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Enhancing Learners' Speaking Skill through Effective Classroom Management, Case study of 3rd year LMD Students at Ibn Khaldoun University of Tiaret

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Dedication

This dissertation was completed by the grace of God, we would like to express our deep recognition to Allah for giving us the determination and strength to finish this work and support of the kind souls mentioned bellow

Our deep appreciation to our parents for instilling in us the values that made us into what we are today.

My father Abadi who has been my model for all my life, persistence and personal sacrifices. My heartfelt gratitude to my mother Khaldia who tolerated all my misgiving with her smile, prayers, support and words which inspired me in my research. Thank you dear parents for your patience and your support.

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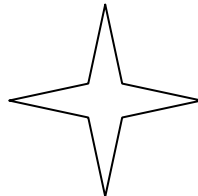
My deep gratitude, respect and endless love to my father For his everlasting support, love and wisdom. To my mother for the warmth and love that pushed me through the hardest struggles.

My heartfelt thanks to my dear sisters for the kind of love and encouragement I can only find in their kind words and smiles. To my dear brothers for their encouragement in moments of difficulty and stress.
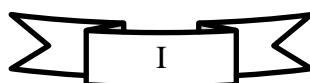
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Abstract

We have noticed that the process of teaching and learning faces many obstacles and difficulties at the University, especially in teaching English as a foreign language. We always wonder about how teachers manage their classrooms effectively. Thus, we conducted this study that aims at investigating the effects of wise classroom management on teaching English as a foreign language among 3rd year LMD students at Ibn khaldoun university of Tiaret and their achievement. In order to check this correlation, we hypothesized that if teachers establish positive classroom management, they would generally achieve positive teaching-learning process. This study focused particularly on some ways and strategies that teachers should implement in order to create a productive and successful learning environment. This dissertation was mainly conducted on teachers of English and 3rd year BMD students, where we relied on the descriptive method because it deals with the causes and effects of a given variables which are classroom management and student's achievement in learning English. Besides, our work was mainly based on two academic research tools; the questionnaires and classroom observation as the powerful and effective ones for gathering data. The results in this study showed that wise classroom management affect positively on learner's speaking skill.

Key words: classroom management, EFL students, speaking skill, student's achievement

List of Abbreviations & Acronyms

- EFL: English **f**oreign **l**anguage

-FL: Foreign **L**anguage

-ESL: English **S**econd **L**anguage

-L1: First **l**anguage

-L2: Second **l**anguage

- STM: Short **T**erm **M**emory

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Background to the Study

For learners who are studying foreign languages like English in non-English setting, it is very essential to experience real communicative situations in which they will learn how to express their thoughts, opinions and views and to express their oral fluency and accuracy which are very important to succeed the FL communication. Classroom management is considered to be the most useful and necessary strategy to enhance learning.

The concept of classroom management plays a significant role in the process of second language learning .In fact the considerable interest is the role of classroom management in the context of learning became an important factor for the researches of this field ,since it creates opportunities for the classroom community to develop knowledge and skills .As far as the speaking skill is concerned ,we will try to shed light on this important skill which is considered to be the most desirable skill to be mastered by learners .

It is said that classroom management offers the opportunities for learners their learning skills in general and specifically their speaking skill.

An effective classroom management is defined as climate emphasizing as conductive to effective learning and creating a positive relationship between the teacher and his learner's.

Furthermore, an effective classroom management by the teacher increases students involvement in teaching reduces disruptive behaviors and use of the instructional time.

Therefore, the present study focus on the effectiveness of classroom management to promote the learners speaking skill.

1. Statement of the problem

Through the present research, we aim at investigating the relationship between developing speaking skill through classroom management. Thus, our aim is to contribute to our understanding of how and to what extent an effective classroom management could help learners to promote and activate their speaking skill.

2. Objectives of the study

Classroom management is an essential skill to succeed the learning and teaching process, some teachers complain about pupil's underachievement in developing their speaking

skill. Therefore, the general purpose of this academic research aims at investigating the effect of classroom management on developing learner's speaking skill

1) To determine the level of effectiveness of classroom management in developing the learner's speaking skill.

2) To establish the relationship between classroom management and pupils achievements.

3. Significance of the study

Our research is about one of the most interesting topics that teachers meet very day in classrooms where teachers express their capacities to manage their classes. This study aims at exploring how teachers in classes currently use classroom management and how it affects pupil's achievement.

Thus, creating effective classroom environment for pupils to learn English will enhance the teaching- learning process.

4. Research questions

This research was guided by the following research questions:

1) What is meant by the term "Classroom Management and speaking skill»?
2) Does the classroom management affect the learner's speaking skill?

5. Hypothesis

1) The classroom management in which learners study gives them opportunities for natural language use. It enables learners to learn, interact, speak and explore their oral capacities .

2) If teachers manage their classrooms than learner's speaking skill would develop.

6. Research methodology

In this research, we choose the descriptive method since our research is based on the description of the classroom as a situation, finding the manners that help teachers to manage their classrooms using the questionnaire and the classroom observation as tools by which we gather data for our study.

For the needs of this study, a questionnaire will be delivered to students to check the understanding of the items and their relevance to our investigation. About forty students were selected randomly to indicate their opinions about classroom management strategy and analyze their opinions using a quantitative method.

Structure of the Study

The present dissertation consists of three main chapters. The first two chapters constitute the literature survey. Chapter One represents a review of speaking skill; the focus of this chapter is on its main types, importance, aspects and principles...etc. Chapter Two is devoted to the classroom management, its styles, parts, challenges, strategies, the teacher's role in EFL classroom, its importance and goals…etc.

The last chapter concerns the analysis of the collected data by means of the students" questionnaires and the classroom observation.

Chapter One: General Overview about the Speaking Skill

Introduction

Speaking is one of the four language skills. Teaching English as a foreign language needs to rely on some important skills. The latter are divided into two types, receptive skills that involve listening, reading, and productive skills that include writing and speaking. Speaking is among the four language skills and it seems intuitively the most important one to learn a foreign language.

This skill is the concern of the forgoing chapter. It aims at defining the speaking skill and tends to give a brief description of the importance of this skill. It also covers some differences between L1 speaking and L2 speaking as it tends to clarify the integration between speaking and listening skill and the types of spoken tests, it also shows the speaking difficulties in foreign language learning that is why according to (Ur, 1984):
"Many if not most foreign language learners are interested in learning to speak.

1.1. Definition of the Speaking Skill

Speaking is the second of the four-language skills, listening, reading and writing. It is a basic skill that language learners should master with the other skills.

Speaking is sending and receiving massages, it is also defined as a complex process that can take the verbal form, vocalized form, but it also involves nonverbal symbols such as gestures and facial expressions.

It means the practical pronunciation of the language in order to express thoughts, feelings and points of views. In order to express their ideas, attitudes, opinions and feelings, people react with different actions when speaking. While speaking people could react with different actions in which they express their attitude, feeling, opinions, and ideas. Spartt, Pulverness, and Williams state eighteen things that people do while speaking:

Actions	Actions
pronounce words	Smile
answer questions	ask for and give information
use intonation	respond appropriately
ask for clarification and/or explanation	Persuade

correct themselves	start speaking when someone else stops
take part in discussions	tell stories
change the content and/or style of their vocabulary	use fully accurate grammar and speech according to how their listener responds
greet people	use tenses
plan what they will say	take part in conversations"

Table 1.1. Actions people do when speaking

1.2. Types of Speaking

Since speaking is one of the important skills of language, Brown (2004) has stated five basic types of speaking according to the speakers needs namely: Imitative speaking, intensive speaking, responsive speaking and extensive speaking.

1.2.1. Imitative Speaking

Imitative speaking tasks focus on the ability of the speaker to parrot or imitate a word, phrase or a sentence. Imitating or parroting may include different properties of language such as grammar and lexis in order to convey a meaning or even to interact in a conversation, by paying attention to the pronunciation as an attempt to help learners to be more comprehensible (Brown, 2004).

1.2.2. Intensive Speaking

This type of speaking involves producing a limited amount of language in a controlled context. It is also defined as the production of short stretches of discourse through which they demonstrate competence in a narrow band of grammatical relationships such as intonation, stress, and rhythm; here the speaker must be aware of the semantic properties in order to be able to respond.

This type of speaking also includes some assessment tasks like reading aloud sentences, dialogue completion, and so on (Brown, 2004).

1.2.3. Responsive Speaking

This type of speaking involves brief interactions like short conversations, small talk and simple requests in order to preserve authenticity with only one or two following up questions or retorts as Brown (2004, p. 142) showed in the following short conversation:

A. Marry: Excuse me, do you have the time?

B. Doug: yeah. Nine-fifteen.

1.2.4. Interactive Speaking

Interactive speaking differs from responsive speaking in a way that interactive speaking is based on interaction. This type involves transactional language and interpersonal form of language, oral production that means speaking can become more complex with the use of colloquial language, ellipsis, slang and so on. Interactive speaking includes some assessment tasks such as interviews, role-play and discussion activities (Brown, 2004).

1.2.5. Extensive Speaking

The fifth and last type of speaking is the extensive speaking (Brown 2004). For him, extensive speaking or monologues include speeches, oral presentation and storytelling; he also stated that the language style used in this type of speaking is more formal.

1.3. The Importance of the Speaking Skill

In his book entitled "*Teaching and Researching Speaking*", Hughes (2002) claimed that the status of speech in the language teaching process has changed in the beginning and end of the nineteenth century because of the emergence of some methods that deal with language such as: grammar translation method, direct method, situational and audio-lingual methods and the communicative approach.

1.3.1. The Grammar Translation Method

The total focus in this method is on the structure, so that traditional grammarians were more interested in explaining and clarifying the grammatical rules to people in order to speak the language correctly, they aimed at simplifying the language learning process by focusing on isolated sentences, because in this method there is no place for real communication.

1.3.2. Direct Method

The direct method is also known by the natural method that came as a reaction to the grammar translation method. In this approach, much importance was given by the reformers to the spoken form of the language they did not focus only on the interactions between the teacher and the student but also in some problems, they faced in the learning process. This method led to a total physical response. It means that, it is through actions that the student responds to the activities that are given by the teacher. The direct method then is regarded as the first that moves from isolated sentences to achieve meaningful interactions (Brown, 2007).

1.3. 3. Situational and Audio-Lingual Methods

Following Hughes (2002), situational and audio-lingual methods have been developed in the twentieth century, their focus is on teaching and learning a language through speaking which means the forms of speech used in the situational and lingual methods are not the same used in the national speech or the natural spoken communication since the structures used are highly controlled.

1.3.4. Communicative Approach

Communicative method influenced a lot the field of English language teaching as to Krashen's work in the USA on second language acquisition and Widdowson in the UK. In this method, much importance was given to speaking as the oral communication involves speech where learners are expected to interact with other competences; this was the aim of this method since the learner is considered as an important part of the learning process (Hughes, 2002).

1.4. Differences between First Language Speaking and Second Language Speaking

Language is a system of communication used by a particular country or community. This language has two essential types: first language and second language.

According to (Thornbury, 2005, p 27) it is too important when dealing with the speaking skill to clarify the difference between first and second speaking processes.

First language speaking and second language speaking are similar; there is probably no difference at all. Because they include the same steps of mental processes, for instance, both of language one speakers and language two speakers produce speech via a process of conceptualizing, formulating, articulating and self-monitoring. As well, they present to their interlocutors, modify their message and treat the management of conversational switch. Thus, the skills of speaking seem to be completely the same in the two languages (L1, L2) «they are essentially the same and should, in theory, be transferable from the speakers' first language into the second one » (Thornbury, 1998, 28).

While in terms of differences. Rasier and Hiligsman (2009) assert that the distinction between first language speaking and second language speaking is linked to the language itself. The first language is the mother tongue or native language of a person, however, a second language is a language a person learns in order to communicate with the native speakers of

that language. The first language is « acquired » the second language is « learned » the difference between these two words describes the qualities of the two languages « acquire » means « to come into possession » which indicates that the first language is like a dynamic. On the other hand « learn » means « to gain knowledge or skill » by study instruction or experience which indicates that there is nothing passive in second language learning.

1.5. Integration between Listening and Speaking Skill

Listening and speaking skills are vital language skills to develop when learning English. By having strong listening skills, you will be able to understand everything that is happening around you. By having good speaking skills, you will be able to say everything you want without any problem.

Listening and speaking are always in integration, so teachers should teach these two skills in an interacted way. Although, the student may know how to listen and speak in the language. The use of authentic materials and real life situations could naturally lead to the integration of skills.

