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## **Ways to Improve Teaching and its Management in the Classroom**

### **Case study: Secondary Schools of Ain-Touila \_khenchela\_**

A Dissertation Submitted in Partial Fulfillment of the Requirements for Master Degree in  
Language and Culture.

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# *Dedication*

*In the name of ALLAH the most merciful, the most  
compassionate*

*To my loved ones, to my greatest supporters” MY  
PARENTS”, who instilled in me the values that made me  
into what I am today. My dear father who has been my  
model for hard work, persistence and personal sacrifices.*

*My heartfelt gratitude to my beloved mother who  
patiently tolerated all my misgivings with a smile and  
stood by me in times of despair. Her prayers, moral support  
and kind words were of great inspiration during my piece  
of research. I will be grateful forever for your sacrifice,  
trust, and everlasting prayer.*

*To my brothers and sisters who encouraged me all the time*

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

*To myself for overcoming all the obstacles that faced me  
and brought out the fighter in me.*

*... I dedicate this modest work*

*Ismahane*

# *Dedication*

*In the name of Allah, the most gracious, the most compassionate.*

*This work is dedicated to my beloved parents who have been my source of encouragement, Care and Love who continually provide their moral, emotional and financial support.*

*To my lovely sister and brother who have always supported me throughout my years of studies and were always there for me even on the tough days.*

*I also dedicate this dissertation to my close friends namely: Warda, Massilya, Salsabil, marwa and Nada who supported my faltering steps, and who have been my source of inspiration.*

*Mouna*

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## Abstract

This dissertation is split into general introduction and two main chapters:

- The general introduction covers the background of the stud, the statement of the problem, objectives of the study, significance of the study, research questions, hypothesis, research methodology, and the structure of the study.

- The first chapter is divided into four sections.

- ✓ The first section is about aspects of language teaching.

- ✓ The second is about classroom management in general as a method can be utilized by properly instruct, its management, its objectives, and how to distinguish it from a discipline, the various management strategies for teachers and also to talk about the relationship between the teaching and its management and the student's achievement.

- ✓ The third section is about effective teacher and his qualities.

- ✓ Then, the final part talks about course design and resources for organizing a course.

- The second chapter is covered by the practical part, where there is a discussion of the methods, analysis and outcomes of the aforementioned modes of examination. It is devoted to the analysis of the teacher's and pupil's surveys, and it is covered the analysis and the interpretation of the findings obtained from the observation.

- Based on the study's findings, we made various recommendations and suggestions.

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## **List of Abbreviations**

**CM:** Classroom Management

**CMS:** Classroom

Management strategies

**GTM:** Grammar Translation

Method **DM:** Direct Method

**ALM:** Audio Lingual Method

**SW:** Silent Way

**CLL:** Community language Learning

**TPR:** Total Physical Response

**EFL:** English as a Foreign Language

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# **General Introduction**

### **1. Background of the Study:**

The management of the classroom is one of the most difficult issues facing instructors today. It is creating a situation that demands the attention of educators and education experts. The conducive environment for learning is harmed by severe cases of indiscipline brought on by ineffective management. Although, suggestions for finest managing tactics and strategies are given to teachers, no specific strategy is offered to address pontifical issues with classroom management.

Additionally, a suitable environment for successful learning, excellent conduct, and a good relationship between the teacher and his students is what is meant by an efficient classroom management. Thus the teacher must promote thus learning by using innovating tactics and strategies. The present study is focused on the ways to improve the teaching and its management in the classroom.

English is one of the most widespread international languages; English as a foreign language has been introduced by Algerian policy makers to Algerian primary schools for the first time starting from this year 2022/2023. The fact that this subject is covered in the national curriculum demonstrates how important it is today. For primary teachers this is not an easy matter to teach pupils a foreign language without previous knowledge and training. English teaching is becoming a challenging issue in Algeria.

However, a variety of factors work together to ensure that the teaching-learning activity run well. Many studies show that one of the most fascinating elements that affect language learning is “Classroom Management”. For instance, Wang, Haertel, and Walberg (1993) recognized that classroom is the first major essential factor influencing learning. Morzano and Morzano (2003) added to support Wang and his coworkers’ views in (1993) by valuing classroom management as the one that has greatest impact on learning process. Effective classroom management strategies are crucial to a successful teachers’ ability to give teaching, according to Ben (2006). The importance of effective classroom management in the teaching-learning process is demonstrated in what is said above. Effective classroom management and organization streamlines the learning process.

## General Introduction

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### 2. Objectives of the study:

The aim of this research paper is to demonstrate and provide ways to improve the teaching and to focus on the classroom management strategies and techniques.

### 3. Statement of the problem:

Algerian instructors today have a lot of trouble controlling their student's behaviors in the classroom. During the researchers' teaching and training in the local "secondary school of Boughdiri Moukhtar", they noticed that management ways within the classroom were a serious issues to identify and call for the resolution of specific strategies both before the course study even begins and throughout the teaching and learning process. So, the question to be asked is: **what are the different ways to improve the teaching and its management in the classroom?**

### 4. Limitations:

This study has potential limitations, where we encountered some difficulties in collecting data, the most prominent of which are:

- During our visit to the secondary school in order to distribute the survey questionnaire to the pupils, we had to go to the official in the administration to give us permission, but we were unable to meet him due to special circumstances, and this required us to return once, and for the researcher this is a waste of time and a delay in obtaining results.
- Some pupils do not answer all questions, especially those related to the justification, and sometimes they add options on their own that do not belong to the options available in the question.
- Also, some teachers considered distributing the questionnaire during their class as a boycott of the lesson, and this was apparent on their faces.

## General Introduction

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

This research is felt to significant for the following reasons

- 1- To improve the teaching-learning process
- 2- To increase pupil's involvement in the classroom
- 3- To build an effective teaching-learning to help promote a favorable teaching and learning environment.

### 6. *Research questions:*

This research is guided the following research questions:

- What is meant by the term “classroom management?”
- What classroom management strategies are mostly used by teachers? (How can the teacher manage effectively his classroom?)
- What is the relationship between the improvement of teaching and student's achievement?
- Are teachers aware of the use of classroom management strategies in their classes?

### 7. *Hypothesis:*

The following hypothesis was formulated

“If teachers establish positive classroom management, they will generally achieve positive teaching-learning process”.

### 8. *Research methodology:*

Two types of questionnaire will be prepared and target at secondary school teachers and students since they are active participants in the teaching-learning process in order to validate the hypothesis made in this dissertation and to achieve the research aim. Also, a study of classroom observation grid will be used to control the classroom management strategies implementation of teacher.

# **Chapter One**

## **Literature Review**

*Aspects of Language Teaching and  
Classroom Management*

**I. ASPECTS OF LANGUAGE TEACHING*****1-Teaching methods and approaches:***

Language experts and linguists frequently referred to board principles and theories about how languages are learnt, how knowledge of a language is presented and arranged in memory, or how language itself is constructed when attempting to enhance the quality of a language instruction. There have been many strategies and approaches developed in this area.

***1-1- The Grammar Translation Method (GTM):***

Language teachers have employed the Grammar Translation Method for a long time under various titles. It was first used in the teaching of classical languages, Latin and Greek, hence the name “Classical method”. It is a component of the cognitive approach to teaching language.

When describing the factors of this method, the GTM is one for which there is no theory, no literature that provides a rational or justification for it, and to attempt to relate it to problems in linguistics, psychology, and educational theory, according to Richards and Rogers (1986,p.5).

***1-2- The direct Method (DM):***

The direct Method gained popularity since the GTM didn't do a good job of preparing student to utilize the target language in conversation. Its name comes from the notion that meaning should be connected with the target language directly, without having to be translated, and it is a natural way to teaching languages. Learning a language for communication is the main objectives of this method.

Richards and Rogers (1986, p.10) had identified procedures and principles that the DM stood on, and they had summarized them in the following points:

- A. Classroom instruction would conduct exclusively in the target language.
- B. Only everyday vocabulary and sentences were taught.

- C. Oral communication skills were built in a carefully graded progression organized around question and answer exchanges between teachers and students in small intensive class.
- D. Grammar was taught inductively and new teaching points were introduced orally.
- E. Vocabulary was taught through demonstration, object, and pictures.

### ***1-3- The Audio-Lingual Method (ALM):***

The audio-lingual method, a component of the cognitive approach of language teaching, was created in the US for military use during the WWII. The teacher serves a good role model for imitation, the target language is used in the class, the teacher initiates the majority of student-teacher interactions, vocabulary and grammar are taught through dialogues and retained through imitation and repetition, and student's mistakes should be avoided among other tenets...etc. Sárosdy et al (2006, p.15) referenced in Larsen-Freeman (1986, p.31).

According to Harmer (1998, p.78), who discussed this method, Audio-Lingualism became popular among teachers and students as it largely focused on drills to create habits in language learning.

### ***1-4- The Silent Way (SW):***

The silent way views learning as a problem-solving, creative, and finding activity in which the learner is a major actor rather than a bench-bound listener, according to Stevie (1979).

It is also related to a collection of premises called "problem-solving approaches to learning ". Giving beginning level students spoken and aural proficiency in fundamental components of the target language is its overarching goal. In addition to placing a strong emphasis on grammar, the general goal of language acquisition is to achieve near-native fluency, accurate pronunciation, and mastery of the prosodic components of the target language (cited in Richards and Rodgers 1986, p.99).

**1-5 Suggestopedia:**

Suggestopedia is one of the alternative approaches based on language acquisition that belongs to the natural approach. It has been designed to facilitate learning in a comfortable, relaxed setting, assisting pupils in overcoming learning difficulties. According to Sárosdy et al. (2006, p. 17), the method's objective is to hasten the process by which students learn to utilize a foreign language for daily communication by removing the physical impediments that students bring to the learning environment. They claim the approach has been founded on such ideas as the teacher's authority in the classroom, the need for all kinds of interactions, the use of native language translation when necessary, the emphasis on vocabulary, the development of pronunciation through reading aloud, and a functional syllabus. According to Harmer (1998, p. 89), the primary aspect of Suggestopedia is "infantilization," in which the teacher and students are given names that are distinct from their outside real names. He added that this approach seeks to steer clear of traumatic themes and promote sympathy, both of which are crucial.

**1-6- *Community Language Learning (CLL):***

Community language learning, according to Richards and Rogers, is the name of a method developed by Charles A. Curran and his colleagues. Its main principles are to make students learn how to use the target language communicatively in which the teacher is the counselor who understands how threatening a new learning situation can be for adults, by understanding and supporting them in their stride (1986, p.113).

**1-7- *The Total Physical Response (TPR):***

James Asher, who discovered that adult language learning could follow similar developmental patterns to that of young children, is the author of the concept of Total Physical Reaction. Students who participate in Complete Physical Response listen to their teacher's verbal commands in the target language and respond to them. It was created to lessen the stress that people experience when learning foreign languages, as Sárosdy et al (2006, p. 21) noted. Its goal is to have the students enjoy their experience learning to communicate in a foreign language. The primary tenets of this approach are outlined by Richards and Rodgers (1986, p. 86), who claim that the instructor is in charge of all student conduct and must use the students' native tongue while concentrating on grammar and vocabulary while giving spoken language priority over written language.

**2- Procedures of teaching-learning process:**

There are three parts to the methods used in the teaching and learning process: the introduction, the presentation or content, and the closing or conclusion. The three elements can be described as follows (Abu Ahmadi dan Joko Tri Prasetyo, 2005. 42):

**2-1- Opening activity/ Introduction:**

This process, which is an activity aimed at helping the students, motivation, to guide objective learning, and to enhance students' performance generating ideas prior to learning.

