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“Effective Classroom Management to Promote EFL Learners’ Achievement”
The Case of second Year Pupils at BENTOUATI LAARBI Middle School in BORDJ BOU
ARRERIDJ

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Declaration

We hereby solemnly declare that the work we are going to present in this thesis entitles: “Effective Classroom Management to Promote EFL Learners’ Achievement in Middle School” is our own to the limits of our knowledge, has not been submitted before to any other institution or university or degree and all sources that we have used and quoted from have been indicated by means of complete references. This work is to be carried out and completed at Mohamed El Bachir El Ibrahimi, Algeria.

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DEDICATION

I would like to express my deepest happiness for being my life's role model, for overcoming all the challenges that faced me and brought out the fighter in me.

This study is wholeheartedly dedicated to my beloved, respective family whose words of encouragement and push of tenacity ring in my ears. For my guardian angels, my grandfather and grandmother, I am really grateful for their everlasting prayers. Thank you my parents for believing and encouraging the love of learning in me.

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Halima...

DEDICATION

This dissertation was completed with the grace of God and the aid and support of the wonderful souls mentioned below.

*I proudly dedicate this achievement and extend many thanks, gratitude and appreciation to the best in my life, my beloved parents “**Abdel hek**” and “**Aziza**” My source of inspiration, who has always given me, warmth, trust, strength, and values that made me what I become today*

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“I AM PROUD OF MYSELF”

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ABSTRACT

This dissertation aims at exploring the effectiveness of classroom management on pupils' achievement at Laarbi Touati middle school in Bordj Bou Arreridj, Algeria. This study applied descriptive qualitative approach. To collect authentic data, a questionnaire and a classroom observation were employed with random samples that consisted of three teachers of English and 26 second year middle school pupils. The collected data were analysed qualitatively, and the obtained results revealed that an effective classroom management needs always the implementation of appropriate techniques and strategies to enhance pupils' achievement in learning English as a foreign language.

Keywords: classroom management, pupils, teacher, achievement, classroom atmosphere.

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LIST OF ABBREVIATIONS

CM: Classroom Management.

EFL: English as a Foreign Language.

T/L: Teacher/Learner

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General Introduction

General Introduction

Background of the Study

Managing a classroom means to successfully establish a well-organized classroom, it is about techniques that help teachers to emphasize determined goals so that the environment of teaching and learning is appropriate for students to achieve better objectives and improve their potentials. Nowadays, teachers face many challenges that do not allow them to find ways that guide them to manage their classroom effectively.

In addition, teachers may create otherwise new procedures to ameliorate learning and increase students' achievement inside a classroom and let them be engaged and ready for new learning. This work represents the impact of classroom management on learning EFL and pupils' performance in middle schools.

Statement of the Problem

Based on data collected from previous research papers, it is stated that in Algeria's middle schools, it is known that classroom management has a huge impact on pupils' achievement. Consequently, the quality of classroom management affects students' learning outcomes. Due to many complains of middle school teachers of students' weak learning of English as foreign language, we want to investigate the reason behind them as well as the effect of these strategies whether positively or negatively.

Research Aims

The present research has different aims but the general aim of the study is to explore how classroom management affects student's achievement:

1. To tackle different strategies of classroom management that are implemented among second year classes at BENTOUATI LAARBI middle school.
2. To determine the positive and negative impact of classroom management.
3. To establish the significance of classroom management are used in middle school classes.

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Significance of the Study

Our work is speaking of a crucial topic that we face daily in middle school classrooms where teachers are exposed to establish an effective classroom management. This work tackles how these techniques can affect pupils' achievement and how to use it successfully.

Thus, to make an appropriate learning atmosphere for pupils, helps in enhancing teaching and learning process

Research Questions

This research will be guided by the following questions:

- To what extent does classroom management affect pupils' achievement?
- What are the needed strategies to make an optimum environment for learning EFL?

Methodology

In this work, we choose the descriptive qualitative method since we are exposed to describe middle school classroom situation, to find out the techniques that help teachers to manage their classrooms through using a questionnaire and classroom observation tools by which data will be collected. For the present work, one questionnaire will be delivered to English teachers at **BENTOUATI LAABRI** middle school in BBA as well as a classroom observation will be conducted at the same school in a classroom that consists of 26 members only due to Covid pandemic in order to describe the techniques used by teachers and their effectiveness on students' achievement.

We have chosen middle school pupils since they are divided into kids or adolescents who possess changeable disciplines that are mainly hard to manage easily.

Literature Review

As put by Marzano and Marzano (2003.p.9) teacher-student relationships provide an important foundation for effective classroom management and classroom management is a key to increase student's achievement. While Solis (2005, p. 1) says: "Ideally, classroom management should be a common understanding between the teacher and the students, we know that classroom management plays a large role in a student's classroom achievement, many theories and researches have been proposed and gave a different opinion to show the

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importance of classroom management and the way can impacts student learning outcomes. Williams says that “classroom management involves how the teacher works, how the class works, how the teacher and students work together and how teaching and learning takes place” (2008), It was also stated that classroom management should be used to meet both the students and the teacher’s needs (Foutz 2005, p. 3).

Furthermore, Emmer, Evertson, Clements and Worsham (1997, p.111), “good classroom management depends on very careful planning of classroom organization, rules, procedures and instructions. It also requires active involvement of a teacher in maintaining student cooperation and compliance with necessary classroom rules and procedures. “Classroom management is essential, not only for a teacher’s piece of mind and in allowing them proper control over their classroom, but it is imperative for a positive and flourishing learning environment for students Many research findings support that Classroom management play in enhancing students’ learning: Wong and Rosemary (2001) defined classroom management as follows: “all the things that a teacher does to organize students space, time and materials so that instruction in content and student learning can take place (p.84).So it can be said that Classroom is an area where students advantage the knowledge vital to achieve their future desires. A well-managed classroom gives the educators a relaxing effect, absolutely, offer conducive surroundings for powerful teaching and effective studying. The teachers utilize various strategies in order to attract and motivate the students and rendered the appropriate material for the best performance of the students (Egbule, 2005).

Why classroom management is important? how it's can be managed successfully by the teacher? However, according to Mulyasa (2007: 91) "Class management is a teacher's skill to create a conducive learning climate and control it if there is a disruption in learning" , when the class should starts , teachers work hardly to create and maintain an effective teaching environment that allows students the best opportunity to learn and know the way how kids apprehend and gain knowledge, The teacher's Abilities in dealing with the class is step one in the success of students in achieving and reaching properly mastering learning outcomes , In fact, in a well -managed classroom teaching and learning flourish, According to Marzano (2003), “well-managed classrooms provide an environment in which teaching and learning can flourish” (p. 1).

Moreover, Erden, Aytac, and Erden (2016) detect that classroom management has aimed at creating cooperative work among learners and teachers as well as effective realization of teaching and learning process. Briefly classroom management is a technique to handle the

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class in right way, one primary side of the classroom climate that has fallen beneath the control of the instructor is that of classroom management and discipline, an affective teaching learning process cannot take place in the context of poor classroom management. The exceptional of education has been consider not only in the strategies and achievement levels reached, but also in the learning environment, COMP is a professional development series developed by Carolyn Evertson and colleagues (1988) designed to create effective learning environments. The main components of COMP are:

(1) Organizing the classroom (2) planning and teaching rules and procedures; (3) managing student work and improving student accountability; (4) maintaining good student behavior; (5) planning and organizing; (6) conducting instruction and maintaining momentum; and (7) getting the year off to a good start.

Structure of the Study

This work is subdivided into three chapters. The first chapter which is theoretical, aims to set the subject relative to another research. The second chapter deals with experimental procedures, general framework, description of corpus, material resources and methods. The last chapter describes, analyses and discusses the results obtained in a logical order.

CHAPTER ONE: Literature review

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1.2 Importance of classroom management

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Section One: Classroom Management

Introduction

Classroom management is the process by which teachers and schools create and maintain appropriate behavior of students in classroom settings. It is the term educators use to describe methods of preventing misbehaviors and dealing with it if it arises. In other words, it is the techniques teachers use to maintain control in the classroom, this chapter will tackle the definition of classroom management and its importance, as well as what constitutes an effective class management.

Section one: Classroom management

In this section, we shed light on the conceptual definition, importance, purpose and key elements of classroom management. The section also includes all things that a teacher does to manage his or her class where both learning and teaching may take place by providing comfortable environment, as well as establishing rules and procedures, managing space and time, seating arrangement. Moreover, for the purpose of seeing how instructors conduct and manage lessons, to make sure the classroom is built in a way that motivates and supports learn. Furthermore, it highlights the effect of motivation related to classroom interaction, and we are also going to speak about difficulties affecting Classroom management.

1.1 Definition of Classroom Management

Classroom management is a broad topic that generally describes a group of strategies that seek to establish and maintain an orderly environment so students can engage in meaningful academic learning (Evertson & Weinstein, 2006). In the same respect, (Dillon & Maguire, 2007) agreed with (Evertson & Weinstien, 2006) by stating “That is to say that Classroom Management is a strategy to push pupils to study and consequently the teacher to teach” that is to say that classroom management can be develop to be an immense debacle in the absence of a great deal of control as well as the lack of classroom management strategies. Moreover, (Marzano and Pickering 2003) shared the same opinion by saying that “Effective teaching and learning cannot take place in a poorly managed classroom... In contrast, well managed classrooms provide an environment in which teaching and learning can flourish”.

Furthermore, Emmer and Stough (2010) indicated that “Definitions of classroom management vary, but usually include actions taken by the teacher to establish order, engage students, or elicit their cooperation” (p.103). In such manner, we comprehend that the position of the teacher as pioneer is also as exceptionally vital as a leader, supervisor and controller. It

refers to the organization and presentation of lessons in an attractive way so that all pupils are actively engaged in learning and to minimize any distortions or friction (Smith & Laslett, 2002). In the same context Doyle (1986) said:

“ In most general terms, classroom management refers to the actions and strategies that teachers use to maintain order, through applying strategies and skills, the teacher have a central part in the enhancement of pupils' levels; and he shall offer a better learning environment available for students to learn effectively.”

