

**Democratic and Popular Republic of Algeria**

**Ministry of Higher Education and Scientific Research**

**Ibn khaldoun University of Tiaret**

**Faculty of Letters and Languages**

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**Authoritative or Authoritarian Teacher:**

**Which One do Foreign Language Learners Favour?**

**A Dissertation Submitted to the Department of English in Partial Fulfilment for the  
Degree of Master in Didactics**

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**Academic Year**

**2023-2024**

## ***Dedications***

*I dedicate this work*

*To the ones who have nurtured me;*

*To my respectful teachers*

*To my friends*

*To all my classmates*

***Rania***

## ***Dedications***

*I dedicate this modest work to:*

*My parents who encouraged me to keep up the hard work,*

*All the members of my family*

*All my friends who shared with me moments of happiness and sadness*

*All my classmates with whom I spent five years of friendship*

***Youcef***

### ***Acknowledgements***

*All thanks and praise to **ALLAH, the Almighty.***

*Peace and blessing be upon our first teacher and prophet **MOHAMED.***

*We would, then, like to thank **Dr. Ghlamallah Hemaïdia** for his support during the whole work and study and express our unlimited gratitude for His kindness.*

*We would also like to express our gratitude to the members of the board of examiners, **Pr. Mohamed Hemaïdia, Dr. Naima Sahli, and Dr. Louiza Belaid** for having been so kind to accept, to read, and to evaluate our humble work report; we will, for sure, benefit from their remarks.*

*We are grateful to all the teachers who have contributed to our education.*

**Abstract**

Learning, the ultimate aim of any instructional activity, is highly contingent on the type of the teacher in charge of the class. His charisma, his personality attributes, his knowledgeability, his teaching style, his stance towards learners, are factors which affect class learning to a great extent. In this respect, two prominent types of teacher can be distinguished: the authoritative and the authoritarian. This study aims to determine foreign language learners' preferences concerning teachers' classroom interactional styles, whether authoritative or authoritarian. A quantitative research method, namely a questionnaire, has been deployed to gather data for the present investigation. It has been posted online and has, thus been able to reach out to forty seven students who actually took part in the investigation. What is worth noting is that there has been variety in responses; however, learners demonstrate more inclination towards the authoritative teacher who is ready to bestow on them some freedom and occasionally incorporate them in decision making. The findings confirm the hypothesis put forth at the beginning of the study. They also inform language teaching practitioners --who are in constant pursuit of efficiency in involving and assisting learners to optimize their learning-- that much of their efficacy in teaching depends on the type of classroom management they maintain, and the teacher-learner type of interaction they provide for. Exploiting such insights benefits the foreign language classroom in general.

**Keywords:** classroom management styles, authoritative teacher, authoritarian teacher, learners' preferences, interactional style, language teaching

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## **General Introduction**

Successful teaching and learning is associated with effective classroom management. For most teachers, classroom management is the biggest concern and when the component of a foreign language classroom is added to the setting, the situation becomes even more challenging. If the teacher runs the classroom properly, learners will axiomatically exhibit better performance and achieve higher scores; that is why, teachers are really required to master the classroom management skills along with the cognitive skills.

Research has already formulated various management styles – basically derived from the work of Diana Baumrind (1966). Decades ago, four schemes of classroom management style were conceptualized: permissive, authoritative, authoritarian and indulgent. Obviously, in life context, language teachers need to adopt (or even in some cases adapt) these management styles into their classrooms bearing in mind that there are some factors which may affect teachers' final choice of a specific management style.

It is also worth mentioning that the recommended practice by researchers is authoritative teaching style that mixes the best elements from the authoritarian and permissive styles. Nevertheless, the question that arises is that if research recommended the authoritative management style based on its best academic and social outcomes, what would be the FL learners' standpoints on this issue as they are the main concern in the classroom setting?

Despite of its significance, the preferred management style of foreign language students doesn't specifically receive much attention. Thus, exploring this specific area will be extremely fruitful. Firstly, the data will enlighten us on how learners see a comfortable classroom looks like, which, in turn, guides us to take the best decisions in providing a well-designed comfortable environment

accordingly. Second, conducting such a study will save time and energy in understanding students' needs and expectations, this latter will help teachers to draw clear guidelines on how to meet them thoroughly, thereby increasing learners' effectiveness in the classroom. Lastly, the key findings of this study will report some fact that could somehow offer some hints to foreign language teachers in their attempt to accommodate to different learners.

The major aim of the present study is, accordingly, to investigate foreign language learners' views of the two styles of classroom management: the authoritative and the authoritarian and the one they prefer.

The research problem focuses on the foreign language learners' point of view on the common behavioural patterns associated with authoritarian and authoritative teachers and their reactions to them in terms of acceptance, involvement, self-engagement, and engrossed enterprise. It seeks to draw a final conclusion about foreign language learners preferred type of teacher since learners play a central role in the teaching-learning process especially in the modern learner-centred approaches in the Algerian educational system as opposed to the traditional teaching approaches.

In order to highlight the major implications of this research problem, these fundamental questions are put forth.

- 1- What are the common classroom management styles?
- 2- What are the main characteristics of each classroom management style?
- 3- What are the particular attributes of the authoritative and authoritarian teachers?
- 4- Which of the two kinds of teachers do foreign language learners prefer?

In response to the above-mentioned questions, the following hypotheses have been put forth.

1. The common classroom management styles are the authoritative, the authoritarian, the permissive, and the indulgent.
2. The main characteristics of classroom-management styles revolve around criteria such as control, decision-making, and roles.
3. The particular attributes of the authoritative and authoritarian teachers can be focalized on control and decision making.
4. Foreign language learners prefer the authoritative.

In consideration of the above questions, we generally hypothesize that Foreign Language learners are likely to favour teachers possessing qualities such as love, flexibility, freedom and structured control.

This research will be organized as follows: The first chapter entitled “Types of Teachers in Baumrind Model” sheds light on some background information that are necessary to understand the general topic of the dissertation, for instance prominent concepts like parenting style and classroom management styles. It also clarifies the amalgam of each type separately. Most importantly, the second chapter emphasizes the distinctive features, advantages and pitfalls of the authoritarian and authoritative teaching style. The third chapter of this paper deals with factors affecting classroom management. In the final chapter the theoretical stance will be presented. Basically, is devoted to the localization and contextualization of our study in the form of data analysis followed by the recommendations and the general conclusion of the study.

**Chapter One**

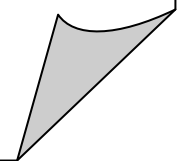
**Teaching Styles:**

**A Comprehensive Overview**



## **Chapter 1: Teaching Styles: a Comprehensive Overview**

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## **1.1 Introduction**

The topic of parenting styles has intrigued researchers' interest for so long. Lewin and colleagues (Lewin, 1948; Lewin, Lippitt, & White, 1939) were the first researchers who conducted the first study about leadership styles. Their pioneering work eventually led to the differentiation between three management styles (autocratic, democratic, and laissez-faire). They also uncovered the various aspects underlying each style. Later, Baumrind (1966-1971), who is a clinical and developmental psychologist, adapted Lewin's findings to parenting styles that focus on parent-child relationship and ways the parent influences the child. Based on her observations, interviews, and analyses, she developed a classification scheme that categorized parental patterns of behaviours to socialize with children as permissive, authoritarian, or authoritative (Bassett et al., 2013). As a result, the newly-coined terms have been introduced in the classification of interactional styles in many professions such as education, business, and administration.

In this chapter, we will discuss the elements of interactional styles (response - demand - control) that are necessary to understand the parenting style theory. Afterwards we will narrow down the topic to education where the amalgam of the three elements needed for each style will be explored separately.

### **1. 2. Dimensions of Parenting Styles: Response - Demand – Control**

According to Darling (1999), "Parenting is a complex activity that includes many specific behaviors that work individually and together to influence child outcomes" (p.2). That is, behavioural patterns of parents shape child's future behavioural patterns. According to Baumrind parenting style, the classification of parents into one of the three categories is a function of quantitative and qualitative differences in how they exert control over children's behavior (Baumrind, 1991). Maccoby and Martin (1983) further developed parenting styles approach by

identifying these styles “as varying levels of two factors or dimensions, with response and some combination of demand and control” (as cited in Bruce Torff, 2021, p.53). Baumrind also clarified that each dimension takes the nature of the parent–child dyads into consideration.

### **1.2.1. Responsiveness (or simply response)**

Supportiveness refers to warmth, and love in the relationship between parents and child. It is also defined as “the extent to which parents intentionally foster individuality, self-regulation and assertion by being attuned, supportive, and acquiescent to children’s special needs” (Baumrind, 1991, p. 62). There is a general consensus among researchers that showing support for children helps them develop into well-functioning, responsible and healthy adults. Research has also shown that parental responsiveness is associated with various positive developmental outcomes, such as academic and social self-regulation (Soenens et al., 2010).

In school context, the concept of response refers to the degree to which teachers enhance relationships with their students by being warm and caring as well as to which extent teachers are responsive to students’ needs and concerns through nurturance and emotional support. Torff ( 2021) found that “techniques for response include, at minimum, listening skills, student choice, growth-mindset strategies, establishing a welcoming environment, offering praise liberally when warranted, and presenting reprimands non-judgmentally” (p.54).

### **1.2.2. Demand (Demandingness or behavioural control)**

Demandingness refers to “the claims parents make on children to become integrated into the family whole, by their maturity demands, supervision, disciplinary efforts and willingness to confront the child who disobeys” (Baumrind, 1991, pp. 61- 62). It refers to the extent of monitoring children’s behavior, setting

rules, and also checking whether these rules are followed consistently (Barber et al., 1994).

In the classroom setting, demandingness refers to “the degree to which teachers present clear and high expectations, monitor student behavior, enforce rules fairly and consistently, and establish and maintain order” (Kloo et al., 2023, p.277 ). In some cases, it appears to involve academic requirements, such as giving rigorous assignments and ensuring accountability (Torff, 2021).

### **1.2.3. Control (Psychological control)**

It is a form of control which influences emotions, goals, and thoughts of the child in an intrusive way, for example through excessive use of guilt-induction and conditional acceptance (Barber et al., 1994).

Academically, it entails disciplinary regulation, such as enforcement of classroom rules, shaping behaviours...,etc. “Teacher-education practices centered on control include clear rules and routines, careful watching of the classroom, using nonverbal strategies, redirecting students as needed, and implementing token economies (reward systems)” (Torff, 2021,p.54).

### **1.3. Parenting Styles Theory**

Once the above parenting styles dimensions were established, researchers have proposed four parenting styles based on those dimensions and whether each is low or high. They defined four parenting styles:

- Permissive (i.e., low demandingness/control and high responsiveness)
- Authoritarian (i.e., high demandingness/control and low responsiveness)
- Authoritative (i.e., high demandingness and high responsiveness)
- Indulgent (i.e., low demandingness and low responsiveness).

In Baumrind's model, permissive parents are characterized by many attributes. "They are more responsive than they are demanding. They are nontraditional and lenient, do not require mature behavior, allow considerable self-regulation, and avoid confrontation" (Baumrind, 1991, p. 62). Darling (1999) mentioned that "Permissive parents may be further divided into two types: democratic parents, who, though lenient, are more conscientious, engaged, and committed to the child, and nondirective parents"(p.2). They exert little control over their children (Bassett et al., 2013) and have low expectations of them obeying external standards of behaviour. They do not set firm boundaries and definitive behavioral controls (Moral et al., 2021). These parents consider themselves the friend of their child not an authority figure (Woolfson & Grant, 2005). They believe in acting in an affirming and supportive manner and they avoid dictating rules and prefer to include children in decision-making (Torff, 2021). Therefore, their children regulate their characters (desires and impulses) on their own (Bailey, 2016).

Authoritarian parents are highly demanding and directive; they provide limited support or responsiveness to the needs of their children (Moral et al., 2021). "They are obedience- and status-oriented, and expect their orders to be obeyed without explanation" (Baumrind, 1991, p. 62). That is to say, they believe in controlling children's behavior, often by applying rigid rules. These parents, also, demand unthinking obedience from children and expect them to follow rules without question based on fear of harsh punishments. Darling (1999) said that "Authoritarian parents can be divided into two types: non-authoritarian-directive, who are directive, but not intrusive or autocratic in their use of power, and authoritarian-directive, who are highly intrusive" (p.3).

By contrast, authoritative parents stake the middle ground. That is, they are both demanding and responsive. For Maccoby & Martin (1983), "Authoritative

parents combine a high degree of responsiveness and warmth with sufficient control and supervision over their children's behavior" (as cited in Soenens et al., p.43). They do grant them a degree of autonomy. They monitor and impart clear standards for their children's conduct. They are assertive, but not intrusive and restrictive. Their disciplinary methods are supportive, rather than punitive. Baumrind (1991) put it, "They want their children to be assertive as well as socially responsible, and self-regulated as well as cooperative" (p.62). Namely, this type of parents are open to negotiate clear rules, set appropriate limits and conventions for behavior explaining the rationale for these rules for the purpose of persuading children comply with them willingly rather than simply expecting absolute obedience out of fear of harsh punishments.