**2-2- Medium activity / Presentation:**

Throughout this process, the material is delivered, the assistance is provided, and investigates mental data while assisting kids in action exercise. The teacher should implement the interest method in this process to ensure that the point of the material is understood by the students.

**2-3- Final activity/ Conclusion:**

In this process, the teacher provides a summary of the topic, questioning the pupils to evaluate, giving feedback and motivations.

**3- Elements of teaching:**

According to Diane Larsen and Martin Anderson (2013, p.113- 114), there are number of components that can be used in the teaching- learning process of English, including the following:

**A. Classroom set-up:**

The instructor must create a lively, upbeat classroom atmosphere. This was done in the classroom, which had pictures of places where the target language is spoken painted on the walls. These circumstances aren't always attainable. Yet, the instructor ought to make every effort to foster a constructive environment.

**B. Peripheral Learning:**

This method is predicated on the notion that we subconsciously perceive a lot more of our surroundings than we do. It is alleged that hanging posters with grammatical details about the target language on the walls of the classroom will help students easily assimilate the material. The posters may or may not be brought up by the teacher. They are occasionally modified to offer grammatical information pertinent to the subject matter the students are studying.

**C. Positive Suggestion:**

In order to help students overcome the learning obstacles they bring with them, it is the role of the teacher to arrange the suggestive elements in a learning situation. Teachers can accomplish this directly and indirectly. A teacher telling students they will succeed is a direct suggestion that engages the students' consciousness. The more potent of the two is the indirect suggestion, which speaks to the pupils' unconscious. For instance, in the classroom we visited, the indirect recommendation was made by the selection of a conversation themed, to wish to be able to.

**D. Choose a New identity:**

The pupils select a new profession and a name for the target language. The students will have the chance to create an entire biography on their imaginary selves as the semester progresses. Later on, for instance, kids can be invited to discuss or write about their fictional a person's hometown, youth, and family.

**E. Role-play:**

Pupils are instructed to perform in the target language as though they are someone else while making a brief persona change. They are frequently requested to write sentences that are appropriate for the circumstance. The pupils were instructed to pose as someone else and introduce themselves during the lecture, which we witnessed.

**F. Primary Activation:**

The next method and this one both belong to the lesson's active phase. Alone or in groups, the students jokingly read the dialogue aloud in the target language. Three student groups read various passages from the dialogue in the lesson that we observed: the first group did it with sadness; the second group did so with anger; and the third group did so with joy.

**G. Creative Adaptation:**

The students take part in a variety of exercises created to aid in the learning and spontaneous application of the new content. Games, singing, dancing, dramatizations, and picture guessing are all recommended activities for this stage. The fact that the activities are varied and prevent the students from concentrating solely on the communication intent rather than the linguistic form of the message is crucial.

## **II. Classroom Management**

### **1- What is classroom management?**

#### **1-1- Views on classroom management:**

"Classroom management", because of its complexity, it has been defined in a variety of ways by different educators throughout history.

In the broadest sense, CM refers to the methods teachers employ to keep the peace in the classroom (Doyle, 1986). He claimed that the two most important duties for the teaching process are learning and order. Order must be established in the classroom beforehand if learning is to take place.

In the same vein, Brophy (1986) described classroom management as a teacher's attempts to create and maintain an ideal learning environment in the classroom. In other words, what Brophy implied is that there is a strong tight and mutual relationship between excellent classroom management and effective curriculum and instruction.

According to Doyle (1986) "In most general terms classroom management refers to the activities and tactics teachers use to preserve order", (cited in Yaşar, 2008, p.9).

In the same context, "classroom management" is defined differently depending on the situation, although it typically refers to the teacher's efforts to maintain discipline, engage students, or elicit cooperation, according to Emmer and Stough (2010, p.103).

Indeed, depending on the perspective from which it is seen, there is no single definition of classroom management. Depending on which of its components is being focused on, the specific philosophical perspectives taken, and the operational approaches chosen, the term "classroom management" has been defined in a variety of ways (Hue and Li, 2008, p.3). According to Erwin (2004), classroom management is "managing" the conditions necessary for students to be

motivated to learn or perform, followed by the provision of the structures, techniques, and activities that will promote high-quality instruction and performance (p.5).

According to Scrivener (2012), for instance, CM depends on the decisions instructors make while running their classrooms in line with their personal ideas about the nature of teaching and learning, the teacher-learner connection, and the capacities of their students. These decisions also depend on how classmates should interact with one another and with the academic organization they are a part of. Hence, managing the classroom has several components that come together to provide a better teaching-learning environment where Effective integration of learners enables them to enjoy learning.

Roth (2014) emphasized that effective classroom management is an art that results from the teacher's blending of relationships, routines, procedures, and teaching methods into a cohesive whole, a work of art that results in a joyful, productive classroom where students are well-aware of the rules and expectations and are eager to learn make their teacher happy (p.5).

### ***1-2- The main areas of classroom management:***

According to Scrivener (2005) , a set of common classroom management areas was put up to help teachers deal with student's behavior in the classroom in an efficient way:

- **Activities:** sequencing activities, setting up activities, monitoring activities, giving instructions and timing activities.
- **Authority:** getting attention, establishing authority when necessary and getting someone to take action.
- **Critical moments:** starting a lesson, addressing issues in the classroom, maintaining the appropriate discipline and concluding the session.

- **Grouping and seating:** dividing the class into groups, arranging and rearranging seating, choosing where the teacher can stand or sit and reforming the class as a whole group after a particular activity.
- **Tools and techniques:** using the board and other tools of the classroom, using gestures or body language to aid in the understanding of the instructions and explanations, and speaking clearly at an appropriate volume.
- **Working with pupils:** spreading the teacher's "attention" in a timely and right manner, using intuition to assess and guess the feelings of the students, and ultimately listening to them.

### ***1-3- The importance of effective classroom management:***

Many analysis studies had emphasized the importance of classroom management as a key factor influencing the student's achievement (Morzano, 2003). The most obvious reason is that efficient classroom management establishes the teaching-learning environment.

Emmer and Strong (2001, p.9) stated that:" the ability of teachers to manage classrooms and the behavior of their students is critical to achieving positive academic outcomes". Therefore, classroom management is important in order to:

#### ➤ **Improve student achievement and learning:**

The many nuanced of student learning, take into account interactions and motivation and behavior, are managed in the classroom. Four universal aspects of classroom management that affect student achievement for all pupils had been identified through a study of classroom management research. These components are:

1. Rules and procedures.
2. Disciplinary interventions.
3. Teacher-student relationships.
4. Mental set; which describes the mindset with which the teacher deals in his classroom management.

A teacher who consistently seeks to establish a learning atmosphere where all students feel comfortable is said to be improving his classroom i.e. the teacher arranges and delivers the learning opportunities in a way that enables students to achieve.

➤ **Successfully engage students:**

Making sure that pupils learn the content rather than storing it in their short term memory for exams requires effective classroom management. By moving around the class, asking the students questions, and using verbal and nonverbal teaching techniques, lecturers may keep their audiences interested and help them learn more than just the fact. Engaging students increases their confidence and improves the effectiveness of the session.

➤ **Manage classroom effectively:**

The effective management of time is thought to be a critical factor in assisting students in meeting their learning goals and creating a positive learning environment for them. Planning instructional strategies to fit into set time constraints is essential. Transitions between activities in classrooms, non-instructional regular routines, and other disruptions all have an impact on the use of time.

The teacher must complete administrative activities rapidly and find ways to minimize interruptions and transitions in order to efficiently manage time in the classroom.

➤ **Maintain a positive classroom atmosphere:**

Positive learning environment can be created and maintained by effective teachers. In order to effectively management of the learning environment, the teacher must be a careful observer, communicator, facilitator, and manager.

Establishing rules, procedures, and standards; implementing classroom routines; preventing problems from happening; setting a clear

standard behavior; and instilling the values of respect and community among students are all necessary to maintain a positive learning environment. The teacher must be also approachable, courteous, patient, fair, and he always must be ready to assist students.

#### ***1-4- Goals of classroom management:***

The aims of classroom management are inextricably linked to educational objectives, both broadly and more narrowly.

In general, the goal of classroom management is to promote a range of educational activities for students in a supportive social, emotional, and environmental environment. The facilities offered make it possible for students to work and study while also fostering a disciplined environment that is supportive of students' intellectual, emotional, and behavioral growth. While the objectives of classroom specifically separated into two objectives for pupils and teachers (Sudirman N, et.al, 1987, p.312).

##### ***- Aims for students:***

- a-** Students should be encouraged to establish personal accountability for their actions and the need to manage themselves independently.
- b-** Assisting students in understanding the class rules for acceptable behavior and that the teacher's reprimand is a warning rather than an angry response.
- c-** Instill in students a sense of obligation to participate in assignments and activities.

##### ***❖ Aims for teacher:***

- a.** To increase comprehension by presenting lessons at the appropriate pace and with a smooth opening.
- b.** Being able to identify students' needs and be able to give them instructions that are crystal clear, Syaiful Bahri Djamarah (2005, p.148).
- c.** To develop effective responses to upsetting student behavior.

d. In order to have a more thorough remedial strategy, students with behavioral issues who show up in the classroom.

Classroom management has two goals as follows (Tracey Garret, 2014, p. 57):

❖ *Creating an environment for academic learning:*

Academic learning refers to learning refers to learning content specified in state content standard such as learning to read and write, learning to reason, learning to science, math , and social studies...etc.

❖ *Creating an environment for social-emotional learning:*

Social-emotional learning promotes growth in social skills and the ability to express emotion maturely. Classroom is well managed only when the teacher can create the environment that promotes both of kinds of learning.

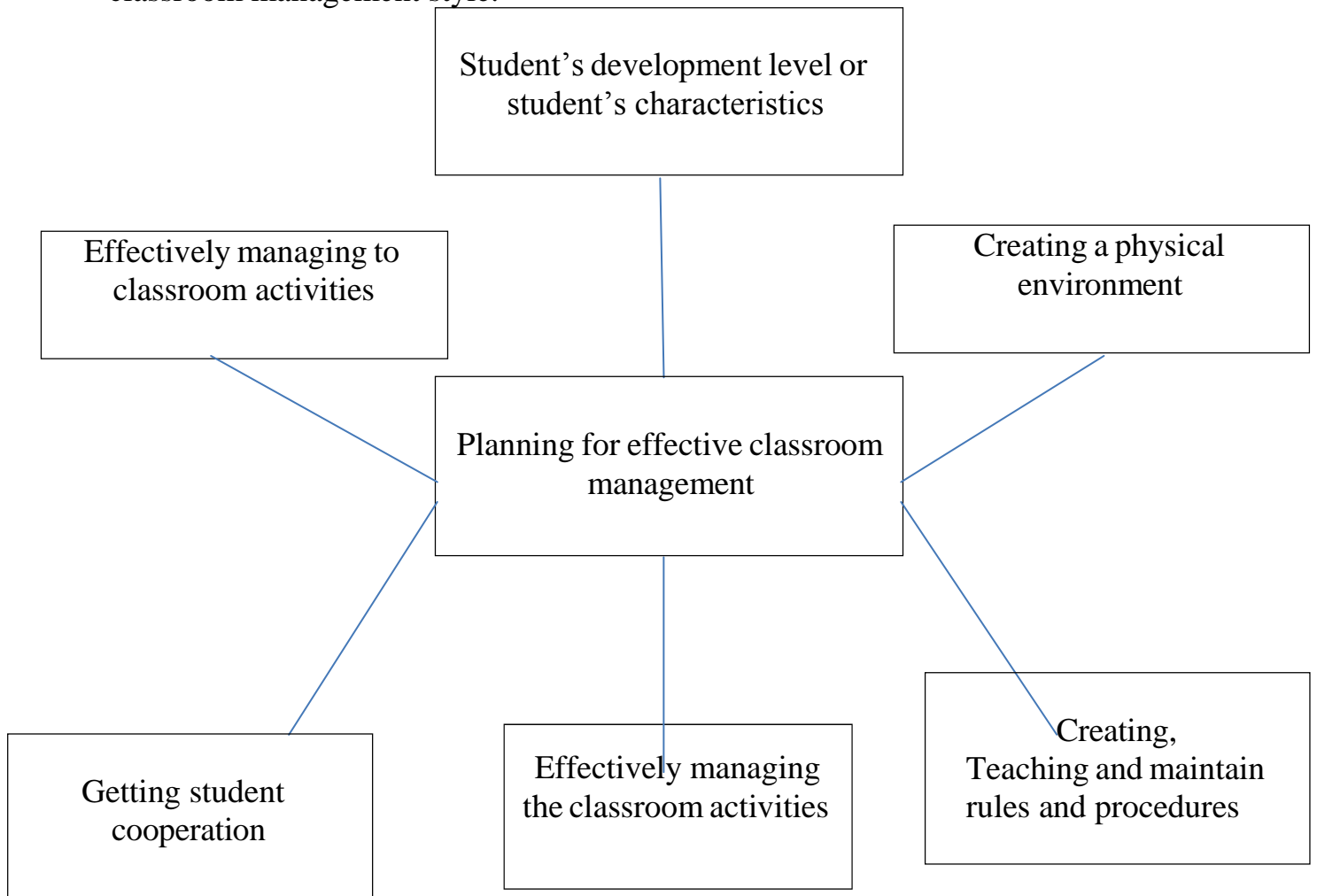
**2- Significance of implementing classroom management strategies:**

