

People's the Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research

University of Ibn Khaldoun-Tiaret

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**Unveiling Novice English Language Teachers' classroom Management
Practices in Primary School**

A Case Study of Primary Schools in Tiaret City

*A Dissertation Submitted in Partial Fulfilment of the Requirements for the
Degree of master in Didactics*

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Academic Year 2023/2024

Dedication 1

In the Name of Allah, the Most Merciful, the Most Compassionate, I dedicate this work to:

To the two people who have held my hand through every triumph and every stumble, who have celebrated my successes and comforted me in failure, this dissertation is dedicated with love and gratitude to my parents “Said” and “Hakima”, I appreciate your sacrifices and the countless ways you've helped me.

To myself, for obtaining every challenge I experienced and discovering my inner soldier.

Also, I dedicate this work to my siblings “Ouafi” and “Tesnime” who have genuinely inspired me to bring forward my best performance.

To the person who has accompanied me throughout my life's journey.” Dr. Guerroudj” I am so appreciative of him for helping me grow both mentally and physically

My friends “Bouchra”, “Fatiha”, and “Fatima “

Acknowledge the class of 2024 of Gaza and those who will never graduate

Lina

Dedication2

I dedicate this work to the most important people in my life. To my greatest inspiration of all times my mom and dad, who were there for me in my highs and lows. I hope I did make the two of you proud by this work. To my loving siblings, Mohamed , Sara and Abderrazak .To my loving late Grandfather, whom I wish was present in this day. And to all the students who passed away or could not graduate in Palestine.

Bohra

Acknowledgements

First and foremost, we would like to thank Allah Almighty for giving us the strength, courage, and patience to finish this work.

We express our gratitude to our supervisor, Dr Naima Sahli. And the board of examiners, namely Dr Khaldia Boughena and Dr Latifa Chikhi, for devoting time and effort in order to read and examine our work.

we appreciative of every teacher who allowed us to visit their classrooms and provided us with the chance to watch and carry on this work in the proper direction. And the school principals who were kind to us and permitted us to enter the classrooms.

Special thanks are also extended to Ms Chaima Bekki, who, from the very beginning, inspired us with her brilliant ideas and motivated us to continue progressing with the work at hand.

Abstract

English has been newly implemented in the Algerian primary schools, and the recruited teachers are novice in this new landscape of teaching primary school pupils; therefore, this research study aims at unveiling the teachers' extent of success of managing their classes successfully. The sample of this study consisted of English language teachers at primary school as well as some inspectors of the same level took part via 24 classroom observations, teachers' attitudinal questionnaire, and an interview about novice teachers; ability to manage their classrooms. The findings of the study show that novice teachers have poor classroom management specially in terms of managing the children behaviour in the class and in differentiating their instructions to meet the needs of their pupils due to the insufficient training of these teachers and its poor coverage of the major element of the classroom pedagogy.

Keywords: primary school, novice teachers, pupils, classroom management, behaviour, teacher training

List of Abbreviations

EFL: English as a Foreign Language

CLT: Communicative Language Teaching

PHD: Doctor of Philosophy

LMD: License Master Doctorate

TPR: Total Physical Response

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General Introduction

Classroom management is a key component of the efficiency of the teaching and learning process across levels and settings. If it is well-executed, it can lead to a prosperous productive environment to boost the pedagogical relationship between the teachers and their learners, which would inevitably have an impact on the quality of teaching and learning English in the first formative stages.

Hence, without an effective classroom management, the teaching and learning will not properly take its course, or it may be poorly addressed. Since classroom management is crucial in primary education, it can be challenging for the teachers to maintain an effective learning environment. In this prospect, classroom management is not considered through narrow perspectives because it incorporates many dimensions that have always relied on the teachers' readiness to assume several responsibilities such as manage their classes, the behaviour of their pupils, their time and resources, and creating a safe environment that works effectively in order to improve their pupils' learning in a supportive, equitable atmosphere that nurtures a love for learning especially in the first stage of the children's educational journey.

