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Classroom Management For An Effective Learning
A Case Study Of: Primary School English Teachers, Khenchela.

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Dedication

Praise be to Allah, who has bestowed his grace on us and has given us ways to ask his forgiveness, prayer and peace for those whom we do not have a prophet after him either yet:

I dedicate the fruit of this research to my Father, the tough corner to which I shelter whenever the world fills me obstacles, my paradise on earth, Ammar Boussama.

And to the soul of my beloved mother, who picks us up from the groans of sadness and was keen for us to learn and helped us with prayers in each step we take .

To my husband, my life partner, my training companion, who poured kindness, support and attention on us, my audience who applauds me behind the curtain to continue Hamza
Bouchami

To the delight of my liver and the Basil my heart, my sons Rami and Lina .

To my brothers Nouredine, Rafik, Sharif, Mohamed Eltahir

To my sisters Saliha , Siham and Nadia .

To my friend, Meriem whom I shared with her my educational path.

And all my loved ones and those who accompanied me on this journey.

Dedication

I dedicate this work to my grandmother Mbarka Bakhouche who is dear to my heart, who always wished me success with her prayers, and who wished that she would come to such a day, O God, have mercy on her and make her from the people of your paradise.

to my dear parents, who have always been supporting me, Bakhouche Mohammed Lazhar and Bettache Farida, May God save them for me .

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ABSTRACT

There are various challenges that teachers encounter as they teach students at primary schools with particular focus on difficulties experienced while teaching English as a second language, which is not uncommonly referred to as EFL; This makes us frequently question ourselves regarding how these professionals are able to effectively manage their classes. Hence, our research aims to explore the effect of classroom management on the learning teaching process. Therefore this research investigates the relationship between the use of classroom management by teachers of primary schools to promote English as a foreign Language. This study employed a quantitative method by using a teachers' questionnaire as an instrument in order to answer the questions. To conclude, results show that applying different strategies of classroom management help both teachers and learners in achieving positive results concerning teaching English at primary schools.

Key Words: classroom, management, EFL, students, learning, English.

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General Introduction

Introduction

In a classroom management process, students are taught strategies for controlling their behavior in schools to optimize their learning experiences while reducing discipline issues, through creating conducive teaching conditions that enable them learn more. Thus reducing discipline issues since managing a class requires careful organization about everything related to it including planning how each subject will be taught, how activities are conducted during lessons, setting norms students must follow as well as controlling environment surrounding them and everything that goes on within their limits. Effective teachers, who play the role of an instructional leader, require classroom management skills, through which, they address the class's sociological, cognitive, and bodily dynamics.

The goal of classroom management is to utilize the influencing skills in order to strengthen the students own control method. It is associated with teacher effectiveness; student behavior teacher rapport and linkage directly with the idea of school and classroom management. This implies therefore that classroom management is a prerequisite for both teaching and learning outcomes.

This dissertation aims to investigate the effect of using classroom management in the learning process. This work is composed of three chapters, the first one deals explaining different concepts and strategies related to classroom management. The second chapter deals with learning in generally and English specifically.

1.Statement of the problem

Several researches have been done concerning the effect of classroom management on learning English among primary schools' pupils. However there is a need to determine the strategies used by teachers to make the learning process effective and to overcome the challenges related teaching English at primary schools, therefore this research will look for some effective strategies and offer solutions to teacher of English at primary schools.

2.The aims of the study

This research aims to:

- Investigate the different strategies used by primary schools teachers to teach English.
- Determine the relationship between the use of classroom management and learners' achievement.
- Offer solutions and suggestions to overcome the difficulties faced by primary teachers.

3.The research questions and hypothesis

In order to conduct this research, we have to pose some questions:

- What is the effect of classroom management on teaching English at primary schools?
- What are the main strategies used by teachers in implementing English at primary schools?

4.The hypothesis

- The classroom management creates a positive learning environment that helps the teacher to do his job properly.
- The classroom management helps the student to develop their English language.

5. Methodology

In this study, a quantitative approach is conducted to discover the existence of a relationship between the use of classroom management and its effect on learning English among teachers of primary schools. The used tool is a questionnaire designed for English teachers of primary schools of Khenchela. Different schools in different places have been under investigation (Khenchela-El Hamma- Metoussa).Our sample is composed of 28 teachers who teach: Arabic, French, and English. We opted for this sample in order to get a general idea about the use of classroom management in teaching English at primary schools.

6.Literature Review

Phyak (2006) conducted a study named "How does a Teacher Interact with Students in English Classroom." His aim was to investigate how teachers interacted with their students in class. In this paper he elaborated on how teachers interact in order to have efficient lesson

management by use of observation checklist tool in a classroom. He discovered that there is a lack of interaction strategies from both teachers and students.

In a study named “ELT Classes and Instructional Management” that was done by Sharma in (2007). He aimed at identifying how interaction takes place in ELT classes. The author narrowed down in his paper to explaining some common features of a typical class and examining the state of class interaction. He used observation checklist to get information from the respondents. His research involved purposive non-random sampling method. For a beginner, English classrooms were found not to be good enough. The sincerity of a trained teacher concerning the place of the classroom setting and classroom interaction in learning does not always come out clearly.

In his research titled "A study on classroom management in teaching English," Giri (2012) did an investigation. He aimed at identifying the problems and finding the solutions for classroom management. The total population of his study was all the primary level English teachers in Nepal. The study sample included ten teachers who were selected randomly from ten government-aided schools in Bardiya district. Using nonrandom judgmental sampling procedure he choose ten government sponsored schools and ten teachers one for every school while selecting. Data collection tool was questionnaire and classroom observation checklist. According to the findings of the study, most congested classes were identified with the highest number of classes. Teaching materials were not enough in this classroom. Similarly discipline problems were mostly felt by the teachers.

In 2010, Basyal conducted a study titled “Strategies of classroom management used by secondary level English teachers”. The purpose for his research was identification of the prevalent measures that of classroom management employed by English teachers at the lower secondary level in Syangia district. His study was through nine teachers he personally chose as a sample. To gather data, he relied on a classroom observation checklist as his research tool. Results from this study revealed that making gestures, using eye contact with learners, employment of teaching aids, and using chalk board in writing on it became more effective approaches to classroom management than others. Besides, it was observed that effective communication, questioning skills among educators are also typical techniques employed by lecturers while managing their classes—especially those with fresh learners in the university settings or higher level education institutions."

The administrator collaborates with educators to establish discipline policies used by teachers across the school and backs them up in their enforcement as well as being visible all day long (Curran, 2017; Marzano, 2011; Mukuria, 2002; Nooruddin & Baig, 2014; Welsh & Little, 2018). The leadership when it comes to making clear the regulations and enforcing the operation of procedures and guidelines should be left to Administrators who should ensure that teachers and other students are comfortable with their right to safety and respect (Marzano, 2011, p. 86). Teacher development is needed for the effective implementation of new policies that would lead to better classroom organization and lesser instances of forcing out troublesome students by schools or regions (Mansfield et al., 2018; Skiba & Losen, 2016; Welsh & Little, 2018).

Chapter One: classroom management

Introduction

In this chapter, researchers shed light on different concepts related to the classroom management, by giving a brief definition of this concept and present the different classroom styles. Additionally, we tried to explain some effective strategies that can help the teacher to promote his lesson effectively with some examples of different activities that could be done to create a friendly atmosphere with the learners. Finally some challenges concerning applying these methods are presented with different solutions to overcome these obstacles.

1. Definition of classroom management:

Classroom management can be defined as a term used in the educational field by teacher to prevent the student of their disruptive behaviors, it generally refers to the set of actions and activities that is taken by successful teacher to create a learning environment in order to facilitate the learning and academic process (Foster Stephanie , 2022).

Many researchers have defined the term classroom management, for instance Dunbar (2004) has defined it as the set of different planning and organization that help the teacher to take control over the learners and classrooms, in order to get an effective learning.

Mc Lead, Fisher & Hoover (2003),state that classroom management is an operation of “efficient use of time and classroom space” , “ implementation of strategies that influence students to make good choices, rather than once that attempt to control student behavior”, and “wise choice and effective implementation of instructional strategies”

Classroom management is related to the teacher, who is considered as the who control the students’ behavior and organize the classroom in order to get an effective learning environment and positive results; Oliver and Reschly state that classroom management is: “the ability of teachers to organize classrooms and manage the behavior of their student is a critical to achieving positive educational outcomes” (2007, p. 103).

According to Evertson and Weinstein (2006), classroom management refers to the techniques that guide teachers involve to maintain an efficient learning environment. They presented five types of techniques that a teacher should follow in order to obtain a positive learning environment which are:

- Create supportive and caring relationships with and among their students.
- Organize their teaching method in ways that motivate students' learning process.
- Encourage students' participation in the academic tasks, such as dividing them into groups.
- Make the student as the first responsible for his behavior, in other words develop the student's self-regulation.
- The teacher must be able to act in an appropriate way if a student misbehaves.

In other words, classroom management can refer to the relationship between students and teachers that contribute to the development of learner's behavior.

Another definition was given that emphasizes on teachers' actions to facilitate the learning process, Brophy claims that: "Classroom management refers to actions taken to create and maintain a learning environment conducive to successful instruction (arranging the physical environment, establishing rules and procedures, maintaining students' attention to lessons and engagement in activities" (2006, p. 17).

According to Hadari Nawawi, classroom management is related to the use of class potential: teacher, student, and the class dynamics. In other words classroom management can be effective only if teacher and students cooperate together in a learning environment to carry out the lesson and to achieve their objective (1982, p.116).

For Smith and Laslet, classroom management refers to the skills presented by a teacher in order to organize and present the lesson in a way that makes students engaged in learning process. In other words, classroom management can be successful only if the teacher tried to impress his students (1993, p.76).

2.Types of classroom management style

There are three types of classroom management or we can say three approaches that were presented by Wright (2005):

- a. **The authoritarian approach:** Instead of being our own bosses, students rather have to follow strict instructions given by their teachers who are said to be strict not only due to their personalities but due to the nature of teaching as well. This teacher is the one who in turn sorts them out. For the entire semester, every student has to sit in one specific place. They usually align their desks in straight rows and no one's desk can be turned.

Pupils must sit correctly on their desks before the lesson starts and they remain on them all through the class. Hardly are their justifications of missing classes ever considered. Furthermore, students are required to be attentive to their instructor and not to break in before he/she is done speaking. They can't even communicate among themselves; additionally their instructor doesn't allow them to have a conversation or discuss anything with each other. This is how their instructor always tries to get them follow his/her direction. In case any student refuses to follow the instructions, he/she gets a detention (Wright 2005).

