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English Section

Investigating Appropriate Classroom Management Effects on Learners' Academic Achievements: Fourth Year Middle School Learners as a Sample

A Dissertation Submitted to the Department of Foreign Languages in Partial Fulfilment of the Requirements for the Master's Degree in Didactics

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Dedication

I dedicate this humble and modest effort to my happiness; to my little angel and cute princess 'Sarah ' to whom I wish a longer and happier life.

To the pillars of my life, my ideal and inspiring parents whose affection, love, encouragement and prayers of day and night were of a great inspiration during my piece of research. All words will stand frozen when it comes to their estimation.

To the 'Queen of Hearts ',Karima ,for her endless love and support and whose words of encouragement and push for tenacity ring in my ears and keep my spirit up.

To the candles of my world, my precious sisters, Hanifa , Nina, Zahra, Katia and Nesrine. Thank you for being in my life…Your presence certainly makes it beautiful.

To all my nephews and nieces, especially,

Hidayet, Milley, Bakhtouta, Meriouma, Fatima, Marwa, Razane, Tinhinan, Kholoud and Rafif.

To my sweet binominal 'Fatouma'.

To all my big family.

To everyone I love.

To everyone who loves me.

Along with our hardworking and respected supervisor Dr. Benabed., AMMAR.

Miss Amel, KARA.

I

Dedication

I am dedicating this work to my beloved mother who has meant and continues to mean so much to me .

My deep sense of gratitude goes to the apple of my eye , my father "Mohamed", who has been my model for hard work, persistence and personal sacrifices. Thank you for your patience and steadfast support.

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To my lovely binominal „Amel" .Your friendship makes my life a wonderful experience.

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

To all people who know me.

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Miss.Fatima.H

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ABSTRACT

Classroom management and learners' discipline problems have always been a subject of concern for all teachers around the world, in general, and the Algerian educators, in particular. Without good classroom management, learners' discipline problems can overwhelm the classroom and create an unpleasant environment for teaching/learning process, entailing in frustration. Therefore, Investigating Appropriate Classroom Management Effects on Learners' Academic Achievements: Fourth Year Middle School Learners is a very significant research topic. It could provide teachers with some key strategies to mitigating learners' misbehaviours. It has been noticed that the teaching/learning process faces many obstacles and challenges in middle schools, especially in teaching English as a foreign language. It was a question-provoking issue on how teachers manage their classrooms effectively. Thus, to highlight this problem, the present study aims at investigating the effect of classroom management on learners' academic achievement among four middle school pupils. In order to check this correlation, we hypothesized that if teachers establish positive classroom atmosphere, they would generally achieve positive teaching-learning process. This study focused particularly on some ways and strategies that should be implemented by the teacher in order to create a productive and successful learning environment; thus, a better achievement in English. This dissertation was mainly conducted with English middle school teachers where we relied on the descriptive-interpretive method because it deals with the causes and effects relating to two variables, viz., classroom management and learners' achievements. Besides, our work relies mainly on two research tools; the questionnaires and the interview for the sake of validity. The gleaned results showed that learners' achievements are not satisfactory due to many impediments. By the end, some solutions and techniques are suggested for better achievements and effective learning through an effective classroom management.

Keywords: Classroom management,academic achievement, positive learning environment

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CM: Classroom Management

ABSTRACT

Classroom management and learners' discipline problems have always been a subject of concern for all teachers around the world, in general, and the Algerian educators, in particular. Without good classroom management, learners' discipline problems can overwhelm the classroom and create an unpleasant environment for teaching/learning process, entailing in frustration. Therefore, Investigating Appropriate Classroom Management Effects on Learners' Academic Achievements: Fourth Year Middle School Learners is a very significant research topic. It could provide teachers with some key strategies to mitigating learners' misbehaviours. It has been noticed that the teaching/learning process faces many obstacles and challenges in middle schools, especially in teaching English as a foreign language. It was a question-provoking issue on how teachers manage their classrooms effectively. Thus, to highlight this problem, the present study aims at investigating the effect of classroom management on learners' academic achievement among four middle school pupils. In order to check this correlation, we hypothesized that if teachers establish positive classroom atmosphere, they would generally achieve positive teaching-learning process. This study focused particularly on some ways and strategies that should be implemented by the teacher in order to create a productive and successful learning environment; thus, a better achievement in English. This dissertation was mainly conducted with English middle school teachers where we relied on the descriptive-interpretive method because it deals with the causes and effects relating to two variables, viz., classroom management and learners' achievements. Besides, our work relies mainly on two research tools; the questionnaires and the interview for the sake of validity. The gleaned results showed that learners' achievements are not satisfactory due to many impediments. By the end, some solutions and techniques are suggested for better achievements and effective learning through an effective classroom management.

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General Introduction

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Classroom management is a pivotal feature of the entire educational process. It is considered as being a fundamental requirement of the classroom learning environment and be seen as one of the most interesting factor that influences learning; the most essential aspect that contains all the steps through which interaction between the instructor and the learner takes place. CM refers to the wide range of skills and techniques, teachers use to ensure a favourable classroom atmosphere and to promote a smooth learning and teaching atmosphere taking into account different needs and abilities of learners as well as demonstrating an awareness of equal opportunities and diversity issues.

Effective classroom management is indispensable for all teachers, yet a well managed class Increases students 'involvement in teaching, reduces disruptive behaviours and paves the way for teachers to utilize the instructional time to fullest extent. This need for efficiency in managing classes has motivated researchers to develop strategies that may help to promote the teaching learning process. Hence, teachers are required to plan in details, create strategies of managing classes in order for classroom organization, for efficiency in classrooms and to develop a productive learning environment. The present study is centred on investigating appropriate classroom management effects on learners' academic achievements.

Statement of the problem:

Classroom management is one of the neglected areas in our schools,despite the fact that the success or failure of any teaching and learning process depends on the way classrooms are managed. Thus,a conductive is very important for learning because without the feeling of safety, students will develop unacceptable trends and become uneasy in classrooms,an environment that is highly unlikely to enhance teaching learning operation.This study aims at investigating the extent to which effective classroom management influences students academic performance in middles schools.

The Objectives:

In the educational field, teachers and mainly novice ones may face many problems when trying to perform their profession. Thus, our study aims at:

- Finding out the effective strategies and techniques to enhance and promote the teaching process besides to guiding teachers towards ensuring a good atmosphere.

- Suggest valuable recommendations to help students achieving their different academic goals at middle school level.

Significance of the study :

This study is noteworthy in regarding that classroom management and learners behavioral issues can impact the quality of learning.Classroom management is an important topic every teacher should know because these are issues that take place in every classroom.

The information found in this research may help teachers in accessing the effects of their classroom management on student's academic performance in middle school.It will create awareness among educators on the need to always establish a conductive learning environment for improved academic performance among students.

Research questions: The following research questions guide this study:
- What are the biggest challenges,teachers may face in the classroom?

- How does classroom discipline influence on academic performance of the students?

Research hypotheses: The following hypotheses were formulated:

- The main difficulty for teachers might be the materials presented for students in the atmosphere which is from the working one.

- Classroom management is supposed to help teachers control the student's disruptive behavior and make the educational process effective.

Structure of the research:

This study is divided into three chapters. The first chapter deals with the theoretical background. It provides the readers with a general overview about the topic and some views of previous researchers in this domain. Whereas, the second one is mainly concerned with the context of the study which is done at the level of middle school circle in Algeria-Case study 4th year classes. The third chapter incorporates the practical side. It mainly deals with the methodology the researcher used to conduct the research.

Methods:

- Classroom observation.
- Questionnaire.

Fieldwork:

- Middle School .

Delimitation of the study:

This work is delimited to investigate the impact of classroom management on learners' academic achievement. In our work, we are supposed to explain clearly and cover the main key elements of classroom management in addition to determining how can the educational settings affect on the teaching and learning process in order to promote the latter and for better achievements for learners' learning results. Besides, the work will be narrowed in the scope of fourth year middle school learners and its data was gathered online. Teachers all over Algeria participated in answering our data investigation tools.

Chapter One : Literature Review
Overall Overview and Key   Terms Conceptualisation

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Introduction

Most teachers, especially those neophyte ones, cite classroom management as a constant concern. The scrutiny of recordings on the classroom researches testifies that the classroom management is a key factor, even beyond learners" aptitude, impacting learner"s learning. Yet, different from common belief, classroom management is not a skill that some teachers can be endowed with. In fact, some teachers easily adjust to classroom management techniques which may be considered by colleagues as an innate talent. What is classroom management? What importance? What styles and whose responsibility? These are the aspects to be dealt with in the upcoming section.

Classroom Management Definition

Classroom management (henceforth CM) has been defined differently by numerous educators throughout history. Wong, Rogers and Brooks state that:

> *Classroom management refers to all the things that a teacher does to organize students, space, time and materials so that student learning can take place. It consists of a plan of set of procedures that structure the classroom so that students know what to do, how to do it, and when to do it in a classroom. (2012, p.76)*

Hence, the CM refers to the set of actions that are generally carried out in the classroom to establish a supportive environment. It is an essential variable which determines the teaching success. Differently couched, the CM is a concept used by teachers referring to the process via which classroom lessons are smoothly carried out without undisciplined behavior on the part of the learners, jeopardizing instruction delivery and precluding learners" learning. Many pedagogical strategies are involved in managing a classroom to ensure an appropriate teaching/learning environment.

Classroom Management Overview

As stated earlier, definitions of the CM vary, but they include actions taken by the teacher to establish order and engage learners. The concept has been defined by Evertson and Weinstein as *"The actions teachers take to create environment that supports and facilitates both academic and social emotional learning."* (2006, p.4). According to them, classroom management is one of the most contributing yet challenging issues in a teaching career. Being aware of its contributing role, instructors can effectively establish the convenient teaching/learning atmosphere.

As it is also suggested by Brophy *"classroom management are teachers' efforts to produce and maintain the effective environment for teaching and learning."* (1986). This statement explains that effective classroom management is strongly related to effective instruction. That is to say, effective classroom management prepares the classroom for a successful instruction.

The key to reach effective learning outcomes and to create conducive classroom management atmosphere is to manage well your class. As proposed by Vander Sijde *"Provisions and procedures necessary to form and maintain a situation within which learning and teaching will take place".* (1993, p.439)

Additionally, Jacobson, Eggen and Kauchauk argue their use of the concept meaning *"The complex set of plans and actions that the teacher uses to ensure that learning in the classroom is efficient and effective."* (1993, p. 263). In other words, what these researchers mean is that teachers adopt techniques and methods in order to get the appropriate solutions for different problems in class.

Lemlech defines the multidimensionality of classroom management as follows *"Classroom management is the orchestration of classroom management life: planning curriculum, organizing procedures and resources, arranging the environment to maximize efficiency, monitoring student progress, and anticipating potential problems."* (1998, p. 3). That is to say, classroom management is more comprehensive concept. It incorporates plans, facilitating and involving learners in order to ensure the learning environment and enhance its process.

Classroom Management Significance

Teachers play various roles in a typical classroom, but surely one of the most important is that of classroom manager. It should be pointed out that effective classroom management requires specific skills such as planning, organizing and reflecting as well as the aptitude for teamwork and perseverance. According to Emmer and Strong, *"the ability of teachers to manage classrooms and behavior of their students is critical to achieving positive academic outcomes."* (2001, p. 09). The attainment of the academic objectives is too much dependent on the teachers" know-how-to appropriately handle the class. Thus, effective teaching and learning cannot take place in a poorly managed classroom, the fact that impedes achieving the academic settled goals. The concept is recommended in:

Creating a Productive Learning Environment

A well-managed classroom provides a pleasant atmosphere for both teachers and learners. If learners are disorderly and disrespectful, and no apparent procedures control behavior, chaos becomes the norm. That is why instructors are asked to construct well-balanced rules that serve the purpose. In other words, the learning opportunities the teacher offers to learners should be organized and delivered in ways that lead them towards success.

It is of utmost importance to highlight the meaning of creativity to avoid any misunderstanding. For many researchers, creativity is the ability to generate new products, or conceive unique and original ideas or things that are useful and appropriate. Learners are natural creators. They, in fact, often exhibit their creativity via free plays, investigations and explorations. Teachers are supposed to provide the suitable learning environments of respect and collaboration that support creativity and academic excellence. Doing so, learners would be motivated to explore, think deeply and work hard to attain academic objectives and creative musts, empowering learners" love towards learning.

Optimizing Learner's Learning and Achievement

An effective classroom management is a critical component of ensuring that student succeeds in achieving the expected learning goals. Managing the learning atmosphere is an ongoing-active process where the teacher is the person who is most responsible for creating it. The process boosts students" confidence and makes the lesson more effective.

Personalized learning would be the main educational emphasis. Differently stated, this means the view of knowledge, what the school should teach, is shifted from specific subjects to the learner"s learning potential. Explicitly, the learner is obviously the sole owner of his own knowledge construction. Subsequently, the educational institution and its staffs are compelled to raise the issue of which knowledge and competence to be preponderate for much more challenging future work. For the sake of optimization of learners" learning, teachers are required to frame problems; investigating, integrating and synthesizing information to create new solutions. Such practices integrate learners" needs first and call for their strong involvement in multifarious aspects of the classroom instruction.

Managing Class Time Effectively

Managing classroom time includes taking into account the instructional strategies which should be planned to fit into fixed time frames. The efficient use of time is a necessary element that gives learners the chance to realize the academic goals and help them feeling less pressed and pleased in the classroom. In order for the teacher to manage time in his classroom effectively, he should handle administrative tasks quickly and develop ways to make transitions and interruptions as short and orderly as possible.

It is worth noting that time management is the thread running via which almost all teaching aspects, viz., deciding how lengthy and frequently subjects are to be taught. Effective use of time starts with efficient classroom organization and management.