No one can deny how challenging classroom management can be. EFL teachers use classroom management strategies (CMS), which are methods and techniques, to manage their classes. CMS help to improve the communicative environment and to make learning more pleasurable for students and convenient for the teacher. However, in disrupt classrooms; CMS are methods for removing any distractions that could impair the learning environment. Teachers must create the effective CMS for their students if they want to encourage positive behavior and foster excellent discipline. In this context, Morzano, Morzano and Pickering (2003, p.6) stated that:” effective classroom managers tended to employ different types of strategies with different with different types of students; whereas ineffective managers tended to use the same strategies regardless of the types of students or situation”.

The teacher is required to apply the most adequate ones for his learners as CMS play a crucial role in maintaining discipline and controlling learner’s behavior.

### 3- Classroom management

The management of student behavior is one of the most difficult responsibilities teachers must deal with, thus they must be skilled and capable of handling a variety of behaviors. As shown in Figure 1, there are six suggested planning strategies for teachers to use in order to effectively manage a classroom. These strategies include: reflecting student development needs, managing the classroom activities, creating a physical environment that is conducive to learning, maintaining rules and procedures, encouraging cooperation among students, and classroom management style.

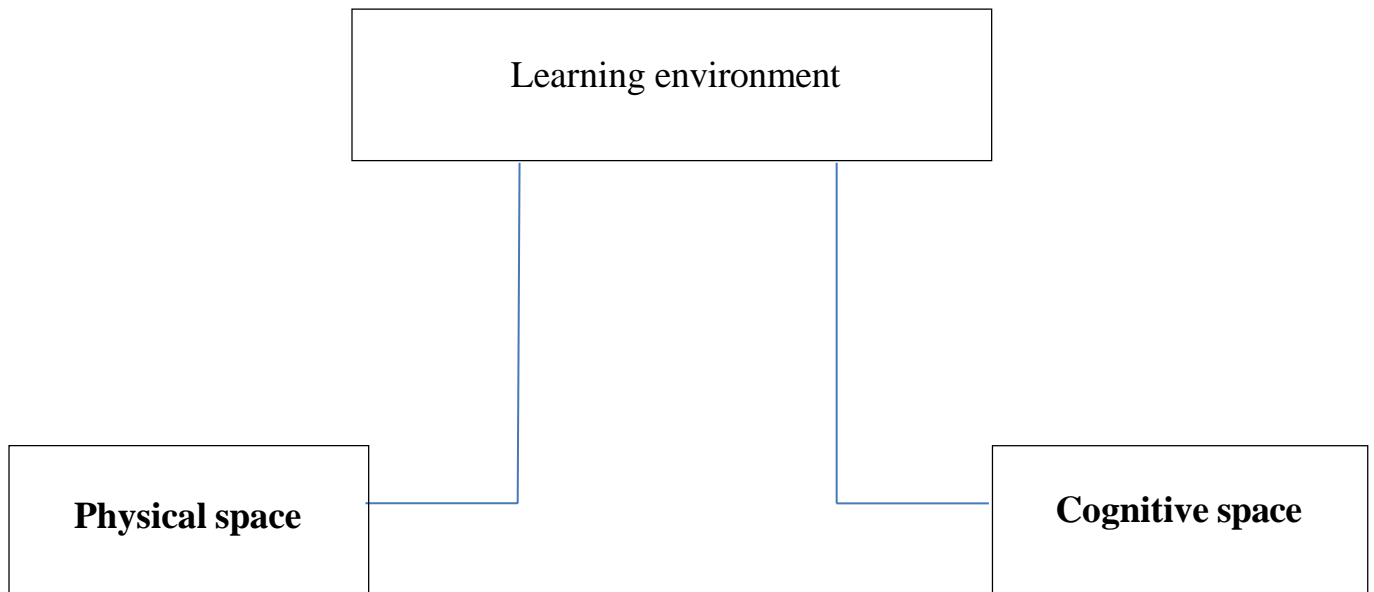


**Figure 01: Planning for effective classroom management Kenyon (2008, p.238)**

**3-1- Creating a learning environment:**

According to Kenyon (2008, p.237);” learning environment must include both the physical space and the cognitive space”.

Both the physical and the cognitive space are showed in figure 2.

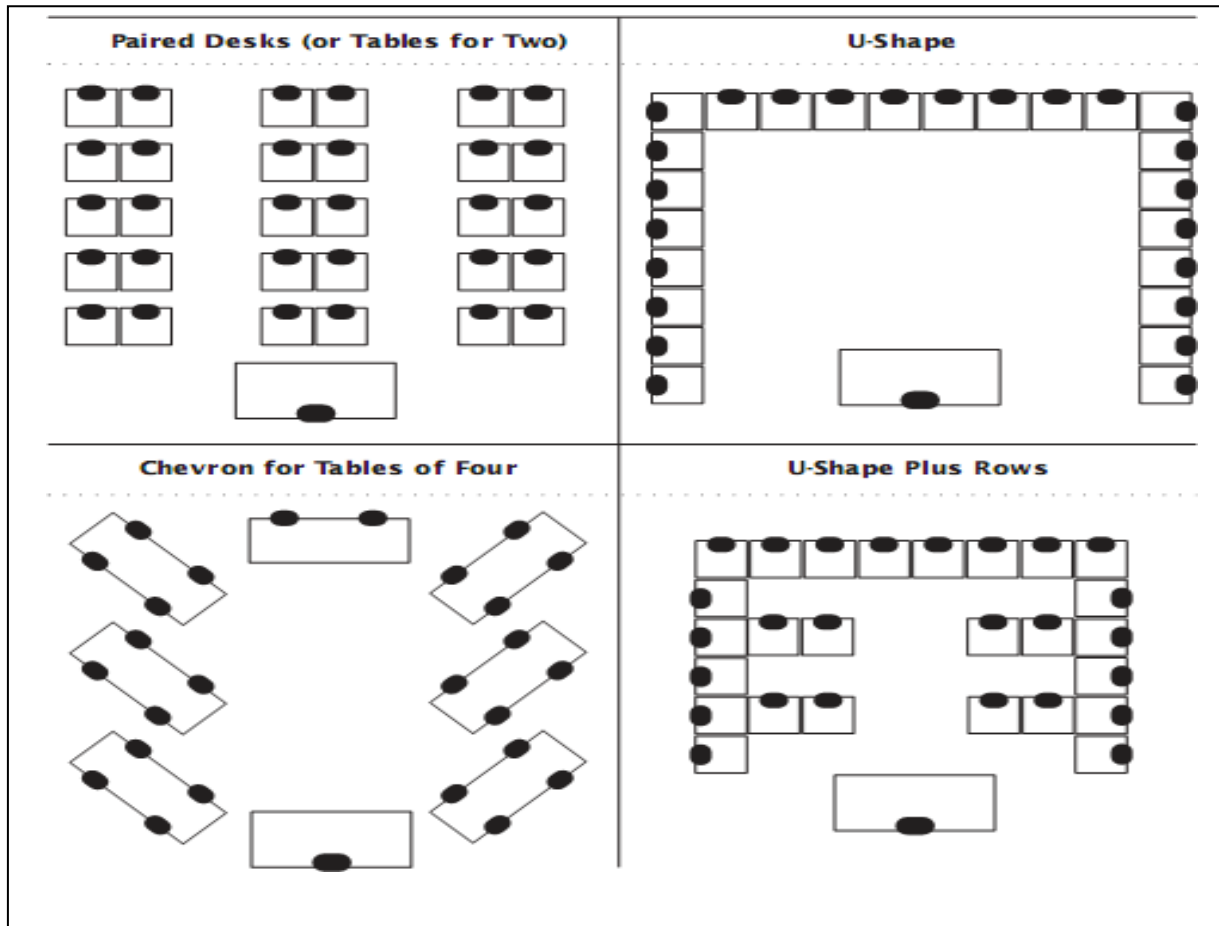


**Figure 02: Two spaces in learning Kenyon (2008, p.237).**

**3-2- *Creating a physical environment:***

With regard to students with impairments, such as those who have impaired vision, hearing impairment, etc., it is crucial that the teacher arrange the furniture in a way that goes with the teaching method and style.

According to Moreno (2010); student's seating arrangements have a direct impact on their behaviors, so the teacher must make rational and suitable seating decisions based on the activity.



**Figure 03: sample of seating arrangement for the classroom (Cummings 2009, p.41)**

Also, the following questions will assist the teacher in managing the physical space, which is taught to be one of the most crucial factors teachers should take into account, in order to manage his classroom environment effectively:

- ✓ **Is the space warm and inviting?**
- ✓ **Does the room arrangement match the teacher's philosophy of learning?**
- ✓ **Do the students have access to necessary materials?**
- ✓ **Are the distracting features of a room eliminated?**

Nonetheless, they should take into account the following criteria while planning:

- ❖ **Visibility:** the classroom layout must be set up so that high-traffic areas must be such that all pupils can view the chalkboard, overhead projector, or other displays.
- ❖ **Accessibility:** the room should be set-up so that high-traffic areas, including the pencil sharpener and the desks where students place their papers, are kept distinct from one another and easy to access.
- ❖ **Distractibility:** desks should be set up such there are as few distractions as possible, such as movements in the room that can be seen through windows and doors.

### ***3-3- Creating teaching and maintaining rules and procedures:***

Teachers must start the first day of class by defining the classroom rules and procedures with relation to the student's characteristics and the physical surroundings because they may encounter many disciplinary issues in their classrooms throughout the course of the school year.

**3-3-1- Procedures:**

They are regarded as being steps for the everyday learning routines that students follow, according to Bovenzi (1980), procedures create a regularity and equilibrium for both students and teacher.

These are some aspects of procedures:

- They govern instructional activities.
- They are many in numbers.
- They are presented as the need arises.
- They are stated specifically.

**3-3-2- Rules:**

Rules are descriptions of principles for acceptable classroom behavior, like “listen when someone else is talking”.

