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***Effective Classroom Management for Positive Learning  
Environment: The Case of Second Year Students at Abou  
Tachfin Secondary School***

Dissertation submitted to the department of English as a partial fulfilment of the requirements for Master's degree in Didactics.

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## **Dedications**

to my beloved parents

who support and taught me to be who I am today

to the light of my life, the source of inspiration and hope my mother

to my dear husband, who encourages me and stand by my side in every single step

to my sister and my brothers

to my little princess INES

to the whole family

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## **Abstract**

Classroom is regarded to be a formal setting where to carry out education. It is an adequate place when people can learn and get knowledge. Therefore, teachers all over the world attempt to establish a well-managed classroom to promote a supportive learning environment which leads to positive learning outcomes. This study was conducted to investigate the different ways or strategies followed by teachers to reach a successful classroom management that reflects on students' achievements. With the intention to reach this end, an exploratory descriptive case study was conducted at the level of Abou Tachfin secondary school (Tlemcen) with second year students. The data were collected through the use of an interview which was addressed to EFL teachers and classroom observation. The gathered data were analyzed both quantitatively and qualitatively through mixed-method analysis. The obtained findings revealed that teachers at Abou Tachfin secondary school seek to make learning interesting for students. They made effort to create an effective classroom environment through involving all students in the lesson especially disruptive students. In addition, teachers attempted to motivate students. They also use games to teach and oral discussions for the purpose of integrating students in the lesson. as a result, this work emphasised the rationale of effective classroom management for learners' academic achievements.

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# **GENERAL INTRODUCTION**



## General Introduction

It is undeniable fact that there is no learning without teaching and no teaching without learning. Teaching is regarded as one of the noble and the complex professions. First thing to mention in the following research work that whenever teachers tackle the profession of teaching they come across several challenging situations. The major challenge for teachers is that they have to deal with group of individuals with different levels, personalities and with a different way of thinking. In this case, the challenge is to have control all over the class. Within this context, the duty of the teacher is to create an effective classroom environment to stimulate students' learning. This objective can be reached only if the teacher is skillful enough and have the ability to cope with students' behaviour and attitudes to have a well-managed classroom. One primary challenging problem of managing the classroom environment is that discipline.

In point of fact, this study is conducted to explore how EFL secondary school teachers establish an effective classroom management. At the outset of this research work, the researcher set up two different objectives that may help novice teachers at the beginning of their carrier. First, it shed the light on the high importance of classroom environment on enhancing students' achievement. In addition to that, it aims at investigating the various strategies used by EFL secondary school teachers to create a similarly classroom environment. In this respect, in order to reach valid and real results the researcher has formulated two questions related to the studied topic. Then, she suggests two hypotheses.

1. How do EFL teachers at Abou Tachfin secondary school establish an effective classroom environment in order to enhance their learners' achievement?
  2. What are the different strategies used by the EFL teachers at Abou Tachfin secondary school in order to reach an effective classroom management and to enhance their pupils' learning?
- 
1. The EFL teachers create a collaborative learning environment with and for their students in order to enhance their learning.
  2. The EFL teachers use different strategies to organize the classroom and the

## General Introduction

roles, and interaction patterns in order to reach an effective classroom management and enhance EFL learners' achievement, and by this way if the teachers establish effective classroom management, they will generally achieve positive teaching-learning process.

Within the intention to seek for reliable answers for the previous cited research questions, this work is an exploratory descriptive case study research which deals with second year secondary school students in Abou Tachfin secondary school at Tlemcen. The researcher aims at gathering both qualitative and quantitative data based on the application of two research instruments. Namely, an interview addressed to four EFL teachers who represent 100% of the studied population in addition to classroom observation. The collected data is analyzed through the use of mixed-method approach.

The present work is twofold study. the first chapter involves the literature review. It deals with the definition of the main concepts related to the studied topic for instance the teaching learning process and the variables of this process. In addition, it deals with the concept of classroom management where the researcher tackles the main elements. Then, the second chapter is dedicated to the practical side of the research. It consists of a detailed description of the methodology followed to conduct the research. Moreover, it provides an analysis of the data collected alongside with an interpretation of the main findings. Whereas, at the end of the chapter the researcher propose some suggestions.

# CHAPTER ONE

## **Chapter One: Literature Review**

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## **Chapter one: literature review**

### **1.1 Introduction**

The work presented in this chapter is going to highlight one of the major tasks of teachers, which is classroom management. The latter is regarded as a serious challenge that teachers first encounter when they tackle the teaching profession. In fact, classroom management is a complex task that needs teachers' patience and energy to fulfil. It constitutes the way teachers arrange the class, how they speak with their students, teachers' attitudes, how they deal with behavior issues that arise from time to time and many other things in order to attain an effective classroom management. As a consequence, having the ability to establish well-managed classroom leads to create a supportive learning environment.

### **1.2 Teaching and learning process**

Teaching and learning are two different concepts which are tightly related to each other in one way or in another. Indeed, when referring to one of these concepts one's mind reflects unconsciously on three elements; teacher, learner and a classroom. In fact, experts have given various definitions to teaching as well as learning.

On the one hand, teaching is merely regarded as a noble profession whereby teachers possess the ability to impart knowledge along with experiences. Amidon and Hough (1967) denote that "teaching is an interactive process primarily involving classroom talk which takes place between teacher and pupil and occurs during certain definable activities". Furthermore, John Broacher (1939) states that "teaching is an arrangement and manipulation of a situation in which there are gaps and obstructions which an individual will seek to overcome and from which he will learn in the course of doing so". Put differently, teaching is a cooperative process or activity which is based on discussion wherein teachers and students constitute the main elements. Moreover, teaching is considered as the understanding of the obstacles and the difficulties encountered by learners in a given situation. Therefore, teachers are supposed to identify the requirements of their learners and fill it up through the

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transmission of the necessary details (knowledge).

On the other hand, simply saying learning is the process of acquiring knowledge Spears (1955) argues that “learning is activities to observe, to read, to imitate something themselves, listen to follow direction”. It means that the five senses are integral part of learning. Henceforth, it is necessary to use these senses in order to learn. Moreover, learning is also viewed as a modification in behavior either in a positive or a negative way. otherwise, this change or shift in behavior is a consequence of undergoing through new experiences.

seen from behavioural perspective “learning is the acquisition of new behavior or the strengthening or weakening of old behaviour as the result of experience” Smith (1962:260). While, Woodworth (1945:288) believes that “any activity can be called “learning” so far as it develops the individual (in any respect, good or bad) and make him alter behaviour and experiences different from what otherwise would have been”. It can be said that learning denotes the act of acquiring knowledge, experiences, skills as well as behaviour.

To sum up, teaching and learning are a combined process which is indispensable in human life. Actually, people learn in their entire life either in formal setting or from social life. They are reciprocal where good teaching results in good learning.

### **1.3 Teaching and learning variable**

As a matter of fact, educational psychologists have been always inquiring why do some students learning outcome is better than others? Meanwhile, research findings have proven that there are various factors that may affect the teaching-learning process.

#### **1.3.1 Student’s variables**

Students are regarded as a key component of the teaching-learning process as the students’ level of learning reflects either the success or the failure of this process. The first point to highlight is age and maturity of students. Actually, there is a co-

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relation between the physical and mental maturity and the level of learning. In other words, whenever there is a progress in both physical and mental maturity there is a rise in the learning outcomes.

Physical and mental health is another factor that may increase learners' interest towards learning. Therefore, it facilitates as it makes the teaching-learning process more efficient. Importantly, intelligence, aptitude, attitude, interest as well as attention play a pivotal role alongside with motivation and the student will. Motivation is the crux of learning, on a worthier side; it is the want or the desire that pushes the individual to continue learning. Students with high level of motivation and will facilitate the teaching task.