Classroom management has always been a topic of interest for researchers in both middle and secondary school; however, it was not the case for primary school since English was not taught in this level; however, English was re-introduced in the last two years only, and recent measures were implemented such as the recruitment of new primary school teachers of English. This new reality raises interests in scrutinizing the execution of classroom management in primary school by novice teachers who undertook pre-service training before embarking on a new journey of teaching primary school pupils. This research study, therefore, aims at exploring primary school novice teachers' attitudes and experiences with regard to classroom management and the main challenges that they have encountered on a daily basis. Hence, the following research questions are formulated:

1/ How do novice primary school teachers of English manage their classrooms?

2/ Does the pre-service teacher's training respond to the requirements of a successful classroom management in primary schools?

3/ What are the main challenges that the novice teachers face with regard to effective classroom management?

To test these research questions, a set of hypothesis are suggested:

1/ The teachers of English in primary school would be in the first stages of exploring the complexity of classroom management in primary school.

2/ The pre-service training of teachers would not cover all the required aspects of a smooth classroom management in primary school.

3/ The teachers would face challenges that are related to the characteristics of the primary school pupils and the pedagogical burdens.

To test these hypotheses, this research employs three data collection methods for the participants of this research, who were inspectors of English and novice teachers in the primary schools and pupils of primary school. The data collection methods are as follows: a questionnaire is designed for the teachers to identify their perspectives towards major components in the classroom like behaviour and assessment. An observation is conducted with pupils of primary schools to monitor the classroom environment, and an interview is conducted with inspectors of English to draw conclusions about teachers' instruction, pupils' behaviour and the training of novice teachers.

This study consists of three chapters. The first chapter provides a literature review about classroom management. Fundamentally, it outlines the major theories of classroom management, the components of classroom management, and the impact of classroom management on pupils'

achievement and what is considered an effective classroom management. It also sheds light on the struggles of novice teachers in children education and techniques to overcome those struggles with an overview of children stages in learning.

The second chapter is about data collection where the sample of the research and the data collection methods are introduced. It provides the reasons behind choosing those methods and the description of each question and element in the questionnaire, observation and interview while the third and last chapter provides an interpretation of the findings of the obtained data from the three data collection methods.

Chapter one

**Novice Teachers Classroom
Management in Children Education**

Introduction

Classroom management is a crucial element in any learning environment; however, in the case of novice teachers, it can be challenging at miscellaneous levels if the learners are of young age. This chapter addresses the history of classroom management and its definition among various scholars. It also highlights the main theories of classroom management, components and the effect of classroom management on children's education. Moreover, this chapter provides an account of the challenges that novice teachers encounter in their classrooms with regard to classroom management and underscore the chief strategies to cope with these issues. The chapter concludes with the stages of the child growth in relation with language acquisition and behaviour in the classroom.

1.1. Definition of Classroom Management

According to Umoren (2010), classroom management encompasses all the activities that teachers must carry out in order to encourage pupils' academic involvement and cooperation in order to create a supportive learning environment. It goes beyond the idea of pupils' control and discipline. Effective classroom management is not a talent that some teachers are born with. It is true that some teachers master classroom management skills quickly, giving the impression to their peers that they are born with them. Like any other career, classroom management is a talent that can be learned. To become proficient at it, practice is necessary.

Thus, effective classroom management calls for a set of abilities, including organization and planning as well as the ability to work in a team since it takes a lot of dedication, initiative, flexibility on the part of teachers, and innovative thinking and action (Abel, 2011); hence, inefficient classroom management prevents effective teaching and learning from occurring. If pupils behave in a disorganized manner, and there are no clear policies or guidelines to guide them (Berrichi and Beddiar, 2018).

