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Factors Affecting the Classroom Management

Case Study: Third Year EFL Students at Ibn Khaldoun University of Tiaret

A Dissertation Submitted to the Department of English in Candidacy
for the Degree of Master in Didactics

Submitted by

ROUMANE Amina
SALEM Zineb

Board of Examiners

Dr. MADANI Habib	Chairman	Ibn Khaldoun University of Tiaret
Dr. MOURI Djilali	Supervisor	Ibn Khaldoun University of Tiaret
Mr. SI MERABET Med Larbi	Examiner	Ibn Khaldoun University of Tiaret

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Dedication

To whom I owe my life, my softhearted, my mother Khadidja, and my only hero my father Lakhdar. Thank you for the endless prayers, support and encouragement throughout eighteen years of study. Also, my brothers Yasser and Mostapha for their innocent words and prayers for me.

My endless thank to my soulmate, my sister Zineb. I want to say thank you so much, I really cannot finish this dissertation without your presence.

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Dedication

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My deep appreciation to my parents who instilled in me the values that made me what is today.

My dear father Abderahmane who was my leader and with your advises and lessons that you taught me I am now doing what you always want me to do all the respect to you .

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Abstract

This study aspires to elucidate the factors that affect the classroom management in Algerian EFL classes. Our endeavour is to prompt a rethinking of how a well-managed classroom should be. The core of our research paper is to correlate the awareness of teachers and the learners' preferences in order to have an effective EFL learning. The topic is chosen as the relevance of ameliorating teaching English after having an effective managed classroom. We employed both primary and secondary data collection, using quantitative and qualitative methods when dealing with the data analysis to ensure more credibility to the findings. The qualitative data was meant for the open-ended questions in our questionnaires, whereas quantitative analysis was meant for the close-ended questions. The overall findings incorporate stochastic views and insights of both teachers and students about what prevents the academic achievement in EFL classes. Despite the limitations and delimitations, this work paves the road for further researches to realize and promote a jump from theory to practice in our realm of study.

Key words: classroom management, EFL learning, factors, learners' preferences, teachers' awareness.

List of Abbreviations and Acronyms

AA... Academic Anxiety

FLA... Foreign Language Anxiety

EFL... English as a Foreign Language

L1.. Mother tongue

L2.. Second language

FL.. Foreign Language

MLAT... Modern Language Aptitude Test

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General Introduction

One of the spheres of concern that takes the podium in the realm of EFL teaching is the talk about the problems and difficulties that face the teachers and learners. The eager to avoid academic failure is related to teachers' awareness on how to pass over the factors that affect the classroom management, and it needs the implementation of new insights in EFL teaching. Our study is an attempt to shed light on the factors that affect classroom management in EFL classes and to illuminate this uncharted area, and bridging solutions to a well-managed EFL classes.

Background to the study

Managing an EFL classroom needs a serious work from both teachers and learners. Nancy and Beatrice (1993) defines the concept classroom management in clear and comprehensive way which is "classroom management is multifaceted construct that includes three broad dimensions: personality , teaching and discipline". In addition, Foutz (2005, p.3) assumed that "classroom management should be used to meet both student's and teacher's needs".

Classroom management is affected by various factors. Psychological issues, affective, cognitive, and personality variables has a direct affect on the classroom management. In addition, there are other factors such as the nature of relationship between both teachers and students, the inequality of teachers' treatment with their students, and the nature of the given activities, which are sometimes beyond the learners' level.

Anxiety affects the students' cognition and emotions and feelings. Its effect is on the students' performance in the classroom is negative. "Anxiety can have a negative effect on the information processing system. People with anxiety have difficulty storing and retrieving information" (Nelson, & Harwood, 2011).

Gipps (1994) regards "feedback as a critical feature of teaching and learning process".

Corder (1973) claimed that "learning a new language requires a trial and error approach, and errors are evidence that the learner is testing hypotheses of underlying rules, categories, and systems".

Cognitive, affective, and personality variables influence the learners' achievement. "In foreign language learning context, there are various factors that influence the learning process such as motivation, attitudes, anxiety, learning achievements, aptitudes, intelligence, age, personalities, etc". (Gardner, 1960; Lehmann, 2006).

The present study aims at identifying and analyzing the factors that hinder the learners' acquisition and the teachers' work in EFL classes. In addition, we discussed ways and solutions to decrease somehow the negative effect of the factors above-mentioned in order to help teachers and learners to have a well-managed classroom, and to equip a better learning atmosphere.

Research questions and hypotheses

The problem that intrigued us as researchers is related with raising the awareness of EFL teachers of the factors that affect the classroom management in order to diminish the academic failure later when performing language. The dilemma that takes momentum is whether classroom management is essential for learning correctly. Figuring out an adequate answer for the dilemma leads to myriad factors that do impact the classroom management and by its turn it influences the learners' academic achievement.

The problematic is: Factors that Affect the Classroom Management.

The study is motivated by two research questions:

- What factors affect the classroom management and prevent the learners' academic achievement?
- What strategies do teachers use to manage a classroom with various types of learners' mentalities, preferences, problems, and needs?

The hypotheses tested in the study have been proposed to surmount the problem

- It may be the learners' psychological side, in addition to cognitive, affective, and personality variables, and the nature of the relationship between the teacher and his learners.
- Using group work, controlling timing of giving feedback and correcting errors. Moreover, respecting the students' preferences and helping them to advance and enhance their achievement, not embarrassing them because of the lack of their knowledge.

Methodology

The study is conducted by using questionnaires for both EFL teachers and learners to have an eye view on learners' opinions and the mismatch between teachers' method and learners' performance. The data collected was analyzed by means of quantitative method. At last, a conclusion was drawn.

Limitations of the study

This study has some limitations. First, the corona virus pandemic that prevent us from conducting an observation at the level of our university. Second, our study does not cover all the university levels; it covers only third year EFL students. At last, the questionnaires was not handed but sent online, and that took a long time to answer.

Structure of the dissertation

The study falls into two main parts. The first part is concerned with review of literature in which notions such as definition of classroom management, its key elements and models, and so on. The second chapter is devoted to the localization and contextualization of our study. Expressing where we are standing and taking into consideration the learners' problems, the difficulties that face teachers at classroom having a various students' mentalities and needs, and a juxtaposition of previous researches on factors that can affect the classroom management in EFL Algerian classes. The second part of this research paper is about methodology of data collection. It explains the method used in the analysis of the research findings, which will be analyzed and discussed at the end of this part. The analysis will be followed by the recommendations and the general conclusion of the study.

Chapter One

Teaching and Learning Assignments

Chapter One

Teaching and Learning Assignments

Content

Introduction

Classroom management is considered as the umbrella term of both teaching and learning, and managing an effective classroom is one of the most difficult part in the teaching process and here the teacher is about to create that suitable classroom management for better learning. The teacher is the one who controls the classroom via doing several steps and aspects to get the best result. In this chapter, we are going to focus on what classroom management and the different views about it , the main areas of classroom management and its different types , the key elements of classroom management and how to make your classroom effective , then we focus more on the teacher -centered classroom , teacher attitudes and the teaching tasks and how the teacher controls the student activities and discussions. Therefore, we also talk about the observation in teaching and how the stimulation of student is interesting, the basics well organized curriculum which are useful for teacher. Teacher is the main part of the perfect classroom management and with the good control and well managing of teacher; the classroom will be more effective for learning.

I-1.An overview about classroom management

1-1. Definition of classroom management

Different educators have defined the term classroom management in a different way. Nancy and Beatrice (1993) defines the concept classroom management in clear and comprehensive way which is , classroom management is multifaceted construct that includes three broad dimensions: personality , teaching and discipline . Personality dimension includes teacher's beliefs about student's personality and teacher's action that contribute to individual development of student. This dimension is related to teacher's perceiving of general nature of student: abilities, motivation and overall psychological climate. Teaching dimension includes all what the teacher does to establish and maintain learning activities in the classroom, the physical arrangement of space and the use of time. The third dimension, discipline refers to actions taken by teacher to establish appropriate standards of behaviour in the classroom.

Krap (2002,p.1) described her view about classroom management in this way "In a classroom the students have the right to learn safely and with dignity ,not as teacher has the right to teach safely and dignity ", while Foutz (2005, p.3) assumed that classroom management should be used to meet both student's and teacher's needs .

Brophy (1986) defines the classroom management as teacher's efforts to produce and maintain the effective classroom environment for teaching and learning. Additionally, Lemlech (1988) explains the multidimensionality of classroom management: "classroom management is the orchestration of classroom life: maximizing efficiency, monitoring student's progress, anticipating potential problems ". According to teaching Tips, (2005, p1.), "Classroom management refers to the procedures and routines that are used to keep the daily business of classroom rooming smoothly ". Other researchers set different views about classroom management, for example, Doyle (1986), learning and order are the two major tasks for teaching process. For learning to achieve order must be provided in classroom in advance.

1-2. Types of classroom management styles

*Authoritative classroom management: This type of style encourages learners to be independent thinkers and doers but still involves effective monitoring.

*Authoritarian Classroom Management: This type is restrictive and punitive; the focus is mainly in keeping order in the classroom rather than on instruction and learning.

*Permissive Class room Management

It offers learners with considerable autonomy, but provides them with little support for developing skills or managing their behaviour.

1-3. The Main Areas of Classroom Management

According to Scrivener, there are important areas that could be effective for both teachers and learners.

*Grouping and seating

- Forming grouping
- Arranging and rearranging seating
- Deciding where the teacher could stand or sit
- Reforming class as a whole group after doing activities

*Activities:

- Sequencing activities
- Setting up activities
- Giving instructions
- Monitoring and timing activities

*Authority:

- Gathering and holding attention
- Deciding who does what
- Establishing as appropriate getting someone to do something

*Critical Moments:

- Starting the lesson
- Dealing with unexpected problems
- Maintaining discipline and finishing the lesson

*Tools and Techniques:

- Using broad and other equipment or aids
- Using gestures or help clarity of instruction and explanation
- Speaking clear at an appropriate volume and speed
- Use silence
- Grading complexity and quantity of language

*Working with people:

- Spreading your attention evenly and appropriately
- Using intuition to gauge what students are feeling
- Electing honest feedback from students
- Really listening to students

1-4. The Key Elements of Classroom Management

a. Managing Time and Space

a.1. Classroom Design

Although often overlooked, the first element of classroom management is intentional design. Use the positioning of your desk, displays, storage and equipment to create a warm and welcoming room. Make sure you have removed all unnecessary and distracting items from your classroom this is also good time to check your room for safely hazard .
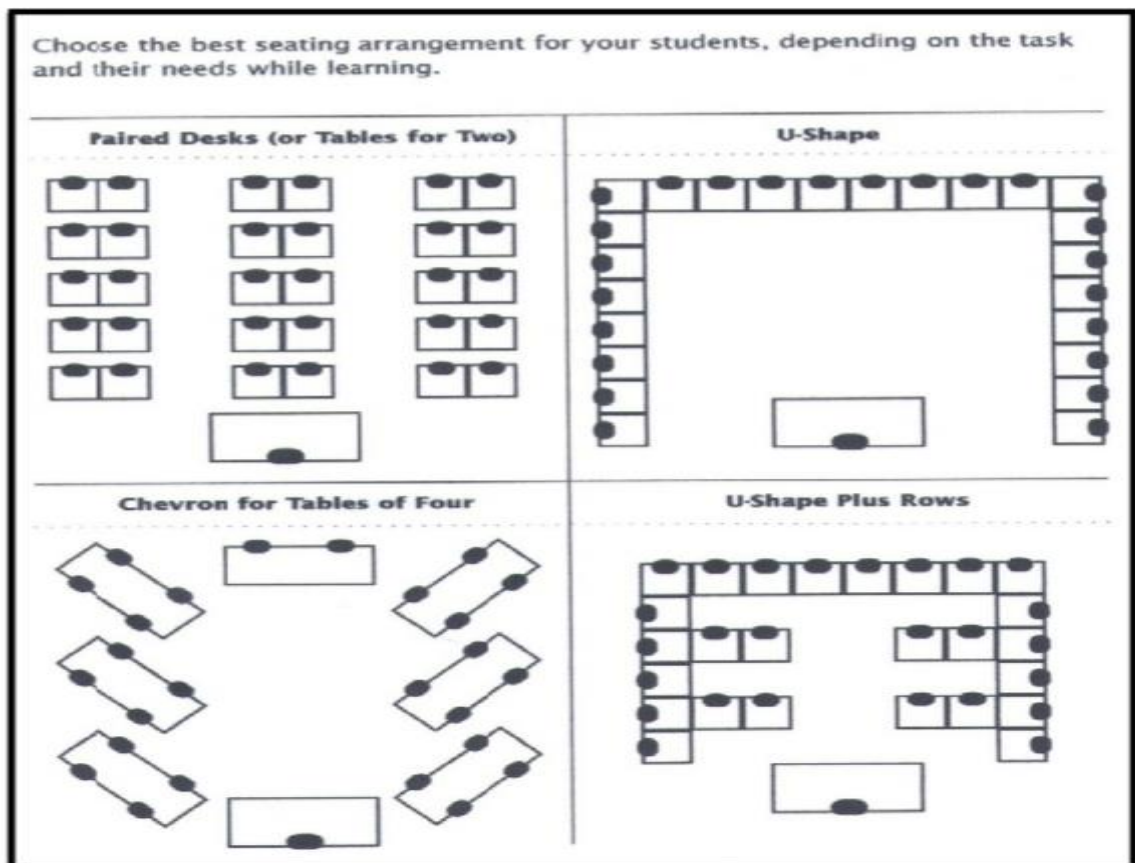
Figure1: Sample of seating arrangement for the classroom (Cummings, 2009, p.41)

a.2. Organize Schedule

Keep your class in order by staying on time and on task , do class work during class time , leaving plenty of room for in class- assignments . Cramming work and instruction too close to other activities can lead to disruptive behaviour and poor comprehension. There should be space before and after every room change, lunch, and recess for students to settle down. Having regular daily schedule helps you and your students prepare for upcoming tasks. Be firm but fair with due dates, always leave room for extenuating circumstances. Never leave room for procrastination.

b. Managing Students Behaviour

b.1. Rules

Develop rules that foster respect, caring and community in your classroom. Make your expectations for behaviour clear at the beginning of year by reviewing those rules with students. Continue to reinforce your rules throughout the course, and post them in visible location.

b.2. Discipline

Classroom rules must have concrete consequences. Students will test the limitations of each teacher from the very first day of school, be firm, fair and consistent, begin by warning students and having them confirm their knowledge of classroom rules, follow-up continued disruption by insuring demerits , detention , or other official reprimands and never hit , harass , embarrass or yell at students. This is counterproductive and unprofessional.

b.3. Communication

Communication is the most important aspect of classroom management, it is essential to how clear and consist liner of communication with your administration colleagues. Students and parents without it you will lose the respect of peers. The attention of students , and the cooperation of parents; be responsive to concerns of others, be flexible and willing to accommodate reasonable request.

c. Managing Instructional Strategies

c.1. Instructional Techniques

Although you may not have flexibility over the content of your curriculum , teachers are able to convey information as they see fit .Tailoring your instructional techniques to the grade level , subject area , and students, is very important. A hand on demonstration of electricity will keep 8th grades engaged, but may prove chaotic in 3rd grade classroom. Vary the

style and intensity of your lessons , follow-up lecture style session with relaxed group activities , consult your colleagues for ideas for new lessons . Learn about each of your student's learning styles.

c.2. Organization

Stay organized inside and out , keep your students files , assignments, lessons plans , and administrative paperwork in order , it sets good example for your students and keeps you from wasting instructional time looking for materials . Share this system with your students, post the classroom calendar, homework schedule and assignment on the board. Allow students to see how you take notes. It helps them distinguish irrelevant information from essential details .Encourage self- directed learning by providing students with their own agenda (notebook).

Effective Classroom Management

Foutz (2005) says, "Effective classroom management begins with the teacher. The latter must plan well so that the student will be able to meet their learning and behaviour objectives." So in the classroom management the biggest role relay on teacher and how to build an effective classroom management for good learning.

1-   Effective Teaching

- Effective teachers appear to be effective with the students of all achievements levels regardless of the levels of heterogeneity in their classes
- Effective classroom   managers   are those who   understand   and use specific techniques
- Designs classroom curriculum that facilitates student learning.
- Implements rules and regulations and imposed disciplinary actions
- Effective teacher provide a safe and orderly environment both physically and emotionally so student can achieve their potential .
- Motivation is one of the most essential ways for effective teaching as well as effective classroom.

2 - Teacher-student Relationship

- The nature of effective teacher- student relationship is one that addresses the need of different types of student
- Teachers should   be effective instructors   and lecturers   as well as friendly   , helpful and congenial, they   should   be able to empathize with students   , understand their world and listen to them.

- It is important to communicate appropriate levels of dominance and to let students know that you are in control of class and are willing to lead.

- It is also important to communicate to convey the message that you are interested in the concerns of students and individuals and the class as whole. " Teacher who put relationship first don't just have students for one year , they have students who view them as their teacher for life." Educator Justin Tarte

3-Rules and Procedures

Rules

Rules and procedures should not simply impose on students , the proper design of rules and procedures involves explanation and group input . Explanation is important in helping students to see the need for the rules therefore to accept it.

Fisher. J (2003) mentions that

Rules are absolute. They cannot be negotiated they must be followed with precision. Rules are for safety and health issues, things that there can be no argument. They too are relatively for teachers.

Procedures

According to Fisher J. (2003) procedures are difficult because there are simply so many of them virtually everything the students do in the class must have a procedure that is identified and taught . Every lesson has procedures built in , and if the teacher doesn't remember to teach them , the lesson can be lost.

Categories	Procedures for
Uses of room and school areas	• Students' desk and storage areas • Learning centers • Distribution, collection, and storage of materials • Teacher desk and storage areas • Drinking fountain, bathroom, and pencil sharpener • Office, library, cafeteria, and playground • Lining up
Beginning and ending of class or school	• Taking attendance and collecting homework and parent notes • Tardy and early-dismissal students • Sponge activities • Storage and distribution of materials
Whole-class and small-group instruction	• Interaction • Signaling for attention • Movement within the classroom • Materials
Transitions	• Time between subject areas or classes • Unexpected free time • Controlling noise levels and talking
Student work	• Paper headings • Incomplete, late, or missing assignments • Make-up assignments • Posting assignments • Collecting work • Due dates and times • Checking work (both students and teachers) • Turning in papers • Keeping track of what work is turned in and what isn't • Returning student work • What to do when finished • Getting help when the teacher is busy
Miscellaneous	• Disaster drills • Emergency situations (e.g., sick and injured students) • Movement around school grounds • Student housekeeping

Table1: Categories of Procedures

Models of Classroom Management

1. Teacher- centred Classroom

a. Attitudes of Teachers in the Classroom

Teacher's attitudes could affect the teaching and learning environment because of the way that teacher follow it his teaching process , and attitudes differ from one teacher to another . Therefore, attitude could be positive and negative and it refers to teachers also it influences the student's learning. Kreinter and Kiricki (2007) mention that , there are three component of attitudes - effective component (feeling or emotion) , cognitive component (beliefs or ideas) , and psychomotor component (behaviour towards someone or something).

b. The Teaching Tasks

According to N.s Prabhu, the three basic types of tasks are: information gap activities, reasoning gap and opinion gap.

1. Information Gap Activities

They are those that involve the transfer of information from one person to another , from one to another or from one place to another , this type of activities allows students to request information , ask for clarification and negotiate both meaning particularly when misunderstandings occur , and appropriate conclusions to the task .

2. Reasoning Gap Activities

They are those in which you ask your students to drive some information from which you give them .They are required to comprehend and convey information , much as in an information gap activity , but the information that they are asked to convey is not exactly the same that they comprehend .They are asked to use reason and logic to decide what information to convey and what resolution to make for the problem at hand.

3. Opinion Gap Activities

They are those that ask students to convey their own personal preferences, feelings or ideas about particular situation , on a higher level, you might ask them to take part in discussion or debate about a political or social issue . On a lower level, you might ask them to complete a story. In this type of activities , there is no right or wrong answer , and, therefore , there are no objective means by which to judge outcomes , outside of whether what the students do or say addresses the tasks at hand you might require them to speak or

write certain amount (words or time) and you might ask them to use certain constructions. Otherwise, assessment is subjective rather than objective.

4.Establishing shared activities that reinforce class unity

Many teachers begin the day with activities that establish and reinforce a sense of community and unity among students who feel they are part of a community of learners, who have the experience of "being in this together ", are more likely to be part of solution than the problem. This figure shows some examples of

5. Ending with activities that reinforce learning and discipline

Like activities for beginning of the day or the class period , ending activities when used consistently help to establish the classroom as a predictable environment for learning . There are a variety of ways to end the day or period , such as homework assignments , answering questions , reflecting on learning or reminding students about putting away supplies.

6. Controlling Activities

According to Scrinver, activities build with several steps and those steps could organize and facilitate the work of the teacher. These steps are:

*Before the Lesson

Familiarise yourself with materials and the activities, read through the materials and teacher's notes , and try the activity yourself and imagine how it will look in the class , arrange seating , visual , etc…

*Lead in / Preparation

Show /draw a picture connected to the topic, and ask questions also tell a short anecdote related to subject. Ask students if they have ever been /seen /done ect. Write a key word (maybe the topic name) in the centre of word-cloud on the broad and elicit vocabulary from students which is added to broad.

*Setting up Activities

Organize the students so that they can do activity or section (this may involve marking pairs or groups, moving the seating, etc …). Give clear instruction for the activity. A demonstration or example is usually much more effective than the long explanation. In some activities it may be useful to allow some individual work (for example thinking through a problem , listening answers , etc) before the students get together with other .