- b. **The authoritative approach:** The teacher imposes constraints on the students. These are his/her subjects. Nevertheless he/she concurrently urges them to be self-reliant. Not infrequently does she/he give background information on why the rules or decisions have been made. When a learner behaves badly, the instructor tries to be understanding but at the same time warns him/her sternly. He/she may communicate a lot. If learners want to ask a question or make a comment about the lesson being taught, can stop the teacher. The learner has the right to learn and practice his four skills in order to communicate (Wright 2005).
- c. **The democratic approach:** The democratic teacher places few demands on his or her students. They usually do their own work. By allowing them some degree of autonomy through his or her teaching methods the democratic teacher gives students space to decide how they should behave with little guidance from him/herself. He/she rarely interferes in the way students conduct themselves. It is characterized by little involvement and consists of teachers who do not put too many restrictions on students. Additionally, this teacher's style does not indicate or demonstrate an intention of controlling learners strictly as the teacher does not wish or want this at all. Henceforth implying that the educator considers class preparation as not being worth it at all (Wright 2005).

3. The purpose of using classroom management in learning English

Alzagloul (2007) states that (as cited in Ghrib, 2014, p.37) classroom management is an important factor that is combination if different elements of organizations, that facilitate the learning process. It aims to create an environment of order instead of noise, additionally it offers the students a place in which they feel safe and tranquil, also it aims to create a positive relationship among the teachers and their learners, and among the students themselves. Moreover, classroom management aims to reduce the amount of conflicts and problems

established between learners, and most importantly it improves the academic performance of the students and increase their achievements in learning.

In other words, Classroom management involves organizing the resources, students, and aides so that teaching and learning can happen efficiently and safely. It paves the way for the teacher to engage the students effectively in their learning by creating different routines and rules. It aims to build the students' self-esteem and motivate them in their learning process. In fact, classroom management allows the students to be active participants, by increasing the task time and reduce the classroom misbehavior.

Generally speaking, classroom management aims to make the learning environment variable and safe, that is to say, an environment full of social, emotional, and environmental activities, that contribute in developing the student 's positive discipline and attitude. Sudirman (1987) claims that classroom management's goals are divided into two specific goals, for teacher and for student:

Aims for students:

- Encourage the student to be able to control on himself and be responsible over his behavior.
- Help the student to understand that his teacher's reaction is a warning and not anger.
- Create a sense of responsibility when doing his activities and tasks.

Aims for teachers:

- To be able to understand the needs of the learners and give them clear instructions
- To learn how to react when a disturbing behavior from student happens
- To develop the presentation of a lesson in a suitable speed that fits with all the students' levels.
- To create a positive strategy in order to connect with pupils who show negative behaviors.

4.Key elements of Classroom Management

Being a critical part in teaching, classroom management is essential for students to experience successful learning in their studies. It goes beyond strict or authoritarian measures; it is not even the same as organization. If a teacher want the class to move on well then he must have in place a well-established learning environment (McLeod, 2003).

For effective classroom management priority must be given to some keys of classroom management. Four are the components of effective classroom management that establish structures strong enough to motivate student learning (McLeod, 2003):

4.1 Classroom design

One of the foremost considerations for a teacher is to set up a classroom. This way he arranges his class, significantly influence how experiences between the teacher and learners are shared.

When teachers decide to arrange seats for their students they will depend on the classrooms furniture, classroom space and teaching style. The first impression for whoever enters that class room is in the design of that classroom, class climate and noticing the displays. (McLeod, 2003)

- **Arranging student seating**

It is very important for a teacher to place the tables and chairs in a way that fits the course, with paying attention to the one with special needs such as those with: poor vision, hearing troubles, short height...etc. The use of classroom space and the arrangement of students play a huge role in making the teaching process effective (Cummings, 2000).

Moreno (2010) claims that the arrangement student seating affect the students' behavior and their learning process, therefore teachers should choose it according to the pupils' needs in order to make their interaction successful .In fact, the classroom arrangement will be effective only if the number of students is not that big.

Hence, the seating arrangement plays an important role in classrooms, it is essential that every design should be selected according to the work assigned and the lessons 'objective. The seating arrangement will affect the students' behavior and facilitate the interaction among the students and their teachers. Additionally, when organizing the classroom teacher should take in consideration the factor of the outside noise; he should make the arrangement sitting as far as much from the outside noise, in order to keep the classroom cool and obtain a successful result among their behavior (Moreno 2010).

Cumming (2009).The use of desks, tables, and equipment, helps the student to be creative in many different ways. There are many types of sitting arrangement that was proposed by different researchers, the following figure shows how the tables and chairs should be arranged to obtain an effective learning:

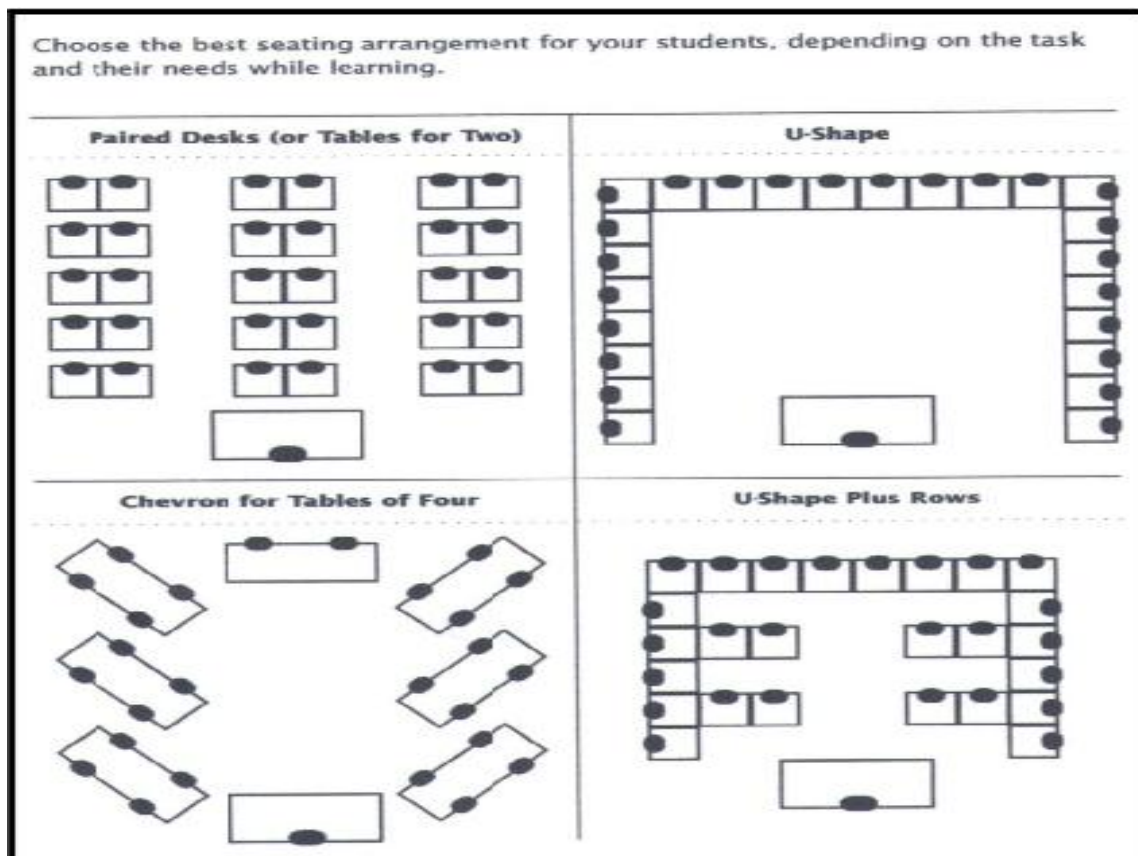


Figure 1:Example of seating arrangement of the classroom (Cumming, 2009,41).

Source: Cummings, C. (2000).*Winning strategies for language classroom*. Virginia USA: Association for supervision and curriculum development.

Different sitting arrangements were proposed such as:

- **Separate tables:** this can be useful when different tasks are proposed by teacher during the lesson.
- **Solo work:** It gives pupils a chance to do things the way they see fit, think about the right answer, and answer alone. During individual work, they can lower their public troupes and return to contemplating their own needs and advancement.
- **Circle and Horseshoe:** In smaller classes, teachers and students like circles or horseshoe much more. When a horseshoe is used, it is likely for the teacher to be at

the open end of it, having perhaps the board, overhead projector or computer placed there. Less dominating is the teacher's position (where the board is) in a circle.

- **Orderly rows:** This arrangement has many benefits. All students are visible to the teacher and the teacher can have eye contact with all students regardless of the direction they are facing. The advantage is that of making lectures conducting to the right people's eye contact.

4.2. Managing Time

McLeod, 2003, p.47 stated that: "until we can manage time, we can manage nothing else". For success in schools as well as in everyday life, it is necessary to have effective time management skills. However, there should be enough time for learners to practice, review or apply (McLeod, 2003). The best teachers are those managing their time efficiently so that they offer students the chance to cultivate learning habits and personal responsibility for prudent utilization of time. He added that there different types of school-day time:

- **Allocated time:** The time specified for teacher instruction and students' learning.
- **Instructional Time:** The time spent by teacher when he is actually teaching.
- **Engaged Time:** Time allowed for the learner's participation.
- **Academic Learning time:** Time for proving that the learners have master the skill and understand the lesson.

Another factor that is important when managing a time, is to make a daily and yearly schedules in order to ensure that teacher will provide his students with the most important lessons during a whole year of education, additionally the daily schedule helps the teacher to reach his daily objectives and ensures that learners have master a specific content.

- **Managing teacher time:** the time that is spent by teacher in order to make the learning process effective, is much important than anything else. The lesson planning, grading students and providing feedback, all of these elements should be collected together under the umbrella of time spent by teacher to ensure the learning process. Most of teachers claim that the time spent when teaching is not sufficient enough to achieve their yearly objectives (Cumming, 2009).

Starting with lesson planning that helps both teacher and student, for teacher to make the lesson's presentation easy and verify what they are doing especially when there is a moment of forgetting. When it comes to student, it helps them to take a general look on

what they are learning. Moreover, it aims to let the student check on his teacher if he is following a certain plan and having connection between activities or not, thus the teacher will be flexible and honest when doing his work (Harmer, 2007).

Moving on to another time spent by the teacher, which is the evaluation time; this factor helps to evaluate the student's level. It can be done by the use of different strategies, such as: tests, exams, homework, projects,... etc. (McLeod, 2003, p.46)

In the following figure, a presentation of each task, its evaluation and the aim is given by (McLeod, 2003, p.47)

Table 1: Students Work Products (McLeod, 2003, p.47)

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

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

Source: McLeod, Joyce, et al (2003). *The key elements of classroom management*. Alexandria, Virginia, USA.

5.Challenges faced by Teachers in classroom management:

Classroom management is one of the most important factors to make the learning process effective. When teaching English as a foreign language many challenges face the teacher, (Linse & Nunan, 2005) introduces several types of it such as:

- a. **Crowded Environment** : It is said that a classroom is overcrowded when there are many students compared with what is considered ideal for effective teaching and learning. In other words, the students are always inside classrooms and would wish them to be favorable for learning since they instead act as mirrors of student's priorities,

objectives, attributes and teaching procedures. Teachers who dedicate their time towards establishment of such an environment help to improve learner's behaviors. So as to foster improvement in the learning behavior of students it is necessary that teachers dedicate much of their time into setting up an environment within the class whereby adolescents can feel free to interact freely among themselves and even with their educators. However sadly enough, the classrooms in our country are congested. Teachers should also pay attention to the different needs of their students which include interest, achievement, and attitude. Classes can be overcrowded, but it is still manageable. Take time to organize instructional strategies that'll facilitate success in your large classroom size, have well-engaged lessons for many students, and make use of flexible grouping techniques, to manage overcrowded Schools.