A speaker has the necessity to a listener because speaking is rarely carried in isolation. As put by Redmond and Vrchota (2007:20), « speakers are at the mercy of listeners ». Moreover, the listening skill includes a list of processes of perception, interpretation, evaluation, retaining, recalling and reaction to the speakers (Ibid). Therefore, listening will not occur in isolation as well, there must be a speech to listen to.

Finally, both the speaker and the listener must take part in communication through interacting and negotiating verbally.

The speaker produces comprehensible output and the listener pay attention and then tries to process this output effectively.

1.6. Types of Spoken Tests

Teaching speaking is to teach learners to produce the English speech sounds and sound patterns, select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.

The goal of teaching speaking is to improve students' communication skills. Because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

Good language teaching goes beyond words. Language teachers expose their students to spoken tests right from the start of their learning. Spoken tests include; Interview, Dialogue, Monologue, Role-play and picture cued. When people are speaking to each other, their interaction is made up of a series of utterances, for example questions and replies, comments and suggestions.

1.6.1. The Interview

It is essentially a structured conversation when one participant asks questions and the other provides answers. In a classroom setting, interview can take the form of conversation or discussion with other students. Interview can be used to explain better understanding and explore research subjects, opinion, behavior and phenomenon. Students can respond orally to questions about a range of topics that might include their prior knowledge, activities and interest or performance (O'Malley and Pierce, 1996:11). The teacher may be interested in either the substantive information collected or judging the students' proficiency in responding to the questions both of which can be used for instructional planning.

1.6.2. Dialogue

The other form of spoken tests mentioned is dialogue. It is a conversational passage, or a spoken exchange of conversation in a group or between two persons directed to a particular subject. It is carried out more for maintaining social relationships than for the transmission of information and facts.

1.6.3. Monologue

It is a verbal presentation given by a single character in order to express his or her collection of thoughts and ideas. Following Thornbury (2005, p.126), in this type of spoken tests the candidates prepare a short talk on a pre-selected topic, this eliminates the interviewer effect and deals with candidates' ability to control an extended turn. In addition, this type is also concerned with the speakers' ability to speak interactively especially when the students take the role of the audience in asking and answering questions.

1.6.4. Role Play

One way of getting students speak is role-playing, it is the acting out of the part of a particular person or character. Role-plays are excellent activities for speaking in the relatively safe environment of a classroom. It gives learners practice speaking the target language before they must do so in a real environment. They have to speak and act from their character's point of view (Harmer, 2007:125). Role-play provides the opportunity for the students to develop and revise their understanding and perspectives by exploring thoughts and feeling of characters in giving situations.

1.6.5. Picture Cued

It is one of the more popular ways to elicit oral language performance that requires a description from the test, using pictures, maps or diagram to access oral production. In this technique, students are given a picture to be studied in a few minutes and asked to describe the picture in a limited time. Pictures should also be relatively free of cultural bias (O'Malley and Pierce, 1996:79).

1.7. Speaking Difficulties in Foreign Language Learning

Speaking is the act of using of language to express meaning. It is the most important of the four language skills in second language learning and teaching because it makes the students able to communicate well.

There many difficulties that face the students in practicing the speaking skill. Such as, anxiety, inhibition, lack of confidence and pronunciation.

1.7.1. Anxiety

It is defined as the intense worry that a person experiences when delivering or preparing to speak to an audience. According to Arnold and Brown, this type of difficulty is related to negative feelings, such as: self-doubt that prevent learning achievement (1999, pp.8-9). Brown argued that anxiety is something difficult to define since it affects the process of successful second language learning, and he suggested two types of anxiety: debilitative and facilitative anxiety, are also called « harmful » and « helpful » anxiety.

The former, which is harmful or debilitative, is concerned with negative feelings such as self-doubt; here the learner should avoid this kind of anxiety because it affects the learning process negatively. However, the second type that is helpful or facilitative anxiety is considered as one of the keys that lead to success since it affects the learning process

positively as when the students feel anxious from the exams, this may motivate them to work harder in order to gain good marks (2007,pp.162-163).

1.7.2. Inhibition

The problem of inhibition reveals more when the learners try to participate in the classroom but many factors stop them to do so. Littlewood (1999:93) argues, « It is too easy for a foreign language classroom to create inhibition and anxiety ». Some factors cause inhibition, such as lack of motivation, self-esteem and language ego. Teachers can support their students to reduce their inhibition effect by many ways one of them by creating good classroom management including establishing good rapport between teacher and learners.

1.7.3. Lack of Confidence

It is commonly understood that students' lack of confidence usually occurs when students realize that their conversation partners have not understood them or when they do not understand others speakers. This shows that building student's confidence is an important part of teachers' focus of attention; it means that the teacher should also learn from both theories and practical experience how to build the student's confidence.

1.7.4. Pronunciation

It is a very important part of mastering any foreign language. Elsagheer, (2001) said that too much attention should be given to proper pronunciation, many people will not be able to make the sounds, especially at the first stage, and constant correction may discourage them. Therefore, it is recommended that pronunciation should be taught to student.

1.8. Features of Spoken Language

Spoken language is different from written language for many reasons. One important reason is that it usually has to be understood immediately whereas written language can be read many times. Spoken English has many features that make it special from other English language skills and could enable speakers to perform well and be understood from listeners; Sari Luoma cite: " To speak in a foreign language must master the sound system of the language, has almost instant access to appropriate vocabulary and be able to put words together intelligibly with minimal hesitation and also they must understand what is being said to them and be able to respond appropriately […] or to achieve their goals ."

Consequently, the spoken language has different issue to be mastered to have the ability to speak English language fluently and accurately. We will cite bellow features that researchers have mentioned.

1.8.1. Accuracy and Fluency Feature

Accuracy and Fluency are two factors, which can determine the success of English language students in the future. Essentially accuracy is the ability to produce correct sentences using correct grammar and vocabulary. On the other hand, fluency is the ability to produce language easily. Accuracy is about using correct grammar in speaking and writing. It is about understanding the deeper meaning and usage of vocabulary and involves the correct pronunciation of words.

While, when we have good fluency it means that we can produce and engage with language in a smooth and effortless way. We may make mistakes, but we are able to communicate our ideas many of student express fluency as "saying what is on my mind without translating word for word". Therefore, we can say that accuracy about knows the language (competence) and fluency is about knowing about language or knowing how to use (performance).

1.8.2. Connected Speech Feature

Is spoken language in a continuous sequence, as in normal conversation? It is also called connected discourse. There is often a significant difference between the way words are pronounced in isolation and the way they are pronounced in the context of connected speech. In connected speech, words or syllables are clipped, phrases are run together, and words are stressed differently than they would be in writing.

One of the characteristics of connected speech is the deletion or clipping of sounds that occurs when words run together. For example, "want to" can become "wanna", "going to" can become "gonna". We explicit that students must have the ability to play with words and even sounds when they trying to talk as native speakers whom have special way to communicate with each other's in which they make foreign students could not understand them easily.

1.8.3. Expressive Devices Features

Expressive language allows a person to communicate wants, needs, thoughts and opinions. Expressive language is the ability to request objects, make choices, ask questions, answer, and. Speaking, gesturing (waving, pointing), facial expressions (crying, smiling), and vocalizations (crying, yelling) are all variations of expressive language.

For example on some situations, many persons can express their feeling of angry by raising their voice (high pitch). In addition, students should learn how to use the paralinguistic features in order to express their feeling in different situations; such as using some gestures or using facial expressions.

1.8.4. Negotiation Language Feature

Negotiations are formal discussions between people who have different aims or intentions, during which they try to reach an agreement. They try to reach a common ground eliminating their differences. Teacher must teach student some expressions to express their ideas and opinion about the ambiguous part of the lesson.

On other words, students need to have the ability to express their ideas to their teachers easily and they need to be understood from their teachers so they have to learn some expressions, which are taught by teachers in order to have not any problem inside the classroom.

1.8.5. Vocabulary, Grammar and Pronunciation Features

There are three things involved in knowing a language, which are pronunciation, vocabulary and grammar. They are important issues students need to know for the purpose to be fluent in the target language. Students need to have enough vocabulary to use these features when necessary also to order them in correct sentences using correct rules of grammar as well as when producing them. Students must master how to pronounce those words appropriately. Involving students in teaching pronunciation is the best way to learn correct pronunciation.

Spoken language is a major method of communication for most people. the features that are mentioned above are often associated with spoken language.

1.9. Obstacles Preventing the Development of Speaking Skills

The instructor or the manager and learners may face a number of problems, which disallow them to improve their speaking skills in the classroom. These obstacles can be listed like:

1.9.1. Large and Mixed Ability Classes

It can be one of the main factors, which effect negatively on the student's oral production. In this type of classes there is a mixture between two categories of learners. The first category is called active or bright students in which they would like monopolize every discussion at the expense of the other category, namely passive or quiet learners in which they do not have the opportunity to take part in class discussion. In this case, many weak students cannot improve their speaking (Nillo, 2014).

1.9.2. The Nature of the Topic

It so important that teachers select topics that suits and interest learners to discuss. In fact, many learners feel anxious because they have nothing to say .In a word; students are compelled to talk in class discussion (Nillo, 2014).

1.9.3. Limitation of English Hours

It is another reason, which may affect the development of speaking language .In many countries, English is considered as a foreign language and it is taught one hour per week notably in scientific disciplines .To sum up, one hour is not enough for learners to use language in real situations and to improve the level in speaking.

In this case, many students may find problems both at the level of their proficiency. In this case, many students may find problems both at the level of their proficiency and at the level of their success career (Bowman. et al. 1989).

1.9.4. Lack of Vocabulary

It is considered as one of the key factor, which may prevent the development of student's speaking. Many language learners are motivated to take part in the classroom but sometimes they do not have the appropriate vocabulary that suits the conversation and they are afraid of giving incorrect sentences. Additionally, lack of vocabulary may lead also to loosing students' confidence (Nillo, 2014).

1.9.5. The Absence of the Appropriate Materials.

Many teachers may face problems at the level of teaching materials, notably the lack and the absence of suitable textbooks. Many textbooks are not related to learners' needs and interests. As a result, lack of the suitable textbooks can be a real constraint for students to build and promote their verbal production. However, just few texts are interesting which contain a series of dialogues and imaginary situations that allow students to exposure the target language in real communicative environment (Bowman. et al. 1989).

1.9. How to enhance second language use

English as a second or foreign language is the use of English by speakers with different native languages. Teacher can promote the use of second language by setting clear guidelines for example explaining to his students when is permissible to use first language and when may not be used and he can choose appropriate tasks using simple English at their level and challenge them from time to time. In addition, create an English environment, in which the teacher persuade and motivate students to use English.

Otherwise, there are many tips that students may rely on to improve their English speaking we mention them in the list below:

-Don't be afraid to make mistakes. Be confident. People can only correct your mistakes when they hear you make them.

-Surround yourself in English. Put yourself in all English-speaking environments where you can learn positively. The best way to learn is through speaking.

-Practice every day; make a study plan. Decide how much time a week you are going to spend studying and stick to it. Establish a routine.

-Tell your family and friends about your study plan. Get them to push you to study and do not let them interrupt you.

-Practice the Four core skills: reading, writing, speaking and listening. They all need to be worked on for you to improve.

-Give yourself a long-term goal. Focus on working towards it.

-Watching TV only gives you the chance to hear something correctly first time. This is better for high-level students. It can be great practice for speaking to native English speakers so you do not have to ask them to repeat once again

-Figure out how you learn. It can be by memorizing, reading, speaking, summarizing or other methods. Find out how you study best. It can be in a quiet place by yourself or with a group.

Finally, we can say foreign language study leads to an appreciation of cultural diversity. It enhances listening skills and memory and a second language expand one's view of the world, liberalize experiences, and make one more flexible and tolerant.

Conclusion

As a productive skill in oral mode, speaking is a very important skill that gives us the ability to communicate effectively. It is defined as an act of making vocal sounds. In addition, chapter one has presented the definition of speaking skill and classified the speaking types. Moreover, chapter one has dealt with the importance of speaking skill by pointing out the differences between first language and second language speaking. It has also discussed the integration between speaking and listening skills. Furthermore, in this chapter, we talked about the main types of spoken tests in the classroom and we have mentioned some speaking difficulties that FL learners may encounter during the process of learning.

Chapter two: Classroom Management

Introduction

Teaching is fundamentally a process, including planning, implementation, evaluation and revision. It could take place only with existence of three main parts: teacher, student and environment.