Based on decades of a large body of research (Lamborn, Mounts, Steinberg, & Dornbusch, 1991, Baumrind, 1989; Dyches et al., 2012; Hart, Newell, & Olsen, 2003), it turns out that authoritative parents bring out the best of children. Children with authoritative parents constantly exhibit moral maturity, autonomy, high self-esteem and self-reliance. Additionally, they tend to be more socially competent and have fewer behavioral problems (Bassett et al., 2013). Because children with authoritative parents develop good academic and social skills, authoritative parenting is highly recommended by field practitioners.

#### **1.4. Types of teachers according to Baumrind Model (1960)**

Originally, Baumrind's theory focused on parents, child-rearing and their relationships. In fact, the elements of child-rearing were so influential that it was exported to the educational settings. Pedagogical researchers (e.g., Bamas, 2001; Bernstein, 2001; Walker, 2009; Wentzel, 2002) recognized "an intuitive parallel between parenting styles and teaching styles" (Bassett, 2013, p.2). In fact, they have pointed out the similarity between parents and teachers in terms of their tasks to achieve developmental outcomes for their children and students (Kloo et al., 2023, p.2). Therefore, there is a consensus among researchers that parental management styles are determined to have implications for teachers. Based on that conviction, different classroom management styles emerged.

Before diving into the different types of classroom managements and types of teachers that correspond to them accordingly, let first briefly go through different definitions of classroom management provided by the researchers. Brophy (1995) defined classroom management as "actions taken to create and maintain a learning environment conducive to successful instruction (arranging the physical environment of the classroom, establishing rules and procedures, maintaining attention to lessons and engagement in academic activities)" (p.5). Martin et al (2003) defined classroom management as a multi-faceted construct involving three broad dimensions: Instructional Management, People Management, and Behavior Management. Marzano (2003) stated that classroom management consisted of the integration of four areas: "establishing and reinforcing rules and procedures, carrying out disciplinary actions, maintaining effective teacher and student relationships, and maintaining an appropriate mental set for management" (p.88).

On the other hand, Tran Thi(2021) differentiate between classroom management that relates to procedures and routines to the point of becoming rituals and classroom discipline that deals with the way people behave and is about self-control.

In accordance with classroom management styles, various types of teachers were identified. Despite of many taxonomies regarding teacher classroom management styles, Baumrind's classification system (1971) is widely utilized which includes: permissive, authoritarian, authoritative and indulgent teachers.

#### **1.4.1. Permissive Teacher**

Permissive or uncontrolled teachers are by definition the reverse or the complete opposite of the authoritarian teacher in the sense that they are more responsive than demanding. Permissive teachers are known for their indecisive nature as they do not establish rules and do not involve with students. As a result, they have little control of classroom life because they tend to use ineffective techniques such as praise, rewards, cajoling and empty threats to try to convince students to cooperate” (Obispo et al., 2021).

The main concern is that young people need to know the boundaries and structure for optimal growth and development that permissive teachers generally fail to establish (Moral, et al., 2021). In addition, they are unsuccessful in dealing with the prevention of behavioral problem (Uibu & Kikas,2012) and they merely ignore undesired behaviours(Obispo et al., 2021) and do not try to fix them.

In brief, the non-punitive and chaotic environment of the permissive classroom affects negatively students' development. Permissive teachers do not punish poor behaviors; consequently, their classrooms are disorderly and unproductive. Students who are subject to a permissive teaching style are often immature, growing neither academically nor socially (see Skinner, Johnson, and



Snyder, 2005). “Chaos in teachers’ demands, instructional rules and goal pursuit generate problems in students’ behaviour and may diminish their social and academic competences” (Uibu & Kikas, 2012, p.3). Obispo et al., (2021) affirmed the same idea by claiming that students under permissive style constantly ignore boundaries and show disrespect; they learn self-centeredness and manipulation skills. As can be seen, this style of teachers is indifferent and not committed to teaching career (Tran Thi, 2021).

#### **1.4.2. Authoritarian Teacher**

Authoritarian teachers are those who strive to totally control their classrooms. They appear like a boss in classroom settings (Tran Thi, 2021). Research affirmed the fact that authoritarian teachers tend to limit students’ sense of independence. The reason why is that they heavily rely on direct and strict instructions. They expect students to simply take in knowledge without playing a role in constructing their knowledge. Authoritarian teachers don’t involve with students and yet expect them to exhibit complete obedience and undisputed compliance. They believe that their orders are supposed to be obeyed without question. If students don’t behave exactly as expected or refuse to comply with the rules, then they are strictly punished; they don’t mind the use of corporal punishment. Still, according to Woolfolk & Hoy (1990), authoritarian teachers tend to offer rewards to motivate students (Tran Thi, 2021, p.227).

#### **1.4.3. Authoritative Teacher**

Although the names sound and look similar, authoritative teachers and authoritarian teachers are very different. Authoritative leaders share the positive attributes of permissive and authoritarian leaders. Authoritative leaders are responsive, warm and supportive (Dinham, 2007). They are characterized by high levels of affection in the sense that they care about their students’ social lives.

Educators with an authoritative classroom management style do have a high level of control over their classrooms; they set up rules and expect students to follow them. Yet, this type of teachers don't exaggerate in their "over-reliance on the rules and sanctions of the authoritarian leader"( Dinham, 2007,p.35). They encourage students to participate in decision making, and kindly accept students' suggestions. By establishing clear statements about what is acceptable and unacceptable, a strong sense of responsibility is enhanced among students.

#### **1.4.4.Indulgent Teacher**

An indulgent management style is characterized by high teachers' involvement with students but a low degree of classroom regulation. This style presents "an environment where there are few or no limits and controls over students" (Wenning & Vieyra, 2020, p.3). In such place, students freely express themselves and make their own decisions with no boundaries. Baumrind (1971) stated that indulgent teachers enthusiastically support their students to seek their own ends using any reasonable means (Tran Thi, 2021). Just like indulgent teachers care about their students' personal lives, they also care about their students' success.

However, indulgent teachers frequently lose their authority because they allow students absolute freedom and they lack the necessary skills to impose control over their classrooms. In addition to an unproductive classroom, the indulgent style can result in students' immaturity embodied in poor self-restraint and leadership skills (Wenning & Vieyra , 2020).

## 1.5. Conclusion

It can be readily acknowledged that teachers enter the teaching profession with the best of intentions but if they do not apply productive classroom management strategies, they will be ineffective (Walters& Frei, 2007). In the same context, Marzano et al. (2003) made a link between how well-managed the classroom is and how much students achieve. Stronge (2018) agreed with them by emphasizing the force that teachers have to influence student achievement in comparison with other school-related means. Furthermore, Blanton et al. (2014) pointed out that “the manner in which teachers show their classroom management skill and their interest in the student may change students’ behaviour (Achon, 2019, p.92). Stronge (2013) added that it should be greater emphasis on teacher quality and teacher performance to increase the opportunity to improve student performance.

As can be seen, there are different approaches a teacher can use to run his classroom. Looked at objectively, the four types mentioned earlier are pure forms of classroom management; they have their own characteristics, upsides and downsides. As studies have indicated, classroom management styles vary among teachers because of several factors such as cultural context, social situations, students’ age , grade level (Uibu & Kikas, 2012), teachers different personalities and ideologies(Tran Thi, 2021). Besides, Wenning & Vieyra ( 2020,p.3) argued that” teachers modify their styles in relation to the situation throughout the time and even from student to student and mixtures of classroom management styles can be labeled as “ad hoc” or idiosyncratic”. Despite the fact that a management style as a pattern of behaviour tends to be quite stable (Uibu & Kikas, 2012), inconsistency in classroom management can negatively influence students attitudes towards their teachers.

Teachers who display a management style that is considerably different from his or her colleagues in the same school are likely to engender some

form of discord. When developing a management style, teachers must consider their own comfort level and personality type, student needs, school climate, and level of collegial and administrative support

(Wenning & Vieyra , 2020,p.3)

So far, what has been suggested for teachers to be effective is to profit from the favorable characteristics of each style in order to prompt students' academic achievement (Tran Thi, 2021, p.237).

## **Chapter Two**

# **Authoritarian Vs Authoritative Teacher**

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## **2.1. Authoritarian classroom management**

Authoritarianism basically means the act of asking others for blind obedience and denying their right of freedom and self-expression. This concept is not unique to the educational realm. It has been manifested throughout history in the form political regimes, economic systems, and leadership patterns. In education, authoritarian style represents an approach used to manage the classroom environment and to shape students' behaviours .

### **2.1.1. Characteristics**

Wenning & Vieyra (2020) defined the authoritarian management style as comprising numerous hard and fast behavioral rules, such as restriction, control, discipline, punishment, obedience and respect for authority. Dinham (2007) found that this style is based on elements like control, consistency and order at the expense of flexibility and compassion. Despite the fact that behavior standards are high, they are not frequently developmentally appropriate (Obispo et al., 2021) because the focus is not on people but rather on procedures due to their low responsiveness (Dinham, 2007).

#### **2.1.1.1. Responsiveness in Authoritarian style**

Responsiveness demonstrates how much the teacher is able to react efficiently to the needs and expectations of students. Responsiveness in authoritarian classroom is measured as mostly low which results in, by large, the absence of warmth, the lack of student engagement as well as the distant teacher-students relationship.

##### **2.1.1.1.1. Student's involvement**

Authoritarian teachers tend to have a low level of involvement with their students ( Wenning & Vieyra, 2020). As they demonstrate little warmth, they know very little about their students' lives (Moral, et al., 2021). What is more,

teachers with an authoritarian teaching style neither encourage collaboration among students neither initiate discussions with learners because they assume that their decisions are already right and should be accepted. In the same context, Leroux (2015) affirmed that the authoritarian management approach simply does not encourage “verbal give and take” like student input into the rules in place or in the reward /punishment system. This attitude made authoritarian classrooms lacking teachers’ feedback. According to Dinham ( 2007), “The only occasion when people may receive a blast from the leader is when reinforcing control and authority through pulling people back into line and reminding them who is the boss” (p.34).

#### **2.1.1.1.2. Teacher-learner relationship**

Dinham (2007) defined authoritarian leaders as having a traditional understanding of leadership that value obedience and respect for positional authority and status. In education precisely, the authoritarian teachers appreciate respect for authority, respect for work, and respect for the preservation of order and traditional structure (Leroux, 2015). They give little to no room for flexibility and individuality (Moral, et al., 2021). In actual fact, teacher-learner relationships in authoritarian classroom seem quite lifeless. As Wenning & Vieyra (2020) put it, “Students have no say in classroom management” (p.2). Researchers also added that teachers’ belief that students do not need explanations result in students having negative attitude towards this management style as punitive and restrictive. Students may feel anger, fear, humiliation and a desire for revenge which undermined relationships in the classroom (Obispo et al., 2021).



### **2.1.1.2. Demandingness in Authoritarian style**

According to Aunola and Nurmi (2004), the dimension of demandingness comprises behavioural and psychological control. In authoritarian style, it elucidates how the authoritarian teacher is so controlling, always expecting a lot of work, and overwhelmingly dissatisfied with learners.

#### **2.1.1.2.1. High Demandingness**

The bulk of research described authoritarian style as high on demandingness and expecting unquestionable submission. High demand is exhibited in some behaviours like teachers who keep the assignment a mystery until they announce that it has to be done and only teach according to the textbook (Wong & Wong,1998), rather than creating dynamic learning experiences surrounding the content standards with all the resources available (Walters & Frei,2007).

#### **2.1.1.2.2. Control**

In practice, authoritarian teachers are given the complete control of the classroom (Ihsani & Fajar, 2022) and they tend to demand control through fear. For Soenens et al. (2010), controlling teachers lead to a controlling environment characterized by duty and coercion. Another characteristic of a controlling environment is the high degree of classroom regulation to the point of micromanagement (Wenning & Vieyra, 2020). That is, the authoritarian instructor is determined to be the classroom's sole authority figure who establishes rules and students have no right to question them (Obispo et al., 2021).

In their attempt to monitor the behaviours and attitudes of students, the authoritarian teachers depend on a set standard of conduct (Leroux, 2015). According to multiple studies (Chen, Dong, and Zhou 1997; Marchant, Paulson, and Rothlisberg 2001), these teachers mainly apply strict directions, rules,

punishments and sanctions including physical punishments as well ( Uibu & Kikas, 2012) in addition to restraining criticism, independent opinions, and many “should” statements”( Soenens et al, 2010).

### **2.1.1.2.3. Feedback**

Recognition and positive feedback from the authoritarian teachers are lacking or infrequent. Instead, punishments and external rewards are used to get students to obey (Obispo et al., 2021). This is no surprise as authoritarian teachers don't involve with students or encourage any type of communication in the classroom. In general, authoritarian leaders tend not to negotiate or consult with staff, students or the community, but expect their orders to be obeyed unquestionably (Dinham, 2007).

### **2.2.2. Rationales**

Teachers show a high degree of regulation when they carefully manage student behaviors (Wenning & Vieyra, 2020). There is some evidence that teachers use teaching methods in accordance with their management style. More precisely, authoritarian teachers tend to emphasize traditional methods (Uibu & Kikas , 2012). Several studies have indicated that traditional methods enhance factual learning and promote basic skills. At the same time, these methods are relatively ineffective for developing students' social skills, interpersonal relationships and values ( Uibu & Kikas ,2012).

Overall, people do not like to be the bad guy or unliked, but sometimes that's exactly what the teacher needs to do (Browne, 2016). To explain, under some circumstances, the authoritarian style is needed to run the classroom than any other styles. For Stevenson (2021), the authoritarian style operates off hierarchies. That is, if younger children perceive their teachers in place of

authority, then they will give deference to them when teachers set up rules and expectations and vice versa (Stevenson , 2021).