- b. **Monolingual Classes:** It is not easy to handle a classroom where all children speak the same mother tongue. There is a lot of native language being spoken between them at the expense of English. That said, it might not go down well with a few ESL teachers, but teacher should insist on an English only policy in monolingual classes. If there are a lot of tiny social clusters, it is quite complex but when you are sure that they don't always use English as a common language. Some smart techniques are rewarding systems, bonuses, and gamification aids their attempts to master English-speaking as much as possible.
- c. **Class size:** The bigger the class gets the smaller students' chances of making individual contributions. Therefore, if a teacher likes drills, he should remember that a single student may not get a chance at all after answering once. This is not quite sufficient speaking time for someone working on their English communication skills. When teacher divides his population into smaller clusters it increases every students speaking time by astronomical factors. If a teacher ends up with a class that consists of only four pupils, what will happen? For example, he should assume that half the group members are missing and just a couple of them remain in the classroom. As the class size decreases, so does its dependency on him. He Keeps from talking much during discussions and happenings as well as role-plays; and let them lead by providing responses instead.
- d. **Different levels:** Classes are more culturally diverse since they come from different social, ethnic, and linguistic backgrounds. In a perfect ESL classroom, there needs to be consistency in terms of the language known to all students and the grade at which they

are. Even if this is what we all wish for, we understand that it is not always like that. Student placement exercise is more of an art than a science hence in most cases we get some students who are a bit ahead while others are lagging behind.

Slowing down could bore the smarter students, while speeding up might lead to some lagging behind in understanding. Granted, there is no scientific way of handling students from various levels, it is important that you know everyone's strong points and weak. If your least eloquent colleague is not good at one thing then there is another thing at which they perform impressively, say, understanding.

Sort the group taking into account these strong and light sides Emphasize on this particular thing in some cases. Sometimes, it is advisable for the more competent learners to give various responses as examples to their less competent counterparts while in some other instances; it is better to have students at the same level in one group.

- e. **High noise level:** students are always noisy and wild while the other side of the coin is also true as too much noise from a number of adult students can cause backlash. Then what do you do about noise levels when you let learners interact in group work? This is when where seating order becomes important. Get students from all the clusters with their seats where they all facing each other, and motivate them to create a soft conversation. There are difficulties that every ESL teacher meets consistently, while each and every group of students has its own unique features. Taking up these challenges is the first step to overcoming them. The following necessary thing is finding an inventive answer that can assist your learners in acquiring the necessary skills.

6. Rules and procedures of classroom management

There several rules and procedures that a teacher should follow in order to keep his classroom organized and his students motivated. Researcher claim that the rules are put in order to raise the learning engagement of the learner; "Teaching rules and procedures to students at the beginning of the year and enforcing them consistently across time increases student academic achievement and task engagement" (Evertson and Weinstein,2006). They state some rules which are:

- ✓ Respect yourself your peers and their property.
- ✓ Talk at appropriate times and use appropriate voices.
- ✓ Be at your seat and ready for class when the bell rings.

- ✓ Follow my directions.
- ✓ Obey all the school rules.

Accordingly, Doyle (1986) clarifies that: « By setting rules, a teacher communicates his or her awareness of what can happen in a Classroom and demonstrates a degree of commitment to work. Students are thus able to acquire valuable information early in the year about a teacher's approach and Expectations for behavior. The more explicit the rules and the more clearly, they are communicated, the more likely the teacher will care about maintaining order and not tolerate inappropriate and disruptive behavior. But simply stating the rules is not enough. A teacher must also demonstrate willingness and an ability to act when rules are broken » (p. 413)

Every teacher experience negative behaviors from his students, which lead to the disorder, thus a set of rules and regulations should be presented at the beginning of the year to make all things clear.

According to Marzano, rules “give students the structure they need and also help them feel that the classroom is a safe and predictable place.” (2003, p. 01). Classroom organization and management systems are significantly strengthened by the enforcement of rules. Rules implementation is a very good preventive measure for classroom organizations and management. Brophy and Evertson suggested that this can only be realized if the teacher explains the rules' purpose and the rationale behind their inclusion so that the students can understand and value them (qtd in J. Marzano,S. Marzano and Pickering 2003,P.16). Connecting the ability to manage the class with lesson organization that is inclusive to all learners. They are good and important because they help in solving problems that could arise in the process of learning in a classroom.

On the other hand, several procedures are presented, it can be defined as a set of systems that allow the teacher to continue his work and ensure the delineation of the class activities (Evertson & Weinstein, 2006).Procedures differ from the rules, rules are things to be done and follow, while procedure are concerned more about how things are done. Furthermore, Emmer, Evertson, and Worshman (as cited in Marzano 2003, p. 17) described procedures as: “Vary in different classrooms, but all effectively managed classrooms have them. It just not possible for a teacher to conduct instruction or for student to work productively if they have no guideless for how to behave or when to move about the Room or if they are frequently interrupt the teacher and one another. Furthermore,

Inefficient procedures and the absence of routines for common aspects of classroom life's, such as taking in materials, or checking work, can waste large amounts of Time and cause students' attention and interest".

Examples of procedures:

- ✓ Ask and receive permission before borrowing something.
- ✓ Place your completed homework in the homework basket as you enter class.
- ✓ Raise your hand to request a turn when the teacher is talking.
- ✓ Use indoor voices during a class discussion, waiting for a pause in the conversation to insert your thought.

Conclusion

To conclude, classroom management strategies differ from one to another based on the learners' needs and lesson's objectives. Therefore teachers should choose carefully the effective strategy that help him and the learner to create a learning environment. Also, lack of time, overcrowded classes can be fixed by dividing the students into two groups, with applying new affective materials that get along with the pupils' needs.

Chapter Two: Learning

In this chapter, we examine the second variable which is learning; first we started by presenting several definitions given to the term learning, then we introduced different views on the learning process. Moreover, we presented some effective learning strategies that help the teacher to create a good atmosphere for learners. Finally, we explained the different roles of both teachers and learners in developing the learning acquisition with a brief view concerning English learning as a foreign language.

1. Definition of Learning

Many linguists, scholars, and philosophers define language in different terms, yet most of them share common characteristics; According to Richards et al. (1999, p.196) "Language is the system of human communication by means of structured arrangement of sound into larger units e.g. morphemes, words, sentences, utterance". Sapir (1921) "Language is primary human and noninstinctive method of communication ideas, emotions and desires by means of system of voluntarily produced systems" (as cited in Lyons, 1981, p.3). Block and Trager, (1842, p.5) "Language is a system of or arbitrary vocal symbol by means of which a social group cooperates."

Most teachers and students consider learning a complex concept and activity that embraces the social, emotional, and cognitive aspect of studying individuals. Teachers and students are involved both in the learning process (Hewitt, 2008).

It is considered by other people as the act of acquisition, retention or improvement of practices possessing practice through instructions and experience. Other people perceive learning as a permanent change in actions as well as the ability to show given behaviors that occur due to familiarity or exercise in any forms (Skunk, 2008)

2. Different views of learning

2.1 Behavioral views

According to behaviorists, Learning is an enduring change of the way we think and feel due to experience. This idea was first introduced by John B. Watson in 1913 who wrote "The Behaviorist Manifesto" in which he stated that psychology should be about what people do and not just how they think or feel (Moreno, 2010).

Moreno (2010) adds that If a teacher wants to promote appropriate behaviors such as taking turns or doing homework as well as discourage inappropriate behaviors like cheating, lying, or fighting, they can apply behavioral principles. These behavioral theories focus on generating good conduct while at the same time discouraging bad manners.

2.2Cognitive Views of Learning

Cognitivists believe that the way behavior change comes about because of the changing of mental structures by a learner who interacts with the environment. They are concerned with aspects such as perception involving listening to the teacher, interpreting a diagram which connects the latest material to what one already knows. This model explains how people receive new data, save it for later retrieval as well as apply (Ibid)

2.3Sociocognitive Views

Sociocognitive is the process of people learning by watching others behave. Socially constructed learning can also happen by watching outcomes of other people's behaviors in the environment (Bandura, 2000). This is otherwise referred to as indirect learning because it involves learning from others rather than from direct experience. (Moreno, 2010)

2.4Constructivist Views

Constructivism presupposes that the learner actively engages in the construction of his or her own knowledge from daily interactions with other individuals or his or her environment . Constructivism should encourage every learner to participate actively and have a teacher as a guide in monitoring the learning process (Ibid, p. 321.)

3.Learning Strategies

learning strategy is defined as:"a set of one more procedures that an individual acquires to facilitate the performance on learning task" (Ridding &Rayner, 1998) as cited in (Hewitt, 2008, p.18). Various strategies are used depending on the type of task being worked .The following are some earning strategies mentioned by (Dorney,2001.p.95):

- Make a connection between new language information and the concepts that are already in your memory.
- Place a new word or phrase into a sentence to help you remember it.
- While using word cards, learn new vocabulary.

- Relate any new information to prior knowledge.
- Ensure that the main difficulty in a task is identified explicitly.
- Write down your notes or highlight what you think is important.
- Make practice opportunities for yourself.
- Look for help or assistance from others.
- If you don't understand something, ask for clarification.
- It's easier to learn a task when you're doing it with a friend.

4.Types of Learner Strategy

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

4.1. Cognitive Strategies

Cognitive strategies are ways of thinking that are used in a second language to deal with information in a task. Some such cognitive strategies include: repetition (copying someone else), note-taking, guessing (hypothesizing a meaning in a new language) (Ibid).

4.2. Metacognitive Strategies

Learners' metacognitive strategies are steps that they perform to control their studies. These include getting ready for studies and reflecting on studies—for example, going through their class notes afterwards. (Hedge, 2000)."

4.3. Communication strategies

Students make use of gestures and miming for communication strategies; the reasons for appreciating these ideas ensure that students get engaged in speaking so that they can also get to practice language (Ibid).

4.4. Socio-effective Strategies

With the fourth category, learners get a chance to use the language. For instance exchanging words with first language speakers, tuning their radios and viewing TV programs or even spending time in a language laboratory (Hedge, 2000).

5. Procedures of Teaching Learning Process

Ahmadi et al. state that primarily there are three components of the procedures that are implemented in the process of teaching and learning: Introduction component, content / presentation component, and closing / conclusion component. These three components are as follows:

- Opening activity/Introduction. This component will give pupils a motivating start, explain the purpose of the teaching and enhance brain-storming among pupils.
- Main activity/Presentation: This component involves providing information, exploring students' minds and guiding them through exercises.
- Conclusion/Ending: In this part, the teacher wraps up the material, asks students to think about it, and gives them feedback and encouragement.

6. Teacher' roles in the Learning Process

Several things are considered when managing a class. In managing class Jenny (2011) states effective instruction, setting and enforcing rules monitoring interventions, intervention feedback, and classroom setting.