According to a study, clear, acceptable regulations that are properly and consistently implemented not only help eliminate behavior problems that interfere with learning but also foster a sense of pride and responsibility among students in the school; (Purkey & Smith, 1983) as cited in (Eggen & Kauchark, 2004).

**3-4- *Effectively managing classroom activities:***

Effective teachers distinguish themselves from the ineffective ones by managing group activities with competence rather than by how they react to student's inappropriate behavior, according to Kounin (1970). In other words, those teachers are skilled at handling overlapping situations. For instance, while moving around the classroom and grading each student's work, they kept an eye to the other students. One more approach is by maintaining smoothness and continuity throughout lessons entails keeping students engaged a preventing them becoming easily distracted. Effective managers do this by keeping the lessons flowing smoothly. By displaying how they are "with it" , it is the strategy employed by the teachers in order to monitor student's behaviors in the classroom on a regular basis and proving that they are aware of what is going inside the class. This enables them to identify improper behavior before it spirals out of control.

Effective managers also use a variety of demanding exercises to keep students interested throughout the entire class period. "Idleness invites trouble"; when teachers give their students a variety of challenging but not too difficult tasks to complete, the students frequently work independently rather than being directly supervise by a teacher who hovered over them.

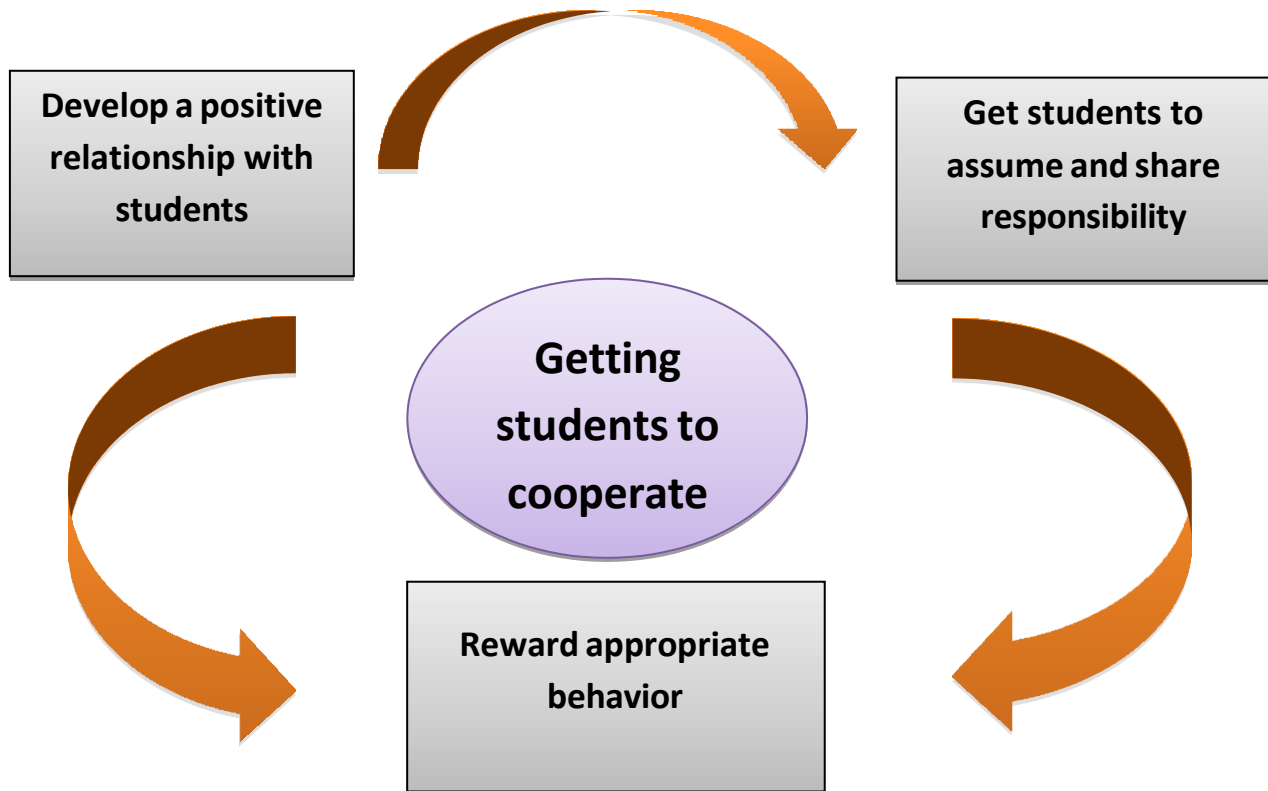
**3-5- *Getting students to cooperate:***

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

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

The above strategies are illustrated in figure 5 as proposed by Kenyon (2008)

**Figure05: Strategies to get students cooperate Kenyon (2008, p.245)**



### ***3-6- Develop a positive relationship with students:***

Students will feel safe and secure in the classroom if teachers care about them as people in addition to their academic performance. This will encourage student cooperation. Teachers would develop effective communication skills, be responsive to student's wants and anxieties, and make their classrooms a more enjoyable, laid-back place to learn.

### ***3-7- Get students to share and assume responsibility:***

The students' commitment to decisions is increased when they share responsibility for making them in the classroom.

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

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

**3-8- *Reward appropriate behavior:***

This process can be done by following these guidelines:

- Choose strong reinforcement. Learn which reinforces and tailored reinforcement is most effective for which students.
- Utilize prompts and reinforce positive behavior in order to shape student's actions since if the teacher waits for perfect performance from the class, the pupils may never reach that level.
- Use rewards to provide and share information and knowledge about mastery, not to regulate student's behavior because it can be increase internal motivation and sense of responsibility.

### III. *Effective teacher*

#### *1- Teacher Management Style:*

How well does a teacher know his or her teaching methodology and capacity to engage with students? There are four different management styles that teachers might use, according to Dunbar (2004). This also covers the portion of the study by Chamundeswari (2013) pertaining to teacher management style. In contrast to the other two styles, Chamundeswari (2013) characterized laissez-faire as a pampering style and indifference as a permissive style. The four different styles according to the following characteristics:

- **The Authoritarian:** Students are subjected to severe limitations and restrictions by teachers from the Authority. Throughout the semester, students will also be given a seat. Typically, tables are straight lines with no variances. Students must be seated when the lesson begins, and they frequently are during this period. This teacher hardly ever grants permission to participate or takes absences into account. That is never audible. Students are conscious of the fact that they shouldn't bother the teacher. When oral dialogues and exchanges are discouraged, authoritarian pupils are unable to learn and/or practice communication skills. This educator prefers and anticipates fast enforcement of good discipline. Failure to follow the teacher's instructions typically results in detention or a trip to the principal's office. In this lesson, students should follow instructions without questioning them (Chamundeswari, 2013, p. 376). Hence, authoritarian dictators frequently instruct, discourage interaction, and foster intense competitiveness among students.

A controlling mentor wants to give students a sense of power. Wachtel (1999) claimed that the authoritarian type of government is characterized by high control, low support, and the use of rewards and penalties. According to Dunbar (2004), several behavioral laws seem to define authoritarian leadership styles, which are occasionally perceived as punitive and restricting. Students do not have a say in this leadership, nor do they require an explanation, and the teacher's character is frequently seen as cold and even punitive. Authoritarian teachers prioritize discipline and immediate standards of enforcement, presuming that all pupils need to do to learn is pay attention in class, according to Barni, et al. (2018).

- **The Authoritative:** in a structured and loving setting, teachers are enabled to use positive teaching techniques. According to Dunbar (2004), instructors have the authority to impose limitations and restraints on children while simultaneously fostering freedom. This instructor also explains the rationale for the laws and judgments. In the event of an interruption, the teacher gives a polite but firm reprimand. These teachers frequently suggest punishment, but only after carefully evaluating the circumstance. Moreover accessible for verbal interchange is a qualified educator who can provide critical conversation. Pupils are aware that if they have crucial inquiries or recommendations, they will bother the teacher. Students have opportunity to acquire and practice communication skills in this environment. A skilled educator exhibits a friendly and sympathetic demeanor in the classroom. The authoritative approach is defined by behavioral values, high standards of appropriate behavior, consistent explanations of why some acts are reasonable and others are not reasonable and cordial ties between student and instructor, according to Baumrind (1971).(As mentioned in Chamundeswari, 2013, p. 370). Competent teachers, according to Barni et al. (2018), have a kind, caring approach toward their pupils and show interest in and attention to them, providing them boundaries and control while also promoting their freedom.
- **The Indifferent:** Teachers who are unconcerned allow students to behave freely. According to Dunbar, careless teachers are not really engaged in the classroom (2004). If they do, these teachers place a lot of demands on the pupils, and they frequently don't seem to be engaged. Indifferent professors frequently feel that it is not worthwhile for class preparation and do not want to press students. Field trips and other unique endeavors are not possible. This teacher can use the same material year after year because she won't take the effort to plan. Discipline issues in the classroom as well. Some teachers might not have the skills, trust, or confidence to discipline students. Ihtiyaroglu (2018) noted that under the classroom management profile that doesn't care for instructors and exhibits a higher level of conduct of indifference, teachers have a lower level of involvement in classroom activities.
- **The Laissez-faire:** In the opinion of laissez-faire educators, student enjoyment in the classroom is more crucial than management. Laissez-faire teachers, according to Dunbar (2004), give their students minimal control or demand. Do what you want, this classroom instructs. These teachers observe

how their students behave and learn about their motivations. Instructors often struggle to follow regulations or say no without hurting students' feelings. If a student interrupts the class, the instructor will assume that they are not receiving enough attention. When students disrupt lectures hoping to have something noteworthy to contribute, teachers could become upset. Once discipline is applied, It seems inconsistent.

The difference between the four styles is shown in table 01

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

**Table 01: The different teacher's management styles Dumber. C (2005, P.09)**

### ***2-Qualities of Effective Teacher:***

The following is a list of distinguishable personal and professional traits of a *successful* teacher:

- ***Prepared:*** Where teachers arrive at class each day prepared to teach, they don't squander class time, and time flies in their classes because students aren't bored.
- ***Positive:*** In order for their tactics to be effective, good teachers should have upbeat attitudes about both teaching and their pupils. This will encourage students to behave favorably in the classroom.
- ***Hold high expectations:*** Teachers help pupils develop their self-belief and confidence.
- ***Creative:*** The most successful instructors use creative and ingenious methods to instruct their classes.
- ***Compassionate:*** That is focused on students' personal issues instead of what matters to effective teachers.
- ***Fair;*** where teachers treat students properly and grade assignments.
- ***Have a sense of humor:*** Effective teachers make learning enjoyable and do not take themselves too seriously.
- ***Forgiving:*** The best instructors don't have a grudge.
- ***Respect students:*** Teachers who uphold the highest standards are treated with the utmost respect.
- ***Admit mistakes:*** Where educators are open to correction.
- ***Cultivate a sense of belonging:*** Each instructor has a unique approach to make pupils feel at home and at ease in the classroom.

### ***3-Role of the teacher in classroom management:***

Teachers are in charge of setting up a well-organized classroom where students can flourish since they are crucial to classroom management.

Ornstein (1990:57) asserts that a teacher's capacity to control students' behavior is essential to effective instruction. In other words, a teacher's ability to effectively manage his classroom will determine how well it runs. As a result, the teacher's competence would include both his capacity to foresee prospective problems and his knowledge of relevant skills and approaches. It's also

important to concentrate on the fact that teachers' actions can contribute to student behavioral issues because issues in the classroom aren't always brought on by students. According to Lesley (1987:285), teachers can actually contribute to classroom management issues if they fail to keep an eye on student behavior.