Classroom Management Styles

As a classroom manager, teacher should exhibit a supporting profile in order to develop smooth running school communities where learners are highly involved in worthwhile activities that support their learning. Researches on classroom management have shown that teachers demonstrate three styles. These styles can be characterized along two dimensions (Baumrind, 1971): type of control over students, and degree of involvement of teachers with students. These dimensions allow the teacher manager style to be easily identified:

The Authoritarian Style

The key to authoritarian discipline is praising the student for nearly every positive action using a method of increasing severity in disciplining negative behavior. (Carter, 1988). It is characterized by its enormous behavioral regulations. Ferguson and Houghton (1992) observed three teachers using authoritarian discipline in their classroom. Following training, all these three teachers increased the amount of contingent praise that they exhibited to their students of the 24 students involved, 23 increased their level of on –task behavior. The research concerning authoritarian discipline is supportive of the notion that this progress is effective not only in decreasing unwanted behavior but also in increasing desirable classroom behaviors. In the beginning of the of the 1990''s, the style of authoritarian discipline had been taught to some 550,000 teachers and espoused the largest following of classroom management techniques to date (Render, Padella, and Krauk, 1989).

The Authoritative Style

The authoritative teaching is classroom management style that provides stern, reasonable boundaries four learners in a sympathetic way. In fact, those teachers who are described as authoritative focus mainly on preserving high standards and projecting genuine warmth. While this style of teaching is probable successful for many (if not all) learners, it is particularly critical for those that are gifted, as gifted learners are often characterized by their high needs for commitment and empathy.

According to Dunbar (2004) *"the authoritative teacher places limits and controls on the students but simultaneously encourages independence."* That is to say, this style encourages self-reliance and socially competent behavior and fosters higher achievement motivation. Besides, teachers are open to verbal interactions and students can interrupt their teacher if needed which offers them the opportunity to learn and communicate. According to some studies, this style helps in producing students that are sociably competent and responsible.

The Permissive Style

This style can be distinguished among the other styles by its lack of involvement. It means a non- punitive environment with a few demands on the student. Furthermore, the teacher does not impose on the students. Often, he or she feels that class preparation is not worth the effort. Hence, the students, instead, enjoy a lot of freedom. Differently couched, the permissive teaching strategies are similar to learner-centered teaching, because they provide the learners with opportunities to run the show. In fact, they should choose what and how to learn, and they receive support from their teacher. Though consisting of some disadvantages, the permissive teaching strategy can make learners more motivated and engaged.

The Classroom Management Strategies as a Shared Responsibility

Sharing responsibility in learning is a power of creating a collaborative work. It is the idea of being able to work together successfully and involve every member of the school and make sure that everyone has a role that contributes in managing classes and achieving potential goals. For Lambert, this is how the class should function:

> *All of the learning must be embedded in a trusting environment in which relationships form a safety environment in net of support and positive challenge… it means that people are in relationship with one another. To be*

in an authentic relationship means that we provide long-term support for one another, challenging one another to improve and to question our current perceptions, and to learn together. (1998, p.16)

In fact, collaboration is seen as a key dimension of successful school. It involves multiple stakeholders: teachers, administrators, parents, students, as well as community member.

Teachers' Staff Role

The most common role a teacher plays is being a classroom manager. However, to get successfully in the process, teachers are recommended to support each other. Encouraging cooperation and holding meeting for the sake of improving students" learning. Collegiality creates a warm climate that heightens the level of innovation and enthusiasm among teachers. By do so, teachers can share advice, provide guidance and help ensuring a comfortable atmosphere where teaching-learning process can be conducted at ease.

There is no reason why a teacher tackles a classroom issue by himself; instead he should seek out staff support in order to find solid solutions. Nothing fosters unity like working through something together.

This collegiality is mainly vital in increasing teachers" professional growth and development, and a sure vehicle to boost teacher knowledge; professional learning community. This macro context gives the need to address key issues vital to education. The intricacy of teaching and learning today makes it impossible to remain as a single performing teacher, closed from the surroundings world and the colleagues. More and more important foe success and for reaching objectives are to work together, interact and communicate with others, not only to gain professionally but also to empower others and to develop professional connections. For the sake of such aims, teachers are supposed to surpass the traditional norms of isolation and autonomy shifting to a greater collegiality and collaboration. This tendency is an opportunity to collegiate with one another to best serve their learners to make their work more meaningful and beneficial, and to transform instruction in a way that keeps it exciting and pertinent. Doing so, significant effects can affect teachers" professionalism, education quality and organizational effectiveness, and learners" behavior, attitude and academic achievements.

Selecting the Appropriate Teaching Strategies

Learners come from different backgrounds and have varied experiences and abilities. Therefore, teachers should collaborate together and hand in hand to increase learners" achievement and establish a smooth atmosphere. Indeed, teachers are different and they use several strategies that guide them in their instructional process. For instance: some teachers prefer to set up rules and procedures from the beginning of the year; while others differentiate in their ways from time to time such the use of rewards and punishment. Thus, it is highly recommended to collaborate among teachers so that learners" disruptive behaviors can be handled and their learning outcomes can be increased as well.

Besides, teachers should be aware of the fact that learners do not react in exactly the same way when it comes to learning. Every learner"s brain is just as unique as fingerprints. Thus, it can never be hoped to find a unique strategy that is common for all learners. Despite this fact, a lot of teaching systems in the world function that way; one strategy tailored to fit all of the learners. Without an appropriate support of different learners" learning preferences and styles can be a source of disruption for those so-called „neglected ones".

Facilitating and Maximizing Learners' Learning

Collaboration between teachers contributes a lot to both school improvement and students" success. It can be organized and structured in a variety of ways for common purposes. *"Effective teacher collaboration is defined as engaging in regular routines where teachers communicate about classroom experiences in an effort to strengthen pedagogical expertise and push colleagues to try new things."* (Brownell. M. & al., 1997)

One of the important tasks that collaboration can play in school is that of facilitating and improving the learning process. Teachers should work cooperatively to help learners to learn and absorb information in a way that is meaningful and relevant. Facilitating learning is neither watering down the curriculum nor lowering standards. Rather, it is the concept which encourages learners to take a central role of the process while the teacher is merely an organizer providing resources and support using useful teaching strategies that really serve the targeted objective. Teachers can work together to understand their learners" social and emotional aspects since some learners" lives may affect the expected learning outcomes and therefore impede achieving the academic settled goals.

Besides, collegiality helps teachers to learn how to adapt a certain collective teaching strategy and how to adjust those instructions to help maximizing the learning process and

staying on track with the academic expected goals. Accordingly, the team should always set higher expectation for learners, believe in their capacities and have always positive attitudes towards them. For, a positive expectation has a substantial impact on students" learning and progress.

Maintaining a Positive Learning Environment

The physical environment in class plays a significant role in enhancing learning and teaching process. Thus, teachers should work hand in hand to outline how a positive school climate would be like and create a plan that can be followed to establish an atmosphere conducive to learning. They can do so by developing classroom policies that help in managing and controlling the students" discipline. This in turn, helps decreasing students" behavior problems which are considered as barriers to achieve educational success. Classroom arrangement is another factor that helps maintaining a pleasant learning atmosphere. Cooperatively, teachers should arrange classroom in a way that encourage learners to share their ideas without being disturbed during the learning process.

According to Henson (2012, p. 81) *"there is nobody who wants to learn in a dull environment that disadvantages the achievement of the learning goals."* In fact, this emphasizes the point that students are more likely to perform their tasks if the conditions are more favorable.

Administrative Staff Role

Although it is true that teachers have the lion"s share of responsibility for managing class, administrators do hold a basic authority to provide a proper environment that would academically qualify students. Well, leading eventually to the progress of the community and upgrades its level. School administration involves the management of all school operations such as creating a safe environment and helping teachers focusing on their learning process. It is the key to provide a well conducive and purposeful school climate. The administrative staff role is now playing an increasingly central position in achieving joint purposes. Teams are imbued with ideas which they want to come to fruition. These ideas do not materialize unless there is planning and cooperative action. Hence, the role of the school administration is no longer limited to implementing educational policies but has become responsible for:

Learners' Counseling and Accompanying

Counseling in schools caters for the developmental needs of students by providing developmental and supportive services so that the ultimate educational goals can be achieved. School administrators major role is to help learners learn in an organized setting and to ensure that the educational process runs smoothly in order to be productive by coordinating, directing and planning to prevent and deal with behavioral issues as they have become a real obstacle in achieving the school"s ultimate goal. The importance of the administration staff role lies in the influence and change made in the student"s behaviors via establishing rules of conduct that set out what constitutes acceptable and unacceptable as well as disciplinary measures that meet their needs. The school administrator is basic in helping students to grow well in all areas (holistic approach) to become good citizens responsible for themselves, making policies and procedures and setting educational aims and goals.

Regular Monitoring of Administrative Files

Besides counseling and accompanying learners, school administrators are host of other tasks so that learning is fostered more effectively. This includes a regular observation and recording of activities that take place at the level of any educational institution.

Effective monitoring generates supportive professional work conditions. The process consists of organizing files and providing adequate resources to teachers to make sure learning flows as smoothly as possible, this can be illustrated in a regular meeting with teachers during scheduled conferences to review school policies, educational activities as well as students" performance such as absences and dismissal recording. Being informed with such academic data really help school staff to make beneficial and appropriate decisions for making the teaching profession more effective in meeting learners"needs.

Parents' Cooperation and Involvement

Schools play a significant role in getting parents and family members involved in students" education. According to Majoribanks *"parental involvement entails certain rules and regulations that parents carry out for their children at home that are mainly established to assist th*em *educationally."* (1983, p. 24-26).

From the above citation, one cannot deny the decisive position that families hold in promoting the educational system of their children to higher standards. Thus, school staff should be always in charge of managing communication with parents through setting up

policies and procedures, this will certainly provide them with the necessary information about their child ‚s academic and personal development .

Administrators can strengthen parents‟ engagement in students‟ learning, via various practices and shared responsibilities. Among these, they can be called to serve in school committees, particularly those targeted to deal with students‟ behavior issues. Such significant liaison maintains a harmonious working environment where parents, teachers along with administrators share their ideas, experience and resources for having better quality educational management. The key to productive and positive parents‟ engagement is a good flow of communication between school and home. Teachers should invite parents to share information about their child‟s strengths and weaknesses, what type of support system they have at home, and whether anything going on in the child‟s life impact classroom behavior. Information like this can be essential in equipping teachers to meet students‟ needs. Parents‟ collaboration is highly important and has positive effects on educational attainment as well as students‟ learning and development.

Learners' Role

The core purpose of schools is to improve the lives of learners through high quality of teaching and learning so that every learner can achieve his potential. Teachers are ultimately responsible for classroom management; however, students play a major role as well.

Hence, with the advent of learners-centered learning approaches and methods, students‟ role has been activated due to the significant contribution that can have in the development of a quality learning environment. Indeed, learners‟ role has got subverted from a facilitator to a task monitor. They are actively involved in their learning through making choices or taking actions which lead them towards fulfilling their responsibilities and accomplishing their goals. Learners are also expected to comply with behavioral expectations and display values of politeness, kindness, compassion and respect. Furthermore, students are required to come to school prepared to learn and participate and to meet their academic expectations by their full engagement and by creating collaborative learning atmosphere which sets the tone for the classroom and gives learners the opportunity to feel that they part of a learning community.

Teacher-Learners' Shared Control

Effective learning is co-created by learners and teachers with an aim of building successful and conducive classroom atmosphere. In schools, many behavior problems are a direct result of students resisting authority or trying to exert control over the environment. Practitioners can reduce this by implementing share control in classrooms. Shared control in the classroom is crucial for improving learners" engagement and achievement. Teacher should get their learners to share responsibilities with either their teacher or their peers. Teachers can share success with their learners by allowing them a feeling of control over some of the rules and their learning and by providing an optimum learning atmosphere with learning goals that are challenging and attainable. Furthermore, in order that the shared control process can hold a high position, teachers are asked to develop a positive relationship with their learners. If teachers show care about their students as individuals apart from their academic work, it would foster their cooperation so that creating a classroom environment where students feel safe and secure. Teachers would become sensitive to students" needs and anxiety as well as making the classroom physical environment more relaxing to pursue and sustain the learning activities which lead learners towards the acceptance of responsibility of their own learning. According to Wong and Seroyer (2009) *"Effective teaching is all about teacher-student relationship. The easiest way to build relationships with students is to use a well-managed classroom where students are on task, allowing you to spend one on time with them."* (p.68). Indeed, this clarification highlights the importance of the teacher -learner relationship and the role of the shared responsibility in managing classes and making classroom decisions which increases students" commitment to the decisions.

Benefits of the Shared Control

The notion of power sharing in class is ultimately a win for both professors and learners. Sharing control is mainly beneficial at the level of the classroom and school environment as well. Indeed, it sets the ground for a bilateral learning process where students and instructors thrive on communication, interaction, co-instruction of knowledge, and most importantly, respect. By giving students a feeling of control over some of the rules in the learning process, teachers also share the responsibility of success in classroom. Students become part of the solution, instead of the problem.

Learners' Engagement Increasing

Students" engagement has increasingly been positioned as a key element of high quality teaching and learning. Therefore, teachers should engage students in the process, increase their attention and motivate them to have a sense of pride and enjoyment towards the subject and school in general. Effectively, the concept of shared control provides opportunities for learners to become more active and their engagement increases as well.

By involving learners in school activities such as establishing rules and identifying behavior standards, professors creates a collaborative environment in which students feel respected and valued. When learners realize that they are no longer viewed as empty vessels to be filled, they will be inherently more engaged and feel sense of responsibility over what they are learning. The less power teachers share, the more dependent and disengaged students may become.