*Running the Activities

Monitor ate the start of the activity or section to check that the task has been understood and those students are doing what you intended to do. If the material was well prepared and instruction clear, then the activity can now largely run itself, allow students to work on task without too much further interference. Your role now is often much more low- key, taking a back seating and monitoring what is happening without getting in the way.

*Closing the Activities

Allow the activity or section to close properly rather than suddenly stopping the activity at a random point, try to sense the students are ready to move on. If different groups are finishing at different time, make a judgment about when coming together as a whole class would be useful to most people. If you want to close the activity while many students are still working, give a time warning.

*Post Activities

It is important to have some kind of feedback session on the activity. Group meet up with other groups and compare answers/opinion and when checking answers ask for group to exchange and compare their answers across the room themselves.

7. Organizing Discussion

One of the most important thing in the teaching process is the ability of teacher in creating an effective discussion in the classroom with the students, as well as different methods used in teaching but still discussion method is one of the useful method in teaching, therefore teachers while organizing discussion should contain an essential element to be well organized in the classroom . According to William M. Weltya good discussion includes:

- There should be preparation before class.
- Asking a lot of questions while talking enriches the classroom discussion.
- Knowing the students is one of the key success in the discussion , teacher should everyday while teaching get an information about each student and try to formulate questions that suites each students so that it will be good relationship with student and teacher than its result will be perfect for both teaching and learning .
- The class is also important for well organized discussion because when there in a comfortable and well seating arrangement there will be a good thing for students to begins their discussion in suitable situation.

- For a well designed discussion teacher could use group work discussion this step could encourage many students to integrate in exchanging questions with either their colleagues or teachers.

c. Teacher Students Interactions

While engaging in the discussion teachers should interact with students in the way of asking and talking about a particular topic and students should also interact with teacher not to be only the teacher who talks, these two figures shows two different ways of classroom interaction:
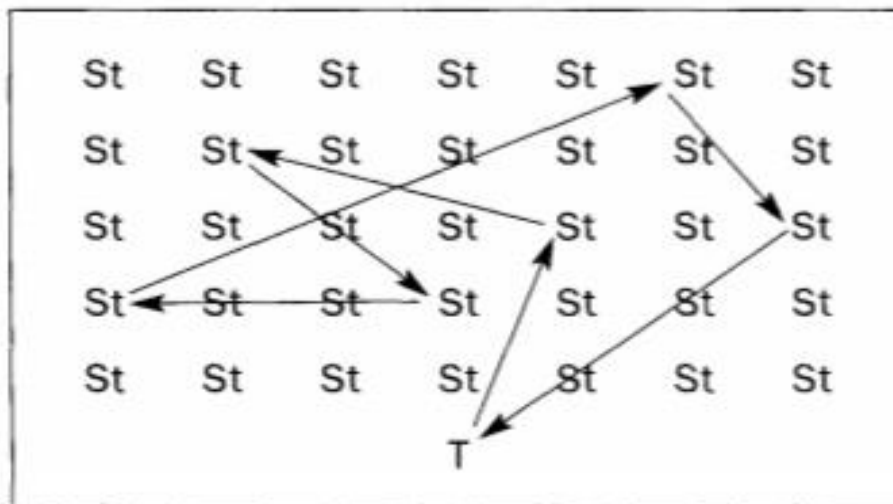
Figure 5.2   Interaction between students

Figure 1.3: Interaction between Students
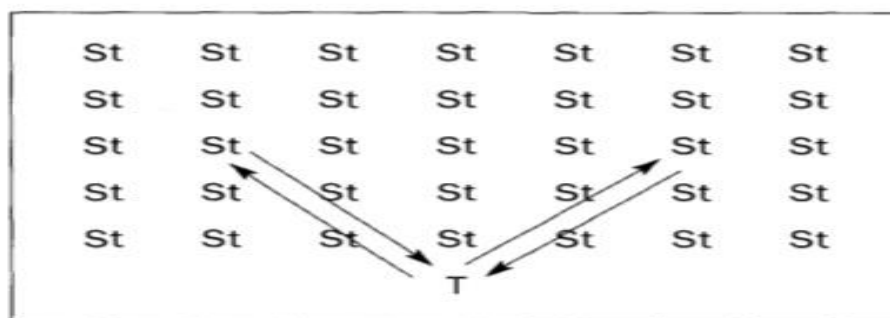
Figure 5.1   Interaction between teacher and students

Figure 1.4: interaction between teacher and students

1.Assessment

To assess you and your teaching against criteria of quality, acceptability, appropriacy, etc. An assessment may be part of course (with grades, levels, points, etc...).

2.Data Collection

Sometimes schools or teachers may want to objectively investigate some aspect of classroom life such as (comparing participation levels of Male and female students, or varieties of teacher questions) .

3.Peer Observation

Peer observation is when a colleague comes in to watch your lesson (or part of lesson). The aim is for both participants to learn something you are not expecting your colleagues to give you feedback, but there can probably be an exciting exchange of ideas, discussion about different way of working, comparison of views, etc...

4.Giving Feedback

In the classroom and during the students doing their works teachers should present a sort of feedback to the students and grade their working. This feedback should contain a full data about student's weaknesses and strengths , also teachers should provide students with positive feedback more than negative feedback but without neglecting to focus more on what is the lack in the student's work and teacher here may suggest other solutions or tips that could help students to face their lack in doing any of different tasks.

5.Stimulating Student's interest

The biggest role of teacher in the classroom is how to make his students interest in the classroom and it is one of the most challenging work that teacher face during doing his lessons. Therefore, here are some ways that could motivate students and more stimulate their interests.

*Relevance, Contextualisation and Real World Application

Demonstrate the relevance or context of topic , and develop ways of linking them to real world .In addition to motivating students within a course, this contextualisation can also help to provide a focus on career development . Share anecdote and stories from your own industry experience to help illustrate the application and relevance of theory.

*Currency of Information

Ensure that examples and case study are up-to-date and reflect current practices, standards and issues , so that students can better relate to understand them and can

develop proper understanding of what will be required of them in their future employment

*Variety of Activities, Materials and Method of Presentation

Select different methods of presentation as appropriate for different topic for example ; a PowerPoint slideshow for communication of a highly topics , a group discussion to provoke critical thinking or controversy ;etc .

*Good Organisation and Clear Expectations

At the beginning of a semester , examine the entire layout at your course in order to ensure topics are structured , expectation are clear , and materials is well organized and easily accessible. Provided students with weekly planner , including a description of well - linked topics and assessment , so students know exactly what they will be doing and when.

*Interaction with Lectures and Follow Students

Incorporate a degree of conversation or active communication into your lectures in order to involve students in the process; these interactions not only increase student's engagement and understanding of topics through discussion, but can also help you to as certain levels of student knowledge and understanding.

*Being positive and encouraging towards students

Encourage your students to participate in the course and share their ideas , reinforce the notion that there is no right or wrong answer when thinking and discussing critically, everyone has experiences to share and opinion to offer . Support students by affirming the knowledge / experience, that they bring with them to their course, and endeavour to incorporate this into class work for example (assignments designed to draw on personal experiences or current workplace.

d. Basics of Well Designed Curriculum

1- Objectives

Generally, objectives are one of the quintessential aspects of any course or program. Any curriculum usually determines its instructional objectives at the beginning of course. Richard 2007 contends that objectives are the goal of a program which attempt to bring about some changes in learners. The goal of a course might be built around the teaching of language skills (listening , speaking , reading and writing .) or their sub component (pronunciation , vocabulary and grammar).

2-Attitudes

The positive attitudes of students reflect a positive atmosphere of learning and teaching .Therefore , teachers need prepare the students in efficient skill and strategies and familiarize the students with the intended culture also teacher could try to lower the students anxiety and promote self-confidence.

3-Time

One of the crucial factors which has tremendous effect on learner , learning rate is the amount of time spent on teaching – learning activities in the classroom . Moreover , Brinton and Holetn (2001) says that a few weeks of instruction could hardly impact the learner's language proficiency ,which means that in teaching and learning a language needs more time to reach the good result in teaching and learning.

4- Need Analysis

In order to devise a course and prepare materials and methods based on the students and instruction's objectives, and it is better to carry out need analysis. As Flowerdew and peacteck (2001) claims that needs analysis attempt "to fine tune the curriculum to the specific need of learners. In addition Richard (2007) p .51, also says that "a sound educational program should be based on an analysis of learners need." Needs analysis intend to find out what the students needs to do in order to learn (learning needs) .Therefore , to establish the student's language level at the learning of the program (present situation analysis), and check to place and its availability of resources, equipment, materials and facilities.
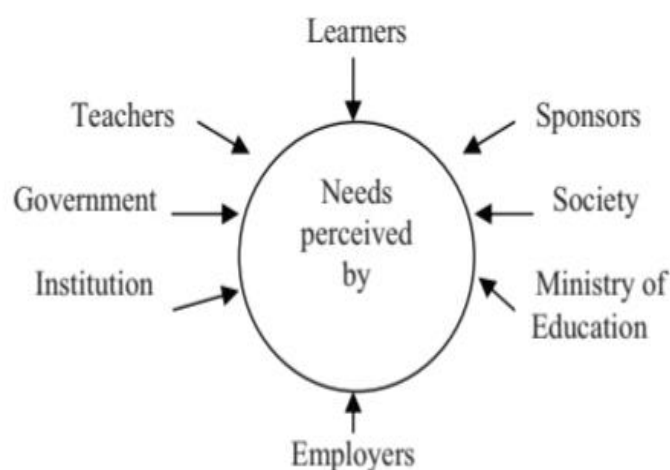
Figure 1.5: Needs Analysis

5- Classroom Activities

The effective classroom activities and exercises can contribute to learning and make it enjoyable, students do not learn language by observing transmitted knowledge but they need to practise and produce language in meaningful context in order to acquire it.
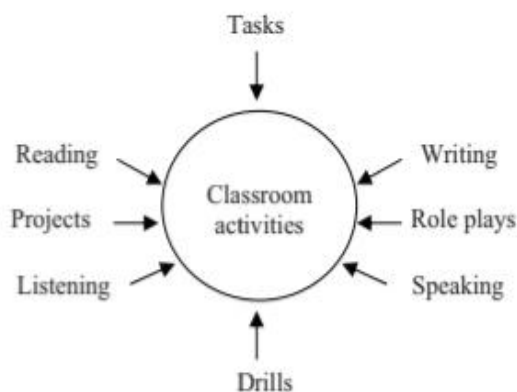
Figure 1.6: Classroom Activities

6- Materials

Good materials not only can be taught straight forwardly but also can facilitate learning process, but teacher may face difficulties in developing materials that could help them in teaching process, also some materials could not be more useful in certain situation, however a course may include one or some of the following materials in its syllabus:
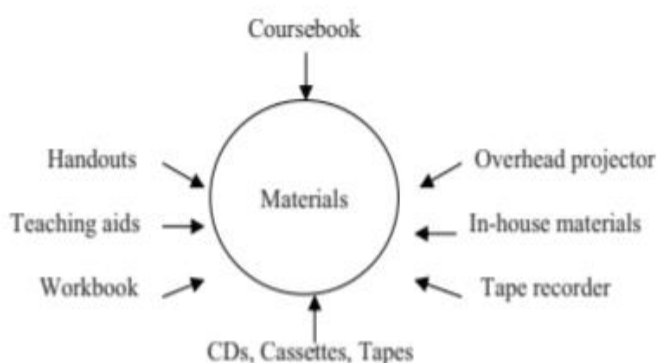
Figure 1.7: Learning Materials

- Materials are selected based on course objectives and student's needs
- Offer a balance of expenses, activities, study skills and language skills
- Use visual in order to create meaningful context.

- Materials are developed and prepared based on the student's social and cultural values and norms.

7- Content Framework

A detailed outline of the major topics and sub- topics that will be taught in individual courses, ideally matched to learning outcomes.

8- Resources and References

Source of information or teaching methods are:

9- Program Evaluation and Modification

A strategy for continually revising and updating the curriculum based on how will it is meeting the instructional purpose and student's needs.

Conclusion

As it was mentioned before that classroom management is one of the sensitive part of teaching process , the teacher have the hardest role because he/she is about to create an effective classroom management for better learning atmosphere and make his/her teaching get a worthy results.

This chapter is an overview about classroom management in which we select some of views about the meaning of classroom management and its different types, elements, then we mentioned the main areas that make the classroom management effective. Therefore, we specified a part that consisted of only the teacher centred and it contains the attitudes of teachers and the teaching tasks, controlling activities, also how the teacher organizes discussions and observations. Moreover, we talk about the stimulation of the student's interests. Finally, we mentioned the basic of the well-organized curriculum that teacher could use while planning his courses. Therefore, we can conclude that the teacher is considered as the centre and the guide of the classroom management.

Chapter Two

Important Psychological Issues

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Content

II.1 Introduction

Dealing with the issue of factors affecting the classroom management requires drawing the boundaries of our study, in order to treat the subject adequately. This chapter gives an eye view about how teachers manage their classrooms, taking into consideration what affects learners psychologically and diminishes their progress in learning a foreign language as English. In addition to the variables that make them different, the classroom management is grounded by the teacher and the learner. The teacher manages his classroom according to his learners' differences, needs, and capacities. The chapter splits down into three main titles in which we discuss respectively: psychological issues and factors that affect students' differences.

II-1.Anxiety and the students' affective state

The affective state of the foreign language students plays an important role in their process of learning. This important side will be discussed in the following sections.

a. The Affective State

The affective state influences the learner. It has a direct affect on the success or the failure in learning a foreign language. (Brown et al, 2001; Horwitz, 2000; Sparks & Ganschow, 1991)

The students' affective side has a major role in the learning process. It is deemed that the learners' affective state affects them when they start to learn a new language. On one hand, the positive affective state affects for effective language learning, when the learner has a lower affective filter, which means that they have positive emotions and willingness to acquire knowledge. Therefore, the intake will be the maximum. A lower affective filter of a student facilitates the improvement of language learning. Like, it promotes their readiness. On the other hand, when the learners have a high affective filter, their intake is the minimum. It affects the learners negatively. To sum up, the teacher supposed to teach his students except if their affective filter is lower in order to be sure that they are really acquiring knowledge as maximum as possible.

The influence of affective variables on language learning production filters the amount of input into the language acquisition device. Among the affective states, there are happiness, eureka, anger, fear, surprise, anxiety, frustration, and so on. These affective states are determined directly by thoughts. When the learner said that "I am a good student" or "I am competent" that is enough to promote positive feeling states and increase personal esteem.

State	Definition
Learning-Centered	
Confusion	poor comprehension of material, attempts to resolve erroneous belief
Frustration	difficulty with the material and an inability to fully grasp the material
Anxious	nervousness, anxiety, negative self-efficacy, embarrassment
Contempt	annoyance and/or irritation with another person
Eureka	Sudden realization about the material, a ha! moment
Curiosity	desire to acquire more knowledge or learn the material more deeply
Basic-Emotions	
Anger	negative affect toward material or person to an extreme degree
Fear	feelings of panic and/or extreme feelings of worry
Sadness	feelings of melancholy, beyond negative self-efficacy
Disgust	annoyance and/or irritation with the material and/or their abilities
Surprise	genuinely does not expect an outcomes or feedback
Happiness	satisfaction with performance, feelings of pleasure about the material

Figure 2.1: Definitions of Affective States and Engagement Levels

b. Anxiety

Anxiety: from Latin anxietas, from anxius, from ango. An unpleasant state of mental uneasiness, nervousness, apprehension and obsession or concern about some uncertain event. Anxiety is a natural human reaction, and it works as an important psychological function that is felt by many people regardless of age. All children experience anxiety as an alarm system

that is activated whenever they perceive situation as dangerous, embarrassing or stressful, in these situations anxiety can help them to better manage the events, while low and controllable level of anxiety can be beneficial, high level of anxiety may negatively impact one's social and personal relationships, and cause physical and emotional problems. (Herrero, Sandi,&Venero, 2006).

c. Academic anxiety (AA)

Scavel defined anxiety in the learning process as it is associated with feelings of uneasiness, frustration, self-doubt, apprehension or worry (1978, p.134)

Anxiety affects the students' cognition and emotions and feelings. Its effect is on the students' performance in the classroom is negative. This influence is when the learner stresses and worries himself fearing from failure. He has always some negative feelings and thoughts that made him almost time pessimistic. To explain more, the student got anxious when they cannot answer because the question is difficult, or when they have no trust in themselves, also when they worry about being embarrassed in front of their classmates if their answer is wrong. Anxious learners who cannot express or share their ideas in public have a small chance of improving their oral skills. Anxiety can have a negative effect on the information processing system. People with anxiety have difficulty storing and retrieving information (Nelson, & Harwood, 2011)

Anxiety is assumed to consume the necessary resources of working memory, and it can inhibit the students' capability to act well in learning situations (Hashempour, & Mehrad, 2014, p.116)

Goleman (2004) said that learning as a cognitive activity is dependent on encoding, storing and retrieval procedures. Therefore, anxiety disturbs these processes. It makes learners less successful at encoding and less effective at storing information because all their energy, capacity, attention, and concentration are spent to skip anxiety. The latter impacts learning process in a negative way by its direct influence on memory, in which the learner stores all the knowledge that he acquired in the learning process to use in the future.

Wiseman and Hunt (2008) said that:

> Anxiety can be a reason for a student to lose focus, become irritable or
> act out, withdraw and not try, be physically ill, or perform poorly in
> school with the resulting poor performance only serving to increase the
> student's anxiety.

According to Sarason (1975, 1988) stated that:

The mind of students who are anxious about their performance can be preoccupying with irrelevant thoughts that are related to the subject, which consequently can decrease concentration and impact cognitive performances such as learning."
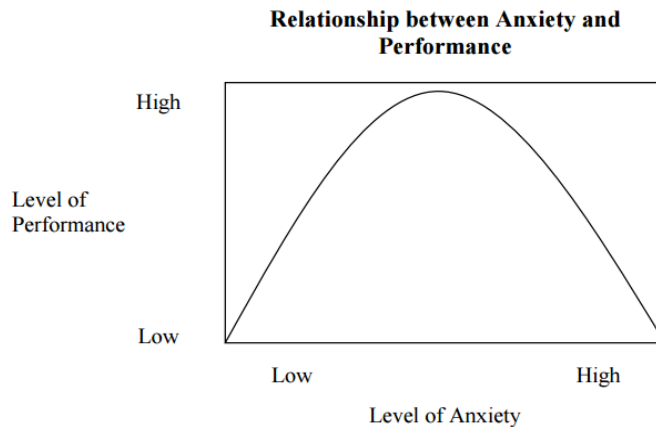
Figure 2.2: Relationship between anxiety and performance

Academic anxiety is one of the factors that affect learners' performance in the classroom; the students has always that negative feeling of participating and engaging in the class. Most of them are anxious when they have been asked by the teacher, fearing from giving a wrong answer and the teacher is going to punish them.

It is not just limited for non-dominant students or student with disabilities. Bensoussan (2012) claimed that students of all academic achievement levels suffer from academic anxiety. Even students who do well on classroom and homework can suffer from test anxiety and do poorly on tests. So, academic anxiety influences all the learning sides whether it is in classroom participation, the four language skills, or in tests. AA is not related only to students with minimum level, but it is innate in all students. The non-dominant students for sure they are the most impacted by AA because they face it everywhere in their learning achievement. On contrary, the dominant and the best learners face it most of the time when doing tests, exams, and so on. Although, they are excellent in the class and they do their homework in a good way, but they are affected by anxiety when they are being assessed. Fletcher, Speirs, and

Neumeister (2012) said that even if perfectionist students are high achievers, perfectionists can still suffer from a fear of failure that can cause high levels of stress.

Anxiety has a strong relationship with student's achievement and self-efficacy for all students whether the capable learners or the ones with disabilities; so, to reduce AA, what is required is togetherness of learners, teachers, and parents. Dobson (2012) claimed that there are anxiety reduction strategies which are: mindfulness meditation, metacognition, coping, teacher involvement, and test question order (p.3). so, if the teacher can recognise the signs of anxiety, he can help his students cope with academic anxiety in a way that anxiety becomes benificial for them.

d. Foreign languagz anxiety (FLA)

Among affective factors, anxiety has a sensitive role in learning a foreign language. It is one of the negative emotions that is assumes to be crucial and critical in determining students' achievement. The foreign language anxiety is a result of a poor language learning abiltity and performance. Anxiety bears a heavy resposibility to determine the learners' success in learning English as a foreign language (EFL).

When learners started to learn a forign language which is new to them, they express apprehension, anxiety, and nervousness. The source of this language anxiety is that learners fear of the language difficulties, its culture, etc.

Anxiety occurs when the learner fears of something that is not easy and when there is a feeling of apprehension. So, when the learners have FLA, he feels that he is not in a comfortable and a relaxed experience in the language learning class.

MacIntyre (1999, p.27) defined language anxiety as the worry and negative emotional reaction aroused when learning or using a second language.

MacIntyre and Gardner stated in their study that FLA is the feeling of tension and apprehension specifically with second language contexts, including speaking, listening, and learning (1994, p.284). Foreign language anxiety affects the learners' performance, because when they areunder an anxious climate, their acquisition of foreign language deteriorates, most of the time they forget things they already know like they make stupid and non-sense mistakes.