Research cited by Littler (1990; 49–55) revealed that animosity is always directed at professors who are authoritarian, apply the law incorrectly, are viewed as a joke by their students, and continue to teach even when their students are bored and worn out. For instance, teachers that have a bad attitude toward their students may cause issues for both themselves and their students, which will lead to disinterest. Learner may end up acting aggressively toward his co-workers or even his teacher if teacher reprimands, insults, or downplays his talents. In order to develop a positive teaching-learning environment, it is crucial that the teacher and the student have a good working connection.

## ***IV- Course Design***

### **Introduction:**

Courses that are well-organized help students be motivated, perform well, and persevere. Courses can be designed in a variety of rich ways by instructors to foster student motivation and improve opportunities for more efficient learning. The development of conceptual awareness, the ability to synthesize information, and the start of knowledge construction can all be aided by a course that is created with the learning objectives in mind and the activities and assessments following suit.

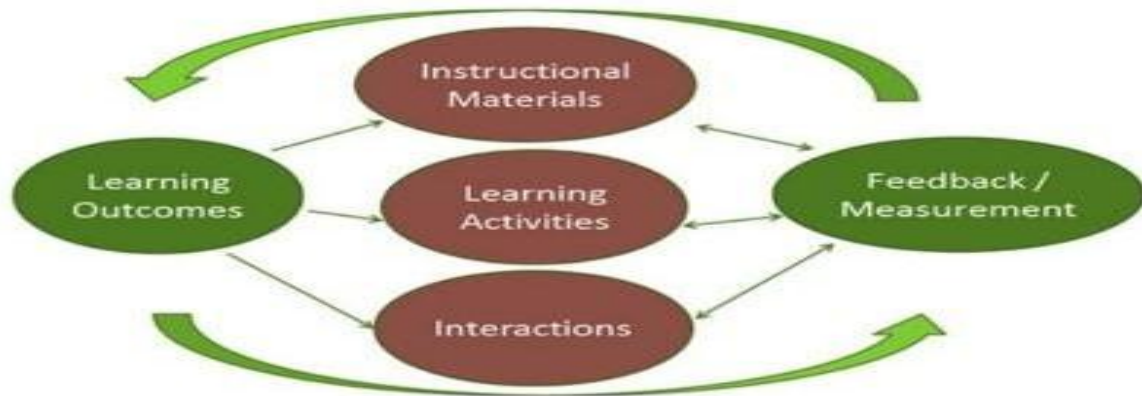
The ability to teach is one of the attributes for successful professors (Alkathiri & Olson, 2018). Therefore, many scholars have called for taking actions to improve faculty members' teaching competencies (Alkathiri, 2018). Faculty members tend to engage in formal and informal development opportunities to learn about how to teach in higher education (Alkathiri & Olson, 2018, 2019). Faculty development programs are well-recognised formal methods in which faculty members learn and develop their teaching skills (Alkathiri & Olson, 2018, 2019). However, literature seldom includes discussion on the topic of faculty developer's own practice and details of designing courses that focus on developing faculty member teaching competencies.

### **1- What is course design?**

The process and the practice of developing excellent learning settings and experiences for students, so they can access knowledge ,gain skills and practice higher levels of thinking through deliberate and planned exposure to instructional materials, learning activities and interaction.

The goal of course design is to create for students the best learning opportunities possible in a setting that values education and intellectual growth.

The analysis and identification of desired, quantifiable learning outcomes that support program objectives typically marks the beginning of the design phase. The ideal learning environment will be shaped by the intentional design of learning experiences and assessment. In order to provide students with the best learning opportunities, instructional design can be modified as faculty constantly assesses learning outcomes. The components of the course design are shown down below in figure 6, shown how they are:



**Figure 06: Components of course design**

1. The Identification of learning outcomes: Learning outcomes should indicate the knowledge and skills learners will demonstrate after completing a course and answer the question, “what outcome will the learner achieve after successfully completing the course?”
2. The designing of effective learning experiences: Learning experiences should be comprised of the following:
  - **Instructional Materials:** These can include a variety of printed and online resources that meet with varying learning styles.
  - **Interaction:** These can include faculty-learner interaction, learner-instructional materials interaction, learner-learner interaction, interface-learner interaction, and learner support.
3. Learning Activities: These can include learner-centered activities that are engaging and meaningful.  
The development of feedback and measurement strategies that help learners to achieve stated learning objectives.

## 2- Resources for organizing a course:

- **Course goals:** when designing a course, the teacher may start by asking "How students can be different or think differently as a result of this learning experience?" When framing the course's goals writing effective learning outcomes can be a strong starting point.

- **Course activities:** the teacher provides his students with the most effective activities and assessments, that can best engage students and help their meet course goals .the teacher can set a question" what kinds of activities and assessments will best engage my students and help them achieve the learning objectives of the course ?". Variety of teaching strategies can help students make progress towards goals for learning.
- **Course Assessment:** with goals and course activities in place, the teacher can also ask " if his students are progressing towards his goals, and getting the most value from the content and activities or not? "
- **Course Syllabus:** once the teacher has established activities and assessments that work together to meet course goals, they can be assemble everything into a syllabus.  
After discussing it in the class the syllabus can be an effective tool.

**a. Resources for facilitating student’s skill and knowledge development:**

- **Understanding Student’s Minds:** students tend to construct knowledge and develop their learning in specific predictable ways, once the teacher understands how his students learn can help him design teaching approaches that meet students where they are and motivate their growth.
- **Diversity and Inclusion:** the teacher can make sure to design an inclusive classroom climate and develops inclusive teaching strategies to ensure that all students with a variety of life experiences, identities, and backgrounds are welcomed and empowered to interact.
- **Instructional Tools:** a number of educational, like white boards and 3D mode, encourages

## Chapter Two: Field Work

***Introduction:***

We have presented the literature review of teaching and classroom management. This chapter which is the practical part (the field work) is devoted to the analysis of both classroom observation and questionnaire because of the aim of the study, which is to see and describe the ways of improving teaching and classroom management strategies. We have made two questionnaires delivered for each of pupils which aimed to invite them to describe their learning circumstances and try to fit their answers with the one collected from teachers and the findings will prove our hypothesis.

***1- Teacher's Questionnaire*****1-1- Description of the Questionnaire:**

The teacher's questionnaire consists of 15 questions delivered to 9 teachers, they are either questions requires from the teachers to choose "Yes " or "No" answers, to pick up the appropriate answer from the choices, or open questions where teachers are requested to give explanation or suggest their alternatives.

This questionnaire is divided into two main sections; the first one is about background information concerning the teacher himself and his experience in teaching. The second section is about the teachers' perceptions about the importance of effective classroom management, their ways of teaching.

We wanted to know the main and best ways to improve the teaching and how teachers manage their classes.

**1-2- Analysis of the Questionnaire:****Section one: background information****Question 1: To what extent do you like teaching?**

<b>Options</b>	<b>Number</b>	<b>%</b>
Too much	<b>5</b>	<b>55.6</b>
Somehow	<b>4</b>	<b>44.4</b>
Not at all	<b>0</b>	<b>0</b>

**Table 02: Teacher's attitudes toward teaching**

As the table indicates, (55.56%) of teachers mentioned that they like teaching too much; this can be interpreted as an important factor to an effective teaching. In the second range, we find (44.44%) of them like teaching somehow and this can be due to the circumstances of teaching. Like a positive thing here is that there is no one dislike teaching.

**Question 2: How long have you been teaching English?**

<b>Options</b>	<b>Number</b>	<b>%</b>
One year	<b>2</b>	<b>22.22</b>
Less than 5 years	<b>4</b>	<b>44.44</b>
More than 10 years	<b>3</b>	<b>33.33</b>

**Table 03: teacher's experience in teaching**

The table above indicates that (33.33%) of teachers have an experience of more than 10 years who are experienced enough to make an effective teaching-learning process. Whereas, (44.44%) of them have been teaching less than 5 years and (22.22%) of our respondents have an experience of less than one year which is not sufficient at all to have an effective training and reflective teaching simply because in this period teachers are still acquiring knowledge.

**Question 3: What do you think of secondary school teaching?**

<b>Options</b>	<b>Number</b>	<b>%</b>
Very easy	<b>0</b>	<b>0</b>
Easy	<b>2</b>	<b>22.22</b>
Difficult	<b>7</b>	<b>77.78</b>
Very difficult	<b>0</b>	<b>0</b>
Don't know	<b>0</b>	<b>0</b>

**Table 04: Classification of secondary school teaching**

Table 03 indicates that (77.78%) of teachers consider teaching in secondary school as difficult means that teaching is not a simple matter and it depends on various of circumstances like teaching context and experience which differs from one teacher to another and from one school to another. We can take the lack of experience as a factor which is the reason of considering teaching as difficult; the evidence here is that just (22.22%) of teachers consider it as easy.

**Question 4: How would you classify yourself as a teacher?**

<b>Options</b>	<b>Number</b>	<b>%</b>
Very good teacher	<b>0</b>	<b>0</b>
Good teacher	<b>3</b>	<b>33.33</b>
Need more experience	<b>6</b>	<b>66.67</b>

**Table 05: Teachers' consideration themselves**

The table above indicates that (66.67%) of teachers need more experience since the majority are new teachers (they have been teaching for less than 5 years). Whereas, (33.33%) of them consider themselves as good teachers, this relates to those who have an experience of more than 10 years.

### **Section Two: Teacher in Classroom**

#### **Question 5: What do you think of using classroom management strategies?**

<b>Options</b>	<b>Number</b>	<b>%</b>
Very interesting	<b>5</b>	<b>55.56</b>
Interesting	<b>4</b>	<b>44.44</b>
Not interesting	<b>0</b>	<b>0</b>

**Table 06: Using classroom management strategies**

Table 6 indicates that (55.56%) of teachers agree that applying and using classroom management strategies is very interesting, while (44.44%) of them saw it as an interesting tool. Consequently, classroom management strategies considered to be a very interesting for teachers in the teaching process.

#### **Question 6: How would you assess your student's comprehension?**

<b>Options</b>	<b>Number</b>	<b>%</b>
By asking questions	<b>3</b>	<b>33.33</b>
By asking them to give examples	<b>1</b>	<b>11.11</b>
By doing a variety of activities	<b>5</b>	<b>55.56</b>

**Table 07: Teachers' assessment of students' understanding**

Table (7) is concerning the ways teachers mention and assess their students. (55.56%) of teachers said that they can assess students' understanding by doing a variety of activities, since session o activities allows them to discover the weak points to focus on. Whereas, (33.33%) of them agree that the best way to assess comprehension is by asking questions and through the students' answers they can know the degree of understanding. Only one teacher has seen that giving examples by the students rather than those given by the teacher is the key to assess students' understanding.

**Question 7: Which teacher manager style do you prefer?**

Options	Number	%
Authoritative	5	55.56
Authoritarian	0	0
Indifferent	0	0
Laissez-faire	4	44.44

**Table 08: Teachers' management style**

Results in table (8) show that (44.44%) of teachers said that they are of laissez-faire style of teaching, while (55.56%) of them said that them are of authoritative style.

**Question 8: Do you try to create a friendly atmosphere in the classroom?**

Options	Number	%
Always	7	77.78
Sometimes	2	22.22
Rarely	0	0
Never	0	0

**Table 09: The importance of creating a friendly atmosphere in the classroom**

Table (9) illustrates that the majority of teachers (77.78% of them) always create a friendly atmosphere in the classroom by, while (22.22%) of them said that they sometimes do it.

**Question 9: Do you see that managing classes is useful for succeeding in the teaching-learning process?**

Options	Number	%
Yes	9	100
No	0	0

**Table 10: the importance of classroom management in the teaching-learning process**

The table above reveals that all teachers (100%) agreed that managing classroom in useful for succeeding in the teaching-leaning process. Even the teachers who have months of training and those who have less than five years of experience were aware about how classroom management was for an effective teaching-learning process.