The students of English at the Algerian university had the ability to communicate their ideas in writing. Furthermore, they could read and comprehend basic tests. However, we saw that they had difficulties with their speaking production; many of them felt afraid of being criticized and humiliated in front their peers. For this reason, classroom management has an important role in developing speaking skills and the oral ability.

The first part of this chapter will present the definition of classroom management, its styles and parts, the challenges and strategies of classroom management. Moreover, give the role of the teacher in EFL classroom. Also, we show its importance. The second part is about the relation of classroom management to speaking. In addition, we discuss learning environment. Finally, highlight the importance of speaking and classroom management in the Algerian educational system.

2.1. Definition of Classroom Management

It can be defined as the actions and activities undertaken by the successful teacher to create an environment that is respectful, caring orderly and productive, it supports and facilitates academic and social learning.

According to Oliver and Reschly: « the ability of teachers to organize classrooms and manage the behavior of their student is a critical to achieving positive educational outcomes ».

In addition. Classroom management is the process of « efficient use of time and classroom space » - « implementation of strategies that influence students to make good choices, rather than once that attempt to control student behavior », and « wise choice and effective implementation of instructional strategies ». (Mc Lead, Fisher & Hoover, 2003, P.VI).

Marazano outlines that classroom management is the involvement of the design and implementation of classroom rules and procedures by a teacher.

2.2. Styles of Classroom Management

Classroom management is related to all teachers actions aimed to establish the simulative learning environment. Four classrooms' management styles can be distinguished which are mentioned as follows:

2.2.1. Authoritarian Style

Tends to be characterized by numerous behavioral regulations, is often seen as punitive and restrictive, and student have neither a say in their management, nor are they seem to need explanations. The teacher's character is sometimes perceived as being cold, even punishing. It stresses high expectations and consistency believes that students must know exactly what they are supposed to do whenever they are in. He uses punishment if they mess up, he knows that is ill-reputed but thinks that being strict helps him to stay in control.

He shows little affection, he admonishes them in front of peers « I' am here to teach, I want students to respect me and my rules so that we can have a well-functioning classroom, I am not here to be their friend », he uses controlling strategies to maintain order (pressure, punishment, force…etc.). The authoritarian style helps to produce students who are ineffective at social interaction, and somewhat inactive.

2.2.2. Permissive Style

Is characterized by a lack of involvement, the environment is non-punitive, there are few demands on students, and there is a lot of freedom. Wants them to enjoy school; few academic or behavioral demands to make them autonomous, it shows affection a lot create a comfortable atmosphere. « I do not want students comply just because they are afraid of punishment, instead I want them to develop a sense of self-discipline and personal responsibility », no sense of leadership. The permissive style helps to produce student that are immature.

2.2.3. Authoritative Style

According to Baumrind (1971), the authoritative style encourages independence, is warm and nurturing, control occurs along with explanation, and adolescents are permitted to express their views. The authoritative approach is the best form of classroom management style because it is the one most closely associated with appropriate student behaviors. The authoritative style is characterized by behavioral principles, high expectations of appropriate

behavior, clear statements about why certain behaviors are acceptable and others not acceptable, and warm student-teacher relationships. Believe in punishment that does not humiliate students « they have to understand that their behavior has consequences, but do not get into power struggles exist it leadership but promote students' autonomy. It helps to produce students who are socially competent and responsible.

2.2.4. Indulgent Style

Presents an environment where there are no demands on the student of any sort and the students are actively supported in their efforts to seek their own ends using any reasonable means. It helps produce student how are immature, show poor self-restraint and who exhibit poor leadership skills.

Nature of each management style can be identified from the chart below.

	High involvement	Low involvement
High control	Authoritative	Authoritarian
Low control	Indulgent	Permissive

These four styles represent extremes, and most teachers demonstrate a certain degree of inconsistency in their use of styles.

2.3. Parts of Classroom Management

Classroom management is one of the most important aspects of teaching and is the key to students' successful learning. Good classroom management is more than just being strict or authoritarian, and it is more than simply being organized. To make the classroom run smoothly you have to set up a structured learning environment.

To effectively manage a classroom, teacher must prioritize the parts of classroom management. Subsequently, we can mention four components of effective classroom management that establish structures strong enough to entice and motivate student learning.

2.3.1. Classroom Design

The first elements of classroom management are intentional design. The physical layout of your classroom contributes a great deal to the learning climate for your students. When students feel comfortable in the classroom, they are able to concentrate and engage more on learning task, retain more of the information presented, and enjoy the learning process. Creating a positive atmosphere in your room can begin with simply ensuring the room is tidy, organized and properly lit, displaying student work around the room, celebrates their achievement and shares their ideas with their peers.

Use the positioning of your desks, displays, storage and equipment to great a warm and welcoming room. Classroom design is very important and can affect students' behavior in the classroom. Different desk arrangement produces different behaviors from students. Activity center scan be very helpful in opening up opportunities for the students to be creative in many different subjects.

2.3.2. Sitting Arrangement

It is a plan that shows where people should sit and can significantly influence learning. It includes:

2.3.2.1. Orderly Rows

The teacher has a clear view to all students, they also see him, he can make eye contact, lecturing is easier and discipline maintained. He can move freely, making personal contact. It is useful when learners are involved in language practices. When asking questions ask pupils randomly to answer not in order to keep them focused. It is beneficial in overcrowded classes especially.

2.3.2.2. Circles

It is useful with small groups. In semi-circles, he stands at the open end or in central position and can be close to anyone. In circles, he can sit inside the circle or be part of it. All students can see one another.

2.3.2.3. Separate Tables

He can walk around checking each one but students' preference change (selecting colleagues). It makes the whole class teaching difficult. Sitting reflects the style of the

teacher. And it impacts the learning process, it has the potential to help prevent problem behaviors' that decrease student attention and diminish available instructional time.

2.3.3. Scheduling

Keep your class in order by staying on time and on task. Do classwork during class time leaving plenty of room for in- class assignment Cramming work and instruction too close to other activities can lead to disruptive behavior and poor comprehension. There should be a space before and after every room change, lunch and recess for student to settle down. Having a regular daily schedule helps teacher and students prepare for upcoming tasks.

Classroom with consistent scheduled and routines facilitates students' understanding of the learning environment expectations. Learners are more likely to be engaged, attentive and learn a new knowledge.

2.3.4. Time

An effective classroom manager must be prepared with materials and know how to transition students from one activity to another without wasting time. The number one thing we could do to increase our students' academic performance is to increase the time spent on learning. Time is chipped away by taking attendance, announcements, and summons to the office, class meetings, special presentations, celebrations, and of other things.

Time management is the thread running through almost all aspects of teaching, organizing the day and the classroom, deciding how long and how often to teach various subjects, recording student's process and keeping time. Using learning centers, independent assignments and seatwork to give you time to work with groups.

Time management is a very important skill to have. Teacher can use this in the classroom to optimize learning opportunities for students. It helps you prioritize your work. After you have your list of daily tasks down, you need to figure out what you should do first, it can help you map out other fun activities in class.

Elements of classroom management promote a positive classroom environment in which students are much more likely to experience academic and behavioral success. Establishing positive relationships with students and families also contributes to a positive classroom environment.

2.4. Challenges of Classroom Management

Classroom management is one of the most contributing yet challenging issues in a teaching career. In a language-learning classroom where foreign language is used as both the medium and the content of the teaching, EFL teachers may experience unique classroom management challenges (Linse& Nunan, 2005). The main types of management challenges that EFL teachers face in their classroom are:

2.4.1. Crowded Complex Environment

A classroom is said to be overcrowded, in which the number of students exceed the optimum level such that it causes hindrance in the teaching- learning process. The student spends most of their time in the classroom. Hopefully in an environment conductive to learning the entire design of classroom reflects the priorities, goals, personality and teaching style of the student. Student learning behavior can be enhanced when teachers take time to create a classroom climate in which adolescents feel comfortable with their teachers and peers. However, unfortunately, in our country the classrooms are overcrowded.

In addition, teachers must attend to their learners' needs, which are different interest achievement and attitude toward content. Overcrowded class is a challenge. But it is possible to make it work. By carefully planning your instruction to account for your large class, you can minimize these challenges, teach effectively to a big group, Use Flexible Grouping, and keep Lessons Short.

2.4.2. Monolingual Classes

Classrooms in which all of the students speak the same mother tongue pose a special challenge. They tend to speak more of their native language amongst themselves and less English. Some ESL teachers might not agree, but my way to handle monolingual classes is by enforcing the « English only » rule.

The challenge is particularly difficult if you have many smaller groups, and you are certain they are not speaking English all the time. Some creative ways to handle this is offering incentives or rewards, or using gamification as a way of helping them achieve their goal of speaking as much English as they can.

2.4.3. Class Size

The larger the class, the less each student gets to make individual contributions. Therefore, if you like to have drilling sessions, you must realize that each student may get to answer only once, if at all. That is not a whole lot of talking time for someone who needs to work on their English communication skills. By dividing the class into groups, you increase each student's talking time exponentially.

Nevertheless, what happens if you have a class with only four students? What happens when half the class is absent, and you are left with only a pair of students? The smaller the size of the class, the more it is dependent on you. Try to avoid participating in the discussions and activities, and role-plays. Instead, encourage them with feedback.

2.4.4. Different Levels

Classes are more culturally diverse, varying social ethnic linguistic and social class backgrounds. In an ideal ESL classroom, all students have the same language background and are on the same level. But we all know that this is not necessarily so. Student placement is not an exact science, and more often than not, we have students who are a bit more advanced or some that are behind their classmates.

If you slow down, the stronger students may get bored, but if you quicken the pace, your weakest students may not be able to follow along. There is no exact science to managing students of different levels, either, but you need to be aware of what each student's strengths and weaknesses are.

Even your less fluent student is better at something, like listening, for example. Divide the class based on these strengths and weaknesses. In some cases, you will want to have stronger students modeling the right answers for the weaker ones. In other cases, it's better to have students with similar levels together in the same group.

2.4.5. High Noise Levels

Young learners are notorious for being particularly rambunctious and loud, but a big class of adult learners talking at the same time can also send the noise level through the roof. How can you manage the noise levels when you have students working together in smaller groups? Here is where the seating arrangement comes in. Have students form small clusters

with their desks where they are all facing each other. Encourage them to speak softly. Or have groups scattered throughout the classroom in small clusters on the floor.

ESL teachers face challenges on a daily basis. And each group of students brings its own distinct set of characteristics. Accepting these challenges and meeting them head on is the first step. The second step is finding a creative solution that will help your students develop the skills they need to succeed.

2.5. The Strategies of Classroom Management

Classroom management is creative, it creates both the best situation in which the students can learn and the teacher can teach.

There are procedures and instructional techniques that are used to establish the classroom environment. So that learning can occur. In addition, management strategies are based on how the classroom environment can effect on students.

In order to be successful teacher, they have to plan for effective classroom management (Marzano & Marzano, 2003). Research shows that the most effective classroom management strategies include using effective teaching methods, planning effective learning tasks and activities to keep students on-task.

Also getting to know your students by establishing positive relationship with them for example be welcoming, knowing about student life and dialoguing informally, communicate high expectations (push them to work hard , motivation.) Show respect and fairness (no humiliation).

Furthermore, getting students' cooperation means developing good communicative skills, like give suggestion, listen to them, building fastening atmosphere of community like group work is the opportunity to know each other, then establishing classroom rules and procedures by teaching them norms of behavior for example respect, they need to respect each other, and calling attention to the classroom rules such as please raise your hand to ask question. Other strategies are mentioned bellow:

2.5.1. Encourage Initiative

Promote growth mindset by allowing students to work ahead in certain units, delivering brief presentations to reinforce your lesson material.

2.5.2. Build Excitement for Content

Start lessons by previewing particularly exciting parts, hooking student interest from the get-go.

2.5.3. Assign Open Ended Projects

Encourage students to tackle open-ended projects to allow them to demonstrate knowledge in ways that suit and appeal to them.

2.5.4. Write Group Contact

Help student group work run smoothly by writing contracts that contain clear guidelines, asking each group member to sign a copy.

2.5.5. Consider Peer Teaching

Use peer-teaching activities such as paired reading. If you feel your top performers can help engage and educate disruptive and struggling students.

2.5.6. Offer Different Types of Free Study Time

Provide different activities during free study time, like group note-taking to help student how cannot process content in silence.

2.5.7. Avoid Punishing the Class

Address isolated behavior issues instead of punishing the entire class, so as to avoid hurting your relationships with on-task students.