In brief, sharing control and actively involving learners in their learning helps them to shape their activities to get the best avenues to enhance their education.
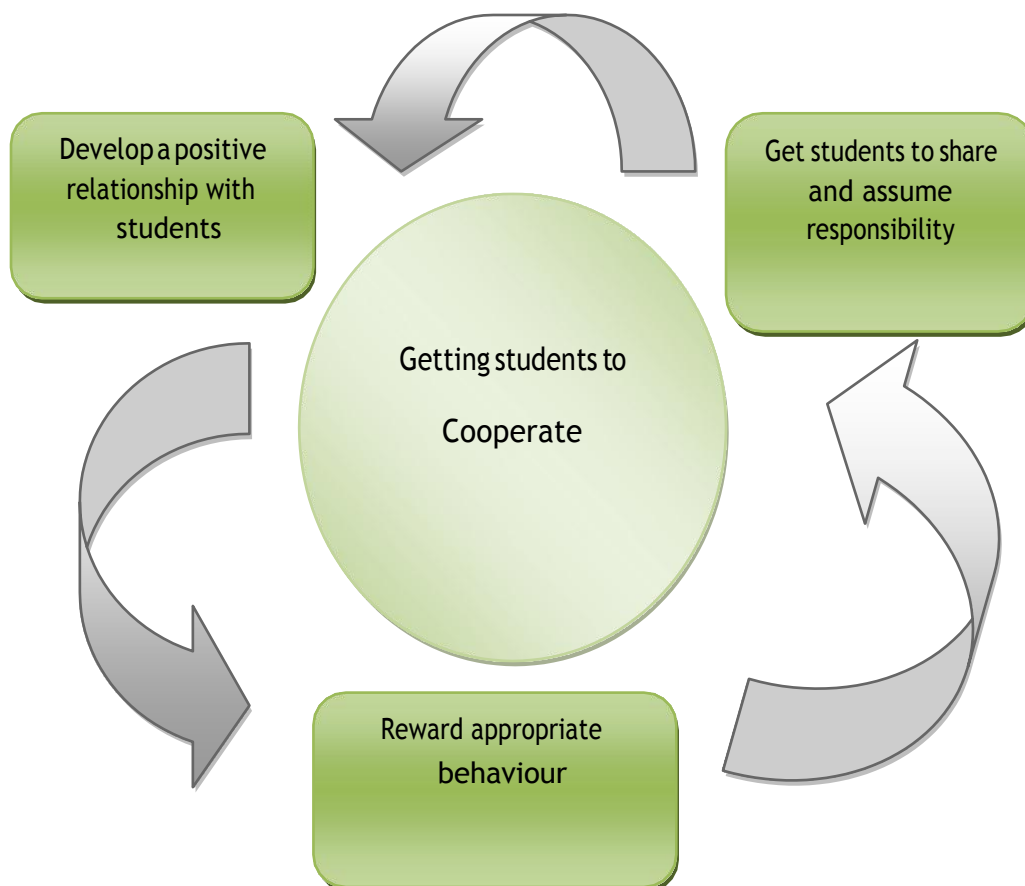

Figure 1: Strategies to get students to cooperate Kenyon (2008, P.245)

Learners' Collaborative Relationship Fostering

Sharing control is an umbrella term that incorporates a wide range of benefits for the educational process. It fosters learners" collaboration through developing positive and respectful relationship among each other and their teacher. Unlike individual learning, learners who are engaged in collaborative learning work together to search for understanding, meaning or solutions or help each other to create a learning community and share responsibilities that unite them and offers a shared vision and mutual goals.

Indeed, teachers who deliberately cooperate with their learners to share power, prevent problematic behavior and promote higher level of learning as well. When teachers come to work together with learners, they create a trusting classroom with mutual respect and engaging learning opportunities. Significant collaboration urges the building of peer relationship and fosters their interactions. Furthermore, the feeling of belonging and independence are fostered with the notion of sharing responsibilities, as it holds conditions that permit to set in notion creative capabilities of students, encourage their growth and increase the tone of the educational process.

Briefly, the power of sharing control with learners provides an inclusive and welcoming school climate that lead to increased cooperation and engagement by getting learners to acknowledge that thoughtful learning can be created within a team when its members are actively involved to interact and share responsibilities and roles. The creation of such climate contributes also in promoting effectively the social and emotional learning and fulfillment of students" outcomes.

Learners' Partnership Instilment

Teaching effectively implies developing an area of partnership with learners based on achieving mutual goals and supporting respect and trust among its team. Creating sustainable school environment through effective partnership means sharing responsibility and providing the efficient education possible for all learners. Indeed, the idea of shared control is conducive to an increased sense of community and learners" engagement which consequently brings up partnership in the educational process. The educational partnership, as a form of communication and collaboration, implicates opening up new academic opportunities for all learners to be aware of, and respond to their own learning strengths and needs which subsequently builds an environment of sympathy and sociability.

Hence, engaging students actively in their learning is the most common form of partnership. Such partnership has beneficial outcomes for both students and teachers in that it creates a space consistent to learning, where students are given a significant amount of autonomy and treated as being the protagonist of the learning process to participate in shared decision made for improving their education. Moreover, partnership distributes power appropriately and leads to sharing authority and responsibility with the staff in an attempt to develop a sustainable pedagogy.

In short, shared control is interactive endeavors that embeds diverse benefits and calls for partnership in learning and invites schools that are interested to see great improvement in students" outcomes to include learners as active partners in designing the plan to accelerate their progress.
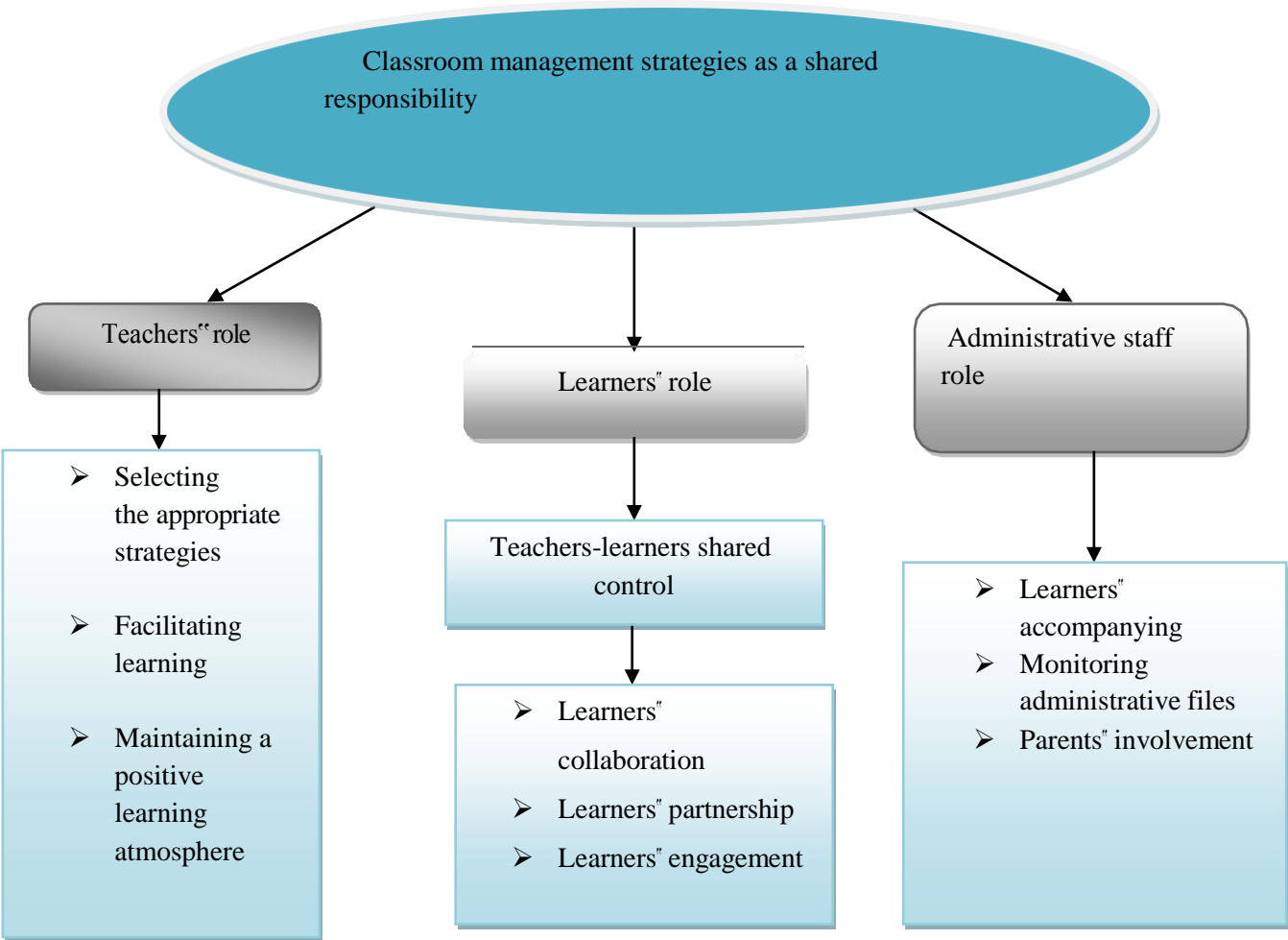
Table 1: the use of shared responsibilities to manage classes

Teacher' s Role in Managing Classroom

As stated earlier, the CM is the linchpin that makes the teaching/learning process achievable. In fact, it is the most important aspect that a teacher can do to set the tone for his class and maintain favorable conditions that help creating a well-organized process in which students can success.

According to Ornstein, "*successful teaching depends on the teachers' ability to manage learner's behaviours*." (1990, p. 57). Effectively, teachers are the backbone of any educational system and play a prime role in planning, organizing procedures and, arranging the environment which will yield higher achievement for learners.

A Good Classroom Managers' Characteristics

Managing class is the greatest concern of most teachers and essential to students" achievement. Being a good classroom manager requires some personal and professional qualities which can be mentioned briefly as follow:

Positive Classroom Atmosphere Maintenance

Effective managers can develop and maintain a positive learning environment. Managing the learning environment is an ongoing active process in which the teacher must be careful observer, communicator, facilitator and manager. Maintaining a positive classroom environment demands the establishment of rules, procedures and standards; implementation of classroom routines; prevention of problems from occurring; establishing a clear standard of conduct and instilling the sense of respect and community among students. Also, a good manager must be friendly, kind, polite, respectful, patient, fair and be willing to provide help to his students whenever they need.

Effective Classroom Time Management

The most important skills of a good classroom manager are being prepared and managing class time wisely. Hence, The efficient use of time is considered to be an important variable in helping students achieve learning goals and making the classroom a pleasant place for them. Instructional strategies should be planned to fit into fixed time frames.

Students Successful Engagement

Good classroom managers know how to engage learners in the learning process by moving around, asking questions, and employing both verbal and non verbal teaching methods to ensure that students are attentive and taking more from the learning experience than simple facts. Engaging students boosts their confidence and makes the lesson more effective.

Learners High Expectation Enhancement

Having high expectations of each and every student and then providing the necessary support needed to achieve that level seem key to all students achieving to their best ability. This can pave the way for teachers to establish relationships with their students in which high levels of cooperation and dominance are balanced, resulting in an optimal relationship.

In a nutshell, teacher preparation and professional development in effective classroom management is needed to allow the process of learning in all its true essence to take place.

Classroom Manager and Learners Relationship

The relationship between a teacher and his students is one of the most influential factors in a learning environment. Developing a positive relationship is fundamental to promote a sense of school belonging and a stimulating learning environment. In order to build such desired relationships and provide a supportive learning atmosphere, classroom managers should take into account the interaction held in their classes, that plays a pivotal role in increasing learners" motivation and which simultaneously pushes them to willingly take part in different classroom activities. Additionally, classroom managers should work on creating a relationship that is based on respect, trust and discipline. For, a teacher who respects his learners will experience a reciprocal respect from his learners besides to the fact that positive attitudes encourage learners to cooperatively participate in activities, where they are not constrained by the fear of failure and their confidence will be automatically enhanced.

In sum, the ability to forge an optimistic, powerful relationship between a teacher and learner may seem like a difficult task but it can easily take place by establishing a delightful learning environment.

Conclusion

As we have mentioned before, CM is one of the most important roles played by teachers because it determines teaching success .This chapter is a general overview of classroom management, it has been divided into three main parts; the first part explored the term classroom management used by various educators to ensure that classroom lessons run smoothly apart from disruptive behavior by students. Besides, it goals and importance which help teachers in creating a pleasant atmosphere. Whereas, the second part tries to give a clear image about the concept as a shared responsibility throughout three main perspectives: school staff, learners and society as well. CM as a shared control is a key factor in establishing a conducive classroom environment and thus effective learning outcomes. Then, finally the third part shed light on the important roles, a teacher can hold as a classroom manager, in addition to their relationship with learners in order to enhance their academic achievement.

Chapter Two : The Context of the Study

Introduction

II.1. Classroom Management in the Algerian Middle School Classes

    II.1.1. Adolescent Learners In Algerian Schools

    II.1.2. Algerian Adolescent Learners' Features

II.2. Algerian Teachers: Classroom Challenges and Solutions

    II.2.1. The Challenges

    II.2.2. Remedies

    Conclusion

Introduction:

Managing classroom is considered as being one of the most challenging problems for teachers in Algerian middle classes. Ineffective management leads to serious conditions of indiscipline causing damage to the conductive climate for learning. Though Algerian teachers are provided with inputs on different managing strategies, they are not provided with any specific technique to suit specific problems in CM. The teacher therefore, requires to plan in detail, creating strategies of management in order to develop a productive learning environment.

This chapter provides a panoramic overview on the different characteristics of Algerian adolescent learners (AAL) and their relationship with educators.

During this stage of life, AAL experience more growth than any other time in their life, however many educators and families are not as knowledgeable about the intellectual, emotional and social changes occurring during adolescence. Therefore, Algerian middle school teachers need to be knowledgeable of the varied developmental characteristics of young adolescents so that they can design instructions and CM strategies that address these ongoing changes.