**Explanation: they used different classroom management strategies such as:**

- Communicate with the student all the time.
- Set classroom instruction from the first day.
- Criticize in private and praise in public.
- Use reward and punishment strategy.
- Be the guider
- Create a healthy atmosphere which provides learners with the feeling the need to study well.
- Keep students busy and focused on doing the assigned tasks.

**Question 10: Do you motivate your learners?**

Options	Number	%
Always	9	100
Sometimes	0	0
Rarely	0	0
Never	0	0

**Table 11: Teachers' motivation to their pupils**

The table above showed that all teachers (100%) motivate their learners and they said that by motivating their learners this allows them to make an effective teaching-learning process; as a result, their achievement will be good. They claimed that they motivate their learners by:

- Rewarding pupils.
- Praise in public and criticize in private (this makes the teacher love the teacher means love the session).
- Encourage them to make such things.

**Question 11: do you discuss with your learners their learning problems?**

Options	Number	%
Always	6	66.67
Sometimes	3	33.33
Rarely	0	0
Never	0	0

**Table 12: Teachers' discussion of students' learning problems**

The result in the table above shows that (66.67%) of teachers are always talking with their pupils about learning problems. Those teachers defend

their opinion saying that knowing learner's problems will facilitate the learning process and help in testing their reception; also they said that it makes the relationship between the teacher and the student more and more positive. In the other range, (33.33%) of them said that sometimes they talk with the students about their problems in leaning; however, they unfortunately didn't explain their choices.

**Question 12: Classify the role(s) you perform in managing your classroom?**

Options	Number	%
Guider	0	0
Controller and manager	0	0
Guider and manager	2	22.22
Guider, manager, and Friend	0	0
All of them	7	77.78

**Table 13: Roles of the teacher**

For a teacher being a guider, controller, manager, and a friend, table 13 showed that most of teachers representing (77.78%) of the whole informants answered that they played the role of a guider, manager, controller, and a friend at the same time. In the other range, (22.22%) of respondents said that they played both roles of a guider and manager while managing their classes.

**Question 13: how do you perceive the relationship between classroom management and learners' achievement?**

All teachers agreed on the fact that classroom management and learning achievement had a positive relationship though the idea was expressed differently by each teacher.

**Question 14: Suggest some techniques and strategies that help the teacher in managing his classroom.**

**- Teachers' suggestions:**

- The adaptation of the syllabus of the pupils' level.
- Competent teachers.
- The adaptation of different ways of explaining and giving information to pupils according to their level and acceptability of acquiring the language.
- The use of different strategies like warming up for ten minutes to get pupils' attention, and the use of reflective teaching teacher-talk and pupil-talk.
- Make students love the teacher and the English subject.
- Make students aware about the importance of learning in their life.

**Item 15: If you like to add something or to give an advice, please write it below.**

**Teachers' additions:**

- Teachers should be patient and flexible.
- Teachers should be well formed and really feel responsible and present a good personality.
- Classroom management is an art, so the teacher should be like an artist to manage his class.

### **1-3- Discussion of the Teachers' Questionnaire Results**

#### **Section one:**

From the questionnaires' results, it could be noticed that few of teachers having experience with teaching and most of them (77.7%) have been teaching English between one year and five years means that the majority of secondary schools teachers in Ain-Touila are new teachers, this clearly explains

why (77.78%) of them consider teaching as difficult. This enables us to conclude that they need more experience.

### **Section two:**

- **Teachers' perceptions of usefulness and use of CMS:**

The questionnaires' findings indicate that all the respondents (100%) agreed that CM was useful for the success of the teaching-learning process. This means that even novice teachers, the ones with one year and less than five years, were aware about how useful classroom management was for an effective teaching and learning process. Therefore, the results made it evident that both teaching and learning could never occur in the absence of effective CM.

The findings also revealed that teachers used a variety of strategies and tactics to handle their classes. There were teachers focused on establishing rules, and setting control over the class. In this respect, Cooper and Garner (2012) stated that: "order in classroom does not mean quiet; it means focused engagement, here students understand the goals and feel safe getting involved" (p.03) .

- **Teachers' roles:**

Teachers' roles has changed in recent years, there has been a shift of instructing to classroom management. In this context, a large number of informants gave much attention to all roles at once. They could guide their learners towards them to learning, be their friend, and be a controller and manager to them in the classroom. Vitto (2003) has found that "teachers convey love by communicating that they care, by listening, and by being compassionate, and they strive to establish personal and positive relationships that go beyond academics" (p.11) . In the other range, other teachers played the role of guider and manager this also implies that, perhaps, for those teachers, being a guider and a manager at the same time paved the way for them to establish rules of conduct in their classrooms.

Hence, it can be said that all the stated roles gave teachers the opportunity to implement appropriate CMS and handle their classes.

- **The relationship between classroom management and learners' achievement:**

According to Emmer and Gerwell (2006, p.408) “well-managed settings promote student engagement and create opportunities to learn; poorly managed classrooms dissipate students’ time and attention, reduce learning, and discourage academic accomplishment”. Subsequently, the results indicate that the respondents showed considerable awareness of the significance of effective CM on learners’ success which might predict that they made good use of CMS.

- **The importance of managing the classroom:**

Since all teachers (100%) agreed upon the idea of the importance of the classroom management, this result indicates that CM influence on the teaching-learning environment which helps the pupils in improving their level.

- **Teacher management style:**

When speaking about the teacher management style, we find that (55.56%) of teachers are authoritative because they often explain the reasons behind the rules and decisions.

- **Teacher-learner relationship:**

The result showed that (77.78%) of teachers always create a friendly atmosphere whereas who said sometimes (22.22%) because they cannot do it all the time since it may be difficult task.

**2- Pupil's Questionnaire:****2-1- Description of the questionnaire:**

The questionnaire was distributed to seventy pupils of Boughdiri Moukhtar secondary school in Ain-Touila, it contains 20 questions of three types: there are closed questions (yes/ no), open ended questions and multiple choice questions which are divided into two main sections.

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

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

**Section one: background information****Question 1: Gender**

<b>Options</b>	<b>Number</b>	<b>%</b>
<b>Males</b>	<b>20</b>	<b>28.6</b>
<b>Females</b>	<b>50</b>	<b>71.4</b>
<b>Total</b>	<b>70</b>	<b>100</b>

**Table 14: Pupils' Gender**

The table above indicates that a quarter of the total number is male (28.6%) while the rest are female (71.4%).

**Question 2: Do you like English language?**

<b>Options</b>	<b>Number</b>	<b>%</b>
<b>Yes</b>	<b>62</b>	<b>88.6</b>
<b>No</b>	<b>8</b>	<b>11.4</b>

**Table 15: Pupils' interesting in English**

Table (14) shows that the majority of pupils like English (88.6%), while a very few of them don't like English (11.4%)

**Question 3: How would you assess your level of English?**

<b>Options</b>	<b>Number</b>	<b>%</b>
<b>Excellent</b>	<b>2</b>	<b>2.85</b>
<b>Good</b>	<b>27</b>	<b>38.8</b>
<b>Medium</b>	<b>32</b>	<b>45.71</b>
<b>Bad</b>	<b>7</b>	<b>10</b>

**Table 16: Pupils' level in English**

The table above indicates that pupils assess their English level as a medium (45.71%) and (38.8%) of them as good, while the proportion of excellent was estimated (2.85%) as a smaller percentage of the total, in the other hand the bad level was estimated (10%).

**Section two: Pupils' views on teaching and Classroom Management****Question 4: Does your teacher try to create a good atmosphere?**

<b>Options</b>	<b>Number</b>	<b>%</b>
<b>Yes</b>	<b>68</b>	<b>97.14</b>
<b>No</b>	<b>1</b>	<b>1.42</b>

**Table 17: Teachers' creation of the good atmosphere**

Table (16) clearly shows that all the pupils agreed that their teacher try to create a good atmosphere (97.14%), except for one pupil answers by No (1.42%) depending on the choices that pupils chose.

**If yes, what do your teacher to create a positive atmosphere?**

Options	Number	%
Establish a good relationship with pupils	61	87.14
Allow students to ask questions and give answers	9	12.86

**Table 18: Teacher's ways of creating positive atmosphere**

The overwhelming majority of pupils believe that the teacher create a good atmosphere by establishing a good relationship with his pupils (88.14%) while the rest (12.86%) belongs to those who shows that the teacher allows them to ask questions and give answers.

**Question 5: Do you agree that your teachers need help to create a comfortable and effective learning classroom?**

Options	Number	%
Agree	62	88.57
Disagree	5	7.14
Neither agree nor disagree	1	1.42

**Table 19: Pupils' views in helping to create effective classroom**

According to the proportion indicated in the table f ,we can see that a large number of pupils agreed that the teacher needs help to create a comfortable atmosphere (88,57%),and (7,14%) of them were disagree ( in their opinion the teacher is the only one who's responsible for the classroom effectiveness).while 1,42% of pupils were neither agree nor disagree.

**Question 6: How organized for the class is your teacher?**

<b>Choices</b>	<b>Number</b>	<b>%</b>
<b>Well organized</b>	<b>63</b>	<b>90</b>
<b>(S) He is an messy teacher</b>	<b>4</b>	<b>5.71</b>

**Table 20: Teacher's organization of his class**

Table (19) shows that (90% ) of pupils classified their teacher as a well-organized, while a very few (5.71%) classified him as a messy person

**Question 7: How clearly did your teacher explain the lesson?**

Choices	Number	%
<b>I find it easy to receive the information</b>	<b>53</b>	<b>75.71</b>
<b>Actually I use other resources</b>	<b>17</b>	<b>24.3</b>

**Table 21: Teacher's way of explanation**

The table above indicates how clearly the teacher explain the lesson and how much provides hid pupils with the sufficient understanding for the lesson less than a quarter of the total number of pupils (24.3%) use other resources in order to understand the lesson, while the large number and the rest of them (75.71%) find it easy to get information from him.

**Question 8: How well your teacher answers pupils' questions?**

Choices	Number	%
<b>(S)he answers with accuracy</b>	<b>68</b>	<b>97.14</b>
<b>(S)he ignores their questions</b>	<b>2</b>	<b>2.9</b>
<b>(S)he doesn't allow us to ask questions during his session</b>	<b>0</b>	<b>0</b>

**Table 22: Teacher's dealing with pupils' questions**

This table shows the proportion of pupils about how the teacher deal and answer their questions every time, so we can see that the overwhelming majority (98.14%) agree that teacher answer them with all accuracy, while the other (2.9%) see that the teacher ignores their questions, in the other hand (0%) goes for the last option which is the teacher doesn't allow pupils to ask questions.

**Question 9: Does your teacher provide you with homeworks? And do you find it effective to get more understanding?**

<b>Choices</b>	<b>Number</b>	<b>%</b>
<b>Yes</b>	<b>67</b>	<b>95.71</b>
<b>No</b>	<b>3</b>	<b>4.3</b>

**Table 23: Teacher's use of homeworks**

Table (22) indicates that (4.3%) of pupils denied that the teacher provides them with homeworks, while a large number of them (95.71%) confirmed that the teacher provides them with homeworks, and they add that it's a useful and effective way to help them understand more the lesson, and doing homeworks make them answer well in the tests and exams

**Question 10: What would you prefer the most preparing for the exam?**

<b>Choices</b>	<b>Number</b>	<b>%</b>
<b>Revising session with the teacher</b>	<b>40</b>	<b>57.14</b>
<b>Group studies</b>	<b>15</b>	<b>21.43</b>
<b>Other resources</b>	<b>20</b>	<b>28.57</b>

**Table 24: Pupils' preparation for the exam**

The table above indicates that the highest percentage goes for a revising session with the teacher, (57,14%), followed by (28,57%) goes for pupils who use other resources, when a quarter of them (21,43%) chose to prepare with a group studies.