### **1.3.2 Teacher's variables**

For one thing, teachers' personality denotes the way the teachers act towards their students. It merely represents the teachers behaviour, communication skills, transmission of knowledge, etc. That is to say that each teacher is characterized with his special way of thinking, behaving, speaking and dealing with his students. Consequently, the results of the teaching-learning process reflect the teacher attractiveness. For the other, teachers' knowledge which means that the more the teacher is aware of what he is going to teach the more it is easy to bring up the learning outcomes.

Moreover, communicating skills is a compulsory aspect that affects this process. Teachers are not concerned only with communicating their knowledge, but also with communicating skills in an appropriate manner. Last and not least teachers' behaviour towards students is regarded as an utmost priority in teaching. In fact, the rationale behind teaching is about the impact that teachers left in their students. An affective teacher is an effective teacher simply saying teacher who combine between their hearts and minds are successful teachers. Thus, having the ability to use both emotion and cognition allow to teachers to engrave new aptitudes and attitude in their students towards learning.



### **1.3.3 Environment variables**

In fact, to have good conditions matters in the efficiency of the teaching-learning process. First, natural environment that is fresh air, calm and sun light may have effects on both students and teachers. Furthermore, social environment is another key to increase the success of this process. To put it another way, the more

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students have convenient social as well as educational surrounding the more the teaching-learning process is functional. Another key point to remember timing and duration of learning and teaching have a direct impact on the outcomes of this process. Last and not least, fatigue is viewed as another factor that prevents both teachers and student from giving their best. Thus, it is essential to construct the scheduled in an appropriate manner to suit teachers and students.

## **1.4 Teacher-students relationship building**

In a Colombian journal for teachers of English, studies have shown that teacher's interest in student development, empathy, pride, respect as well as trust are the main components of an efficient teacher-students relationship which leads to a positive learning outcomes. For one thing, students prefer a teacher who has the faculty to spread out the desire of acquiring and gaining knowledge. That is to say that this attitude may have a critical role in increasing the desire and eagerness of students to have closer relationship with their teacher. The latter is necessary for the learning process. In this respect, Alberto asserts that: "I like a teacher who broadens my mind to new horizons; a teacher who encourages me to learn more and provides me with knowledge about other cultures. A teacher with the desire of being better every day". (lines 81-83) (Cited in Sánchez et al., 2013).

For the other thing, recognition is the key for motivating students to learn. Actually, when the teacher appreciates the work of students and gives support either through compliments or additional marks for instance that will pave the way to

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motivate students to do more efforts and engage in learning. Third, empathy is regarded as another essential element of building a good teacher-students relationship. To put it another way, students need to feel that they are interesting for their teacher. Moreover, they like to be treated as students as well as as people too. More and more students await that the teacher apprehend that they have feelings too and they might go through difficult situations which could influence their level of learning inside the classroom.

Last and not least, in daily life a successful relationship is built through interchangeable respect and trust. Therefore, Teachers gain respect by manifesting that they know what they are attempting to instruct, and by being proficient. In addition to behaviours, attitudes, patience as well as efforts that they demonstrate in the classroom. In the event that students are treated with tolerance and regard at that point this will lead to cultivating the trust that is required in a teacher-student relationship. Significantly, if the teacher is interested in his students and treating them Equally interior the classroom setting that will leads to establishing satisfactory communication among students and their educator (Sánchez et al., 2013).

### **1.5 positive teacher-students relationship**

Garret (2014) pointed out that teacher-students relationship is crucial for a successful classroom management. Moreover, he argues that it is obvious that students' interactions increase in a caring learning environment. In fact, personal characteristic is not sufficient, as a reason teachers should seek for strategies in order to develop care. Henceforth, it is essential to develop a caring relationship with students inside the classroom.

As a matter of fact, there are plenty methods to communicate with students. To that end, Garret provides some practical ways that help teachers to engage in a productive relationship with their students. For example, humour is one of the most incredible ways to establish a good learning environment. Teachers should maintain a sense of humour and take each opportunity to laugh with their students. Besides, they have to choose the appropriate time and to have control to get back to the lesson.

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Garret (2014:46) highlights: “teacher is a ‘real person’ with a life outside the school building”. Simply stated teacher is a person with an ordinary life they have family, children, they have their favourite food, books, sports, etc. Students are usually curious to know about their teacher’s personal life. Henceforth, one should keep in mind that the objective of sharing few personal information with students is to communicate and get to know students much better, not to develop a friendship with them.

Teachers should keep in mind to be careful around the sort of personal information they want to share and to preserve a professional distance along with their students. in this light Garret (2014:46) asserts that:

This is especially important for novice teachers who plan to teach high school because they tend to be much closer in age to their students than teachers who plan to teach elementary school, although it is still important to maintain a professional distance no matter your age or the age of your students.

in other words, it is essential to keep a personal distance with students especially when the teacher and students are approximate in term of age.

Since students will spend more than 6 hours in the classroom, teacher may need to be beyond any doubt that their students feel welcome and comfortable in that environment. There are various simple way to fulfill this objective. For instance greeting students with a smile and calling their names. Actually, students appreciate when the teacher learn their names rapidly. Additionally, providing students with help is another key to build a positive rapport with students. Truly, students feel that their teacher cares about their academic achievements when their teacher give in some of his free time to explain and clarify their ambiguities as well as he provides extra time for handing back assignments.

### **1.6 Classroom management**

Classroom management was and still a subject of an utmost priority not only for teachers but for the whole school. Due to the complexity of classroom

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management teachers often suffer from anxiety and stress. As a matter of fact, management problems can also be a direct reason behind abandoning the teaching profession especially for newly teachers.

Actually, students' discipline is viewed as a serious dilemma that constitutes a defy for instructors. Evertson and Weinstein (2011:17) view that: "classroom management refers to actions taken to create and maintain a learning environment conducive to successful instruction (arranging the physical environment, establishing rules and procedures, maintaining students' attention to lessons and engagement in activities)." In other words, the aim behind classroom management is to promote a positive learning atmosphere for an effective teaching. They also argue that classroom management is about the act of establishing a supportive place for not only academic learning but also for social-emotional learning.

The notion of classroom management, on a worthier side, has been given different definitions according to distinct point of view. However, Garret (2014) maintains that classroom management as a process comprise five different components. First, the physical design of the classroom which entails the way the classroom is arranged, seating organisation, materials used, etc. The second component is rules and routines set up by the teacher as a means to manage time and avoid maximum of interruptions.

What is more a successful manager is capable of building positive personal relationships with pupils as well as parents. Furthermore, a good classroom manager encourages supportive relationships amongst students. Engaging and motivating instruction is another important key element for a successful classroom management. It permits to increase students' interest in learning. The last component is discipline. It is teachers' enduring concern and it comprises the way teachers deal with pupils' misbehaviour.

### **1.7 rules of effective classroom teachers**

It is undeniable fact that there is no extraordinary individual magic which empowers a few teachers to quieten energy simply by arriving at the classroom.

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May be at this most noteworthy level of perfection there may undoubtedly be some additional fixing of individual charisma. however, these teachers have specific capacities which are illustrated by successful instructors (Smith & Laslett,1993). These capacities can be learned and associated by newcomers to the occupation.

As McManus (1989) sensibly centres out ‘teaching is more than the entirety of its parts’ ( cited in Smith & Laslett) but it is conceivable from ask approximately, discernment and autobiographical account to observe ‘four rules’ of classroom management connected by effective instructors which rather like the ‘four rules’ in math, once acclimatized, can be associated in various particular situations.

### **1.7.1 Rule one**

In the event that instructors are pre-occupied with setting up shows, hand out material or looking for equipment at the point there are plentiful openings for setting, chatter band other useless exercises. The exercises are of no incredible disruptive affect in themselves, but they frequently construct up to an accumulative clutter, which leads in turn to assist diversion within the shape of appeal, upbraid or indeed disciplinary activity by the instructors which expands the delay in starting.