Forzani & Ball (2009) explains that teaching is an everyday action where numerous individuals actively help students to learn as well as instruct them. According to this definition, hence, one may say; it's an ongoing process through which both educators and pupils exchange ideas. In terms of delivery however; various teachers use creativity or mastery.

Hamalik, (2004) states that "teaching is an effort to use optimally the component of teaching to from the students who have skill and knowledge", in other words, Teaching is a structured process; therefore, the teacher cannot be passive or give up on making students attracted to the subjects they are learning about. Also, a teacher should not only guide the student through different learning activities; he/she must help them grow self-sufficient enough for group life situations integration. Teachers play an important role in transferring messages from the sender to receiver in teaching activities, because students will not learn anything if they do not understand the information given.

The teacher plays a vital part in learning. This is so because the act of learning is a two-way process involving the teacher and his/her students. In the context of teaching English particularly, the role of tutor is important since he/she is directly involved in teaching,

directing, instructing, training, evaluating, and appraising students. Furthermore, English teachers should have abilities to manage classroom activities confidently (Kesuma, Anas, & Hermawati, 2016).

According to Evertson and Emmer (2009:20), for effective performance of learning activities the teacher and students need to be aware of how they should conduct themselves. Teachers and learners must know how, when and why to get from one place to another during lessons, places where they should stay and gestures for respect, moments when it is not allowed to ask questions. Also they should understand what noise level is within proper limits.

In Marzano (2003), various significant roles are concerned with. It involves the making wise choices for the most effective instructional strategies and the design of classroom curriculum to enhance student learning. In order to teach effectively and efficiently in a classroom setting, English can be supported by good class condition. Creating optimal environments for learning is key to maintaining regular class management. If learning conditions are poor, teaching won't be effective or efficient.

The teacher's roles is described by Marzano(2003) as follow:

- a) Teachers organize lesson course to enable a student to use the English language. A teacher has to come up with a good plan before starting a lesson so that the English classroom can run smoothly. With this plan students can be helped on how to use English language during the learning process.
- b) When teachers choose the most appropriate ways of teaching, like, for example, Monitoring of students' academic progress and diversifying strategies of how they impart knowledge, they are in a perfectly privileged position.
- c) Arranging the classroom is very crucial in order to enhance the teaching and learning of English language better. Of these one is the seating arrangement. It has an effect on students in the class. When they are in the class, students need to feel relaxed. The second thing to consider is how many learners there are. It is the teacher who determines how many people can take part in this lesson; there should not be too many because it will be hard to control. What should come next is assigning the class to different groups depending on lesson schedule. Teachers should decide whether certain students should work together or alone during a particular topic.

During the learning-teaching procedure, the role of the teacher keeps switching frequently from one activity to another. Many metaphors are used by teachers in describing their teaching profession according to Harmer (2001). Occasionally, they say that they are like actors because they are always on the stage, while others think they resemble orchestral conductors, among many other comparisons (Hedge, 2000).

According to Harmer; these roles are:

a) Teacher as a Manager

It is important for teachers to understand that organization and students' knowledge are central to success in numerous activities. To be an effective manager in a communication language classroom, one needs various management strategies including space, time, use of instructional strategies as well as handling students behaviors as discussed earlier (Ibid. 58).

When managers are teachers they need to be very innovative and have great minds that will help them in handling anything that concerns learning (Erwin, 2018).

In order to be considered a professional teacher, an individual must have specific abilities and skills. Professional competency stands out as among the listed teacher competencies. What guides a teacher in handling the intricacies of learning? Classroom management through mastery of learning materials, teaching strategies, and use of learning media supports the ability to manage learning. The educator is completely an individual and practitioners whose lives and work are affected by what takes place both within and outside classes. (Douwe et al., 2004)

In the class, the teacher, as the manager, has the role of, and a great influence on, improving the learning outcomes of the students. The quality of teachers lead much toward developing of learners' curiosity in learning or desire to learn, and a conducive learning environment (Kartini 1994)

Leadership refer to actions that entail directing, guiding, influencing, supervising or controlling the minds, emotions, actions or behaviors of others (Hadari Nawawi 1983).

b) Teacher as a Model

The ideal teacher is one who can put a lesson across in such a way as to give learners an idea of what it is all about; they should help learners to use the target language (Harmer, 2001).

c) Teacher as a Participant

An effective participant is one who provides opportunities and chances for all learners to participate with him/her. Harmer (2001,p.60) argued that: “there are also times when we might want to join in an activity not as teacher, but also as a participant in our own right”

d) Teacher as a counselor

In this role, the teacher helps students figure out the best way to carry out an activity. A good counselor should teach his/her students to rely on themselves in their study. According to Harmer (2007), the teacher should prompt his/her learners on how to perform an act when there is silence or confusion.

e) Teacher as a Facilitator

Harmer pointed out “one of the things that we are uniquely able to do on the spot is to mime, gesture, and expressions to convey meaning and atmosphere” (1999, 64). The instructor can mostly engage students in classroom communication through setting up specific things which allow students to understand what they been taught. Moreover, for one to be a good facilitator, there are several tools or signs possible for use in aiding the comprehension of students.

7. Teaching strategies of English

Earlier in this study, researchers mentioned different strategies done by the learner in order on acquire knowledge. In this part, McCullough (2003) gives some details about teaching strategies for English language that can be followed by teachers to make the teaching process effective which are:

1. Peer teaching/Collaboration refers to collaborative learning which is a theory to hold that knowledge is social construct. In most cases, how peers work together to learn is defined by four key principles:
 - a) the learner or student is the primary focus of instruction;
 - b) interaction and “doing” are primary;

- c) working in groups is important for learning;
 - d) learning should include structured ways of developing solutions to real-world problems.
2. Realia are real-life objects that are applied in the classroom for educative purposes; this increases the understanding of different cultures and real-life experiences among pupils. Realia is used by teachers who handle English as a second language (ESL) and foreign languages in order to reinforce the connection between words and their actual meanings.
 3. reciprocal teaching , an approach that involves students role. The role here refers to them becoming the teachers in small groups (or could be one on one sessions) where they direct reading. As models, teachers do this before helping learners understand how these engagements should proceed including summarizing texts; asking questions based on what has been read; predicting what could come next in passages. When the students have mastered these strategies, they take on the role of a teacher in discussing the reading. Alternatively, in a different form of the task, they become predictors, summarizers, interrogators, and clarifiers.
 4. To promote effort and acknowledge individuals, students ascribe success in assignments to competence, dedication, other agents, or fortune, but three out of four of these attributions may render them despondent. By supporting students in monitoring and analyzing their efforts and achievements, teachers can have an impact on student attitudes towards their efforts and success.
 5. Encouraging research about the impact on learning provided by simulations and games shows that:
 - a) Inventing, experimenting, socializing are necessary for students who use simulations, play games or delve in role-plays as they can take place in environments where risks are relatively low.
 - b) The better they think about and recall learning, the more different ways of representing knowledge students utilize
 - c) Simulations offer chances to visualize, model, and roleplay in a dynamic situation that enhances curiosity, exploration, problem-solving skills as well as deeper comprehension of subjects. On one hand, these ideas can be seen as helpful since they allow students to participate in experiments which may not otherwise be able

to run because of risk factors such as cost or danger in science and mathematics simulations.

6. Summarizing is effective note taking. Student learning is enhanced through effective summarizing. A higher order thinking skill like synthesizing information is mastered by students who can successfully summarize; it involves analyzing information, identifying key concepts as well as defining irrelevant details. If learners understand organizational patterns used in presenting data, they can easily summarize whatever they read or hear.
7. Students tell each other stories they've been told or create their own. It encourages creative thinking and enables them to present information following the introduction, body, conclusion pattern typical of any story with its characters and setting.
8. Students can carry out interviews on various topics with different individuals. It would be ideal for the educator to give a guideline to pupils thus enabling them to understand the kind of queries that can be presented or the right direction to take through which a teacher gives students a rubric; however, it is important that they come up with their own queries during the actual interview process.

8.Learner's Role in the Learning Process

The learning process is more effective when teacher and learner collaborate together to attain their goals. According to Hedge (2000) there are four perspectives of learner-centered:

- The first perspective is applied in situations where students need to specify their requirements in order to learn English.
- When learners contribute to language learning activity design. . . It means that these activities which are part of the lesson plan or which happen in classroom should also be interpretable, doable using learners' own information .this is the second perspective.
- They should be actively involved in their education by taking ownership of what they study through their contribution to the course or any other activity thereby linking this with home study. This means that apart from being part of the program or project done in class, they should also engage in studies elsewhere. Students deploy sound tactics in organizing, executing and evaluating their self-directed studies. This is considered the third perspective.

- The fourth view is depending on methods that put the learners more in charge of how they learn. Class session evaluations reveal that motivations are.

Hedge stated that learners can research their needs when contributing to course design and monitor the courses' progress. In terms of activity design, learners can explore and experiment on topics of interests. And according to Hedge, when it comes to independent ways of learning; learners should be able to plan, initiate and organize their own work. In this scenario where there is high participation with flexible nature though, the learner takes on roles that cover a wide spectrum.

9.Characteristics of a Good Learner

Each student plays (plays/approaches to/play approaches severally) principal and dynamic roles in the class that greatly contribute to effectiveness of teaching and learning more so when a specific set of features is present among them. In line with Harmer (2001, 42), the following are these characteristics:

- The teacher's instructions are precious to a diligent student, who listens carefully to his teacher and concentrate on the language used by him.
- A good student must always be prepared to take risks and see how things are working.
- Successful student know when to ask questions, and when it is appropriate to judge and comment
- The good learner always trying to find a good way o learn, read, write....etc.
- Successful student know how to accept to be corrected when he makes mistakes.

These are some good learners' qualities that are considered a part of the teacher's job, thus he provides the learners with good atmosphere and to show for the student that he is welcomed any time he wants to ask a question or make a comment

10.Characteristics of a good teacher

Teachers play a vital role in the learning process, in order to see their students willing to learn, teachers must have some qualities that will help them I the teaching process

Burden and Williams (1997) suggested the following characteristics:

- Creating a calm and positive environment in the classroom.
- Keeping things under control in classroom .

- Presenting the lesson in interesting way.
- Providing suitable conditions in classrooms that enable the student to understand the work
- Clarifying to the students what are supposed to do and achieve
- Helping students when they are in difficult situations
- Creating a good relationship with students
- Encouraging learners to raise their self-confidence
- Judging what can expected from students.

11.The importance of Learning English at schools

Learning is important in Every person's life. It allows one to get necessary skills and knowledge which make him productive in his environment. The National Policy on Education (FRN, 2004) acknowledges learning as an aspect necessary in promoting national growth. National development goes through pre-primary, primary, secondary and tertiary education levels.

According to Hill (2002), learning is when experience leads to a relatively lasting transformation in what a person knows or does. This transformation can occur consciously or unconsciously, knowingly or unknowingly, by choice or by accident.

The literature does not offer any specific details about how to teach English. In contrast, the rising popularity of the language globally is unrelated to students' preferences, but it may be associated with some reasons like the following ones-

- English used as a foreign language all over the world.
- For students who travel abroad, may serve as a starting point or else they may want to upgrade already existing knowledge at their institutions in other countries.
- It is the most used language in scientific fields.