**Question 11: Which type your teacher is?**

<b>Options</b>	<b>Number</b>	<b>%</b>
<b>He provides an atmosphere Of fear (Boss)</b>	<b>15</b>	<b>21.43</b>
<b>He inspires his students (Leader)</b>	<b>56</b>	<b>80</b>
<b>Neither boss nor leader</b>	<b>1</b>	<b>1.43</b>

**Table 25: Teacher's type according to pupils**

The table above shows how pupils defined their teacher in the classroom, the quarter of them (21.43%) defined him as a Boss who provides an atmosphere of fear, while (80%) of them see him as an inspirer teacher, and (1.43%) answered with neither.

**Question 12: Which things would you like your teacher change or modify in his teaching way?**

<b>Options</b>	<b>Number</b>	<b>%</b>
<b>Explanation way</b>	<b>6</b>	<b>8.57</b>
<b>Assessment and evaluation way</b>	<b>32</b>	<b>45.71</b>
<b>Testing and examination way</b>	<b>23</b>	<b>32.86</b>
<b>Nothing</b>	<b>0</b>	<b>0</b>

**Table 26: Pupils' views about teacher's way of teaching**

Table (25) indicates that (45.71%) of pupils like to change the way of assessment and evaluation, while (32.86%) of pupils need to change or to modify the testing and examination way, in the other hand (8.57%) like to change the way of explanation, and (0%) goes for the option Nothing means that all the pupils need to change something in the way of teaching

**Question 13: What teachings materials that your teacher depends on?**

<b>Options</b>	<b>Number</b>	<b>%</b>
<b>Only the course book</b>	<b>44</b>	<b>62.86</b>
<b>Audio-visual aids</b>	<b>25</b>	<b>35.71</b>
<b>Others</b>	<b>6</b>	<b>8.57</b>

**Table 27: The teachings materials used by the teacher**

The table above shows that (62.86%) of pupils said that the teacher use only the course book. Followed by (35.71%) for those who said that the teacher using Audio-visual lessons, while (8.57%) said the teacher use other teaching materials.

**Question 14: Which preferred way you find it sufficient your understanding?**

<b>Options</b>	<b>Number</b>	<b>%</b>
<b>Writing on the board</b>	<b>23</b>	<b>32.86</b>
<b>Drawing</b>	<b>2</b>	<b>2.86</b>
<b>Listening and showing audio-visual tips</b>	<b>45</b>	<b>64.8</b>

**Table 28: Pupils' preferred way for sufficient understanding**

Table (27) indicates that the higher percentage (64.8%) goes for the pupils who prefer to listening and showing Audio-visual tips, while (32.6%) prefer the traditional way which is writing on the board, while a very small(2.86%) prefer drawing.

**Question 15: Do you respect the classroom rules and procedures that set by the teacher?**

<b>Options</b>	<b>Number</b>	<b>%</b>
<b>Yes</b>	<b>67</b>	<b>95.71</b>
<b>No</b>	<b>1</b>	<b>1.4</b>

**Table 29: Pupils and classroom rules and procedures**

Table (28) shows how much pupils respect the classroom rules and procedures, the results shows that a very huge number of pupils (95.71%) respect the rules, while (1.43%) don't really respect those rules.

**Question 16: What are the main helpful tips that assist teachers to manage their classes?**

<b>Options</b>	<b>Number</b>	<b>%</b>
<b>Give you another chance whenever possible</b>	<b>48</b>	<b>68.57</b>
<b>Be quick to give you genuine praise for good effort</b>	<b>22</b>	<b>31.43</b>

**Table 30: Tips used by the teacher for effective classroom**

The table indicates that more than half of total number (68.57%) prefers the teacher giving them another chance whenever possible. While more than a quarter (31.43%) of pupils prefers to reward them for their good efforts.

**Question 17: Are you satisfied with the quality of teaching?**

<b>Choices</b>	<b>Number</b>	<b>%</b>
<b>Yes, I'm</b>	<b>47</b>	<b>67.14</b>
<b>No, I'm not</b>	<b>22</b>	<b>31.43</b>

**Table 31: Pupils' views on the teaching quality**

The table above indicates that more than half of the whole number (67.14%) are satisfied with the quality of teaching, while (31.3%) of them are not satisfied.

**Question 18: Do you think your teacher treats you in a good way?**

<b>Choices</b>	<b>Number</b>	<b>%</b>
<b>Yes, (S)he is a good teacher</b>	<b>51</b>	<b>72.86</b>
<b>No, (S)he is a violent</b>	<b>2</b>	<b>2.86</b>
<b>It depends on her/his mood</b>	<b>18</b>	<b>25.71</b>

**Table 32: Pupils' views about teacher's treating way**

The results in the table shows that the majority of pupils (72.86%) defined their teacher as a good one, while (25.71%) of them see their teacher as a moody person, also (2.86%) of pupils believe that their teacher is violent.

**Question 19: As a learner, how would you consider teaching English in your classroom?**

Options	Number	%
Dynamic	43	61.43
Static	27	38.57

**Table 33: Pupils' consideration with teaching English in their classroom**

The above table indicates that (61.43%) of pupils consider English as a dynamic module, while the rest of (38.57%) consider it as a static module.

**Question 20: If you want to be a teacher on the future, would you like:**

Options	Number	%
Exactly follow your teacher's way	24	34.28
Modify it in some sort	25	35.71
Completely change it	18	25.71

**Table 34: Pupils and teachers' way of teaching**

Table (33) shows results after asking pupils if they'll follow or modify, or change the method of their teacher when they become a future teachers, so it indicates that (34,28%)of pupils will exactly follow the teacher's method, while (35.71%) of them chose to modify it in some sorts, and the rest of tem (25.71%)will change the method completely.

**2-2- Analysis and discussion of the findings:**

- **English achievement :**

The data that were collected shows that the majority of pupils (88/6%) likes English and considered it as an interesting language, and this is clearly reflected on their level. The percentage indicates that pupils with good level (38.8 %), and (45.71 %) for those who have a Medium level. And from this we conclude that the pupils are really interested in acquiring this language, and they work hard to improve and raise their level.

- **The classroom atmosphere :**

The statistics conducted indicate that the teacher is trying hard to create a comfortable and effective study atmosphere, this is shown in previous tables). Pupils described him as a very well organized teacher who sets rules and procedures organizing the class, as a model of teacher who inspires his pupils.

But in return, the pupils must help him to achieve this harmony in the classroom, as indicated by the percentage (88.57%) of the pupils agreeing and realizing that the teacher needs their discipline for a good class. This is what makes them committed and respectful of the rules adopted by their teacher.

- **Prepared way for sufficient understanding:**

Based on the results obtained, we noticed that a large number of students, (64.8%) prefer the audiovisual method as an effective way to give them deeper knowledge and understanding. This confirms the need of this category for new patterns of education and the inclusion of technology as part of its school system, while there is a category of students Those who find it easy to receive information from the teacher and through explanation on the board only, and using the textbook. Here the teacher must integrate the various methods so that they are commensurate with each student and his own way of learning, and the students prefer to renew the way the teacher presents the lesson and add an atmosphere of entertainment and challenge. The teacher used to present the lesson in the form of a game, or to organize a group competition within the department and reward Winners with the aim of inspiring and encouraging them.

As for exam preparation, (57.14% )of those who choose a revision session with the professor said that they understood more, while the rest chose between revision in groups with their colleagues (21.43%), and others used other sources (28.57%).

Through the pupils' questionnaire about the method adopted by their teacher and whether they wish to change or modify something, the large percentage was about the assessments and the evaluation way (45.71%), followed by (32.86%) testing and examination, which explains that the teacher's style did not accommodate them and did not go in line with their desires. When they became teachers in the future, the largest percentage (35.71%) who answered that they will change their teacher's method in certain things. While (34.28%) were satisfied with the teacher's method and would follow it in the future and the rest of them (25%) would change it radically and rely on their own methods.

### *III- Classroom Observation*

#### **1- Description of Classroom Observation:**

- **The first class: First Year Scientific**

Our purpose from using classroom observation is to make notes about what going on during the English session at Boughdiri Moukhtar secondary school in Ain-Touila, how the teacher can control and manage his classroom and how the pupils behave during the session. This observation is made in order to examine how teachers now employ classroom management in the impact of classes on pupil's success and their ways of teaching. We have done this observation with two classes about four sessions two sessions for each. This observation consists of five main sections; **the first one** is about the physical learning environment, we try to spot the light on the cleanness of the classroom, the position of furniture and other materials; whether they are placed in a good and organized manner or not. **The second section** is about the instructional methods and strategies used by the teacher in order to keep pupils attentive, whether the teacher employs the non-lecture learning activities like small group discussions or not. **The next section** examines the rules and procedures set by the teacher within the classroom. **The coming section** looks for the relationship between the teacher and his pupils where we try to explore the extent to which the teacher is able to interact with his students. **The last section** deals with learning and achievement in the English subject.

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

When we entered the classroom for the first time, the teacher allowed us to say who we are and why we are there, he used to give us the permission to stay at the back in order to observe.

We were surprised how the classroom is cleaning, well-organized, walls are decorated with different pictures and English proverbs, the furniture is placed in a very good way with sufficient space to move and walk around. Our observation of learning environment was the same and nothing changed because it is very important aspect in the teaching-learning process where pupils feel comfortable and ready so that their motivation and involvement will rise. But

concerning the different seating arrangement, it was to a very low degree among the two sessions in at class since the teacher doesn't change their places even if the activity needs it and it was because of the huge number of students.

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

Teachers' instructions keep the pupils attentive for the whole sessions that we attend; firstly he came to the classroom well dressed and well prepared with a very convinced clear language; when the teacher gave his pupils the activity, he allowed a sufficient time to them in order to complete their activity and during this he walked around them in order to check whether they work or not, whether they understand the instruction or not. What really attracted us during this session is the use of body language, when the pupil does not understand a word, for example he used to explain it through his gestures in order to make it clear for them.

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

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

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

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

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

***Section four: Teacher-Pupil Interaction***

In the observation, we noticed that the teacher used to keep a good relationship with his students without passing the limits; they share a mutual respect with each other, he made us feel as he is their father. What really attracted our attention during the two sessions in this class is that the teacher plays the role of a facilitator, motivator, and guider at the same time so that he used to bring harmony to the teaching-learning process. When one of the pupils made an error he accepted it with a great pleasure and he helped him to correct it by himself.

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

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

The teacher wanted her pupils to define the word “embezzlement”, no one knows how to define, after a while he gave them some hints and said “when someone of you give me the correct answer, I will add him 2 points in the test”, we find that it is a kind of reward in order to motivate pupils to learn better.

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

- **The second class: First Year Literature**

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

When we first visited the classroom, we were astounded by how well-manages, ordered, and tastefully furnished, it was with its colorful walls and tables. The furniture in the classroom was arranged in a way that really caught our attention because all pupils are able to see and hear the teacher. Anyone who enters the classroom, including the teacher, inspector or any visitor will have a favorable impression of the environment and the teaching-learning atmosphere since it is a

crucial aspect where students can feel comfortable and ready for the learning process.

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

In the classroom, the teacher tried to use a variety of strategies in order to evaluate the pupil's performance and progress individually throughout a quiz, because he wanted to know whether his pupils acquire the knowledge or not, the quiz contained questions of true or false concerning a given topic, this is a kind of informal assessment used in the classroom in order to measure the pupil's progress. During the quiz, the teacher allowed his pupils a sufficient time in order to complete the activities to high degree for the two sessions that we attended.