#### **1.7.1.1 Greeting**

Basically, by being there some time recently the course arrives the educator builds up the part of have getting the course and he is quietly able to underline his specialist by choosing when students are welcomed to enter the room. This will offer help to supply the mental composure fundamental to loose assurance.

#### **1.7.1.2 Seating**

In some schools instructors intentionally ask students to sit in particular place for entire course work. Actually, this arrangement may occur in sequential order of students’ name, age, height, gender, good and naughty students. In any case, students usually remain wherever they sat down when they came in the room.

In spite of the fact that arrangements will change in accordance with the sort of

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lesson, age of students and nature of action, it is imperative that initially teachers choose where children ought to sit. A seating arrangement appearing who sits where enables teachers to memorize and utilize students' names, so in spite of the fact that afterward regrouping will be desirable, it is exceptionally valuable for at slightest the primary few lessons on the off chance that a settled design is set and kept up.

### **1.7.1.3 Starting**

Beginning a lesson easily and instantly relies on managing the physical entrance and the arrangement of the students' body in addition to the mental tuning-in of the student mind.

Right at the start of the lesson there is something for them to do games, workcards, anything, because they rarely arrive at the same time. I try to create an atmosphere in which they start science as soon as they come through the door (wragg, 1984) (cited in Smith & Laslett).

### **1.7.2 Rule two**

In spite of the fact that most disciplinary issues emerge from a destitute begin to a lesson, the following most powerless time giving numerous opportunities for inconvenience making is the conclusion of an educating session. For this reason 'get them out' is cited as the moment run the show of classroom management. In fact, the way teachers conclude each lesson could be a significant portion of the way in which experienced instructors effectively shift from one action to another.

the way teachers conclude and end up the lesson has a significance role in classroom management. As Gray and Wealthier (1988) put it, "structure at the conclusion of a lesson is all as well effectively misplaced in a murmur of alleviation that it is nearly over"( cited in Smith &Laslett). The enduring impact of a curiously learning experience can be squandered and wonderfully creating connections between teacher and lesson can be spoilt in the event that a beneficial session breaks down into a noisy, disorganized and unpleasant finale.

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Thus, instructors got to consider the two stages of concluding a lesson and expelling a lesson.

### **1.7.2.1 Concluding**

An efficient method for halting work ought to incorporate consolidation and support of learning and this cannot be easy to accomplish if students are occupied in some activities. Yet it is better to give instructions that the work will stop in few minutes. The end of the session is an opportunity to revive, repeat and reinforce the studied topic. This might, on a worthier side, take the frame of a brief question and answer session. Furthermore, it can be a great thought to save at some point for a game, test or story.

### **1.7.2.2 Dismissing**

As a matter of fact, the choice of the exact method to dismiss a class depends on the students 'age. In other words, some given instructions may work with certain pupils from a particular level while it may not work with other levels. For example, 'arm folded, sitting up straight' these instructions are primary to control young children. That is to say that teachers should know the appropriate way to organize the class and conclude the session such as telling students to arrange their books or handing back their work and many other ways.

### **1.7.3 Rule three**

In this setting, "it" alludes to the major section of the lesson, the nature of its substance and the way of its introduction. Teacher's faculty to 'get on with it' affects and influence the students' sense of self-esteem and sense of competence in a specific subject area.

#### **1.7.3.1 Content**

Challenges in learning and ensuing issues with behaviour often happen since there is no correspondence between content of a lesson and the capacity of the students to whom it is conveyed. As long as determined failure can effortlessly result in displeased offense, cautious examination of the educational modules by subject departments and by teachers is required to guarantee that it is suitable.

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Moreover, methods and procedures ought to be closely inspected to check if learning experiences are suitable and study assignments are feasible for students with an extend and diversity of aptitudes and capacities Inside each lesson, diversity and pace are required to maintain force.

Exercises arranged for the starting and conclusion of the session will go a few way to accomplishing these points, but it is additionally important to supply assortment within the primary body of the lesson especially in twofold periods. Albeit it is hard to achieve, the desire to see that each child has something wrapped up and something checked in each lesson will offer assistance keep up the pace of educating.

### **1.7.3.2 Manner**

Positive connections create from the way in which people communicate with each other. For instructors, this implies thinking about how they address and ask pupils and how they deal with behaviour. Classroom environment is like any ‘weather system’ exposed to vary and the successful teacher is talented at spotting and scattering a minor disturbance beforehand it turns up into discouragement. “The manner in which a teacher addresses a class reflects an attitude and conveys a message not only through what is said but also through how it is said” Smith & Laslett (1993:9) . In addition, student’s attention is fundamental for teachers to speak to the classroom. Therefore, any given data should worth disruption to the lesson. Another key point to remember is that Facial expression and tone of voice are as essential to any communication as making beyond any doubt that it is being listened.

### **1.7.4 Rule four**

In essence, the clue for teachers to build up positive personal relationships with their students is to develop trust and respect. To that end, it is important for teachers to know who is who and what is going on in the classroom.

#### **1.7.4.1 Who is who**

In point of fact, learning students ‘names will facilitate the teaching process.



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“However recognition has a much more positive aspect too since it conveys the teacher’s interest and reflects a willingness to spend time and effort in learning names”. Smith and Laslett (1993:11)

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#### **1.7.4.2 What is going on**

Portability includes the evasion of instructors getting to be ‘deskbound’ by lines of children holding up for consideration or by over-reliance on an addressing fashion of educating. Moving around the room, quietly checking work in advance, advertising counsel and direction keeps attention on the assignment in hand. It could be a personal

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contact between educator and understudy which gives quick input and implies that on the off chance that consideration has meandered the teacher’s reaction can be to offer assistance with an expected trouble instead of decry almost mischief. Frequently only moving to a range where shuffling feet or an expanding volume of noise may show the beginnings of disturbance can refocus consideration but on the off chance that not, at that point a gentle reproach, discreetly talked to a person can be more successful and certainly less diverting than a boisterous loud boisterous uproarious open advice.

### **1.8 goals of classroom management**

In a point of fact, teachers are supposed to fulfil different roles in an ordinary classroom, but unquestionably, one of the foremost critical is that of classroom management. Successful teaching and learning is based on a well-managed classroom. Chaos becomes the standard of any classroom whenever there is no clear rules and strategies to direct or pilot students’ behaviour. In these circumstances, “both teachers and students suffer”. Teachers will struggle to teach whereas students learn less than what they ought to.

However, well-managed classroom afford an environment where the process of

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teaching and learning prosper. establishing a well-managed classroom depends heavily on the teacher's progress and efforts to maintain discipline alongside with order. In this context, Marzano et al., (2003:1) state that: "We live in an era when research tells us that the teacher is probably the single most important factor affecting student achievement".

Teachers often identify the term classroom management as control, order and discipline Garret (2014). Likewise, most of them overlap discipline with classroom management. "Discipline is certainly an important component of classroom management, it is not the only component" Garret (2014:1). In other words, behaviour problems that teacher confront during teaching is not the only concern of classroom management. However, it represent an important building block. Frequently, a good classroom manager is regarded to be able to maintain the

classroom silent. In contrast, an active classroom is usually noisy while it is based on teacher-students interactions.

in the same vein of thought, Weinstein and evertson (2006:4) distinguish two main objectives of classroom management "It not only seeks to establish and sustain an orderly environment so students can engage in meaningful academic learning, it also aims to enhance students' social and moral growth". That is to say that the role of classroom management has two roles, which lie in creating an appropriate environment for improving not only academic achievements, but also social-emotional learning.

To clarify things the concept of academic learning according to IGI Global refers to the skills that constitute the heart of educational programmes such as science, arts, language... this sort of learning permits student to use educational knowledge. However, the National University views that social-emotional learning is a methodology that facilitates for students to apprehend, feel, control and use their emotions in an appropriate manner with others and create positive relationship.