Many students opted for these languages and they continue learning them with a lot of seriousness. In Algeria, only five languages are becoming part of the decrease which include the following; English, German, Spanish, Italian, and Russian (Alkhuli, 2006). The main reasons why this is so due to the fact that English was highly sought after by learners than other foreign ones in the country.

Learning doesn't require conscious teaching, however teaching should lead to personal learning by students, and it's pointless if it does not. according to Ur (2001, p.3), the teaching concept at the moment consists of a process collectively linked with learning and different methods have been coming up daily. Thus, no single approach, method is able to give a perfect way/ path to teaching or learning activity. He must adjust the method he uses according to his role as a teacher. In the practice of teaching, there has to be more than acquisition of knowledge and imparting it to the students/learners. Besides, the management factor in class distinguished itself as the most significant aspect. He should integrate all these works of to his conveniences in a given premise for proper delivery. The concept of teaching is built around delivering results thru repeated practice sessions. It hinges on the skill of keeping multiple processes going on simultaneously with an aim of enhancing learning for kids.

12.Motivation for Learning English:

Pupils learn English for different reasons. For example, some students learn English in order to be more mobile. There are also those who learn it as a hobby or a part of cultural pursuits that an educated person is expected to pursue while others have compelling reasons why they wish to communicate using English in their work or outside work situations. Hedge(2000) says that each person may be affected by several reasons that influence how they will learn:

- To be able to communicate with other individuals from all around the globe.
- To be able to read and listen to the English language media in order to obtain information and for pleasure.
- To be able to take part in classroom activities successfully

If learners engage on their own in learning, motivation becomes a factor; where learners are highly motivated, all their endeavor is towards achieving a particular target. According to Terrell H. Bell (as cited in Ames, 1990), “There are three things to remember about education. The first one is motivation. The second one is motivation. The third one is motivation.” The significance of motivation in the learning process is thus clarified. Even when a learner has latent ability, acquiring a foreign language will take much effort and time. As it seems, these spring from within individuals. When students are set up for studying languages purposefully, or motivated by particular forces, the process will be facilitated.

But when it comes to motivation for language learning, this term becomes complicated because of the influence from society and culture. According to Gardner, motivation to learn new languages involves an overall effort coupled with passion and the right sort of attitude toward the language in question (Gardner, 1985). This means that one's desire to learn a language might be internal or it could happen because of different social factors that influence learners' attitude towards the language. Psychologically, motivation is described as a psychological process that instigates, guides, and maintains goal-oriented activities accordingly (Mitchell, 1982). Since motivation on language learning has a number of definitions, famous classifications also abound concerning learners' motivation. The first presentation of these concepts was done by Gardner and Lambert (1972) in their Socio-educational Model where they posited two kinds of language learning motivations namely Integrative and Instrumental but the former was highly stressed upon. Integrative motivation is the wish to be in touch / exposed to the speaking language or to integrate and communicate with that language community (Keblawi, n.d). People who demonstrate instrumental motivation, however, think of learning a language only as a means to an end like getting employment or passing exams (Gardner, 1985). This means that instrumental motivation typically tends to fulfill more pragmatic needs in language acquisition."

13.The Impact of Classroom Management on Learning

It is essential for teachers to have a presence during lesson deliveries within schools; In easy language, organizing classroom management is pivotal to keeping the class sessions in order, peaceable and relaxed as well as in ensuring seamless activity transitions. Woolfolk, Hughes and Walkup (2008) define as ways which help establish or maintain a good environment without much of disruptions caused by behaviors.`

According to Igbokwe and Eze (2009), the term classroom management refers to the variety of methods used by teachers with the goal of fostering order, student participation and engagement, and learning growth. The same author's assertion describes classroom management as comprising all the techniques teachers use to arrange classroom activities, instruction methods, physical space features, etc., in such a way as to ensure that time is spent efficiently while making the learning process enjoyable and productive but not a source of behavior problems. This is essential in the classroom for effective service delivery.

Studies confirm that the classroom management style adopted by a teacher can significantly influence the academic performance of students; a variety of methods can be

employed to achieve this. Consequently, effective teaching strategies tend to lead to better results while disorganized classes usually have fewer positive outcomes since students learn better when they are more confident and motivated. As such, it is the position of this writer that all elements emanating from instructors' inputs are essential in ensuring positive outcomes within educational settings. Classroom management is like a vehicle; the teacher is the driver of it. Just like a driver responds to their passengers' needs also to reach their destination, a teacher should also take their pupils' needs into consideration so that they can achieve their aims and objectives of the learning process. As we all know, classroom management is not an easy task for teachers and even students, not with so much going on in today's world. Effective classroom management, therefore, implies that teachers have to consider so many things. Therefore, significant effect is one of principal aim that a classroom management plan should pursue (Moreno, 2010).

Açıkgöz (2005) said that teacher's pedagogical and professional traits do not suffice to create a room environment that can be learned or taught in as it is the personal attributes that hold much more water. This therefore implies that an effective learning environment is, partly, attributable to the way in which teachers conduct their classrooms based on their individual qualities.

Conclusion

To conclude, Teachers and learners should collaborate together and interact in a positive way so the learning process will be successful and meaningful. Different strategies are employed by teachers in order to motivate students to learn and achieve more. As it was mentioned earlier, classroom management plays a vital role in both learning and learning English more precisely.

Chapter Three: Methodology, Analysis and Discussion

Introduction

This research investigates the effect of using classroom management on the learning process of student, since teachers are concerned with this research, their opinions and their views are very important to test the presented hypothesis, and the most appropriate way to investigate this is to design teachers' questionnaire, which help to discover whether applying classroom management strategies is beneficial in the learning process.

This part of dissertation deals with the practical side of this topic. It consists of different elements; firstly the method applied is presented as well as the sampling and the description of the used tool (questionnaire). After that an analysis to the questionnaire will be presented, and then it will be discussed. To conclude, finally, we are going to present our findings concerning the topic and give some recommendations as well as the limitations of the study.

1. Research Methodology

To investigate teachers' view about the use of classroom strategies in primary schools, a descriptive method is adopted, with the method research that combines the quantitative approach (numerical data). The quantitative approach is used with the analysis of the questionnaire data.

Analyzing numeric data using statistics tools is what consists of quantitative data analysis. The study of information collected from structured and unstructured issues is made possible through descriptive statistical method. Descriptive statistics are typically employed to present quantitative descriptions in a straightforward manner (William, 2006). In other words, it involves explaining and summarizing a large set of quantitative data obtained from questions about the use of classroom management into simple and easy-to-understand formats such as tables, pie charts, graphs, and other methods.

2. Analysis of the students' Questionnaire:

2.1. The Participants, Population and Setting

The questionnaire was given to 28 teachers of different primary schools of Khenchela. These schools are located in different places in Khenchela. The population was randomly

selected because we are interested in collecting all teachers' opinions in order to investigate the use of classroom management when learning.

As mentioned earlier, a questionnaire is used to investigate our topic, it took us 15 days to move on from place to place and to wait for teachers' free time in order they will be able to answer attentively, and each teacher took approximately 15 minutes.

2.2.Questionnaire 'description:

The teacher's questionnaire was designed to obtain data concerning the teachers' opinions on using classroom management in classes and how they affect the learning-teaching process. The questionnaire is written in English and translated to Arabic so it can be understood by all the teachers. It is composed of questions; they asked to answer 13 closed-ended questions by ticking the appropriate choice and 1 open-ended questions. The questionnaire started by asking about general questions concerning the teacher and then we started to talk about the use of classroom managements and some challenges concerning the learning process.

3.Analysis of the results:

Q1: How long have you been teaching in primary schools?

Table 2: Years of teaching in primary school

Options	N (number of Teachers)	% (Percentage)
Less than one year	03	10,71
2-10 years	16	57,15
11-20years	09	32,14
Total	28	100%

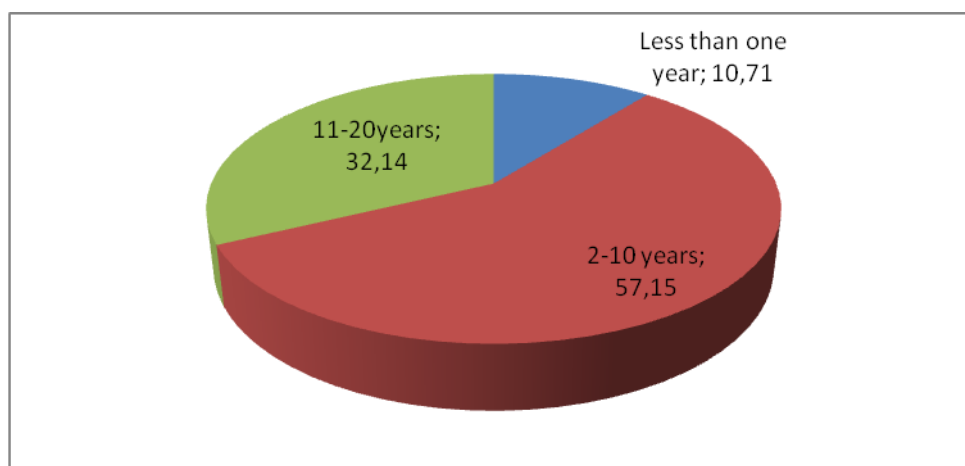


Figure 2: Years of teaching in primary school

According to the survey results, the majority of teachers, accounting for 57.15% of the total participants, have been teaching in primary schools more than 2 years. Additionally 32.14% of teachers have an experience of more than 10 years. The remaining 10.71% are the least experienced teachers since they are teaching in primary schools for less than one year.

Q2: What is your current academic level?

Table 3: The academic level of teachers.

Options	N (number of Teachers)	% (Percentage)
PhD degree	00	00
Master degree	12	42,86
License degree	16	57,14
Total	28	100%

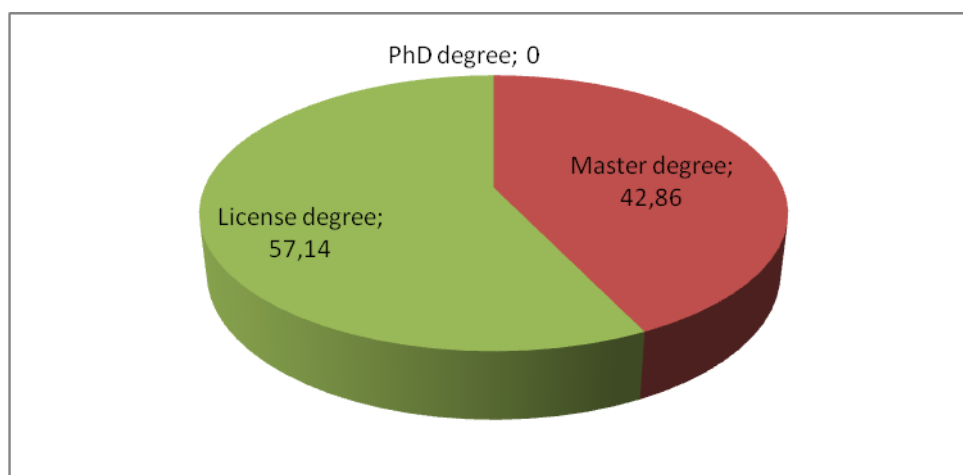


Figure 3: The academic level of teachers

The figure shows that there are two different categories: 42.86% of teachers have Master degree, while the other category accounting for 57.14% have a license degree.

