers should treat pupils equally, and should not neglect weak pupils because they need additional help to reach their goals easily.
- Monitor pupils' carefully and frequently so that misbehaviour is detected early before it becomes a serious problem that disturbs the teaching-learning process.
- The use of different teaching strategies helps pupils to stay engaged and encouraged all the session.
- Teachers should not use the mother tongue unless it is necessary.
- Teachers need to build a good relationship with their pupils because it has an effect on their achievements.
- Teachers and when they decide to change the room arrangement should confirm that there is enough space for them to move around and to control the classroom.
- Teachers should make an efficient use of classroom time, including transitions between various classroom activities.
- Rules should be developed for various and different situations.
- Motivation is very important for pupils because it helps them to work more for better results.
- Teachers should help pupils to minimize anxiety because it may hinder the learning process.
- There are different learning styles as it is mentioned in our study, teachers should be aware of them so that pupils will not feel bored and find in the classroom all what fits their needs for learning.
- Teachers should keep an eye on noisy pupils so that they do not interrupt the learning process.
- Pupils should be aware of all the course objectives.
- Encourage creativity and self-thinking among pupils.

- Maximizing time on academic tasks and minimizing time on non-instructional activities is necessary.
- Pupils like to be rewarded on their good work.
- Teachers should change the classroom arrangement according to the course objectives.
- Teachers must find the easiest strategies to explain so that all pupils benefit in order to achieve their aims.

## General Conclusion

Classroom management and discipline are issues which have been discussed by many researchers because of their great importance. Nearly all researchers agree that classroom managements are all the actions that a teachers does to recognize learners, space, time, and materials. Our study investigates whether classroom managements has any effects on pupils' achievements.

The aim behind the present study is to investigate whether managing the classroom and discipline has an impact on pupils' achievements and it helps teachers to better explain the lessons. Moreover, we intend to analyse how can teachers manage their classroom in the right way to make pupils act positively inside the classroom. Our research contains of three chapters, the first one is devoted to classroom management and discipline while the second one for the teaching strategies and learning styles, whereas the last chapter is made for the field work which is very important for collecting data to enrich this study with real numbers about the issue.

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# Appendix I:

## Classroom Observation Schedule:

**Observer:** Ms.Guennoun **Group:** One

**Level:** Third Year

**Session:** One

## General Observation of the Group:

| General observation | To high degree | To low degree | No degree |
|---|---|---|---|
| **Physical Learning Environment**<br>1. The classroom is clean<br>2. Classroom desks, furniture, and other materials are in an organized and good manner<br>3. The classroom is organized with sufficient space to move and walk around<br>4.Materials are marked with visuals for all students to see<br>5. The teacher uses different seating arrangement according to the task she teaches | | | |

| | | | |
|---|---|---|---|
| **Instructional Strategies**<br><br>6.Teacher uses a variety of instructional strategies<br><br>7. The teacher's instructions keep the pupils attentive and engaged in the learning process.<br><br>8. The teacher uses a variety of instructional activities for a period Of 60 to 90 minutes in order to keep learners' attention.<br><br>9. Teacher specifies time involving cooperative, small group activities.<br><br>10. The teacher allows sufficient time for learners to complete their activities. | | | |
| **Learner's Behavior**<br><br>11. Learner's misbehaviors interrupt the learning process.<br><br>12. Teacher uses certain strategies to manage these misbehaviors.<br><br>13. Learners use inappropriate language with each other or even with the teacher.<br><br>14. Teacher uses aggressive strategies when they respond inappropriately in the class. | | | |
| **Rules, Routines, and Procedures**<br><br>15. Procedures are taught by the teacher in a regular way.<br><br>16. Classroom rules are taught in a good manner regarding some behaviors.<br><br>17. Some routines of entering, exiting, and | | | |

| | | | |
|---|---|---|---|
| moving within the classroom are taught. | | | |
| **Learning and Achievement in English**<br><br>18. Learners are prepared and on task from the beginning of the activity till the end.<br><br>19.Each learner is engaged in at least one part of each classroom activity<br><br>20.Learners are eager and enthusiastic about<br><br>learning<br><br>21.Teacher uses praise or reward to motivate<br><br>learners to learn English<br><br>22. The quality of learners' achievement. | | | |