### **1.9 Students' misbehaviour**

It is undeniable fact that students' misbehaviour is one of the primary issues of

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classroom management. Students' misbehaviour includes work missing, disruptive talking, lateness, cheating, disrespectfulness, being inattentive, etc. behaviour problem is a serious obstacle for teachers to maintain organization as well as order inside the classroom. Thus, behaviour issues that arise spend time as well as energy. As a result, teachers are exhausted to control the class. Frequently, misbehaving impede the progress and the efficiency of both the teaching and the learning process.

### **1.9.1 Reasons behind students' misbehaviour:**

Behaviour problems is a phenomenon that arise in all classes no matter the age or the level of students. Hence, this problem occurs due to several factors. Harmer (2008) mentioned that student's behaviour might be affected with some factors that might be related to the classroom or outside the classroom.

Family is the main primary factor that influence students' behaviour. It has a deep impact on student's attitudes toward learning and teacher. On a worthier side, student's misbehaviour goes back to some family situations that students undergone through Harmer (2008). In essence, family is the first environment that students raise in and from which they acquire attitudes, behaviour, discipline, etc. family in general and home in specific is the first school of children. Therefore, parents have to be careful about the way they act in front their children.

Students go through different situations in the learning process. The preceding experiences they have affect the way they behave towards learning. The anticipations students have about learning from the past may contains displeasing experiences Harmer (2008). That is to say that students during their study journey they encounter different situations which reflects either positively or negatively. Thus, each learning experience is likely to be a direct effect on students' behaviour.

Another key point to mention is self-esteem that has a vital role in the efficiency of the learning process. Harmer (2008:127) argues that: "self-esteem may result partly from teacher approval (especially for children), from a student's peers (especially for adolescents), or as a result of success". Students need to be treated

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with respect as they are in need to feel confident. Whenever students are unable to accomplish some given activities they will be disappointed. Therefore, they illustrate the lack of self-esteem through misbehaving inside the class in order to attract attention Harmer (2008).

The studied topic and the way in which is presented will tightly effect students. Particularly, the teacher should know how to attract the students' interest to prevent disruption. In contrast, as Harmer (2008:127) cited that: "boredom may lead to disruption, when the chosen activity is inappropriate, student sometimes show their lack of interest by behaving badly". Moreover, learning conditions are indispensable for good outcomes. If the classroom contains the necessary materials and equipment like air conditioner, heater, calm, books, handouts, etc student will feel more comfortable and concentrated in learning and students' misbehaviour decrease.

"A lot will depend on how we behave in class, especially when problem behaviour first takes place" Harmer (2008:127). In other words, teacher's reaction towards students' misbehaviour can certainly be a leading factor to bad behaviour.

### **1.9.2 Some strategies to prevent behaviour problem**

Harmer (2008) has spoken about some strategies that could help instructor to prevent behaviour problems to arise. First, teacher-students relationship has a pivotal role in classroom management as it was mentioned in the section of teacher-students relationship building. In fact, it is crucial for teachers to create a strong relation with their students. for this objective teachers should pay attention and show interest to their students when they speak. Fundamentally, eye contact must take place in communication.

More and more students generally are respectful to competent teacher. Simply saying teachers with high level of proficiency they know exactly what to teach. Simply stated, teachers impose their respect on student if they are qualified enough in their profession. That is they are competent and skilful enough to accomplish their duty of teaching. Harmer (2008) referred to this point as professionalism. In addition, behaviour problem decrease whenever student's interest and enthusiasm increase.

in fact, the more teacher know how to engage students in the classroom the more they will have less disruption. That is to say, teacher is the major influencer who possess the ability to create comfortable environment and adequate circumstances for students to learn. If the teacher is energetic and enthusiastic towards what he is imparting to his or her students. Then, the students will receive this energy and will participate in the lesson as they will pay attention and avoid misbehaviour. In the same vein of thought, Harmer notes that: “interest can be also be generate by a teacher’s performance. There is no doubt that students can be engaged by the energy and enthusiasm of their teachers” (2008:128).

### **1.9.3 The way teachers react towards students’ misbehaviour**

In particular, each problem has a solution. Hence, teachers should be aware about different ways to deal with students discipline and patient to try on various strategies to deal with such situations. Harmer (2008) has discussed some general guidelines that may aid teachers to some extent to control students’ behaviour inside the classroom. He stressed on the key that teachers need to create a code of conduct as a first step for classroom management. This code will facilitate for teachers to deal with behaviour problem when they arise as well as to identify what is acceptable to do inside the class and what is not acceptable. As an example, the teacher allow students to drink water during the session whereas they are not allowed to eat or use their cell-phone, etc.

Significantly, teachers have to act instantly towards disruptive behaviour of pupils with the purpose to refrain students from repeating that behaviour another time. Another key pint to mention is the importance of differentiating between the students’ character and their behaviour. That is the teacher should make a full separation between the two. In the same vein of thought, Harmer states that:

We should take care not to humiliate an uncooperative pupil. It is the behaviour that matters, not the pupil’s character. Though it may sometimes be tempting to make aggressive or deprecatory remarks, or to compare the

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student adversely to other people, such reactions are almost certainly counter-productive: not only are likely to foster hostility on the part of the student and/or damage their self-esteem, they may also be ineffective in managing the situation. (2008:129)

Another point to remember is that the way teacher handle behaviour problem is multidimensional, since it has an impact on both the student in particular and the whole class in general.

Harmer has shed the light on teachers' reaction due to it indispensable role in maintaining order and discipline in the classroom as well as the great effect it has on pupils. On that account, Harmer has recommended the use of positive statements for the purpose of responding to unacceptable behaviour and avoiding insulting and frustrating remarks. In this case, most teachers follow the strategy of changing the seat of disruptive students. Likewise, Harmer has suggested reseating students as an immediate response to disruptive behaviour to calm down the students. As he proposed to teachers to move from an activity to another with the intention to get students' attention again.

Reprimanding students' behaviour in private is another key element that help teachers to deal with unacceptable behaviour. "This is not always possible, of course, but disciplining a student in front of his or her classmates will not help that student's self-esteem at all" Harmer (2008:130). In addition to that, various teachers have agreed on the advantage of being calm so as to manage the classroom noise. In the light of this idea Harmer pointed out: "it is usually more effective to approach the students who is being disruptive and speak more quietly"(2008:130) .

in pointof fact,teachers should not feel ashamed about having disruption inside the classroom, since it is natural and it is the case of all classes no matter the age of the pupils. Hence, seeking the help of our colleagues or experienced teachers may aid in solving behaviour problem that seems to be for long time hard to solve.

### **1.10 The major characteristics to manage teaching and learning**

Teachers constitute the main part that classroom management success reckon on. As teachers play a big deal in influencing their students teachers' physical presence and the way teacher uses his or her voice are partial in classroom management. Simply put, the physical presence is not a matter of appearance only, but it concerned with the use of body language too. For instance, the use of hands while speaking, the body posture, the movements, etc which is vital to take into account so as to reach an effective management.

Furthermore, teachers are ordinary persons who have specific characteristics. However, there are some points to take into account as they are not only 'idiosyncratic', but also they influence the students' impression towards them. first, teachers' proximity may be indispensable for some student as they feel friendliness. However, teacher's closeness for other students may be uncomfortable. Therefore, teachers should be aware and decide about how near to be to their students.

Secondly, appropriacy is another key point that affect classroom management. Actually, it refers to the manner in which teachers stand or sit. Thus, teachers should pay attention to the way they work with their student, since it reflects on how students view their teachers. To illustrate, teachers may sit on the desk, stand at the back of the class or may sit next to a student. The position the teacher choose to work may seems helpful and efficient for some students while it may disturb them to focus. To that end, Harmer (1998:16) asserts:

All the positions teachers take - seating on the edge of tables, standing behind a lectern, standing on a raised dais etc. – make strong statements about the kind of person the teacher is. It is important, therefore, to consider what kind of effect such physical behaviour has so that we can behave in a way which is appropriate to the students we have and the relationship we wish to create with them .