Q3: According to your experience, how do you evaluate your students' level of performance?

Table 4: The level of students.

Options	N (number of Teachers)	% (Percentage)
Excellent	09	32,14
Average	06	21,43
Medium	13	46,43
Weak	00	00
Total	28	100%

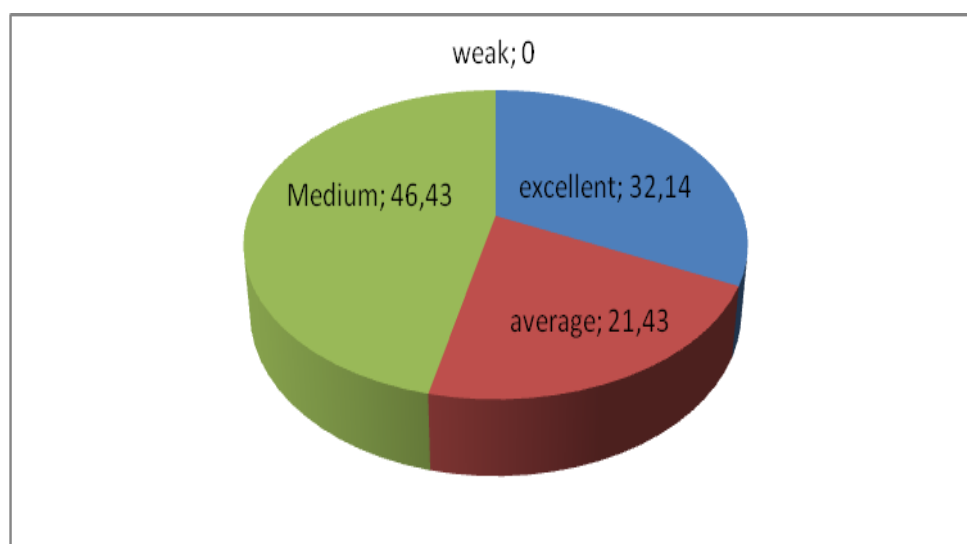


Figure 4: The level of students.

The results show that 46.43% claim that the level of their student is medium, while 32.14% state that they have excellent students who perform well. The remaining 21.43% state that the level of student's performance is average.

Q4: Do you face any difficulties in teaching?

Table 5:Difficulties of teaching

Options	N (number of Teachers)	% (Percentage)
Yes	07	25
No	21	75
Total	28	100%

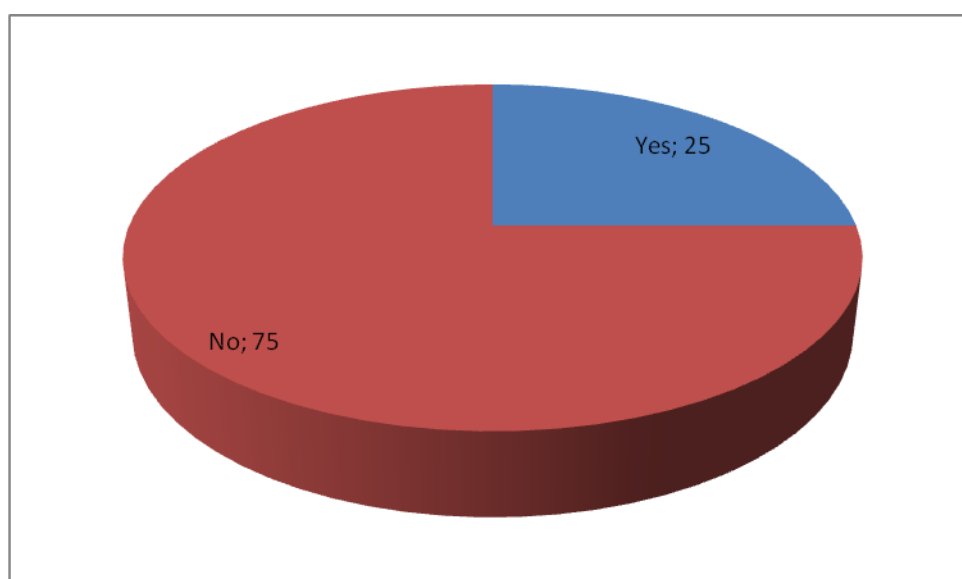


Figure 5:Difficulties of teaching

The most of answers 75% claim that they do face some challenges while teaching, however the 25% left answer with “No”.

Q5: if yes, what are the main difficulties that face you in teaching?

Table 6:Examples on Difficulties of teaching

Options	N (number of Teachers)	% (Percentage)
Lack of time	09	32,14
Lack of materiels	02	7,14
Large Number of students	09	32,14
Misbehavior of students	08	28,57
Total	28	100%

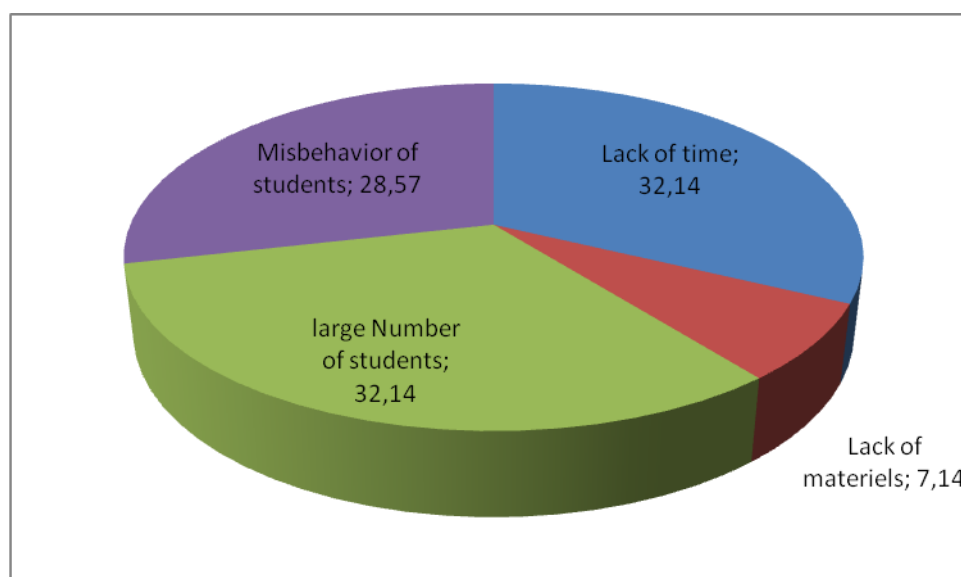


Figure 6:Examples on Difficulties of teaching

As the figure shows, that 64.28% is divided equally between “lack of time” and “the large number of students”, the other 7.14% chose “ lack of materials” as the main obstacle. The remaining 28.57% of participants assure that “ misbehavior of students” is the biggest problem they face.

Q6: Do you think that classroom environment has a positive effect on teaching-learning process?

Table 7: The effect of classroom environment on teaching learning process.

Options	N (number of Teachers)	% (Percentage)
Yes	28	100
No	00	00
Total	28	100%

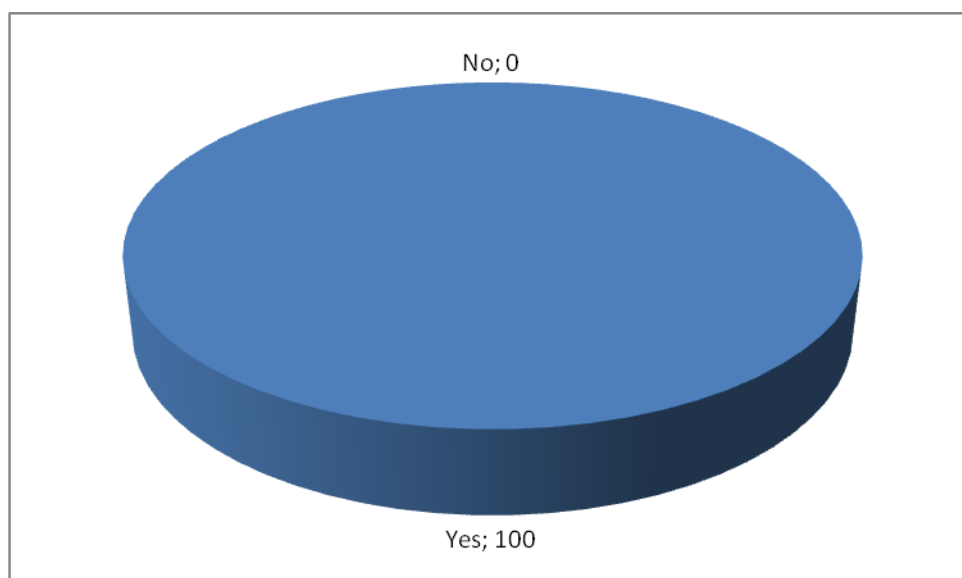


Figure 7: The effect of classroom environment on teaching learning process.

As the figure illustrates, 100% of participants confirm that classroom environment affects positively on the learning-teaching process.

Q7: What do you think of using classroom management strategies?

Table 8: The use of classroom management strategies.

Options	N (number of Teachers)	% (Percentage)
Important	03	10,71
Helpful	20	71,43
Useless	05	17,86
Total	28	100%

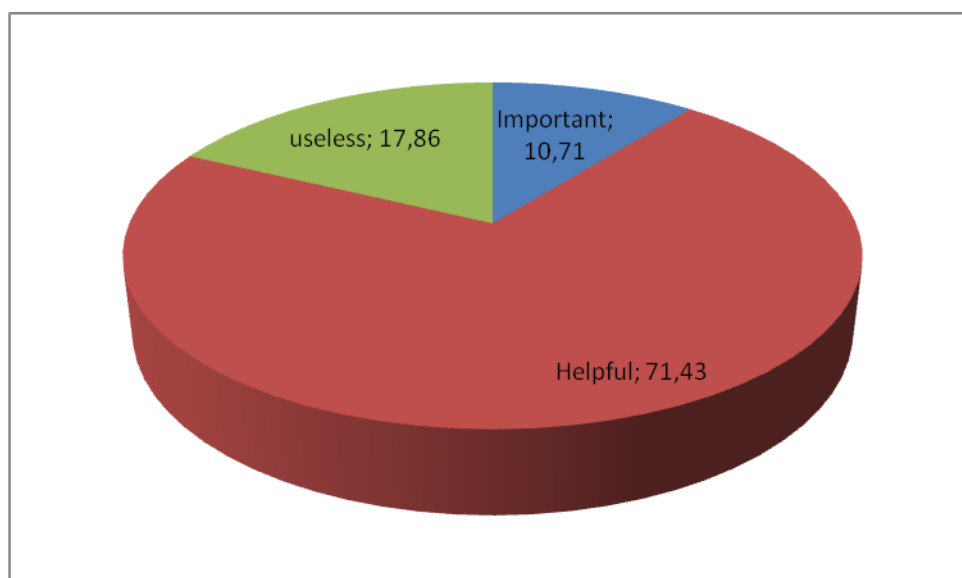


Figure 8: The use of classroom management strategies.