2.5.8. Model Ideal Behavior

Demonstrate behavior you want to see by holding mock conversations and interactions with another teacher in front of your student.

2.5.9. Address Bad Behavior Quickly

Do not hesitate when you must address bad behavior, as acting sooner rather than later will ensure that negative feelings do not faster. So all teacher must consider how to put these elements into practice in ways that works for them and their students.

2.6. Teachers' Role in EFL Classrooms

Teachers play vital roles in the lives of the students in their classrooms. They are best known for the role of educating the students that are placed in their care. Beyond that, teachers serve many other roles in the classroom. The most important role of a teacher is to deliver classroom instruction that help students learn.

To accomplish this, teachers must prepare effective lessons, grade student work, offer feedback and manage classroom materials. Teaching is a highly sophisticated profession that regularly extends beyond academics. In addition, to ensuring that students experience academic success, teachers must also function other roles, which are:

2.6.1. Controller

The first role is controller in which teachers are effectively in charge of the class and of the activity in a way that is quite different from an activity where the students are working on their own. According to Harmer « the controller is teacher who takes the responsibility of his/ her students and classroom. The main characteristics are the one who makes order, prepare activities, read aloud and guide the classroom.

2.6.2. Organizer

The second role is being an organizer. This role is one of the most important, as teachers find themselves having to organize students to do various activities, giving instructions, organizing students into groups/pairs, initiating activities, bringing activities to a close and organizing feedback. It is extremely important that teachers are comfortable in this role, as chaos could be caused if students are not aware of the task.

2.6.3. Assessor

The third role is acting as an assessor; sometimes students are producing English mistakes and this is where the teacher will need to act as an assessor, giving feedback and correction as well as evaluating and grading. It is vitally important that the teacher is fair with all the students and being very sensitive to the students' reactions and providing necessary support.

Finally, teachers know that students are the future of any nation. So, the future development of any nation is in the hands of teachers.

2.7. The Role of Classroom Management

Classroom management is ways of organizing the resources, pupils and helpers so that teaching and learning can proceed in an efficient and safe manner.

Classroom management plays a key role in helping teachers to achieve optimal learning in their classrooms. In light of this, it is important for us to assess the importance of effective management of students.

Classroom management creates a set of expectations used in an organized classroom environment. It includes routines, rules and consequences. Effective classroom management paves the way for the teacher to engage the students in learning.

The primary purpose is to provide a conductive learning environment to the learners. Classroom management aimed to provide students with structure and achievable goals; it builds students' self-esteem and motivates them. In addition, it allows students to become active participants in their educational outcome. In addition, it increases on-task time and reduces classroom disruptions and students know what is expected of them as Metzger asserts, « students viewed as young citizens who must learn to make decisions and accept responsibility for their actions ».

It can be concluded that classroom management is extremely important in ensuring a safe and favorable condition for students to learn effectively, and every teacher should spend considerable time in managing their classes and behavior of their students.

2.8. The Relation of Classroom Management to Speaking

The effectiveness of teachers in their classrooms is shown by their positive and negative behaviors, that is to say the impact they have the relation of classroom management to speaking a good classroom management serves a lot in developing learner's speaking skill.

Classroom management includes grouping and seating, setting up activities, time management, teacher's control over students in the classroom, proper start and end of the giving instructions, monitoring etc.

In language classroom teacher need to ensure student involvements and comfort. If the students are not encouraged or do not feel comfortable in the classroom, it becomes very difficult for the teacher to teach and involve the student in the classroom activities.

Thus, classroom management is necessary in order to create a suitable learning environment through which learners develop their speaking skill in an easy way.

Speaking plays a significant role in developing fluency and communicative competence for learners. While classroom management is an essential part to succeed the learning process.

Developing speaking skill and classroom management appear to go hand in hand, as they are closely related to each other. Classroom management seems to be a primary and an efficient way that helps learners to achieve acceptable proficiency in English in general and speaking in particular.

2.9. The Importance of Effective Classroom Management

The importance of classroom management has been highlighted across different studies like an important element or variable that has an effect on learners achievement) Marzano 2003). The most important reason is that an effective classroom management sets the stage for both learning and teaching.

Emmer and Strong (2001) claimed that: the ability of teachers to manage classrooms and the behavior of their students is critical to achieving positive academic outcomes there for managing classroom is necessary in order to improve student learning and achievement. Managing classroom includes many obstacles of students learning that take into account motivation, behavior and interaction. Student achievement can be influenced by four general components of classroom management, which are:

1) Rules and procedures.

2) Disciplinary interventions.

3) Teacher student relationship.

4) Mental set, which refers to the mindset with which the teacher approaches his classroom management.

The teacher manages and improves his classroom means that he is continually working to create a suitable atmosphere or a good learning environment in order all students feel safe to pave the way for more opportunities organized and delivered to students to enable them to succeed.

*To Successfully Engage Students

Classroom management is necessary to make sure that students learn the material instead than committing it to STM for tests .Teachers engage students in lectures by employing verbal and non-verbal teaching like gestures, moving around the room and asking questions to ensure that their students are present minded and pay more attention and that they are taking more from the learning experience.

Engaging students boosts their confidence and make the lesson more effective and important for them.

*To Manage Classroom Time Effectively

One among the important variables, which help students achieve learning goals, is the effective use of time. The use of time can be affected by the non-instructional routine, procedures, interruptions and transitions between activities in classes.

In order, teachers manage time affectively in their classrooms, they ought to deal with administrative tasks as quick as they can and develop ways to make transitions and interruptions as orderly and short as they possible.

*To Maintain a Positive Classroom Atmosphere

Classroom management needs or necessitates developing and maintaining a positive learning environment like effective teachers.

As being an ongoing process, in managing the learning environment the teacher's role must be a careful observer, manager, facilitator and communicator.

The classroom atmosphere affects the student's behavior, as well as knows how much attention they pay to instruction. Establishing rules, standards and procedures, implementing classroom routines, establishing a clear standards and installing respect and the sense of community among students.

To establish a good classroom atmosphere the teacher must be friendly, polite, respectful, kind and patient and be willing in order to help his students whenever they need help.

*2.10. Goals of Classroom Management

There are many goals of classroom management, Eggen and Kauchak (1997) stated two of these goals as being the most two common ones as shown in figure.

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The goals of classroom management

* To create and maintain a positive, productive learning Environment.

*To support and foster a safe classroom community.

</div>

Figure 2.1. Goals of classroom management Eggen and kauchak (1997, P 238)

For their actions and behaviors as Metizger asserts: students are viewed as young citizens who must learn to make decisions and accept responsibility for their actions.

Moreover, students are obliged to respect teachers and be responsible for their behaviors and do not disturb teachers while they are presenting their lessons. As mentioned by Eggen and Kauchak (1997), classroom management has two main goals:

The first one is to create a learning environment, which is conductive to learning .In, other words: classroom management aims at maintaining and protecting student's interests, involve and motivate them. Thus, activities that make positive, facilitative, and productive learning atmosphere should be taken into consideration.

Classroom management's second goal is that it encourages and fosters a suitable and safe classroom community where students work on and develop their sense of responsibility and self-regulation in maintaining it.

To make students comfortable enough, it is important for the teacher to set up the rules needed and routines which:

*The rules and routines need to be necessary, specific, to be followed by the students.

*Each rule or routine should come with a verbal or written descriptive form in which the rule's need is mentioned. Examples ought to be given if the rules are too ambiguous on its own.

 *The rules and routines will give them an idea in which to interact with each other. The positive environment help students interact in an easy way in the lesson and avoid fear of being embarrassed to communicate effectively.

2.11. Learning Environment

 What is learning environment?

 Learning environment refers to the several physical locations, contexts and cultures in which students learn.

Through this definition, we recognize that students learn in many different ways, in very different contexts, since learners are obliged to learn, the aim is to create and provide them with a total suitable environment for learning that optimizes the learner s ability and motivate them to learn .As it helps the teacher to work in comfortable atmosphere and succeed the learning process.

As former US Department of education teacher Marry Beth Blegan says; setting the classroom environment is key for the new teacher. Ibid In other words the learning environment helps to discover the paths that enable teacher to manage and succeed their work with students in the classroom .Creating a good learning environment necessitates to be an efficient teacher who knows which what and how to motivate students to learn .

An efficient classroom manager needs to have skills to plan and prepare the educational process, knowing how to organize teaching and how to guide the class, establishing a positive classroom climate .This later is described as being purposeful, active, motivational and relaxed.

A positive educational atmosphere helps to create a mutual trust between teachers and learners that helps facilitating all difficulties.

A positive school atmosphere has different characteristics such as;

*Openness, which implies encouragements of all participant.

*Friendship, support, closeness and cohesion between all participants in the educational process.

*Equality, which means that the division of responsibility teacher and learner is implied.

Creating a learning environment;

The classroom management not only means a place for learning, but also participant's) learners and teachers), emotions and classroom atmosphere.

*2.12. Typology of Classroom Management

It is so important if teachers are aware of managing all the aspects that could be helpful and refer to them and to the learners the right factors or circumstances which help them in developing the learning and teaching process 'Ming–Tak and Wai-shing argued that teachers must be sure of managing physical environment, learning procedures and rules as well as managing discipline (qtd in Bachar 03-04).

*2.12.1. Managing Physical Environment

Managing the environment where both teaching and learning process are taking place is very important procedure since a good progression and effective interaction of both

students and teachers that cannot take place without a suitable atmosphere and well managed environment .

In the same way, Ridwan Mohamed Osman agrees that: "Teacher skills and knowledge in classroom management cannot have much effect if the environment in which learning is to take place does not support the process. Students need an environment that caters to their needs". (44).

2.12.2. Managing Learning

The most important role that teachers play is managing learning which is the teacher responsibility .In managing learning, teachers are required to set up validity lessons .Managing learning include managing activities which are the principal issues that help students involve and interact in the classroom, thus "Activities are selected in part on the basis of their potential for involving students in the lesson." (Ridwan Osman 54).

*Classroom Procedures and Rules

As it was cited by Harry K. Wong, "The major problem in our schools is not discipline. It is the lack of procedures and routines" .Teachers must set up their rules from the beginning to not to lose the control of their students and do not let them disturb the learning process.

Oliver and Reschly claim that teachers have to take into their considerations the student's positive or negative behavior.

Knowing about the student helps to know how to deal with any kind of behavior, allow teachers to achieve the respect of the student and to reduce disruptive behavior that could have a bad impact on the development of the student learning.

It is very important to apply rules and procedures .Thus, Brophy and Everston assert that teacher's achievement could be reached by the explanation of the objectives of the rules and the objectives behind using them, so students will acknowledge and respect them (qtd in J. Marzano,S. Marzano and Pickering 16). Maxom also mentioned a group of procedures and rules that help teachers to manage classrooms like

-Students should not come late, but latecomers must not make disruption.
- Each student must have his/her own material
- Students must not misbehave in the classroom.
- Students are not allowed to smoke, to eat, nor to use mobiles.
- Students should not speak in the class unless they get the permission from the teacher.

2.12.3. Managing Discipline

Disciplines are procedures and ways used by teachers when students tends to cut or disturb the smooth running of the lesson or cause problems inside the classroom to disturb and impede the teaching process and it is a part of classroom management. Therefore, they are significant issues as it was stated by Duke "the provisions and procedures necessary to establish and maintain an environment in which instruction and learning can occur" (qtd in Fan Yi 128).

Teachers may have some difficulties with their learners since they have their own procedures and rules, which cannot be acceptable or cannot be grasped by the learners .In a case that learners do not respect their teacher's rules, teachers may use different ways to deal with them, it can be verbal warming at first, but if they repeat the inappropriate action, teacher could warm them by knocking the desk or the board or another appropriate punishment.

2.13. The Main Areas of Classroom Management

According to Scrivener (2005), a set of common classroom management areas was proposed to help teachers in dealing effectively with students 'behaviors in the classroom:

- Activities: sequencing activities, setting up activities, monitoring activities, giving instructions and timing activities.

- Authority: getting attention, establishing authority as appropriate and getting someone to do something.

- Critical moments: starting the lesson, dealing with problems within the classroom, maintaining appropriate discipline and finishing the lesson.

- Grouping and seating: forming groups, arranging and rearranging seating, deciding where the teacher can stand or sit and reforming the class as a whole group after a given activity.

- Tools and techniques: using the board and different classroom equipment, using gestures or body language to help clarity of instructions and explanations, speaking clearly at an acceptable volume and speed.