### **2.2.3. Advantages**

There are some valued features related to authoritarian approach. For example, Dinham (2007) mentioned that it could be argued that a group of people will value some qualities of the authoritarian leader, such as the unchanging stance and strength. McCaslin & Good, (1992) noted that the best opinion of authoritarian management is that style promotes compliance because the focus is on the external reasons for behavior.

One of the advantages of the authoritarian style is that it does encourage students' high academic achievement (Uibu & Kikas, 2012). According to research, students with authoritarian teacher even outscore students with a permissive teacher (Torff, 2021). In a study fifth grade students with the authoritarian teacher showed high levels of achievement but were not engaged (Bassett et al., 2013).

Actually, teachers need to communicate clear boundaries, rules and expectations in the classroom. Stevenson (2021) concluded that firmness can be very useful at establishing a rapport and respect between students and teachers. At higher education, the findings in the study conducted by Fowler& Şaraplia (2010) unexpectedly demonstrated that nearly half (46%) of the university respondents indicated that they prefer a teacher who strictly controls the classroom. For this very reason Stevenson (2021) advocates the authoritarian style as being very effective at establishing control. In the same context, Wang wrote about teacher's authority:

Teacher authority is not a bad thing; there are many authoritative figures in society, and authority leads to a certain level of obedience that, if used for

proper behaviour as well as positive guidance, will elevate students and improve student motivation, among other issues (Wang, 2022, p.635).

Talking about FL classroom management, a large scale study found that authoritarian style diminishes students' motivation. Yet others suggested that not all students who encounter an authoritarian instructor necessarily become demotivated since there are some factors that affect students' FL motivation including personal feelings of control and level of resilience (Chaffee et al., 2014). Eventually, Dinham (2007) stated that "schools of authoritarian leaders may be orderly and well run utilizing delegation, reporting and accountability systems"(p.34).

#### **2.2.4. Disadvantages**

Bassett et al (2013) reported that authoritarian instructors were generally viewed negatively. They came under harsh criticism after authoritarian style was proven to be harmful to students (psychologically, socially and academically) and less efficacious to teachers and even the classroom environment.

To start with, research referred to authoritarian style as detrimental to "students' feelings of autonomy, competence, and relatedness" (Chaffee et al., 2014, p.358). Authoritarian teaching style is really bad for children especially for their psychology (Ihsani & Fajar, 2022). According to Soenens et al (2010), psychologically controlling teachers are manipulative since they drive students to obey the rules, through behaviors as guilt-induction, constraining verbal expression, and personal attack. McCaslin & Good's (1992) confirmed that authoritarian strategies produce passive obedience rather than thoughtful self-regulation. Children in authoritarian classrooms often feel intimidated, oppressed, distrusting, and distant from their teachers. Students get submissive as they follow rules only when the instructor is watching thereby knowing very little about self-

control and assertion (Obispo et al., 2021). These situations make it difficult for them to want to learn. To illustrate, one study of middle-school students showed that authoritarian teaching had a damaging impact on the academic growth of the children in the study; the findings showed that they become more defensive about their learning, rather than becoming engaged (Moral, et al., 2021).

The critical concern in authoritarianism is the problem of fear. Students who are motivated to learn out of feelings of guilt, shame and fear of failure lead to merely “controlled regulation” (Soenens et al, 2010). In other terms, if fear worked with some people, it would create short term results but not long term because people, simply, do not listen to a person who tries to control them and they do not listen to someone out of fear, too (Browne, 2016). So very often an authoritarian style literally can't work with teenagers. This style can actually create a power struggle, when teenage students become confrontational to show their dominance over the teacher (Stevenson , 2021).

The authoritarian style can result in ineffective students at social interaction (Wenning & Vieyra, 2020). Fear of consequences is associated with greater negative impact on the social skills development. For Bennett (2020), learners, who feel embarrassed in front of their peers or start to lose their dignity , become demotivated if teachers don't give them a chance to change the direction of their behaviour (AERO,2023). Another critical downside is that “staff and students can be infantilised under the authoritarian leader” (Dinham, 2007, p.34) which may terribly destroy their feeling of self-confidence in social interactions.

From the cognitive standpoint, authoritarian style is potentially damaging to students education. In research conducted by Pellerin (2005), authoritarian schools had the highest dropout rates (Torff, 2021) . In the first place, authoritarian teachers treat students as passive learners (Ihsani & Fajar,2022),;

accordingly, they appear to have minimal interest in students' success, a remarkable detachment from students, and little concern for students' social and intellectual growth ( Wenning & Vieyra, 2020). For an education that is supposed to build creative student, researchers attested that dominant behavioural and psychological control restricts students' autonomy as there is a high degree of dependency on the authoritarian leader (Dinham, 2007). Other researchers come to the conclusion that when controlling teachers force students to act, feel, and think in their preferred ways, they push them to adopt only teachers' own perspective ( Soenens et al, 2010) thereby excluding students' autonomy and independent critical thinking. Additionally, the lack of constructive feedback is a critical issue in authoritarian style. Xu et al. (2023) shed the light on the fact that students' interest in learning will decrease if teachers cannot provide timely assistance and encouragement owing to learners' inability to learn on their own.

Lastly, authoritarian style is of no use to teachers and even the classroom climate. Instead of being respected or liked, teachers may be feared due to of their restrictive and punitive nature (Dinham, 2007). Reports show that authoritarian character of a teacher is sometimes perceived negatively as "cold and aloof, or even unfriendly" ( Wenning & Vieyra, 2020).

When teachers use an authoritarian style, it often results in poor classroom culture and an uninspiring learning environment. "The atmosphere of authoritarian teaching classroom feels very unpleasant, if it is done by parents toward their children it will only make them scared of learning since in authoritarian teaching if children make mistake, they sure will get punishment" (Ihsani & ajar,2022, p.809). For Soenens et al. (2010), a teacher who is psychologically controlling show disapproval or withdrawal toward students who

do not achieve or behave according to their standards. This negative attitude can lead to bullying among students.

On a broader implication of the concept, “schools led by authoritarian leaders can be identified as low risk taking and innovation” (Dinham, 2007, p.34). He also added that “there may be considerable untapped potential in organisations led by authoritarian leaders”.

### **2.2.5. Impacts on FL learners**

According to Biçaku-Çekrezi (2015), for the learning of a foreign language, motivation plays a role that is even more important than in other subjects because behind the language there is culture, history and attitudes towards the language itself and what it represents. In FL class, if students are not free from the teacher’s control and domination, demotivation and unwillingness will prevail among the learners resulting in students’ failure (Getie, 2020).

In relation to this, authoritarian managers were seen essentially as uncaring and uninterested in providing motivation to their students or improving the learning environment. This leads to the conclusion that having a language instructor with an authoritarian teaching style is can’t be beneficial according to (Deci & Ryan,2000) because this style is likely to make students feel controlled, possibly decreasing their motivation for language learning (Chaffee et al., 2014). Jere Brophy (2004) stated that students will not respond effectively to motivational effort if they are exposed to negative emotions, like fear and resentment.

Walters & Frei(2007) have expressed their resentment towards teachers who easily tell students what they need to learn but they do not explain why they need to learn it. A study by Fowler& Şaraplia (2010) examined the expectations of 88 current English Language Teaching students in regards to their expectations

of effective classroom management. Although the results indicated that a rather strict classroom was expected, students claimed that they truly needed to be informed about what teachers expected of them in regard to their behavior and fair testing practices. In this respect, Wenning & Vieyra (2020) proposed that a few general principles are easier to remember than a very large number of specific rules as opposed to what authoritarian teachers believe

Owing to the undesirable outcomes of authoritarian style, instructors should not regard academic style as an inexplicable cue; likewise, teaching should not be perceived as creating academic style with incomprehensible statements (Kayalar & kayalar , 2018).



## **2.2 Authoritative classroom management**

This style is often referred to as autocratic style. Just like the authoritarian style, it has been prevalent throughout history in different societies. To further understand this approach, we need to delve into its characteristics, level of response and demand, rationales, the pros and cons, and its impacts on FL learners.

### **2.2.1. Characteristics**

As noted earlier, authoritative classroom management mixes what both theory and practice have suggested as the optimum features from permissive and authoritarian management styles. In fact, it balances a high degree of responsiveness along with a high degree of demandingness. According to Achonu et al.,(2019), “Authoritative classroom management styles of teachers have been identified on the basis of the permutations and combinations of the degree of control and the level of involvement” (p.93).

In the context of defining the authoritative management style, many sub-branches, within this style, operate under two umbrellas: responsiveness which includes student involvement, warm relationship with learners..., etc in concert with demandingness which mainly involves emotional and behavioral control..., etc. Likewise, Browne (2016) found that the authoritative style consists of two parts. The first part is the teacher’s nurturance of students (responsiveness) through encouraging independence of thought and action in addition to open mindedness in which students are invited to express their opinions and to take part in conversations, debates .The second part is related to classroom control (demandingness) in along with all sub-points that it can entail. Therefore, in the classroom management literature, authoritative teachers have been recognized based on the high degree of demandingness and responsiveness in concert with a

combination of different sub-factors. In this paper, we will briefly only tackle students' involvement, warm teacher-learner relationship, control and feedback as there are many sub-branches within authoritative teaching.

### **2.2.1.1. Responsiveness in Authoritative Teaching**

The authoritarian teacher shows high response and affection through a great extent of students' involvement and warm teacher-learners interaction.

#### **2.2.1.1.1. Students' involvement**

The degree of involvement with students is of enormous importance in authoritative teaching. In this respect, researchers defined authoritative teachers as those who not only set up rules and give instructions but also emphasize why and how students are asked to adhere to them and give students a purpose for everything they are about to learn.

Walters & Frei (2007) mentioned that learners succeed when their teachers use clear communication to express their expectations of students. Moreover, authoritative teachers need to implement various ways to create a higher level of students involvement, such as engaging students in establishing overall classroom rules and procedures (Marzano et al., 2003), welcoming a great deal of verbal exchanges (e.g., critical debates), making students aware that they are allowed to interrupt the lesson if they have a relevant question or remark (Obispo et al., 2021). On the other hand, Wenning & Vieyra, (2020) added that teachers with high degree of involvement with students appear to enjoy working with students, actively engage them, regularly assess progress, and show ways to improve work.

Indeed, students' involvement is beneficial for both teachers and learners. It increases students' autonomy, self esteem and creativity. Similarly, teachers develop the sense open mindedness as they exhibit the willingness to listen and discuss their students' ideas.

#### **2.2.1.1.2. Teacher-learner relationship**

One of the key elements in the authoritative style is the warm and close student-teacher relationship. Noticeably, it is properly the most significant sub-aspect of people management (Tran Thi, 2021). Branching Minds (2021) explained the concept of warmth as follows: "When students get along with their teachers and feel like they are seen and heard within their classrooms, they are more likely to display positive indicators of engagement" (p.2).

Nation (2001) observed that without the aroused attention of the students, there can be fewer opportunities for other conditions that promote learning. In other words, teachers, who failed to increase students' concentration in the first place, can't really achieve much progress related to learning. The significance of the teacher - students relationship is to facilitate a collaborative understanding of the presented tasks, thereby creating a more favourable learning environment (Debreli & Ishanova, 2019). Gutierrez (2017) listed the positive aspects of these relationships as the following:

- healthy development of students in schools
- positive students' academic performance, achievements, social functioning,
- Lower rates of school dropouts.

### **2.2.1.2. Demandingness in Authoritative teaching**

The dimension of demandingness depicts the authoritative teacher as quite controlling but inspiring, wise and affectionate. Educators who embrace an authoritative stance focus on cultivating positive relationships with students, establishing clear guidelines and expectations, enforcing ideal behavior, and offering constructive feedback.

#### **2.2.1.2.1. Control**

In authoritative classroom, the teacher makes clear statements about rules and regulations and expects learners to collaborate and follow them. For those teachers to be more effective as socialization agents, they introduce fairness and rational control accompanied with warmth and support (Kloo et al., 2023). In this way, teachers can succeed in both managing people and managing the classroom environment. By the same token, flexibility and adaptability hold a great importance since sometimes the planned rules won't work (Waters & Frei, 2007). One critical concern is that although authoritative style shows positive results especially with the gifted students, with this specific group of learners, the teacher might need to be a little stricter but also at some moments excited (Browne, 2016).

Dinham, (2007) further described authoritative leaders as those who exercise their authority appropriately and in a timely fashion; they know when to consult and when to be decisive. The teacher can help students through guidelines instead of deciding on their behalf what they do. Browne (2016) believes in going beyond presenting instructions and focusing on creating connections that enable

students to make conversations, debates and suggestions with the teacher guidance.

#### **2.2.1.2.2. Behavior/ behavioural principles**

The authoritative style is widely identified by behavioural principles manifested by both the learner and the teacher. It is true that authoritative teachers aim to control students' behaviour but they mainly aim to influence and direct it in a constructive manner. The idea is that the authoritative instructors aim at setting boundaries and redirecting the students' behaviours while at the same time they encourage individuality (Obispo et al., 2021). In fact, authoritative teachers have high expectations of appropriate behaviours since they give justification and reasons about acceptable and unacceptable behaviors (Achon et al. 2019).