Then, finally we attempted to suggest some methods and strategies teachers apply in their classes in order to effectively manage student''s behaviors.

Classroom Management in the Algerian Middle School Classes

Since gaining independence in Algeria in 1962, there have been considerable efforts in the educational system from top to bottom in order to enhance education in the country, however being in a transition time point, many challenges still hinder the development of this sensitive sector.In regard to this, one can have an optimistic vision and expect positive results on the long term , but this cannot be achieved if not all levels, from authorities to family strive to adapt useful techniques and procedures to improve the learning-teaching process.

Education in Algeria is free of any charge and compulsory under the constitution. It is divided into several levels: preparatory, primary, middle, secondary and last comes the university level. The middle school is a highly sensitive period of four years, ends with an exam where learners are recommended to sit in to pass to secondary cycle. In fact, Algerian middle classes are known by their over- crowdedness and class population. Hence, managing

class at this level is among the challenges that teachers may face. Losing control in class may expand to more serious problems at a large scale. This awareness is spreading and resulting in the publication of regulations for Algerian middle schools that aims to provide a common framework to effectively manage classrooms.

Classroom management has always been at the heart of the concern in order to establish a sustainable learning environment that will help fulfilling the academic settled goals and accordingly award degrees and allow learners to successfully meet their social and cultural development.

Adolescent Learners in Algerian Schools

Adolescence is the period of transition from childhood to adulthood. It is often viewed as a developmental period and an age of changes for how adolescents think, feel, and interact with others and how their bodies grow than any other time in their life. While the fundamental purpose of schools is the academic development of students, its effects on adolescents are far broader also encompassing their physical and mental health, safety, civic education and social development. Additionally, its effects on all these outcomes are far produced through diverse activities including formal pedagogy as well as the informal social environment created by the staff on a daily basis.

Adolescent learners in Algerian middle schools are like any other adolescents who experience a lot of changes. They also have a short term as well as short attention spans. Consequently, they should be presented with limited amounts of new information, allowing them time to retain material. AAL seek to find out a connection between lessons and life, and they desire active involvement in the learning process. Besides, they can be argumentative and inquisitive; they do not have the ability to fully comprehend abstract ideas. For this reason, middle school teachers must understand how adolescent learners learn and they need to know and appreciate adolescent characteristics and their application to learning in order to assign activities that help these adolescents to develop their problem solving and critical thinking skills.

As mentioned above, adolescence is a critical time of identity formation. The school should provide ample opportunities to them to express themselves properly. Co-curricular activities and changed methods of instruction can go a long way in enabling the adolescent to adjust him with the world.

Adolescents are no more than children. Taking into account the changes at this period, middle school educators are asked to treat them as men and women and they need to form an

environment in which learning is encouraged and pressure is minimized. Providing such feeling of safety and the inclusive climate will help adolescent learners to learn and invest a positive relation which will enhance the learning outcomes.

Algerian Adolescent Learners' Features

Adolescence represents a sensitive stage in the process of development leading to maturity. The AAL in the intermediate grades witness a period of rapid and significant change with respect to physical, emotional, social, and intellectual development. These changes are often intense and varied and therefore, need to be acknowledged by those who direct and foster adolescents" development and learning.

Intellectual Development

It is a sensitive period which experiences an increased ability of individuals to understand and reason. Within this stage, AAL act to think in abstract terms so that they can conceptualize theoretical ideas, moving beyond the limitations of concrete information .They tend to be curious and display wide-ranging interests to learn topics they find useful, favor active learning experiences and prefer interactions with peers during educational activities. It is a creative challenge of a teacher to continually discover for meaningful connection between pivotal subject matter concepts, related topics, and the experiences students bring to classroom. Teachers may address this diversity by providing a wide range of educational approaches and materials that meet adolescents" intellectual needs.

Social Development

Adolescent social development represents the stage where learners seek to establish a sense of identity .Their primary social support shifts from family towards peers; they tend to diminish family allegiance and strengthens peer allegiance, for instance they desire to make personal choices. During this stage Algerian adolescent learners like any others, have a strong need for affiliation and belonging to a group. Henceforth, professors should admit the importance of peers relationship, so that they design academic tasks that encourage peer interaction which accordingly develop cooperative learning.

Physical Development

The ALL physical characteristic lies in the fact that their bodies undergo more developmental changes than at any other time of their life. Indeed, they experience observable changes that happen within their bodies which begin to resemble adult bodies in size, shape and body composition.

Understanding the physical development of adolescents is an effective guidance for teachers to incorporate different learning styles since their learners need movement due to the increased energy.

Emotional Development

The way a person thinks and feels about themselves and others, their inward thoughts, is a key to their emotional development. Emotional characteristics are closely tied to the knowledge of oneself and one‚s values. AAL tend to exhibit a rebellious behavior toward adults and shift in their mood rapidly. They are highly sensitive to criticism and easily get offended. They can also show degree of self consciousness. Regarding to this, Teachers are recommended to provide opportunities that allow adolescent learners to engage in the learning process and promote self-esteem.

In short, middle school teachers need to be acknowledgeable of the varied developmental characteristics that adolescents can experience, so that they can design CM strategies that address these ongoing changes and deal with them in a way that promote the teaching learning process.

Algerian Teachers: Classroom Challenges and Solutions

Challenges

CM is one of the key concerns, yet challenging issues in a teacher career. Treating these issues and bringing awareness to the educational environment that our teachers and students face daily can help upgrades teacher retention, student success rates and the overall quality of education in our schools.

Among the common issues in class, Algerian teachers face:

Shortage of Time for Planning

Teaching is more complex in this decade than ever before as educators adapt to new curricula reforms and assessments, correct materials, implement social and intellectual learning values,

and plan learning for an increasingly diverse student population. Algerian teachers are finding it really challenging to handle these multiple roles as they lack enough time for planning. They are asked to accomplish so many important services with such little time. Such excessive proper works take a lot of time out of their regular schedules. This can seriously have a direct effect on the quality of work they deliver.

Disrespectful Behaviors

Misbehaviors cause disturbance in the classroom and make it difficult for learners to benefit from the educational leaning and teaching process. Students" misbehaviors such as disruptive talking, chronic avoidance of work, clowning, interfering with teaching activities, verbal insults are stress-provoking issues that impede the Algerian teachers from achieving the academic settled goals. Algerian teachers have to spend time and energy to manage classes within such challenges. In fact, learners" misbehaviors delay the smoothness and effectiveness of teaching and also handicap the learning of the students and their classmates.

Balancing Diverse Learning Needs

The learning need of every learner differs. Students come to class with different backgrounds and therefore have diverse learning needs. Nowadays, Algerian teachers are likely to have all set of learners so they try differential teaching strategies in order to satisfy the slow and the quick learner. Teachers find themselves forced to bring a lot of creativity and diverse strategies, develop sensitivity to learners" needs and respond to them which in turn require additional time for preparation and create another classroom problem.

Learners' Feeling of Boredom and Lack of Engagement

Students" disengagement creates stress for teachers and affects on the fulfillment of the particular goals. Students may not feel challenged enough which leads to their felling of boredom and do not fully engage in their lessons ,and undoubtedly without engagement learning suffers. Indeed, having a boring classroom is an issue that may hinder the teaching and learning process.

Briefly, teaching can be challenging at times, but creating a good flexible teaching platform can help to better contribute to the education quality and the overall success rates of learners. Moreover, as educators care about their learners and they want to help them, they have to take

serious efforts to overcome these classroom challenges and contribute their best to the teaching world.

Remedies

Good CM is necessary to have an effective learning environment for both teachers and learners. It is an analytical factor that would strengthen academic attainment and lessen troublesome behavior .Algerian teachers can adapt the following strategies to make the classroom as structured as possible

Diversifying the Teaching Methods and Techniques

Teachers are responsible for delivering course material in a way that keeps learners engaged and lead to more opportunities for them to positively connect with the content, their peers and teachers as well. Thus, teachers are recommended to adapt their teaching methods and improve the quality of their lesson plan activities so that they make them more interesting and therefore, serve learners" needs. Setting a classroom with games, diverse teaching activities and interesting topics keep the flow of lessons moving smoothly and maintaining students" interest.

Find a Seating Arrangement Conducive to Learning

It is very important for the teacher to place the furniture in the way that goes with the style of teaching with regard to those with disabilities such as those with poor vision, hearing impairment…etc .Arrangement student seating will directly affect their behavior that is why teachers have to choose the most appropriate seating according to the activity in a logical and appropriate way. For instance, a "u" shape or circle might be effective to get students stay on tasks.

Establishing Behavioral Standards from the First Day

Creating clear defined standards of acceptable behaviors is a critical part to handle classroom discipline problems. During the school year, Algerian teachers may face many disciplinary problems in their classrooms that is why they must begin their first day of school by establishing the classroom rules and procedures with regard to the student"s characteristics and the physical environment as well. Every teacher should formally take the time to teach

meanwhile enforce defined set of acceptable learners" behavior. In fact, the standards should figure out the main points regarding showing respect, communicating correctly and get prepared to learn.

Teachers can set a structured learning atmosphere where certain behaviors are praised while others are discouraged. Rewards for instance can help reinforcing desired behaviors whereas punishment is used to deter undesired behaviors. Punishment is less effective than praise yet it can become necessary. By doing so, professors can detect inappropriate behaviour early before it gets out of hand.

To conclude, Dealing with disruptive students in the classroom is a hard and unavoidable task for teachers, because on the one hand, it is originated from a large range of causes that comes from the environment around students: the individual, classroom, school and the community. It makes teachers have to understand the sources before dealing with the unacceptable behaviour.

Conclusion

Teaching a classroom of adolescents can be more difficult than teaching a classroom of younger children. Adolescence is regarded as the difficult and complex period of life which necessitates educators to understand and care for adolescent learners. By winning their trust and faith, grasping their nature and really understand them, middle school teachers can bring tremendous desired changes in adolescents" life and can drive them to do wonders in the world. This chapter, on the one hand, presents valuable data about adolescents, their features and raises some issues concerning obstacles that face middle school teachers who are dealing with these learners. On the other one, it supplies a section with helpful recommendations that work on enhancing the learning and ways of dealing with adolescents which should be well selected to suit these type of learners and support them during this sensitive period.

CHAPTER THREE : RESEARCH DESIGN, METHODOLOGY AND DATA ANALYSIS

SECTION ONE: RESEARCH DESIGN & METHODOLOGY

INTRODUCTION

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III.3. Quantitative and Qualitative Research

III.4. Sampling Technique

III.5. Collection Methods

    III.5.1. Teacher's Questionnaire Description

    III.5.2. Teacher's Questionnaire Objectives

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III.6. Teacher's Interview

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SECTION TWO: DATA ANALYSIS PROCEDURES

Introduction

    III.7.1. Data Analysis Procedures

        III.7.1.1. Quantitative Data Analysis

        III.7.1.2. Qualitative Data Analysis

III.8. Data Triangulation

III.9. Limitations of the Study

Section One: Research Design and Methodology

Introduction

       The third chapter, being concerned with the empirical part of this work, endeavours to investigation appropriate classroom management effects on learners" academic achievements: fourth year middle school learners as a sample, and ultimately relates qualitatively as well as quantitatively the data which have been obtained and compiled through questionnaires and interviews. To satisfy the mixed method approach criteria, the use of multiple tools to measure the same variables was adopted. This was carried out with the purpose that the quality of the research findings would be enhanced in terms of reliability and validity as well as depth of insight into the object of study (Miles &Huberman, 1994; Nachmias&Nachmias, 2000; Patton, 1990). The interviews have been conducted with teachers of English at different schools in Algeria. Besides, a questionnaire designed and handed to seven teachers of English. The aforementioned metrics tools, viz., interview and questionnaire, are designed as structured tools for the former, and as a self-completion for the latter.

Overall Research Design

       How the researcher proceeds is the linchpin of undertaking any research, because the choice and the clarity of the method has an effect on the validity and reliability of the final gleaned findings. The research type is governed by "fitness for purpose" (Cohen, Manion& Morrison, 2000: 146[1]). That is to say, the purpose of research determines the adoption of a more or less adequate methodology and design. In our case, the aim was to investigate the appropriate classroom management learners" academic achievements especially middle school learners who are about joining the secondary school education. Therefore, the research method adopted in the current study is the mixed one, requiring a purposeful mixing of methods in data collection, data analysis and interpretation of the evidence. In fact, the mixed method research gets inspired on potential strengths of both qualitative and quantitative methods, allowing researchers to explore diverse perspectives and uncover relationships that exist between the intricate layers of our multifaceted research questions. The choice of such research method is meant to seek the intended validity and reliability thanks to the more

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[1]Cohen, L., Manion, L., & Morrison, K. (2000). Research Methods in Education (5th ed.). London & New York: RoutledgeFalmer.

panoramic view of their research landscape, viewing the issue from different viewpoints and through diverse research lenses.

Case Study Approach

Case studies can be put among descriptive-interpretive designs as they *"strive to portray „what it is like" to be in a particular situation"* (Cohen & al., 2000: 182). Our enquiry takes the format of a case study as an approach (Hitchcock & Hughes, 1995; qtd. in Cohen & al., 2000; Marczyk& al., 2005), [2] not as a method for data collection (Cohen &Manion, 1994, qtd. in Bellalem, 2008) [3] because of the following reasons. Case studies are time-and locus-bound. Furthermore, as Hitchcock and Hughes (1995) suggest, they are valuable research approaches especially *"when the researcher has little control over events."* (qtd. in Cohen & al., 2000: 182). They also provide unique examples of a class, click or a community of real people in authentic contexts, enabling in-depth understanding of events not just abstract theories and principles (Cohen & al., 2000). Conforming to these characteristics, our study was conducted with a limited small group of middle school English teachers and within the confines of a particular site in one province in Algeria, Tiaret, aiming at presenting vivid descriptions of the participants" authentic actions.