When the teacher explains his instructions, pupils were not attentive, just few of them, sometimes they listen and sometimes they not.

Additionally, the teacher frequently mixed up good students with bad ones in an effort of the others, but they consistently disregarded his advice despite the fact that he always treated them with gentle and respectful manner. The teacher should bring fresh materials and new things in order to avoid these bad habits occasionally to encourage their interest in the learning process.

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

During this observation, we saw that there were just the customary routine rules and procedures in place, such as "listen when someone else is talking", "when you want to speak, raise your hand", and "do not forget to bring your books in the course..." Most of pupils didn't adhere to the procedures.

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

Regarding this section, we saw that the teacher did everything she could to maintain a positive relationship with her pupils, to a large extent; she used to treat them fairly and equally.

She must therefore maintain the good relationship with her pupils even if they are hostile and disobey her directions her in order to be an excellent teacher. We see that the teacher's challenges are normal given that she is just starting her job and everything will become normal with experience.

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

Unfortunately, pupil's poor classroom behavior resulted in a significant degree of their lack of motivation and interest in the learning process. We also noted that they didn't place any weight on the teacher's concerns. Only a few pupils were focused and attentive but the rest were totally unfocused.

Although the teacher made every attempt to create a learning-friendly atmosphere, the learning process is ineffective in this classroom, which explains why the pupil's achievement is low.

**2-Analysis of the findings:**

The classroom observation was based on the collected data through observing teachers and students in their classrooms. It looks a nonparticipant approach since we did not intend to influence or interfere with the teacher's daily classroom procedures. This observation was made in order to see the different strategies used by the teacher to manage his/her classroom and to see how (s) he improves the ways of teaching.

The first section of our observation was about the physical learning environment where we noticed that both classes were clean, well-organized and well-decorated, the furniture was placed in a way where all pupils can see and hear. The physical setting has its great importance on pupil's achievement where they should feel comfortable and ready for the learning process. The second section is about the instructional methods and strategies used by the teacher which we tried to know to what extent he is able to keep his pupils attentive and engaged, whether he depends on other strategies like small group or not.

In the first classroom, we noticed that the teacher did not use a variety of strategies for the sessions we attended, only to a low degree. For instance, allowing a sufficient time to pupils to complete their activities also the use of the body language in order to make things clear and avoiding the use of mother tongue, but in the second classroom the teacher tried to use the informal assessment in order to evaluate pupil's progress and know whether they are following the instructions or not. Unfortunately, pupils in this classroom sometimes they listen sometimes they do not, they were completely ignoring what the teacher was saying, but to a high

degree teachers in both classes used to involve good pupils with bad ones in order to let bad ones benefit and motivated about the learning process.

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

The coming section deals mainly with teacher-pupil interaction where in both classes we noticed how teachers tried to keep the good relationship with pupils and they used to bring the harmony to the classroom even if in the second class pupils were ignoring this. As effective teachers, they should be effective instructors and lecturers, as well as friendly, helpful and congenial.

They also should be able to empathize with pupils, understand their world and listen to them since the nature of an effective teacher-pupil interaction is the one that addresses the needs of different types of pupils.

Finally, the last section is about learning and achievement in the English subject among first year pupils were in the first class they used to be motivated and interested about the matter so that their achievement was high, while in the second classroom pupil's achievement used to be low due to the teacher's style in teaching which was not conducive to learning.

***Suggestions:***

In an attempt to prove our hypothesis which states that “if teachers establish positive classroom management, they will generally achieve positive teaching-learning process. In other words, improvement of classroom management skills of teacher leads to creating positive classroom teaching-learning climate”.

The following recommendations were made:

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

- Teacher should encourage pupils to trust their abilities and love what they do.
- Teacher should be polite with his pupils and reinforce communication to ensure cooperation.
- Teacher should offer rewards as incentives for good performance.
- Teacher should always set a good example, that is to say that he should be a good role model.

**General Conclusion:**

### **General Conclusion:**

The procedures carried out in this study have almost interpreted the hypothesis stated in the introductory chapter, i.e. if teachers establish positive classroom management; they will generally achieve positive teaching-learning process. In other words, improvement of classroom management skills of teacher leads to creating positive classroom teaching-learning climate.

Our main concern from this research was to demonstrate and provide ways to improve the teaching and to focus on the classroom management strategies and techniques.

Furthermore, this dissertation is divided into an introductory chapter and two main chapters; the theoretical part and the practical part. The introductory chapter was devoted to the main parts of our research proposal including: the statement of the problem, objectives of the study, significance of the study, the research questions, hypothesis, the methodology used in this research, and the literature review. Concerning the theoretical part, it contained four parts; the first part focused on the description of the teaching methods that exist nowadays based on the main principles and characteristics of each method. The second part, is concentrated on the classroom management as a component of an effective teaching and its objectives and components, the main areas of classroom management that assist teachers to deal with student's behaviors, the importance of classroom management on learner's achievement (the relationship between teaching and its management and student's achievement), the classroom management and organization and the significance of classroom management strategies. The third part is highlighted by the teacher management style, qualities of an effective teacher, and the effective teacher-student interaction. Then, the final part of this chapter, we are going to deal with the course design.

## General Conclusion

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Then we have the practical part which devoted to the analysis of both classroom observation and questionnaire because of the aim of the study.

In order for teachers to feel comfortable in their teaching process, firstly they should come to the classroom well-dressed, well-prepared with clear and convinced objectives. The educator should keep his pupils attentive for the whole session in order to avoid creating opportunities for misbehaviors because it has a negative effect on the teaching-learning process. In addition, he should apply successful strategies/techniques/methods related to pupils' level. Weak pupils should be given as much individual attention as possible to reach the other pupils' level. From the questionnaires and classroom observation, we find that our secondary school classrooms are effective in learning the English module and have the suitable conditions for a better achievement but pupils of first year schools need more motivation in order to get better achievement, we can say that the lack of motivation is due not to the poorly managed classrooms but rather to the English subject as being not supported from our societies nor families. Thus, teachers should explain the importance of classroom learning and atmosphere in order to make pupils more aware and responsible so that they will increase their motivation to achieve better and decrease their disruptive behaviours.

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## Appendices

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# Appendices

## Appendices

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### *Teacher's Questionnaire*

Dear teacher,

This survey is a part of a study conducted by a language research group at Khenchela's Abbas Laghrour University. It attempts to gather information about secondary school teaching as well as the most methods and strategies for classroom management;

Your response will be kept anonymous, and the information you provide will only be used for research purposes. We genuinely ask you select the proper box or provide all necessary information.

*Thank you in advance.*

#### Section one: Background Informations

- 1- To what extent would you like teaching?
  - Too much
  - Somehow
  - Not at all
  
- 2- How long have you been teaching English?
  - One year
  - Less than 5 years
  - More than 10 years
  
- 3- What do you think of secondary school teaching?
  - Very easy

- Easy
- Difficult
- Very difficult
- Don't know

4- How would you classify yourself as a teacher?

- Very good teacher
- Good teacher
- Need more experience

**Section two: Teacher and Classroom**

5- What do you think of using classroom management strategies?

- Very interesting
- Interesting
- Not interesting

6- How would you assess your student's comprehension?

- By asking questions
- By asking them to give questions
- By doing variety of activities

7- Which teacher management style do you prefer?

- Authoritative
- Authoritarian
- Indifferent
- Laissez-faire

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

- Always
- Sometimes
- Rarely
- Never

9- Do you see that managing classes is useful for succeeding in the teaching-learning process?

- Yes

- No

➔ If your answer is yes, how do you manage your classes?

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

**10-** Do you motivate your learners?

- Always
- Sometimes
- Rarely
- Never

➔ How?.....

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.....  
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**11-** Do you discuss with your learners their learning problems?

- Always
- Sometimes
- Rarely
- Never

➔ Say how.

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

**12-** Classify the role(s) you perform in managing your classroom?

- Guider

- Controller and guider
- Guider and manager
- Guider, manager, and friend
- All of them

**13-** How do you perceive the relationship between classroom management and learner's achievements?

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**14-** Suggest some techniques and strategies that help the teacher in managing his class.

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**15-** If you like to add something or to give an advice, please write it below.

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## *Pupil's Questionnaire*

This survey is a component part of a research study being done in the University of Khenchela about teaching and classroom management. It aims to combine as much information from secondary school pupils about the teaching styles, strategies and methods used by the teachers, and how their class is managed.

It would be such a great thing to give your response, you can answer the questions simply without worrying about the validity of the answers because it is just a survey not an exam; make in consideration that the information you will provide with, will remain only with the research study.

*Thank you in advance.*

### *Section one: Background information*

- 1- Gender :
  - Male
  - Female
  
- 2- Do you like English language?
  - Yes
  - No
  
- 3- How would you assess your level of English?
  - Excellent
  - Good
  - Medium
  - Bad

### *Section two: Student's views on teaching and Classroom Management*

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

- Yes
- No

→ If yes, what do your teacher to create a positive atmosphere?

- Establish a good relationship with students
- Allow students to ask questions and give answers

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

- Agree
- Disagree
- Neither agree nor disagree

6- How organized for the class is your teacher?

- Well organized
- (S)he is a messy teacher

7- How clearly did you teacher explain the lesson?

- I find it easy to receive the information
- Actually I use other resources

8- How well your teacher answers pupils' questions?

- (S)he answers with accuracy
- (S)he ignores their questions
- (S)he doesn't allow us to ask questions during her/his session

9- Does your teacher provide you with homeworks? And do you find it effective to get more understanding?

- Yes
- No

10- What would you prefer the most in preparing for the exam?

- Revising session with the teacher
- Group studies

- Other resources

11- Which type your teacher is?

- He provides an atmosphere for fear( Boss)
- He inspires his students( Leader)
- Neither boss nor leader

12- Which things would you like your teacher change or modify in his teaching way?

- Explanation way
- Assessment and evaluation way
- Testing and examination way

13- What teaching materials that your teacher depends on?

- Only the course book
- Audio-visual aids
- Others

14- Which preferred way you find it sufficient your understanding?

- Writing on the board
- Drawing
- Listening and showing audio-visual types

15- Do you respect the classroom rules and procedures that set by the teacher?

- Yes
- No

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

- Give you another chance whenever possible
- Be quick to give you genuine praise for good effort

17- Are you satisfied with the quality of teaching?

- Yes, I'm
- No, I'm not

18- Do you think your teacher treats you in a good way?

- Yes, (S)he is a good teacher
- No, (S)he is a violent
- It depends on his mood

19- As a learner, how would you consider teaching English in your classroom?

- Dynamic
- Static

20- If you want to be a teacher in the future, would you like to:

- Exactly follow your teacher's way
- Modify it in some sort
- Completely change i

## الملخص:

تركز دراستنا على واحد من أكثر المواضيع المهمة التي نواجهها يوميًا في الفصول الدراسية بالمدرسة حيث يُظهر المعلمون قدرتهم على السيطرة على الفصل، إحدى أكثر الصعوبات التي تواجه المعلمين اليوم هي إدارة الفصل الدراسي. إنه يولد سيناريو يتطلب اهتمام التربويين والمتخصصين في التعليم. تشير الإدارة الفعالة للفصل أيضًا إلى بيئة موصلة للتعلم، سلوك رائع، وعلاقة إيجابية بين المعلم وتلاميذه. وبالتالي، يجب على المعلم تشجيع التعلم من خلال استخدام مختلف الأساليب الإبداعية. الغرض من هذه الدراسة هو دراسة كيفية تسيير وإدارة المعلمين الآن للفصل الدراسي وتأثير الفصول الدراسية على نجاح الطالب وكذلك طرقهم في التدريس.