In order for the teacher to demonstrate an authoritative form of people management, they are in need of the lowest level of authority or measured responses to various classroom misbehaviors. For instance, the discussion to another time and location will assist teachers to avoid unwanted escalating situations or power struggles ( Wenning & Vieyra, 2020).

Additionally, when teachers exhibit models for caring, respectful, responsive, and self-regulated behavior, they help not only increase the quality of student – teacher interactions but also inter-student relationships too. They are considered positive role-models for students which, in turn, contributes to establish safer, more supportive classroom climates ( Kloo et al. ,2023).

### **2.2.1.2.3. Feedback**

Constructive feedback plays a pivotal role in the authoritative management style. Uibu & Kikas (2012) refer to authoritative teachers as more flexible in their teaching and in considering students' individualities. Dinham (2007) added that authoritative leaders are supposed to give timely and appropriate feedback, both positive and negative. Katz (1993) pointed out that students develop self-esteem when they receive the right kind of positive meaningful feedback in the form of appreciation, not empty praise (Walters & Frei, 2007). It is expected that teachers praise their students when they do tasks correctly otherwise they ought to spend time to interact with students in/out of classroom (Tran Thi, 2021) in order to elevate learners' willingness to study .

Similarly, Rutter et al. (1979) reported: "schools produced more successful academic outcomes when teachers praised and encouraged student work and emphasized the importance of academics" (as cited in Bruce Torff, 2021, p.47). In other terms, teachers, who publicly acknowledge and applaud learners, enhance a group culture where learning successes and constructive behaviors are socially valued (Xu et al., 2023, p. 1653). This makes feedback in authoritative style a tool deployed for positive reinforcement.

### **2.2.2. Rationales**

The authoritative management style aims to achieve "short term and long term goals for students' behavior and academics" (Browne 2016, p.2) via a warm teacher-learner relationship. Uibu & Kikas (2012) reported that authoritative teachers stress social as well as cognitive goals in the instruction and value individualised teacher–student interaction. Short term goals are essentially associated with students' academic development whereas long term goals deal with shaping and adjusting students' behaviours and social skills.

Concerning the short-term cognitive goals, students are taught how to monitor academics with the teachers' guidance. The authoritative teachers expect students to participate and collaborate; that is why, they use support and control in order to guide the students on daily basis. Meanwhile, concerning the long-term goal of self-discipline, authoritative teaching urges teachers to provide learners with models of self-regulated behaviors and social problem-solving strategies. After students get the necessary knowledge, they are expected to monitor their behavior.

To promote academic learning and achieve pro-social development, it is recommended that teachers depend on positive student-teacher interactions for supportiveness is the essence of authoritative teaching (Kloo et al., 2023). Research reported copious benefits behind establishing a good teacher-learner relationship. The instructor who discusses laws and decisions with students offers them the chance to enhance their communication skills in that area (Obispo et al., 2021). Likewise, clear reasoning in instructions increases the students' attentiveness (Xu et al., 2023) enabling the teacher to create connections that convey many positive messages to students. Moreover, if teachers show positive expectations for his students and nurture them, students will feel motivated to raise to teacher's expectations and put a lot more effort in their education (Mălureanu & Vasluianu, 2021). This, typically, aligns with Wong & Wong (1998) claim that if teachers demonstrate their students a more positive attitude and higher expectations, students will be able to give them back more than they expected from them. The rationale behind such a warm teacher-learners' relationship is "to prioritize moral authority over positional authority, and influence over overt control" (Dinham, 2007, p.37).

In conclusion, it seems like authoritative style require teachers to put in a great deal of effort yet these efforts are proven to be beneficial. Another remark about authoritativeness is that style has very realistic expectations for the students which enable teachers to see the humanity or the imperfect nature of students since both teachers themselves and students make mistakes (Browne, 2016).

### **2.2.3. Advantages**

According to numerous studies carried out to investigate the link between authoritative style and students' multifaceted development, with some exceptions, those studies have concluded that authoritative classroom management produced optimal results in supporting students' academic performance and socio-behavioral growth. In fact, those positive results were associated with most students.

Authoritative parenting style is associated with better results among preschoolers and adolescents (Baumrind, 1967; Lambom et al., 1991) and an authoritative teaching style might be associated with better academic outcomes among elementary and middle school students ( Walker, 2009& Wentzel, 2002) . McCaslin & Good (1992) stated that authoritative methods are definitely more effective in building the cognitive structures and behavioral control mechanisms within children that assist them to become both independent and responsible in managing their lives. According to Skinner, et al. (2005), authoritative style fosters students' academic and social competences, mastery and self-esteem. For Hughes (2002), it produced high level of satisfaction and positive self-evaluation. Similar findings were reported in Perry et al. (2007) and Kiuru et al. (2012) studies .They affirmed that in authoritative classrooms students produced higher scores in math and vocabulary scores, generated fewer behavioral problems, and achieved higher academic self-efficacy (Torff, 2021).



In regard to behavioural aspects, according to McCaslin & Good (1992), authoritative management is more likely to successfully inculcate self-regulation and internalization of desired behavioural standards. Authoritative teachers manage to do this in two ways. The first way consists in teachers openly establishing the expected behaviours from students. The second way when teachers act as role models for students who constantly tend to imitate teacher's behavioural patterns to a great extent ( Mălureanu & Vasluianu, 2021). Moreover, authoritative teaching proved to save countless students from experiencing the trauma of being mistreated by their classmates. "It has been found to be associated with fewer mental health problems (Cornell & Huang, 2016; Lau et al., 2018), less truancy (Keppens & Spruyt, 2019), and less violence and bullying among students (Kloo et al., 2023). Finally, Konold & Cornell (2015) reported a lower incidence of peer aggression in schools where support from authoritative teachers "(Torff, 2021, p.47).

In a nutshell, because of the greater academic achievement, the authoritative style is the one most advantageous (Baumrind, 1971), and for that teachers should use it to the greatest extent possible when working with students (Wenning & Vieyra, 2020). It seems that authoritative style is not only the best way to run a classroom but it also can be expanded to other settings than education, such as businesses, military systems, or any leadership position . Dinham, (2007) further generalized it to other fields by saying that people have the opportunity and encouragement to flourish under authoritative leadership.

#### **2.2.4. Disadvantages**

In authoritative classroom management literature, potential problems are likely to emerge. In fact, research has documented a good record of the undesirable outcomes on teachers' well-being since teachers have to struggle to meet the hard demands of authoritativeness. Some studies shed light on some limitations mainly related to inconsistency in applying the authoritative principles and issue associated to bullying in schools. Others mentioned some minor concerns related to which extent the teacher should give his students chances to participate in some "let's say indisputable" topics.

First of all, the considerable work attributed to authoritative teachers is really stressful, time consuming and challenging, especially when the teacher is a novice teacher or working with a diverse group of students. Xu et al., (2023) attested that teachers' efforts in creating a democratic and well-managed learning environment could be an undeniably demanding task. Further, because students tend to copy their teachers' behaviours, they are forced to display permanent self-control and self-imposed equilibrium (Mălureanu & Vasluianu, 2021). The direct consequence of this is the classroom being a teachers' source of distress, burnout, emotional exhaustion...etc. Research has consistently shown that teacher stress affects the teacher's performance, physical and emotional well-being as well as that of their families', and the school as a whole (Kloo et al., 2023).

In language classrooms, performing in a foreign language class is in a way more stressful than performing in other subject classes. Allwright & Bailey (1991) emphasized that, for a language teachers, the risk of making a fool of themselves in a language class is very high, and they need to be a singularly robust character to avoid being affected adversely by feelings of anxiety in such a setting.

Second of all, pure forms of classroom management can't be implemented. In some instances, it is impossible to always balance perfectly support and control. Browne (2016) confirmed this tendency. He said that Classrooms sometimes need a teacher to act permissive and sometimes they need the teacher to bring out authoritarian style, particularly when a class is not behaving. Apart from the class, the authoritarian style comes out on accident due to frustration or stress.

Thirdly, the authoritative style recently comes under criticism by some studies that believed that the authority of the teacher may exacerbate bullying despite the fact teachers may not intend to cause any harm. Wang (2022) reported that all of the experiments can be generally concluded that some authoritative actions and words of the teacher have the potential to increase the level of bullying phenomenon and influence negatively students' learning.

Finally, it is true that engaging students in establishing overall classroom rules and procedures is often a successful way to increase student performance (Marzano et al., 2003); however, some rules and procedures can't be placed under discussion. To illustrate, students can't negotiate school rules or classroom policies essential for managing the learning process, such as care of classroom equipment and attentiveness (Wong & Wong, 2009).

### **2.2.5. Impacts on FL learners**

It is necessary for FL authoritative teachers to perform many challenging tasks in order to achieve excellence. Basically, they ought to create conditions where the following elements are enhanced: motivation, self-esteem, the effective use of the target language as well as mutual-respect way of communication with students.

Above all, it was asserted that the aspect of motivation is considered a crucial concern in foreign language education (Debreli & Ishanova, 2019). For this reason, teachers need to improve their motivational skills. Research has confirmed that teacher's motivation skills will improve and students' achievement will grow if attention is paid to dimensions like effective implementation of lesson plans, knowledge of the subject matter, and teachers' personality (Biçaku-Çekrezi, 2015). Jere Brophy (2004) also included worthwhile learning elements in the curriculum along with the development of its content in ways that encourage students to appreciate its significance and application potential. She said: "Successful managers keep students engaged in worth-wile lessons and activities" (Jere Brophy, 2004, p.29). With the same perspective, McCaslin & Good (1992) said that a curriculum should increase learners skills in problem solving, self-regulation and risk-taking and it must be aligned with an authoritative management system.

In foreign language classrooms, Wigfield and Wentzel (2007) stated that motivation is one of the indispensable factors driving the language learning process. More importantly, research emphasized the fact that second language motivation is, indeed, distinguishable from other forms of learning motivation due to its important social and psychological dimensions. It is such a challenging task as the ultimate cognitive goal in FL classrooms is making learners identify with

the target language community and adopt their distinctive speech behaviors and styles apart from acquiring knowledge of the language (Ushioda, 2012).

However, theorists have also stated that factors that cause students to feel controlled have been shown to negatively affect motivation (Chaffee et al., 2014). Thus, as far as authoritative style is concerned, authoritative manager is found to influence positively students' learning motivation. In authoritative classrooms, students got higher motivation and better progression than the other styles ( Tran Thi,2021) despite the fact that sustaining motivation in a language class is not an easy task as progress is slow and not always visible and measurable (Biçaku-Çekrezi, 2015).

Another paramount feature in FL context is self-esteem. Authoritative teachers play a decisive role in shaping students' self-esteem. More accurately, they can encourage them to build high self-esteem, or, on the contrary, they can often criticise them and thus negatively affect their self-esteem( Mălureanu & Vasluianu , 2021). Dinham (2007) argued that an authoritative teaching style with both high responsiveness and high demandingness provides the best model for supporting both student achievement and self esteem. Soares (2007) highlighted that teachers had to learn to appreciate students' individuality and show them their capabilities beyond their perceived limitations. Interestingly, this is exactly what authoritative teaching dictates and strives to achieve. Browne (2016) said that he truly believes that if teachers try any style but authoritative style, they will struggle.

In FL classrooms, self-esteem is a common issue among learners. A student with low self-esteem comes across real problems in his school activity, as well as in the future since a person with low self-esteem does not have a satisfactory life ( Mălureanu & Vasluianu , 2021).

The issue of self-esteem can be even more complicated for students in the classroom who are English language learners. These students are struggling with learning English, learning the academic content, and sometimes dealing with a large mismatch of the culture they are learning and the culture they return home to each night. (Walters & Frei, 2007, p.39).

Research has also assessed the impacts of the target language use as the means of instruction and communication in FL class. Mercer (2001) highlights teachers' use of language as the principal tool of their responsibilities which may include controlling unruly behavior, teaching a specific curriculum, and monitoring and assessing students' progress (Macías, 2018). For that, Kayalar & kayalar (2018) recommended that instructors pay more attention to the language they speak while talking to the students, and should use diligently a fluent language that is appropriate for the level of language learners, and away from boring repetitions. actually, many researchers gave the same recommendation because they realized how impactful teacher's language is specifically in FL context. More significantly, Van Lier (1996, pp. 35–36) argues that any activity undertaken in the classroom must be understood in context, as it influences the learners' beliefs, attitudes and their shaped behaviour ( as cited in Getie ,2020, p.13). On the other hand, Ushioda (2012) added that in order to increase students' motivation, teachers need to engage students in using the target language to express themselves, rather than treating them as language learners who are merely practicing or demonstrating knowledge of the language.

As far as authoritative teachers are concerned, they contribute greatly in driving students to learn the subject, especially when teachers deliver the lessons fluently with modulated voice (Tran Thi, 2021). Even teacher's body language has an impact because teachers need to utilize their gestures, mimics, and eye

contact with the students in an effective way, and they need to consider how they get dressed as well (Saricoban & Sakizli, 2016). Additionally, in conformity with the main principles of authoritative style, the instructors should be careful to write in a more plain and understandable style. Equally, students should try to improve themselves and get to the level of understanding the academic language (Kayalar & kayalar, 2018).