- Working with people: spreading the teacher „attention regularly and suitably, using intuition to guess what students are feeling and really listening to them.

Conclusion

As we have mentioned in this chapter, classroom management is one of the most important roles that teachers play since it ascertain teaching success.

Teachers who understand and use specific techniques are effective classroom managers even if school circumstances are not helpful, those teachers can produce powerful gain in student's learning.

This chapter is a general over view about classroom management .It has dealt with the four styles of classroom management as follow: The authoritarian style, permissive style, the authoritative style and the indulgent style, which differ from each other. In addition, this chapter has dealt with the parts of classroom management that involve not only learner and teacher but also classroom design ,sitting arrangement with orderly rows circles or separated tables ,it also dealt with scheduling and time.

It also explored the strategies of classroom management, which are procedures and techniques used to establish the classroom environment. It presents the challenges that classroom managers face like crowded complex environment .As it deals with the role of classroom management and teacher's role in EFL classrooms.

It has many different areas that help teachers to deal effectively with student's behaviors. Besides, it has goals and importance, which help teachers in creating a pleasant atmosphere. In this chapter the effective teacher and the main qualities that he should have in order to be an effective managers to create the positive atmosphere .The learning environment was also given much importance.

Finally, the studies reviewed in this chapter showed that classroom management is often considered as a key for developing learner's speaking skills.

Fieldwork

Introduction

The present research is about eliciting the student's opinion about the effect of classroom management on developing the speaking skill, since learners are the main variable of this study, their opinions and views are very important to test the stated hypothesis, and the most appropriate tool to investigate this is through addressing a questionnaire to learners.

This questionnaire aims at finding out whether a good classroom management help learners to activate and develop their speaking skill.

3.1. Student's Questionnaire

The sample

The Fifty students who responded to this questionnaire were chosen among the number of the third year LMD student population (420) at Ibn Khaldoun University of Tiaret.

The selection of this sample was based on the consideration that third year LMD students have already dealt with the concept of classroom management with their teachers in the previous years .So, their teachers focus more on developing student's speaking skill at this level since they are supposed to graduate this year and therefor if they happen to teach in the future they should know about the importance of classroom management in developing learner's speaking skill and building knowledge.

Description of the questionnaire

The questionnaire consists of sixteen (16) questions selected and arranged in a logical way. They are either closed questions, requiring from students to choose yes or no answer, or to pick up an appropriate answer from a number of choices or an open questions requiring from them to give their own answers and justify them.

Questions 1 to 3 are devoted to students background information, these questions are asked to specify their gender, age, how do they assess their level in English and difficulties they face in learning the English language, generally speaking this section is concerned with student's relation to the English language.

The second section explores pupil's perception towards the teacher's style in teaching. It contains questions about the use of effective classroom management strategy .Also; it includes questions about the main tips that help teachers to manage their classrooms effectively.

Analysis of the questionnaire

Section one: Background information

Item 1: Gander

Gender	Female	Percentage
Female	29	58
Male	21	42
Total	50	100

Table 3.1. Pupils' gender

The table illustrates that 58% of students are females and 45% of students are males .It means that both male and female pupils are motivated to learn the English language.
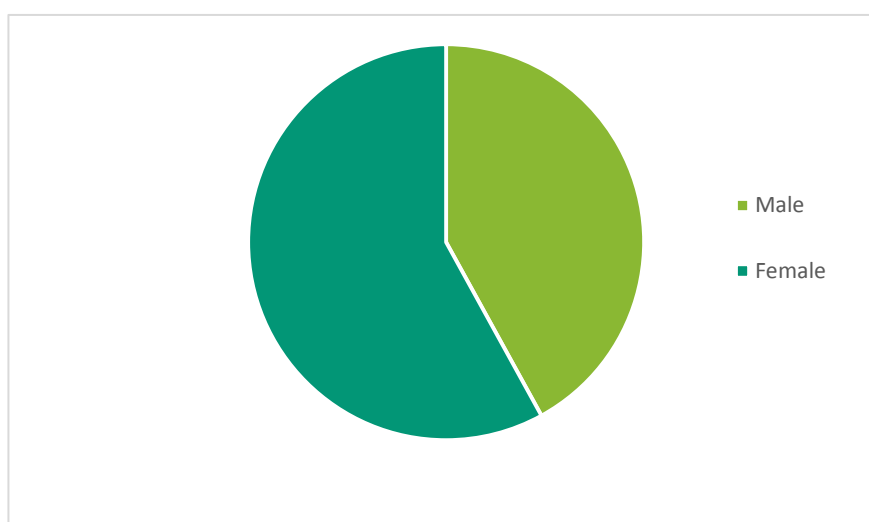
Figure 3.1. Pupils' gander

Item 2: Pupils' age

Options	N	%
19 years	16	32
20years	20	40
21years	14	28
Total	50	100

Table 3.2. Pupil's age

The table above shows that 32 %of pupils, their age 19 years and40% of them their age 20 years .Only 28% of pupils their age 21 .These results indicate that the students of 3RD year LMD at the university of Tiaret their age range from 19 to 21 years .

Figure 3.2. Pupil's age
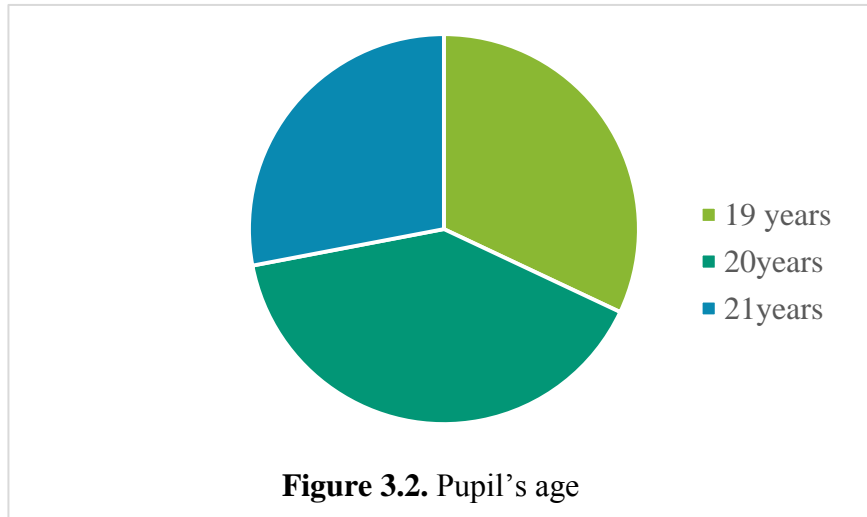
Item 3: Do you like speaking English?

Options	N	%
Yes	46	92
No	4	8
Total	50	100

Table 3.3. Pupils' opinions about speaking English

The table reveals that learners who like speaking English language are 92% however just 8% of them do not .This results leads us to prove that speaking English is very important among university students since the majority like it ,but the few percentage shows that those pupils do not care about the language at all.
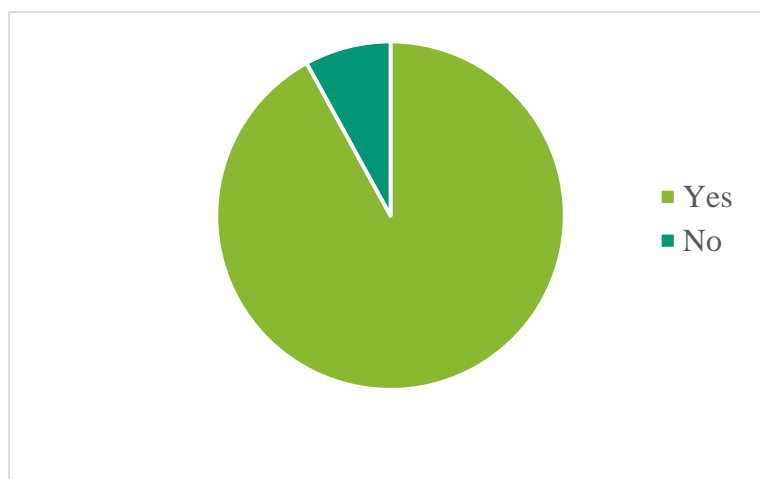
Figure 3.3. Pupils' opinions about speaking English

Item 4: How could you assess your level at English?

Options	N	Percentage
Excellent	10	20
Good	21	42
Medium	15	30
Bad	4	8
Total	50	100

Table 3.4. Pupil's self-assessment

From the table above, we notice that the majority of pupil's self-assessment is good 42 %,While 30% of them see that their level in learning English is medium ,20% of pupils are excellent .The rest of pupils see that their level in learning English is bad which reveals that they are not motivated to learn English.
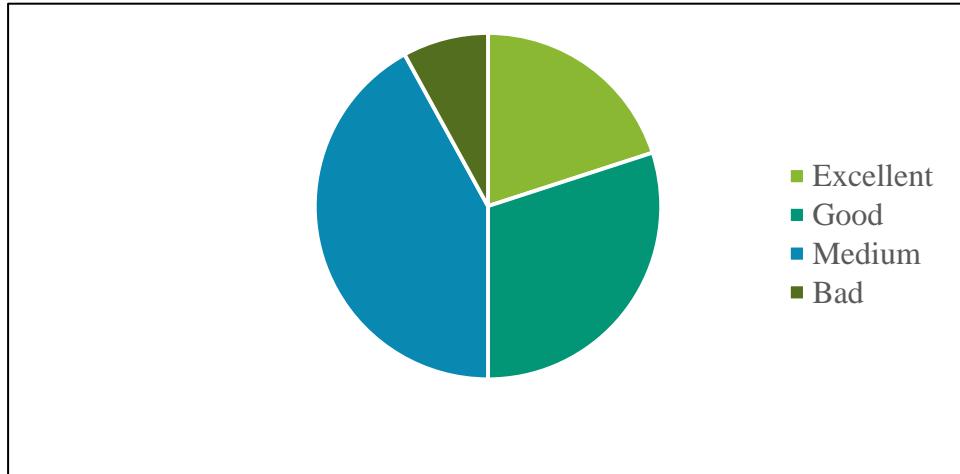
Figure 3.4. Pupil's self-assessment

Item 5: Which kind of difficulties do you face in speaking English?

Options	N	%
The classroom environment	22	44
The lack of vocabulary	26	52
The lack of confidence	2	4
Total	50	100

Table 3.5. Pupil's self-assessment

Kind of learning difficulties:

The table reveals that majority of pupils 52 %their main difficulty in learning English is the lack of vocabulary, which means that they do not understand what their teachers say or they do not use the dictionaries in order to translate the difficult words. Besides, we notice from the results that 44% of our sample claims that the classroom environment is their main concern .This interprets the impact of the learning environment on pupil's achievements ,while, the rest 4% say that because of the lack of confidence .
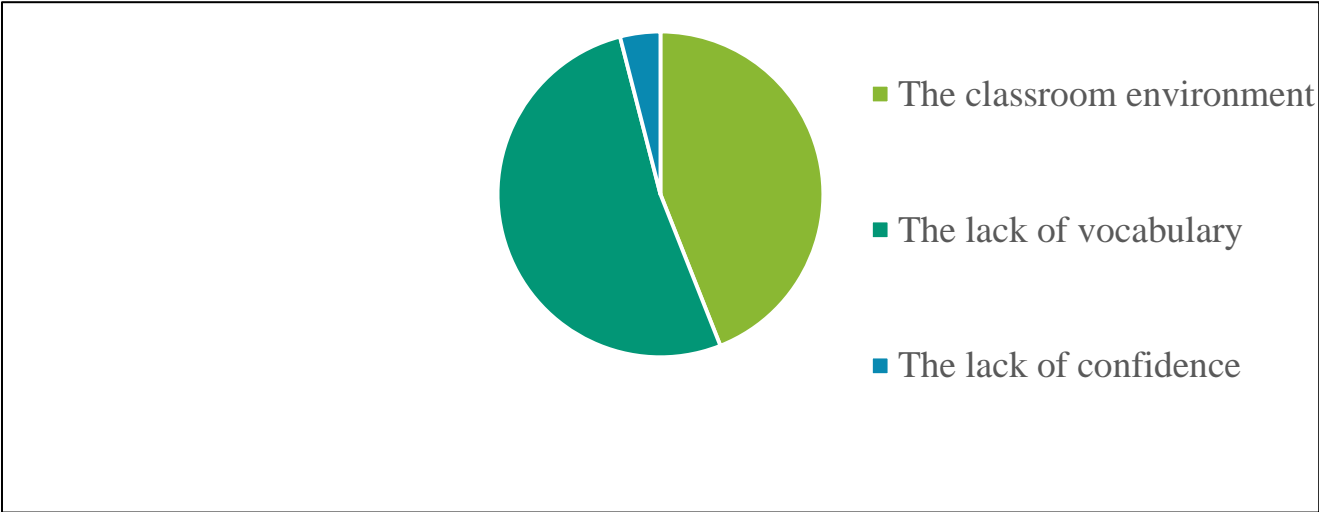
Figure 3.5. Kind of learning difficulties

Item 6: Does your teacher try to create a good atmosphere?