Class management is a comprehensive picture of the class. This is the instructor's area of movement. It is the manner he/she interacts with the pupils and answers their questions. It even

extends to how pupils are sitting. In essence, the way the lesson is set up is comprehensive to enhance instruction and learning. Since it has many layers, classroom management cannot be adequately defined. Classroom management has been described in a variety of ways based on the components that are examined, the specific philosophical stances taken, and the practical strategies used.

For instance, Hue and Li (2008) and Erwin (2004) defined classroom management as “managing is first creating the conditions for students to be interested in learning or performing, and then providing the structures, strategies, and activities that will encourage quality learning and quality performance”. In this respect, successful classroom management is the key to ensure that the other components of teaching and learning take place immediately.

In the classroom, teachers are the core element to guarantee both quality teaching and learning. The broad range of abilities and strategies teachers employ to keep their pupils on target, focused, orderly, and academically productive during class are collectively referred to as classroom management (Santhanam, 2022); however, mastering classroom management is a difficult task. Studies have shown that issues with classroom management can result in tension, worry, burnout, and even the choice to quit teaching. According to Marcus (n.d), classroom management skills usually improve with experience, but some teachers seem to have a gift for it. They seem to connect with kids and keep them focused on the lessons.

For Evertson and Weinstein (2006), the term classroom management describes the procedures used to establish and preserve a setting that is favorable to effective teaching instruction. In the past, instructors were in charge of upholding order in the classroom by manual techniques. In this context, tight structures and tight discipline were used in the traditional teacher-centered method to maintain control. Information was mostly communicated by sitting arrangements and chalkboard notes, with the usage of wooden rulers and canes as punishment instruments.

Communicative teaching and learning approaches became prominent as perceptible (audiovisual) materials like overhead projectors and film projectors were introduced. In order to enhance the pupils’ engagement and create a vital learning environment, teachers started applying

multimedia components such as images and audios like educational songs or stories to engage the pupils and manage the teaching and learning successfully (Okansasira,2023)

Teachers also employ several ways to involve pupils in academic assignments as part of classroom management. Teachers can reduce the behaviors that hinder learning for both individual students and groups of students by demonstrating efficient methods. Afterwards, utilizing technology to enhance classroom management can help teachers cope with the stress of managing the ever-expanding list of duties associated with teaching. Teachers can easily track, supervise, and involve pupils in their learning thanks to technology (Nu-Man and Aceytuno, 2018).

According to Nguyen et al (2022), teachers set the necessary pre-learning circumstances, such as digital devices, technology, learning, and teaching in order to achieve the learning and teaching objectives, so classroom management is simply about as the technique applied by the teacher to make the learning environment convenient for pupils learning (Richards & Renandya, 2002).

In the online article, how to teach accountability in a positive way (2018), a number of techniques can be used to teach accountability for your pupil as an effective strategy of classroom management. The teacher can appreciate and compliment his pupils publicly in front of their peers for doing an activity on time or for recalling a previous item that was taught before which is called modelling positive behaviour. The teacher can also set rules and punishment for pupils when not doing what is expected from them to do like writing the assignment twice or three times when passing the deadline.

A range of classifications and categorizations of teaching styles were observed, the majority of which are based on orientations that are either student- or teacher-centered. These classifications are closely related to the style of classroom management as well. Grasha (1996) suggested the following taxonomy. He distinguished amongst five categories of teaching styles: delegator, expert, personal model, formal authority, and facilitator. According to this paradigm, a knowledgeable teacher is concerned with providing students with accurate information and has the expertise that they require. Formal authority teachers adhere to an authoritarian style of teaching and classroom

management; hence, they regard themselves as valued members of the school community with a high standing among the pupils. Teachers who adopt a personal model approach regard themselves as role models for their students, and they encourage their pupils to make decisions, the facilitator teacher emphasizes on teacher-student contact and attempts to help pupils by posing questions and offering options. The educator who delegated is acknowledged as being a resourceful and someone that kids can contact when needed. Developing learners' autonomy is crucial to the delegator teaching approach.