Hence, Doyle highlighted the significance of teachers' actions and strategies, and techniques performed to manage their classrooms successfully and build up student achievement and engagement, as well as their ability to create and maintain an effective learning environment. His definition of classroom management covered how the teacher organizes the classroom, implements classroom rules, as well as dealing with misbehaving students, supervising student activities, and choosing incentives and reinforcement to maintain a helpful, efficient, positive and useful learning environment. In the same respect, Brophy (2006), added “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)” (p. 17).

1.2 The importance of classroom management

Classroom management is significant, essentially in accomplishing ideal learning, an effectively managed classroom provides a suitable and helpful atmosphere for powerful teaching and learning and figuring out how to occur. Shin & Koh (2007) noted that effective classroom management plays a significant role for constructive educational environments for both learners and educators. Thus, classroom management contributes to improve and enhance the development of the learning and teaching process, which is critical for both. So, “a well-managed classroom allows the instructor to teach and ensures that the students will have a good day” (Pressman, 2008, p. 27)

On the other hand, the basis of teaching and learning in a context of education is classroom management, which pertains to how an instructor has to do, to arrange pupils' space, scheduling, and materials in order to produce beneficial learning achievement, as it is

Stated by Emmer and Strong (2001): “the ability of teachers to manage classrooms and the behavior of their students is critical to achieving positive academic outcomes” (p.9).

As a result, classroom management is critical since it aids teachers in organizing their classrooms and managing their students' conduct. In mismanaged classrooms, effective teaching and learning cannot occur. Effective classroom management promotes strong T/L relationships, a relaxed setting, and strong participation, with ambition.

1.3 The purpose of Classroom management



Figure 1.1: Classroom management goals

The aim of the classroom management plan is to establish teaching and learning environments that are congenial, practical, as well as efficient. According to Dreikurs, Grumwald and Pepper (1998), the goal of managing classroom effectively is to satisfy student’s developmental needs by creating a conducive learning atmosphere, and to enhance and raise performance of the learning outcomes. It needs to improve learning environment and interaction between both the instructor and the pupil.

Classroom management's goal is to help teachers and students thrive in classes that are well-managed from the teaching and learning process. Canter and Canter (2012) stated that there are two major goals of classroom management. First, it seeks to maintain and create

supportive learning environment. Second, it aims to promote a safe classroom community so that student's interest, motivation, and involvement in learning process are preserved.

According to Eggen and Kauckak, classroom management has two main goals :

The first goal is to determine what pupils require to feel secure and satisfying in their classrooms. The pleasant climate allows students to connect readily in class and speak efficiently without panic of obtaining bad responses or being uncomfortable.

The second goal discusses advancing understudy awareness by promoting pupils' feeling responsibility and self-regulation to preserve classroom management by allowing students to aid teachers throughout managing the class and making them feel aware for their actions and attitudes.

1.4 Key elements of classroom management

Positive educational achievements need effective classroom management, that consider the way the teacher operates, the way the class functions, the way teachers and students interact and also how teaching and learning take place. Implementing the key elements of classroom management puts the instructor at ease during teaching, and it also makes the student enjoy studying, which will result in a higher sense of accomplishment. Thus, Classroom management focuses on three major elements: first; establishing rules and procedures, second creating an effective learning environment, and third managing discipline. Therefore, CM may become simpler to control if instructors give impressive consideration to these elements.

1.4.1 Classroom management rules and procedures

Procedures and rules took their place in an effective classroom by making it easier to manage and accomplish interaction and movement inside the classroom.

“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, 1985; 1989; Evertson & Emmer, 1982; Evertson, Emmer, Sanford, & Clements, 1983; Johnson, Stoner, & Green, 1996)

The purpose of establishing rules and procedures is to help learners in self-regulating and refraining from any disruptive behavior. Across the school year, all teachers, irrespective of their decades of work experience, will face several difficult situations. Hence, the

implementation of classroom rules and procedures in the beginning of school is one of the primary applications of successful classroom management. Therefore, effective educators use rules and procedures to control their classes.

According to Marzano, rules “give students the structure they need and also help them feel that the classroom is a safe and predictable place.” (2005, p. 01). Classroom **rules** are considered fundamental to effective classroom management (Epstein et al. 2008). The implementation of rules is a strong, preventative element of classroom organization and management systems. According to Brophy and Evertson, instructors' accomplishments may be achieved by explaining the goals of the rules and the reasons for implementing them so that students recognize and appreciate them (qtd in J. Marzano,S. Marzano and Pickering 16). The ability to organize and give lessons in such a way that all students can participate in studying is linked to the ways of managing the class, Rules are beneficial and necessary because they aid in the resolution of issues that may arise in the classroom throughout the learning process.

Sample Classroom Rules
1. Respect yourself, your peers, and their property.
2. Talk at appropriate times and use appropriate voices.
3. Be in your seat and ready for class when the bell rings.
4. Follow my directions.
5. Obey all school rules.
<small>Adapted from Evertson & Harris, 2003; Evertson, Emmer, & Worsham, 2003</small>

Table 1.1: sample classroom 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)

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

Table 2: Sample corresponding procedures

The procedures, on the other hand, are systems that allow the delineation of the class routines and the activities and tasks that will be carried out (Evertson & Weinstein, 2013; Freiberg & Lapointe, 2013; Pérez Pérez et al., 2012). However, **Procedures** are not the same as rules, but they are as important as rules in a well-managed classroom. They are concerned with how things are done, and are essential for the classroom's function. Furthermore, these procedures are the processes and steps that students must follow while carrying out their regular learning activities. Procedures must therefore be planned in order to create consistency and equilibrium for both students and teachers (Bovenzi, 1980). Besides, Students are informed about how the classroom is arranged through classroom procedures, which helps to reduce discipline issues

“Student achievement at the end of the year is directly related to the degree to which the teacher establishes good control of classroom procedures in the very first week of the school year,” (Wong & Wong, 2009).

The expectations you have for your pupils are determined by classroom procedures. Systems facilitate learners being actively engaged in classroom activities, learning, and performing effectively in the classroom. According to Moran, Stobble, Boran, Willer & Moir (2009), "creating procedures helps to think through your behavioral expectations for any given activity. That way you are able to communicate those expectations clearly to the students and thus to prevent disruption." (p. 46). 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"

1.4.2 Effective environment

A good classroom atmosphere may provide the best conditions and opportunities for students to learn and engage. As claimed by Marzano (2003), " well-managed classrooms provide an environment in which teaching and learning can flourish" (p. 1). Another similar definition is provided by Grieser (2007). Successful CM enhances students' questioning and exploration only if the learning environment is conducive (as cited in Asiyai, 2011, pp.283-284). To enhance the learning of students, improve the quality of learning and produce vibrant minds of high-level proficiency, what we need are dedicated and motivated teachers who can change the course of traditional classroom set up and promote a conducive learning environment (Evertson and Weinstein, 2006).

According to Brown (2007), a good classroom atmosphere and the beauty of the schoolroom are so important that learners are influenced by the classroom environment, and learners have numerous opportunities to achieve beneficial results in a climate that promotes effective education and governs student behavior. Emmer and Gerwell (2006) mentioned that "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" (p. 408).

In addition, teachers need to create a connection with their students in terms of rapport. Doolaard (2014) stated that classroom management is related to teacher's activities to create and maintain an efficient learning environment (p.11). Thus, many studies on student-teacher interactions and classroom management have found that positive and supportive relationships can contribute to a well-managed classroom environment (Emmer & Gerwels, 2006 ; Evertson and Weinstein, 2006; Pianta, 2006; Thijs, Koomen, & Leij, 2008). It indicated that teachers build an environment in which all pupils feel at ease, since there is respect and understanding among them, and in which anyone can improve and achieve their best.

.1.4.3 Managing discipline

Walters and Shelley (2007, p. 110) identified five major causes of student's misbehavior that are: boredom, need of attention, power, revenge, and self-confidence. Managing discipline is essential for the functioning of any learning community. As well as, maintaining classroom discipline is an important aspect of classroom management because it allows pupils to concentrate on their studies. According to Emmer and Stough (2001), the teacher's capacity to manage classrooms successfully and to control students' behavior is a key reason behind getting effective student achievement.

Typically, behavior problems have been a cause of worry for teachers. In other words, teachers who cannot manage the classroom appropriately and deal successfully with disruptive behaviors are generally unable to control their classes (Berliner, 1986; Browers & Tomic, 2000; Espin & Yell, 1994), To put it differently, classroom management is connected to instructors' techniques, whereas discipline is linked to teachers' responses to misbehaving pupils. Set up a feeling of responsibility and respect in pupils' demands by managing discipline. When a teacher works with students to change their behavior, both parties should be able to record and comprehend what is being asked of them.

It is crucial to remain out of power in order to put a stop to the disciplinary war, according to Nelsen (2006). An environment is being created via struggles, and the long-term implications include respect for one another, accountability, self-confidence, ingenuity, and problem-solving abilities (p137).In the same respect, Lewis (1999) stated that instructors would have very little chance to teach children English, math, art, music, or any other subject without the order provided by good classroom discipline (p. 155)

Managing pupils' discipline is a process that is done with the aim of creating an effective learning environment in order to realize a learning goal. "Discipline is closely bound to teaching and instruction and good discipline can be ensured through good management and teaching skills" (Waster Cape Education Department sec10:01).

1.5 Classroom management techniques and strategies

Classroom management relate to the techniques and strategies used to create a conducive learning environment and, as a result, good learning outcomes. Because learners differ in their features, social background, language abilities, and developmental and mental requirements. In order to effectively manage both behavior and education, teachers must employ the most effective techniques and strategies to facilitate the creation of a safe classroom environment in order to achieve successful learning outcomes

Furthermore, to establish an appropriate environment in which everyone in the classroom feels comfortable and motivated to participate in all aspects of any lesson at all times, and also to be satisfied with their techniques and strategies for directing their classes.