Options	N	%
Yes	39	78
NO	11	22
Total	50	100

Table 3.6. Pupil's opinions about their teacher's efforts in creating a good atmosphere.

The results presented in the table show that pupils who said that their teachers create a good atmosphere are 78% however, 22% of them say that their teachers do not .It seems that pupils are conscious about the great importance of the atmosphere which is considered to be a motivating element in learning .On the other hand, pupils who say no, they may not be aware of the value of a good learning environment.
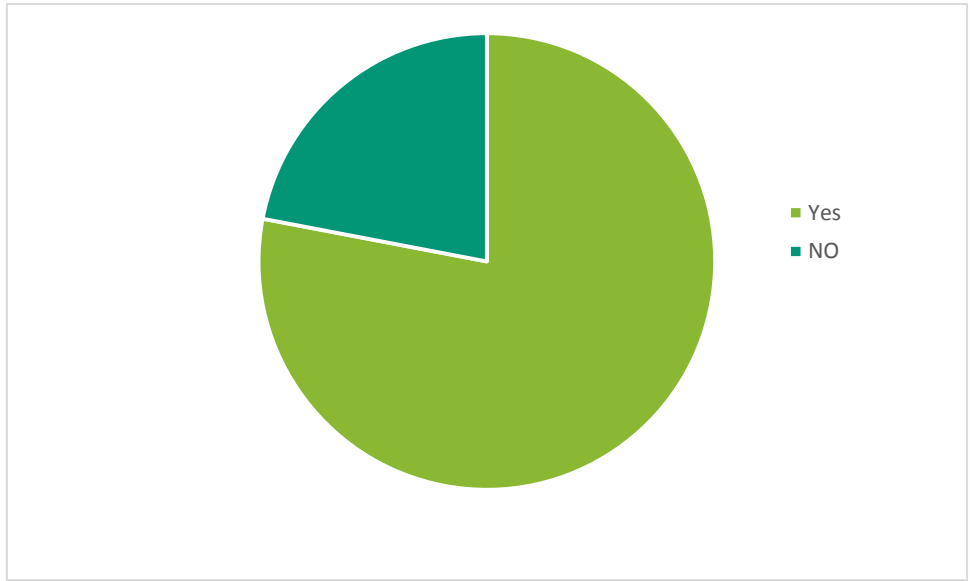
Figure 3.6. Pupil's opinions about their teacher's efforts in creating a good atmosphere

Item 7: If yes, what does your teacher do to create a positive atmosphere? I

Options	Number	Percentage
Establish a good relationship with learners	15	30
Blame disruptive learners	6	12
Allow learners to ask and give answers	29	58
Total	50	100

Table 3.7. Learner's attitudes towards the strategies that help teachers to create a positive learning environment

The table shows that 58% selects the third answer, which means allow learners to ask questions and give answers which is considered to be an effective strategy that help teachers in creating a positive atmosphere in the classroom. While, 30% of pupils claim that establishing a good relationship with them is the best strategy .The second choice, which is blame disruptive learners, has the lowest percentage 12%.
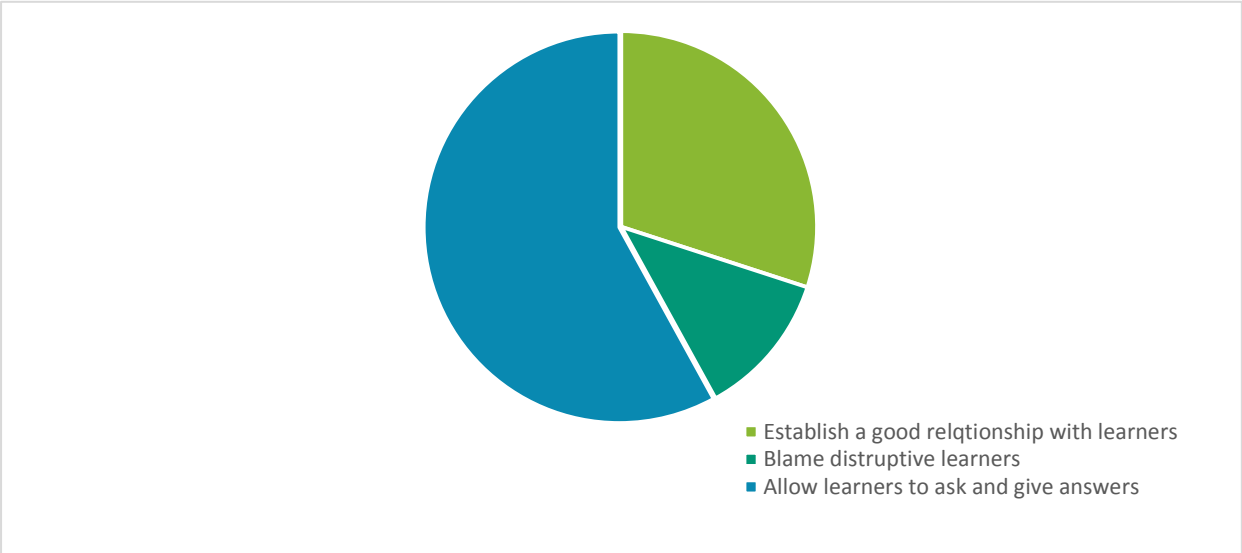
Figure 3.7. Learner's attitudes towards the strategies that help teachers to create a positive learning environment

Item8: Do you like the arrangement of tables in the classroom?

Options	N	Percentage
Yes	40	80
No	10	20
Total	50	100

Table 3.8. pupil's opinions towards the physical arrangement

   Table11: reveals that the majority of learners 80% like the arrangement of tables in the classroom, while 20% of them do not. Consequently, the physical arrangement is an important factor in managing the classroom so teachers should take into their account involving learners in designing the classroom arrangement.
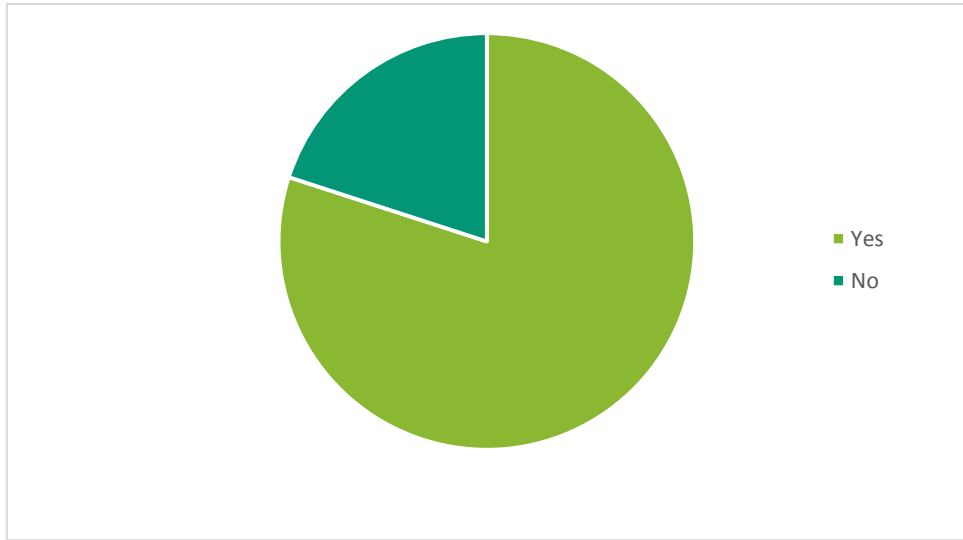
Figure 3.8. pupil's opinions towards the physical arrangement

Item 9; Are your teachers fair?

Options	Number	Percentage
YES	42	84
NO	8	16
Total	50	100

Table 3.9. Learner's opinions about teacher's fairness

The table shows that 84% of pupils have a positive view about their teacher's behaviors so that they choose the positive answer yes, while the rest of pupils 16% of them answer negatively .So, fairness is such an important character that teachers ought to have in order to avoid psychological problems which develop between learners like jealousy, since Being fair is important to succeed the educational process.
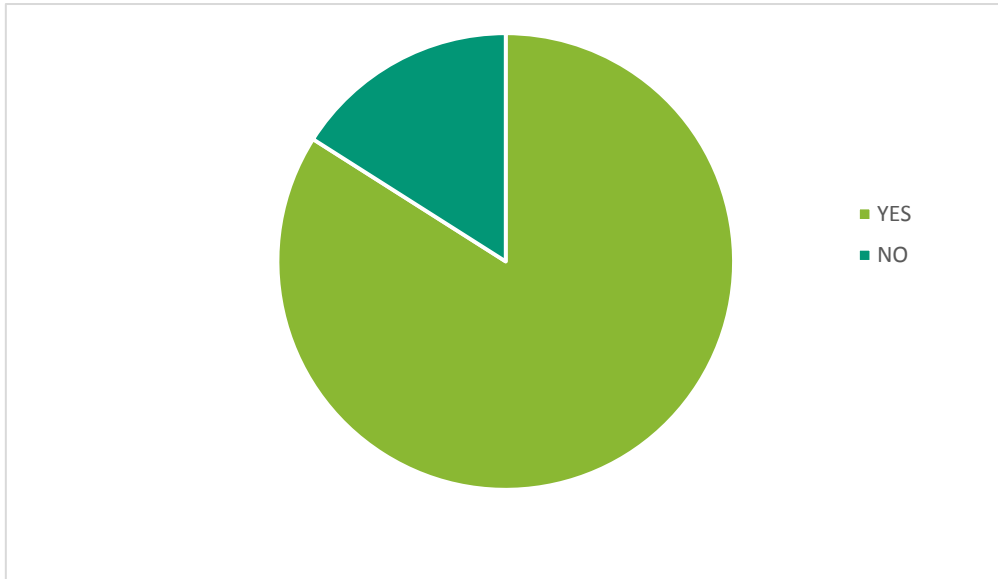
Figure 3.9. Learner's opinions about teacher's fairness

Item10: Do you agree that your teachers need help to create a positive learning environment?

Options	Number	Percentage
Agree	45	90
Disagree	5	10
Total	50	100

Table 3.10. Agreement of the help needed by teachers to create a positive learning environment

The table above reveals that 90% of pupils are for the idea that claims that teachers need help to create a positive learning atmosphere, while 10% of them are against. Consequently, pupils are required to help their teachers to create the positive learning environment.
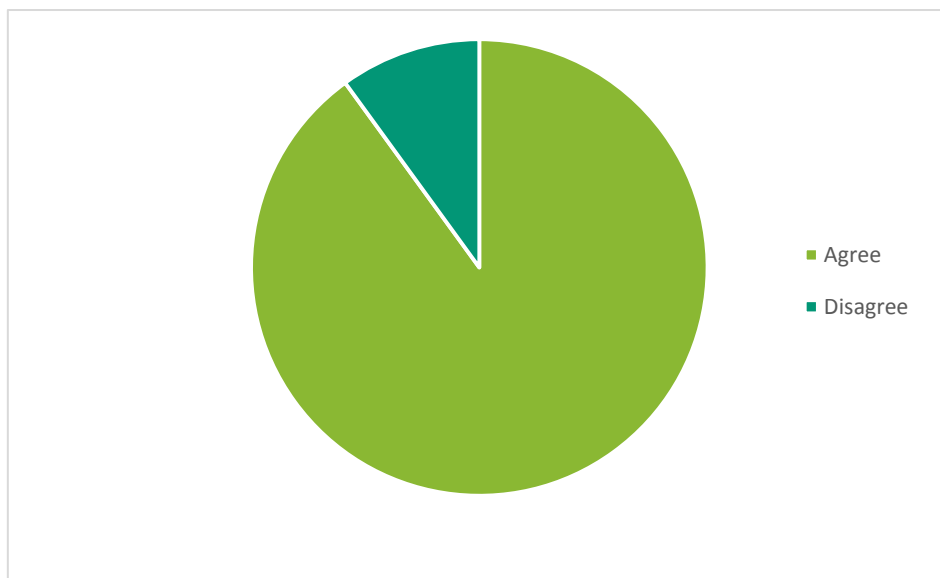
Figure 3.10. Agreement of the help needed by teachers to create a positive learning environment

Item 11: Do you respect rules and procedures set by your teachers to reduce misbehaviors?