1.2. Classroom Management Theories

This section will provide a detailed account of the major theories that highlight the concept of classroom management and its development.

1.2.1. Jacob Kounin's theory

The most extensive work that was done by a researcher on class management is Jacob Kounin's work that was conducted in 1970 in which he conducted a videotape analysis on a 49 first- and second-year classes. In this context, he studied the behaviour of both teachers and pupils (Marzano, 2003). His work is known as Kounin's theory of classroom management in which he extracted five dimensions of an effective classroom management They are mentioned and explained as follows:

1.2.1.1. Withitness

The teacher here is responsible for changing his pupils' poor behavior in the classroom. Myung-Sook Koh (2022) refers to withitness teacher knows everything that happens in his class in details. While the teacher is explaining on the board, he or she knows what is happening behind his back like who is speaking and who is not obeying the instructions...etc. Because of his or her deep knowledge on his or her pupil (name, age and character ...etc.), the teacher can reverse the behavior verbally or non-verbally by glaring at the pupil who interrupts during the explanation time or by giving a verbal warning to keep quiet and sit on his chair. In this respect, the main focus is not on the teacher to know

everything in the classroom, but for the students to perceive that the teacher is well-aware of the whole class and that he/she is in command.

1.2.1.2. Overlapping

Overlapping is the ability to respond to more than one situation at once to manage your class, particularly it is to proactive and master multi-tasking in the classroom. As an example of this situation, the teacher is explaining and tells everyone to keep their pens down, but he sees one pupil writing; thus, he keeps on explaining while moving to that pupil and putting the pen down from his hand without interrupting his speech. If in this case the teacher asks the students what he is doing, the other pupils will lose their focus, and their attention will be directed to that pupil and not to the explanation.

1.2.1.3. Momentum

It is about teacher's preparation to make sure everything takes place at the right and scheduled time. Koh (2022) stated that "free time that it is not scheduled will lead to a disruptive class where pupils are off-task. it is challenging to make them 'on-task' once again, and it is all due to poor time management". Koh (2022), shares her experience with an experienced teacher when she was novice in which she asks about the solution to such situation, and the tip is to make pupils busy (no free time). Busy pupils are more likely to focus on what is between their hands and are less likely to develop misbehaviors.

In "classroom management theorists and theories/ Jacob Kounin" (2024), it refers to the term momentum through the example of reducing the lectures time and grouping pupils for better control over their behavior and for checking their understanding of the lesson. Momentum can be achieved through dividing pupils into groups; assigning roles for them while doing the task and setting a time limitation for it. The teacher's role here is to monitor pupils' ability to finish the task on time. If pupils fail at doing so, the teacher needs to reflect on his actions while explaining to re-explain what they miss or could not understand in an easier way. An action, which can be done by deep explanation of

a specific item or by using authentic materials for better visualization of subjects like family members, animals and even toys, is all about the efficient use of time for the improvement of both teaching and learning.

1.2.1.4. Smoothness

Smoothness is mainly related to the technique of momentum in which the teacher is not easily distracted or diverted by irrelevant questions, information or disruptive behaviour; as a result, he/she does not switch to another irrelevant topic and forgets about the main topic that she/he is explaining in order not to leave it open, which can be sometimes very confusing for the students. Another situation in which smoothness can be ruined is when the teacher does not have a well-refined lesson plan; consequently, he/she seems to jump from one topic to another in a chaotic way.

1.2.1.5. Group Focus

In his analysis of Jacob's theory, Stanley (1984) explains how Kounin categorize this element into three sub-categories that are thoroughly explained in Stanleys' analysis of classroom management as follows: Group alerting and accountability.

1.2.1.6. Group Alerting

A technique used by keeping pupils attentive all times. Stanley (1984) underscores some techniques that might be used by teachers to gain pupils' focus through the lecture mentioning: asking a pupil to read and repeat a passage or a word or a letter loudly, and then the teacher introduces a new word or a new letter to keep the suspense on, so when the class has lost its attention, the teacher selects pupils randomly or points to those who are paying attention with the instructions. The outcomes of the study show that this technique has a positive impact on pupils' deviation during the reciting periods.