Speaking of the respectful communication in authoritative classrooms, some interesting conclusions were drawn from a study by Fowler & Şaraplia (2010) showing that learners want to know that they are valued and respected by their teachers and have the confidence that they are able to speak freely in the boundaries of their classroom. This is highly important in language contexts as communication is imperative in achieving fluency. Students also expressed their joy while working in groups. Another study conducted by Cakıra, (2015) examined the role of instructors' authoritative attitudes and behaviours in empowering university students. The results suggested that there was a consensus among students that their feeling of empowerment can be enhanced when their instructors use positive instructional practices within a controlling and nurturing context. This indicates that when teachers foster mutual respect and empathy with students, the classroom transforms into a space where students feel valued and inspired to become better learners.

In general, the benefits of adopting an authoritative classroom management style encompass helping students feel esteemed, valued, and driven to learn the language, via support and clear communication.

### **2.3. Authoritative vs. Authoritarian: Exploring the similarities and differences**

After approaching the various aspects of authoritative and authoritarian approaches, it seems that that these styles share very few similarities. But they prove to markedly differ in many other practices.

#### **2.3.1. Similarities**

The following points summarize what authoritative and authoritarian styles have in common:

- Authoritative teachers are as demanding and controlling as authoritarian teachers. Studies said that authoritarian and authoritative teachers exert high levels of control but in different styles (Bassett, 2013) .That is, the authoritative managers offer structured control and guidance whilst the authoritarian managers are fully controlling.
- Both approaches aim to make foreign language learners reach their potential. Studies have also shown that authoritative and authoritarian teaching encourage students' high academic achievement (Uibu & Kikas ,2012). Likewise, Torff (2021) confirmed the same idea of students with authoritative teachers produced similar test results with authoritarian teachers and both groups outscore students with a permissive teacher.
- In addition to academic achievements, authoritative teachers have high expectation of students' behaviours but they use different perspectives to monitor behaviours
- Both of them use punishment and rules to maintain order and discipline in the classroom. To clarify, authoritative teachers are skeptical about it; that is why, they accompany punishment with positive reinforcement whereas the authoritarian teachers use only punishment-based system.



### **2.3.2. Differences**

The following points highlight the main differences between authoritative and authoritarian teaching styles, specifically in the context of foreign language.

#### **2.3.2.1. Flexibility vs. Strict Rules**

There is some evidence that teachers use teaching methods in accordance with their management style. Authoritative teachers are aware of the importance adjustments to meet the needs of individual students with different personalities. More precisely, authoritative teachers are more flexible in their teaching and in considering students' individualities (Uibu & Kikas, 2012). Unlike the authoritative teachers, authoritarian teachers tend to emphasise traditional methods ( Uibu & Kikas , 2012). In managing people, they heavily depend on a strict set of rules and conducts and they do not tolerate any misbehaviours from them. Consequently, the lack of adaptability reduces students' motivation. Authoritative managers keep students "focused on internal rationales as opposed to external reasons for their behavior of authoritarian management" (McCaslin & Good, 1992, p.12).

#### **2.3.2.2. High motivation vs. Low motivation**

Authoritative teachers increased students' language motivation because they tend to support them and encourage their critical thinking. These strategies help students to develop confidence in their abilities. By contrast, the strict regulations and policies of the authoritarian style cause anxiety and fear which push students to lose their motivation to learn.

### **2.3.2.3. A two –way communication vs. Limited Student Participation**

Authoritative teachers communicate openly with students who are allowed to speak up and have a position, even when they disagree. On the contrary, the authoritarian teachers do not allow mutual communication. Students only listen passively and blindly follow the teachers' dictates. This limits opportunities for students to improve their communication skills and engage in meaningful discussions.

### **2.3.2.4. Enhanced creativity vs. Limited Creativity**

Authoritative teachers use various strategies to encourage learners to take risks, to think independently and creatively, to work individually or collaboratively to solve problems. Such an environment helps them enhance their creativity. Conversely, Authoritarian teachers demand students to follow instructions without questioning. This has a damaging effect on creative thinking. In the same context, Walker (2008) found that students in an authoritative teacher's class have higher academic self-efficacy and lower self-handicapping relative to students in an authoritarian teacher's class.

### **3.2.5. Successful language learning vs. Fear of Mistakes:**

Authoritative teachers are committed to meet students' needs of a non-judgmental and non-threatening atmosphere to practice their language skills. Thus, they progressively improve their language skills. On the other hand, authoritarian teachers rely on fear- based learning. This difficult condition discourages students to take risks and make mistakes due to fear of punishment.

### **2.3.2.6. Positive Reinforcement vs. Limited Feedback**

As opposed to the authoritarian teachers, authoritative teachers are so interested in students' success. They use praise-punishment system, encouragement, feedback so as to stimulate learners. In fact, authoritarian teachers care more for order and discipline; that is why, they provide limited feedback, often focusing on mistakes or shortcomings.

## **2.4. Conclusion**

As the results have shown, authoritative style is the most fruitful model for encouraging students to learn. The authoritative approach in classroom management is perceived as a more effective approach than permissive and authoritarian approaches (McCaslin & Good, 1992). Jere Brophy (2004) put it: "if you interact with them in an authoritative rather than authoritarian manner, you will be viewed as meeting their needs and helping them to accomplish shared goals rather than as "bossing them around" (p.32). Hence, it is highly recommended that teachers should adopt authoritative style when managing their classrooms (Tran Thi, 2021) as the main approach in their management. But, they also need to integrate the other aspects from other styles when necessary which will provide them with appropriate strategies to fulfill a more inclusive and successful learning environment for all learners.

**Chapter Three**

**Factors Influencing Foreign**

**Language Classroom Management**

**Chapter 3: Factors Influencing Foreign Language Classroom Management**

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### **3.1 Introduction**

Both research and practice provide ample evidence that foreign language classrooms exhibit their own distinctive features and hence have their own requirements. Hence, managing language classrooms is a bit more challenging than the other classrooms. However, it is worth mentioning that classroom management is influenced by many factors that make classrooms manageable or unmanageable (Saricoban & Sakizli, 2016). In this paper, we will briefly tackle some factors provided by research that impact the manner in which FL classrooms are managed.

### **3.2 Factors Influencing Foreign Language Classroom Management**

The classroom is a subtle setting which gathers human beings of different backgrounds and of different psychological makeup. Successful classroom management remains highly contingent on the teacher, the orchestrator of classroom activities, on his flair, wise judgment, and judicious decisions. These should be made in consideration of a number of variables which listed hereafter.

#### **3.2.1. Individual Differences**

Presumably the most prominent variable in instruction is the learner (Getie, 2020). Therefore, learners' needs and characteristics are absolutely crucial in managing classrooms. Learners may have differences in their characteristics such as: age, personality, attitude, motivation, and learning styles in addition they may also differ in their needs including personal needs, developmental needs, and cultural needs (Saricoban & Sakizli, 2016). These individual differences influence on the way teachers manage their classrooms.

### **3.2.1.1. Personality**

To start with, personality has been described as “a set of features that characterize an individual” (Khasinah, 2014, p.264). Individuals vary considerably in their personality traits (Getie, 2020). In fact, most of personality traits are unstable and may change based on a situation. For example, the same student may show different behaviours in a similar circumstance because of some external reasons like mood or tiredness (Khasinah, 2014). Besides, personal factors are interrelated with attitudinal and motivational factors (Getie, 2020). In FL classrooms, successful language learners have their own attributes and at the same time they do share some common attributes. Rubin (1975) suggested that if we knew more about the habits of the successful language learners, we might be able to teach them to poorer learners to enhance their learning skills.

Therefore, teachers ought to recognize students’ personality in order to better understand the reasons behind their disruptive behaviours and thus implementing effective and suitable instructions and solutions.

### **3.2.1.2. Motivation**

Motivation is a key concept in classroom management and language learning. Enhancing students’ motivation is one of the tools that is proven to be highly beneficial in preventing classroom management problems. To illustrate, when teachers utilize effective motivational styles, they create motivated students who are determined to set learning goals for themselves. When students show interest in learning, they become actively engaged in activities and they pay attention to the task (Saricoban & Sakizli, 2016). That way, teachers manage to get misbehavior-free classes.

According to Ryan et al.(2000), teachers’ motivational style can be either “autonomy-supportive or a highly controlling style” in the sense that students’

intrinsic motivation and eagerness to learn may be encouraged or inhibited by the teachers' motivational style (Brandisauskiene et al., 2022). According to Kerdikoshvili's (2012) study in secondary school, it has revealed a close relationship between 3 elements: student learning, motivation to learn the language and classroom management. More importantly, the study affirmed that the remedy for behavioural problems is students' motivation which increases their interest in the task (Debreli & Ishanova, 2019).

Conversely, according to a large body of research, students lose motivation due to many factors including: low self-confidence and self esteem, anxiety, negative attitudes, absence of positive reinforcements, absence of approval and appreciation of students by teachers, and non-supportive classroom environments. Demotivated students who have become disinterested in their studies exhibit behaviours in the classroom such as unwillingness to participate or ignoring tasks (Debreli & Ishanova, 2019). Consequently, they are doomed to fail academically and FL teachers are unable to improve the academic performance of demotivated students (Xu et al., 2023). As Saricoban & Sakizli (2016) put it, "When students' attention is not directed at the lesson, they lose control easily and they end up disturbing the teachers and the other students" (p.22 ).

### **3.2.1.3 Autonomy**

Classrooms managers cannot achieve successful classroom management by only establishing and implementing rules and regulations. Research asserted that teachers' beliefs of student learning are related to classroom management, and classroom management is related to students' autonomy support (Brandisauskiene et al., 2022).

Autonomy support refers the processes used by instructors to identify and support students' intrinsic motivation. In order to foster autonomy support,



instructors need to enhance learners understanding and interest in learning, clarify rationales, allow criticism and support their independent thinking (Soenens et al., 2010). The significance of teachers' autonomy-supportive behaviours is mainly responding to the three basic psychological needs of students, enhancing their cognitive, personal and social development as well as promoting their expression of their independence and competencies (Brandisauskiene et al., 2022).

Students' feeling of autonomy and stressing the important position of students shape their independent awareness. There is consensus among researchers that autonomy elevates students' interest in learning and exploring outside the classroom (Xu et al., 2023, p.1650). As a result, promoting students' autonomy help learners to become more engaged in instructional activities (Brandisauskiene et al., 2022, p.11) related to their own lives and cultures which definitely help decrease behavioural problems.

### **3.2.2. Teacher-learner relationship**

A large body of literature indicates that the quality of the teacher-student relationships have an impact on academic achievements and productive behaviors (Martin et al., 2003). Positive interactions with students are related to better outcomes that prompt schools to attain higher academic results. These positive relationships enable teachers to make efficient intervention to meet the learning and behavioural needs of students when problems arise (AERO, 2023). Accordingly, the main responsibility of FL teachers is ensuring that classroom relationships promote successful and efficient language acquisition (Xu et al., 2023).

If FL teachers demonstrate a more significant concern for their students and develop a strong connection with their students, students will show back such a great love to teachers that they decide to stop their resistance to learning English

(Xu et al., 2023) or any other foreign language. Positive ties, also, assist learners to integrate themselves as part of their school community (AERO,2023). Hence, improving teacher-student relationships and interactions is acknowledged as a key to success, especially for low achieving students (Seid & Mikre, 2008).

In short, to manage students' behaviors effectively, useful strategies ought to be developed in line with students' personal, developmental and cultural needs (Saricoban & Sakizli, 2016). As noted earlier, those strategies should be mainly, not exclusively, derived from authoritative approach. The incorporation of these strategies contribute to a successful educational experience of teachers and students (Wenning & Vieyra, 2020), reducing classroom disruptive problems as well as an overall rise in the level of educational excellence (Xu et al., 2023).Without those strategies, the educational process of all students is interrupted, resulting in failure to achieve educational objectives, goals, and aims ( Wenning & Vieyra, 2020).

### **3.2.3 Parental relationship background**

The parental influence in managing classroom is manifested into 2 aspects. First when parenting style is correlated with teacher management style; second when parents shape the attitudes of their children, and therefore automatically, shape their behaviours patterns in the classroom.

### **3.2.3.1. Parenting Style versus Teachers' Classroom Management Style**

It was found that there is a strong analogy between parenting style and classroom management style. Students who said that they enjoyed a positive parenting style had mostly perceived their teacher's relationship positively (Seid & Mikre, 2008). Namely, Students are accustomed to see their relationship with their teachers as secure or insecure in consistency with those of their parents.

Students consider their teacher similar to an authoritative parent if he showed flexibility and responsiveness to student concerns and tried to explain the rationale for class rules and policies. As an illustration, Ballantine's (1993) found that high achieving children have authoritative parents, who set high standards and high expectations for them at home (Seid & Mikre, 2008). In another study by Seth & Ghormode (2013) about the impact of authoritative parenting style on the educational achievement of 1000 students from 20 high schools, it is concluded that students with authoritative parents perform well in all the four group of subjects: Languages, Social Science, Mathematics and Science.

In contrast, research has repeatedly pointed out that an instructor could be seen as non-different from an authoritarian parent if she/he expected unquestioned obedience to stringent classroom rules and policies. Children raised in neglecting families show a lack of affective cognitive and social engagement. Dornbusch et.al, (1987) reported that after analyzing family description belonging to students from different backgrounds who tended to get lower school grades, the obtained results indicated more authoritarian parenting, more permissive parenting or less authoritative parenting (Seid & Mikre,2008). The analogy between parenting styles and teaching has been applied to higher education. Barnas (2001) offered a theoretical account, in which an instructor who has no

attendance policy and does not enforce assignment deadlines could be seen similar to a permissive parent (Bassett et al., 2013).