Figure 1: Foreign Language Learning Anxiety Scale
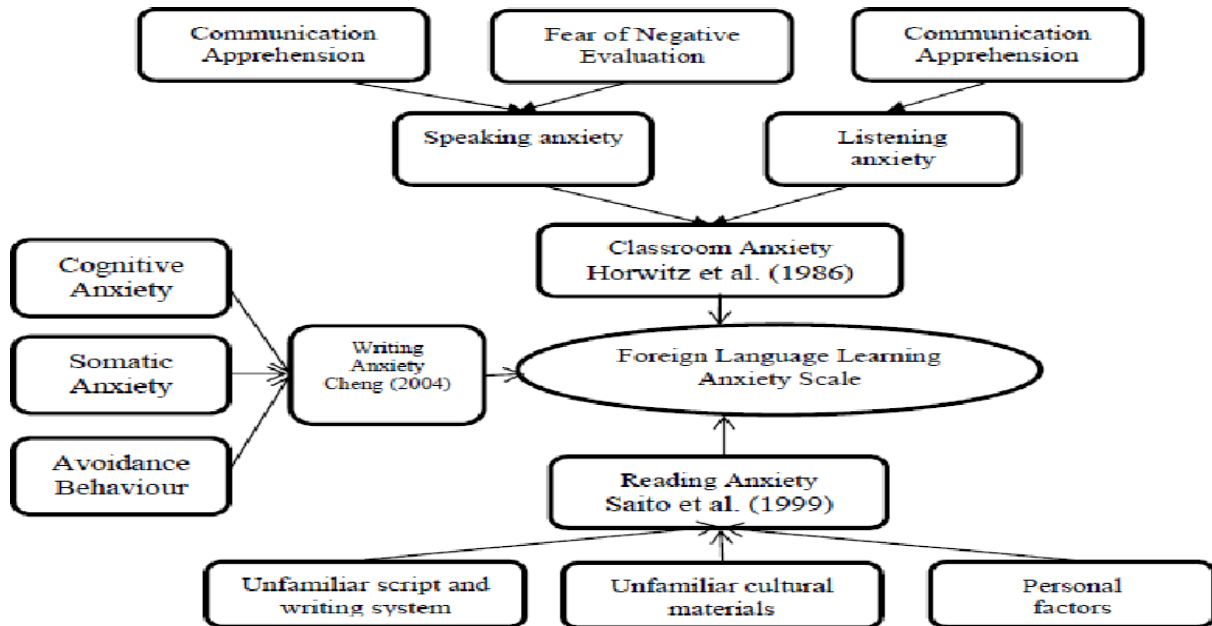
e. Managing Student Academic Anxiety by Teachers

FLA plays a crucial role in language learning and impacts on the learning process in a negative way. In learning context, considering the amount of anxiety is essential, because as low to moderate levels of arousal tend to improve learning process, high amount of anxiety can destroy it (Gold, 1995; Morley, Gallate, Hunt, Mallet, & McGregor, 2001).Students who permanently show high levels of anxiety usually display poor learning and memory abilities, in this point, relieving anxiety related-responses or reducing the anxiety level can improve students' cognitive performance and learning ability (Herrero et al., 2006).

The teacher is supposed to pay attention to the influence of anxiety on the students' academic language learning, because it impacts directly their memory. Like, they must aid them to handle anxiety effectively, to benefit from it for a better language acquisition, and to deal with each challenge out of it. Teachers have the power to teach students effective ways of dealing with anxiety and help the students who are overwhelmed with anxiety and feel worry

about the effectiveness of their performance, turn their high worry into a constructive shape and made it act more like a motivation, (Klem & Connell, 2004; Murray & Greenberg, 2000; Rankin-Erickson & Pressley, 2000; Wedayanthi, 2012). Teachers can aid the academic anxious students about the effectiveness of their performance, to turn their anxiety into a positive and constructive shape such as motivation (Weiten, 2007). Teachers also by using collaborative learning can raise student's learning and decrease their anxiety related to learning process, meanwhile teachers by keeping their classroom quiet and in hand raise the academic anxious student's attention and consideration and less be distracted by irrelevant things(Ioannou & ArtinoJr, 2010). To sum up, teachers can help his academic anxious learners to benefit from their anxiety and consider it as a motivator pushing them to reach their goals.

II.2.Giving Feedback and Correcting Errors

The role of the teacher at the class is not just explaining the lessons, but it is more than that. The teacher bears a big responsibility in his class to have successful learners at the classroom and outside in real life. Giving feedback and correcting students' errors are among the roles of the teacher in his noble mission that the teacher does to improve his teaching.

a. Giving Feedback

Teachers are supposed to provide learners with feedback on their work in addition to a grade. Feedback is given to learners after doing a specific work proposed by the teacher on a specific item. Feedback is a critical assessment on information produced. It is a process, in which learners make sense of information about their performance, and use it to enhance the quality of their work or learning strategies. Brown (1994) considers feedback as one of the keys to successful learning and in a similar vein; Gipps (1994) regards feedback as a critical feature of teaching and learning process. Ur (1996) considers feedback as "information that is given to the learner about his or her performance of a learning task, usually with the objective of improving this performance" (p.242)

Pica et al. (1996) suggest interaction addresses language learners' need for feedback focused on form. Feedback plays an important role in motivating further learning as it informs learners about the degree of their learning or their needs for improvement. It enables them to distinguish between accepted and unaccepted forms of communication in the target language. Chaudron (1988) elaborates feedback from teacher's and learner's Perspectives:

> In any communicative exchange, speakers drive from their listeners'
> information on the reception and comprehension of their message….
> From the language teacher's point of view, provision of feedback ...is a
> major means by which to inform learners of the accuracy of both their
> formal target language production and their other classroom behaviour and
> knowledge. From the learners' point of view, the use of feedback in
> repairing their utterances, and involvement in repairing their interlocutors'
> utterances may constitute the most potent source of improvement in both
> target language development and other subject matter knowledge.
> (p. 132-133)

Feedback is very important for learner because they will repair all what is lacked in their performance and their acquisition of the new language. Gipps believes that feedback is important for two reasons: "it contributes directly to progress in learning through the process of formative assessment, and indirectly through its effect on pupils' academic self-esteem" (1994: 129-130). Kozminsky and Kozminsky (2002) claimed that feedback from teachers plays a big part when it comes to success or failure.

Feedback is an essential tool to improve teaching skills and the learning process. On one hand, feedback that the teacher received from observers, tests and friends gave him somehow an eye view if his way of teaching and providing knowledge is right and good , or to change it and find another efficient method to do so. Briefly, to know to what extent he has been successful in his mission and what he has to do in order to ameliorate that way of teaching to be more effective. On the other hand, feedback as it influences teaching; it does so to learning. It provides a chance for students to know what disabilities they have and what gaps they have to fill. In short, feedback makes the learners informed by their weaknesses and strengths, and encourages them to adopt appropriate strategies to improve their learning in a better way.

- **Types of feedback**

Jack C. Richards and Charles Lockhart (1997) propose giving two types of feedback on spoken language, feedback on content and feedback on form. Feedback on content includes vocabulary errors, errors of grammar or pronunciation. On the other hand, Hendrickson (1978) points out that feedback on form should consider:

• Whether learners' errors should be corrected.

• Which kinds of learners' errors should be corrected?

• How learners' errors should be corrected.

- **Sources of Feedback**

     Feedback that improves learning comes either externally or internally.

➢ **External feedback:** all feedback that is received from teachers and peers. On one hand, the teachers' feedback that is very important for learners, as it helps them to notice the gaps they have. Ellis maintained, "Teachers have a traditional right to supply the learners with feedback regarding the correctness or appropriateness of their responses" (1991, p.71). In addition, Carnell stated that teachers' feedback clarifies goals, gives a sense of direction, identifies mistakes, and provides advice (2000). Therefore, it is obvious that teachers' feedback is very important for learners, as it helps them to notice the gaps they have. On the other hand, the peers' feedback that seems better for learners. For them it is easier to talk with friends freely and say all what they want more than with their teacher. Murphy claimed that without the presence of the teacher, students learn how to give feedback in communication tasks (1986). It is suggested that peer feedback in language learning can be more powerful than teachers' feedback because its concern is with topics of interest and relevance to the learners (Kessler et al, 1992).

➢ **Internal feedback:** it is generated from students themselves through monitoring process, which is a cognitive process that assesses states of progress relative to goals and generate feedback that can guide further action (Buttler & Winne, 1995, p.11). So, internal feedback is based on learners' knowledge and information that have been stored in their memory. In brief, only what is accessible to students. To sum up, internal feedback is considered more accurate and preferable for learners than the external feedback.

- **Strategies of giving feedback**

     Jack C. Richards and Charles Lockhart (1997) provide some strategies of giving feedback on content and feedback on form. There are some strategies to give feedback on content:

- Acknowledging the correct answer: teacher acknowledges by saying 'Good', 'Yes' or 'alright'.

- Indicating an incorrect answer: teachers indicate the incorrect answer by saying 'No, that's not quite right' or 'Mmm'.

- Praising: give complements for right answer by saying 'Yes, an excellent answer'.

- Expanding or modifying a student's answer: the teacher can provide more information or rephrasing the answer to an incomplete or vague answer.
- Repeating: teacher can repeat the same answer.
- Summarizing: the teacher can summarize what a student or group of students has answered.
- Criticizing: the teacher can criticize a student's response.

  In addition, there are also some strategies to give feedback on form:

- Asking the student to repeat what he or she said.
- Pointing out the error and asking the students to self-correct.
- Commenting on an error and explaining why it is wrong, without having the student repeat the correct form.
- Asking another student to correct the error.
- Using gestures to indicate that an error has been made.

b. Correcting Errors

Learners are human beings and they naturally make mistakes and errors. They influence and get influenced by content, the learning atmosphere, timing and the teaching method. Throughout that process, errors occur. So, the expert teacher make his teaching more constructive by approaching those errors. Errors are a normal and natural part of the learning process. They show that students are learning. Error correction is really beneficial and necessary for learners of any foreign language. As Corder (1973) claimed that learning a new language requires a trial and error approach, and errors are evidence that the learner is testing hypotheses of underlying rules, categories, and systems. L2 students seem to be condemned to committing errors in their linguistic productions, in their attempts to acquire another language, in addition to their mother tongue (Van Lier, 2006; Livingstone, 2011).

Amara (2018) highlighted that correcting students' language errors has always received much importance because of its significance for analyzing those errors and trying to provide students and teachers with adequate techniques and strategies to avoid or at least minimize the number of those errors while practicing the foreign languages (p.45). Generally, the word "error" and "mistake" are considered synonymous, but Penny Ur (2002) made a difference between these terms. Errors are consistent and based on "mis-learned" generalizations. On the other hand, mistakes are occasional, inconsistent slips.

Language teachers perceive that both mistake and error done spontaneously by the student. Again, according to Brown (2000) a mistake refers to a performance error, which is made by language learners while producing a known structure incorrectly and comes out through a slip of tongue. He also referred to it as an "unsystematic guess". Mistakes can be self-corrected by native or non-native speakers but errors cannot be done so because the mistakes do not occur from insufficiency or incompetence, whereas, errors occur for incompetence in the language. The word error is from Middle English errour, Latin error, infinitive of erro. It is the state, quality, or condition of being wrong. "Learning to swim, to play tennis, to type, or to read all involve a process in which success comes by profiting from mistakes, by using mistakes to obtain feedback from the environment and with that feedback to make new attempts that successively approximate desired goal"(Brown: 2000). According to Brown, people learn language through trial and error.

- **Why learners make errors?**

An integral part of effective learning is the correction of learner errors (Corder, 1967). So, what are reasons that made students make it? The followings are some of them:

✓ Learners do not know enough to complete the task or the task is too difficult

✓ They did not have enough time to prepare

✓ The instruction for the task was not clear

✓ Student are focusing more on what they say instead of how they say it

✓ Interference from learners' L1

✓ They have not yet mastered the structure, sound or skill

- **Sources of errors**

Students' errors are very important in the language learning process (Corder, 1967). Errors are indispensible to the learning process, so why learners make errors or with other words what are the sources of those errors? Answering this question by referring to researchers studies.

One of the major causes of errors is language transfer (Carder, 1974, Shovel, 2001). Language transfer or Interlingua interference, errors are caused by mother tongue interference.

Brown (2000, p. 224) stated that there are two main sources of errors, namely, interlingual errors and intralingual errors.

➢ **Interlingual (Interference) errors:** are those errors that are traceable to first language interference. They are attributable to negative interlingual transfer. According to Kavaliauskiene (2009, p.4). The transfer of errors may occur because the learners lack the necessary information in the second language or the attentional capacity to activate the appropriate second language routine. Transfer is of two kinds: positive and negative. The

transfer may prove to be justified because the structure of the two languages is similar, this case is called 'positive transfer' or 'facilitation', or it may prove unjustified because the structure of the two languages are different, that case is called 'negative transfer' or 'interference' (Wilkins, 1972, p.199).

➤ **Intralingual errors:** this kind of errors occurs during the learning process of the second language at a stage when the learners have not really acquired the knowledge. In addition, errors are also caused by the difficulty or the problem of language itself (Amara, 2018, p.47). As far as the intralingual errors are concerned, they result from faulty or partial learning of the target language rather than language transfer (Keshavarz, 2003, p. 62). Richards identified six types of this type, which are:

- Over-generalization.
- Simplification: (Redundancy/ reduction).
- Communication base.
- Induced errors.
- Analogical errors.
- Ignorance of rule restrictions.
- Incomplete application of rules.
- False hypothesis.

When should errors be corrected?

Part of the learning process for language learners are is making errors. A challenge for many teachers is deciding when and how to correct their students. The error correction process is necessary in the learning approach because by repeating the error over and over, the error gets permanent in the learners speech (Keith Johnson, 2001). Loewen highlighted that providing error correction while students are using the language to communicate can promote student learning (2007). In addition, when the student make an error, the teacher should think about him and his personality because some students are going to be embarrassed in front of their friends or being switched off forever because the unsuitable time in correcting them. Moreover, he has to make many decisions in a split second; shall I correct or not? When should it be corrected (now or late, etc)? Who should correct (self, peer, etc)? How should it be corrected (technique)? Therefore, here is when the teacher should correct his learners' errors:

✓ Correcting every error immediately can interrupt class activities, embarrass learners and reduce their participation in class.

✓ Teachers should not correct errors until the learner has finished speaking.

✓ Teachers should consider different factors when deciding to correct an error or not. Gower, Phillips and Walters reported that the correction depends on the aim of activities. If the focus is on accuracy, the teacher's control and correction will be tight and if the focus is on more fluency then the teacher's direct control and correction will be less (1995).

✓ If the error is a slip of tongue, that is one-time error, teachers may choose not to correct it.

Therefore, to correct errors of students, the teacher should first identify the type of errors that they made. He should be selective, because correcting all the learners' errors is impractical and interrupting class activities, embarrass learners and reduce participation in class.

• How can teachers correct errors?

There are several ways of correction that can be employed in the classroom, such as:

✓ Teachers should monitor learners' work in individual, pair or group activities so that they can identify and prevent errors before learners report their answers to the class

✓ Teachers should use auto or self-correction in which ask learners to correct their own mistakes. The teacher should indicate that the learner made an error, such as: by shaking his head or by asking the student "Are you sure?" Or, he/she can indicate where or what type of mistake was made, for example, he/she can remind the rule to the learner, repeating the sentence where the mistake is, using intonation up to the error, writing the sentence on the blackboard and underlying the mistake.

✓ Teachers can also use peer correction, in which asking classmates to help a learner politely correct his errors. On one hand, its advantages are: the whole class is involved in listening and thinking about language, students can learn from each other, they learn to correct each other's mistakes in pairs and groups works, and the teacher can get information about learners' abilities and if they understand the target or not. On the other hand, its drawbacks are: the dominant (the more confident) students always correct the less confident learners, and learners may be offended if their peers correct them.

✓ Teachers may also correct learners' mistakes themselves. It is the quickest error correction technique.

Fear of making mistakes is a serious problem that prevents learner's willingness to engage in the classroom. Especially, this fear is more often in speaking when students hesitate to speak in front of the whole class in order not to be embarrassed in front of their classmates. As UR Penny highlighted that learners are often inhibited about trying to say things in a foreign language classroom, worried about making mistakes, fearful of criticism or loosing

face, or simply shy of attention that their speech attracts (2000, p.111). Learning is an ongoing process and errors happen all the time since they are a part of it. Therefore, the teacher should make his students understand that making errors in the classroom is not a big issue because they are learning a new language. Consequently, their eager to learn and retain information will increase. In addition, students will dare to engage in the classroom activities without feeling any inner complexity. The teacher-learner relationship plays a crucial role in establishing that trust when the teacher is flexible, empathetic, and not making a big deal about any error. That trust creates a better atmosphere without pressure and with no feeling of apprehension when learners make errors. The expert teacher should not make students who mistook in the spotlight but put them at ease. He is the builder of good humans for the long run, so, he has always to motivate, encourage and appreciate his learners' efforts.

To sum up, teachers are supposed to correct their students' errors and to give them constructive feedback. Therefore, the teachers' role is very important to develop his learners' skills and enhance their ability to use language appropriately. But, the teacher should take into consideration that excessive error correction, and inappropriate or destructive feedback switch off the student, frustrate him, and reduce his motivation and desire to learn the new language. As Burt and Kiparsky highlighted that overcorrection cuts off students' sentences, causes them to lose their train of thought, prevent them from relating to a new sentence. For that, to correct errors and to give an effective feedback, the teacher should have a good timing and use suitable strategies to do so.

II.3. Factors Contributing to Students' Differences

A plethora of scientific evidence suggested that students learning and achievement is deeply affected by cognitive, affective, as well as personality factors in which this learning occurs. Improving students learning and achievement requires a serious attention to the variables that impact on the learning process. In foreign language learning context, there are various factors that influence the learning process such as motivation, attitudes, anxiety, learning achievements, aptitudes, intelligence, age, personalities, etc. (Gardner, 1960; Lehmann, 2006). Variables affecting educational outcomes can generally be divided into three groups of cognitive, affective, and personality.

a. Cognitive variables:

There are several ways to know the learners' abilities and capacities. In which, the level of intelligence and aptitude is very commonly used in judging the ability of any student. Aptitude is commonly used in reference to a specific area of performance, intelligence carries a broader meaning; it is not specific to a discipline, but rather entails all areas of learning. The meaning is also synonymous, to a degree, with abilities. Noticeably, the differences in meaning are minor in detail (Dörnyei, 2005).

A.1. Intelligence: from old French intelligence, from Latin intelligentia. It is the capacity of mind, especially to understand principles, truths, facts or meanings, acquire knowledge, and applies it to practice; the ability to learn and comprehend.

A.1.1. Cognitive intelligence: means one's abilities to learn, remember, reason, solve problems, and make sound judgements, particularly as contrasted with emotional intelligence. It is proved that intelligence can predict the rate and success of second

language acquisition in the formal language classroom (Genesee 1976).

A.2. Aptitude: from middle French aptitude, from ml. Aptitudo, from Latin aptus. It is natural ability to acquire knowledge or skill. Aptitude is a person's capacity or hypothetical potential for acquisition of certain more or less well defined patterns of behaviour involved in the performance of a task with respect to which the individual has had little or no previous training (Barmola, p.373).

A.2.1. Foreign language (FL) aptitude: Language Aptitude has been defined as the capability of learning a task…, which depends on some combination of more or less enduring characteristics of the learner (Carrol, 1981, p. 84). As Kiss and Nikolov (2005) pointed out, the definition of Aptitude is based on four assumptions:

- There is a talent for languages different from general cognitive abilities.
- Aptitude is relatively stable.
- It is not a prerequisite for L2 acquisition but a capacity that enhances the rate and ease of learning.
- It is composed by different characteristics.

FL aptitude should be considered as an umbrella term consisting of a set of cognitive abilities, thus making it a componential concept (Carroll 1981 & 1993; Skehan 1998; Sparks et al.2011). Dörnyei (2005: 33) pointed out; FL aptitude has increasingly become something of a hybrid construct related to a number of cognitive factors creating a composite measure regarded as the general capacity to master a foreign language. Language aptitude has been

suggested as one of the central individual differences in language learning (Skehan, 1989, pp.25-38). It has also been declared to be the most consistent predictor of one's success in learning a foreign language (Skehan, 1989).

From the elaboration of what is said above, language-learning aptitude is the individual's capacity or ability to acquire the new language. In which, each one has a level of aptitude either low or high. The low-aptitude students are those who have experienced failure and losses many times in their life, and that diminished their motivation. On the contrary, the high-aptitude students who are motivated most of the time to learn and acquire the language in a better way. Ironsmith and Eppler highlighted that mastery learning potentially benefits students at every level, but the greatest gains should occur for low-aptitude students whose past experience with failure has diminished motivation. Students should strengthen their learning goals overtime, particularly for low-aptitude students who have probably experienced failure more often than high-aptitude students have. Low-aptitude learners have lower learning goal scores than more capable students (2007, p.28).

A.2.2. aptitude tests: One of the tests that measured aptitude is Carroll and Sapon's Modern Language Aptitude Test (MLAT). Carroll describes aptitude as a stable factor, which cannot be trained; it is separate from motivation, achievement and intelligence. It is an ability that allows learning an L2 faster and with less effort. He identified four factors in language aptitude: phonemic coding ability, grammatical sensitivity, inductive language learning ability and rote learning ability.

b. Affective variables

Needless to say that cognitive variables; intelligence and aptitude play a significant role in providing learners with a suitable atmosphere for learning. However, affective variables also impact students' achievement either positively or negatively. Motivation and attitude are durable but changeable traits. They are very important in the learning process because their role cannot be overlooked. As Sparks and Ganschow (2001) stated that success in learning a foreign language is influenced by affective variables as well as cognitive factors.

B.1. Motivation: is like the concept of gravity, it is easier to describe than to define. Of course, this has not stopped people from trying it (Martin Covington 1998:1). It means to move by its Latin root, so the study of motivation is the study of action (Eccles & Wigfield, 2002). In addition, although the behaviourism, cognitivism, and the constructivism scholars viewed motivation in different way, but they all agree on the desire by an individual to fulfil a need (M.Faraj, 2019, p.23). Being motivated is doing a serious action to fulfil a need or to

reach a goal. Moreover, Harmer (2001) confirmed this view and defined motivation as some kind of internal drive which pushes someone to do things in order to achieve something (p.51).