Quantitative and Qualitative Research

The quantitative-qualitative opposition is most often the hallmark of research battlefields; which of the two can prodigiously gain primacy over the other to get the title „scientific". Quantitative research proponents claim that they conduct more rigorous research and use statistical analyses to find about their object of study. The key features of quantitative research *"include formal and systematic measurement and the use of statistics."* (Marczyk& al., 2005: 17). Depicting an objectivist view to reality, this type is thought of as *"obtrusive and controlled, objective, generalisable, outcome- oriented, and assumes the existence of „facts" which are somehow external to and independent of the observer or researcher."*(Nunan, 1992: 3). Qualitative research, on the other hand, can be defined as the one that attempts to carry out an in-depth study with a limited number of participants to know about their attitudes, behaviour and experiences (Dawson, 2002). Strauss and Corbin (1998) state that different from their counterparts, qualitative researchers enquire about

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[2]Marczyk, G., DeMatteo, D., &Festinger, D. (2005).Essentials of research design and methodology.New Jersey: John Wiley & Sons, Inc.
[3]Bellalem, F. (2008). An exploration of foreign language teachers" beliefs about curriculum innovation in Algeria: A socio-political perspective. (Published Doctoral Thesis).King"s College. London.

"organizational functioning, social movements, cultural phenomena, and interactions between nations" (qtd. in Bellalem, 2008: 72). It is worthy to say that none is the best as this distinction is *"simplistic and naïve,"* confirms Nunan (1992:3). They are complementary at the extent that the strength of one mends the weakness of the other.

For the sake of ensuring data triangulation, the current research adopts a blend of the two, considering that the two paradigms were positioned on a continuum. Nevertheless, Dörnyei (2007: 45) [4] observes that the blending of methods *"has a unique potential to produce evidence for the validity of research outcomes through the convergence and corroboration of the findings."* The use of mixed methods was to corroborate our findings and to improve the validity of the collected data. In this sense, qualitative data would add, supplement and interpret the statistical data because *"words can be used to add meaning to numbers." (ibid.)*. In either research methodology, be it quantitative or qualitative, identifying research context and participants as well as sampling methods are of utmost importance.

Sampling Technique

According to these facts, the participants were selected on the basis of a somewhat purposive and convenience or opportunity sampling (Cohen et al., 2000; Dörnyei, 2007). Adopting a purposive sampling technique, the researcher simply chooses a group of people who fulfill his purpose (Cohen &al., 2000). Opting for *"convenience sampling ... accidental or opportunity sampling ... the researcher simply chooses the sample from those to whom she has easy access."* (Cohen &al., 2000: 102). Dörnyei (2007) also defines the former as the most common and largely practical technique to build a sample with those available, and the latter as accidental situations in which the researcher is likely to come across a group who, to some extent, satisfies his research needs.

The rationale for this selection is premised on the fact that being "captive audiences" (Cohen et al, 2007:114) this sample of middle school teachers of English conveniently fulfilled the requirements of our research in terms of purpose, availability at a certain time, easy accessibility and geographical proximity (Gall, Gall & Borg, 2003). After all, a group of teachers is needed to demonstrate willingness to collaborate. Nevertheless, it is admitted that this kind of sampling does not claim relevance of findings to the larger population which this particular sample belongs to. The argument can be that albeit empirical, most research in social sciences surprisingly does not employ random sampling (Dörnyei, 2007). Aligning with

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[4]Dörnyei, Z. (2007). Research methods in applied linguistics: Quantitative, qualitative and mixed methodologies. Oxford: Oxford University Press.

qualitative research, purposive and convenience sampling techniques, quantitative researchers" goal is not generalisable to the whole population; *"instead they might seek to describe or explain what is happening within a smaller group of people."* (Dawson, 2002: 47)

The participant group consists of seven middle school English teachers working in the province of Tiaret, especially in the city of Tiaret. It should be admitted that the number of the participants is meagre and thus, findings could never be generalized.

Research Tools

For the sake of data scientific validity, the use of a pair research tools, viz., questionnaire and structured interview, seems to be the most appropriate for the collection of diversified data, allowing the expansion and strengthening of the research conclusions. In other words, the findings entailing from these research tools provide stronger evidence for their corroboration through triangulation. Thus, a questionnaire has been administered to teachers of English working in middle schools. It should be highlighted that the fourteen question-items basically focus on the appropriate classroom management effects on the learners" academic achievements. Besides, a structured interview, encompassing seven items, has been conducted with teachers . In doing so, voice is given to the research informants, ensuring that the gleaned data are grounded in their own experiences.

Teacher's Questionnaire Description

This section sheds light on the motives behind using a questionnaire as a tool of data collection, illustrating the procedure and course of its development as well its structure. By and large, questionnaires are the most convenient tools to glean data from a large number of respondents in a record time. They are easy to construct and to process. They are often used to collect data about a particular population"s facts, attitudes, opinions, desires, and wants. Although we admit that questionnaires should be employed with a high number of informants, recent researchers used them with reduced numbers.

The questionnaire, directed to middle school teachers, is articulated around an inquiry which targets basically the investigation of the appropriate classroom management effects on learners" academic achievements, especially for those middle learners who en the verge to quit the middle school education for the secondary one. *"Questionnaire is any written instrument that presents respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers."*

(Brown 2001: 06) [5]. Therefore, as a way to obtain data that explores our research problem from its potential sides, teachers were given a questionnaire (Appendix 1). Questionnaire"s questions were directed from general to specific and contain three sections and each section combines various questions.

Teacher's Questionnaire Objectives

Predominantly, questions were posted to teachers directly. The choice of the questionnaire is justified by the fact that it enables us to collect a broader range of data in connection with the objective of our research. The number of the collected questionnaires is seven(7) out of seven, a rate of 100 %, none was rejected. Besides, informing us about the informants" bio-data, their opinions and attitudes, the analysis of the responses provided a certain number of data of a statistical nature on the various points quoted in the description of the questionnaire (cf. Appendix 1). This initial work, thus, made it possible to release from main tendencies in the form of percentages, reflecting the perception of the novice teachers themselves on the issue of the challenges facing them in the work environment. Fundamentally, our questionnaire has dual purposes; first, it aims to detect teachers" viewpoints and perceptions as regards the challenges regularly faced in EFL Classes. Besides, as a second purpose but crucial, this questionnaire aims at testing our hypothesis regarding whether appropriate classroom management has positive effects on learners" academic achievements or not.

Teacher's Questionnaire Structure

The questionnaire consists of fourteen (14)question-items. The latter are grouped into three distinct yet complimentary sections; the preliminary section, consisting of four questions, is devoted to middle school teachers" personal and professional data, including their gender, age, degree and their professional experience. The second section, including eight question-items, is meant to disclose respondents" reflections and attitudes towards classroom management and their effects on academic achievements. Third sectionis dedicated to informants" suggestions and proposals as regards classroom management. It comprises two question-items; close and open-ended questions which question the respondents about appropriate strategies to deal with the classroom management issue, i.e., meant to generate long quantitative data. (Brown, 2009)

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5 Brown, J.D. (2001). *Using Surveys in Language Programs.* Cambridge, UK: Cambridge University Press.

Questionnaire Piloting Procedure

It is traditionally acknowledged that research tools undergo a long process during which they are constructed, piloted, reconstructed and then administred. In fact, it took us about a whole semester to select the questionnaire content as regards wording and relevance as well as to ultimately decide on its layout and structure. For the sake of pertinence and accuracy, the questionnaire was rebuit several times. As part of the piloting process, we consulted some of our classmates. Honestly speaking, their comments were of paramount significance in addressing some of the weaknesses; some elements have been outrightly dropped and others reformulated. Three teachers have been solicited for the questionnaire testing. Relying on their feedback, few minor changes have been made.

Teacher's Questionnaire Administration

Owing to the endured sanitary circumstances which were imposed by the CoViD19 pandemic, the questionnaire was e-mailed to seven teachers via Facebook and Gmail applications, and they all responded to the questionnaire. The participants were from different teaching experiences. This allows for different perspectives to be collected, and this give credibility to the study results.

Teacher's Interview

In addition to the questionnaire, we found it better to use an interview. We opted for the interview as a form of joint action (Desgagné 2005) where narration supported by the researcher in the course of the interview represents a stage of cooperation. Besides, the use of the „mixed approach", i.e., the combination of the interview (qualitative tools) and the questionnaires (quantitative tools) is carried out to collect enough insightful data and ensure a comprehensive assessment on the issue of neophyte teachers" challenges.

To check, deepen and complement the results obtained through the questionnaire addressed to the field workers, we opted for a structured interview. This required the development of an interview guide prepared according to the survey objectives. The target population for this interview consists of seven interviewees.

Interview Structure

The interview was constructed on the basis of the relevant literature echoing the major components of the issue relating to classroom management issues and their effects on

learners" achievements. It consists of three open-ended questions and two close-ended questions. They all converge towards investigating the appropriate management of the learners" mis/behavioural issues.

Interview Piloting

Seeking research validity relying upon well-informed knowledge, the interview was submitted to a piloting procedure which is scientifically approved to be both an integral aspect and useful process in qualitative study. In fact, this procedure enabled us to review and reconstruct the interview items to prevent falsified work from being approved as academic study. The gleaned feedbacks and annotations served a lot in removing some ambiguities as regards questions formulation, their organization, gradation and layout.

Section Two: Data Analysis Procedures

Introduction

After designing the research study, the following step will be about the analysis of data gathered from the research instruments stated above, this will help the investigators to find answers to the research questions. Besides, constructing information and reflecting the experiences of neophyte teachers, the analysis included quantitative and qualitative data analysis procedure. This will help to enrich the current study.

Quantitative Data Analysis

It is worth reiterating that the total number of the collected questionnaire is seven. The analysis of the responses provides a certain number of data of statistical nature on various points quoted in the description of the questionnaire.

Section One: Informants' Personal and Professional Data

Question-item 1: Age

Section One: Personal and Professional Information

Question-item 1: Gender

a) Female ▢   ▢ b) Male

Options	N	%
Male	2	28,57
Female	5	71,43
Total	7	100

Table.1: Respondents' Distribution according to Gender

The statistical data above reveal that 71.43% (n=5) of the surveyed teachers are females, yet, the rest, i.e., 28.57% (n= 2) are males.

It is commonly acknowledged that the teacher population is heavily feminized. In fact, such feminization dominance is consistent with the national statistics which indicate that the profession of teaching is generally dominated by females. Yet, the phenomenon of feminization of the teaching staff all over the world is nothing new. It seems to be one of the earliest professions compared to other recently feminized ones. Accordingly, "most of the active women on the labor market belong to the tertiary sector activities." (Maruani, 2003:

3). The traditional assumptions on the matter try to explain the matter to explain the phenomenon by suggesting the family-life reconciliation with those professional and reaching ones, i.e., family-friendly profession (Parkay& Stanford, 2003; Wiseman, Cooner and Knight, 2002). Besides, it is believed that females are compassionate, hardworking sincere enough and have got high pitched voice which is audible.

Question-item 2: Age: **How old are you?**

a) **-25** b) **Between 25 and 29** c) **Between 30 and 39**

d) **Between 40 and 49** e) **Over 50**

Options	N	%
Under 25	0	0
From 25 to 29	4	57.14
From 30 to 39	3	42,86
From 40 to 49	0	0
Over 50 years old	0	0
Total	7	100

Table. 2: Respondents' Distribution as regards Age Ranges

The Numerical data above show that more than the half of the respondents (57.14% n=4) have an age ranging from 25 to 29. The rest, i.e., 42.86% (n=3) of them are aged between 30 and 39. None is under 25 or over 50.

These age ranges are, of course, arbitrary. Generally speaking, it is believed that age and experience correlate and have a positive impact on teaching. Middle school teachers can be split up into two categories as regards pre-service training; the first one consists of BA holders whereas the second group is ENS graduates. It should be pointed out that the BA graduates underwent a three-year pre-service training, whereas the ENS graduates received four-year training course.

Question-item3: Academic Qualification/Degree

a) **PhD** ☐   B) **MA** ☐   C) **BA Degree** ☐

Options	N	%
Doctorate of Philosophy (PhD)	0	0
MasterDegree (MA)	0	0
BA Degree	7	100
Totale	7	100

Table 3: Respondents' Distribution as regards Academic Qualification

The data gleaned from question-item 3, regarding the respondents" academic qualifications, reveal that all targeted teachers are holders of BA degree. None of them holds PhD or Master Degree.

It is commonly known that post-graduation degrees have a significant positive impact on teachers" professional development and knowledge, skills and competences enhancement which enable them to be effective teaching and learning practitioners, benefiting their learners. These studies provide these teachers with juxtaposed disciplinary knowledge, practical experiences and substantive problems of teaching/learning practice. It also enables them with explore a range of considered "best practices", trying out new tricks and documenting experiences with these innovations. It is highly recommended to teachers to further and pursue post-graduation studies to ensure both consolidation and development of the acquired knowledge and skills.To eschew burnout, renewal is necessary. In a rapidly changing world, updating knowledge, know-how-to-do and skills are of utmost importance to keep pace with all required changes.

Question-item4: How long have you been teaching English?

a)   **1-5 years** ☐   b) **6-10** ☐   c) **11-20** ☐   d) **more than 20** ☐

Option	N	%
1-5 years	4	57,15
6-10 years	3	42,85
11-20 years	0	0
+20 years	0	0
Total	7	100

Table 4: Respondents' Distribution according to the Professional Experience

Enquiring about the respondents'' professional experience, the aforementioned data show that fifty seven point fifteen (57.15%) have a teaching experience that ranges from 1 to 5 years. The rest of the respondents have been teaching for a period of time varying between 6 and 10 years. None of them has a professional experience which exceeds 11 years.

All worldwide educational systems are looking for high-quality teachers. Yet, there is a ubiquitous disagreement among education experts about what constitutes/ means a high-quality teacher. What matters most experience or higher degree? In fact, the experience-higher degree synergy has a sure benefit on learners'' achievements.