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If we want to manage a class effectively, such a relationship is crucial.

Teachers' movements during the teaching session represent a vital part in classroom management. In particular, energetic teachers tends to move from place to place inside the class. In contrast, other teachers prefer to stay in one place. Teachers' over movements may bother students as well as it can make them feel tiredness and boredom. In this context, Harmer (1998:16) pointed out: "most successful teachers move around the classroom to some extent. That way they can retain their students' interest (if they are leading an activity) or work more closely with smaller groups (when they go to help a pair or group)". In other words, teachers should not exaggerate in their movement in the classroom. Teachers' movement relies on their personal preferences where that it is convenient to manage their classroom with less effort.

All the mentioned above is related to the issue of contact. Actually, it aims at demonstrating how teacher-students contact is essential for classroom management success. For this purpose, teachers should pay attention and focus on what is happening inside the classroom. That is they have to know what their students do and to get an idea about their emotions too if it is possible.

In other words, teachers should try to move all over the classroom with keeping the appropriate distance with students. Then, teachers should be attentive to what students say and interact with them in an adequate way. "It is almost impossible to help students to learn a language in a classroom setting without making contact with them. The exact nature of this contact will vary from teacher to teacher and from class to class" Harmer (1998:16). That is to say, that teacher's style and the students will draw up the kind of contact used inside the classroom.

Teachers' voice appear to be as the main tool that share a part of influence in classroom management process. Harmer (1998:16) notes: "how we speak and what



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our voice sounds like have a crucial impact on classes”. In this regard, Harmer spoke about three different element, that teacher should take into consideration about the use of the voice. For one thing, audibility which means that teachers voice should be audible to the whole class so that all students seating in different places can hear clearly what their teacher say. In this respect, Harmer argues that: “teachers do not have to shout to be audible. In fact, in most classrooms, there is a danger of the teacher’s voice being too loud. Good teachers try to get this balance between audibility and volume just right” (1998:17). For the other thing, variety in the tone of their voice.

The quality as well as the volume of the voice are indispensable for effective management. Henceforth, the quality of the voice lean on the sort of the teaching task. The tone used in giving instruction is not the same, on a worthier side, as the tone of explaining a lesson. Third, Harmer points out that: “just like opera singers, teachers have to take care of their voices. It is important that they breath correctly...it is important that they vary their voices throughout the day” (1998:17). In other words, teachers should conserve their vocal energy; they should avoid shouting all the time.

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### **1.11 critical role of motivation**

In particular, as effective classroom management pave the way to satisfactory learning outcomes, since it help to establish adequate environment for students to accomplish academic purposes. In this respect, Harmer (1998:7) asserts that: “it is clear that highly motivated students do better than ones without any motivation at all”. Teachers have a vital role to enhance and stimulate students’ engagement and interest in the studied topic.

It is by their choice of topic, activity and linguistic content that they may be able to turn a class around. It is by their attitudes to class participation, their conscientiousness, their humour and their seriousness that they may influence their students. Harmer (1998:7).

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In other words, teachers have the ability to foster students' motivation. As a matter of fact, teachers play part of extrinsic motivation. Though, real motivation is inside each student. (Harmer, 1998)

### **1.12 Conclusion**

Classroom management is a key component of the teaching-learning process. This research paper shed the light on some practical rules for teachers to achieve effective classroom management. Moreover, it discuss the critical role for both classroom management and teacher-students relationship building. In addition to that, this chapter present how teachers should use their voice and physical presence to establish contact with their students. Last and not least, it highlights the factors that lead to behaviour problem and how teachers should deal with it when it arise. This chapter consists of the practical part, which is an opening door to the following chapter. In the practical part, the researcher presents the research study, the methodology that was followed to collect data. Finally, a full analysis of the research findings and some recommendations were given.

# CHAPTER TWO

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## **Chapter two: data collection , data analysis, some suggestions**

### **2.2 Introduction**

This chapter is concerned with the practical part of this framework. by presenting this work the researcher aims at investigating how teachers can create a well-managed classroom to foster students' academic achievements. Consistently, She attempts to present a complete description of the research methodology and the design followed. Then, she gives a detailed analysis of the data collected with an interpretation of the findings. At the end of this part, the researcher tries to give some suggestion and recommendations for further studies.

### **2.3 Research methodology**

Research refers to a systematic investigation in order to gain knowledge. Kothari (2004:1) defines research as “a scientific and systematic search for pertinent information on a specific topic. In fact, research is an art of scientific investigation”. In other words, research is a process of investigation about a specific phenomenon. The main objectives behind conducting a research work are to solve the problem and enhance the studied situaon.

Research methodology is about the way that the researcher should organize as well as undertake his or her work in order to come out with a solution for the studied issue. Research methodology represents the blueprint of any research work. It draws to the researcher the way, the methods as well as the techniques that he or she should follow to conduct a research study. As a matter of fact, research methodology has a critical role, since it ultimately leads to sound investigation based on valid, feasible and reliable results. In the same vein of thoughts, Kothari (2004:8) argues that:

why a research study has been undertaken, how the research problem has been defined, in what way and why the hypothesis has been formulated, what data have been collected and what particular method has been adopted, why particular techniques of analyzing data has been used and a host of similar other questions are usually answered when we talk of research methodology concerning a research problem or study.

In short, Khotari emphasizes that: “research methodology is a way to systematically solve the research problem. It may be understood as a science of studying how research is done scientifically” (2004:9). That is to say, research methodology refers to a set of procedures, steps or guidelines that a researcher adopt and follow for the purpose to study a specific problem.

### **2.3.1 Research design**

Research design is defined according to Kothari (2004) as the framework within which the research is carried out; it is the basis for gathering, measuring and interpreting data. Consequently, the design constitutes of a flowchart or an overall plan of how the researcher is going to conduct his or her research work. In this respect, Kothari points out that: “decisions regarding what, where, when, how much, by what means concerning an inquiry or a research study constitutes a research design” (2004: 31). Simply put, research design is an organization of the research work starting from the formulation of hypothesis to data analysis.

Research design has a significant role in conducting any research study, since it facilitates the research process. In this context, Kothari (2004:32) argues that: “research design stands for advance planning of the methods to be adopted for collecting the relevant data and the techniques to be used in their analysis, keeping in view the objective of the research and the availability of staff, time and money”.

In point of fact, the researcher intention through designing this research study is to find the truth and answer the inquiries regarding the studied situation through collecting maximum of information. Accordingly, the following research paper is based on a case study as a research methodology. In essence, “the case study is a very popular form of qualitative analysis and involves a careful and complete observation of social unit, be that unit a person, a family, an institution, a cultural group or even the entire community” Kothari (2004:113). All in all, the case study is a research method that permits the researcher reach conclusion about a specific situation. Moreover, it allows to clarify the reasons behind a given problem as it helps to provide solutions.

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There are various types of case study; the following research paper is based on an exploratory descriptive case study. The researcher aim at investigating the various strategies and the ways teachers follow as well as adopt for successful classroom management, which reflects on students' achievement.

### **2.2.2 Sampling**

The sample population refers to the act of choosing a specific group of people. Therefore, the researcher select four secondary EFL teachers and three classes of second year secondary school, Tlemcen. This research was conducted at Abou Tachfine secondary school.

#### **2.2.2.1 Teachers' profile**

Four EFL secondary school teachers have collaborated in this framework. They are all females. However, they do not share the same teaching experience. Moreover, they are in charge of different classes.

#### **2.2.2.2 Students' profile**

The informants are second year secondary school students. They constitute three groups. A group of mathematics, scientific group and the last group is from philosophy stream. The researcher selects different groups so as to get different data from the studied instance.