Options	Number	Percentage
Yes	48	96
No	2	4
Total	50	100

Table 3.11 Pupil.s respect to the rules and procedures set by teachers

This table shows that almost the majority of pupils (90%) respect classroom rules and procedures set by their teachers' .While, only (10%) do not. Therefore, rules and procedures are necessary to reduce misbehavior**.**
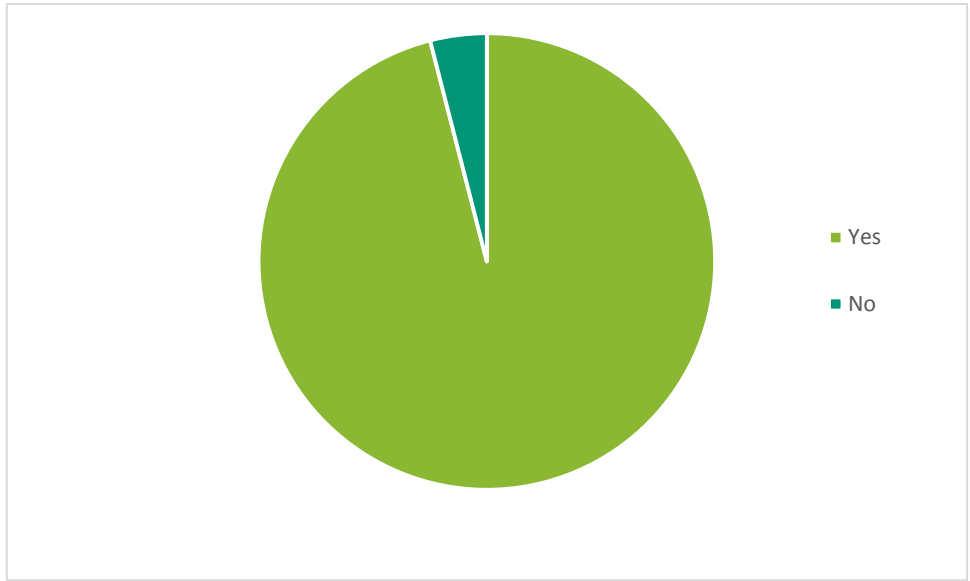
Figure 3.11. Pupil's respect to the rules and procedures set by teachers

Item12: How do you react when you misunderstand the teacher?

Options	Number	Percentage
Ask for help	37	74
Stay silent	10	10
Make noise	16	16
Total	50	100

Table 3.12. Student's reaction when they misunderstand the teacher

One can notice from the results shown that 74% of our sample prefers asking their teacher for help when they misunderstand .Which shows the good reaction from them to get better achievements .13.33 % remain silent while the rest make noise.
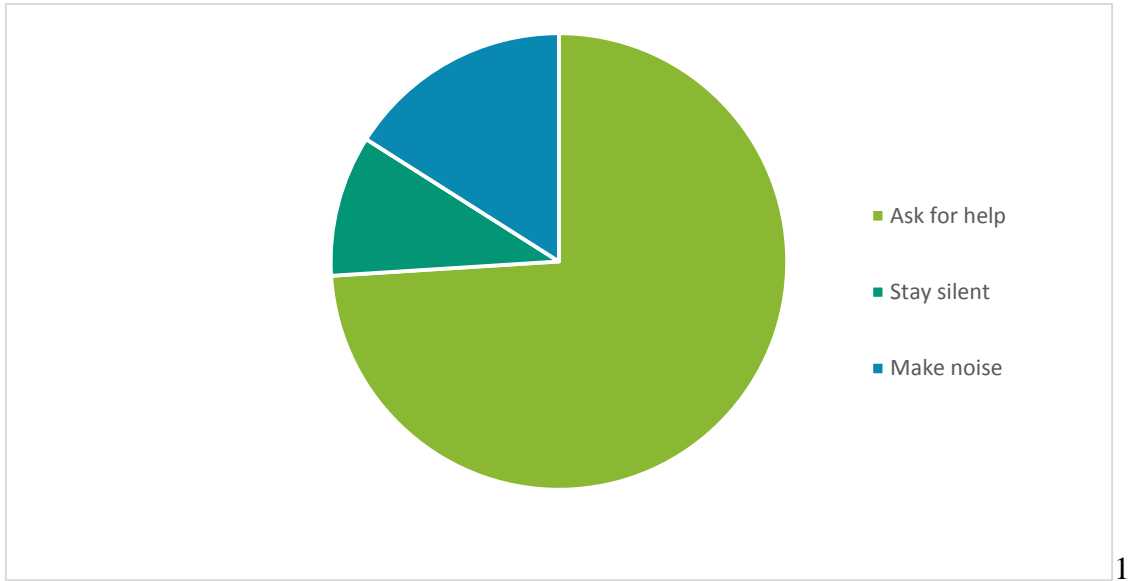
Figure 3.12. Student's reaction when they misunderstand the teacher

Item13: What are the main tips that help teachers to be effective classroom managers?

Options	Number	Percentage
Give chance whenever it is possible	30	60
Reward and encourage you for good efforts	15	30
Both of them	5	10
Total	50	100

Table 3.13. Pupil's views about the main tips that help teachers to be effective managers

The table reveals that 60% of learners claim that effective managers give them another chance whenever it is possible, while 30% of them claim that the second choice is the best tip, which is rewarding and encouraging learners for their good efforts. The rest of pupils say that both giving chance and encouraging learners are important tips.

Consequently, from the results presented, we conclude that giving chance whenever it is possible is needed for learners to express their thoughts .So, it is considered the most important tip to manage classes effectively.
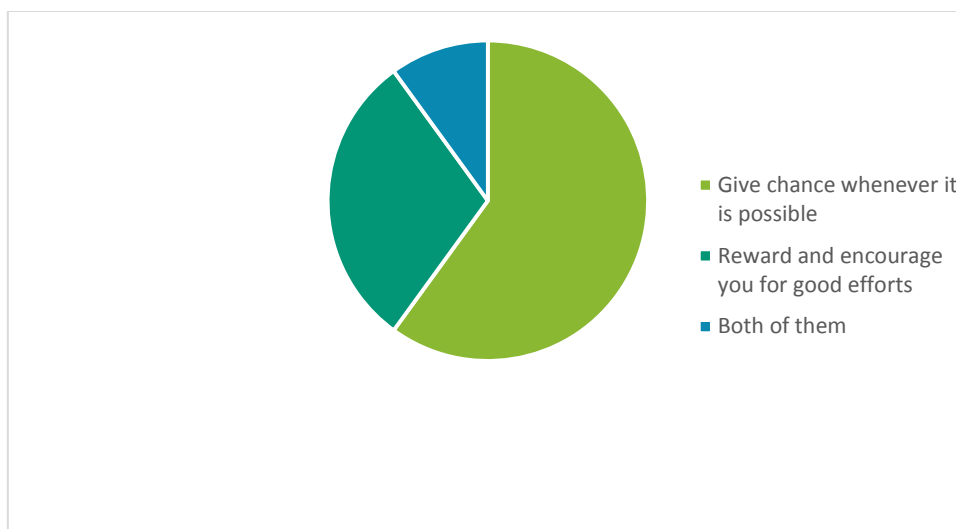
Figure 3.13. Pupil's views about the main tips that help teachers to be effective managers

Item 14: Which style your teacher is?

Total	Number	Percentage
Authoritative style	10	20
Permissive style	33	66
Authoritarian style	7	14
Total	50	100

Table 3.14. Teacher's style

From the results, we notice that the majority of teachers use the permissive style, 20% are authoritative teachers while the rest 14% are authoritarian teachers.
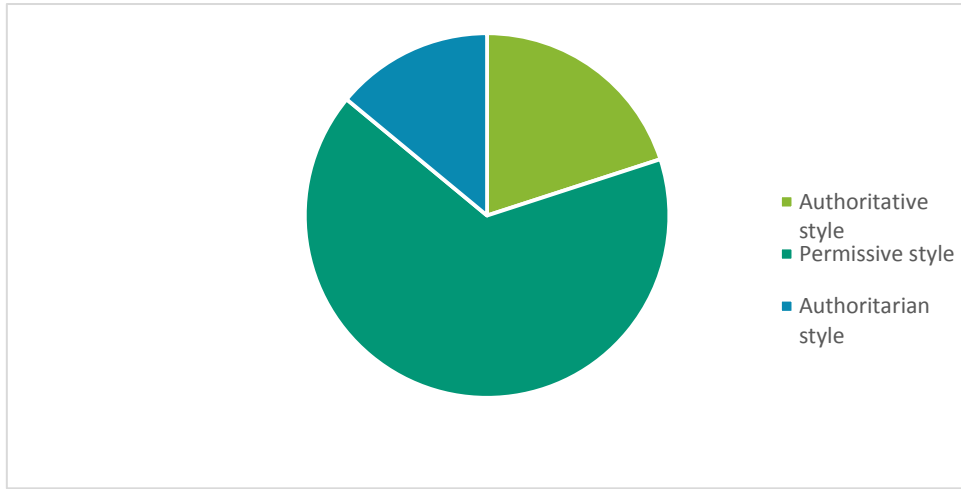
Figure 3.14. Teacher's style

Item 15: Do you think that a well classroom management help you to develop your speaking skill?

Options	Number	Percentage
Yes	48	96
No	2	4
Total	50	100

Table 3.15. Learner's views about the impact of a well classroom management in developing their speaking skills

The table shows that the majority 96% of learners are aware of the great importance of a well classroom management in developing their speaking skill.so that they answered yes .While 4% of learners' answer no, which means that they do not give importance to the classroom management.
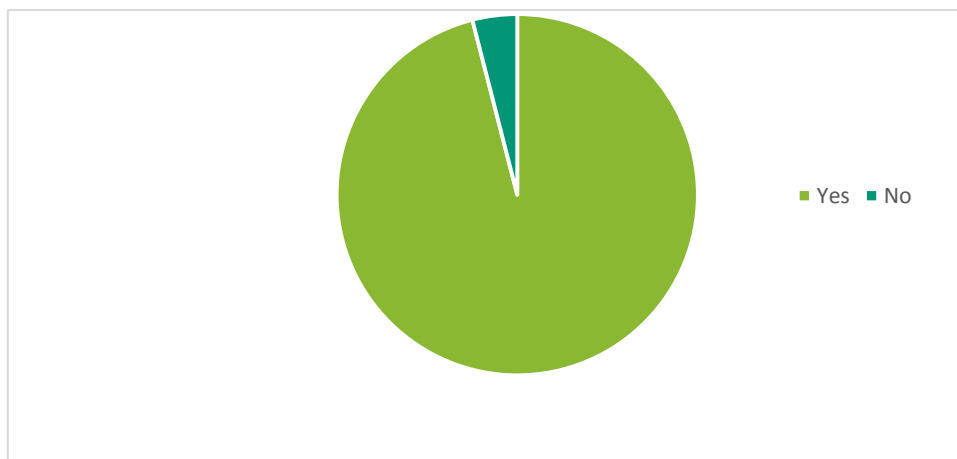
Figure 3.15. Learner's views about the impact of a well classroom management in developing their speaking skills

Item16: If you like to add anything you, please write bellow

Only (15%) responded to this question:

*Learners said that they could learn better in less numerous classes so that it facilitates teacher's classroom management.

*They consider teachers as their leaders in the classroom

Analyses of the Findings

The study aims at investigating the impact of classroom management on developing the learner's speaking skill. This chapter is included into the fieldwork undertaken from the dater gathered.

The chosen sample of the study reveals that(70%)of them are females and over (30%) are males, females are dominant over males since they are more interested to study foreign languages and particularly the English language than males who like to carry on scientific studies.

When asking them about their age we saw that it range from 19 to 21 years old which means that at this age learners are motivated to learn foreign languages .The current level of students (3rd year LMD students) also allow as to rely on them to investigate this study as nearly all of them are interested in speaking English since they like it as shown in (Q3).

When asking them(Q4) which is delivered to know about their self-assessment concerning the English language ,about (42 %) of them declared that it is good .Thus ,learners of 3rd year LMD have a good achievements and results in learning English as FL even if those learners face problems like the lack of vocabulary they have .

The half of our sample (52%), asserted that the major problem they have in learning English as foreign language is the lack of vocabulary ,besides ,(44%) of them claimed that classroom environment cause them a difficulty to learn.