Section Two: Reflection on Classroom Management

Question-item5- A) Do you face obstacles during daily practicum in the classroom?

Options	N	%
Yes	06	85,72
No	01	14,28
Total	07	100

Table 5: Respondents' Reflection on the Obstacles faced in classrooms

To disclose classroom realities, the above question-item is asked to question the targeted group if they daily confront obstacles inside their classrooms. The collected data demonstrate that the heavy majority, i.e., eighty-five per cent (85.72%), confirms the existence of obstacles in the classroom. However, fourteen point twenty-eight per cent (14.28%) deny the presence of any obstacles.

Relying on the responses above, it is crystal-clear that a lot of teachers appear to be experiencing substantial difficulties. For the majority of teachers, who report that they are confronting classroom problems, in most cases they do not know how to simultaneously understand and assist the learners'' various needs. The genesis of such recurrent obstacles should be studied so as to be able to understand and assist learners with behavior, emotional … problems. Teachers are rather supposed to understand the motives behind such issues than managing them.

B) Justifications

As a follow-up question, respondents were asked to elicit some of the classroom obstacles they endure during their daily practicum. The following obstacles are most recurrent: Most teachers agreed on the following misbehavioural aspects:

➢ Lack of motivation and interest

➢ Classroom environment

➢ Psychological factors

➢ Emotional problems

The above listed classroom problems are the main cause behind those learners" failure. In fact, these problems serve as barriers to effective learning. It is commonly recognized that learners with emotional problems experience behaviour problems. Learners who lack motivation and interest do not perceive the classroom environment as supportive, thus, leaving room to others priorities to compete for their time and attention. Many variables can affect their involvement. Learners" lack of interest and motivation can also be due to extra-school problems such as family and emotional issues. The teacher"s know-how-to-do is of a prime necessity to support those demotivated and uninterested learners by creating the appropriate atmosphere which favours efforts rather than achievements, and helps them increase self-esteem and confidence.

Question-item6: What pushes them to behave so?

a) **Feel insecure** ☐   b) **seek attention** ☐   c) **cannot support classroom tension** ☐   d) **seek power** ☐   e) **express revenge** ☐

Options	N	%
They feel insecure	01	10%
They seek attention	02	20%
They cannot support classroom tension	05	50%
They seek power	02	20%
They want to express revenge	00	0%
Total	10	100%

Table 6: Susceptible Motives Standing behind Learners' misbehaviours

To unveil the susceptible motives which stand behind such undesirable misbehaviors, a range of choices are provided. In fact, half of the respondents (50%) believe that classroom tension is behind such misconducts. For twenty per cent (20%) of them seeking attention is the major motive behind such behaviors, and the same percentage of the surveyed teachers believe such classroom disruption is due to learners" power seeking. Only one respondent tthinks that such disruptive issues occur because of insecurity feeling. No retaliation is behind such misconduct according to the respondents.

It is well-known that academic requirements may cause stress to learners while completing projects or encountering unfamiliar contents. Besides, the school environment includes other stressing factors beyond those in connection with the learning contents, i.e., family-related issues, classroom physical properties,…etc. Then, teacher"s proactive measures which suggest preventing conflicts and disruptive behavior rather than resorting to punishment are the most convenient for suitable classroom management.

Question-item 7: In your opinion, what are the best ways for students to become disciplined?

To glean some experience-based data, informants are asked to provide the best ways to deal with learners" misbehaviors. The following are the most recurrent suggestions:

- *They need much more calmness and mind stability, because they are stressed pupils and anxious due to their stressful period of age and some social problems they endure.*
- *Their parents must attend with them and help to the best concentration on studies.*
- *Keep them motivated.*
- *Be positive. Interact with them on a personal level. Model the behavior you want your learners to showcase.*
- *They need also best motivation systems and plans for good and affecting results.*
- *Investigate their extra power in good activities that help them to get well-educated and more influenced.*
- *Create an atmosphere that deals with individual difference.*
- *Listen to learners and give them the chance to express themselves.*
- *They must believe in themselves.*
- *Reward them after studying hard.*
- *Create a routine.*

> ➤ *The teacher makes clear rules and forces learners to respect these classroom regulations from the first days.*
>
> ➤ *The teacher encourages and motivates the learners from time to time.*
>
> ➤ *Each time, teacher must give learners pieces of advice.*
>
> ➤ *Give the disciplined learners some gifts to encourage the whole class.*

The above suggested ways of dealing with learners" misbehaviors seem to be the best solutions to mitigate disruptive behaviours. Besides, if teachers and parents become aware of the factors, either academic or non-academic, behind these ill-mannered deeds on the part of the learners, provoking such disruptive conducts, mutual collaboration can lead either to their eradication or attenuation.

Item 8: Have you ever received any training on classroom management issues during the initial-teacher training?

a) **Yes** ☐   b) **No** ☐

Options	N	%
Yes	04	57,15
No	03	42,85
Total	07	100

Table 8: Respondents' Initial Training on Classroom Management

Classroom management remains a key factor for the success of any teaching/learning process. The data entailing from question-item 8 show that the affirmative and negative responses share nearly the same percentage; i.e., 57.15 % for the first, and 42.85% for the second.

Undeniably, the ability to teach successfully rests primordially on the teacher"s ability to manage learners" behavior in the classroom. Regrettably, a good number of teachers do not receive adequate classroom management training prior to their entrance in the teaching profession and feel unprepared to deal with classroom management issues. Respondents" negative response is an evidence-based argument about the pre-service training inadequacy as regards classroom management. It is quite indispensable that initial-teacher training courses (ITTC) include classroom management skills as part of eligibility for teaching. Doubtlessly, these skills are too decisive not only to beginning teachers" success but to EFL learners"

achievements as well. It should made sure that graduates have acquired insightful knowledge on classroom management and all peripherals so as to eschew any unpredictable situations.

Question-item 9: How important do you consider managing students behavior or discipline?

a) **Unimportant** ☐   b) **Somehow important** ☐   c) **Moderately important** ☐

d) **Important** ☐   e) **verily important** ☐

Options	N	%
Unimportant	00	0
Somehow important	00	0
Moderately important	00	0
Important	05	71,43
Extremely important	02	28,57

Table. 9: Respondents' Reflection on the Importance Extent as regards Learners' Behavior and Discipline Management

As regards the importance extent with regard to learners" behavior and discipline managing, the numerical statistics reveal that seventy-one point forty-three per cent (71.43%) of the respondents consider learners" disruptive behavior management as important factor. The rest of the surveyed teachers see it as extremely important.

Though representing a crucial challenge, learners" disruptive behavior managing is vitally important within classroom environment. Teachers are supposed to treat those disturbing situations whatsoever might be the motives behind them. The fact that all targeted teachers are aware of the importance of the discipline issues is a positive indicator, remains now the way how to appropriately deal with them. It is no longer a matter of punishing those disrespectful learners and rewarding those respectful ones as it is about implementing appropriate strategies to scaffold them so as to gain the most from their education.

Item 10: Which class style do you believe is the most effective?

a)Authoritarian teacher ▭   b) Authoritative teacher ▭ c) Permissive teacher ▭

Options	N	%
Authoritarian teacher	01	14.28%
Authoritative teacher	06	85,72%
Permissive teacher	00	0%
Total	07	100%

Table 10: Respondents 'Classroom Management Style

With respect to classroom managing style choices, the overwhelming majority of the respondents, i.e., 85.72%, support the authoritative type of classroom managing, while fourteen point twenty eight per cent (14.28%) are in favor of the authoritative style of managing the classroom.

The inconsistency between the two teachers, viz., authoritarian and authoritative, is that the first one resort to behavioral and psychological control of the class. In doing so, learners" autonomy and independence is much reduced. However, the second one shows much more affective features, guidance and less control. Learners feel freer, autonomous and confident. The above stated data demonstrate that the respondents are in favor of much more lenient style, allowing learners, even troublemakers, to develop their own learning abilities. Neither authoritarian nor permissive classroom management style are welcomed in the educational field.

Question-item 11: How often do you try to create friendly atmosphere in the classroom?

Options	N	%
Always	5	71.42
Sometimes	2	28.58
Never	0	0
Total	7	100

Table 11: Respondents' Frequency Creation of a Friendly Atmosphere in the Classroom

Asked about the frequency of friendly-atmosphere creation, the respondents mostly (71.42%) affirm that they always try to establish a friendly atmosphere in the classroom. For the rest, i.e., twenty-eight point fifty-eight (28.58%), attests that they sometimes do so. None of the respondents totally denies resorting to friendly atmosphere in the classroom.

It is undeniable recognized that friendly atmosphere in the classroom helps learners feel comfortable and safer in the learning environment. In fact, teacher-learners" friendly relationship reinforces mutual respect and help, besides increasing higher learners" engagement, attendance, but in the meantime, it reduces disruptive behaviors. Doing so, learners" learning potentials are maximized, thus promoting collaborative work and harmonious accord.

Question-item 12: Briefly, Could you describe your relationship with your pupils?

To know about the respondents" relationships they maintain with their learners, question-item 12 is asked. They avowed what follows:

Teacher 1: *I treat them as adults, but with some severity sometimes concerning study and behaviors. Generally, I am friendly all the time with my learners.*

Teacher 2: *It is a relationship based on respect, love, motivation and it supports fun that helps me and my learners.*

Teacher 3: *It is powerfully based on respect, sometimes friendly to make them feel at ease.*

Teacher 4: *I do my best to be friendly with them and treating them equally. Generally, I follow two procedures. In case of misbehaving, I punish severely. But, in case of well behaving; I praise, reward and hold parties to motivate them.*

Teacher 5: *My class is warmly covered with respect besides that I treat learners as adults so that they will be self-confident and well-disciplined.*

Teacher6: *I do not know, but we"re some sort of friends. We have lots of fun. Some don"t like this kind of relationship between teacher and learners, but personally I have less problems with learners than some teachers who are always strict and rigid.*

Teacher7: *Well, I"m a positive teacher and I think that having a good relationship with my learners will make them feel free from tension. They will be always happy. They can study well and get good results.*

The browsing of the above statements that reflect respondents" relationships toward their learners reveals that all of them strive to set up good rapport with their learners; treating as adults, respect, love support, equal treating, self-confidence, …etc. Yet, there are few who

resort to rude measures after trying to be lenient and flexible with misbehaving learners; some severity sometimes (T1), punish severely (T4).

Generally speaking, those adolescent learners who misbehave and act out tend to express emotions or problems that are just beneath the surface. The key action to improve their misbehavior is to figure out what aim that ill-manner deeds serves, then appropriately act on its smooth uprooting.

Section Three: Respondents' Suggestions and Proposals

Question-item 13: A) Do you think that learners' achievement can be significantly influenced by classroom management strategies?

a) Yes   ▭   **b) No**   ▭

B) Justify: _____

In fact, the respondents unanimously approve that learners" achievement can be significantly influenced by classroom management strategies.

It is undeniably acknowledged that the surveyed group of middle school teachers shows high extent of consciousness toward the classroom management strategies and their fallouts on learners" academic achievements. It is a very positive criterion that should be preserved and maintained.

Justify, please

The justifications put forward by the respondents are thereafter listed:

- ✓ *Pupils have too many sources of knowledge not only schools.*

- ✓ *It influences their achievements since the teacher creates the right atmosphere to get positive feedbacks.*

- ✓ *A perfectly controlled classroom makes learners accomplish their duties fullfully.*

- ✓ *The best teacher is the best manager if we don"t manage the classrooms means that we are not going to reach our final goals.*

- ✓ *Good classroom managers are teachers who understand and use specific techniques. Awareness of and training in these techniques can change teacher behavior, which in turn changes student behavior and ultimately affects student achievement positively.*

✓ *Because effective teaching and learning cannot take place in a poorly managed class. If students are disrespectful and there are no rules whatsoever, then chaos will be all over the place. In this situation, the teacher cannot do his job properly and learners learn less then they"re supposed to.*

The above justifications bring enough clarifications as regards the classroom management strategies and their positive effects on the learners" achievements. They stated what follows: the appropriate teaching/learning atmosphere and positive feedbacks (T2), perfect control impact (T3), understanding and using specific techniques, etc.

Question-item 14: Based on your teaching experience, are there any suggestions for effective class management strategies that can help enhancing learners' academic achievement?

The last open-ended question-item is meant to collect insightful and informed suggestions relying on the respondents" own experiences. They suggest the following strategies:

➢ *Get loved and severe at the same time to make them distinguish between subjective and objective attitudes.*

➢ *Being good instructor and advisor for them.*

➢ *Get their attention.*

➢ *Being flexible enough to include a variety of activities such as games.*

➢ *Looking for a positive feedback.*

➢ *Ask learners for feedbacks in order to collect needed data that will guide your decisions when selecting your professional development opportunities.*

➢ *Praising them from time to time.*

➢ *Create competitions to motivate them.*
➢ *Encourage the best learners by giving them gifts in front of their friends so that the other learners do efforts and create a challenging atmosphere..*

➢ *Believing in the students and offering support throughout the school year can help improve their achievement levels. When the students are getting honest responses and help to improve their weak areas, it is easier to maintain motivation. Improving the behavior of students in the classroom is part of a teacher"s job.*

All the above mentioned suggestions devote much importance to the pivotal role that teachers are supposed to play so as to create the appropriate learning environment. In fact, teachers, being a fulcrum agent in the process, are summoned to accomplish incredible feats when appropriate learning strategies are implemented to improve learners" classroom behavior. Love, flexibility, positive feedback, praise, learners" attention,…etc. and many other features together are to maintain suitable teaching/learning atmosphere, benefiting teachers and learners as well.