### **2.2.3 Data collection**

With the intention to gather the appropriate information to accomplish this research work, the researcher make use of two main different research instruments. Namely, interview alongside with observation. The interview was directed to secondary EFL teachers while the observation was conducted inside the classroom. Besides, teacher's interview and classroom observation were selected for the purpose of collecting both types of data; quantitative and qualitative data. The aim behind selecting these instruments is to investigate the different ways used by teachers to establish well-managed classroom. As a result, a positive learning environment.

### **2.2.3.1 Teachers' Interview**

The interview is considered as one of the important research instruments that enables the researcher to collect primary data. In this regard, Burns notes that: “interview are a popular and widely used means of collecting qualitative data” (1999:118). It is a sort of a conversation between two individuals where the researcher seeks answers from the informants concerning a particular situation. Cannell and Kahn (1968) define the interview as: “a two-person conversation initiated by the interviewer for the specific purpose of obtaining research-relevant information, and focused by him on content specified by research objectives of systematic description, prediction, or explanation” (cited in Cohen et al., 2007:35).

In point of fact, there are three main types of interview. The First type is structured interview also known as formal interview. In this type, the researcher is restricted by the order as well as by the questions that s (he) prepare before conducting the interview. This kind of interview is viewed to be more reliable and consistence. secondly, the semi-structured interview is another types that permits the researcher to collect both quantitative as well as qualitative data. in the same vein of thoughts, Burns (1999:120) argues that:

the semi-structured interview differs from the structured interview in that it is open-ended and thus provide greater flexibility. in the semi-structured interview, the action researcher generally uses prepared guide questions or alternatively has some overall directions in mind. These guidelines are then used, in no fixed order, to provide the underlying focus for the interview.

On the contrary, the unstructured interview is based on free conversations, where the researcher improvise the questions based on the research topic. In this respect, Burns (1999) states that: “at the furthest end of the spectrum is the unstructured or informal interview where the interviewer and the interviewee engage in a free-flowing conversational process based on the issues and the topics of the research study”(p.120).



### **2.2.3.2 Interview procedures**

In an effort to gather the required data for this investigative work, the researcher selects the structured interview as a research tool. This interview was addressed to secondary school EFL teachers. Actually, the interview was conducted in Abou Tachfin secondary school the so-called Sedjelmasi at Tlemcen. The researcher interviews four (4) EFL teachers. The interviewees were all females with different teaching experience. The rationale behind this interview is to know the different difficulties that teachers encounter inside the classroom. In addition to that, it aim at investigating the different strategies and ways used by EFL secondary school teachers to establish a well-managed classroom.

The interview comprises 11 questions; each question tends to collect specific information (See appendix A) . These questions are as follow:

**Q1:** How long have you been teaching English in secondary school?

This question is to know about the teaching experience of each teacher.

**Q2:** Do you face some difficulties and obstacles during your teaching sessions?

**Q3:** If yes, which kind of difficulties do you face?

These questions were asked to know the struggles of teachers during the teaching process.

**Q4:** Do you think that teaching- learning classroom environment is important to enhance the students' achievement?

**Q5:** If yes, what do you do as a teacher to create a positive atmosphere?

The above questions seek to know whether teachers give an importance to classroom environment or not and the methods they follow to establish a supporting learning atmosphere.

**Q6:** Do you think that teaching- learning classroom environment is important to enhance the students' achievement? And how?

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The objective behind this question was to explore to wish extent classroom environment influence understudies academic achievements.

**Q7:** Could you describe your relationship with your students?

The researcher ask this question to know which kind teacher-student relationship is

**Q8:** What kind of students' misbehavior do EFL teachers face in the classroom?

**Q9:** What kinds of classroom management strategies do EFL teachers use when responding to student misbehavior?

These two items were asked to know the different students' misbehaviour and the way teachers deal with it when it arise.

**Q10:** Could you name some shortcomings that lead to classroom management failure?

The objective of this items is to know teachers' practices that may leads to classroom management failure.

**Q11:** How could you describe successful classroom management in secondary school?

this question aim at discovering the strategies that may leads to successful classroom management.

### **2.2.3.3 Classroom observations**

classroom observation is the second research instrument used in collecting data. it allow the researcher to gather informatins concerning students as well as teachers' behaviour.

The distinctive feature of observation as a research process is that it offers an investigator the opportunity to gather 'live' data from naturally occurring social situations. In this way, the researcher can look directly at what is taking place in situ rather than relying on second-hand accounts. (Cohen et, al, 2007:396)

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In other words, observation as a research instruments, permit the researcher to collect data in a direct and a natural way from the setting where different situations occurs. In this context Burns (1999:80) assert that:

It enables researchers to document and reflect systematically upon classroom interactions and events, as they actually occur rather than as we think they occur. The term observation is being used here in the sense of taking regular and conscious notice of classroom actions and occurrences which are particularly relevant to the issues or the topics being investigated.

Observation is a powerful tool to collect data that cannot be measured. The latter is widely used when the research work aims at studying humans' behaviours as well as attitudes toward a specific area. Markedly, there are two distinct types of observation namely; participant and non-participant observation. In the first type, the researcher constitutes part of the observed group. simply put, the observer is a member of the observed sample. Besides, the researcher is completely unattached to the observed group which means that s (he) is not involved in the studied context.

### **2.2.3.4 Observation protocol**

Classroom observation (Appendix B) is the second research instrument that was adopted by the researcher for the process of data collection. Within the intention to gather more reliable and valuable information about the studied research topic, the researcher has conducted a classroom observation. The process of observation has taken place at Abou Tachfine secondary school, Tlemcen. The researcher attend 8 sessions for three different classes: scientific class, mathematic class and philosophy class. The timing of each session was one hour.

The researcher was not involved in the studied context. Therefore, she was not a participant observer. As an observer, the researcher sheds the light on the teacher first place then the students' attitudes and behaviours. a another thing to mention is that at the outset of this research work the researcher aims at investigating how teachers can establish an effective classroom management. Henceforth, she prepared

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a grid the main areas to be observed regarding classroom management and students behaviour ( structured observation).

### **2.3 Data analysis**

In the research process, data analysis is one of the main steps that the researcher pass through after collecting the necessary data. The researcher gathers both qualitative as well as quantitative data using two different instruments. Classroom observation and the interview, which was addressed to secondary EFL teachers. The researcher should interpret the two types of data. Hamzaoui (2006:103) points out that: “using more than one type of analysis is believed to provide more reliable research findings since the latter are not compressed into a single dimension of measurement”. That is to say analyzing the above mentioned types of data allow reaching reliable results.

#### **2.3.1 Mixed-method approach**

In the present research work, the researcher adopt the mixed-method as an approach for data analysis. The former allow the researcher to analyze not only qualitative data, but also quantitative data within the studied issue. For one thing, the quantitative data comprise numbers and statistics as it is concerned with discovering facts. This kind of information is analyzed through graphs, tables and charts. For the other thing, qualitative data represent non-numerical data as it describe the informants' point of view regarding a specific issue. Teacher's interview provides both qualitative and quantitative data. Whereas, classroom observation provides quantitative data. Therefore, in order to analyze the data collected the researcher implement the mixed-method.

#### **2.3.2 analysis of Teachers' interview**

First of all, four EFL Secondary school teachers collaborates in this research paper by answering the interview questions. These teachers represent the whole population that is they constitutes 100% of the population.

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**Q1:** The teaching experience

The responses to this question was as follow: 12 years, 14 years, 15 years and more than 20 years.

**Q2:** Do you face some difficulties and obstacles during your teaching sessions?

All teachers answered with yes.

**Q3:** If yes, which kind of difficulties do you face?

According to this question, the answers were as follow:

- all teachers say that during the teaching process they struggle with different levels within students , discipling students and the lack of teaching materials such as worksheets, data show and books
- lack of effective communication
- the problem of timing and long syllabus especially with the protocol of COVID-19
- The difficulty to convince or influence students' thoughts especially within teenagers. It is kind of hard to teach this category since they undergo through physical and mental changes and development.