1.5.1 Managing time and space

Harmer (2007) given a list of qualities of an effective teacher, in his sense a teacher can have an effective classroom management when he has the ability and capacity to handle with many variables including classroom space and time organization (p. 34). According to McLeod (1940) one of the most important elements that influence learning is the appropriate management of time and place, because it provides comfortable and positive environment for both learners and teachers (p.3).

This is some Tips for Managing Time and Space:

- Think modularly when lesson planning.
 - Three modules for a fifty-minute class.
- Provide a roadmap at beginning and refer to it continually.
 - "Now that we have done X, let's take a look at Y. "
- For group work:
 - Give an approximate time frame and recap when about 50% have finished.
 - Use lighting to refocus students after group activities or individual work.
- Look at room from student's perspective.
 - Can they see the board? Can they easily get into a group or find a partner?

1.5.2 Classroom organization and seating arrangement

According to Ming-Tak and Li Wai-Shing, (2008) “a good seating arrangement is one which facilitates specific learning tasks and activities and communicates a teacher’s beliefs

about learning and teaching” (pg- 48, 49). Learners spend a long period of time in a classroom, where seats are organized in a precise manner and specific places are assigned by the instructor. Emmer and Gerwell (2006) mentioned that “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” (p. 408). Teachers must decide how and where to arrange their pupils’ seats from the start of the school year as part of CM, based on the material in the classroom and the space available, as well as the teaching style and objective of the lesson.

Hence, the seating configuration and arrangement is a significant component in the classrooms, it's therefore essential that every design be selected due to the work assigned and the students' needs. Therefore, the goals of classroom organization and seating arrangements are to promote discipline, offer simple access to areas carrying educational resources, and allow the instructor easy and direct interaction with the students. As put by Moreno (2010): arrangement student seating will directly affect their behavior that is why teachers has to choose the most appropriate seating according to the activity in a logical and appropriate way.

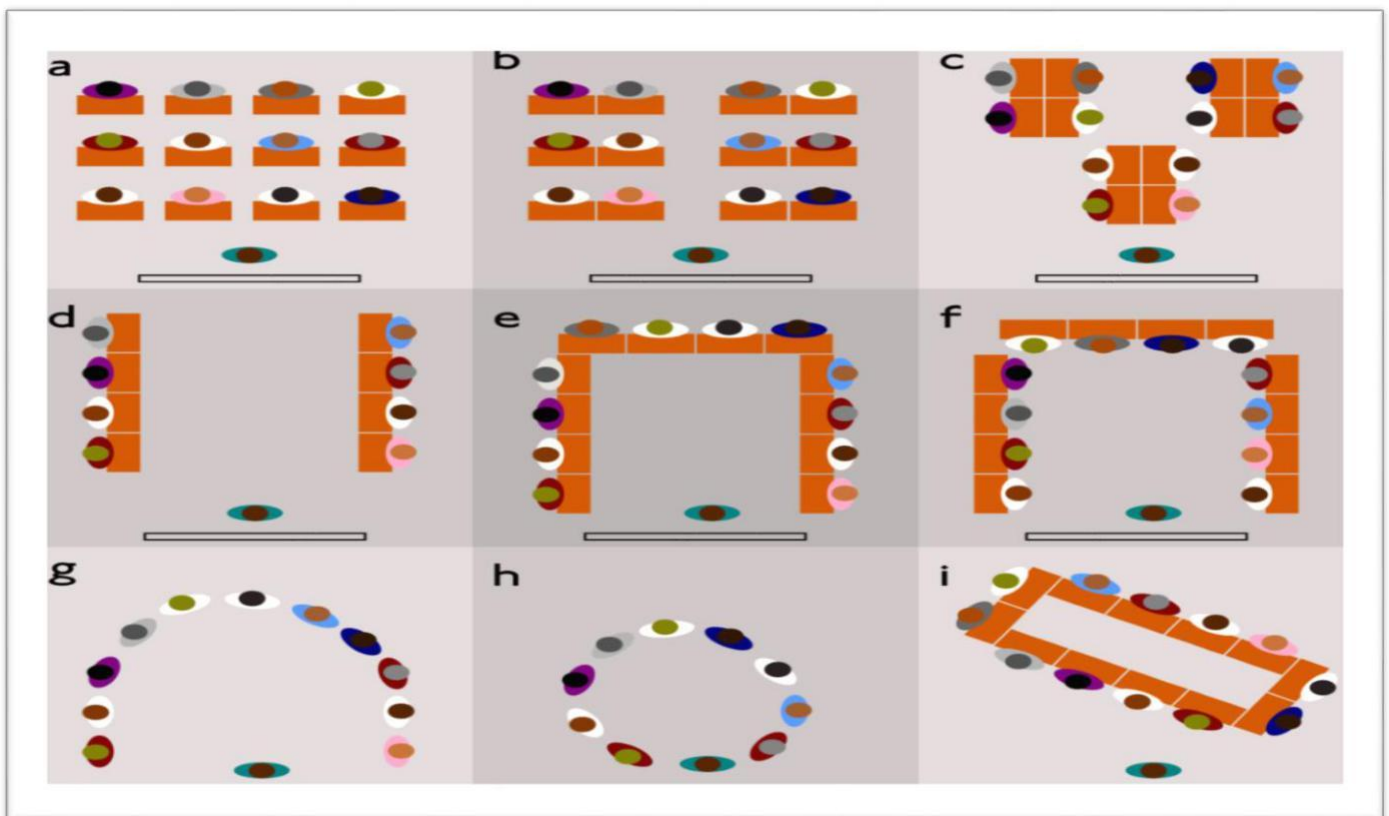


Figure 2.2: Different types of possible seating arrangements

1.5.3 Managing and conducting learning activities

Martin and Sugarman (1993) state « classroom management refers to those activities of classroom teachers that create a positive climate within effective teaching and learning can occur » (p.09). Selecting and designing suitable learning activities helps to increase learner engagement. Effective instructions keep pupils engaged in learning activities, as well as an effective learning activity helps in encourage students and help them build their communication and learning abilities, “Good instruction aids management by keeping students involved in appropriate learning activities, and it helps prevent failure, frustration, boredom and confusion” (Ridwan Mohamed Osman 2017, p.54).

Those activities involve what the teacher does to maintain student's academic engagement in the learning process, thus successful instructors have to prepare certain activities till learners engage with them, because learning activities serve to create a good constructive learning atmosphere and prevent student behavior problems. Furthermore, “Classroom behavior problems represent behaviors that disturb the teacher's efforts to teach and thereby interfere with the learning activities of the pupils” (Biyela, Sibaya, & Sibaya, 1970).

So, while arranging students, the instructor must get them connected, engaged, prepared, and excited. The instructor should seek for activities that are entertaining, fascinating, and beneficial in order to assist students comprehend better. Harmer (2007, p. 111) stated:

Once the students are ready for the activity, we will want to give any necessary instructions, saying what students should do first, what they should do next, etc. Here it is important to get the level of the language right and try to present instructions in a logical order and in as unconfusing a way as possible

One of the teacher's primary responsibilities is to encourage his students' participation in all classroom activities and to keep them motivated and intrigued over what is coming next.

1.6 The effect of motivation on classroom interaction

Teachers should make sure that they are supporting both mental and emotional needs of their pupils. As previously stated by Walker Tileston (2004), “Students need to feel comfortable in the classroom- both physically and emotionally” (p28). Consequently, establishing positive classroom climates includes successful interaction, helps to motivate pupils to use their efforts and ambitions to improve their own skills. Students are influenced by perceptions of their teachers’ evenhandedness, competence, caring and support as well as

the nature of the teacher-student relationship that results (Stipek, 2002). According to Stipek, there is a significant, number of the kids who are struggling academically, are similar ones who get a difficult connection with their instructors. As a result, motivation is the primary issue that teachers address in order to increase pupils' learning abilities.

Teachers who are effective at inspiring their pupils to learn have fewer discipline problems than less effective teachers. A great teacher is someone who can encourage students or create settings in which motivated students are the end result. (Wiseman & Hunt, 2001,p.10).

Therefore, it is essential to establish an atmosphere where support and motivation are available, in which pupils believe they can utilize their skills effectively and will achieve their objectives successfully by emphasizing the pupils’ abilities and supporting them.