As the figure shows, most of teachers 10.71% believe that the use of classroom management strategies are important, while the remaining 71.43% say that classroom management is helpful in learning process.

Q8: Do you inform your students with basic rules and procedures before starting your class?

Table 9:Informing students with different rules and procedures

Options	N (number of Teachers)	% (Percentage)
Always	08	28,57
Sometimes	20	71,43
Never	00	00
Total	28	100%

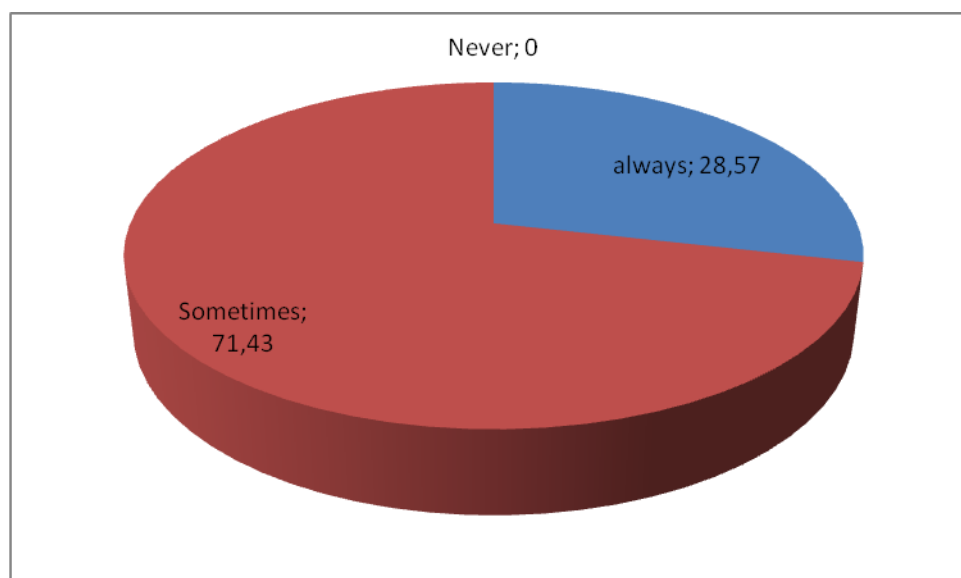


Figure 9:Informing students with different rules and procedures

The majority of teacher(71.43%) claim that they sometimes inform their students with rules and procedures used in classroom, while the rest of them(28.57%) claim that they always inform them.

Q9: Do you punish and reward your students?

Table 10: Punishing and reward students

Options	N (number of Teachers)	% (Percentage)
Always	00	00
Sometimes	10	35,71
Never	18	64,29
Total	28	100%

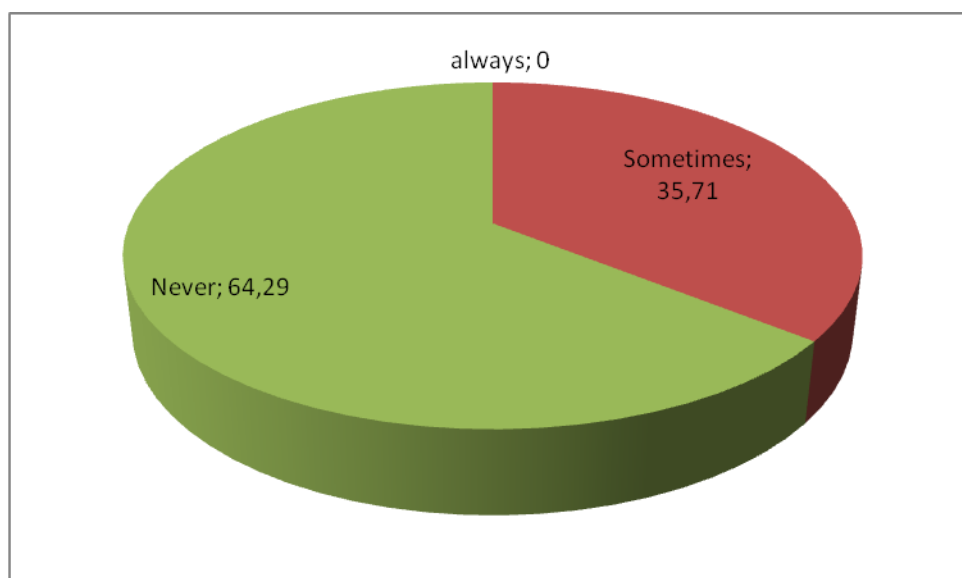


Figure 10: Punishing and reward students

As it is shown in the figure, 64.29% of teachers do not punish neither reward their students, while 35.71% of them claim that they sometimes do.

Q10: Do you plan your lessons before starting the class?

Table 11:Lesson plan

Options	N (number of Teachers)	% (Percentage)
Always	19	67,86
Sometimes	09	32,14
Never	00	00
Total	28	100%

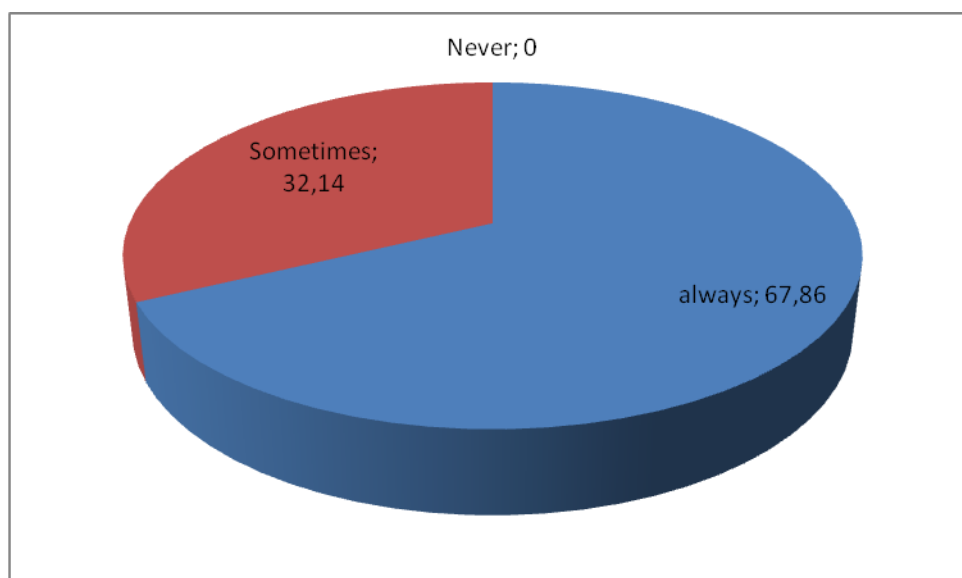


Figure 11:Lesson plan

As it is illustrated in the figure, 67.86% of participants claim that they always use lesson planning before starting the class, however 32.14% state that they sometimes use lesson planning.

Q11: Do you change the students' sitting arrangement according to the lessons' objectives?

Table 12: Students' sitting arrangement

Options	N (number of Teachers)	% (Percentage)
Always	06	21,43
Rarely	22	78,57
Never	00	00
Total	28	100%

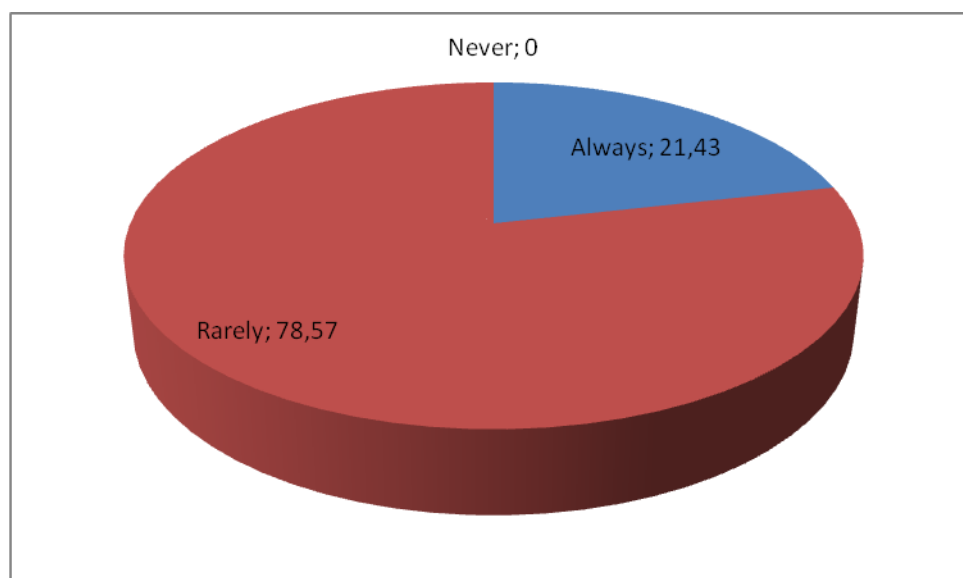


Figure 12: Students' sitting arrangement

The majority of teachers 78.57% claim that they rarely change the sitting arrangement of students, while the remaining 21.43% answers with they always change the sitting arrangement according to the lessons' objectives.

Q12: Which style of teacher management you are?

Table 13:Types of teacher

Options	N (number of Teachers)	% (Percentage)
Authoritarian teacher	08	28,57
Authoritative teacher	20	71,43
The laissez faire teacher	00	00
Total	28	100%

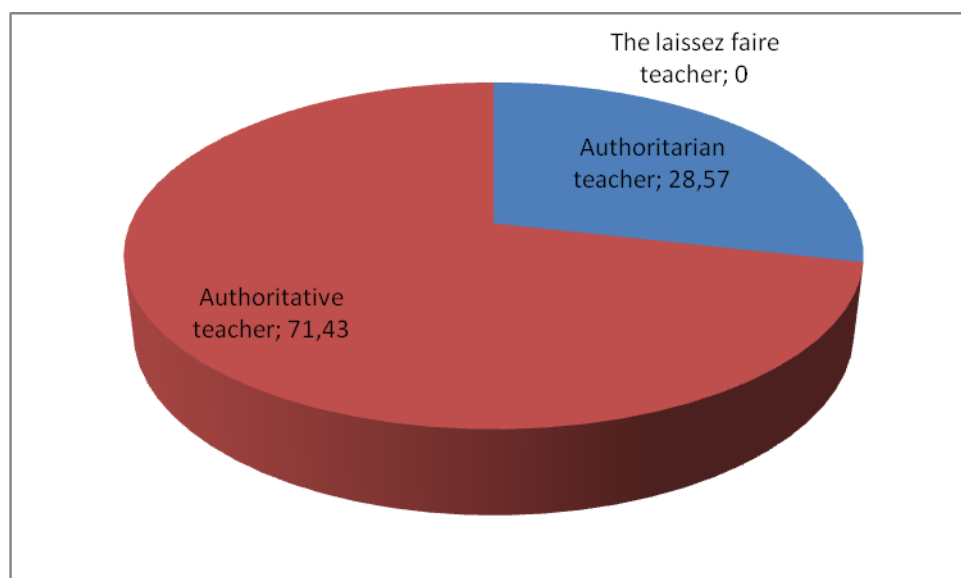


Figure 13:Type of teacher.