**Q4:** Would you say that you try to create a good atmosphere in the classroom with your students?

**Q5:** If yes, what do you do as a teacher to create a positive atmosphere?

All the teachers answer the fourth question with yes. Whereas, the answers vary for the fifth question according to each teacher:

- They all try to teach through games which help to improve students' level and knowledge.

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- To involve students in lessons using questions-answers or oral discussions.
- To build a positive relationship with students as well as their parents through positive communication. Moreover, showing interest and excitement to students' project.
- Integrate students in group works and involving hyperactive pupils in different tasks so as to absorb their energy positively.
- The use of compliments and rewards such as extra marks in order to encourage them to progress this was the answer of two teachers.

**Q6:** Do you think that teaching- learning classroom environment is important to enhance the students' achievement? And how?

All teachers agree on the important role of classroom environment for pupils' achievement. The interviewees argue that creating an effective environment reflects on students' achievement where they can concentrate and gain more knowledge. Therefore, they become more productive and active.

**Q7:** Could you describe your relationship with your students?

The answers vary from teacher to teacher.

- I play different roles, a mom, a facilitators, a friend and sometimes I cannot gain their respect and concentration.
- A positive relationship built on respect.
- It is a good relation since I make sure to let them feel comfortable to use English language and break the ice of fear.

It is based on a mixture between severity and leniency

- It is a good relation since I make sure to let them feel comfortable to use English language and break the ice of fear.
- It is based on a mixture between severity and leniency.

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**Q8:** What kind of students' misbehavior do EFL teachers face in the classroom?

In fact, the answers to this question have the same flow. The face the same behavior problem.

- Students disrupt the lessons through making noise.
- Neglecting their homework.
- Asking irrelevant questions.
- Lack of attention and concentration.
- social aggression.

**Q9:** What kinds of classroom management strategies do EFL teachers use when responding to student misbehavior?

Teachers' response to this item were as follow:

- Use of technology such as Data show to attract students' interest.
- Engaging students in the classroom discussion, trying to gain pupils' love and trust, trying to understand the students' behavior, using verbal warning.
- Using complements to encourage them simplify and clarify the given activities to facilitate the task.
- Ignoring the behaviour sometimes, shouting, eye contact.

**Q10:** Could you name some shortcomings that lead to classroom management failure?

Concerning the shortcomings that lead to classroom management failure the teachers reported the following answers:

- when teachers do not convey their expectations to the pupils, lack of communication
- Misunderstanding the students' behaviour.

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- Not establishing good relationship with students, time management, lack of respect.
- Segregation among students, being harsh with them, using punishments.

**Q11:** How could you describe successful classroom management in secondary school?

Teachers assert that classroom management is not an easy task, however, their description to effective classroom management vary:

- Having a good control over the class, trying to foster students' curiosity, attempting to engage pupils in different activities.
- To be close to your students and creating a strong relationship with them.
- To capture students' attention, students should feel comfortable and free to interact and participate in the class.
- Design of classroom rules therefore the students know what is allowed and what is not allowed inside the classroom.

### **2.3.3 Analysis of classroom observations**

The implementation of classroom observation in this research study was fundamental. Through attending different sessions, the researcher was able to document in a direct and natural way actions that occur from both teacher and students. First thing to mention is that the researcher has noticed that the majority of the students are in the classroom when the teacher arrives. There is a mutual greeting between the teacher and the students. The teacher does not check the attendance list of students.

Importantly, the researcher has observed as a fact that the process of teaching and learning takes place in a traditional class where the seating are arranged according to traditional rows with the use of the white board. Students are not seating in pairs due to health protocol of COVID-19. In this case, the teacher represents an authority and she had the ability to move freely between rows.



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Additionally, the researcher notes that teaching materials like data show is not used for teaching. However, only mathematic class were allowed to use their cell phones studying purposes since they are serious pupils and show their interest during the session.

It is undeniable that the teacher was making progress to make everything clear to students. She answers students' ambiguities as she explain the lesson more than once to each student individually in practice sessions. More and more, the teacher attempts to involve students in the lesson through questioning. The researcher has noticed that the teacher use this strategy not only to involve students but also to attract disruptive students' attention to the lesson. The students seem to be comfortable during the teaching session. Henceforth, teacher-students interaction occurs and students are motivated especially at the morning sessions. However, student do not interact with the teacher at the afternoon sessions as they look tired.

As it was mentioned above in the previous paragraph the teacher represents an authority. Thus, the classroom is based on teacher centredness. In addition to that the teacher relies on the textbook to teach whereas students contemplate to miss their textbooks. Besides, the teacher does not show any reaction, she allows them to borrow some books from other classes. The researcher remarks that the teacher write the lesson on the board while students are interrupted to participate in the activities correction. the teacher uses compliments when the students do well in the given tasks or when they have good grades.

In nutshell, the observer noticed that the teacher has a good relationship with students. The teacher seems patient toward her students. Whenever students misbehave the teacher uses verbal warning, sometimes she ignore the behaviour otherwise, she makes use of eye contact to manage the situation.

### **2.4 Result Interpretations**

The overall goal of this work is to investigate as a researcher teacher how to establish an effective classroom environment for students through classroom

## Chapter two: data collection , data analysis, some suggestions

management. For the purpose to collect the necessary data, the researcher has conducted an interview that was addressed to secondary school EFL teachers in addition to classroom observation.

At the outset of this research work, the researcher has arisen two questions that were supported by two hypotheses. The researcher in this step aims at interpreting the main findings. Then, she attempts to confirm or reject the stated research hypotheses. Moreover, the researcher illustrates the results with other previous works relating to the studied topic.

The first hypothesis stated by the researcher was that EFL teachers create a collaborative learning environment with and for their students in order to enhance their learning. A significant part of the interview namely the first questions (Q2, Q3, Q4, Q5, and Q6) were addressed to teachers to investigate the way teachers create an efficient classroom environment which is indispensable for students' achievement.

The findings reported that during teaching, teachers come across different challenging situations. Discipline is regarded to be the major challenge that face teachers. Add to this teachers find themselves obliged to deal with a group of pupils with different personalities, different thoughts as well as different levels. Frequently, students' behaviour and attitudes reflect on Classroom environment. Henceforth, teachers are aware about the rationale behind classroom environment for not only the teaching process, but also for students' learning achievement.

The results of the collected data show that teachers make efforts to involve all students in the learning process through using different strategies. Teachers in the interview point out that they teach through games, they rely also on question-answer strategy as well as oral discussion. In this way, the students are integrated and they are given the opportunity to express themselves. Moreover, result show that teachers try to integrate students in group works. More and more, whenever students succeed to accomplish a given task the teacher encourage them for further progress. Importantly, teachers show their interest to students and to the work presented.

## Chapter two: data collection , data analysis, some suggestions

in general, teachers seek to attract and gain their students interest. Simply put, teachers adopt various way to create a positive and a supportive learning environment that reflects on students' success. From the above interpretation, the first hypothesis is confirmed.

Whereas, the second hypotheses denotes that EFL teachers use different strategies to organize the classroom and the learners, such as seating arrangements, different types of activities, teacher roles, and interaction patterns in order to reach an effective classroom management and enhance EFL learners' achievement, and by this way if the teachers establish effective classroom management, they will generally positive teaching-learning process. the interview results confirm this hypothesis.

The finding of the interview and the classroom observation show that teachers follow various strategies to get a well-managed classroom. The seating are arranged according to traditional rows which allow the teacher to move freely between rows. The teachers plays a role of facilitators where they try to clarify and simplify complex and difficult tasks for students. The teachers try to create good relationship with their students based on respect and love. Teachers reject the use of frustrating and inappropriate words.

In fact, innovative teaching is one of the primary and effective way to teach. Results from the interview and classroom management show that students are interested and their interaction increase during the sessions where games are included. Moreover, teachers in order to control classroom noise, they attempt to get disruptive students involved in the lesson. In addition to that teachers use question for engaging students in learning and to permit them the opportunity to reflect. Through this way, teachers create a supportive environment for teaching and learning as well, this environment foster students' curiosity, competition and motivation.