There are about (78%) of learners who think that their teachers are doing their best to create a good atmosphere, which proves that they are aware of the great importance of a good learning environment that motivate and encourage them to learn. In order to create a positive learning environment (58%) of them asserted that the best strategy to provide learners an effective learning atmosphere is allowing them to express themselves by asking questions and giving answers.

When asking students whether they like the physical arrangement in the classroom or not, (80%) of them were satisfied with it, which shows the positive effect of the physical arrangement on learners.

When we ask learners about their teacher's fairness (84%) of them said that they are fair with them. It means that the teacher does not treat them with anger, which is considered a positive behavior from the teacher himself.

 We also asked learners if they agree that their teacher needs help to create a positive atmosphere when (90%) of them do. Concerning item 11 which was about rules and procedures set by the teachers we noticed that 96%) of them respect these rules and procedures and the rest do not. Therefore, we tried to make them aware of the importance of these rules and procedures to motivate them and involve them in the learning process. This question (Q11) leads us to ask them about their reactions if they do not understand their teacher, when we noticed that (74%) of learners prefer to ask for help which is considered to be a good reaction from them.

About (60%) of learners suggested that giving them a chance whenever it is possible is the main helpful strategy that helps teachers to manage effectively their classrooms. Concerning the teacher's managements style (66%) of learners answered using permissive style which means that they are aware of the style their teacher's use.

Furthermore, from (Q15) we notice that almost the majority of learners (96%) notice the positive impact of a well classroom management on developing their speaking skills. In item16, learners gave their views to facilitate teacher's classroom management where they see that less numerous classes give those more opportunities to develop their skills in general and specifically their speaking skills.

Finally, the classroom observation was based on the data collected where we observed both teachers and learners in the classrooms since we did not want to influence or interfere the teacher's procedures. This observations aims to know if a well classroom management affects positively learner's speaking skill, among two groups of 3rd year LMD students.

The first section was based on the learning environment, where both classes were well organized and lean the furniture was placed in the adequate place where all learners can see and hear .The physical setting has a great impact on the learner's achievements so it was given a great importance since they should feel comfortable and motivated to learn.

The second section was about instructional methods and strategies , in which we shed light the tips used by teachers to manage their classes effectively and make learners involved in the learning process and if they rely on the strategies or not .In the first classroom(group1), we noticed that teachers do not use several strategies 3.Like giving time and chance for learners to express themselves and providing them with a new vocabulary in order to develop their skills but concerning the second group , the teacher focuses both in using different tips and exploring the learner's speaking skill by involving them in the learning process by asking them questions and motivating them..

The third section was devoted to rules and procedures where our main concern was observing rules and procedures used by the teachers such as respecting time and routines like walking around the class and motivating learners. In both groups, we noticed the habitual rules like respect and listening to others when they talk, raising hand before speaking and to a height degree we noticed the daily procedures such as checking home works.

Furthermore, what differentiate the second group from the first one is the importance learners gave to every single point in the classroom like the physical arrangement, teacher's way of speaking and they also do their best to help their teacher to create a good classroom environment .As an advice we tend to give to teachers is that effective classroom managers give their learners chance to participate in designing rules and procedures which is considered

to be an important step that helps to involve learners in the learning process which affect not just their behaviors but also their academic achievements.

Finally, the last section was about academic achievements in English ,specifically about learner's speaking skill were the first group was less motivated and they did not give much importance to this matter (just a few of them),while in the second group learner's achievements used to be high due to the efforts they do and the teacher's method.

Limitation of the study

This study has got some limitations in terms of the population as it results can not be generalized, unless other studies are caried on a large scale and with a large sample population. And the foremost limitations as we all know was the covide-19. We were obliged to work via an online questionnaire .

Since developing the speaking skill is a process which requires time and practice it needs to be prolonged (for example : along all the academic year or the semester .)

Suggestions for further research

we have to acknowledge the very fact that speaking problems among EFL learners are the past carries forward from their secondary schools and this may vary from one EFL situation to the other. So , further studies require investigating the effect of using classroom management on the improvement of other language skills such as speaking .

Conclusion

Teachers in EFL classroom have an important role that could help students to find the right and appropriate atmosphere to develop their abilities in general and specifically their speaking skills.

This role is about managing effectively the classroom. Therefore, classroom management is a significant issue that tends to facilitate students learning process by providing a suitable physical environment.

General Conclusion

The procedure followed in this study have almost interpreted our hypothesis stated in the first chapter (if teachers establish a good classroom management so, learner's speaking skill will develop)

Our main aim in conducting this study is to determine whether classroom management affects positively or negatively on learner is speaking skill and to see the teacher's role in developing learner's speaking skill through managing their classes.

Furthermore, this scientific work is divided into two parts, the theoretical part that contain three main chapters .Speaking about the first chapter, it was mainly devoted to deal with: the statement of the problem, objectives of the study, significance of the study, the research questions, hypothesis and the methodology used in this investigation.

Concerning the second chapter, we shed light on the main definition of the speaking skill stated by different researchers, in addition to types of speaking and its importance .Besides, we also explored the difference between first and second language speaking as we have dealt with integration between listening and speaking and the types of spoken tests We tackled the speaking difficulties in foreign language and features of spoken language., finally, we presented some obstacles preventing learners to develop their speaking skill.

When speaking about the third chapter in the theoretical part we noticed that our research was based on the term classroom management, so, we focused more on its definition in addition to its styles, parts, challenges, and its strategies, what is the role of classroom management.

As we have dealt with the relation of classroom management to speaking .Besides, we explored the importance and goals of classroom management, what is meant by the learning environment, typology and the main areas of classroom management. Finally, the third chapter considered the main tips and techniques to be an effective teacher.

Dealing with classroom management, the data collected and the results showed that both teachers and learners know about the great importance of classroom management and they all have positive attitudes toward it. In order to succeed the teaching and learning, teachers should feel comfortable when teaching, they should come on time to their classrooms, and they should be well prepared with a clear objective to reach and of course well dressed. As they should involve learners in the learning process by keeping them attentive for the whole class by applying useful techniques and strategies relying on pupil's level.

From the questionnaire and the classroom observation, we noticed that 3rd year LMD students are motivated to learn the English language since it is considered as the first international language .In order to better achievements the teacher should remind hid learners

of the great value of a well classroom management in developing learner's speaking skill in order to make learners more aware and responsible so that they will help their teachers to get a well-managed classrooms to develop their speaking skills in English.

Finally, we end our dissertation by giving some suggestions that would help learners to develop their speaking skills and teachers in managing their classrooms effectively for better achievements

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Appendix 1
Student's questionnaire

Dear pupil,

This questionnaire is a tool, which helps us to gather the enough information about classroom management and its effectiveness to your achievement.

I would be very grateful for you if you provide me with answers to these questions.

Note: Please, put (X) in the box, which expresses your answer, or write in the space provided.

Thank you in advance

Section one

Background information

1 – Gender: Female ⭕   Male ⭕

2 – Age…………years old

3 – Do you like speaking English?   Yes ⭕   No ⭕

4 – How would you assess your level of English?

- Excellent ⭕   - Good ⭕   - Medium ⭕   - Bad ⭕

5 – Which kind of difficulties do you face in learning English?

- The teacher's method ⭕   - The classroom environment ⭕

- The lack of English vocabulary ⭕   - Lack of helping materials ⭕

6 –Does your teacher try to create a good atmosphere?   -Yes ⭕   -No ⭕

7–If yes, what do your teachers do to create a good atmosphere?   -Yes ⭕   -No ⭕

8–Do you like the arrangement of the tables in the classroom?   -Yes ⭕   -No ⭕

9– Is your teacher fair?   -Yes ⭕   -No ⭕

Section two

Pupil's views about teacher's style in teaching

10–Do you agree that your teachers need help to crate q good learning environment?

-Agree ⭕   -Disagree ⭕   -Neither agree nor disagree ⭕

11–Do you respect the classroom rules and procedures that set by teachers to avoid misbehaviors?

-Yes ⭕   -No ⭕

12–How do you react when you misunderstand the teacher?

-Ask for help ◯   -Remain silent ◯   -Make noise ◯

13–What are the main helpful strategies that assist your teachers to be effective classroom managers?

-Give chance whenever it is possible ◯   -Reward and encourage you for good efforts ◯

-Keep you closer to hip ◯   -All of them ◯

14–Do you think that well classroom management can develop your speaking skill?

-Yes ◯   -No ◯

15–If you like to add anything please write it bellow

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Classroom Observation Schedule

Middle school:
Classroom observed:
Number of students present: Date:
Teacher
 Session: Observer:

General observation of the class:

General Observations	To High Degree	To Low Degree	No Degree
Section one: Instructional Methods and strategies			
1.The teacher's explanation is clear and simple			
2. The teacher's instructions keep learners engaged in the learning process			
3.Uses informal assessment that is aligned with course objectives			
4. Times activities appropriately			
5.The teacher employs other tools/ instructions aids (i.e., technology, flash cards, video)			
Section two: **Rules and Procedures**			
6.Routines of entering the classroom, moving and exiting within the classroom are taught			
7.Procedures are taught and used by			

the teacher in a regular way			

8.The teacher responds appropriately to students questions and comments			
9.Treats all students in a fair and equitable manner			
10.The teacher is able to admit error or insufficient knowledge			
Section four: **Physical Learning Environment**			
11.The classroom is clean and organized with sufficient space to move			
12.Classroom materials are in an organized and good manner			
13.The teacher uses different seating arrangement according to the task he taught			
Section five : Learner's Behaviour			
14.Learner's misbehaviours interrupt and disturb the learning process			
15.Teacher uses certain strategies to manage disruptive behaviours			
Section six: Learning and Achievement in the English Subject			
16.Learners are motivated to learn English			

17. Teacher reward and motivate learners to learn English subject			

ملخص

تهدف هذه الدراسة الى معرفة مدى فعالية تقنية الإدارة الصفية في إدارة القسم بشكل فعال من طرف الأساتذة. وللبحث عن أهمية هذه الأخيرة في التعليمة طرحنا الفرضية التي تنص على انه إذا تحكم الأستاذ في نظام المحيط وسلوك تلاميذه بطريقة إيجابية سيؤدي حتما الى رفع المستوى العلمي للطلبة. وللتأكد من صحة هذه الفرضية اعتمدنا في بحثنا هذا على وسيلتين أساسيتين الأولى تمثلت في توزيع استبيان على مجموعة من الطلبة قدر عددهم ب 40 طالبا تخصص لغة انجليزية بجامعة ابن خلدون الكائنة بولاية تيارت اما الوسيلة الثانية فتمثلت في ا جراء ملاحظة علمية لمجموعتين طلابيتين من نفس المستوى حيث تم تحليل النتائج المتحصل عليها باستعمال المنهج الوصفي الموافق لهذه الدراسة ان استخدام استراتيجية الإدارة الصفية في تسيير القسم تعتبر طريقة فعالة في تطوير التحصيل العلمي للطلبة وكذا تطوير مهاراتهم الكلامية.

Résumé

Nous avons remarqué que le processus d'enseignement et d'apprentissage se heurte à de nombreux obstacles et difficultés à l'Université, en particulier dans l'enseignement de l'anglais comme langue étrangère. Nous nous demandons toujours comment les enseignants gèrent efficacement leurs salles de classe. Ainsi, nous avons mené cette étude qui vise à étudier les effets d'une gestion judicieuse de la classe sur l'enseignement de l'anglais comme langue étrangère chez les étudiants de 3e année en BMD à l'université Ibn khaldoun de Tiaret et leurs réalisations. Afin de vérifier cette corrélation, nous avons émis l'hypothèse que si les enseignants établissaient une gestion positive de la classe, ils réaliseraient généralement un processus d'enseignement-apprentissage positif. Cette étude s'est concentrée en particulier sur certaines méthodes et stratégies que les enseignants devraient mettre en œuvre afin de créer un environnement d'apprentissage productif et réussi. Cette thèse a été principalement menée auprès d'enseignants d'anglais et d'étudiants de 3e année en BMD, où nous nous sommes appuyés sur la méthode descriptive car elle traite des causes et des effets d'une variable donnée que sont la gestion de la classe et la réussite des élèves dans l'apprentissage de l'anglais. Par ailleurs, nos travaux reposaient principalement sur deux outils de recherche académique; les questionnaires et l'observation en classe sont les plus puissants et efficaces pour recueillir des données. Les résultats de cette étude ont montré qu'une gestion judicieuse de la classe avait un effet positif sur la capacité de l'apprenant à parler.