# Appendix II:

## Classroom Observation Schedule:

**Observer:** Ms.Guennoun **Group**: Two

**Level:** Third Year.

**Session:** One

## General Observation of the Group:

| General observation | To high degree | To low degree | No degree |
|---|---|---|---|
| **Physical Learning Environment**<br>1. The classroom is clean<br>2. Classroom desks, furniture, and other materials are in an organized and good manner<br>3. The classroom is organized with sufficient space to move and walk around<br>4.Materials are marked with visuals for all students to see<br>5. The teacher uses different seating arrangement according to the task she teaches | | | |

| | | | |
|---|---|---|---|
| **Instructional Strategies**<br><br>6.Teacher uses a variety of instructional strategies<br><br>7. The teacher's instructions keep the pupils attentive and engaged in the learning process.<br><br>8. The teacher uses a variety of instructional activities for a period Of 60 to 90 minutes in order to keep learners' attention.<br><br>9. Teacher specifies time involving cooperative, small group activities.<br><br>10. The teacher allows sufficient time for learners to complete their activities. | | | |
| **Learner's Behavior**<br><br>11. Learner's misbehaviors interrupt the learning process.<br><br>12. Teacher uses certain strategies to manage these misbehaviors.<br><br>13. Learners use inappropriate language with each other or even with the teacher.<br><br>14. Teacher uses aggressive strategies when they respond inappropriately in the class. | | | |
| **Rules, Routines, and Procedures**<br><br>15. Procedures are taught by the teacher in a regular way.<br><br>16. Classroom rules are taught in a good manner regarding some behaviors.<br><br>17. Some routines of entering, exiting, and | | | |

| | | | |
|---|---|---|---|
| moving within the classroom are taught. | | | |
| **Learning and Achievement in English**<br><br>18. Learners are prepared and on task from the beginning of the activity till the end.<br><br>19.Each learner is engaged in at least one part of each classroom activity<br><br>20.Learners are eager and enthusiastic about<br><br>learning<br><br>21.Teacher uses praise or reward to motivate<br><br>learners to learn English<br><br>22. The quality of learners' achievement. | | | |

# Appendix III:

People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

Mohamed Kheider University of Biskra

## Questionnaire for Teachers

**Dear teachers;**

This questionnaire is a tool that helps us to collect data about our research; it contains questions about your thoughts and teaching strategies. Your cooperation is very important in the investigation of the topic.

**Note:** Please, tick in the appropriate box or give full answers in the space provided.

**Thank you in advance**

**<u>Part One</u>: General information**

- Teaching experience
  - ☐ Less than five years
  - ☐ Six to ten years
  - ☐ 11 to 15 years
  - ☐ 16 to 20 years
  - ☐ More than 20 years
- Number of sessions assigned to you per week
  - ☐ Less than three sessions
  - ☐ From four to six sessions
  - ☐ More than six sessions
- Number of pupils in your class
  - ☐ Less than 30 pupils
  - ☐ 31 to 45 pupils
  - ☐ 46 o 60 pupils
  - ☐ More than 60 pupils

**<u>Part two:</u> Classroom management and pupils' achievements**

Some statements are given below; please indicate your level of agreement by ticking the appropriate box.

SA: Strongly Agree DA: Disagree

A: Agree SDA: Strongly Disagree

1. Conditions of black/white board in your classroom is satisfactory

☐ SA ☐ DA

☐ A ☐ SDA

2. Agreement of light in your classroom is good

☐ SA ☐ DA

☐ A ☐ SDA

3. Availability of audio visual aids in your school is good

☐ SA ☐ DA

☐ A ☐ SDA

4. Pupils are given group work in the class

☐ SA ☐ DA

☐ A ☐ SDA

5. Marking of learners' assignment is done regularly

☐ SA ☐ DA

☐ A ☐ SDA

6. Pupils help teachers in checking of assignments

☐ SA ☐ DA

☐ A ☐ SDA

7. Pupils are they concentrated?

☐ SA ☐ DA

☐ A ☐ SDA

8. Scoring of the tests is done impartially

☐ SA ☐ DA

☐ A ☐ SDA

9. Immediate feedback is given to the pupils' queries

☐ SA ☐ DA

☐ A ☐ SDA

10. Progress of pupils is regularly discussed with them

☐ SA ☐ DA

☐ A ☐ SDA

11. The atmosphere of the classroom is made interesting

☐ SA ☐ DA

☐ A ☐ SDA

12. Are pupils motivated for learning daily?

☐ SA ☐ DA

☐ A ☐ SDA

13. The misbehaviour of pupils is taken well care of

☐ SA ☐ DA

☐ A ☐ SDA

14. Pupils are strongly advised not to misbehave in the class or outside school

☐ SA ☐ DA

☐ A ☐ SDA

15. Physical punishment is used with pupils because of their mistakes

☐ SA ☐ DA

☐ A ☐ SDA

16. Proper reward is given to the pupils on their good work

☐ SA ☐ DA

☐ A ☐ SDA

19. Should teachers be familiar with different teaching strategies?

☐ SA ☐ DA

☐ A ☐ SDA

20. Should teachers keep in mind the course objective?

☐ SA ☐ DA

☐ A ☐ SDA

21. Teachers are aware of their role in the learning process

☐ SA ☐ DA

☐ A ☐ SDA

22. Teachers give a great importance to motivation

☐ SA ☐ DA

☐ A ☐ SDA

23. The importance of learning English at secondary school is well understood by teachers and learners

- ☐ SA
- ☐ A
- ☐ DA
- ☐ SDA

24. Rules, standards and procedures are discussed with pupils

- ☐ SA
- ☐ A
- ☐ DA
- ☐ SDA

25. Different strategies for effective room arrangement are used

- ☐ SA
- ☐ A
- ☐ DA
- ☐ SDA

26. Managing time has a direct effect on classroom management

- ☐ SA
- ☐ A
- ☐ DA
- ☐ SDA

27. If there are some suggestions, especially regarding pupils achievements and their relation to classroom management, please explain