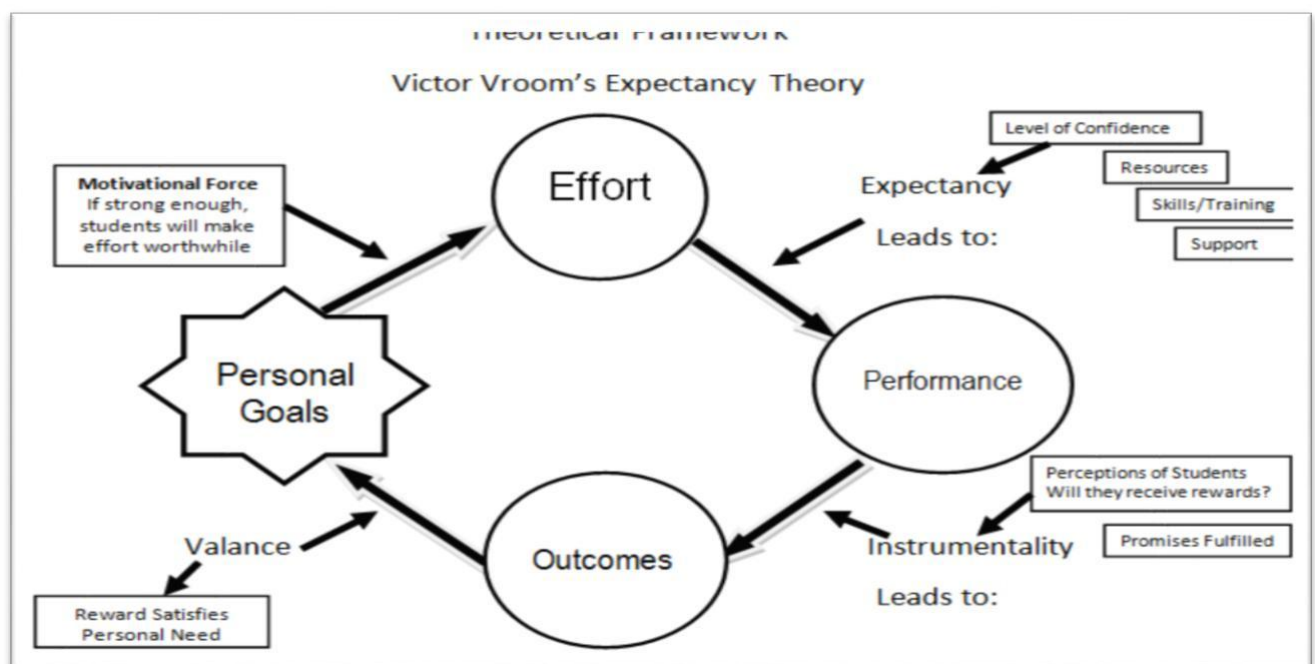


Figure 3.3: Theoretical Framework: Victor Vroom's Expectancy Theory

According (Vroom, 1964/1995) expectation theory of motivation, persons are inspired to perform something by three factors. Students feel motivated if they appreciate the reward linked with an effort, feel they will obtain the reward if they do an excellent job, or feel they accomplish their own goals harder. Thus, His idea focuses on workplace motivation. Victor Vroom makes a distinction between people's effort, performance, and the end outcome.

1.7 Difficulties affecting Classroom management

According to this research, in order to create a competitive environment where students are engaged performers in the classroom, numerous challenges may arise within the process of learning for both the instructor and the learner. These challenges may include disruptive talking, persistent inaudible responses, sleeping in class, unwillingness to speak in the target language (Wadden & McGovern, 1991). Without positive classroom and monitoring, an effective teaching-learning process cannot be achieved, “insolence to the teacher, insulting or bullying other students, damaging school property, refusing to accept sanctions or punishment” (Harmer, 2007, p. 126). The lack of discipline then is one of the most serious issues that faces teachers in today’s classes (Marzano, Marzano and Pickering, 2003)

Moreover, some issues in classroom management are often produced by variables affecting instructors, such as; course organization, pupils' motivation, teacher roles or rather styles, including voice and body language, as well as the necessity of professional development in classroom management. Therefore, to have a successful classroom manager, the teacher's features, qualities, competences, and mood are essential. However; a teacher who shows no respect, trust, and passion for his job may struggle to obtain the necessary outcomes in class management.

**Section Two: pupil's Academic
Achievement**

Section Two: pupil's Academic Achievement

2.1. The concept of academic achievement

Murray (1938), an American psychologist, coined the term "need to achieve," which is recognised as a critical human component. He defined it as the will to overcome challenges and barriers to complete tasks precisely and quickly. Moreover; the demand for achievement, power, and affiliation is also articulated in the achievement motivation theory (McClelland et al., 1953). According to McClelland et al. (1958), achievement is defined as winning in a competition against some criterion of perfection. In addition, McClelland (1961), stated that "the need for power is concerned with controlling the means of influencing a person, and the need for affiliation is concerned with establishing, sustaining, or recovering a positive affective relationship with another person." As for Hasanzadeh (2009), the achievement motive, which is a social desire, is supposed to overcome barriers and achieve high standards, and it is centred on outperforming others by competing with them.

Non-cognitive factors were identified as one of the key contributors in Thelma's (1998) research on variables related with African American academic attainment. African-American with high scores on measures of educational aspirations, values (courage, exciting life, cleanliness, imagination, and helpfulness), emotional intelligence, acceptability of mixed dating, self-confidence, satisfaction with academic advising and tutoring, being in control of academic outcomes, preference for long-term goals, academic self-concept, self-esteem, self-concept of ability, and specific personality traits (achievement aspirations, affiliation, dominance, and specific personality traits (achievement aspirations

Another study by Raymond and Chadi (2008) indicated that the endeavour to minimise the failure rate in an undergraduate Accounting Information Systems (AIS) course while maintaining academic standards relies on the development of generic abilities in the primary assessment tasks. According to additional data in his study, the generic skills intervention was responsible for most of the improvement in students' academic achievement. The internal evaluation was significantly weighted to encourage students to focus on the generic skills assessment activities, which addressed the issue of student perception. Students understood

that the skills they needed to acquire in the generic evaluation activities were related to 80% of the total course (internal assessment plus final exam)¹

2.2. Factors affecting academic performance

Without teachers and students, academic institutions such as schools, colleges, and universities are worthless. These two categories are, by far, the most valuable assets of any academic institution. The performance is the link between the two groups and the academic institution, because without the performance of the students, there will be no growth or achievement acknowledged for both the teachers and the academic institution (Gilbert, 2018). As a result, in any academic institution, student achievement is a critical aspect. For decades, academic performance of students has piqued the interest of many researchers all over the world. The performance element of students is one of the most demanding issues in many academic literatures since it influences their academic, social, psychological, economic, and environmental coherence (Vermunt, 2005; Azhar et al., 2014).

Many factors influence student achievement, yet they differ from person to person and institution to institution. According to Tsinidou et al. (2010), there are several interactions and forms of links between teachers and students via courses and perceived usefulness as it relates to their academic achievement. According to numerous literature assessments, these factors include environmental, economic, social, and psychological aspects that have a significant impact on students' academic success (You, 2018). Other elements influencing student academic achievement include course experience, effort, motivation, and learning methodologies (Diseth et al., 2010).

2.2.1. Family's role

A family unit's role is to care for, educate, and protect its children. Thus, all of these activities or tasks are carried out within the family, which is an essential component of education. The family environment has a significant impact on the child/learner, especially throughout the adolescent years. The family is the first place where children are groomed and mentored. The acts they learn at home help youngsters identify with their social class, religion, society, and culture (Ajila and Otutola, 2000). Egunsola (2014) did a study on how

students' home environments affect their academic achievement at university. This study drew 900 students from a multi-stage random sample. According to the author, economic condition, parental educational qualification, and home occupation location all have a significant impact on students' academic success. The term "home environment" refers to the offstage setting for students' families, which is made up of family members and other resources that affect student life and education.

Students' knowledge gained from their parents and other key persons at home is quite likely to have a favourable and valuable impact on their academic achievement (Beaumont & Soyibo, 2010). The ideals taught at home, as well as the family's enthusiasm for education and a better life, influence a student's success or failure in school. Parents shape their children's academic achievement through developing their abilities, attitudes, and actions toward education and school (Magnuson, 2007). The parental impact comes from the surroundings and how parents interact with their children when teaching and grooming them. It means that parents' socioeconomic status can have an impact on academic dealings (Magnuson, 2007). As a result, highly educated parents can provide better learning settings for their children (i.e., pupils).

2.2.2. Teachers' Role

Teacher-related factors, such as the student family-related factors mentioned above, have a substantial impact on students' academic success. According to several studies, a teacher's performance has a significant impact on a student's performance, albeit this varies by location (Gilbert, 2018; Nickols, 2016). If the teacher has complete command of the subject, the pupils have a better chance of understanding it (Nickols, 2016). With that command, the teacher may easily present the information in such a way that the kids understand it without having to strain. However, when a teacher understands a subject but cannot express it effectively, owing to poor communication skills, it will affect pupils' academic achievement. Similarly, knowing everything there is to know about a subject does not guarantee that the pupils will perform well (Nickols, 2016).

Coming late to class or not showing up at all (absence) can have a detrimental impact on students' grades (Yang, 2004). If the teacher fails to show up for class, the students' interest in the subject has already waned, resulting in them not paying attention at all. As a result of everything, the students will dislike the teacher and the subject in the future (Yang, 2004). Although not all students react in the same way, many students will remain engaged in the

subject because they enjoy it but may not perform to expectations due to the teacher's irresponsibility (Yang, 2004). In addition, the teacher's criticism and motivation of the pupils has a significant impact on their academic achievement (Sali-Ot, 2011).

2.2.3. Impact of Motivation

The effect of motivation on pupils is regarded as a significant aspect in student learning in education. Harju and Eppler (1997) used a sample of 312 university students aged 18 to 23 to investigate the relationship between undergraduate students' performance goals and learning. Participants with a motivated learning profile as determined by instructional techniques completed more semesters and tended to be more required in learning (Harju & Eppler, 1997).

From a motivational standpoint, numerous hypotheses have been developed to explain psychological behaviour. Frequent scolding by the teacher may demotivate the student, causing them to perform poorly in the subject when compared to their true self. According to Hall (1989), motivation aids students in maintaining their interest in their studies. Students require motivation, both real and intangible, because it is part of the teacher's responsibility to not only instruct students, but also to groom, guide, and have faith in them, especially when they deserve it (Rasul & Bukhsh, 2011). Appreciation can be expressed by pleasant words or by giving them something to brighten their spirits. Reward them for their academic achievements as well as extracurricular activities.

2.2.4. Physical Aspects of the Classroom

The classroom is where students discover what they want to achieve in their future and how to get there (Viaria, et al, 2012). Since the classroom is such a crucial part of a student's development, it is critical to understand the aspects that influence the overall classroom ambience in order to get the best results. What needs to be recognised is that if schools are to play a significant role in teaching the next generation of students how to be successful members of society, then every precaution must be made to guarantee that the children flourish in the learning environment given (Viaria, et al, 2012).