Qualitative Tool

In addition to the questionnaire, we found it better to use an interview. We opted for the interview as a form of joint action (Desgagné 2005) where narration supported by the researcher in the course of the interview represents a stage of cooperation. Besides, the use of the „mixed approach", i.e., the combination of the interview (qualitative tools) and the questionnaires (quantitative tools) is carried out to collect enough insightful data and ensure a comprehensive assessment on the issue of the classroom management.

To check, deepen and complement the results obtained through the questionnaire addressed to the field workers, we opted for a semi-structured interview. This required the development of an interview guide prepared according to the survey objectives. The target population for this interview consists of seven interviewees.

Objectives of the Interview

A semi-structured interview was developed and used to collect qualitative data from seven selected teachers to conduct this study. This semi-structured interview revolves around the strategies used by Algerian middle school teachers to manage learners" disruptive behaviors. Its main purpose is to obtain information about whether the targeted teachers are familiar with the appropriate strategies to manage their classroom as regards disobedient learners. Semi-structured interviews are among the most widely used methods of data collection in qualitative research because, unlike structured interviews which use questions followed by choices from which the interviewee selects the answer, the semi-structured interview does not provide answers. Thus, it allows for free individual responses.

Structure of the Interview

The interview consists of 05 close and open-ended questions; three open-ended and two close-ended. Question one is about what classroom management means to teachers, question

two was asked to check if classroom management has a great impact on the learners‟ academic achievement. Question three deals with the different strategies that teachers may use in attempt to create conducive learning atmosphere. Question four was about our participants‟ viewpoints to know whether a well-managed class is the result of different used techniques and procedures. And the fifth question is devoted to the techniques teachers can adopt to handle classroom problems, best illustrated with examples.

Interview Analysis

1) **The first question**

-*What does the term „Classroom Management‟ suggest to you?*

Teacher 01*: Classroom management refers to the wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task and academically productive during a class.*

Teacher 02*: CM is a didactic term that refers to all behaviors, techniques and activities that a teacher should follow and apply to control his class and his learners.*

Teacher 03: *The term 'Classroom Management suggests to me how the teacher can create a successful learning environment and clear educative communication which at the end can realize a cooperative learning atmosphere.*

Teacher 04: *The skill which keeps the classroom well organized helps the teacher having control over the classroom*

Teacher 05: *The term refers to the different techniques and procedures teachers use in order to keep his learners controlled and thus productive.*

Teacher 06: *CM refers to the techniques that teachers can adapt to get control over learners.*

Teacher 07: *CM is a set of procedures teachers take to create conducive learning environment.*

To gauge interviewees‟ awareness as regards classroom management definition, the interviewees seem to agree on the fact that classroom management relies mainly on the selection of the appropriate skills and techniques which capture leaners‟ attention. Besides, they all insist on the availability of the adequate environment allowing teaching/learning occurrence. In other words, the CM is recommended to create an organized classroom environment that is conducive to the teaching-learning process.

2) The second question:

-Do you agree that classroom management plays a vital role in achieving the academic expected goals?

Teacher 01: Of course, it plays a key role in achieving the learning goals, as it controls the two basics of the learning process which are: the learner and the environment.

Teacher 02: Yes, I agree because good classroom managers are teachers who understand and use specific techniques. Awareness of and training in these techniques can change teacher behavior, which in turn changes student behavior and ultimately affects student achievement positively.

Teacher 03: Yes, of course effective classroom management can increase learners' success and production.

Teacher 0 4: Definitely.

Teacher 05: Yes, I do. Managing class is very important in achieving the settled goals because it creates a good atmosphere to learning.

Teacher 06: Yes, I do. Effective CM paves the way for the teacher to engage the students in learning which leads to the achievement of the academic settled goals.

Teacher 07: For sure, managing class plays a vital role in achieving academic goal since it brings a positive atmosphere to learners thus teachers" efforts are rewarded thanks to some actions that had been taken to take the process of learning an easy and controlled task

The gleaned answers to question 2 reveal that all interviewees stress the importance of a well-managed class and its positive impact on learners" production. Effective classroom management sustains an orderly environment and in so doing, increases meaningful academic learning.

In fact, the classroom physical space is a key factor for the creation of a classroom environment conducive to learners" learning. Undoubtedly, the physical space organization can influence behaviour and learning. Noticeable features include furniture placement, learning materials, bulletin boards, use of technology, and spatial viewing capacity can have a profound impact on the students by sending strong messages for powerful learning

3) The third question

-Relying on your own experience, in what ways you can set the tone for positive learning environment?

Teacher 01: I can set a productive tone by:

- ➢ *Creating a sense of order*

- ➢ *Avoiding judgmental opinions*

- ➢ *Getting to know my students and let them get to know me.*

- ➢ *Addressing their needs.*

Teacher 02: I suggest:

- ✓ *Planning before you enter the class.*

- ✓ *Let the learners make their own decisions and share for doing projects.*

Teacher 03: To set the tone for positive learning environments, we should:

- ✓ *Build positive relationship with students and parents starting from the first day of school.*

- ✓ *Clear communications; speak their language and use humor, tech, or other strategies to get on their level.*

- ✓ *Trust.*

- ✓ *Let your students make decisions.*

Teacher 04: To help establish such a positive climate, I propose that:

- ✓ *The number one strategy which helps is having a good relationship with learners; a one based on trust and faith.*

- ✓ *Create a fun teaching environment; a one which will keep them engaged and motivated.*

- ✓ *Start with a positive attitude and high expectations.*

Teacher 05: Classroom management is related to many key points:

- ✓ *Teacher"s roles management*

- ✓ *Time management*

- ✓ *Learners" behavior management*

✓ *Learning process and techniques" management (individual work, pair, groups and homework)*

Teacher 06: *For me, I recommend:*

✓ *Respecting learners" choices and preference.*

✓ *Establishing high expectations and competitive area.*

Teacher 07*: It can be done through:*

✓ *Using real life situations in the learning and teaching process*

✓ *Involve all learners*

✓ *Create competition between learners*

✓ *Positive reinforcements; praising, rewarding, but also punishing*

From the above answers, diverse standpoints were given by teachers, but nearly mostof them agreed that creating conducive learning environment can be reached by at first establishing a positive relationship with learners that is based on trust, respect, meet their preferences, goes with their needs as well as motivates them.

Plausibly, it is worth highlighting that most of the above suggestions revolve around teachers" and learners" human features, i.e., establishing teacher-learners positive rapport, creating a fun teaching environment, eschewing judgmental opinions, establishing trust, praising, rewarding and reinforcing positive attitudes. All these human features work in favour of a positive learning environment which, necessarily, would influence positively learners" academic achievements, even those who are judged to be stubborn.Interviewees should be given credit for their awareness as regards these human aspects which would inevitably mobilize the learners, thus gaining their confidence, self-esteem and commitment. Other factors, suggested by the interviewees, could also play a complimentary role in gaining learners" motivation such as beforehand planning, addressing their needs, using real-life situations, etc…Such high-level consciousness on the part of the interviewees heralds decent sponsorship of EFL learners.

4) The fourth question

-Do you think that using a variety of techniques and acts can help to build a well-managed class?

Teacher 01: Yes, for example by choosing best words which motivate learners.

Teacher 02: Yes, using a variety of techniques and acts can help build a well-managed class.

Teacher 03: Yes, I believe so.

Teacher 04: Of course, classroom management requires a variety of techniques that must be co-related to achieve a well-managed class.

Teacher 05 : Yes, the variety techniques and acts help to build a managed class, because the more a teacher varies in acts and procedures, the less routine and boredom occurred according to different reasons (Learning strategies, learners" behaviors…) so, a successful teacher is the one who varies and makes efforts to shackle off routine and control the classroom.

Teacher 06: Yes, I strongly believe in that, since learners enjoy trying new things they will probably enjoy learning differently.

Teacher 07: Yes, of course. It makes learners get motivated and never feel bored. They always look for something new to learn with a different way.

As regards the fourth question, concerned with the use of diversified techniques and activities, all of the interviewees unanimously agreed that using such techniques and activities would decidedly enhance learning and contribute in building-up an appropriate classroom management. According to them, the use of new techniques creates a sense of competition and overcomes any boredom atmosphere, since it calls for learning new things differently and it keeps all learners engaged by stimulating their preferences from time to time.

From a viewpoint learning styles and preferences, diversity and variation of techniques and types of activities respond to learners learning strategies, motivating them and enabling each one of them to learn at his own pace, needs, … Besides, as a human nature, new things represent welcomed experiences to shackle out routinish habits and experience unfamiliar things.

5) The fifth question

-*How do you handle discipline problems in the classroom? Provide examples.*

Teacher 01: It can be done by:

- ➢ *Using a little sign of language I mean gestures*

- ➢ *Punishing him by writing " I don't speak in class " or " I respect my teachers and my friends" for many times .*

- ➢ *Asking him to erase the whiteboard in every session.*

- ➢ *Giving a low card and provide the others with reward stickers (high card)*

- ➢ *Asking him to hold the dustbin and collect the papers ...*

Teacher 02:

Discipline problems are listed as the major concern for most teachers. Classroom management combined with an effective discipline plan is the key. These are some important steps in dealing with discipline problems:

- ✓ *Begin each class period with positive attitude and high expectations.*

- ✓ *Come to class prepared with lessons for the day.*

- ✓ *Work on making transitions between parts of lessons, smoothly.*

- ✓ *Watch your students as they come into class.*

- ✓ *Look for signs of possible problems before class even begins. For example, if you notice a heated discussion or problem before class starts, try to deal with the problem,*

- ✓ *Allow the students a few moments to talk with you or with each other before you start your lesson to try and work things out.*

Teacher 03:

Depends on the students and the type of the problem if the problem is miner I let it slide but I address the misbehavior „"keeping calm and have a talk with them, letting them know what they did is wrong and that it effects their learning""

If the problem is huge, „an aggressive student, for example, I document his behavior then send him to the principal"s office, and have him punished. The point is to make an example of him, so that other learners don"t follow his steps.

Teacher 04: *When a teacher faces discipline problems in his class,*

❖ *He should be wise*

❖ *He should be aware of his learners" situation and their personalities, once you recognize their personalities you will know how you are going to solve the problem.*

❖ *Don"t hesitate to ask for help from the psychiatrist or even the family members.*

Teacher 05: *To be positive and prevent some discipline problems:*

✓ *Give learners few moments to work things out before you start your lesson.*

✓ *Separate them if necessary and try to gain agreement.*

✓ *Post a discipline plan that you follow to govern students" conducts.*

Teacher 06: *As the main goal of classroom management is to reduce misbehaviors in the classroom*

✓ *Trying to give students a hand to talk about their choices*

✓ *Trying to keep learners engaged.*

✓ *Establishing clear instructions and expectations*

✓ *Assigning roles and respect all learners capacities.*

Teacher 07: *Discipline problems can be handled by different actions:*

✓ *Occupy the hyperactive and noisy learners with some activities (write on the board, Search, for words in dictionaries, organize flashcards,) or by punishing them (they learn by heart a rule or re-write a lesson)*

For discipline problems handling, the interviewees suggested panoply of techniques to cope with such disruptive issues. For some of them, teachers" body language can be a persuasive manner to convince disrupters to abandon their wrong deeds. In fact, the teacher"s non-verbal language is the best response to such misbehaviours; low profile and non-coercive. teachers" eye contact, voice tone, hands movements, gestures, proximity control, etc. are the most appropriate opportunities for learners to self-correct themselves and, thus, intrusive responses will be eschewed. This adequate conduct as regards those behaviour issues are an evidence of a competent manager. Besides, to find tasks for those troublemaker learners to keep them

busy; erasing the chalk/whiteboard. Also, posting a classroom discipline plan might convince those stubborn learners to give up causing disciplinary troubles. To keep all learners engaged, interviewees suggest role assignment, accompanied with clear instructions, and high expectations. Moreover, some of them suggest that classroom disruptive behaviours should be wisely and coolly handled in accordance with their futility and seriousness. That is to say that each situation requires a particular counter reaction.

Discussion of the Findings

It is worthy to highlight that the interviewees have shown an alerted awareness of classroom management problems, for they represent a serious impediment to teaching/learning process.In the light of the above responses, it can be concluded that interviewees are quite aware of classroom management issue and its significant effect on successful instruction. In fact, interviewees should be given credit for the high-level consciousness they demonstrated toward CM. Such attitude is a positive indicator for an appropriate sponsorship of the EFL learners. Also, appropriate CM depends on other classroom physical characteristics such as clean floor, appropriately arranged desks, chairs, painted walls, the paint colour, etc. which are supposed to motivate learners to engage firmly in the process. Besides, the positive and friendly teacher-student relationship works in favour of this success of the learners.

III. 7.2.5. The Data Triangulation

Relying on the triangulation of the data gleaned from teachers" questionnaires and interviews, it can be noted that allEFL teachers, at least those who answered the questionnaire and interview, are concerned about the classroom misbehaviours (cf. Q5 Questionnaire Q1 interview). At the same time, they showed an alerted consciousness about the issue. The issue of misbehaviour is a thorny problem that requires patience, coolness and expertise on the part of the teachers. In fact, the success of any dispensed lesson depends systematically on the classroom environment (cf. Q9 Questionnaire & Q2 & Q5 interview), where respondents highlighted the vitality and significance of class managing. Among the envisaged manners to manage classroom disruptive situations the teachers" flexibility, positive attitude, friendliness respectfulness, rewarding, praising, etc. (Q11, 12 & 14 questionnaire & Q3 & Q5 interview). For the suggestions, drawn from their own experiences, the respondents do agree that diversification of activities and techniques (Q4 interview) can reactivate learners" motivation

since the panoply of techniques and activities responds to their learning styles and preferences.

In a nutshell, the gleaned data from the two research tools shed light on some opaque facets in connection with such thorny behavioural issue. The managing of such problem is incumbent to the teacher''s expertise and know-how-to-be whenever in front of such hard challenges, especially for neophyte teachers. Teacher''s interference should be wise and well-thought to comply with any behavioural problems.