In relation to this, family characteristics and parenting styles contribute to the students' competence and cognitive performance, social and emotional development, and learning achievement ( Seid & Mikre,2008). The positive outcomes, which were reported from students with authoritative background, were associated to the necessary freedom, democracy and support students enjoy under the authoritative parenting style which enable them to set and pursue their goals including the educational goals (Seth& Ghormode, 2013).

### **3.2.3.2 The Role of Parents in Students' Achievements**

Academic achievements of students are determined by a number of factors such as teacher relationship behaviour, parents' involvement and level of education, parenting styles, the students' efforts, and so on ( Seid & Mikre,2008). But, research involving primary, secondary or high school students and their families have concluded that parental involvement is the most influential factor that significantly increases students' academic achievement.

Furthermore, it was observed that the correlation between parental involvement and academic achievement did not vary significantly according to subjects, school levels and geographical areas. More specifically, a number of studies also revealed that parental involvement improves language skills along with other academic benefits (Ateş, 2021).

According to a number of researches, students with parents, who were non-supportive, inconsistent and expressed negative attitudes towards them, suffer from "more concurrent difficulties in language, cognitive and social adjustment in addition to behaviour problems" ( Seid & Mikre,2008.p.43). Interestingly, even the learners' attitudes towards learning a foreign language will

be formed at home because learners evidently adopt their parents' attitude towards the target language (Larsen & Long, 1991).

### **3.2.4. The Teacher**

The traditional criterion of a good teacher was merely how the teacher is knowledgeable about the subject matter. Nowadays, more attention is paid to the teachers roles, styles and behaviours which are increasingly considered as equally important as the knowledge and cognitive skills.

#### **3.2.4.1. Teacher's roles and styles**

Teachers have the ability to increase students' interest for learning, or, on the contrary, they can make it seem difficult and boring depending on the style the teacher interacts with the students and the style used to display the information (Mălureanu & Vasluianu, 2021). According to Jarvis (2002), a style is considered as 'the image of character' that brings up teachers' individuality (Uibu & Kikas 2012, p.3).

Concerning management style of people, it refers to teachers' ability to deal with students' behaviour and disruptions. As the target literature has elucidated, every new teaching method has brought implications and consequences for classroom management and therefore affected classroom management in different ways (Macías, 2018). As a result, most instructors employ various classroom management techniques which influence the way students associate and interact with each other and with their teachers (Obispo et al., 2021). Nonetheless, Macías (2018) assumed that the relationship between teaching approaches or methods and classroom management becomes even more challenging as teachers almost never followed one methodology to the exclusion of others.

In line with the approaches and methods being employed, FL teachers are expected to take multiple positions and play certain roles in the classroom, including learner, facilitator, and manager conductor, provider, facilitator, director, initiator, and etc (Saricoban & Sakizli,2016; Xu et al. 2023). Likewise, providing a suitable learning environment and classroom organization involve multiple tasks, such as establishing the classroom rules with the students, assisting them to abide by these rules, and developing appropriate behaviours that are necessary for foreign language acquisition (Kayalar & kayalar, 2018).

The crux of the matter is that teachers must examine the manner in which they implement classroom management styles. Additionally, they need to identify the aspects that influence students so that they become aware of their role in students' lives which can assist them in making adjustments and becoming better partners for their students ( Mălureanu & Vasluianu , 2021). In case these teachers don't set their roles and styles appropriately, potential factors causing classroom problems may emerge (Saricoban & Sakizli, 2016).

In summary, it can be self-evident to claim that efficient managers are those who adopt the approach that meets individual differences, giving priority to planned and programmed, disciplined and democratic structuring (Kayalar & kayalar , 2018). As Weinstein (1996) explained that good teachers are those who take the time to learn who their students are and what they are like, those who laugh with their students, and who are both a friend and a responsible adult(Martin et al., 2003)

### 3.2.4.2 Teacher's Behaviour

Teacher's Behaviour or Teacher's Relationship Behaviour refer to the patterns of interactions, expectations, and beliefs between teacher and students (Seid & Mikre, 2008). Certainly, behaviors of instructors and individual characteristics of students are among the essential ingredients of an effective teaching-learning environment (Cakira, 2015). For their part, teachers affect students through their behavioural elements such as their attitude, verbal message, facial expressions, gestures, mimics, etc (Mălureanu & Vasluianu, 2021). Thus, teachers should start paying more attention to themselves, not only the students, in order that they establish the ideal learning atmosphere (Xu et al., 2023).

The reason behind the focus on the teachers is that considerable research has been carried out to determine the influence of the teacher's relationship behaviour on students' learning and performances at school. The findings disclose that teacher relationship behaviours are particularly pertinent factors to language classroom situations (Seid & Mikre, 2008, p.52). Further, other researchers have asserted that the teacher' influence on students is not merely restricted to knowledge and skills but it extends to their personal and social life, such as values, communicative skills, and even attitudes on the world (Mălureanu & Vasluianu, 2021).

Teachers' behavioural patterns greatly impact students' expectations of self and others, feelings of self-worth, trust and motivation to perform and achieve better in school ( Seid & Mikre, 2008). They can even influence student's professional choice as many adults say that they chose their careers based on their favourite teacher's ( Mălureanu & Vasluianu , 2021). Speaking of authoritative teachers, McCaslin & Good (1992) identified the behaviour of authoritative

teacher as enabling students “to see and internalize the rationales that underlie classroom rules and to operate within the rules on their own initiative”(p.11).

Obviously, it is quite common to face problems during the teaching - learning process which is a social process taking place in a social environment (Saricoban & Sakizli, 2016). To solve this particular issue, teachers need to establish positive relationship behaviour. As research findings indicated, schools where teachers exercise a good relationship behaviour, it was remarkably noticed that students exhibit lower levels of problem behaviours and achieve higher levels of academic achievements ( Seid &Mikre,2008) .

In fact, teachers’ behaviours often correlate with the perception students formulate about their instructors which hold a great significant impact on students’ attitudes towards school and learning in general. In other terms, it is reported that students may develop such bad feelings for their teacher that they can get terrified, while others see them as collaborators; some consider their teachers second parents (Obispo et al., 2021). Students may foster much admiration, respect love for their teacher (Mălureanu & Vasluianu , 2021). According to Xu et al., (2023, p. 1654), “Under great pressure, every word and action of teachers will significantly influence students’ behaviors”. For example, if teachers are too harsh, students might get depressed or spiritless. On the contrary, if teachers show their weakness, teachers might be unable to manage the classroom. This latter leads us to the concept of “a negative behaviour relationship”. Teachers’ negative behaviour is related to a high levels of students’ misbehaviours and downward trend in achievement ( Seid &Mikre,2008). In the following passage, Wenning & Vieyra have explained how students’ unwanted behaviours can be merely a reaction to their teachers’ actions and behaviours:



When most students misbehave, they typically do not do so with malicious intent. They are merely acting out their frustrations. When this occurs, it is time for the teacher to carefully consider the above and other possible causes for the misbehavior. In some cases, misbehavior occurs when a teacher is unprepared and indecisive, students are confused, in over their heads, or not being adequately challenged. Perhaps the teacher is subjecting the students to the tyranny of low expectations, causing the lesson to drag on and boring the students. Perhaps the teacher is not fair. Some students act out when they are falling behind. It is important for the teacher to take all necessary measures to provide systematic assistance to students who are having learning difficulties and are therefore disinterested and disengaged.

(Wenning & Vieyra , 2020, p.6)

To sum up, it is highly important for teachers to realize that students who feel a sense of respect toward the teacher, or who are motivated do not misbehave in the class. Kounin(1977), suggested that misbehaviors could be prevented if teachers establish clear expectations at the start of the year. He noted that if expectations are not set right from the start, students are likely to misbehave, because they have no idea what their teachers expected them to behave ( Achonu et al., 2019). Another theoretical stance suggested by Howes and Hamilton (1992), they noted that if teachers act as “a family surrogate role” (a father, mother, elder brother/or sister) to the students, they will develop relationship with them that has positive outcomes (Seid &Mikre,2008). In addition to theoretical knowledge, the main objective of teachers training should emphasize teachers’ prosocial behaviours that could manage interpersonal relationships within the classroom in order to ensure a positive psychosocial climate needed for the harmonious lifelong development of students.

### 3.2.5. Learning Environment

A classroom is considered “a community in which teachers and students interact socially” (Saricoban & Sakizli, 2016, p.17). Consequently, learners need to feel at ease in the classroom, and therefore like the teacher and may accept him as a source of intake (Getie , 2020). Actually, even teachers, themselves, are supposed to feel comfortable in their classrooms in order for teaching and learning to be productive. To promote students’ interest in learning, therefore, the main responsibility of teachers is to create the appropriate classroom environment that is characterized as nonthreatening, friendly, motivating, positive and really conducive to effective learning but most importantly, it is required to enhance students’ positive behaviors (Saricoban & Sakizli, 2016). Accordingly, the classroom management should involve all the actions taken by teachers to maintain the right learning environment; they can apply both preventive and reactive strategies (Brandisauskiene et al., 2022).

Considering the optimal outcomes of a good learning environment, instructors should establish a closer contact with the students to achieve positive communication (Kayalar & kayalar, 2018). It is asserted that students who feel the sense of belonging and support show more positive behaviors in their schools (Saricoban & Sakizli, 2016).

In fact, a learning community with warm relationships and the communication skills are of undeniable importance in FL classroom management. Jere Brophy (2004) mentioned that teachers will need to establish and maintain their classroom as a learning community where students successfully collaborate with teachers and with their classmates. This community can be considered a building block for a “democratic society” because, according to Xu et al (2023, p.1650), “the execution of discussion-oriented activities build a community of

dignity for diverse ideas”. Researchers have also emphasized that the way in which tasks are managed contributes to the general classroom atmosphere and classroom management style (Martin et al., 2003). Whenever learners, who have all rights to share ideas and opinions, are given opportunities to work together in tasks, that way teachers will foster student-to-student interaction and help them develop their critical thinking, problem-solving and decision-making skills, and, as mentioned earlier, democratic society (Xu et al., 2023).

In higher education, for example, Kayalar & kayalar (2018) found that the social interaction in the classroom is the result of the interactions of motivated individuals that are responsible for each other in a social setting. In terms of adjusting their attitudes, students who take responsibility for their own language learning are likely to experience language learning in a successful and enjoyable environment (Chaffee et al., 2014). Hence, in addition to creating a positive learning environment, teachers had to enhance students’ responsibility for building a positive learning environment by contributing their part to it (Macías, 2018).

Classroom management involves teachers’ efforts in creating a positive atmosphere; nevertheless, potential issues are likely to occur during managing classroom (Xu et al., 2023). Some factors related to classroom settings may incite students to become restless and start to disturb the other students. A number of research constantly noted that overcrowded classrooms and ‘mixed-ability’ classes pose a great difficulty for the teacher in terms of teaching as well as managing classroom procedures. In addition, activities or materials not in line with needs and interests, the teacher’s presentation of a particular topic, the examples and the instructions for a particular activity also have a great impact on the general atmosphere in the classroom (Saricoban & Sakizli, 2016).

### **3.6. Conclusion**

It has to be noted that other factors are determined to exert strong and traceable impacts on the attitudes and behaviours of the learners. In FL context, for example, students' background like the different socio-economic contexts have clear effect on school performance all over the world, as well as other factors reported by research including the learners' peers, school system, the community or target language speakers and the target culture . Nonetheless, many students from disadvantaged backgrounds have the ability to confound predictions and achieve better results (OECD, 2011). Therefore teachers must tailor their interaction styles based on the previously mentioned factors and take the other factual details into consideration as well. They also are required to support learners to defy any difficulties and instead consider them as learning opportunities.

# **Chapter Four**

## **Data Treatment and Analysis**

## Chapter 4

### Data Treatment and Analysis

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## **4.1 Introduction**

Authoritative and authoritarian styles of classroom management are all about teacher's beliefs and practices inside the classroom. His beliefs about his learners, their needs and capacities; the roles he has to assume himself and those he has to bestow on his learners, and the way he runs on class activities are factors which inform his practices and, therefore, affect the learners straight away. Learners react to the teacher's behaviour in different ways according to their different psychological construct and their social background. The aim of the chapter at hand is to investigate learners' response to the different types of teacher namely the authoritative and the authoritarian and to determine their preferences of the two.

## **4.2. Methodology**

The research work deploys one tool of investigation: a questionnaire. The rationale behind this is that the target subject of the investigation is the learner per se. Students have then been directly addressed through the questionnaire to elicit their views, beliefs, reactions, and preferences of the two classroom-management styles under investigation: the authoritative and the authoritarian.

### **4.2.1 Description of the questionnaire**

This research attempts to explore interactional elements preferred by language learners in regards to the classroom management. For the purpose of the study, a quantitative research method was conducted. We designed a questionnaire inspired from ( PAQ) Parental Authority Questionnaire (Source: Buri, J.R. (1991). PAQ, *Journal of Personality and Social Assessment*, 57, 110-119). It was modified and adapted to measure teachers' authority, or disciplinary practices, from the point of view of their learners. The length and the ordering of

questions were kept as short and simple as possible. Afterwards, the questionnaire was sent in a form of online questionnaire.