If this is not taken seriously, the classroom's general arrangement will stifle innovation and make it difficult for students to maintain a positive attitude (Viaria et al, 2012). The classroom environment can be influenced by a variety of things. Wall art and chair placement are two

physical features of a classroom. The atmosphere in the classroom, rules, and the acoustic quality in the classroom are all aspects that might influence students' attentiveness (Obeta, 2014). The classroom environment is also influenced by the teacher's attitude toward his or her students. The way professors organise their classrooms, maintain control, deliver lectures, and interact with students leaves a positive or negative impression on the students' thoughts (Obeta 2014). The teacher's involvement in the classroom is crucial in getting the lesson over to the kids. They will have a negative impact on their students in the classroom if they are not in a good mood. In the same way, if a teacher has a lot of potential, has a lot of effect, and has learned how to collect an audience, pupils will be rooted in the issue. To establish a better learning environment, a teacher must be aware of these variables (Obeta, 2014).

2.2.4.1 Students' misbehaviour

Undisciplined classroom conduct is a severe concern for the teaching and learning process during adolescence (Reverte, 2019), and it can affect attitudes about school satisfaction, teacher relationships, and even school failure (Baos, 2017). These types of actions are widespread in Physical Education (PE) classes, resulting in conflict between peers (students) and even the teacher himself/herself. As a result, it is recommended that the problem be resolved quickly and effectively (Müller et al., 2018). In these scenarios, the PE teaching staff's competences are critical (Baos, 2017; Trigueros and Navarro, 2019); the way teachers create, organise, and control their sessions can have an impact on students' disruptive behaviours and the class outcome.

In the classroom, adolescents frequently display problematic behaviours such as boredom, disrespect, speaking out of turn, and/or avoiding or skipping courses, all of which have a negative impact on the learning environment. Bullying and peer fighting are two examples of aggressive behaviours that can occur in PE classes (Weiss et al., 2008). Students' negative behaviour not only impairs the quality of teaching, but also interferes with peer learning, according to studies on inappropriate behaviours in PE (Kulinna et al., 2006; Cothran et al., 2009). Furthermore, as indicated by many studies, disruptive behaviours are more widespread in secondary schools than in primary or middle schools (e.g., Kulinna et al., 2006; Cothran and Kulinna, 2007). Adolescence is marked by a rebellious, non-conformist phase, a struggle with authority, irresponsibility, and a lack of personal self-control. At this age, students may become disengaged from school, with a diminished inclination to follow rules and behave in expected ways (Fredericks et al., 2004).

2.2.4.2. Decreasing students' misbehaviour

Teachers' efforts contribute to the development of positive classroom habits. Teachers may promote or decrease undesirable behaviours depending on the skills they develop (Rasmussen et al., 2014). Thus, teachers with a diverse repertoire of teaching techniques and the ability to adapt them to various surroundings and learning content boost students' school happiness (Invernizzi et al., 2019); this is also influenced by learning orientations (Agbuga et al., 2010).

Diener's notion of subjective well-being (Diener, 2009) could be very useful in the research of satisfaction. The cognitive and affective elements of this theory are divided into two categories. The cognitive dimension is concerned with evaluative assessments of overall happiness with life and its various aspects, whereas the affective dimension is concerned with emotions and attachments such as enjoyment, boredom, and concern (Diener and Emmons, 1985). In this vein, Granero-Gallegos (2015) emphasises the importance of students being satisfied and at ease in school. Hence, adolescents who are content with their school have greater levels of life satisfaction (Scharenberg, 2016), a good school atmosphere regulated by the instructor (Varela et al., 2018), and stronger social ties with their classmates (Persson et al., 2016). On the other hand, a pupil who is bored at school reduces the effectiveness of any learning approach (Ahmed et al., 2013). This is linked to higher school dropout rates (Takakura et al., 2010) and low teacher competencies (Sun, 2016), both of which are linked to more disruptive conduct (Baos et al., 2019).

2.3. Classroom Management and Academic Performance

Increasing classroom management strategies is critical for learner to achieve at a high level. Classroom methods have a direct impact on pupils' academic progress (Gage, Scott, Hirn & MacSugaGage, 2018). Classroom management by teachers is clearly linked to student outcomes. It was discovered that efficient classroom management boosts kids' academic progress while decreasing their behavioural difficulties (Korpershoek et al, 2016). According to Oliver, Wehby, and Reschly (2011), if the climate for learners is smoother and more effective, learners will always turn towards learning activities and will leave all such tasks as taking low or poor interest in the teaching learning process and dispersing their attentions from the classes. They discovered significant differences in the classroom management techniques of experimental and control teachers. Students in treatment classrooms were less

unruly and violent than students in control classrooms. Positive reinforcement reduces disruptive conduct in students (Conroy, Alter, & Sutherland, 2014). Marzano, Marzano, and Packer (2003) also emphasised the importance of well-managed classrooms by emphasising a positive interaction between teacher and students and holding students accountable for their actions.

Wilson and Lipsey (2007) discovered that by implementing excellent behaviour game interventions such as altering cognitive skills, social problem-solving abilities, and regulating anger, teachers can reduce aggressive, violent, and extremely aggressive conduct in the classroom. Further, Durlak et al. (2011) discovered that social and emotional programmes of school-based initiatives were predominantly responsible for the learners' cognitive growth. It also improves students' behavioural and affective dimensions, as well as their capacity to make timely and correct decisions. According to Jennings and DiPrete (2011), children's social and emotional abilities have a favourable effect on primary school students' academic progress. Previous research investigations have found a significant association between teachers' classroom management strategies and students' academic progress.

2.4. Academic Motivation and Academic Achievement

According to Tucker (2002), motivation is "a mental, emotional, and behavioural driver of student investment in education and commitment". Academic participation, which is the most influential in student success among all other criteria, is also carried out as motivation. Francis and colleagues (2004) Motivation occurs within the notion of successful learners in various definitions. A successful student is one who is socially competent, goal-oriented, and internally motivated, and who can effectively balance the social and intellectual aspects of school life (Ellis and Worthington, 1994; Pintrich and De Groot, 1990; Renchler, 1992; Scheuermann, 2000). In their study, Amrai et al. (2011) discovered a positive and substantial association between academic motivation and academic accomplishment.

Following, Pintrich (2003), motivation is the most essential factor influencing an individual's academic success or failure in the learning process. The concept of motivation is crucial for both instructors and students in understanding what causes success or failure in education (Uyulgan & Akkuzu, 2014).

The learner feels that with some effort and hardship, he or she can complete the teaching activities and attain the objectives. It can have a negative impact on a student's motivation in

both easy and challenging events. If a student benefits from a learning activity, they consider it useful and try to participate in it (Okutan, 2012). Learners are motivated to complete an assignment, achieve a goal, or obtain a degree of qualification in their professions when they are motivated in this way (Mohamadi, 2006).

Conclusion

To sum up this chapter, we can state that classroom management is a real challenge and a necessary component of the teaching learning process , it is characterized by a positive atmosphere that promotes teaching learning process by implementing specific rules, procedures , techniques and strategies that encourage pupils for better learning outcomes. If only teachers employ appropriate classroom management skills, teaching and learning objectives will be successfully accomplished. As a matter of fact, the use of classroom management strategies differs from one teacher to another as well as their effects on the learning and teaching process.

**Chapter two: Research Methodology, Data Analysis
And Discussion**

Introduction

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Section One: Research Design

Chapter two Research Methodology, Data Analysis And Discussion

Introduction

This chapter is divided into two sections. The first section deals with the research methodology. It gives details about the participants under investigation and the different procedures followed to collect and analyze data in the current study in order to answer the research questions. The second one which is entitled data analysis and discussion deals with both the teachers' questionnaire and classroom observation analysis as well as the discussion of the findings.

1.1. Research Methodology

In order to fulfill this study, appropriate procedures that fit to collect suitable data were chosen. As a matter of fact, there are several procedures to use however in our research questionnaire and observation were the chosen types. The questionnaire designed for teachers includes yes or no questions, multiple choice questions and open-ended questions so that they can illustrate their methods and techniques used to manage classroom and enhance pupils' performance. There were some reasons behind choosing a questionnaire over an interview in this research paper. One of which was reaching participants quickly which allowed us to gain a quick feedback from them. Another reason was the respondents' anonymity that put respondents at ease and encouraged them to answer truthfully. The structured classroom observation was adopted to take notes of the course of the lesson inside the classroom.

The description of the strategies and methods used by teachers in the classroom along with the qualitative data obtained from this study were the reason behind choosing the descriptive qualitative method.

1.2. Setting and Participants

The research was conducted at LAARBI TOUATI middle school in BBA, we worked with both teachers and pupils.

1.2.1. Teachers

The population consisted of three 3 teachers of middle school. Yet only one teacher was concerned with classroom observation and this was based on the principal's recommendation that the teacher will offer us clear insights on strategies used by teachers during the course. The questionnaire addressed all teachers of English at the school.

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1.2.2. Pupils

We mainly focused on second year middle school pupils; a population of 157 pupils was chosen to conduct the study due to the fact that middle school pupils are teenagers who are hard to manage.

A class was selected for our study and this choice was made randomly. This class consisted of 26 pupils only and this is due to the Covid pandemic protocols.

1.3. Research Instruments

For the collection of data concerning this study, a questionnaire for teachers that included yes or no questions, multiple choice questions and open-ended questions as well as a structured classroom observation were employed.

1.3.1. Teachers' Questionnaire

The teachers' questionnaire is basically used to reveal to what extent the effective classroom management has an impact on pupils' achievement and investigate about the different procedures and techniques teachers use while managing a classroom in order to enhance their learners' performance. Thus, this questionnaire consists of 16 questions which are divided into yes-no questions, multiple choice questions where teachers should only choose one answer from several options, and open-ended questions that require teachers to give a full explanation.

This questionnaire is divided into two main sections. The first section which is entitled the teachers' perception of using classroom management explains the significance of classroom management, teachers' rapport with pupils and the difficulties they may face while managing their classrooms. The second section which is entitled pupils' achievement deals with the techniques used by teachers to keep their classrooms managed and enhance their pupils' performance, and what best ways to implement to have disciplined pupils.