III.7.2.6. Suggestions and Recommendations

In an attempt to prove our hypothesis which states that if teachers establish positive classroom management, they would generally achieve positive teaching- learning process. We did our best to get this work beneficial for both teachers and pupils. The following recommendations are based on the obtained data throughout this research. Thus, the following recommendations are put forward:

A) To Teachers

➢ Teachers should plan his lessons, activities and routines thoroughly with clear objectives to avoid confusions and disruptions

➢ They should explain the importance of the learning atmosphere to his pupils in order to make them motivated and engaged in the classroom activities.

➢ Their instructions should keep pupils attentive and engaged for the whole session. In other words, pupils should be busy all the time in order to avoid creating opportunities for misbehaviors.

➢ They should give more importance to the physical setting due to its great value on pupil' s learning and achievement.

➢ They should encourage pupils ''comments and questions.

➢ They should vary his activities from time to time in order to break the routine so that pupils will not get bored

➢ They should establish some rules and procedures in order to control his pupil''s behaviors.

➤ They should make transitions between activities quickly and orderly, that is to say that pupils should know what they are expected to do exactly, when and how without having free times because it leads to misbehaviors.

➤ They should be placed in a way where all pupils can see and hear, they should feel relaxed so that the learning process will be facilitated.

➤ They should encourage pupils to trust their abilities and love what they do.

➤ They should be polite with his pupils and reinforce communication to ensure cooperation.

➤ They should always set a good example, that is to say that he should be a good role model.

B) To Learners

➤ Learners should have the strong desire to learn

➤ They need more awareness about good behaving in class and its impact on their learning achievements.

C) To Stakeholders

➤ Workshops, seminars and stay-days need to be organized for teachers where experts in the field of CM will present talks and activities that describe practical classroom environment.

➤ The administration should be endowed with authentic materials and internet space and material.

➤ The administration should minimize the number of learners in the classroom, and increase the number of high qualified teachers in middle schools.

➤ Algerian middle schools should provide the enough materials such as laboratories and visual aids in order to teach the English module in an effective way.

III.7.2.6. Limitations

The current research was carried out under unprecedented sanitary circumstances due to the CoViD19 pandemic which swiftly invaded all world countries. Thus, the lockdown all schools and universities rendered the empirical part impossible to attain and the resources allowing insightful probing too. The imposed confinement aggravated the situation for us, and the contact with the targeted populations was impossible. The only solution was to put the research tools, viz. questionnaire and interview online, as a consequence this made us miss, especially, for the interview the added value of the facial expressions and gestures of the face-to-face meeting. Besides, putting them online does not allow us to delimit the targeted population of the respondents. If the study had taken the ordinary pathway, the results would have disclosed more well-informed realities about an issue that remains a brain teaser for all teachers.

CONCLUSION

The aim of our investigative work is to check the confirmation of the hypothesis advanced. From an experimental standpoint, by using a triangular method showed various results that were perhaps persuaded. Concerning the teachers" attitude and presupposed behaviors towards the classroom management and its impact on the teaching/learning process, the teachers" questionnaire provided an accurate vision on the importance of classroom management and the fallouts of its deficiency on the learners" achievement. Likewise the interviewees" concerns revealed the alerted conscious on the negative impacts of classroom misbehaviors on the smooth running of the lessons.

General Conclusion

General Conclusion

The present dissertation was designed to shed the light and investigate on the impact of classroom management on learners' academic achievements. This study interpreted the hypothesis stated in the general introduction which proposed that if teachers establish a positive, smooth and conducive classroom environment, they would generally achieve positive teaching and learning results, help in minimizing their learners' misbehaviors and thus maximizing their achievement besides to promoting the educational process as a whole.

Our aim from this research is indeed to determine whether classroom management affects on pupils' academic achievement and to highlight the role of teachers as classroom managers in this pivotal and precious process in order to be well equipped with a very effective and helpful strategies and techniques to ensure the educational process besides to how can administrators as well as parents and every member in the school help and work in collegiality with each other to meet the desired academic achievements.

The current study, henceforth, is divided into three main chapters. The first chapter is concerned with the literature review about our topic, dealing with different definitions and general overviews about this work. The second one deals with the context of the study. It scopes our work on the Algerian middle schools, its learners and some characteristics of these learners besides to some valuable pieces of information about the given context.

Whereas, the third chapter holds the practical part. It represents the description of the different data investigation tools, then analyzing the results collected from these tools. Finally, we have discussed the different results.

For the sake of answering the advanced research question and confirming or refuting the suggested hypothesis, a mixed method has been adopted and has been used.

The qualitative and quantitative methods are used to analyze the data. From the teachers' questionnaire and interview that classroom management affects on learners' academic achievement which affirms our hypothesis. We believe that good classroom management increases pupils' academic achievement; make the teacher's work easier and the classroom a smooth and a highly inviting environment.

At the end, we hopefully wish that our modest research will contribute to the field of didactics in a way that will open new prospective for further investigations in this topic. We also wish that this humble study will help educators to promote their learning atmosphere and overcome their obstacles.

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Appendices

Appendix 1

Teacher's Questionnaire

Dear colleague,

We are presently conducting a Master research to investigate classroom management impact on learners' academic achievement at the level of the middle school education. In fact, classroom management is a fulcrum factor for the success of EFL teaching and learning process. We would be grateful if you could help us by filling out the following questionnaire which is organized with the anticipation to collect verifiable data so as to portray as accurately as possible teachers' role in affording the appropriate learning environment for the sake of learners' success. Thus, you are kindly solicited to join in so as your contribution will shed light on the issue under investigation. Confidentiality and anonymity of the participants are honored. We are genuinely appreciative.

Section one: Personal and Professional Information

Q1-Gender: Male ☐   Female ☐

Q2-How old are you?

- 25 ☐   25-29 ☐   30-39 ☐   40-49 ☐   +50 ☐

Q3- Current academic Degree:

Doctorate of Philosophy (PhD) ITE Diploma ☐   Masters Degree ☐   MA ☐

Q4-How long have you been teaching English?

1-5 years ☐   6-10years ☐   11-20years ☐   +20 years ☐

Section Two: Reflection on Classroom Management

Q5- A) Do you face obstacles during daily practicum in the classroom?

Yes ☐   No ☐

B) If yes, what are the most recurrent misbehavioral aspects?

a) Lack of interest and motivation ☐   b) Lack of self-confidence ☐

c) Psychological factors ☐   d) Chronic avoidance ☐

e) Classroom environment ☐   f) Verbal Insults ☐

g) Others (specify please) _____

_____

Q6- What pushes them to behave so?

a) They feel insecure and lost. ☐   b) They seek attention. ☐

c) They cannot support classroom tension. ☐   d) They seek power. ☐

e) They want to express revenge. ☐

Q7- In your opinion, what are the best ways for students to become disciplined?

_____

_____

_____

Q8- Have you ever received any training on classroom management issues during the initial teacher training?

Yes ☐   No ☐

Q9-How important do you consider managing students behavior or discipline?

Not at all ☐   Very little ☐   A little ☐   A lot ☐   A very great deal ☐

Q10-Which class style do you believe is the most effective?

The authoritative ☐   The authoritarian ☐   The permissive ☐

Q11- How often do you try to create friendly atmosphere in the classroom?

Always ☐   Sometimes ☐   Never ☐

Q12-Briefly, Could you describe your relationship with your pupils?

_____

_____

_____

Section three: Suggestions and Proposals

Q13- A) Do you think that learners' achievement can be significantly influenced by classroom management strategies?

Yes ☐   No ☐

B) Justify, please: _____

Q14- Based on your teaching experience, are there any suggestions for effective class management strategies that can help enhancing learners' academic achievement?

_____

_____

_____

_____

Appendix 2

The Teacher's Interview

Dear teacher,

This interview is a tool which helps us to gather data about the impact that classroom management can have on learners' academic achievement at middle school.

You are kindly requested to answer the following questions . Your cooperation is important in the investigation of our research topic for the master degree.

1- What does the term 'Classroom Management' suggest to you?

⟶ ………………………………………………………………………………….

2- Do you agree that classroom management plays a vital role in achieving the academic settles goals?

⟶ ………………………………………………………………………………….

3- Relying on your own experience, in what ways you can set the tone for positive learning environment?

⟶ ………………………………………………………………………………….

4- Do you think that using a variety of techniques and acts can help to build a well-managed class?

⟶ ………………………………………………………………………………….

5- How do you handle discipline problems in the classroom? Provide example

⟶ ………………………………………………………………………………….

ABSTRAIT

La gestion de classe et les problèmes de discipline des apprenants ont été toujours un sujet de préoccupation pour tous les enseignants du monde entier, en général, et les éducateurs algériens en particulier. Sans une bonne gestion de la classe, les problèmes de discipline des apprenants peuvent submerger la classe et créer un environnement désagréable pour le processus d'enseignement / apprentissage, entraînant de la frustration. Par conséquent, l'étude des effets de la gestion appropriée de la classe sur les résultats scolaires des apprenants: les apprenants de quatrième année au cycle moyen est un sujet de recherche très important. Il pourrait fournir aux enseignants des stratégies clés pour atténuer les mauvais comportements des apprenants. Il a été remarqué que le processus d'enseignement / apprentissage se heurte à de nombreux obstacles et défis dans les écoles moyennes, en particulier dans l'enseignement de l'anglais comme langue étrangère. C'était une question qui soulevait des questions sur la manière dont les enseignants géraient efficacement leurs salles de classe.

Ainsi, pour mettre en évidence ce problème, la présente étude vise à étudier l'effet de la gestion de classe sur les résultats scolaires des apprenants chez les élèves du la quatrième année moyenne. A fin de vérifier cette corrélation, nous avons émis l'hypothèse que si les enseignants établissaient une atmosphère de classe positive, ils réaliseraient généralement un processus d'enseignement-apprentissage positif. Cette étude s'est concentrée en particulier sur certaines méthodes et stratégies qui devraient être mises en œuvre par l'enseignant afin de créer un environnement d'apprentissage productif et réussi; donc, une meilleure réalisation en anglais. Ce travail a été principalement mené avec des professeurs d'anglais au cycle moyen où nous nous sommes appuyés sur la méthode descriptive-interprétative car elle traite des causes et des effets liés à deux variables, à savoir la gestion de la classe et les acquis des apprenants. Par ailleurs, nos travaux reposent principalement sur deux outils de recherche; les questionnaires et l'entretien par souci de validité. Les résultats glanés ont montré que les réalisations des apprenants ne sont pas satisfaisantes en raison de nombreux obstacles. À la fin, certaines solutions et techniques sont suggérées pour de meilleures réalisations et un apprentissage efficace grâce à une gestion efficace de la classe.

Mots clés: gestion de classe, réussite scolaire, environnement d'apprentissage positif

ملخص

تعد إدارة الفصول الدراسيّة و المشاكل المتعلّقة بانضباط المتعلمّين موضوع اهتمام جميع الأساتذة في جميع أنحاء العالم، بشكل عام، و الأساتذة الجزائريّين ،على وجه الخصوص .فبدون الإدارة الجيّدة للفصل الدراسّ، يُمكن أن تطغى مشاكل انضباط لدى المتعلمّين على الفصل الدراسّ وتخلق بيئة غيّر محفزة لعمليّة التدرّس والتعلم، مما يُؤدي إلى الإحباط. لذلك، فان التحقّق في تأثيّرات إدارة الفصل الدراسّ المناسبة على الإنجازات الأكاديميّة للمتعلمّين : طالب السنة الرابعة من المرحلة المتوسطة على وجه الخصوص يُعد موضوع بحث مهم للغاية و يُمكن أن يُوفر للأساتذة بعض الستراتيجيّات الأساسيّة لتخفيّف من سوء سلوك المتعلمّين. لوحظ أن عمليّة التدريّس و التعلم تواجه العدّد من العقبات والتحديّات في المتوسطات ،وخاصة في تدريّس اللغة الإنجليزيّة كلغة أجنبيّة.

فلقد كانت قضيّة نتيّر الكثيّر من الأسئلة حول كيفيّة إدارة الأساتذة لفصولهم الدراسيّة بشكل عال. و بالتالّ، لتسلّط الضوء على ه ائه المشاكل، تهدف الدراسة الحالّة إلى التحقّق في تأثيّر إدارة الفصل الدراسّ على التحصيّل الأكاديّمّ على تلاميّذ السنة الرابعة متوسط.من أجل التحقق من هذا الارتباط، افترضنا أنه إذا أنشأ المعلمون ج وّا إيجابيّا في الفصل الدراسّ، فان هم سيُحققّون عمو ًما عمليّة تعليّم وتعلم إيجابيّة. ركزت هذه الدراسة بشكل خاص على بعض الطرق والستراتيجيّات التّ يُجب على المعلم تنفيّذها من أجل خلق بيئة

تعليّميّة منتّجة وناجحة. وبالتالّ ، إنجاز أفضل في اللغة الإنجليزيّة.   تم إجراء هذه الرسالة بشكل أساسّ مع اساتذة اللغة الإنجليزيّة

في الطور المتوسط حيّث اعتمدنا على الطريّقة الوصفيّة التفسيّريّة لأنها تتعامل مع الأسباب والآثار المتعلّقة بمتغيّرّن ،أي ،إدارة الفصل الدراسّ وإنجازات المتعلمّين. إلى جانب ذلك، يُعتمد عملنا بشكل أساسّ على أداتيّن للبحث ؛الاستبيّانات والمقابلة من أجل صحّها. أظهرت النتّائج المستمّدة أن إنجازات المتعلمّين ليّست مرضيّة بسبب العدّد من المعوقات. في النهاّيّة، تم اقتراح بعض الحلول والتنّيّات لتحقّق إنجازات أفضل وتعلم فعال من خلال إدارة صفّة فعالة.

الكلمات المفتاحية : إدارة الفصل ،التحصيّل الدراسّ ،بيئة التعلم الإيّجابيّة