Siska (2015) mentioned that motivation is closely related to learning process. Gardner & Lambert (1972) defined motivation as learners' individual reasons for learning a language. In addition, it is stated by Chaouki (2016) that motivation is one of most essential concepts in educational psychology. It provides the primary impetus to initiate second or foreign language (L2) learning.

Bridja (2019) stated that: "motivation is described as a basic element that drives learners for success; it appeared when EFL learners show interest and high level of persistence toward language learning" (p.11). Therefore, it is the key of success and a good achievement. It appeared when the teacher see his learners' full attention to his lesson, their willingness to succeed and their ability to use language in classroom and in real life contexts. Motivation is really significant in the language learning process. So, any lack of motivation is going to affects directly the learners' achievement negatively and prevent learners from developing their skills and capacities when using the new language. Dornyei (2011) stated that without sufficient motivation, however, even the brightest learners are unlikely to persist long enough to attain any real useful language (p.05). Motivation cannot be overlooked because always the motivated students are those who are dominant in the classroom; they are always enthusiastic and have that target of being successful. David Scheidecker and William Freeman discussed the hard mission of teachers to fire students' motivation (1999:117)

`The real problem with motivation, of course, is that everyone is looking for a single and simple answer. Teachers search for that one pedagogy that, when exercised, will make all students want to do their homework, come in for after-school help, and score well on their tests and report cards. Unfortunately, and realistically, motivating students yesterday, today, and tomorrow will never be a singular or simplistic process.'

End up with Dweck (2000) when he described the reciprocity between academic performance and motivation. Students who adopt learning goals seek challenging tasks to enhance skills. They attribute failure to insufficient effort or inadequate strategies and persist when faced with obstacles. In contrast, students who adopt performance goals prefer easier tasks they can do well. They attribute failure to lack of ability and are more likely to quit when faced with obstacles.
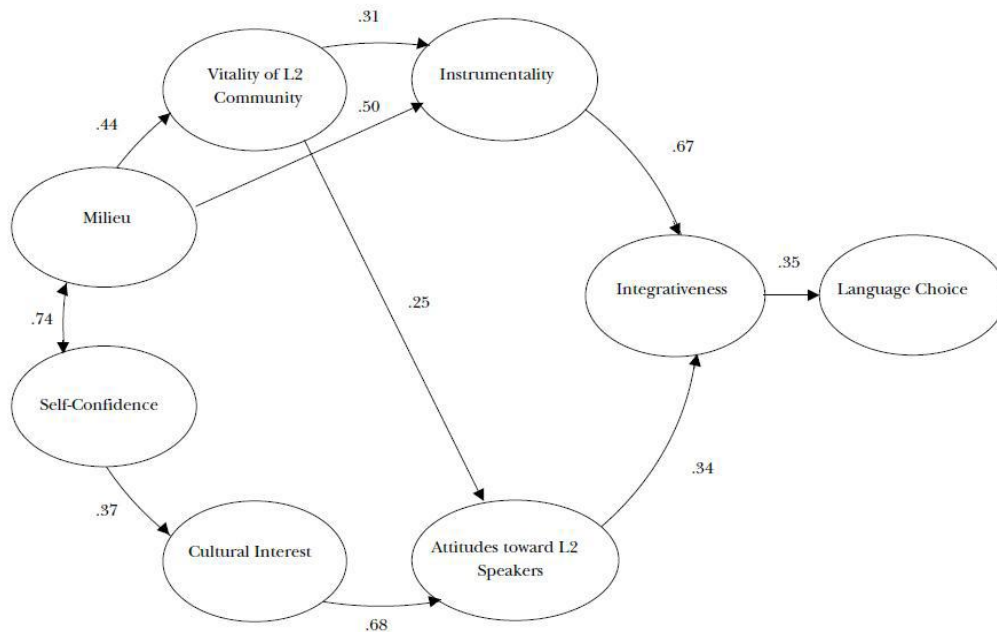
Figure 2.3: Interrelationship of the Motivational Variables and the Criterion Measures, from Dörnyei and Csizér (2005)

B.1.2. sources of motivation

Motivation is considered as one of the determiners of success in learning foreign languages. Therefore, teachers should be aware of the sources of motivation. Many scholars talked about sources from which learners will be motivated, among them Skehan (1989) distinguished four main sources of motivation in an educational context:

• Learning and teaching activities: In this case, students' interest to learn would generate motivation (intrinsic motivation).

• Learning outcomes: The learners' successes reinforce or increase motivation, whereas failure diminishes the students' expectations, sense of efficiency, and global motivation. In this sense, motivation is a consequence, not a cause, of the learning outcomes.

• Internal motivation: At this point, learners already have a certain degree of motivation upon arriving in class, developed due to the influence of other motivation agents (e.g., importance of languages in present-day society, parental influence, etc.).

• Extrinsic motivation: Finally, he highlighted the influence of external incentives (such as rewards or punishment) on the learners' behaviour.

Figure 2.4: Sources of Motivation in School
Source: Skehan 1989
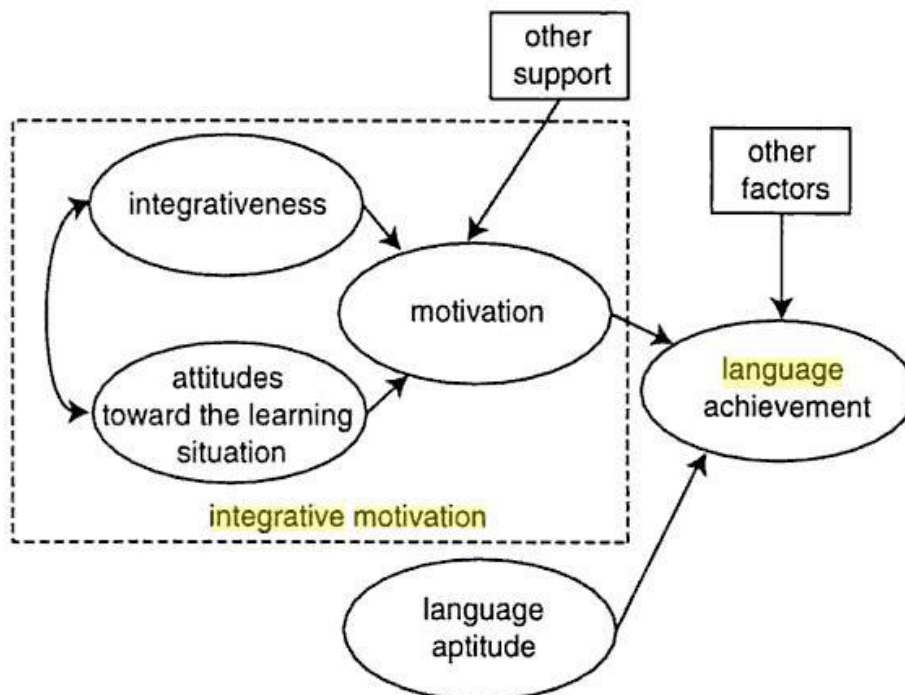
Figure 2.5: Basic model of the role of aptitude and motivation in second language
learning, from Gardner (2001)

B.1.3. Importance of Motivation

The importance of motivation in learning a foreign language is clear. It is one of the direct factors that affect the learners' achievement and learning. Motivation has an undeniable impact on the learners' development. Mammad stated that it is required for foreign language students. It is the willingness and readiness of people to try, achieve or acquire something.

Therefore, it is a principle aspect of a good learning that provides learners with the chance to use language in a proper way. In addition, the teacher is supposed to motivate his student to stimulate their interests (2018, p.20).

In studying English, the nature of motivation of the learner is very crucial because it determines the quality of the products of the study (M.Faraj, 2019, p.16). Motivation is considered as one of the crucial factors that can affect individual differences in acquiring a language (Crisfield & White, 2012). Motivation appears as a predictor of language learning success (Gass & Selinker, 2008). In addition, it is as argued by Dörnyei (1998) and Honggang (2008) that motivation gives the essential impetus to initiate learning second or foreign language and later to sustain the long learning process. Brown (2000) believes that it is very difficult for a learner to succeed in second language learning without a proper motivation. As an example of a proper motivation, a good evaluation can motivate learners to study, but poor or unfair evaluation may make learners passive and less motivated to study.

Gardner (2006) elaborated that a motivated learner has a motive and that motive will spur the learner to engage in activities, work hard in the activities and show desire to succeed in that task. Moreover, Saville-Troike (2006) noted that a high correlation exists between achievement in second language learning and motivation. Brown and Saville-Troike agreed that the higher and the stronger the motivation, the better the chances of success to acquire the target language. Learners who are more motivated may learn better that those less motivated (de Bot, Lowie, and Verspoor, 2005).

Ryan and Deci (2000) suggested that when a person does not feel compelled to do something and has no inclination to accomplish a task, that person is said to be unmotivated. Abramson et al., (1978); Martinko and Gardner (1982) confirmed that after repeated punishments and failures, people become passive and unmotivated and stay that way even after the environment changes so that personal or professional success is possible. From the elaboration in what is said, if the learners feel that their teacher does not care, this is going to decrease and undermine their motivation. When learners spiritually feel that the teacher is absent, it is a sound message for his students that "it is not a big deal". That negative attitude is going to affect all the learners even the dominant students are likely to be influenced and become frustrated.

B.1.4. strategies to have a well motivated class

Alhodiri (2016, p.83-84) said that:

> A student may arrive to the class with a certain degree of motivation, but the teacher's behaviour, teaching style and the kind of interaction with the students all have a large effect in determining the teacher's role in developing the students' motivation"

Motivation is, without question, the most complex and challenging issue facing teachers today (Scheidecker and Freeman 1999:116). There are no magic motivational buttons that can be pushed to ``make'' people want to learn, work hard, and act in a responsible manner. Similarly, no one can be directly ``forced'' to care about something. . . Facilitation, not control, should be the guiding idea in attempts to motivate humans (Martin Ford 1992:202). Therefore, the teacher in order to manage his classroom perfectly, he is supposed to create a motivational environment for his learner for a better acquisition. In order to get that well motivated class, the teacher should follow some strategies to encourage learning, such as:

- Challenge students but with no confusing or difficult tasks.

- Ask students to decorate their classroom especially by good works from students to encourage other students to do well and show them an example of the good work. That would push them and motivate them to work hard and to develop their skills.

- All the students should participate and be engaged in all classroom tasks and activities.

- The teacher should show that he trusts them, encourage their development by using positive and motivating words like (very good, good job, that's it, etc) to make them feel comfortable and participate all the time, and that is going to make them achieve in a better way.

- Teachers should respect his learners' learning styles, and try to cover all their preferred ways of acquiring knowledge. They should not treat them all as they are one mentally, because each student is deferent from the others and has a favourite way to receive the information.

- Teachers should teach his students to use the new knowledge not only in the classroom environment but to use it in the real life too. Always making this connection between what he taught them and what is currently happening.

- Teachers should try to change a little bit their way of teaching by including some visuals, music and so on to attract the learners' attention and so that they get all the students involved in all tasks.

To sum up, the teacher plays a significant role in motivating his students for a better achievement. If the teacher always judges his learners in a negative way, so he will influence their motivation as well as their feelings. That is why it is important if there were a positive relationship between the learners and their instructor, so that they will show a positive progress in acquiring the target language. Lim (2007) highlighted that students who feel more in control over the outcome will have more motivation to successfully complete that task. Therefore, learners need to understand why a certain outcome happens. When the students know the reasons and know that learning English or any foreign language is important in their daily life, they will be more motivated to study and do well.

B.2. Attitude

Language learning is considered as a sound ground in humans' daily life. With language, everyone can express easily what he wants. As Tavil (2009) stated that language helps everyone to express his opinions, dreams, and also what he wants to achieve in his future life. Attitude is like motivation, among the affective factors that impact the learners achievement. Baker (1992) stated that in the life of a language, attitudes to that language appear to be important in language restoration, preservation, decay or death (p.9). Learning a language is closely related to the attitudes towards the languages (Starks & Paltridge, 1996). The matter of learner's attitude is acknowledged as one of the most important factors that impact on learning language (Fakeye, 2010). Attitude is considered as an essential factor influencing language performance (Visser, 2008). Likert (1932, p.9) defined the term attitude as "an inference which is made on the basis of a complex of beliefs about the attitude object. Basing on Likert's definition, Gardner defined attitude as it is the sum total of a man's instinctions and feelings, prejudice or bias, preconceived notions, fears, threats, and convictions about any specified topic (1980, p.267). Thus, attitude is related to how the person behaves toward a specific thing. It is considered as a reaction to what the person face.

Attitude can be either positive or negative. As Kara (2009) stated that attitudes towards learning besides opinions and beliefs have an obvious influence on students' behaviors and consequently on their performance. On one hand, those students who possess positive beliefs about language learning have a tendency to increase more positive attitudes towards language learning. On the other hand, negative beliefs may lead to class anxiety, low cognitive

achievement, and negative attitudes (Victori & Lockhart, 1995). To confirm this view, Montano and Kasprzyk (2008, p. 71) stated that:

> Attitude is determined by the individual's beliefs about outcomes or attributes of performing the behavior (behavioral beliefs), weighted by evaluations of those outcomes or attributes. Thus, a person who holds strong beliefs that positively valued outcomes will result from performing the behavior will have a positive attitude toward the behavior. Conversely, a person who holds strong beliefs that negatively valued outcomes will result from the behavior will have a negative attitude.

Reid (2003, p. 33) noted that attitudes are important to us because they cannot be neatly separated from study. Therefore, students' attitude has a primary motivating role in improving achievement and learning as well as it impacts the learners' success or failure in acquiring the target language.

Attitude influences the language performance and acquisition. For that, the teacher is supposed to pay attention to his learners' attitudes. Negative attitude is not going to make students get anything that they have no ability to get so as they will be unmotivated to learn English or any other languages. Negative attitudes can impede language learning, since you usually get those attitudes when you are not interested or have difficulties with the teacher (Ellis1994:197-201). Conversely, the positive attitude facilitates the learning of the English language, because it increases their readiness, and makes them enthusiastic to learn. Karahan (2007, p.84) highlighted that positive language attitudes let learner have positive orientation towards learning English. To ground this view let us refer also to Kara (2009) when he declared that:

> Positive attitudes lead to the exhibition of positive behaviors toward courses of study, with participants absorbing themselves in courses and striving to learn more. Such students are also observed to be more eager to solve problems, to acquire the information and skills useful for daily life and to engage themselves emotionally.

Attitude is such a reaction or a viewpoint of the learner himself about a situation or an object, etc, if he likes it or not. At last, students may change their attitudes towards something. For example, they may have a negative attitude at starting learning a language, but after that they discover that it is a good experience and a benefit for them to know the new language.

As a conclusion, a plethora of studies confirmed the importance of the affective variables; motivation and attitude in English language learning. Attitude affects levels of motivation and can make a difference in a student's academic career (Deci & Flaste, 1995; Dornyei, 2005; Skehan, 1989). To add more, Gardner (1985) considers attitudes as components of motivation in language learning. According to him, motivation refers to the combination of effort plus desire to achieve the goal of learning the language plus favourable attitudes toward learning the language (p. 10). At last, as cited in Sturgeon article about attitude and motivation (p.3):

> People who are too concerned with how well they are doing will be less successful and feel less competent than those who focus on the task itself... Some psychologists call it a conflict between ego-orientation, or between extrinsic and intrinsic motivation... but in all cases, what counts is whether attention is turned away from the task at hand and focused on the self and its future rewards, or whether it is instead trained on the task itself. The latter attitude seems the more fruitful." Author unknown

c. Personality variables

Like cognitive and affective factors, there are personality factors also that impact the learning process. Extroversion and introversion are very crucial to pay attention to them because they directly influence the learners' achievement. According to Jung, personality type is divided into two. They are extrovert and introvert (Wilde, p.2). in addition, Naiman (1996) stated that two of the possible variables which might contribute to the language learners success are learner's personality involving extroversion and introversion, tolerance of ambiguity, empathy, and sensitivity of rejection along with cognitive style which relates to what is called field independence.

C.1. Extroversion and introversion

Extroversion is being extrovert. In Cambridge dictionary, extroversion is the quality of being energetic and not shy, enjoying being with other people. Conversely, introversion is being closed, ashamed of expressing and communicating in public. Extroverts tend to like movement, stimulation and collaborative work. Introverts prefer lectures, downtime and independent projects (Cain, 2013). Moreover, the introvert's main focus is within his/her head, in the internal world of ideas and concepts; the extrovert's primary focus is on the external world of people and activities (Papadopoulos, 1992).

Introverts seem to be difficult to deal with rather than extroverts who are ideal for teachers. Teachers prefer extroverts rather than introverts, because show all what they want,

they express and communicate easily. Introverts prefer working alone, but extroverts prefer group works and participation, as they express ideas in an easy way in front of others without complexity. With research, suggesting that the vast majority of teachers believe the ideal student is an extrovert, being out-spoken and out-going; often school is not a positive experience for many introverts (Cain, 2013). To confirm the ideality of extroverts, it is stated that: "...many classroom teachers' believes about extroverts that they are more successful in language learning and are superior in communicative ability than introverts" (Lightbown and Spada in Wakamoto, 2000)

Also, as cited in Kayaoğlu article about the impact of extroversion and introversion on language-learning behaviours, Ellis (1994) stated that there are two major hypotheses about the possible relationship between the dichotomy of introversion/extroversion and language learning. It is argued in the first hypothesis that extroverts are more successful language learners as they are better at basic interpersonal communication strategies. Conversely, it is claimed in the second hypothesis that introverts are better language learners as they have developed cognitive academic ability (2013, p.820).

Furthermore, what makes one an introvert in the eyes of psychologists is not lack of social skills, but rather the need for solitude, quiet time and preference for an inner world of ideas over the noise of social chatter (Cain, 2013)

To know more about the characteristics of extroverts and introverts, let us refer to Eysenck (1965, p.59) in which he characterized a typical extravert as: "…sociable, likes parties, has many friends… does not like reading or studying by himself. He craves excitement, takes chances… and is generally an impulsive individual. He is fond of practical jokes, always has a ready answer…Likes change, and loses his temper quickly". On the other hand, he defines a typical introvert as: "…quiet, retiring sort of person, introspective, fond of books rather than people; he is reserved and distant except to intimate friends. He tends to plan ahead, "looks before he leaps", and mistrust the impulse of the moment. He does not like excitement; takes matter of everyday life with proper seriousness… does not lose his temper quickly".

To conclude, it is believed that extroverts are more active and ask more questions more than introverts do. They can speak and communicate with English in public. They can recognize their mistakes in pronunciation and so on like they get corrected by their peers with no problems. Nevertheless, introverts are ashamed to communicate in public, fearful of making errors in front of their classmates. That attitude is going to diminish their chances to learn better. The first category; the extroverts are good English language communicators and they are preferable for teachers. Moreover, they improve their learning and enhance their level in

speaking and oral skills that will lead them to decrease their mistakes, and they will enrich their knowledge. The second category the introverts are ashamed and shy to talk in public. Extroverts are more open and it is easy to them to express their ideas and opinions. However, introverts are more closed and quiet. For an introverted executive, every day involves faking it to make it (McDowell 2012). In addition Burruss and Kaenzig highlighted that introverts need different kinds of instruction from extroverts, but often very little is made available to that learner except constant advice on becoming more outgoing and social (1999)

Conclusion

    This chapter has discussed the psychological issues and the several variables that affect the learning of any foreign language (English as an example). It has examined the plethora of the studies conducted about the factors that affect the classroom management in EFL classes.

Chapter Three

Data Treatment and Analysis

Chapter Three

Data Treatment and Analysis

III.1 Introduction

This chapter unveils the outline of research method that was followed in the study. It provides an overall plan for connecting the conceptual research problems to the pertinent empirical research. It explains the aim of the research that is materialised in conceiving the awareness of EFL Algerian teachers of the factors that affect the classroom management. This chapter gives an eye view on the suggested hypothesis, as well as presenting the methodology and describing the participants. The chapter also, discusses the results and the findings obtained from the data analysis.

III.2.Methodology and Research Design

This research is exploratory correlational in nature. It attempts to explore the factors that impact the classroom management. For the purpose of the study, a quantitative research method was conducted to improve this paper. A combination of teachers and students' questionnaire can improve an evaluation by ensuring that the limitations of one side of data are balanced by the strengths of another. Integration of both teachers and students is crucial to provide sound data about the classroom management, because the classroom normally is managed by the teacher according to learners needs.

III.3.Participants

To obtain the information and to fulfil the aims set for this piece of work. The participants in the teachers' questionnaire consist of 10 teachers of third year students. And the participants in the students' questionnaire were 25 third year students, 15 females and 10 males.

III.4.Research instruments

III.4.1.Description of the teachers' questionnaire:

The teachers' questionnaire used in the study consists of two sections. The first part deals with the teachers' personal and professional data, in order to correlate the performance and the classroom management. The second part is about the teachers' perception on the factors that affect the students' achievement and how a well-managed classroom should be. The questionnaire relies on both quantitative and qualitative method since it governs both close-ended questions, in which respondents are asked to answer multiple choices. Besides, opened ended questions where respondents answer in their own word. The length and the ordering of questions were kept as short and simple as possible.

The questionnaire was sent in a form of online questionnaire because of the current hard circumstances that prevent us to meet teachers, which is the Corona virus pandemic. It was recuperated after three days. The total number of questionnaire sent was 10 online copies.