Most of teachers answer with Authoritative teacher (71.43 %), while the (28.57%) answer with Authoritarian teacher.

Q: 13 Do you try to create friendly atmosphere in the classroom?

Table 14: The classroom's atmosphere.

Options	N (number of Teachers)	% (Percentage)
Always	22	78,57
Sometimes	06	21,43
Never	00	00
Total	28	100%

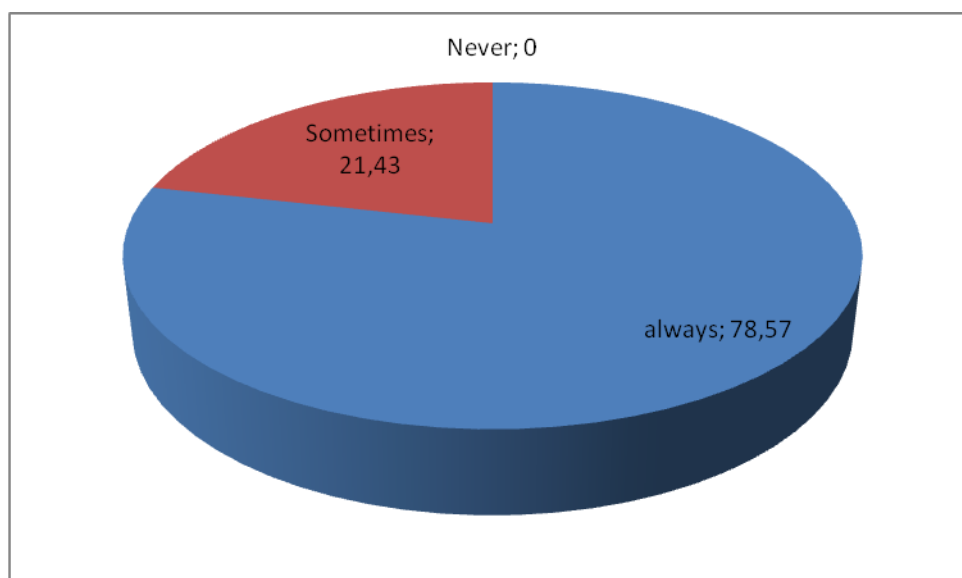


Figure 14: The classroom's atmosphere.

As it is shown in the figure, 78.57% claim that they always try to create a friendly atmosphere with their students, while 21.43 % state that they sometimes do.

Q14: Are there any suggestions for a successful and effective classroom?

Different views were proposed by teachers and some of them suggested the following:

- Developing student's learning depends on many interconnected factors such as:
 - The teacher's efforts and the school administrators.
 - Home-school initiatives that enhance academic and moral support for students.
- Get feedback from students.
- Let the students be involved in classroom management.

- Model and reinforce desired behaviors.
- Demonstrate the expected procedures and behaviors yourself.
- Daily review and preparation.
- Use illustrative means.
- Submitting extracurricular assignments.
- The use of different learning activities.
- Involving students in developing procedures and rules.
- Encourage students input.
- Good interaction with students.
- Decrease the number of students per class.
- The use of technology.
- Creativity.
- The ideal classroom is well organized.
- Be open to feedback.

4. Discussion of the Students' Questionnaire Findings

The answer of the first question reveals that our sample have almost experienced teachers; from 02 to 10 years are (57.15%) while from 11 to 20 years are (32.14%), the remaining (10.71) lack some experience since they teach for less than one year.

The answers of the second question reveal that the schools in which we adopt our questionnaire are suffering from the lack of experienced teachers, since (57.14%) have license degree and the remaining (42.16%) have Master degree. As we know, Master degree is obtained by studying 05 years while license degree by just 03 years and this will make the teacher have limited knowledge of teaching methodologies.

The answers of the third question revealed that teachers evaluate their students' performance based on different factors such as: their participation in classroom, their behavior, their marks...etc, because 46.43% of teachers claim that the level of their students is medium, while 32.14% of them claim that they have an excellent level, and the remaining 21.43% state that their students are having an average level.

The fourth question reveals that 75% of teachers suffer from different obstacles in their classes, lack of time and the large number of students are the two main difficulties faced by teachers (32.14% for each one), while 28.57% claim that they suffer from the students'

misbehavior, the remaining 7.14% claim that there is a lack of teaching materials in their schools.

The sixth question deals with the importance of using classroom management in classes, as it is shown all the teachers approve on the effective role of classroom management in learning environment. 71.43% of teachers claim the use of classroom management strategies is helpful in learning process, while 10.1% claim that this method is important to be applied, however 17.86% claim that classroom management is useless. Therefore the use of classroom management plays a vital role in improving the students' level of performance.

64.29% of teachers say that they never reward neither punish their students, while 35.71% claim that they always do. Actually, this strategy of punishment and reward motivates students to achieve more and to be more attentive, yet the majority of teachers do not apply it because of the large number of students and the lack of time.

Most of teachers (67.86%) claim that they always plan their lessons before starting the class, while the remaining 32.14% claim that they sometimes do. Lesson planning is one of the most effective strategies used by teachers in order to not waste time and make the students be involved in the learning process.

Changing the sitting arrangement is another effective strategy of classroom management that helps to make the students interested and adopt their sitting arrangement to the lesson's objective. 78.57% of teachers claim that they rarely arrange the classroom sitting according to the pupils' needs and that's why we found most students are tired and less interested in classrooms when presenting the lesson.

The answers of the twelfth question reveal that there is a positive relationship between teachers and their students since 71.43% of teachers are applying the "authoritative teacher" method that deals with getting the students be involved in different activities in classroom.

78.57% of teachers try always to create a friendly atmosphere with their students in order to keep them motivated and attentive, while the remaining 21.43% claim that they sometimes try to be friendly but they end up wasting lesson's time on making friends with students.

Different suggestions and solutions were proposed in order to obtain an effective learning environment; most of the answers were claiming that the large number of students is the main issue when they want to apply different classroom management strategies. Therefore students

should be divided for groups or new classes should be designed to make the number of student in one class decrease. Additionally, the lack of time and authentic materials are always presented as major issues, so government should provide solutions concerning the curriculum and the availability of different teaching materials.

Conclusion

This chapter presents the followed method when conducting this study, as well as the participants who were chosen to investigate this topic. Additionally, it obtains the used tool which is questionnaire which helped us to obtain the given results. Besides it deals with the analysis of results obtained from the teachers' questionnaire and it reflects the teachers' opinions about the use of classroom management in learning. Finally, limitation of study was presented and different suggestions for teachers, pupils, and the administrators in order to create an effective environment.

The answers on the eighth question reveals that 71.43% of teachers sometimes inform their students on the followed procedures and rules, which explains the misbehavior of students that is considered as one of the challenges that teacher can face in his classes. While the remaining 28.57% claim that they always present their rules and procedures in order to create an effective learning environment.

5.Suggestions and Recommendations

In Our research, we suggest that in order to enhance the pupils' learning, it is very important to use different classroom management strategies, therefore teachers should have sufficient information concerning the main strategies used according to the pupils' needs and the lesson's objectives. However, pupils should be area of the importance of different rules and procedures presented by their teacher in order to create an effective learning environment.

For Teachers:

- The teacher should be aware of different strategies used to take control on the classroom.
- The teacher should always start with presenting lesson objectives.
- The teachers should always interact with students and let them be aware of the importance of classroom management so they can be motivated.
- Lessons should always be prepared before starting he class.

- The strategy of punishment and reward should always be used to make students motivated and interested.
- All students should be treated equally no matter what their level is.
- New materials should be used, so the students will not feel bored of learning session.

For Pupils:

- Students should be aware of different school procedures and rules so that misbehavior will be reduced.
- Students should be more active and motivated.
- They should respect their teachers and respect the different strategies they use.

For the Administration:

- Effective and authentic materials should be provided.
- Number of students should be reduced or new classes should be created.

New experience teacher should be formed by the most experienced ones

General Conclusion

The main purpose of this research is to know the effect of using classroom management and its different strategies in English classes at primary schools. Moreover, we try to shed light on learning generally with giving a hint on the importance of learning English and how classroom management affects the learning and teaching environment.

For this purpose, researches have employed quantitative method, with the use of questionnaire that was designed for teachers to gather data that are related to the topic. This dissertation is divided into two parts: the practical part that includes the first two chapters in which we tried to give definitions to some concepts such as: classroom management, learning...etc as well as presenting different strategies of classroom management and the challenges that face the teacher while doing their job. Additionally, the roles of teachers and learners have been both presented in this work with an emphasize on different solution that help us to overcome the problems and challenges facing both the teacher and learner in classroom.

After the analysis of the data, results showed that there is a positive relationship between the use of different strategies of classroom management and the process of learning in primary schools. Teacher should apply different strategies hat help the learners to be motivated and interested, as well as offer a healthy environment that goes along with the learners' needs and lesson's objectives. Additionally, the teacher is considered a vital factor on applying different strategies of classroom management. However some issues related to classroom management have been discovered, such as: lack of teaching materials, large number of students, and the use of mother tongue.

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APPENDIX

Teacher's Questionnaire

Dear Teacher,

This questionnaire aims at collecting data for the sake of conducting a master research study about the effect of classroom management on learning English. You are; therefore, kindly invited to answer the following questions. Please, answer this questionnaire by ticking () in the corresponding box (es) and provide a full statement whenever necessary. Thank you in advance for your time and collaboration.

Question 1: How long have you been teaching in primary school?

-less than one year

-2-10 years

-11-20 years

Question 2: What is your current academic level?

-PhD degree

-Master degree

-License degree

Question 3: According to your experience, how do you evaluate your students' level of performance?

-Excellent

-Average

-Medium

-Weak

Question4: Do you face difficulties in teaching?

-Yes

-No

Question5: If yes, what are the main difficulties that face you in teaching?

Lack of time

Lack of materials.

Large Number of students

Misbehavior of students

Question 6: Do you think that classroom environment has a positive effect on teaching-learning process?

-Yes

-No

Question7: What do you think about using classroom management strategies?

-Important

-Helpful

-Useless

Question8: Do you inform your students with basic rules and procedures before starting your class?

Always

Sometimes

Never

Question 9: Do you punish and reward your students?

Always

Sometimes

Never

Question 10: Do you plan your lessons before starting the class?

Always

Sometimes

Never

Question 11: Do you change the students' sitting arrangement according to the lessons' objectives?

Always

Rarely

Never

Question 12: Which style of teacher management you are?

Authoritarian teacher

Authoritative teacher

The laissez faire teacher

Question 13: Do you try to create friendly atmosphere in the classroom?

-Always

-Sometimes

-Never

Question 14: Are there any suggestions for a successful and effective classroom?

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