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# Appendix IV:

People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

Mohamed Kheider University of Biskra

# Questionnaire for Pupils

**Dear pupils;**

This questionnaire is a tool that helps us to collect data about our research; it contains questions about your thoughts. Your cooperation is very important in the investigation of the topic.

**Note:** Please, tick in the appropriate box or give full answers in the space provided.

**Thank you in advance**

Note: Some statements are given below; please indicate your level of agreement by ticking (√) the appropriate box.

Abbreviations:

SA: Strongly Agree

A: Agree

DA: Disagree

SDA: Strongly Disagree

1. Do teachers start the term explaining the objectives of the course?

☐ SA ☐ DA

☐ A ☐ SDA

2. Teachers begin lectures in an exciting way

☐ SA ☐ DA

☐ A ☐ SDA

3. Teachers evaluate previous knowledge before starting new lesson

☐ SA ☐ DA

☐ A ☐ SDA

4. Teachers use charts to support their teaching

☐ SA ☐ DA

☐ A ☐ SDA

5. Teachers use different slides on slide projector to explain the lesson

☐ SA ☐ DA

☐ A ☐ SDA

6. Teachers always help their pupils

☐ SA ☐ DA

☐ A ☐ SDA

7. Teachers' teaching strategy make the process of learning easier

☐ SA ☐ DA

☐ A ☐ SDA

8. Pupils are encouraged and motivated by their teachers during discussion

☐ SA ☐ DA

☐ A ☐ SDA

9. Teachers check your work at the end of each lesson

☐ SA ☐ DA

☐ A ☐ SDA

10. Can you easily complete your homework?

☐ SA ☐ DA

☐ A ☐ SDA

11. Do you feel happy when you attend the lesson?

☐ SA ☐ DA

☐ A ☐ SDA

12. There is a good relationship between you and your teacher

☐ SA ☐ DA

☐ A ☐ SDA

13. Teachers provide guidance to you in solution of various problems

☐ SA ☐ DA

☐ A ☐ SDA

14. Does your teacher treat all pupils equally?

☐ SA ☐ DA

☐ A ☐ SDA

15. Does your teacher provide additional help to weak pupils?

☐ SA ☐ DA

☐ A ☐ SDA

16. Teachers motivate pupils to learn English

- ☐ SA
- ☐ DA
- ☐ A
- ☐ SDA

17. Which problem do you face during the lesson in the classroom? Please explain

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……..

18. Do you think that the classroom climate and organization affect your achievements?

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**الملخـص**

تهدف هذه الدراسة إلى التعرف على الآثار المترتبة على تسيير القسم على إنجازات التلاميذ في المدارس الثانوية. ويركز هذا العمل على وجه الخصوص على الاستراتيجيات والأساليب التي ينبغي تتبعها من قبل المعلم من أجل خلق بيئة نشطة وناجحة لتحقيق نتائج أفضل في تعلم اللغة الإنجليزية. وقد أجريت هذه الدراسة أساسا على اثنين من المدرسين ومجموعتين تشمل ستين تلميذا في ثانوية الأمير عبد القادر تقرت. في هذا البحث فحصنا ما إذا كانت هناك علاقة بين متغيرين وه و تسيير القسم ونتائج التلاميذ ونستخدم مراقبة الفصول الدراسية واستبيان للمعلمين والتلاميذ كأدوات لجمع البيانات لبحثنا لأنها تخدم كأدوات موثوقة وقوية. وقد تم تحليل البيانات التي تم الحصول عليها من خلال التحليل الوصفي والذي يعتبر مهم لتحليل هذا النوع من البيانات. نتائج هذه الدراسة توضح الكثير عن الآثار المترتبة على إدارة ال قسم على إنجازات التلاميذ، فمن الواضح أن الاستراتيجيات التي يستخدمها المعلم للحفاظ على البيئة داخل القسم لتعلم أفضل مفيدة للتلاميذ لتحقيق أهدافهم. أيضا لتحفيز التلاميذ جزءا هاما قد تؤثر على نتائجهم. مقترحات إضافية لمساعدة التلاميذ على تحقيق أهدافهم مذكورة في نهاية الأطروحة الحالية.