1.3.2. Classroom Observation Description

Using classroom observation means to carefully observe the events during the English subject session with second year middle school pupils, how pupils behaved, how the teacher manages and controls her classroom. This observation was used to explore

Chapter two Research Methodology, Data Analysis And Discussion

the impact of an effective classroom management on pupils' achievement and the relationship between the two in learning English as a foreign language. We carried out this observation for four sessions with one class of second year pupils taught by the same teacher so as to ensure the variety of techniques used by the teacher in the classroom and her awareness of using them. This observation consists of seven sections; classroom atmosphere, time management, teacher's role, pupils' engagement, teacher-pupil interaction, pupils' achievement and motivation in the English subject and pupils' behavior. The seven sections are described in details as follows

Section one: Classroom Atmosphere

In this section we try to focus on the classroom atmosphere including the positive learning environment, whether the classroom is arranged or not, the availability of the supply needed and the classroom space and cleanness.

Section two: Time Management

This section deals with the time allocation for warming up students, the teachers talking time, students' devoted time and whether the activities time allocation is enough or not.

Section three: Teacher's Role

This section discusses whether the teacher uses simple ways and ICT to deliver a lesson as well as if she uses feedback with her learners and she makes sure that all pupils are attentive and engaged. Moreover, we observe how she manages her classroom in terms of discipline, time and management.

Section four: Pupils' Engagement

This section focuses on whether the pupils show positive attitude towards activities and punctuality. It also discusses whether students are interested in the topic and participate in discussion as pairs or groups as well as volunteering during a class work with their mates.

Section five: Teacher-Pupil Interaction

We carefully observed the teacher pupils rapport as well as her supervision in terms of encouraging her pupils' team work and keeping an eye on all their needs. In addition to the

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way she answered her pupils' questions and the way she listened to their contributions by responding appropriately without forgetting engaging passive pupils in classroom activities.

Section six: Pupils' Motivation and Achievement in the English Subject

This section elicits the way the teacher motivates her pupils to learn English as a foreign language by using different procedures so that they can show their eagerness and determination to learn the English subject.

Section seven: Pupils' Behavior

This section contains five charts of observations starting by how they treat each other, if they ask for permission before answering any question and whether they use bad words with either one other or with the teacher. This section also discusses the methods used by teachers to prevent and monitor pupils' misbehavior.

Section Two: Data Analysis And Discussion

Chapter two Research Methodology, Data Analysis And Discussion

2.1. Teacher's Questionnaire Analysis

Section one: Teachers' Perception of Using Classroom Management

Item 01: How long have you been teaching in middle school?

Table 3: Teachers' Experience In Teaching

Options	N	%
1 year	X	X
3-10 years	2	66.66
11-20 years	1	33.33
Total	3	100

The table above showed that most of teachers have an experience of ten years (3-10) who possess maybe sufficient amount of knowledge that is required to teach and inform pupils. Only 33.33% who has been teaching for more than 10 years (11-20) which means they have an effective teaching process and enough information.

Item 02: According to your experience, how do you evaluate your pupils' level?

This question aimed to reveal how teachers evaluate their pupils' level.

- Pupils' level can be evaluated according to their participation in class.
- Depending on tests, exams and diagnostic evaluation results, teachers can Superficially assess pupils' level.
- Tutors can evaluate their pupils depending on their pronunciation, vocabulary and grammar.

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Item 03: Which difficulties do you usually face in teaching?

Table 4: *Difficulties That Teachers Usually Face*

Options	N	%
Disturbed environment of the class	1	33.33
A large number of students in classroom	0	0
Pupils' misbehavior	2	66.66
Using other languages in classroom	3	100

The table above revealed that **33.33%** of teachers said that their problem is the disturbed environment of the class in addition to **66.66%** mentioned that their dilemma is when pupils misbehave inside the classroom. Furthermore, the majority of teachers agreed that using other languages in the class is their main problem while teaching.

Item 04: Is it essential to create an optimum learning and teaching environment?

Table 5: *The Significance Of Teaching And Learning Environment*

Options	N	%
Yes	3	100
No	0	0
Total	3	100

The table indicated that 100% of teachers agreed that creating an optimum environment in classroom is significant.

JUSTIFICATION:

- Since classroom environment facilitates the presentation of the lesson and enhances the learning of pupils.
- Classroom atmosphere affects teaching and learning process either positively or negatively.
- It is very important in order to reach the overall teaching and learning objectives.

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Item 05: Describe the management strategies and techniques you use to maintain an effective classroom management.

This question aimed to describe the management strategies and techniques that the teachers use to maintain an effective classroom management.

- Eliciting school and class rules at the beginning of the school year.
- Using reward and punishment strategy.
- Selecting carefully the sitting of each learner.
- Encouraging initiatives.
- The use of nonverbal language.

Item 06: Which type of teacher are you when dealing with pupils inside the classroom?

Table 6: *Teacher's Type Inside The Classroom*

Options	N	%
Flexible	3	100
Authoritative	0	0
Indifferent teacher	0	0
The laissez –faire teacher	0	0

This table shows that all teachers are flexible in the classroom which helps in creating an appropriate environment for pupils to learn and which makes them feel comfortable to take part in the different activities.

Item 07: Could you describe your rapport with your pupils?

The aim of this question was to know which kind of rapport existed between the teachers and their pupils.

- Teacher's rapport with his pupils is built on respect, they respect each other.
- Classroom relationships are based on love and trust. If pupils love their teacher, they will obviously love the subject they are learning and this makes them happy, engaged and eager for each session to study English.
- A good relationship with pupils.

Item 08: To what extent do you think that your pupils need awareness of classroom rules?

This question sought to know if are aware about the classroom rules

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- Learners should be more aware about classroom rules so that they can have an idea about how to behave in both school and classroom.
- The more pupils are conscious about classroom procedures the more it facilitates the teacher's job to manage the classroom
- Pupils are always disciplined and love studying.

Section two: Pupils' Achievement.

Item 09: Do you think creating a friendly atmosphere in the classroom will enhance pupils' performance?

Justification :

- Creating a friendly atmosphere makes learners feel comfortable and courageous enough to participate.
- Teachers should be friendly with their pupils in order to have a good relationship for better learning and teaching process.
- A friendly atmosphere helps in facilitating teachers' job.

Item 10: How do you keep pupils engaged and attentive while presenting the lesson?

The aim from this question was to know how teachers keep pupils engaged and attentive during the lesson.

- Using games and role play.
- Asking sudden questions, acting some actions related to the lesson.
- Asking pupils to work and participate in tasks.
- A good warming up will always engage students in the lesson.

Item 11: How do you respond to pupils' misbehavior?

This question aimed to illustrate how teacher respond to pupils' misbehavior.

- Teachers have to be comprehensive so that they can manage the class and understands the reasons of pupils' misbehaviors.
- Teachers should be patient and decide what must be conducted towards a misbehavior.

Item 12: What strategies do you implement to have disciplined pupils?

The objective of this question was to elicit the strategies teachers implement to have disciplined pupils.

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- A teacher tries to know better his/ her learners.
- Motivating pupils to have higher self-esteem.
- A teacher values pupils' opinions.
- Encourage them to participate even when they are mistaken in order to be engaged with the lesson and forget about bad behaviors.
- Using punishment and reward strategy.

Item 13: What kind of activities and tasks do you use to create interaction and keep pupils on task in the classroom?

This question aimed to show the activities and tasks used by teachers to create interaction and keep pupils on task in the classroom.

- A teacher tries to be an actor.
- Using role plays and quizzes.
- Group work, crosswords, video presentations, competitions between groups, flashcards and games.

Item 14: How can you encourage pupils to participate in classroom activities?

This question declared how teachers encourage their pupils to participate in classroom activities.

- Involving all of learners in the learning process.
- Giving extra marks maybe.
- Praising their answers though they are wrong in order to do their best next time.
- Teachers should vary activities from time to time by using sheets, printings, ICT...etc so that pupils cannot get bored of the subject.

Item 15: Do you use any techniques to help passive pupils to be active?

This question sought to know if teachers use any techniques to help passive pupils to be more active.

- Asking them random short answer questions.
- Involving them in team works.
- Ask them to read from their books or the whiteboard.
- Giving them a break from activities, encourage them to go on errands, write something or even clean the board.

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- Ask them to achieve a work inside the classroom.

Item 16: could you suggest other ways that can enhance pupils' performance?

- Implementing several ways of explaining the lesson and delivering information to pupils.
- Adaptation of syllabus according to pupils' level.
- Teachers should be well prepared beforehand and define the lesson's objectives which help them to successfully deliver the lesson.
- Use of different strategies as warming up first to get pupils' attention and engage them in the lesson.

2.2. Classroom Observation Analysis:

Section One: Classroom Atmosphere

When we first entered to the classroom of 2AM7, we were impressed how clean it was and well organized, the rows were perfectly arranged as well as the tables and there was enough space among the tables which allowed the teacher to walk around and supervise pupils work. Also, there were many windows that allowed the light to get in the classroom walls were decorated with pictures, pupils' work projects and some colorful papers with different kinds of quotes and proverbs. The classroom furniture was exactly placed yet there are still some missing supplies that help teachers to achieve their lessons' goals successfully like ICT. Moreover, the teacher used only the whiteboard or some flashcards in order to keep pupils engaged in the lesson. In addition, classrooms were attractive with that pink wall color that makes pupils feel cheerful and happy to learn at ease. Our first section's observation was not changed at any point throughout the four sessions since it is the basic aspect of all aspects in the teaching and learning process.