### **2.5 Limitations**

In conducting this research work, the researcher has come across several barriers. However, this work was not easy to accomplish for the researcher especially at the process of data collection.

Time constitutes a real obstacle for the researcher when conducting the interview and classroom observation. Teachers have no free time in their schedules. Therefore, the interview was done in hurry.

## **2.6 Suggestions and recommendations**

This section is designed for the researcher to provide some suggestions concerning the research topic based on the obtained findings. Teaching is a complex profession which require patience. In order to reach an effective classroom management teacher should focus on the learning environment. The suggestions are summarized in the following points:

- Establish rules and routines of the classroom. rules facilitate for the teacher to conduct the teaching process. In addition to that, routines are to show students and teachers how to carry out different tasks.
- Building a strong and positive relationship with their students based on respect and trust.
- Teachers have to deal with students as equal and they should accept students' personality and their way of thinking.
- Creativity in teaching and trying new ways of teaching in order to capture students' interest.
- Motivating students and fostering curiosity and sense of competition.
- The classroom should be learner-centred more than teacher-centred to engage students in learning.
- Peer observation is one of the solution, allow the teacher to get extrovert on how other teachers manage their classroom. It permit the teacher to learn from others experience in teaching.
- Last and not least, to have the opportunity of pre-service training for teachers before they tackle the profession of teaching and also an in-service training if it necessitate the situation.

## **2.7 Conclusion**

Eventually, this chapter in fact aims at gathering authentic information concerning the way teachers establish an efficient classroom environment to develop students' achievement. Moreover, it seek to know the various strategies adopted to manage an EFL secondary classroom. More and more, the researcher tries in this chapter to confirm the hypotheses that were identified at the outset of the work. At the end, the researcher provides some practical points that help teachers to create a supportive learning environment through effective classroom management.

# **General Conclusion**

## General Conclusion

It is generally agreed that effective instruction acquire patience, skills and experience. Teachers need to have a high level of social-emotional intelligence to cope work with different individuals in order to maintain and control the classroom environment. Henceforth, managing the classroom environment has a vital role in increasing students' learning outcomes. However, it is not an easy task for all teachers to establish an effective classroom management.

The empirical research was divided into two parts. The first part was devoted to theoretical consideration on classroom management. The main points comprises some definitions, the goal and importance of classroom management and a section about students' misbehavior. However, the second part was constitutes the practical work which deals with the data analysis and results interpretation. Importantly, it describes the researcher's methodology in conducting this research work.

In the present research work refers to an exploratory descriptive case study. After accomplishing the process of data analysis and result interpretation, the validity of the formulated research hypothesis were confirmed. The results obtained from classroom observation and teachers' interview reveal that classroom environment is the primary place from where students gain knowledge. Put simply, effective classroom environment help not only the teacher to impart knowledge in a smooth and an easy way but also it facilitates the flow of the learning process. Thus, teachers try to create an effective classroom environment which allow to increase students' level of learning (the first hypotheses is confirmed).

In addition to that, teachers face some difficulties to maintain an orderly environment. Therefore, they attempt to use different strategies to organize the classroom and achieve an efficient classroom management. They try to create a supportive learning environment through involving all students in the lesson. Moreover, they try to attract the interest of disruptive students through the use of question or using games for teaching. Frequently, teachers work on students' motivation and create an environment build on competition. Furthermore, compliments are used to encourage students to progress ( the second hypothesis is confirmed).

## General Conclusion

Classroom management is, unquestionably, a key component for the success of both teaching and learning. It provides a supportive atmosphere for teachers and

learners. It is critical to enhance students' achievement. The researcher during the process of collecting the necessary data has come across time limitation. The interview was carried in a short time where both the interviewer and the interviewees have not time to express themselves freely. However, they were pressed by time.

After the research finding the researcher has come up with some suggestion to improve the studied situation. First of all teachers should establish clear rules and routines for better organization of the classroom. Moreover, it is preferable to build a strong and a positive relationship based on respect and trust. Moreover, motivation is a key component to gain students' interest. Add to this teachers should be creative and try new ways in teaching.

to sum up, In conducting this research work, the researcher has come across several barriers. However, this work was not easy to accomplish for the researcher especially at the process of data collection. Time constitutes a real obstacle for the researcher when conducting the interview and classroom observation. Teachers have no free time in their schedules. Therefore, the interview was done in hurry. In brief, effective teaching depends on effective classroom management. That is to say to reach effectiveness in the profession of teaching, the teacher should have a pedagogical, psychological, cultural, and social backgrounds to have the ability to teach, interact, understand different personalities and the way to deal with them.



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# Appendices

## Appendix A: Teachers' Interview

This interview is designed in order to support a master research work in Didactics. It is primarily done to collect data about the main strategies used by EFL teachers to manage their classrooms.

Dear teacher, I would be so thankful if you agree to answer my questions. It is about your thoughts and ideas concerning classroom management strategies; your cooperation is very important and would be very helpful in the achievement of this research.

1. How long have you been teaching English in secondary school?

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2. Do you face some difficulties and obstacles during your teaching sessions?

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3. If yes, which kind of difficulties do you face?

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4. Would you say that you try to create a good atmosphere in the classroom with your students?

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5. If yes, what do you do as a teacher to create a positive atmosphere?

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6. Do you think that teaching- learning classroom environment is important to enhance the students' achievement? And how?

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7. Could you describe your relationship with your students?

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8. What kind of students' misbehaviour do EFL teachers face in the classroom?

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9. What kinds of classroom management strategies do EFL teachers use when responding to student misbehavior?

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10. Could you name some shortcomings that lead to classroom management failure?

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11. How could you describe successful classroom management in secondary school?

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**Thank you for your collaboration**

## Appendix B: Classroom observation

observation	Yes	No	always	Sometimes	rarely
Students are in the classroom			+		
Teacher check students attendance		+			
Traditional class model	+				
Teacher-centred classroom	+				
Student-centred classroom		+			
Students seem to be comfortable			+		
Student-teacher interaction				+	
Teacher interrupt students to participate			+		
Teacher use question-answers during the session			+		
The teacher explain more than once the lesson			+		
The teacher check the work of each student			+		
Students interact at the morning sessions	+				
Students interact at the afternoon sessions				+	
Students use their cell phones inside the class				+	
Use of textbook			+		
Use of technology to teach		+			
Use of creative methods to teach		+			
Students are interested				+	



## summary

This research work study the strategies used for classroom managements. it aims at providing novice teachers with other teachers' experience in classroom management. Moreover, this work hilights the fundamental role of classroom managements to establish an effective learning classroom environment.it also emphasizes the way teachers deal with students' misbehaviour.

**key words:** classroom management, learning environment, strategies for classroom management, students' misbehaviour.

## Résumé

Ce travail de recherche étudie les stratégies utilisées par les enseignant pour l'organisation et la gestion de classe. l'objectif de ce travail est d'apporter l'expérience des autre enseignants à les débutant enseignants. comme il se concerne avec l'importance d'organisation pour établir un environement qui support l'apprentissage des etudiants. par ailleurs, il se concentre sur la manière les enseignants agir vers le mauvais comportement des étudiants.

## تلخيص

هذا العمل البحثي يدرس الطرق المختلفة التي يتبعها المدرسون من اجل إدارة القسم. الهدف من وراء هذا العمل هو مساعدة المدرسين الجدد على الاطلاع على خبرة من سبقوهم الى هذا المجال. يستهدف هذا البحث الدور الأساسي لإدارة القسم و أهميته في تطوير المستوى الدراسي للمتمدرسين. كما انه يعكس أهمية الوسط الدراسي على التحصيل التعليمي للطلاب بالإضافة الى ذلك يركز على طريقة المدرسين في التعامل مع السلوك غير المحبب للمتمدرسين.