The student-addressed questionnaire used in the study consists of 3 sections including includes 20 close-ended questions in which the students were asked to rate their preferences on teachers behaviours (strongly agree.....to strongly disagree). The question items prompt the respondents to think deeply about their preferences. As explained in chapter1, Maccoby and Martin (1983) identified the interactional styles “as varying levels of two factors or dimensions, with response and some combination of demand and control”. Thus the questionnaire contains descriptive statements ( behavioural patterns) weighing up those dimensions (whether each is low or high) so that we can identify the FL preference.

The first part deals with the respondents’ personal data, in order to correlate the background and the classroom management. The second and third sections were developed on the basis of two earlier dimensional measures for assessing the type of management practices.

The second part is labeled “**Responsiveness**”; it included two sub-scale students’ involvement and teacher-learner relationships. Each one has 4 question items covering common practices exhibited by authoritative and authoritarian teachers while the second section is entitled “**Demandingness**” scale which included 2 items as well(control and feedback) Each one has 4 question items trying to measure learners attitudes towards teachers’ demands and practices in maintaining discipline .

The final decision on the hypothesis will be determined based on the following classification systems that measure how teachers exert responsiveness and demandingness in the classrooms:



Authoritarian (i.e., high demandingness and low responsiveness)

Authoritative (i.e., high demandingness and high responsiveness)

#### 4.2.2 Participants

Students' involvement in the study is crucial to provide sound data about the classroom management, because the classroom normally is managed by the teacher according to learners needs. Algerian Language learners participated in the study. They were randomly chosen. To obtain the information and to fulfill the aims set for this piece of work, the participants in this questionnaire consist of 47 students, females and males. They completed electronic forms via the Internet

#### 4.3. Data analyses

The quantitative analysis of the data is represented in statistics and percentages. Hence, for better readability of the results of the questionnaire, tables were used.

**Question01: Choose your sex:            male            female**

	Number	percentage
Female	37	79%
Male	10	21%
Total	47	100%

**Table 1: respondents' distribution to gender**

The results in table 1 show that the total number of the respondents is 47. More than the half of them, i.e., 79% (n=37) are females and 21% (n=10) are males.

**Question02: How long have you been learning this language?**

	Number	percentage
1-3 years	1	2%
4-7	26	55%
More	20	43%
Total	47	100%

**Table 2: respondents' learning experience**

The data generated out of question item 3 reveal that 55% (n=26) of the respondents' said they have been learning languages for 4 to 7 years; 43% (n=26) have spent more than 7 years; whereas the rest 2% have only 1 to 3 years language learning experience.

Most respondents are quite experienced learners which add value and credibility to the results

**Question 03: Which level have you reached so far in this language?**

	Number	percentage
Beginner	1	2%
Elementary	2	4%
Intermediate	43	92%
Advanced	1	2%
Total	47	100%

**Table 3: respondents' current level in the language**

The statistical data above indicate that 92% (n=43) of the respondents are intermediate language learners. 4 respondents (4%) have reached elementary level, whereas beginner and advanced learners are 2% for each.

The current varied levels of the informants are suitable for the purpose of the study, the data of the research will be appropriate as it will be considered taken from a sample representing learners from different levels.

**Question04: Where have you mostly taken your language courses?**

	Number	percentage
State school	4	8%
private school	1	2%
university	36	77%
Others	6	13%

**Table 4: respondents' background setting of FL learning**

The findings displayed in the table show that 77% of respondents said that learnt the language at university; against 8% who said “private school” and 2% opted for “others”.

**N.B:** Others refer to language centers and institutions and participants were informed about it.

This question seeks to know whether our participants have a good experience in formal classrooms where they actually interacted with their teachers so that they can pertinently answer the following questions. According to the findings of both table 3 and 4, the sample students have different levels in language learning in addition to a good years experience being subject to their teachers' behaviours, hence, they are able to provide us with valuable information.

## Responsiveness

### Student's involvement:

#### Question05: Teacher doesn't allow me to question any decision he has made.

	number	percentage
strongly agree	2	4%
Agree	9	19%
Neutral	13	28%
Disagree	15	32%
strongly disagree	8	17%
Total	47	100%

**Table 5: FL learners' views on being excluded from classroom decisions**

The results extracted from question 5 disclose that 32% of students don't like when the teacher didn't allow them to question their decisions. Another significant number (17%) of students strongly disagree if the teacher prevented them from taking part in class decision-making. 19% don't mind if the teacher didn't engage them and only a few students (4%) express their strong dislike when the teacher allowed them to question their decisions.

Therefore, absence of students' engagement is the first authoritarian characteristic tackled in this questionnaire and it is refuted by our sample.

**Question06: He does not permit verbal give-and-take whenever rules and regulations were unreasonable.**

	number	percentage
strongly agree	2	4%
Agree	9	19%
Neutral	15	32%
Disagree	14	30%
strongly disagree	7	15%
Total	47	100%

**Table 6: FL learners' opinions about the elimination of teacher-students verbal communication**

We can see that the total of 45% of the students believe that unreasonable rules and regulations should be discussed with the teacher. Surprisingly, 32% while 19% attest to be obedient and 4% were totally submissive to the teacher's unfair ruling.

The collected data out of this question show that the majority of learners need to be familiar with clear reasons; as a result, the finding of this question item reinforces the finding of the previous one which is total rejection of low-involvement of students.

**Question07: Once establishing regulations, he always tries to discuss the reasoning behind them with the class.**

	number	percentage
strongly agree	8	17%
Agree	30	64%
Neutral	7	15%
Disagree	1	2%
strongly disagree	1	2%
Total	47	100%

**Table7: FL learners' reflection on teacher-learner discussions about the class regulations**

The majority of students (64%) wanted their teacher to discuss with them the reasoning behind rules regulations in addition to 17% of them who express strong desire for it. However, a minority of the respondents reported their indifference to that type of class discussion.

The findings in table 7 are in line with the findings of many researches claiming that an optimal learning atmosphere should provide learners with opportunities to democratically negotiate reasoning with their teachers. Note that authoritative teachers with “high-involvement” of learners are widely approved by our respondents.

**Question08: He makes me understand that I can interrupt the lesson if I have a relevant question.**

	Number	percentage
strongly agree	18	38%
Agree	16	34%
Neutral	8	17%
Disagree	4	9%
strongly disagree	1	2%
Total	47	100%

**Table 8: FL learners' reflection on teachers' high responsiveness**

Table 8 represents 38% of the respondents assert that they really wanted to be reassured by the teacher that it is fine to intervene while the teacher is explaining while 38 % who wanted that kind of reassurance but in a moderate way. Insignificant numbers 2% totally rejected that behaviour, 9% just rejected and 17% couldn't figure out a clear position towards it.

We can say that FL learners prefer a teacher who is accessible, approachable, and willing to involve them. This type of teacher can stimulate invigorating effect on learners.

**Teacher-learner relationship:**

**Question09: He doesn't care for the well-being of the class members.**

	number	percentage
strongly agree	1	2%
Agree	7	15%
Neutral	13	28%
Disagree	18	38%
strongly disagree	8	17%
Total	47	100%

**Table 9: FL respondents' opinions on lack of teachers' care**

According to the FL learners' answers, 38% don't like uncaring teachers while 17% of students strongly felt the same. A percentage of 15% belong the choices "agree" with indifferent teachers, followed by only 1 learner with 2% selected "strongly agree".

The obvious conclusion that can be derived from the results is that warm students- teachers' relationship is a necessity. Moreover, emotionally supportive teacher is another characteristic of authoritative teacher that is proved to be expected by FL learners.



**Question10: He doesn't focus on what I learn and how I learn.**

	number	percentage
strongly agree	2	4%
Agree	7	15%
Neutral	2	4%
Disagree	25	53%
strongly disagree	11	24%
Total	47	100%

**Table 10: FL learners' attitudes towards uninterested teachers**

Respondents' answers about this question show that 24% of learners don't like the instructor who doesn't focus on students' learning while more than a half of them with 53% express the same feeling with much emphasis. On the other hand, insignificant numbers belongs to other choices.

Based on the analytical data, we can make an assumption that FL learners prefer a teacher who is considerate enough to think about their learning and the way they learn. Research said that this attribute helps boost learners' motivation.

**Question11: He is good at bringing out the best in me and other students.**

	Number	percentage
strongly agree	10	21%
Agree	28	60%
Neutral	7	15%
Disagree	2	4%
strongly disagree	00	00%
Total	47	100%

**Table11: FL respondents' reflection on teachers' supportiveness**

60% of the participants replied that they prefer a teacher who is able to bring out the best in them. This number is backed up by 21% of students who give higher appreciation to that type of teacher; against 4 % said that they disagree with the statement and none of them 00% totally rejected teacher help or support.

These findings show high rates for the teacher who motivates learners to achieve their goals. Again, the authoritative approach in the form of teachers' supportiveness overcomes authoritarian system in managing classrooms which is identified by the lack of support.

**Question12: He helps learners accept their responsibilities and thus develop cognitively and socially.**

	Number	percentage
strongly agree	14	30%
Agree	23	49%
Neutral	7	15%
Disagree	2	4%
strongly disagree	1	2%
Total	47	100%

**Table 12: FL learners' stand on teachers' role in their social and cognitive development**

The figures in Table 12 indicate that almost a half of the respondents (49%) expect their managers to assist them in accept their responsibilities and achieve cognitive and social development. Another significant number 30% strongly agree with the former statement. A percentage of 15% responded with "neutral". Contrary to significant figures 4% exhibit their disagreement and another 2% opted for "strongly disagree".

The direct conclusion of these numbers is that learners feel that they can't achieve their developmental goals without their teachers' guidance and perspectives. Consequently, the authoritarian teacher, in that case, will not serve them in that matter as they don't focus on the wellbeing of learners in comparison to authoritative teachers who are so supportive and mindful of their learners needs.

Section 3 aims to measure responsiveness i.e. to which extent teachers are responsive to students' needs and concerns. The findings show that our participants prefer teachers with high responsiveness.

**Demandingness:**

**Control:**

**Question13: Teacher believes in the use of force to get the class behave the way they are supposed to.**

	number	percentage
strongly agree	6	13%
Agree	17	36%
Neutral	9	19%
Disagree	11	23%
strongly disagree	4	9%
Total	47	100%

**Table 13: FL informants' perspectives on teachers' controllingness using force**

The table 13 shows that 36% of the participants agree with the use of force to get the class behave the way they are supposed to.13% are stronger believer in it ; against 23% who express their disagreement and 9% express their strong disagreement.

Frankly speaking, the results were surprising and unexpected. A total of 49 % of FL learners have no issue with order enforcement. Maybe, this specific area of study should be investigated further. In fact, the results invite the following question item.

**Question14: Teacher forces me conform to orders out of respect for his authority.**

	Number	percentage
strongly agree	3	7%
Agree	15	32%
Neutral	10	21%
Disagree	16	34%
strongly disagree	3	6%
Total	47	100%

**Table 14: FL participants' stance on the enforcement of respect for authority**

Based on the given data, we can clearly notice subtle a variance between those who agree with respect of rules out of respect for authority 32% and those who disagree with it 34 %. The subtle variance is also noticed in those who too extreme attitudes (strongly agree with 7% against strongly disagree with 6%)

A strong belief in respect for authority is a purely authoritarian concept utilized to establish classroom order and discipline. Moreover, researchers advise teachers not to use coercion as it was proven to raise problems in students' behaviour and learning. However, in this case study, a total of 39% show no objection to it. Again, we suggest that this particular are need further research and discussion as approximately the opinions of the respondents didn't fully give clear image on the statement.

**Question15: He directs the activities and gives guidance to learners.**

	number	percentage
strongly agree	2	4%
Agree	23	49%
Neutral	17	36%
Disagree	3	7%
strongly disagree	2	4%
Total	47	100%

**Table 15: FL learners' position on teachers managing their learning**

As shown in the above table, almost half of the proportion 49% expects the teacher to guide them while completing their activities; 4% show their urgent need for this teacher attribute. 36% didn't have a clear stance while 7 % went for "disagree" option and 4% strongly rejected the teacher being their guide while doing their activities.

Accordingly, teacher's role as a guide in the classroom is needed and the answers of the participants enhance the previous findings.

**Question16: He consistently gives me directions for my behavior in rational and objective ways.**

	number	percentage
strongly agree	5	11%
Agree	27	58%
Neutral	11	23%
Disagree	2	4%
strongly disagree	2	4%
Total	47	100%

**Table 16: FL learners' position on teachers managing their behaviours**

As illustrated in the table above, a high rate of students (N=27), 58% said that they need teacher's expectations about their behaviour adding another 11% who express a stronger expectation. By contrast, 4 % manifest a dislike and another 4 manifest a stronger dislike towards teachers' guidance. Lastly, 23% could not really make their mind about the issue.

The percentage sounds really encouraging; this may reflect language learners' awareness of the need to value the teacher role as being the provider of knowledge and a role model for students as well.

To conclude, the data provided from question 15 and 16 confirm that learners not only expect their teachers to foster their learning but to shape their behaviours as well.