Section Two: Time Management

Time management is backbone of any work. Through the four sessions, we noticed that the teacher allocated appropriate time for each stage of the lesson. Firstly, she allocated sufficient time for warming up in order to make them understand the aims of the lesson. Then, she started the lesson with clear and convinced language using simple words. Furthermore, the teacher gave her pupils activities to do in the textbook following her instructions, allocating sufficient time to finish their work meanwhile she walked around the rows monitoring her

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pupils and see whether they understood the course. Finally, pupils always finished their activities and the teacher checked their answers depending on pupils' participation.

Section Three: Teachers' Role

This section was deduced to teacher's role and performance in the classroom while presenting a lesson. Our focus here was to observe whether the teacher used a variety of techniques and instructions in the class. Besides, the teacher used a simple language that helped pupils understand and grasp the instructions. Additionally, the teacher did not praise any of her pupils' answers though there were some astonishing answers that we appreciated. The teacher focused only on pupils who were sitting in the first tables and worked with them. Then, she started to involve bad pupils with good pupils so that the bad ones they can reach their mates' level yet the bad pupils were used to be neglected and did not put any effort. Also, we noticed that the teacher used the same methods in the classroom which made students bored before the session started. Finally, the teacher used the usual words and expressions like « **keep silent** » when pupils are very noisy, « **listen** » when someone interrupts their classmate and « **before you speak raise your hands first** » as long as pupils answered randomly.

Section Four: Pupils' Engagement

This section shed light on pupils' engagement inside the classroom during the lesson presentation. It included five items ordered as follows: whether students show positive attitude in doing their activities, show punctuality to keep the discussion, pupils are interested in the topics, students participate in discussion (group, pair group) and students volunteer to work with their classmates.

Students were not fully engaged in the learning process and they seemed to be distracted all the time. In addition, pupils were serious when they were asked to do an activity in the class as they were not guided by any instruction. Since most of tasks were not learners led, pupils were demotivated.

Besides, the tasks were not so interactive that pupils did not have any chance to communicate their own language or contribute to the lesson. Only one or two of them who were lively attentive and participated while doing the activities which pupils did definitely find boring as the teacher relied only on the textbook.

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Section Five: Teacher-Pupil Interaction

Treating pupils in the right way will make them love and trust their teacher and behave in a good manner inside the classroom. This section displays the relationship between the teacher and the learners and the teacher during lesson presentation and it involved many facets of the teacher- pupil rapport.

Considering teacher's encouragement to her pupils' team work under her supervision. During the four sessions, the teacher was not that supportive and caring to what her pupils were doing during the activities and she did not even involve them in team work which made them lose interest in learning. As far as she was not paying attention to all of the pupils especially to those who were sitting in the back and they didn't have the chance to express themselves freely without any hesitation. Throughout these sessions, the teacher treated her pupils in a stricter way and gave less attention to them which made them reluctant to speak up their ideas and strained to answer with no tattering. Additionally, the teacher gave little interest to the passive pupils who were sitting at the back therefore they ignored her instructions, they felt neglected so that they weren't interested in the lesson presentation or its content.

Section Six: Pupils' Motivation and Achievement in the English Subject

This section covered the amount of motivation and achievement of pupils in the English subject in the classroom. Regarding learners' eagerness and motivation to learn EFL, regrettably pupils were not very motivated and did not show any kind of interest towards learning English. When they were given an activity to do, only a small number of pupils were engaged whereas the others showed no interest in learning the subject. Also, the teacher's teaching process was not that effective which made pupils bored before the session started which resulted in their low performance during the lesson.

Section Seven: Pupils' Behavior

The last section displayed the issue that all teachers may face while teaching in the classroom that is pupils' behavior and how a teacher should deal with this problem throughout the school year. As a matter of fact, during the sessions attended to do our observation, most of pupils were turbulent and ill-mannered. For example, if someone was answering, another one would interrupt and distract them. Also, most of learners were answering without raising

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their hands or asking for permission to answer yet they did not use any kind of inappropriate language with either their teacher or each other. These misbehaviors disrupted the lesson. The teacher was not strict with her pupils, she did not succeed these misbehaviors in a way that allows her to create an optimum environment. Given these points, the teacher should really know how to manage a classroom successfully so that the pupils will not lose interest in the subject being taught.

2.3. Discussion of the Findings

In this part we dealt with the discussion of both teacher's questionnaire and the results obtained from the classroom observation. Besides, we suggested some recommendations and solutions to our research questions.

2.3.1. Discussion of the Teacher's Questionnaire

The answers of question two of the teacher's questionnaire illustrate that the vast majority of teachers evaluated their pupils according to their participation in the classroom, their behavior and through test and exams.

The answers of the third question elicit that the major problem that teachers faced in classroom was pupils' misbehavior inside the classroom or using other languages rather than English in addition to the disturbed environment which affected the teaching and learning process.

Based on the answers of question four, it is clear that all teachers agreed upon the importance of creating a pleasant classroom environment since it facilitates the presentation of the lesson, enhances the pupils' learning and helps to achieve the objectives of the lesson.

The answers of question five show that almost all teachers agreed that in order to maintain an effective classroom management, they created their own list of classroom and school rules at every beginning of the school year. They also designed their pupils' seating plan carefully depending on their behavior and discipline. In addition to, using punishment and reward strategy.

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The answers of question six show that most of the teachers are flexible in dealing with their pupils inside the classroom.

Questions seven and eight revolve around the rapport between pupils and teachers which all teachers described as a good one that is based on trust and respect. They stated that if pupils respect their teachers, they will definitely love the subject being taught. Additionally, all teachers agreed that pupils must always be aware of the classroom rules so that they can behave in an appropriate manner, focus on studying and help the teacher while delivering the lesson.

Answers of question nine reveal that all the teachers believed that creating a friendly atmosphere in the classroom enhances the pupils' achievement, it also encourages them to be more self-confident and be involved each time they are supposed to fulfill a task. This will result in having more active pupils who are ready to do more efforts.

The answers of question ten make us aware that teachers used different techniques to push pupils forward to participate and keep them engaged all the time. Teachers stated that they always started with a good warming up to brainstorm the pupils. They said that they used different strategies to enhance pupils' performance such as using games, roles plays, asking pupils to reinvest what they have learnt through different tasks and activities.

The answers to questions eleven and twelve reveal that a teacher is always comprehensive when a pupil misbehaves during the course. Almost all teachers stated that they should be patient so as to be able to tackle the problem and find appropriate solutions to pupils' misbehavior. Additionally, many teachers believe that to ameliorate pupils' discipline, they should be closer to their pupils and know their background very well. They also should motivate them and value their opinions which helps them to have a higher self-confidence and forget about the bad behaviors.

Answers to questions thirteen and fourteen illustrate that teachers should sometimes be actors in order to shake things out in the classroom. Teachers depended on different strategies to motivate their learners like using role plays, games, quizzes, group works, presentation... etc. Furthermore, the vast majority of teachers think that they should always encourage their pupils to participate by involving all of them in the learning process, giving extra mark, praising their answers even if they are wrong and vary activities related to the topic of the lesson like using sheets, ICT...etc.

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The answers of question fifteen report that teachers should work hard to help passive pupils become active participants by asking them random questions to sober them up, involving them in team works to get rid of their laziness, asking them to read loudly from their text books or the whiteboard, giving them a task to fulfill in the classroom and not at home. Teachers believe that passive learners can be given a break and be asked to move and clean the board.

The answers of the last question show that there many ways that teachers use to enhance their pupils' performance. One of the ways they mentioned was implementing different methods to present the lesson. Another way was choosing an attractive warming up which keeps pupils engaged and focused all along the lesson. All teachers stated that they should always be well prepared before entering the class as they should define the lesson objectives to easily deliver it.

2.3.2. Discussion of the Classroom Observation

The classroom observation of study is based on collecting data through observing both the teacher and pupils in the classroom, it was made in order to explore to what extent the classroom management affects pupils' achievement in learning English as a foreign language among second year pupils.

The first section was about the classroom atmosphere where we reported that any classroom atmosphere has an impact on the learning and teaching process. The seating is significant for pupils to feel comfortable and ready for the learning process. Yet, some supplies are still missing and this affected the way the teacher teaches, she always depends on the traditional method by writing on the whiteboard or reading from the textbook.

Besides, any lesson presentation is empowered by time management due to its help to successfully achieve the lesson objectives. As long as the teacher allocates sufficient time to every single stage of the lesson presentation, the information is easily delivered and digested by pupils.

Moreover, the third section is dedicated to check out the teacher's role which basically controls most of the classroom management. The teacher always reinforces the teaching and learning process by using a variety of particular techniques which facilitate their job. The teacher ought to praise the pupils' work even when it does not meet their expectations so that

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pupils can do more efforts next time. The teacher has to use some very different techniques and methods so that pupils will not get bored when learning the English subject.

Furthermore, the following section deals with the pupils' engagement in which we elicited that when activities are interactive, they help pupils to be engaged while doing an activity and make them enjoy all the lessons throughout studying the English subject. Also, the teacher should create another sort of activities and avoid using only those in the textbook in order to make students attentive when they do an activity.

The section that follows describes the teacher pupil interaction items where we noticed how the teacher didn't put any effort to bring the harmony in her classroom, she cared only about those who were sitting near to her and ignored the rest especially those in the back. The more the teacher is not that caring and strict the more pupils will quickly lose interest and become demotivated. As instructors; teachers should always be friendly, try to empathize with their pupils and understand them by giving them the chance to express themselves.

The sixth section displays the issue that every teacher faces throughout the lesson presentation which is pupils' behavior, in that class most of pupils were distracted and turbulent, misbehaved most of the time and interrupted each other while someone was answering or answered the questions randomly that was what pushed the teacher to be aggressive sometimes by shouting or sending some of them to the supervisor and so on. Teachers should always comprehend their pupils before teaching them so that they can successfully manage their classrooms.

The last section is about the pupils' motivation and achievement in the English subject. Unfortunately, pupils were not so thrilled to learn the English subject due to the teacher's fruitless teaching process that is why it is very important for the teacher to be well prepared before entering their class and decide about the different activities they are supposed to use through planning their lesson beforehand.