III.4.2.Description of the students' questionnaire:

The questionnaire sent to students in this study consists of two sections. The first section deals with personal and professional data of respondents. The second section is about learners' reflections on what they face during their achievement of English language. The questionnaire

relies most on the multiple-choice questions. It was simple, short and understood as possible as we can in order to have a valid answers.

Because of the current crisis of the COVID-19, the questionnaire was sent as an online form to students via their emails, and recuperated after five days. The number of the copies sent was 25 copies, and it was all answered.

III.5.Analysis

III.5.1.The teachers' questionnaire

Question item 1: Respondents' personal data (Female/Male)

	Female	Male	Total
Total number	6	4	10
Percentage	60%	40%	100%

Figure 3.1: respondents' distribution to gender

The data in table 1 show that the total number of the respondents is 10. More than the half of them, i.e., 60% (n=6) are females and 40% (n=4) are males.

Comment

The table may be observed without saying too far afield from our primary focus. It is worth nothing that the majority of the sample chosen for the questionnaire is constituted of females. Two thirds of respondents are female teachers. This distribution may correspond to that females are more popular to choose the literary streams especially foreign languages.

Question item 2: Respondents' level

Level	Master degree	PhD	Other
Total number	4	5	1
Percentage	40%	50%	10%

Table 3.2: respondents' current level

The statistical data above indicate that 50% (n=5) of the respondents have PhD degree. 4 respondents (40%) have master degree, whereas one teacher have another level.

Comment:

The results in table 2 above show that half of the teachers teaching the third year students have the Phd degree.

Question item 3: respondents' professional data (teaching experience)
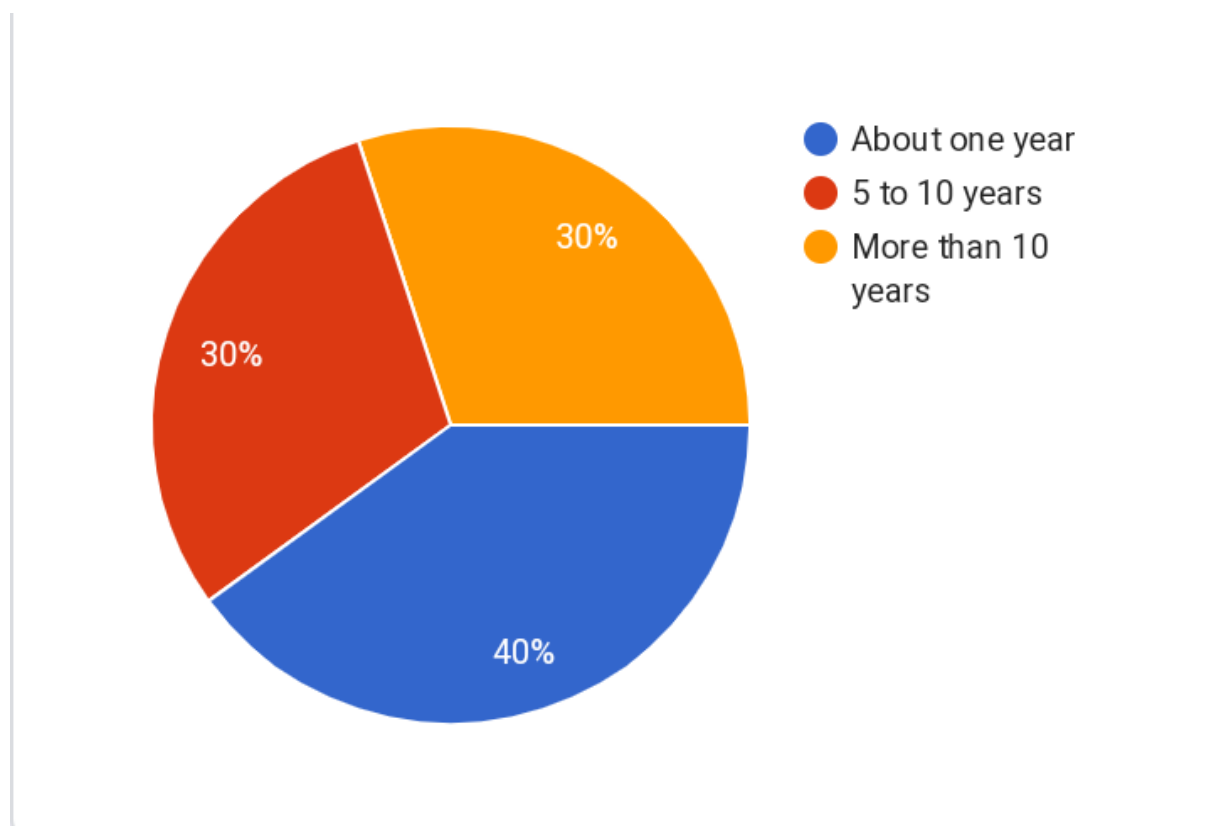
Figure 3.3: respondents' teaching experience

The data generated out of question item 3 disclose that about 40% (n=4) of the respondents' teaching experience is about one year. About 30% (n=3) range between 5 to 10 years, whereas the rest 30% (n=3) their teaching experience is more than 10 years in EFL teaching.

Comment

The Algerian school hierarchy includes three categories of teachers; contract, substitute and confirmed. This division depends merely on the work experience and available posts. Generally speaking new graduates belong to the first category of novice teachers. They master new technologies and internet that is advantageous asset for the implementation of new insights in teaching. Experienced teachers know more about the manipulation of classroom and how should it be managed. As it is known that, the experienced teachers are stricter in their way of teaching unlike the neophyte ones.

Question item 4: respondents' teaching for third year students
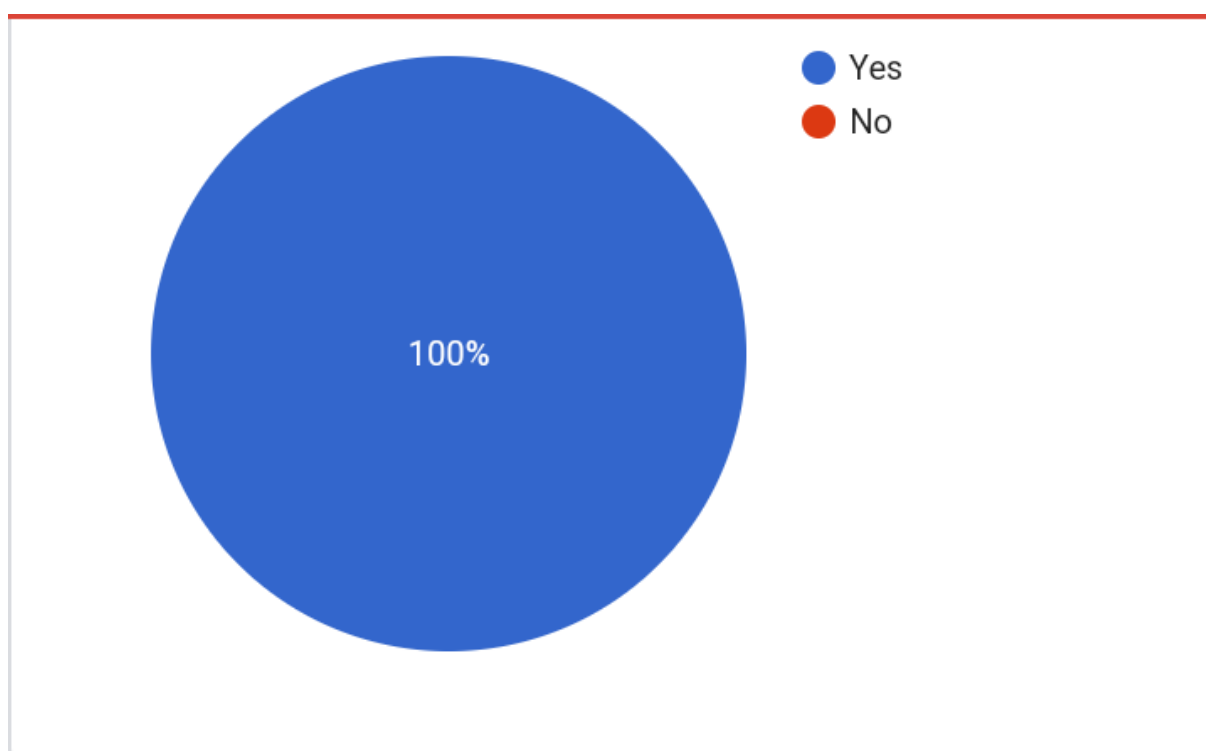
Figure 3.4: respondents' experience with third year EFL students

The results in the above pie chart show that all the 10 teachers (100%) have an experience in teaching third year EFL students.

Question item 5: According to your experience, how could you describe the level of third year students?
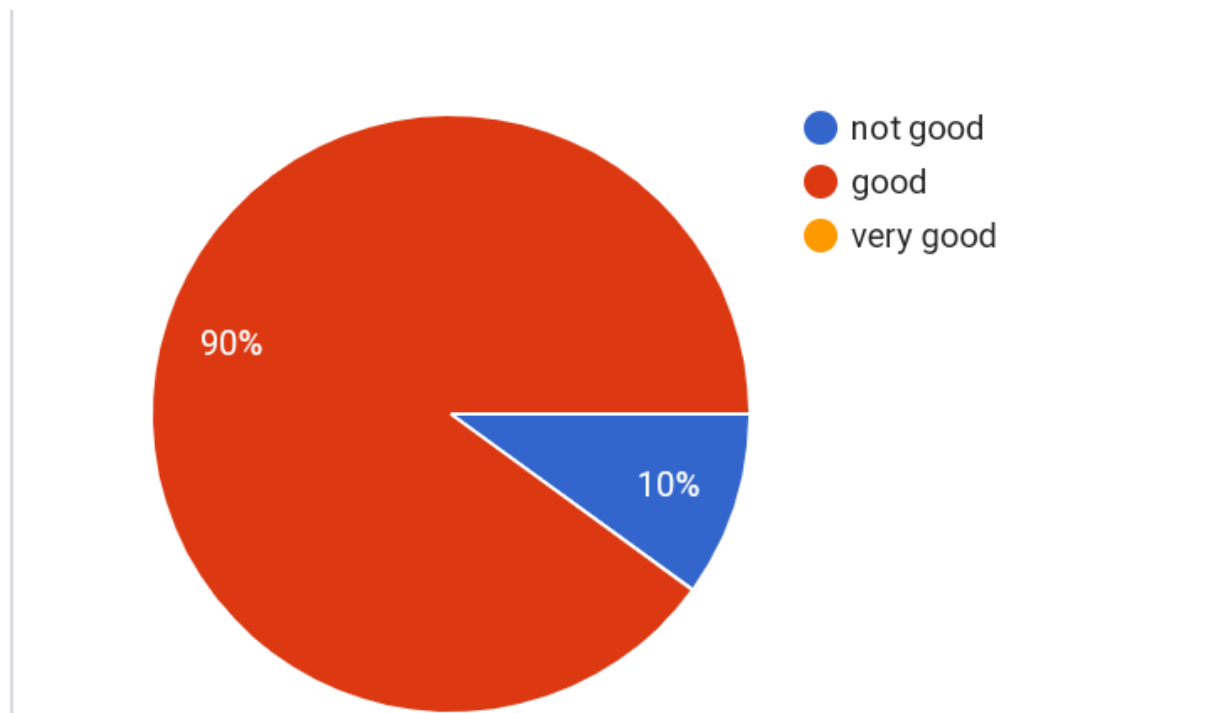
Figure 3.5: respondents' reflection on the level of third year EFL students

The data generated out of this question disclose that 90% (n=9) agreed that the level of third year students is good, but one teacher who consider it as not good at all.

Comment

The collected data unveil a reality about the level of third year students, in which the majority of teachers agreed that they are good learners but one teacher. This one teacher may be a neophyte one who has not experienced the third year students well. The other 9 teachers may have a good experience with third year learners.

Question item 6: Do you find difficulties in teaching third year students at university?
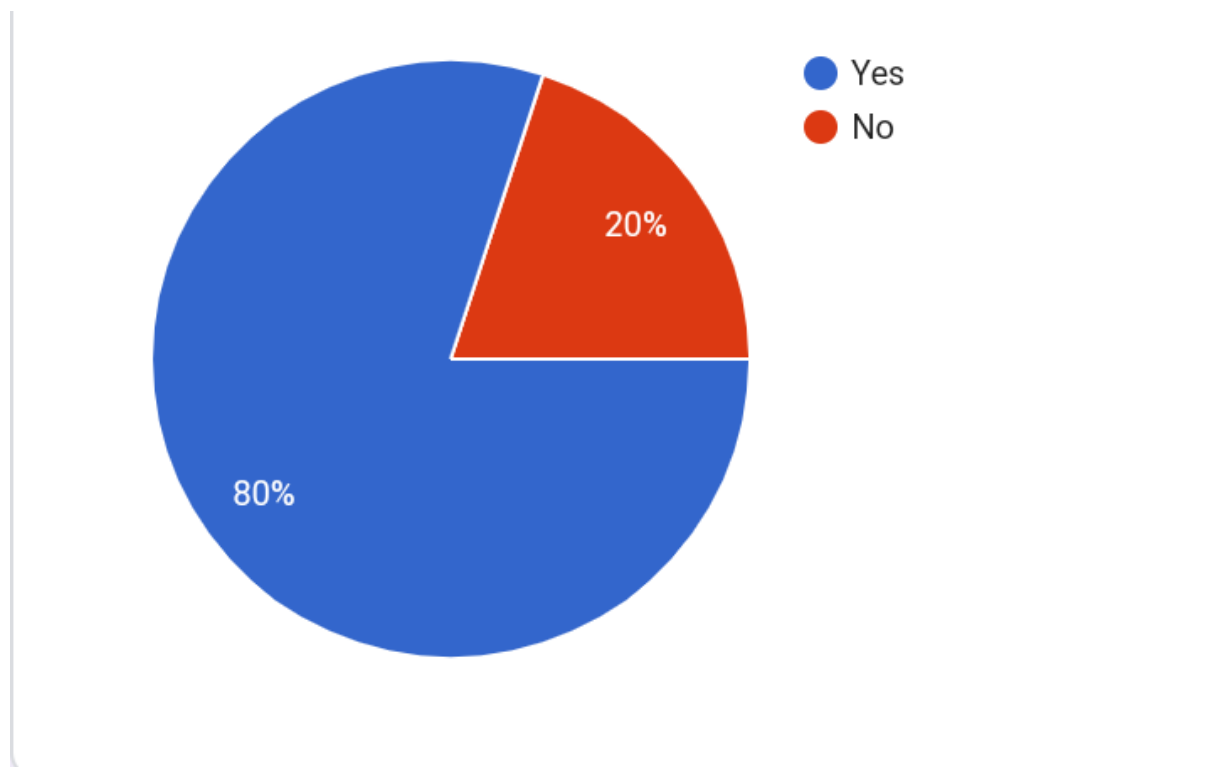
Figure 3.6: respondents' reflection on the difficulty when dealing with third year EFL students

The results extracted from the above figure show that 80% (n=8) confirmed that they find difficulties with third year EFL students. Whereas, two teachers (20%) answered that they have no difficulties with them.

Comment

The collected data out of this question show that the majority of teachers find difficulties in teaching third year students. These difficulties for sure have reasons and the teachers should pay more attention to them in order to fix learners problems and to pass over the difficulties.

Question item 7: What kind of problems do you think that EFL third year students have?
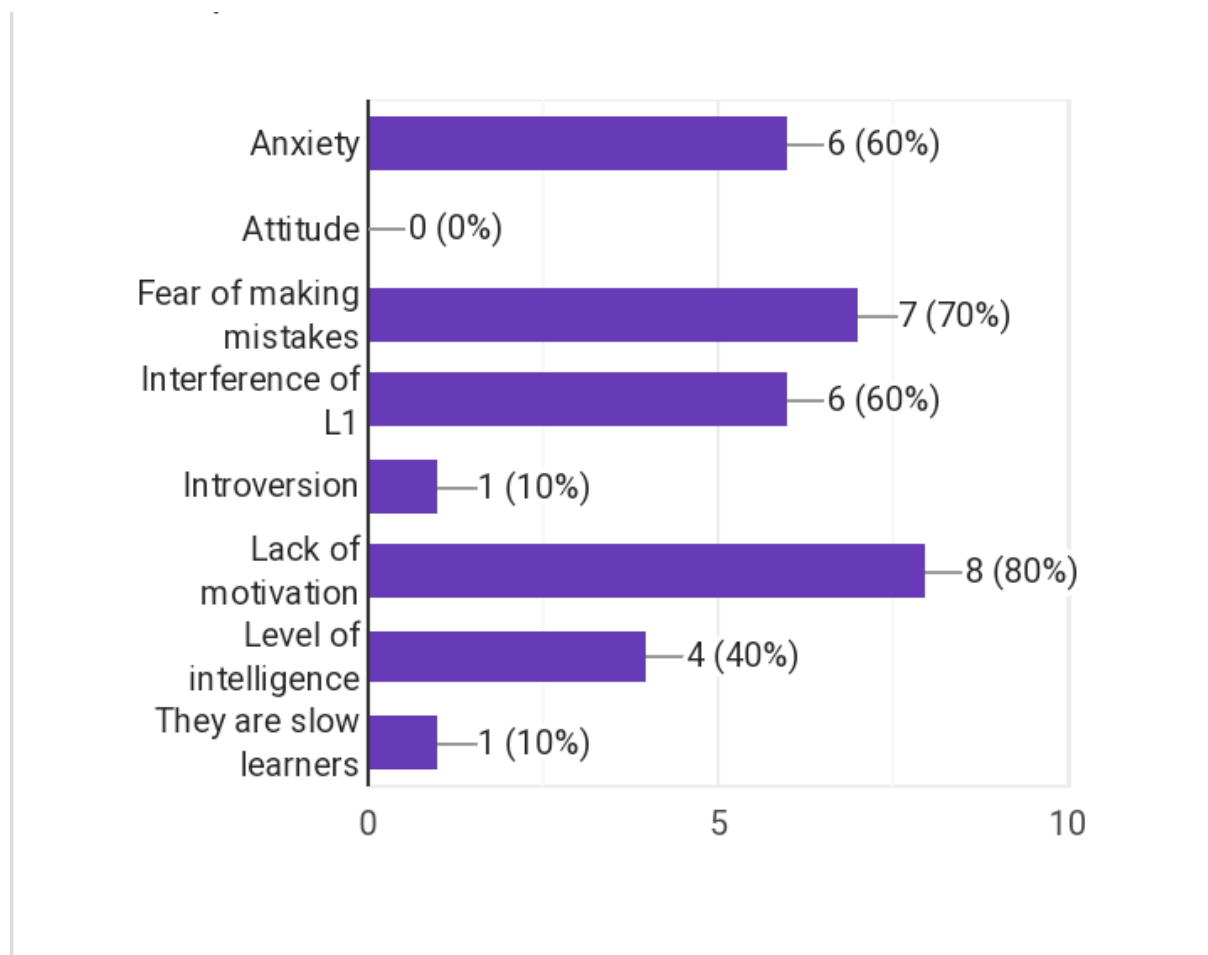
Figure 3.7: respondents' opinions about the problems that face third year EFL students

The chart above shows that 80% (n=8) of respondents attest that lack of motivation is one of the problems that the third year students have during EFL learning. About 70% (n=7) agreed that fear of making mistakes is a direct reason of the less achievement of the learners. Six teachers (60%) answered that anxiety and the interference of L1 are among the problems that third year EFL students face. About 40% (n=4) thought that level of intelligence is one of the problems teachers face with third year students. 10% (n=1) agree that his problem with learners is that they are slow learners and introverts, and no one from teachers chose attitude (n=0) 0%.

Question item 8: If your learner is anxious, how do you treat him to make him pass it over?

Teachers' answers about this question were all the same. To make learners overcome anxiety, the teacher should use the breathing technique and give enough time to the student to gather his thoughts. One teacher highlights that the immediate feedback is the direct reason that make learners anxious.

Question item 9: According to you, which is the suitable time to give feedback and to correct errors?

All the respondents think that the best time to give feedback and correct the students' errors is when the student finishes his performance in order not to distract him and not to embarrass him in front of his peers. This strategy for them is appropriate to help the learner achieve well and be involved in all classroom activities.

Question item 10: How do you manage your classroom when having different levels of intelligence?

Answers for this question unveil that when the teachers face a classroom with different levels of intelligence, they prefer to refer to group work in order to carry all the learners in the target task. Also, they use the strategy starting from the easiest to the hardest to cover all the students level of intelligence and that is going to make all the learners part of the classroom achievement (equally treated).

Question item 11: Aptitude has a direct effect on the learners' achievement, do you think so? How ?

Data collected from this question show that all teachers agree that aptitude affects the learners' performance, they all answer by yes. They think that all the learners with high aptitude acquire in a better way and they are better in performance rather than the low-aptitude students.

Question item 12: When your learners are unmotivated, what strategies do you use to motivate them?

Teachers' answers about this question were totally based on the same strategy. They give examples about successful people to the unmotivated students in order to make them in a more motivated atmosphere. This strategy is going to help the unmotivated students to be motivated, as it helps the motivated learners to work more harder and be in a high state of motivation.

Question item 13: Does the level of learners' attitude matters in learning English or any foreign language? Explain please.

All the respondents' answers 100% (n=10) were yes. They all confirm that students with positive attitude are better than students who has negative towards the target language. The positive attitude leads to the love of the language so that the learner is going to achieve in a better way.

Question item 14: The learners' personality differs from one to another, there are extroverts and introverts, which kind do you prefer? Why?

Data collected from this question show that 100% (n=10) of respondents prefer the extroverts learners. As they think that extroverts express their ideas freely and without complexity. Introverts for them are more ambiguous, closed and cannot express what they want easily.