**Feedback:**

**Question17: He gives rewards or punishments in order to motivate students to achieve organizational objectives.**

	number	percentage
strongly agree	4	9%
Agree	28	59%
Neutral	6	13%
Disagree	7	15%
strongly disagree	2	4%
Total	47	100%

**Table 17: The effect of rewards or punishments in classroom order**

The results displayed in Table 17 shows that 59% see that rewards and punishments motivate them to be disciplined in the classroom, (9%) “Strongly agree” with this item as well; on the other hand, 15% (4%) asserted that that rewards or punishments do not really motivate them to conform to organizational objectives set by their teacher.

The results obtained indicate that FL learners expect their teachers to make interventions, even using praise and punishment, to achieve equitable environment that help them learn. The results are not surprising because it is agreed on the fact that praise and punishment are, if used effectively, undoubtedly beneficial to students.

**Question18: If a student is disruptive during the class, he will remove him/her from the classroom, without further discussion.**

	Number	percentage
strongly agree	2	4%
Agree	17	36%
Neutral	9	19%
Disagree	18	39%
strongly disagree	1	2%
Total	47	100%

**Table 18: FL learners' reflection on strict punishments**

Table 18 reveal that students opinions' were divided on whether or not teachers should kick out disruptive students immediately from the class. A significant rate 36% in both the options "agree" and 4% with "strongly agree". However, 39 % said "disagree" and 2% opted for "strongly disagree"; against 19% took purely neutral position.

This results cause controversy as learners were almost equally divided on this issue. Therefore, because of the statistically insignificant differences, we can't give a clear judgement whether FL learners prefer strict teachers applying rules or not.



**Question19: He praises students for behaving well/doing a good job.**

	number	percentage
strongly agree	10	21%
Agree	25	53%
Neutral	8	17%
Disagree	3	7%
strongly disagree	1	2%
Total	47	100%

**Table 19: FL learners' point of view on teachers's praise**

The results exhibit that the majority of the respondents 53% wanted their teachers to praise them, 21% confirmed strongly the same opinion; against 7% chose “disagree” and only 1 student (2%) who opted for “strongly disagree”.

As expected, the table discloses that language learners admit that they need their teachers' feedback and supervision in academic matters.

**Question20: He lets me know what behavior s/he expects of me, and if I didn't meet those expectations, he punished me.**

	Number	percentage
strongly agree	3	7%
Agree	15	32%
Neutral	12	25%
Disagree	15	32%
strongly disagree	2	4%
Total	47	100%

**Table 20: FL learners' attitudes towards structured control**

Views are mixed regarding this question item. The results clearly demonstrate that the highest rate is for both of the choices “agree” and “disagree” with 32% for each that say that they want their teacher to communicate clearly

his expectations before taking any disciplinary actions. 7% responded with “strongly disagree”. Only 4% (n=2) learners chose “strongly disagree” with this idea.

From the results above, learners seem to favor straightforward teachers who, in advance, set up everything clear for learners. This behaviour helps learners develop social awareness and take responsibility towards their actions.

To sum up section three, the informants were exposed to the various aspect of “Demandingness” in the form of behavioural principles in which teachers monitor their student behavior and maintain order. In general, our FL learners opted for a high demanding teacher.

#### **4.4.Suggestions and Recommendations**

Depending on the analysis of the results provided by foreign language learners related to our topic, the authoritative management style is dominantly recommended for language teachers.

Language teachers need to be highly responsive to their students needs. They are required to effectively apply strategies like open communication, support, positive feedback, and flexibility for teaching foreign languages. Authoritative teachers must provide opportunities for students to ask questions, to express their agreement or disagreement, and to make suggestions. They are expected to be highly supportive and to positively motivate learners through constructive feedback. More importantly, authoritative teachers must, when necessary, adapt their teaching methods and adjust their behaviours to meet the needs and expectations of students.

Equally, language teachers need to show high demandingness as well. Those teachers must establish clear expectations for behaviours and cognitive goals so that students can understand how to behave correctly and pursue their

studies. In doing so, they need to set up a controlling environment but in a structured manner that doesn't reduce their autonomy. That is, language learners in authoritative classrooms experience firmness and control but they still have some room for creativity and independent thinking with their teachers' guidance.

In conclusion, in order for FL learners to thrive socially and academically, we suggest that teachers should be selective and mindful of the following points. First, they must prioritize the authoritative style but they can also use the authoritarian style. Second, they must consider the influential factors, such as learners' background, the social context, the learning environment..., etc. This will help them make reasonable and logical decisions if they decide to balance between the authoritative and authoritarian styles. For example, higher level of control with younger students is recommended since using strict regulations with children at the primary schools will help them develop good discipline in the upcoming learning stages. Third, teachers should also effectively exploit every aspect or strategy from the other four approaches that can promote the learning climate.

#### 4.5. Conclusion

The questionnaire was conducted to focus on common behaviours exhibited by authoritative and authoritarian teachers and FL reflections on them. The data we have collected is overwhelmingly in agreement with our hypothesis. Our attempt to discuss and present the questionnaire finding is formulated in 3 main observations that, we hope, will be exploited as a profile of an authentic teacher yielded from the overall FL learners' reflections.

First and foremost, as predicted, our FL learners sample gives privilege to the following type of teacher:

- The teacher who makes discussions with them about the reasoning behind the class regulations
- The teacher who is highly responsive in all circumstances, allowing for contributions and even interruptions.
- The teacher who is highly supportive for the purpose of bringing out the best in students.
- The teacher who helps learners to adjust their behaviours in order to achieve social and cognitive development.
- The teacher who manages their learning as well as their behaviours ( he immerses himself with learners during the activities and systematically gives directions for their behaviors )
- The teacher who wisely uses rewards or punishments for the benefits of students.
- The teacher who won't punish his students unless he clarifies what is acceptable and unacceptable.

Likewise, as expected as well, our FL respondents disqualify the following type of teacher from being their preferred one:

- The teacher who doesn't involve them in making classroom-decisions.
- The teacher who does not permit verbal communication when problems arise.
- The teacher who is uninterested to create a warm teacher-learner relationship.
- The teacher who doesn't constantly provide feedback.
- The teacher who doesn't pay attention on what they learn and how they learn.
- The teacher who interested in establishing his authority more than the well-being of the learners.

Concerning the final observation, unexpectedly, the informants didn't express their total rejection to these two authoritarian attributes:

- A controlling teacher who uses force to maintain order.
- A teacher who uses strict punishments to prevent disruptions.

In actual fact, the figures representing our participants' views didn't really convince us to make a clear comment; that is why we decided to put forth this phenomenon for future research.

All in all, as reported by students, their favourite type of teacher is the authoritative teacher (i.e., high demandingness and high responsiveness). They favoured the one who is caring, friendly, understanding, and considerate and who is allowed to use some force and strict rules for the benefit of their learners. The latter attributes belong to the authoritarian spectrum.

## **General Conclusion**

A larger scale study found that proper classroom management results in greater student motivation, an advantageous learning environment and high-level of student engagement in the learning process. The various classroom managements were originated from Baumrid's descriptive model, which distinguishes different models based on support-response and controlling dimensions.

In education, that system of leadership generated 4 types of classroom management, yet authoritative and authoritarian models are commonly used among teachers. It is also worth mentioning that management in foreign language classroom has its own distinctive characteristics.

Therefore, this research tries to combine authoritative and authoritarian management with foreign language classroom, through investigating whether FL learners favour "the Authoritative or Authoritarian teacher".

In doing so, the main classroom aspects related to these two approaches were identified so that FL learners could express their approval or disapproval to them. Conducting such an investigation is of paramount significance as its aim is to give a general account on concepts and behaviours related to authoritative and authoritarian approaches in the theoretical side. Similarly, on the practical field work, its main objective is to investigate learners' impressions on those authoritative and authoritarian behaviours. The idea is that behaviours and interaction styles of language teachers have such a great influence that they can motivate or demotivate learners to learn foreign languages.

In fact, a plethora of research articles and books have been published on this subject. As a matter of fact, the starting point of our work is based on Baumrind's work of parenting styles which was later integrated in the educational

context. This framework has given us insights into the various authoritative and authoritarian manners adopted by teachers to run their classrooms.

The study relied on the quantitative method submitted to foreign language learners. In the start, we have assumed that FL learners prefer loving, flexible teachers who offer them freedom but control them in a structured way. Practically, the results have, to a great extent, confirmed the hypothesis with slight unexpected details that could be explored in future research. Significant numbers of the participants' responses correspond with our predictions. Interestingly, we have not speculated that a number of students will have no objection to teacher's use of force for the purpose of organization and discipline. This very characteristic is closely attributed to authoritarian teachers.

In the light of this, our results also revealed that teacher performance is shaped by the use of behavioral principles, such as high expectations for appropriate behavior, and clear statements about what is acceptable or unacceptable. Therefore, the conclusion that can be drawn from this investigation is that authoritative teacher model of behaviour, predominantly, gains FL learners' appreciation.

Eventually, we hope that this study will provide teachers with insights into how to succeed in their career. We hope this work gives teachers an overview on how an enjoyable learning environment looks like from learners' point of view. We also want that this work becomes the first step in addressing teachers' need as well, by providing them with trainings that seek to develop their management skills, alongside with their social-emotional competencies, including self-management, responsible decision-making, and relationship skills. These measures will certainly empower teachers to constantly adjust their actions, to promote good behaviors that meet students' needs and expectations, and to

sensitize them to avoid, obviously, the negative influences that may demotivate their students.

### **Limitations and Suggestions for Future Research**

The present study, however, claims no perfectness. It has been conducted on one perspective: the quantitative. Therefore, it can be considered as limitation to our study. Other researchers can use a mixed method of quantitative and qualitative analyzing how students relate between their favorite teachers with their social and academic development. Further, the results obtained are related to the Algerian context. So, they cannot be overly generalized to other EFL learners in other contexts.

However, the research attempt at hand serves as a stepping stone for further research development in other social contexts area. Other future researches can enlarge this investigation too, for example, the extent to which these results obtained can be applied to other EFL learners adding for example gender as a variable; boys or girls. Finally, other researchers may also conduct studies of this type on the longitudinal scope for more understanding of the various factors that influence their perception.



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## Appendix II (Questionnaire for students)

### Authoritative or authoritarian teaching Teacher: Which do Foreign Language Learners favour?

#### Instructions:

- 1- For each of the following statements, put a cross x in the column that best describes how you prefer your teacher.
- 2- Be sure not to omit any items.
- 3- If you are learning more than one language please stick with the language that took you a long time to learn.
- 4- Please answer carefully and objectively. We appreciate your help

<b>1. Choose your sex:</b> male                  female
<b>2. How long have you been learning this language?</b> 1-3      4-7      more
<b>3. Which level you have reached so far in this language?</b> beginner                  elementary                  intermediate                  advanced
<b>4. Where have you mostly taken your language courses?</b> state school                  private school                  university                  others

1= strongly agree , 2= agree, 3= neutral, 4= disagree, 5= strongly disagree

	1	2	3	4	5
<b>Responsiveness</b>  <b>Student's involvement:</b>  <b>5.</b> Teacher doesn't allow me to question any decision he has made.					

<p>6. He does not permit verbal give-and-take whenever rules and regulations were unreasonable.</p>					
<p>7. Once establishing regulations, he always tries to discuss the reasoning behind them with the class.</p>					
<p>8. He makes me understand that I can interrupt the lesson if I have a relevant question.</p>					
<p><b>Teacher-learner relationship:</b></p> <p>9. He doesn't care for the well-being of the class members.</p>					
<p>10. He doesn't focus on what I learn and how I learn.</p>					
<p>11. He is good at bringing out the best in me and other students.</p>					
<p>12. He helps learners accept their responsibilities and thus develop cognitively and socially.</p>					
<p><b>Demandingness:</b></p> <p><b>Control:</b></p> <p>13. Teacher believes in the use of force to get the class behave the way they are supposed to.</p>					



<p><b>14.</b> Teacher forces me conform to orders out of respect for his authority.</p>					
<p><b>15.</b> He directs the activities and gives guidance to learners.</p>					
<p><b>16.</b> He consistently gives me directions for my behavior in rational and objective ways.</p>					
<p><b>Feedback:</b> <b>17.</b> He gives rewards or punishments in order to motivate students to achieve organizational objectives.</p>					
<p><b>18.</b> If a student is disruptive during the class, he will remove him/her from the classroom, without further discussion.</p>					
<p><b>19.</b> He praises students for behaving well/doing a good job.</p>					
<p><b>20.</b> He lets me know what behavior s/he expects of me, and if I didn't meet those expectations, he punished me.</p>					

## SUMMARY

This present study seeks to report the overall impressions of foreign language learners on the practices exhibited by authoritative and authoritarian managers and which one they prefer. The research problem tries to fill the gap in understanding which approach is considered the most efficient from the learners' perspectives. The crux of this research lies in uncovering the preferences of foreign language learners towards teacher management styles, focusing on authoritative and authoritarian approaches. This study aims explore the various aspects of authoritative and authoritarian management styles and their repercussions on foreign language learners. Likewise, its ultimate goal is to bring out insights into how foreign language learners' decide on their predilections related to the way teachers run FL classrooms. For the purpose of increasing the academic performance of learners, the findings can be deployed by teachers who are willing to refine their behaviours and attitudes to establish more engaging learning environments for foreign language students alongside with educators, policymakers, and curriculum developers. To extract FL learners' views on authoritative and authoritarian practices, quantitative method has been used as a tool to find out. The results obtained from the data analysis provides valuable information about the authentic profile of language teachers, including the most efficacious motivational skills as well as expectations and needs manifested by language learners. .