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2.4. Limitation of the study

While conducting this research, we encountered several obstacles. Thus, we were unable to cover our issue in a deeper way and we faced many problems during this process since we were time bound and did not have an idea about how to use appropriate methods for our research. Due to the fact that the teacher opted for less interesting techniques, the observation was limited to certain aspects, while it could have been more insightful if the teacher had used motivating strategies which would have stimulated pupils' interaction; and therefore, provided us with more data to collect. In addition, the teachers took a very long time to answer our questionnaire because they did not know how to answer the open-ended questions which was a big deal for them.

2.5. Suggestions

Throughout the research process, we have faced many obstacles that made us sometimes lose interest to keep on working. We present these implications to students who will be majoring in Master Didactics.

- The teachers we worked with delayed to answer the questionnaire and did not have an idea how to answer the questionnaire that is why you should choose your samples carefully.
- Try to always work with your supervisor's recommendations and choose a topic where you will find sufficient resources.

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2.6. Recommendations

In our case study, we suggested that in order to enhance pupils' achievement, it is very important for teachers to have information about the appropriate techniques and strategies to create an effective classroom management plan and for pupils they should be aware about the classroom rule they have to follow.

For Teachers:

- The teacher should mainly consider which technique to use on controlling the learning environment.
- Teachers should always define the lesson objectives.
- Teachers should always explain the importance of creating an attractive classroom atmosphere to pupils so that they can be engaged and motivated.
- Teachers should be prepared beforehand with lesson plan, activities, and routines to avoid confusion and disruptions.
- Teachers should be supportive, polite and praise their pupils for any effort they do.
- Teachers should create a friendly atmosphere and arrange pupils' seating due to its influence on their performance.
- Teachers should vary activities from time to time in order to break the routine so that pupils will not get bored.
- Teachers should use CM techniques carefully which helps to build a higher self-esteem in pupils and use different types of assessment which make them feel relaxed and facilitates the learning process.
- Passive pupils should be given more attention in order to reach others' level.

For Pupils:

- They should be aware about school and classroom rules so that misbehaviors will be reduced.
- Pupils should be more active and attentive.
- Pupils should always have a self-confidence which pushes them forward in the learning process.
- Pupils should respect their teachers and trust them to manage the classroom effectively.

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For the Administration:

- They should provide more authentic supplies and ICT.
- They should minimize the number of pupils inside the classroom.
- They should form beginner teachers or increase a high number of qualified teachers.
- They should provide more laboratories and visual aids to teach English in an effective way.

Conclusion

This chapter illustrated the chosen procedures for data collection and analysis as well as the method used. It also mentioned the participants that were under investigation. Besides, it dealt with the analysis and the interpretation of results obtained from the teachers' questionnaire and the classroom observation and it revealed the teachers' perception of using classroom management as well as the pupils' achievement. This work revolved around the effectiveness of classroom management and its impact on pupils' achievement. This chapter included the limitation of the study , pedagogical implications for future master students and some recommendations for teachers, pupils and the administration.

General Conclusion

GENERAL CONCLUSION

Teaching English in middle schools has become more important nowadays due to the fact that this language enables pupils to use it effectively in different fields for different purposes. This research determined the effectiveness of classroom management on pupils' achievement in learning EFL in middle schools.

This dissertation contained two parts; theoretical and practical. The theoretical part included one chapter which was subdivided into two sections. The first section was entitled classroom management; it displayed the main definitions of classroom management in addition to its importance, purpose and different techniques. The second section that was entitled pupils' academic achievement explored the achievement concepts and the factors affecting it. Besides, it covered the different roles of the teacher, pupils' misbehavior and the characteristics of young learners.

The practical part consisted of the methodological chapter that described the procedures and tools used in order to gather and analyses data. In addition to the last chapter that involved the analysis and discussion of both teachers' questionnaire and classroom observation.

The main goal of this study was to know what kind of strategies and techniques teachers use to manage their classrooms and whether these strategies help in enhancing pupils' achievement in learning EFL. Also, this work made us aware of the difficulties that teachers are exposed to while teaching. Additionally, this research illustrated the various roles of the teacher that may help in improving the teaching and learning process by implementing the appropriate techniques to ensure and preserve an effective teaching and learning process.

Furthermore, a teacher should always be well prepared before entering to the class and define the lesson objectives so that they can feel ready for a successful lesson presentation in suitable conditions so as their pupils will be always engaged and interactive during the course. Moreover, passive students should be given more attention as much to reach their mates' level. Classroom supplies should be provided by the administration since the teacher is not the only responsible for the classroom management.

Finally, from the questionnaire and classroom observation obtained findings, we concluded that effective classroom management maximizes pupils' opportunities, yet middle school pupils seemed to be not interested at all in learning EFL due to the fact that they are neither motivated nor encouraged. It seems needless to say that effective strategies will always facilitate the teaches' job and help them reach the teaching and learning objectives.

GENERAL CONCLUSION

At the end, we hope that the suggestions and recommendations that we presented will help future master students to achieve their work one day and could be useful to know how to create an effective classroom management for a successful teaching and learning process.

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Appendices

Appendices

Appendix 01

Teachers' questionnaire

Dear teachers,

This questionnaire aims at collecting data for the sake of conducting a master research study about the effect of classroom management on pupils' achievement. 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. Thanks in advance for your time and collaboration.

Section one: Teachers' Perception of Using Classroom Management

1- How long have you been teaching in middle school?

a-1 year b-3-10 years c-11-20 years

2- According to your experience, how do you evaluate your students' level of performance?

.....
.....

3- Which difficulties do you usually face in teaching?

- Disturbed environment of the class
- A large number of students in classroom
- Pupils' misbehavior
- Using other languages in classroom
- Others

.....

4- Is it essential to create an optimum learning and teaching environment ?

Yes No

Jusify.....

.....

Appendices

5- Describe the management strategies and techniques you use to maintain an effective classroom management.

.....

.....

.....

6- Which type of teacher are you when dealing with pupils inside the classroom?

Flexible

Authoritative

Indifferent teacher

The laissez-faire teacher

7- Could you describe your rapport with your pupils?

.....

.....

.....

8- To what extent do you think that your pupils need awareness of classroom rules?

.....

.....

Section 02: Pupils' Achievement

1- Do you think creating a friendly atmosphere in the classroom will enhance pupils' performance?

Justify.....

.....

.....

2- How do you keep pupils engaged and attentive while presenting the lesson?

.....

.....

.....

3- How do you respond to pupils' misbehavior?

Appendices

4- What strategies do you implement to have a disciplined pupil?

5- What kind of activities and tasks do you use to create interaction and keep pupils on task in the classroom?

6- How can you encourage pupils to participate in classroom activities?

7- Do you use any technique to help passive pupils to be active pupils?

8- Could you suggest other ways that can enhance pupils' performance?

Appendices

Appendix 02

Classroom Observation Checklist

Middle school:

Teacher:

Classroom observed:

No. Of pupils:

Date:

1- Classroom atmosphere

	Yes / No	COMMENTS
Positive learning environment		
Classrooms are arranged appropriately for carrying out tasks		
Classrooms have the needed Equipment.		
Classrooms are comfortable that the students can do their tasks at ease/ Enough space for pupils to walk.		

1- Time management

	Yes/No	COMMENTS
Teacher allocates time to warm-up students.		
Teacher talking time is sufficient and appropriate.		

Appendices

Time allocated to the students is sufficient.		
Time allocated to the activities is sufficient		

3-Teachers' Role

	Yes / No	COMMENTS
Explain the rules in a simple and clear way		
Use ICTs in their sessions.		
Provide students with feedback (Reward and praise)		
Pay attention to all the students.		
Manage their classes (discipline, time management).		

2- Pupils' engagement

	Yes /No	COMMENTS
show positive attitude in doing their activities		
show punctuality to keep the discussion		
Students are interested in the topics.		

Appendices

Students participate in discussion.(group / pair group)		
Students volunteer to work with their classmates		

3- Teacher- pupil interaction

	Yes / No	COMMENTS
Encourage team work under his/her supervision		
be aware of pupils needs		
Answer questions confidently and accurately / listen to students' contributions and responded appropriately		
Engage passive pupils in classroom activities		

4- Pupils' motivation and achievement in the English subject

	Yes/ No	COMMENTS
Learners eagerness and motivation to learn EFL (raise hands/ answer and ask questions)		

Appendices

Pupils determination from the beginning of the course till the end		
Teacher motivating and encouraging pupils to learn English subject		

1- Pupils' behavior :

	Yes/ No	COMMENTS
Not letting each other speak uninterrupted		
Not raising hand before answering and answer without permission		
Use of inappropriate language with either the teacher or each other		
Interruption of course due to pupils' misbehaviour		
methods and techniques used by teacher to monitor pupils behaviour		

Résumé

Ce mémoire a pour objet d'explorer l'efficacité de la gestion de la classe sur l'enseignement de l'anglais en tant que 2^{ème} langue étrangère au niveau des collèges algériens. Notre échantillon se compose d'un groupe d'élèves de 2^{ème} année moyenne du collège Laarbi Touati de Bordj Bou Arreridj. Ce travail a été mené auprès de trois enseignants d'anglais et un groupe de vingt-six élèves, où, on s'est appuyé sur une approche descriptive et qualitative en décrivant les effets sur la réussite des élèves dans l'apprentissage de cette langue.

De plus, un questionnaire destiné aux enseignants et des observations en classe ont été sélectionnés pour recueillir les données sur lesquelles notre étude se repose de manière appropriée et authentique. Les résultats obtenus ont révélé qu'une gestion de classe efficace nécessite toujours la mise en œuvre et l'implémentation de techniques et de stratégies appropriées pour améliorer la performance des élèves ainsi que leurs résultats dans l'apprentissage de l'anglais comme une langue étrangère.

Mots-clés : gestion de classe, élèves, enseignant, réussite, atmosphère de classe