Question item 15: At last, for a well-managed classroom, what do you suggest?

Respondents' suggestions collected from this question were as follow: to have a well-managed classroom, teachers should pay attention to his learners' preferences, needs and abilities without exception. In addition, have an English atmosphere to prevent the L1 interference. Teachers also should be comprehensive, patient, and motivated to help his learners. Moreover, some teachers suggest that teachers to avoid offensive words, mocking students in front of their peers. Having a respectful time with reasonable information help to have a well academic and managed atmosphere to learn.

III.5.1.The students' questionnaire

Question item 1: Respondents' personal data (Female/Male)
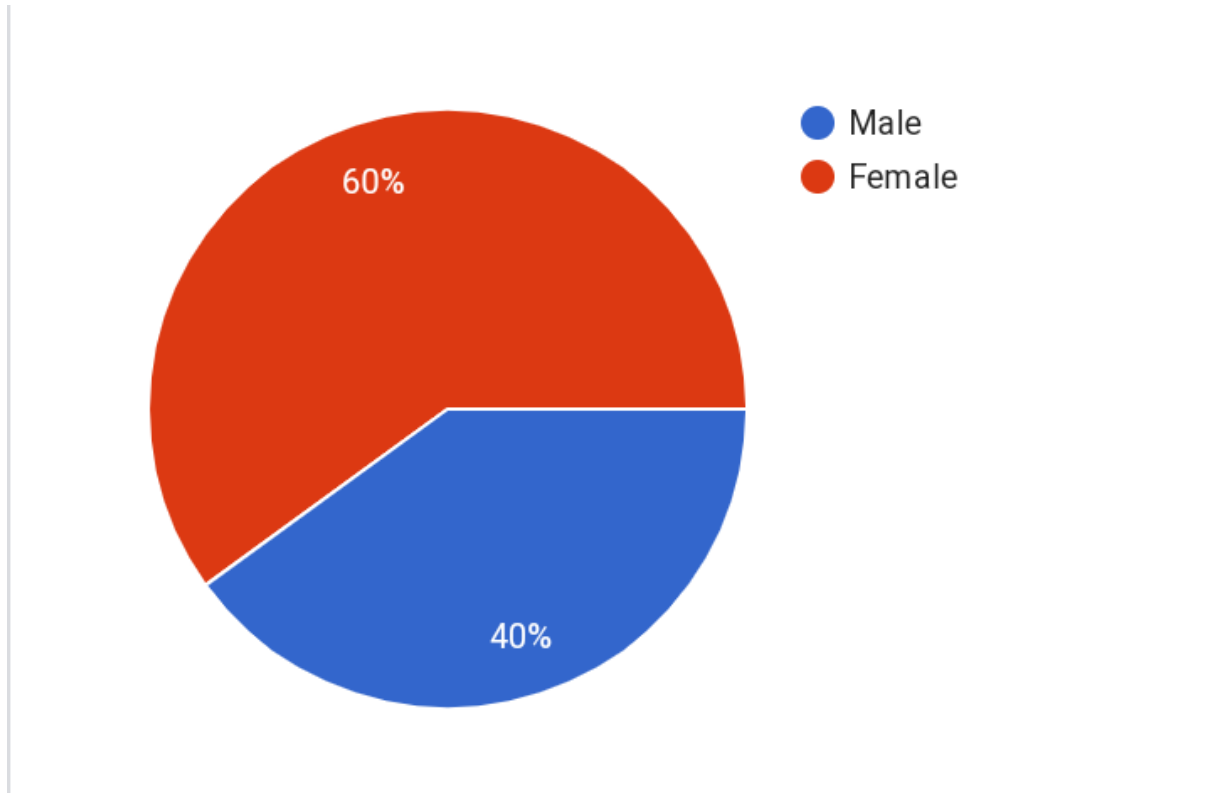
Figure 3.8: respondents' distribution to gender

The data in table 1 show that the total number of the respondents is 10. More than the half of them, i.e., 60% (n=15) are females and 40% (n=10) are males. Two thirds of respondents are females. This number because the big amount of girls is studying at university especially the literary streams.

Question item 2: respondents' age ranging
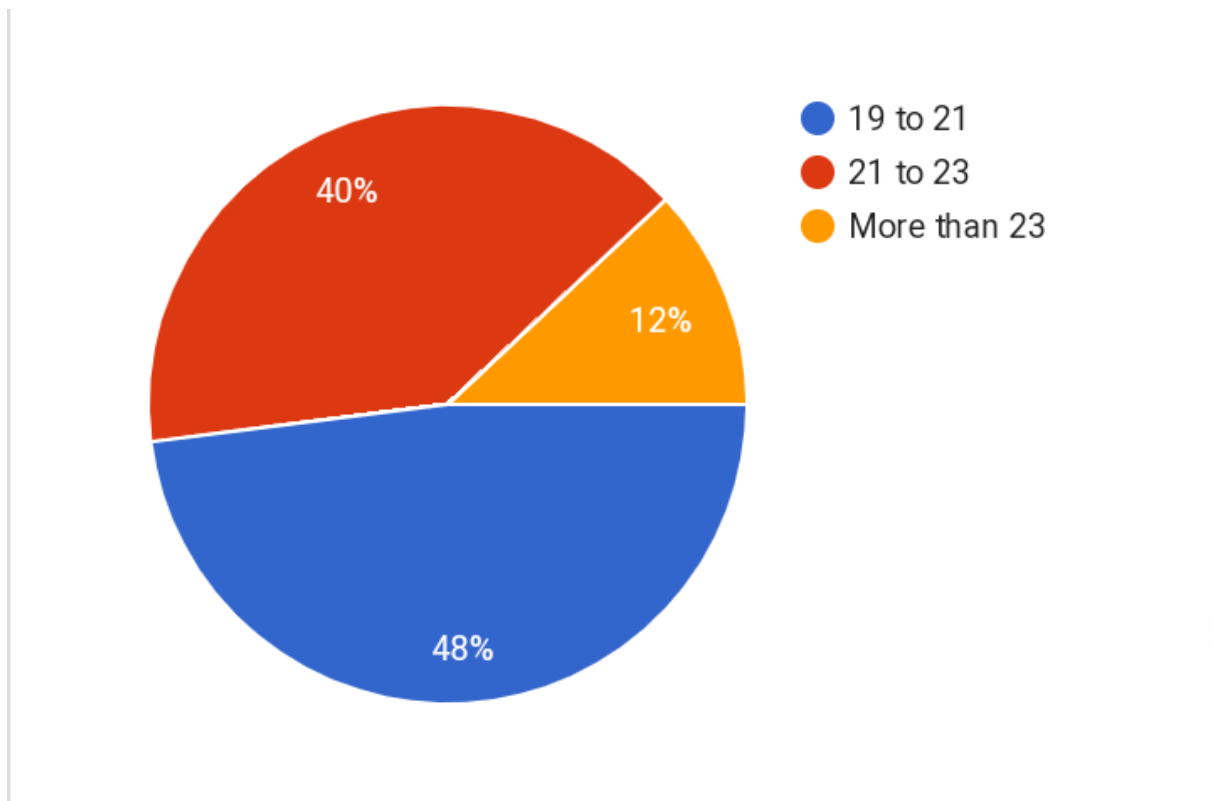
Figure 3.9: respondents' age ranging

The statistical data above indicate that 48% (n=12) of the respondents have an age ranging from 19 to 21. 10 respondents (40%) are between 21 to 23 years old, whereas three respondents (12%) are more than 23.

Question item 3: Do you feel anxious?
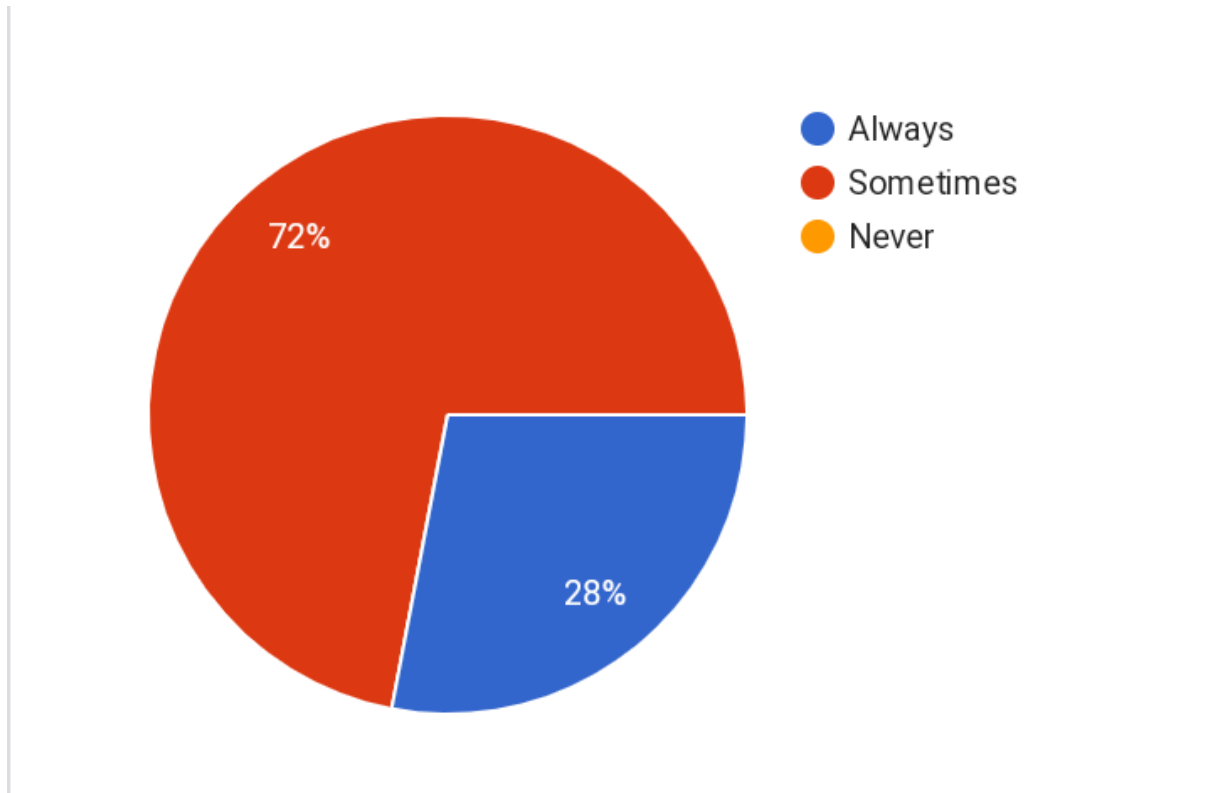
Figure 3.10: respondents' reflection on anxiety

Data shown out of the above chart indicate that 72% (n=18) feel anxiety sometimes, whereas 7 respondents (28%) feel anxiety always. No one from respondents answer for never choice (0%).

Question item 4: What are the reasons that make you feel anxious?
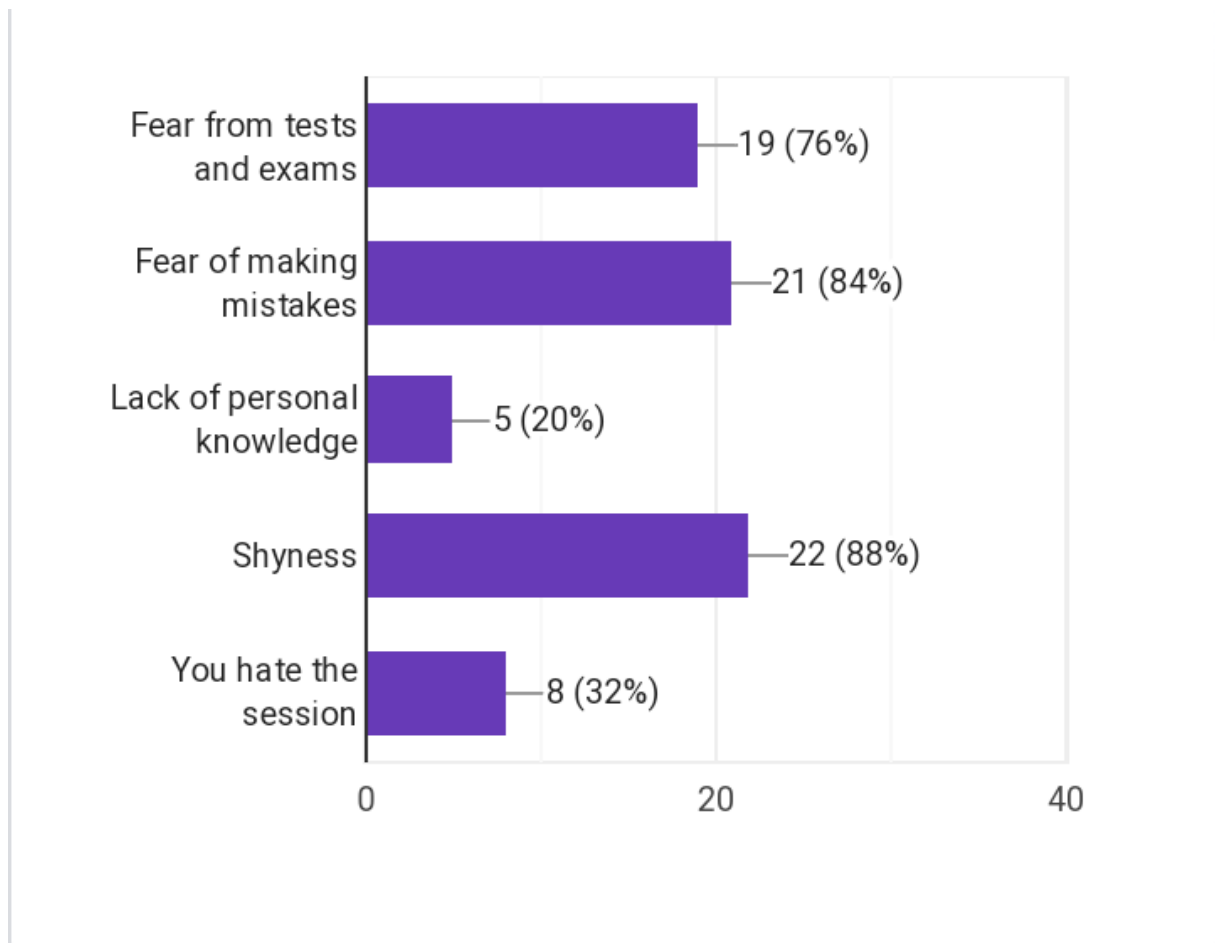
Figure 3.11: respondents' reasons on what they made them anxious

The data generated out of question item 4 disclose that 88% (n=22) of the respondents think that the reason behind anxiety is shyness. 21 respondents (84%) think that fear of making mistakes is the reason. 76% (n=19) consider their feeling of anxiety is only happen when they fear of tests and exams. 8 respondents (32%) answers were that they feel anxious because they hate the session. 20% (n=5) of respondents rely their feeling of anxiety to the lack of their personal knowledge.

Question item 5: Do you prefer teachers to give you feedback?
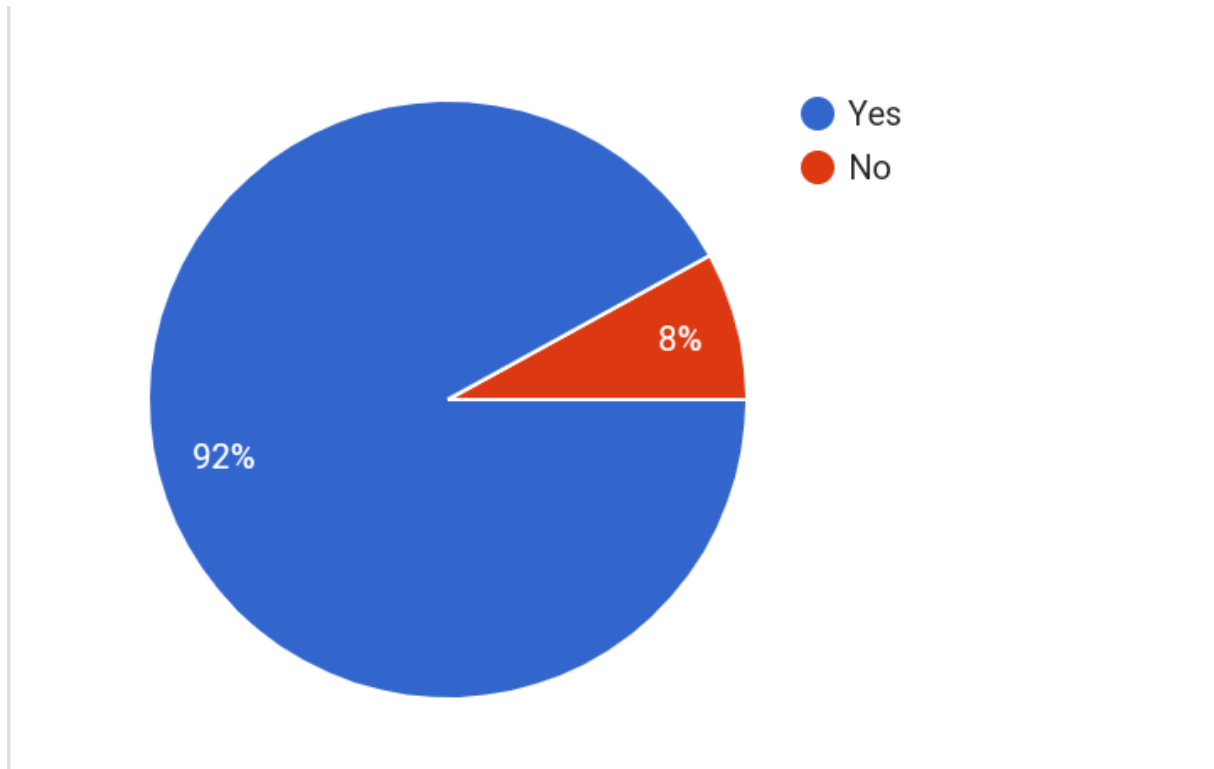
Figure 3.12: respondents' reflection on giving feedback

From the pie chart above, 92% (n=23) of respondents prefer teachers to give them feedback, whereas only two respondents (8%) do not prefer feedback at all.

For students who say that they prefer feedback, they justify their answers as follow: the teacher's feedback help them to know their mistakes and not to repeat them again. However, students who their answers were no for feedback, no one justified why.

Question item 6: When do you prefer your teacher to correct your errors?
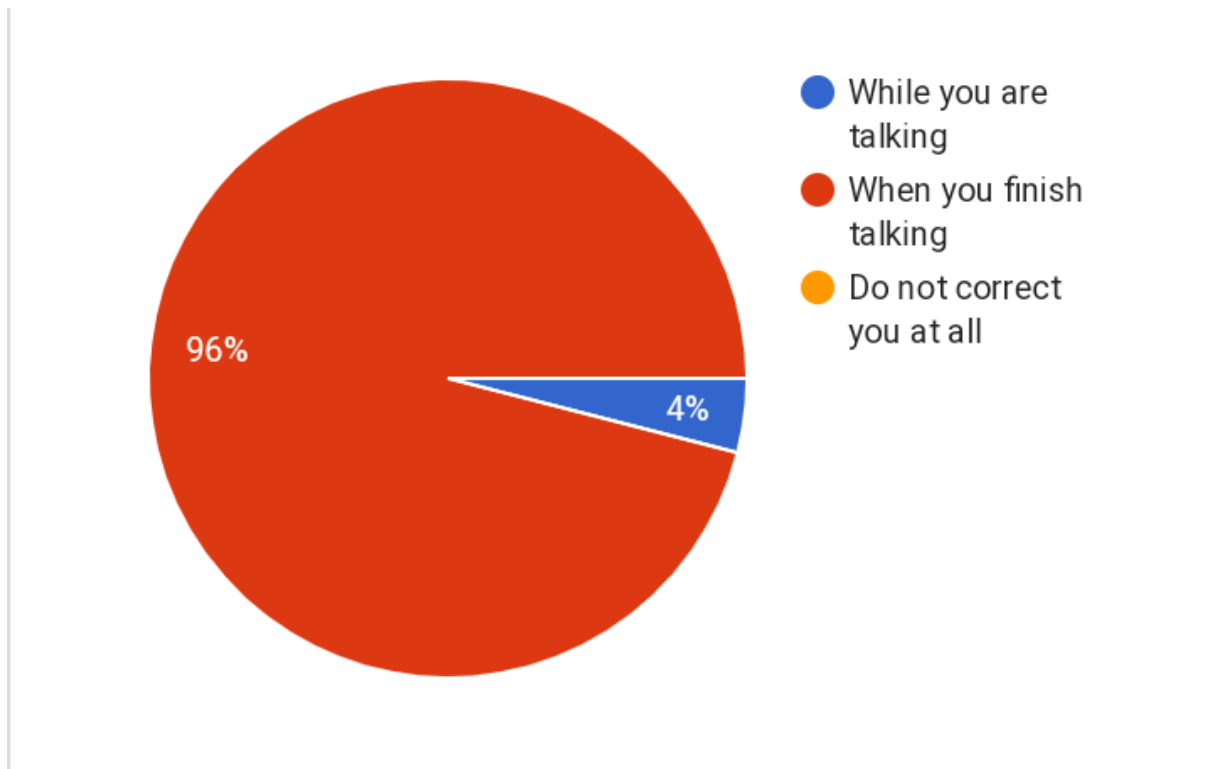
Figure 3.13: respondents' reflection on the right time of correcting errors

According to what we collect from this question, 96% (n=24) of respondents prefer teachers to correct their errors when they finish their performance except one respondent who prefer teacher to correct him while he is talking.

Question item 7: What way of error correction do you prefer?
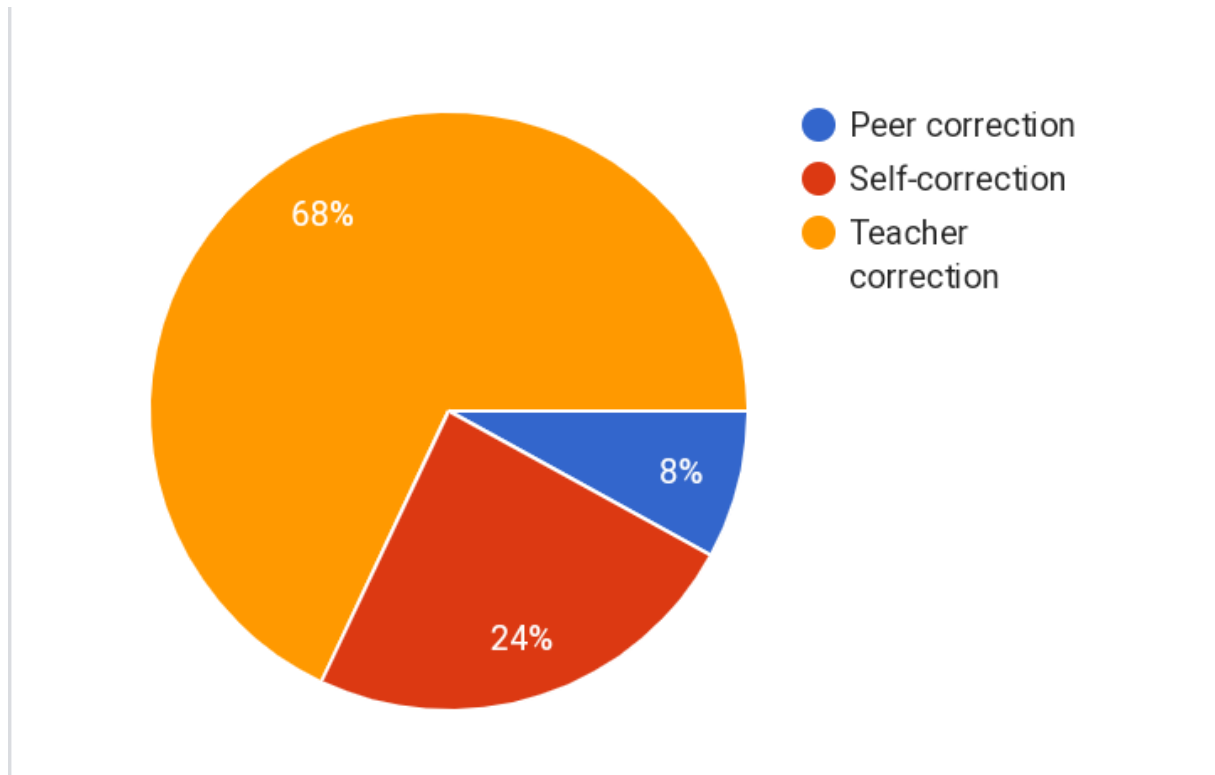
Figure 3.14: respondents' preferences of ways of error correction

From the pie chart above, results show that 68% (n=17) of respondents prefer teacher's correction. Six respondents (24%) of respondents answers were for the choice of self-correction, whereas, the last 2 respondents (8%) prefer correction from their peers.

Question item 8: Do you think that the level of intelligence impacts your level in acquiring English language?
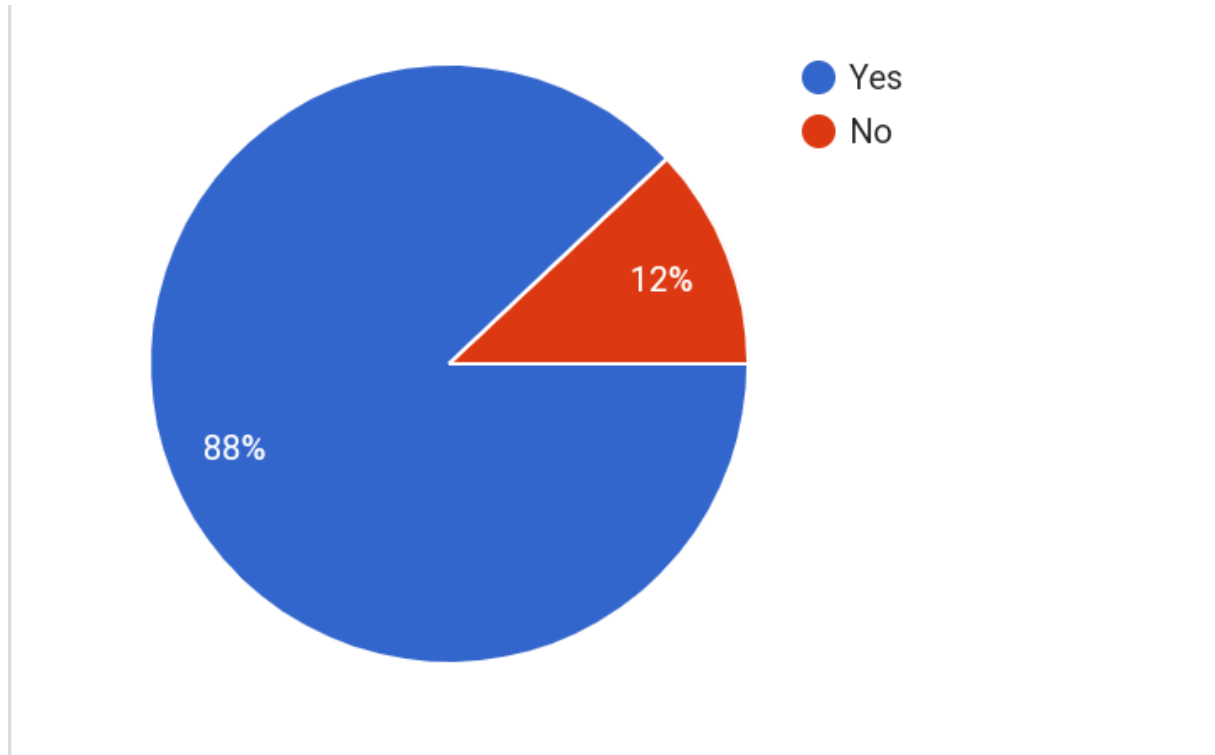
Figure 3.15: respondents' opinion on level of intelligence and its relation with EFL learning

The data above show that 88% (n=22) of respondents believe that their level of intelligence has an influence on their acquisition of English language. Only, three respondents (12%) think that there is no relation between their level of intelligence and their learning of the English language.

Question item 9: Your level of aptitude towards English language learning
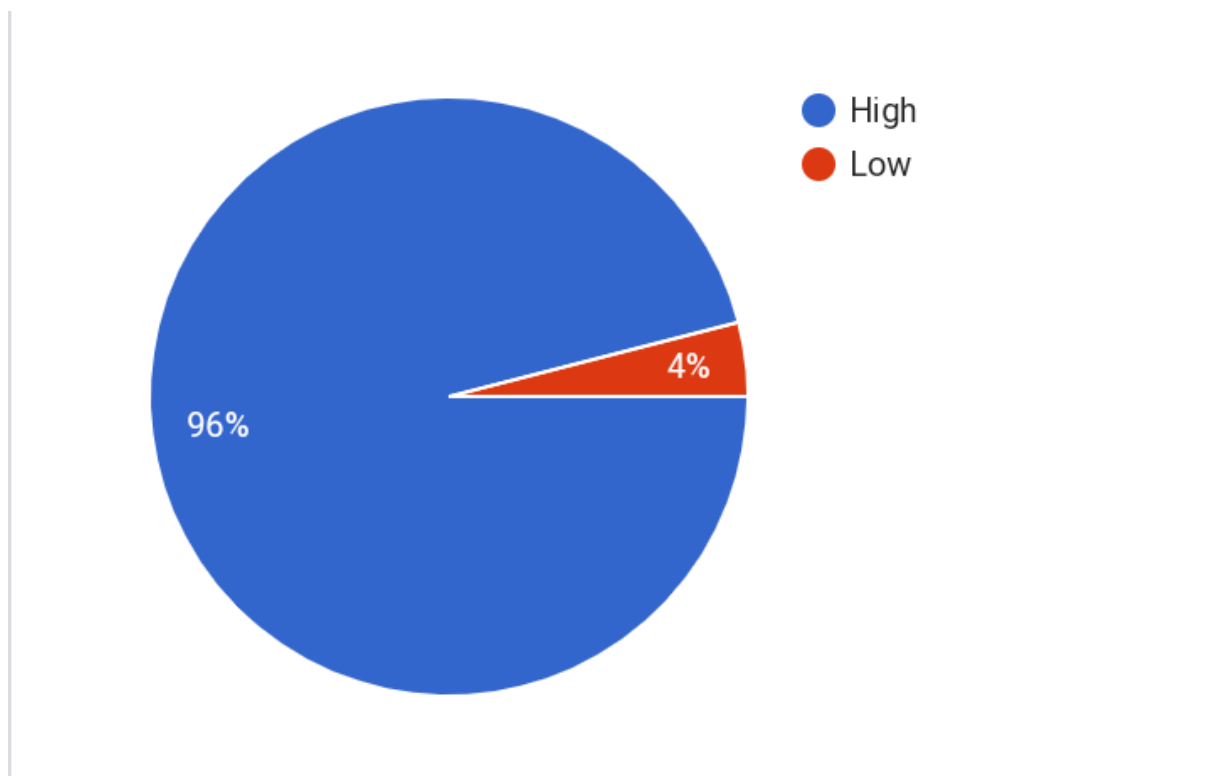
Figure 3.16: respondents' aptitude towards EFL learning

The chart shows that 96% (n=24) of respondents have a high aptitude towards EFL learning. While just one respondent who is low-aptitude student.

Question item 10: According to you as a learner, what motivates you to learn English?

The respondents' answers were between two things that motivate them to learn English. First, was the love of English language and the second reason is that English is the international language and it is important to learn in order to communicate with foreign people easily. Briefly, what motivates them is to be good communicators as natives.

Question item 11: Attitude as motivation is crucial in EFL learning, so what attitude do you have toward English?
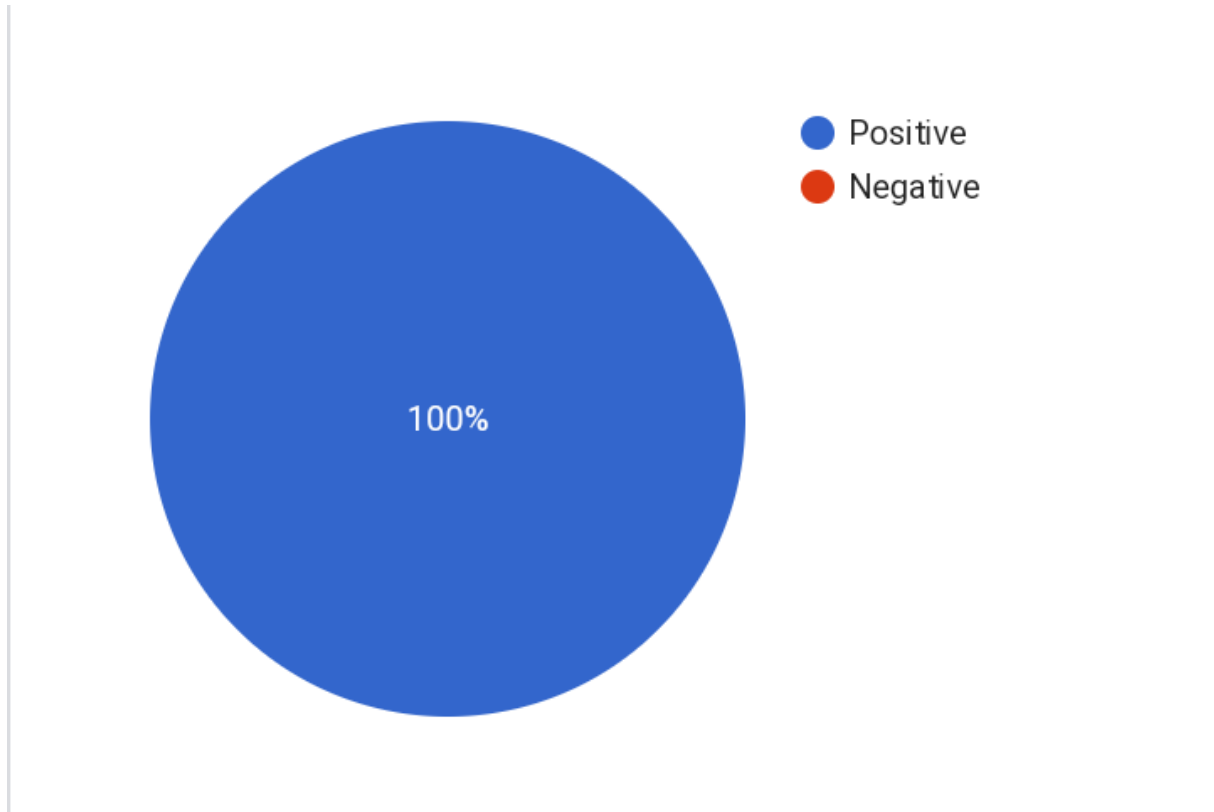
Figure 3.17: respondents' attitude towards EFL learning

From the figure above, 100% (n=25) of respondents have a positive attitude towards EFL learning.

Question item 12: You as a learner are you an extrovert or an introvert learner.
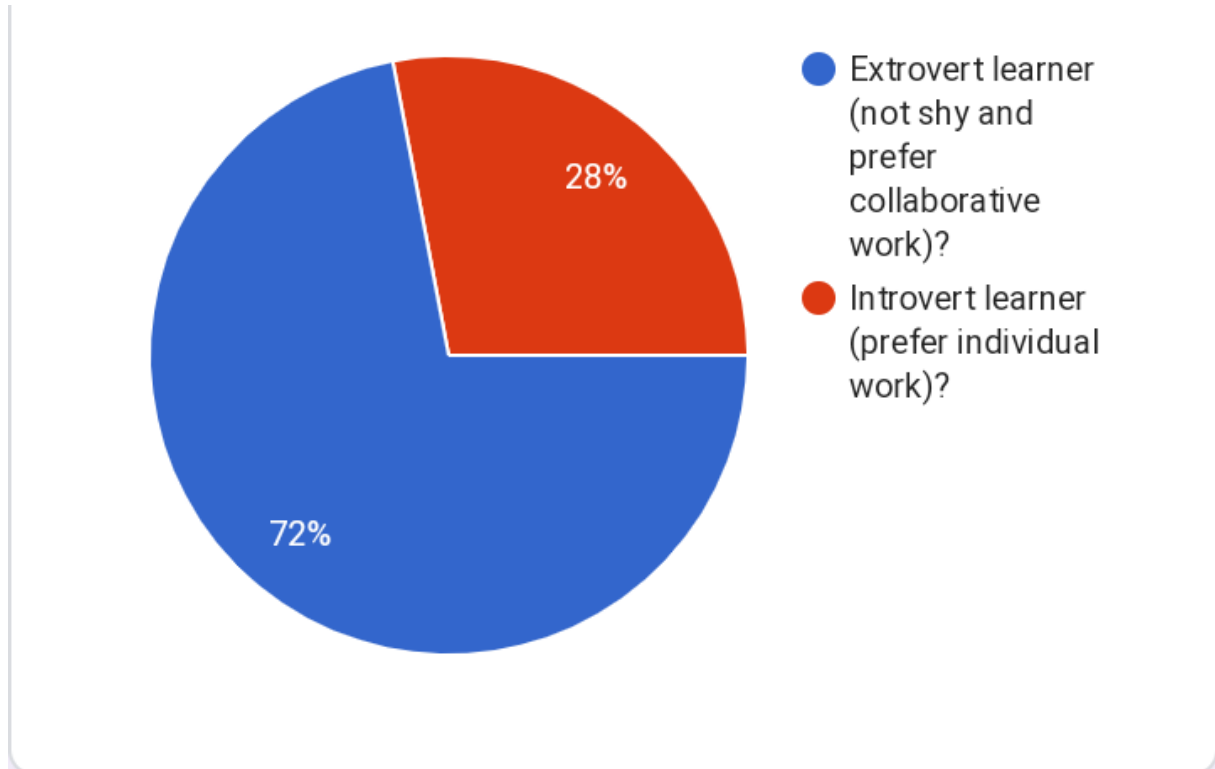
Figure 3.18: respondents' status in the EFL classroom

Data collected out of this question show that 72% (n=18) of respondents are extroverts and prefer group work. However, 28% (n=7) of respondents are introverts and prefer to work individually.

Question item 13: How is the relationship between you and your teacher?
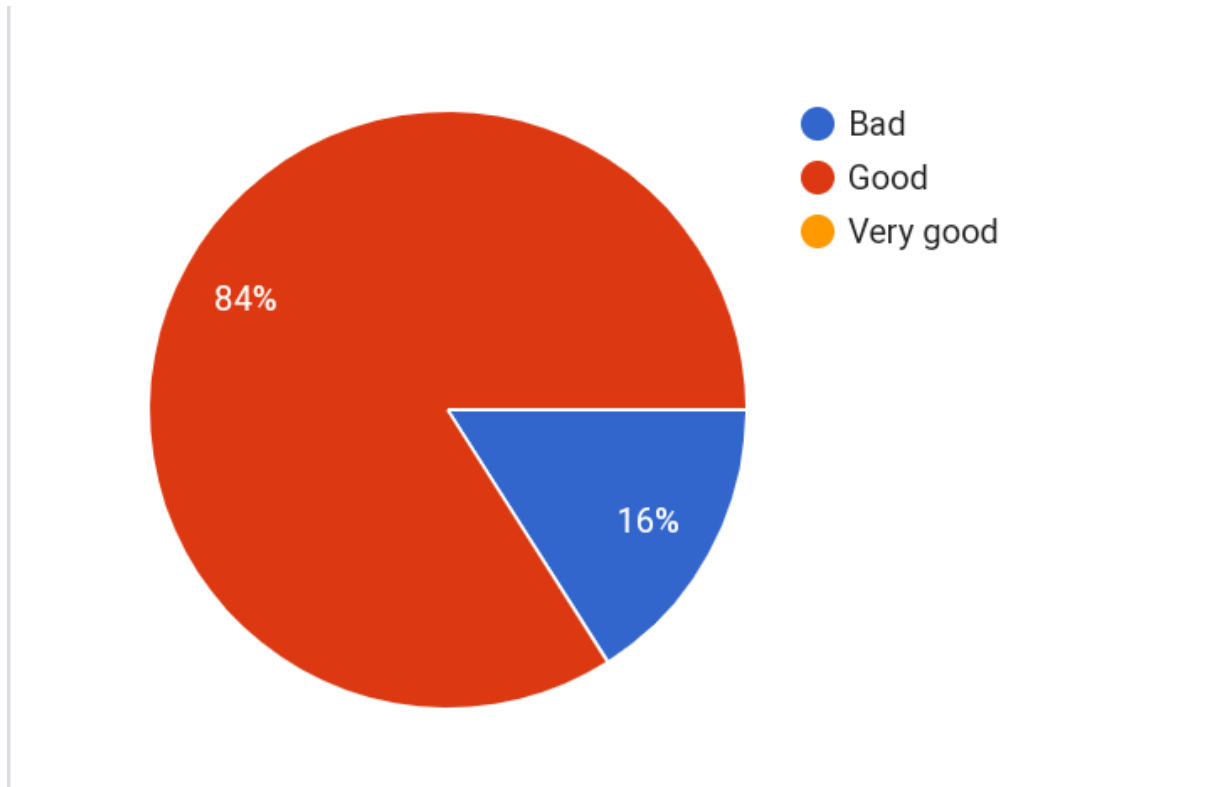
Pie chart 3.19: respondents' reflection on their relation with their teachers

The figure above shows that 84% (n=21) of respondents have a good relation with their teachers. However, 16% (n=4) of them have a bad relation. In addition, no respondents chose that their relation with their teachers is very good (0%).

Question item 14: While discussing and participating in the classroom, do you express your opinion freely.
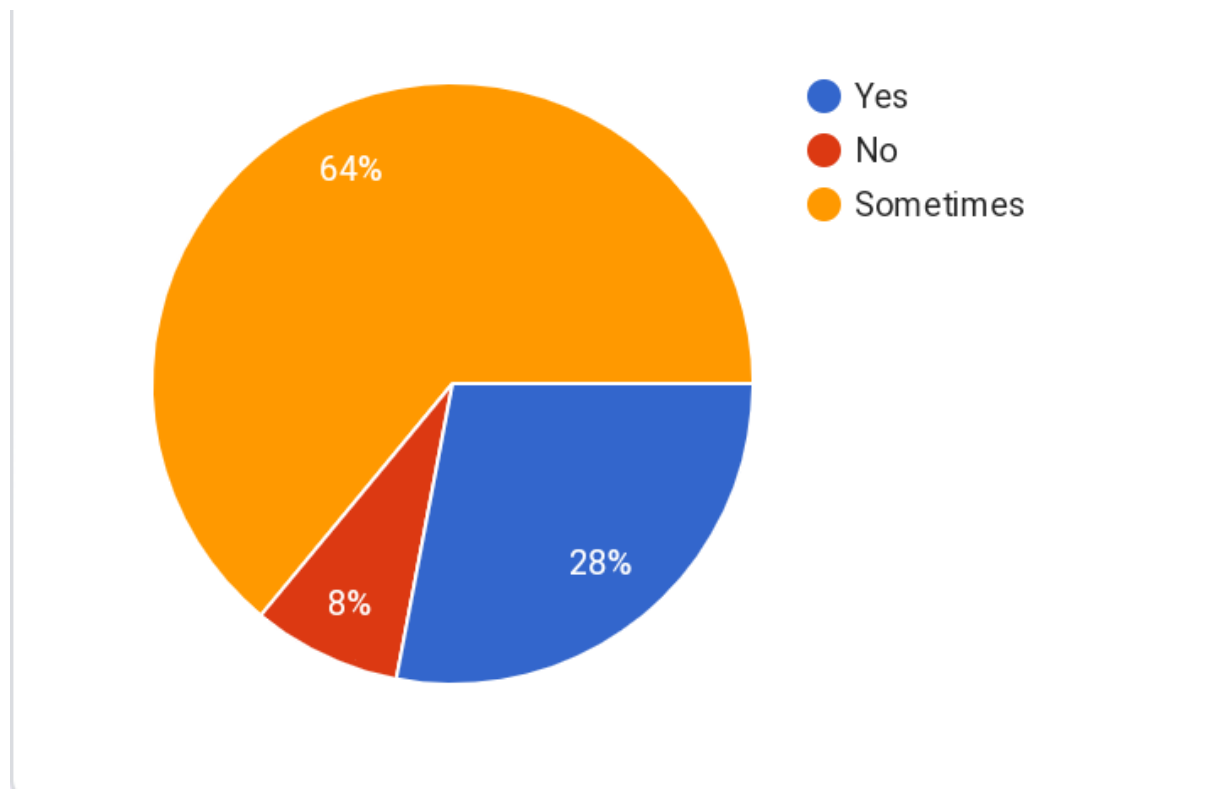
Figure 3.20: respondents' limit of expressing their ideas in EFL classroom

The data above indicates that 16 respondents (64%) sometimes they can express their ideas freely. 28% (n=7) of respondents express freely without problem. While, two respondents (8%) cannot express their ideas freely.

Question item 15: What do think about the homeworks and activities given by your teachers?
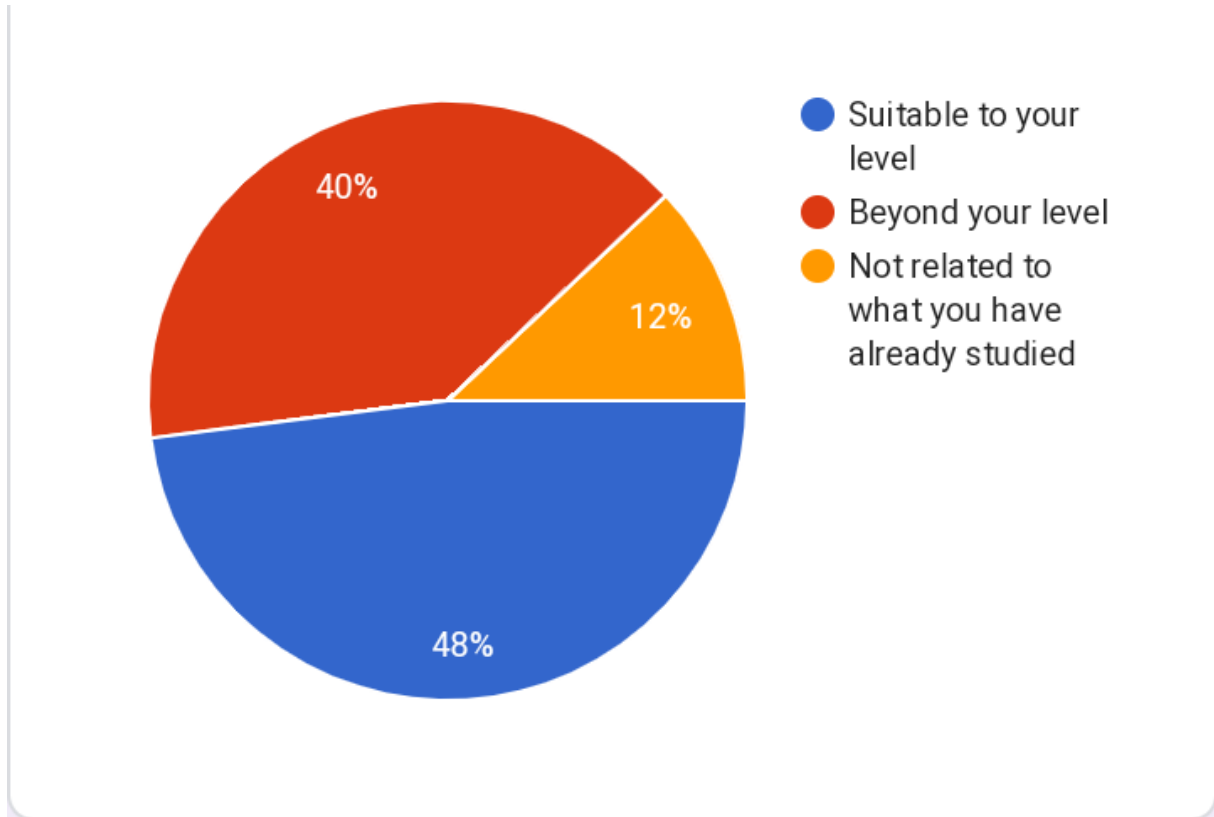
Figure 3.21: respondents' opinions on the activities given by their teachers

Respondents answers about this question show that 48% (n=12) of respondents think that the activities given by their teachers is suitable to their level. Ten respondents (40%) indicate that teachers give them tasks beyond their level, whereas the last three respondents' answers (12%) were that teachers give them activities and tasks not related to what they already studied at the classroom.

Question item 16: At last, do all teachers deal the same with all their learners?
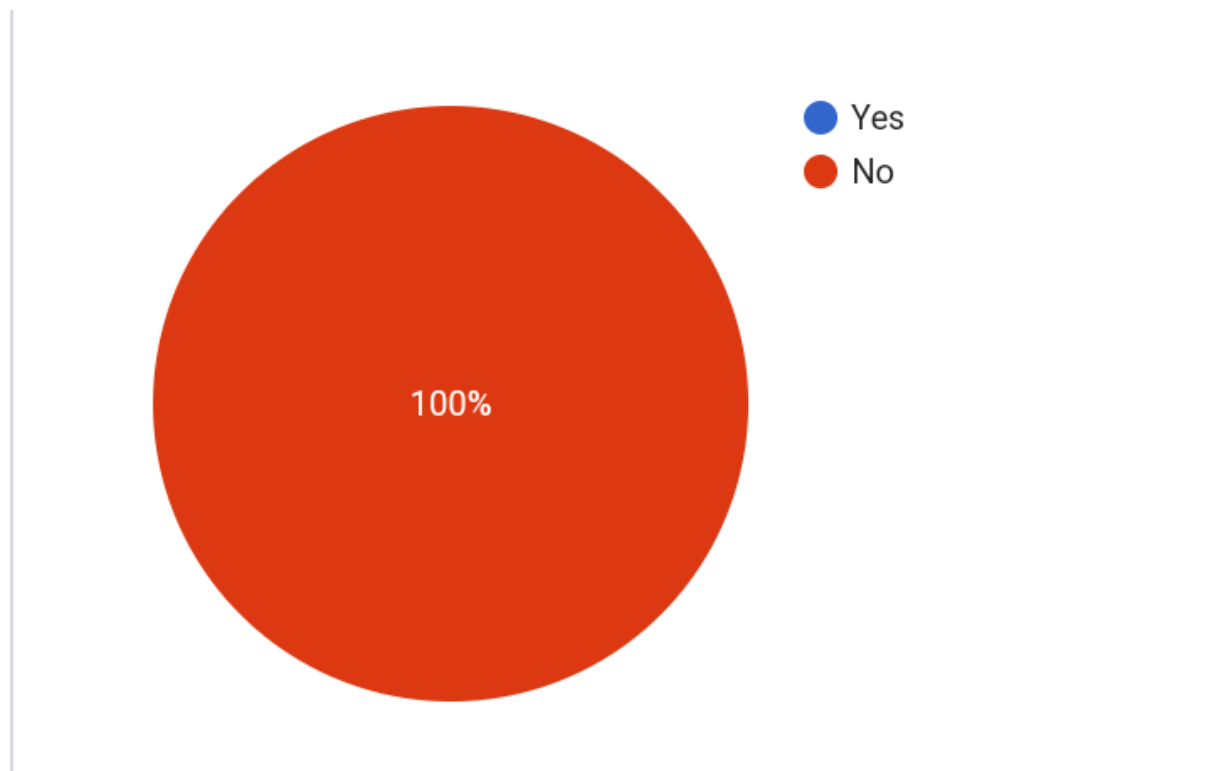
Figure 3.22: respondents' reflection on the teachers' treatment of all students

The pie chart indicates that 100% (n=25) of respondents believe that all teachers do not treat their students equally. There were only 16 of the respondents who justified. There justification was that teachers work mostly with dominant students and ignore the others (bias to students who participate). Others said that teachers lack honesty and fairness in their work.

III.6.Suggestions

All teachers may have problems in managing their classroom because of the variety of learners' mentalities, needs, and capacities and so on. This problem may be more serious. Therefore, the teachers should know how to control the classroom, and students too should help their teachers to help them achieve in a better way. The classroom is being managed by both teachers and students. These two are the basic of a sound and an effective acquisition of English language. Teachers and learners should be hand in hand in order to have a well-managed classroom. To equip a perfect EFL learning atmosphere and to handle the classroom to be more academic and effective, there are several suggestions to do so. Among those are:

➢ Teacher should build a strong relationship with their students (be friendly with them).

- ➢ Teachers should try to know what difficulties and problems that his learners have, and help them to pass over them.

- ➢ Help your learners to get over anxiety because it is a serious problem that prevent learning in an appropriate way. Breathing technique can help to do so.

- ➢ Choose the right time to give feedback and to correct your learners' errors, and avoid embarrassing them in front of their peers.

- ➢ Vary the types of questions from easy to complex to cover all the learners' level of intelligence. Use collaborative work to make all the learners involved.

- ➢ Increase students' motivation and push their attitude to be positive because these two things are important to acquire in an effective way. High motivation and positive attitude demonstrate the high level of satisfaction in the classroom.

- ➢ Help the introvert learners to be indulged in the classroom activities, and do not focus only on extroverts and dominant students.

- ➢ Teachers should be more comprehensive, patient, honest, fair, and hard workers to have a well-managed classroom and to build a best generation with worthy information that is going to be used even in their daily life out of the academic environment.

- ➢ Teachers should be logical in the time used and the tasks given. Do not give your students activities about something you have not already taught them.

- ➢ Teachers should treat all the students equally without bias to the dominants or the extrovert students. The focus should be on the full class because they are all comers to learn and acquire.

- ➢ Students by their turn should be more open and help the teacher to know their problems, weaknesses, and difficulties in order to get help from him.

Conclusion

To sum up, the collected data from the teachers' questionnaire and students' questionnaire, we conducted that having a well-managed classroom is too hard. Several problems cannot be denied or fixed in a blink of an eye. Classroom management should be more studied and worked harder on it. It is so difficult to deal with various mentalities and capacities of students in the same classroom in a specific time that sometimes is not enough even to complete the target task. There are many problems teachers face when managing classroom that lead to the ineffectiveness of data transmission. In addition, teachers mostly focus and deal with dominant students. However, introverts are most of the time neglected. At last, factors that affect classroom management are not easy to deal with them except if there were a real help, a good and a strong relationship between teachers and their students. Because the collaboration of both of them is, a way to fix all the problems that is going to be faced.

General Conclusion

Classroom management is considered as the hardest challenge for teachers. Therefore, if teachers create a positive learning atmosphere they would generally have an effective acquisition. Several factors that affect the classroom management prevent the academic achievement in the classroom. That is why teachers should have more awareness and should be attentive about these factors in order to help learners learn in a better way. A serious collaboration from the teacher and his students is going to give a well-managed classroom and a perfect learning environment. The classroom contains various mentalities, needs, preferences, capacities, strengths and weaknesses, in which the teacher have difficulties to manage it. In addition, learners by their turn should be more opened to help the teacher know more about them in order to help them pass over their problems and deficiencies.

Our main concern in this research is to shed light on the factors that impact the classroom management for third year EFL students. Our aim was to highlight the difficulties that face teachers because of the different psychological issues and the various variables of students, and how teachers deal with it.

This dissertation is divided into two parts; the theoretical part and the practical part. The first part contains two chapters. The first chapter contains a general view about classroom management, its elements, models, and so on. In addition, we discussed the teacher-centered classroom in which we talk about the teaching tasks , organizing discussion , observing, well designed curriculum and we speak about teachers attitudes. Concerning the second chapter, we spot the light on the important psychological issues and the various learners' variables and how teachers deal with it and how they help their students pass over it. We spoke about the right time of giving feedback and correcting errors. Then, we discussed anxiety and student's effective state. Moreover, we talked about the cognitive, affective, and personality variables that hinder the learners achievement.

The second part contains the fieldwork. We conducted two questionnaires; one was dedicated for teachers and another for third year EFL students. Starting with teachers' questionnaire findings, in which teachers confirm that they have difficulties to deal with all the students. The variety of learners' preferences, mentalities, psychological status, amount of each one's knowledge, etc, makes the teacher in a hard situation to manage his classroom. Therefore, from the data analysis we found that managing a classroom is so difficult for teachers if they do not have a full control overall class. Moving to students' questionnaire, that contains

closed-ended questions, multiple-choice questions, and open-ended questions. From the analysis of the data collected, we found that learners truly have many problems and difficulties in the classroom that hinder their progress in EFL learning. Among these issues, the psychological side, their relationship with teachers, the inequality of teachers' treatment and their preference just to the dominant students.

In brief, from the questionnaires and the findings, we got that managing an effective classroom is not an easy work to do especially for novice teachers. It is the hardest challenge for teachers and learners. The teacher plays an essential role in managing and controlling his classroom. He has all the responsibility and the full control over his class. That is why teachers should be intelligent and more practical in manipulating the classroom tasks and activities. Moreover, the hard work that the teacher faces during teaching needs the help of learners. Students have many weaknesses and deficiencies, which are considered as an obstacle in their way of acquiring the target language, such as the interference of L1, anxiety, attitude, motivation, level of intelligence, etc.

At the end, classroom management needs a serious work from both teachers and students to build up a well-managed classroom and an effective learning atmosphere. We finish this study by suggesting some recommendations for teachers and students in order to get a well-managed classroom. These recommendations was built up after the data analysis, we found that teachers should pay more attention for all the students without exception. Teachers should be more comprehensive, practical, attentive, honest and hard workers. Learners too should be more opened, and help their teacher to identify what are their lacks and problems.

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Appendices

Teachers' questionnaire

My respectful teachers,

The purpose of this study is to examine the factors that affect the classroom management. This study is being conducted through the University of Ibn Khaldoun in Tiaret. This questionnaire asks about your beliefs of how a well-managed classroom should be. Please take a moment to answer these questions and your responses will be kept confidential. We appreciate your cooperation and thank you for responding.

Section one : personal information

1. **Gender:**   Male   ☐

                          Female   ☐

2. **Current academic level :**

                    Master degree   ☐

                    PhD   ☐

                    Other   ☐

3. **How long have you been teaching?**

   About one year   ☐

   5 to 10 years   ☐

   More than 10 years   ☐

4. **Have you already taught third year students?**

      Yes   ☐

      No   ☐

<u>Section Two:</u>

Please answer these questions which are about our target topic

1. According to your experience, how could you describe the

level of third year students?   Not good   ☐

Good   ☐

Very good   ☐

2. Do you find difficulties in teaching third year students at university?

○ Yes   ☐

○ No   ☐

3. What kind of problems do you think that EFL third year students have?

- Anxiety   ☐

- Attitude   ☐

- Fear of making mistakes ☐

- Interference of L1   ☐

- Introversion   ☐

- Lack of motivation   ☐

- Level of intelligence   ☐

- They are slow learners   ☐

4. If your learner is anxious, how do you treat him to make him pass it over ?

Answer

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…………………………………………………………………………………………………
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5. According to you, which is the suitable time to give feedback and to correct errors ?

Answer

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6. How do you manage your classroom when having different levels of intelligence ?

Answer

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7. Aptitude has a direct effect on the learners' achievement, do you think so ? How ?

Answer

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8. When your learners are unmotivated, what strategies do you use to motivate them ?

Answer

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9. Does the level of learners' attitude matters in learning English or any foreign language ? Explain please.

Answer

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……………………………………………………………………………………………………
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10.   The learners' personality differs from one to another, there are extroverts and introverts, which kind do you prefer? Why?

Answer

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11.   At last, for a well-managed classroom, what do you suggest ?

Answer

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Students questionnaire

Dear third year students,

We would be very grateful if you respond honestly to the following questions. The questionnaire is designed to collect data about the factors that affect the classroom management. Please answer the following questions and thank you very much for your help.

Section One: Personal Information

1. **Gender:**   Male   ☐

    Female   ☐

2. **Age:**   19 to 21   ☐

    21 to 23   ☐

    More than 23   ☐

Section Two:

Please answer the following questions.

1. **Do you feel anxious?**   Always   ☐

    Sometimes   ☐

    Never   ☐

2. **What are the reasons that make you feel anxious?**

    Fear from tests and exams   ☐   Fear of making mistakes   ☐

    Lack of personal knowledge   ☐   Shyness   ☐

    You hate the session   ☐

3. **Do you prefer teachers to give you feedback?**   Yes ☐

                                                          No   ☐

   ➤ **If yes, why?**

Answer

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

   ➤ **If no, why?**

Answer

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

4. **When do you prefer your teacher to correct your errors?**

   While you are talking   ☐

   When you finish talking   ☐

   Do not correct you at all   ☐

5. **What way of error correction do you prefer?**

   Peer correction   ☐

   Self-correction   ☐

   Teacher correction   ☐

6. **Do you think that the level of intelligence impacts your level in acquiring English language?**   Yes ☐   No ☐

7. **Your level of aptitude towards English language learning is:**

   High   ☐   Low   ☐

8. **According to you as a learner, what motivates you to learn English?**
    Answer
    ....
    ....
    ....

9. **Attitude as motivation is crucial in EFL learning, so what attitude do you have toward English?**

    Positive ☐   Negative ☐

    > **If negative, why?**
    Answer
    ....
    ....
    ....

10. **You as a learner, are you an:**

    Extrovert learner (prefer group work)?   ☐

    Introvert learner (prefer individual work)?   ☐

11. **How is the relationship between you and your teacher?**

    Bad   ☐

    Good   ☐

    Very good   ☐

12. **While discussing and participating in the classroom, do you express your opinion freely?**
                Yes ☐   No ☐   Sometimes ☐

13. **What do think about the homeworks and activities given by your teachers?**

    Suitable to your level   ☐

    Beyond your level   ☐

    Not related to what you have already studied   ☐

14. At last, do all teachers deal the same with all their learners?

Yes ☐   No ☐

> **If no, why?**

Answer

....

....

....

ملخص

أجريت هذه الدراسة لتوضيح ماهية العوامل التي تؤثر على إدارة الفصل الدراسي ضمن من يدرسون اللغة الإنجليزية كلغة أجنبية. مهمتنا في هذه الدراسة هي إعادة النظر في كيفية تحصيل فصل دراسي منظم. جوهر هذا البحث هو ربط وعي الأساتذة بما يفضله الطلبة لتحصيل علمي جيد للغة الإنجليزية كلغة أجنبية. الموضوع اختير لتحسين تعليم اللغة الإنجليزية وذلك بالطبع في قاعة دراسية منظمة. وظفنا جمع البيانات الأولية والثانوية باستعمال الطريقة الكمية والنوعية، وهذا عند البدء في تحليل المعلومات لضمان أكبر مصداقية للنتائج. البيانات النوعية بالنسبة للأسئلة المفتوحة في الاستبيان، بينما التحليل الكمي كان بالنسبة للأسئلة المغلقة. النتائج الإجمالية دمجت وجهات النظر والأفكار العشوائية للأساتذة والطلبة حول ما يمنع التطور الأكاديمي عند تعلم اللغة الإنجليزية كلغة أجنبية. وبالرغم من محدودية المعلومات، هذا البحث يمهد الطريق لأبحاث أخرى معمقة وتشجيع الانتقال من النظري إلى التطبيقي في مجال دراستنا.

الكلمات المفتاحية: إدارة الفصول الدراسية، تعلم اللغة الإنجليزية كلغة أجنبية، العوامل المؤثرة، مفضلات الطلبة، وعي الأساتذة.

Résumé

Cette étude a été menée pour clarifier les facteurs affectant la gestion de la classe parmi ceux qui étudient l'anglais comme langue étrangère. Notre mission dans cette étude est de réexaminer comment réaliser un semestre structuré. L'essence de cette recherche est de relier la prise de conscience par les professeurs et les préférences des étudiants afin d'acquérir une bonne connaissance de l'anglais en tant que langue étrangère. Le sujet a été choisi pour améliorer l'enseignement de l'anglais, bien sûr, dans une classe organisée. Nous avons employé la collecte de données primaires et secondaires en utilisant la méthode quantitative et qualitative, et c'est au moment de commencer à analyser les informations pour assurer la plus grande fiabilité des résultats. Données qualitatives pour les questions ouvertes du questionnaire, tandis que l'analyse quantitative concernait les questions fermées. Les résultats globaux ont fusionné les points de vue et les idées aléatoires des professeurs et des étudiants sur ce qui empêche le développement académique lors de l'apprentissage de l'anglais comme langue étrangère. Malgré les informations limitées, cette recherche ouvre la voie à de nouvelles recherches approfondies et encourage une transition de la théorie à l'application dans notre domaine d'étude.

Les mots clés : Gestion de la classe, apprentissage de l'anglais comme langue étrangère, facteurs d'influence, préférences des élèves, conscience des enseignants.