1.2.1.7. Accountability

It is defined in Oxford dictionary as (2024); “the fact of being responsible for your decisions or actions and expected to explain them when you are asked.”. In the classroom, it is the pupil’s responsibility to behave in a good way. Pupils will be asked to justify their reasons for not doing an assignment on time or for not revising their previous lessons.

1.2.2. The Behaviorism Theory

Feder (n.d.) explains that it is a theory which is concerned with studying the behavior as a response to an environmental stimulus. It studies how this behavior is formed. It is based on Ivan Pavlov’s and Skinner’s work in modern psychology in the 1900s.

1.2.3. Ivan Pavlov Theory

His famous experiment with a dog helps at creating the concept of classical conditioning. In his explanation about the theory, Cross (2011) explains how humans can get affected and act to a situation according to what they have been through; for example, a child that get bitten by a dog at young age develop a fear from dogs and all the other things that represent the dogs such as the toys, cartoon characters and even images of dogs, so the dog bite acts as a stimulus that leads to his response(fear).In education, a pupil who once tried to participate and got laugh at, will develop a response to this action and stop participating as his mind continuously brings about his previous negative experience, which eventually affect his improvement. Conditioning can be positive or negative; therefore, a positive conditioning that is related to good classroom management is once the teacher provides a comfortable and joyful environment like pictures and class decorations that may act as a stimulus to students’ association with learning and loving the subject.

1.2.4. Skinner’s Theory of Positive and Negative Reinforcement

According to McLeod (2024), positive reinforcement is the process of increasing the frequency of desired behaviors through rewarding. Increasing the frequency of participation by

praising pupils and rewarding those with the right answer is an example; however, the negative reinforcement is the process of decreasing undesired behaviors by punishments such as punishing pupils who did not do their assignments by writing it five times. Learners will try to avoid doing the activity multiple times, so they will bring it on time. It is a technique that teachers can apply to manage their pupils' classroom behaviour and improve learning.

1.2.5. The Humanistic Theory

It is an educational theory or an approach that is deeply rooted in psychology. It views children as a whole entity that means that it does not focus on his/her cognitive skills only but views it as an entity. It engages emotions, social interaction, self-esteem and other aspects as well. It was developed by Abraham Maslow in the early 1900s as a response to the Behaviorism Theory. For Maslow, children are intrinsically good if all their needs are met. These needs are categorized in a pyramid from base to top including: psychological needs, security needs, needs for love and belonging, esteem needs and finally at the top, there are the needs for self-realisation (Calicchio,2012).

Calicchio explained those needs in Maslow's view one by one. The psychological needs are the basic needs for living such as hunger, thirst, and rest. Once those needs are fulfilled, the next needs are aroused. These needs are security needs like physical security, constancy, health and prosperity. The third needs are incarnated in friendship and group belonging. For the fourth one, it includes self-esteem, appreciation from others and the desire for success, and finally, it includes the ultimate needs like finding one's self and one's talent. It is the way of achieving what the person has the potential to achieve and accomplish.

The theory explains how to manage the class behavior. It focuses on the reasons of the behavior and not the punishment. Pupils are less likely to focus when they are stressed, upset and sad, so it engages teachers to work on creating a safe and comfortable learning environment, motivating pupils to do the class activities and provide them with the opportunities to work in peers or groups to meet

their needs and boost their feelings since emotions are the core of this theory, (“What is humanistic learning theory in education?”, 2021).

1.3.1. Classroom Components

There is no doubt that classrooms have key components, if settled and managed properly, they will lead to a well-managed learning environment, which will lead to better performance and better achievement. On the contrary, poor managing of those components will eventually lead to ruinous learning environment leading to lower performance and decrease in achievement; hence, it is believed that the following key elements are the core of every class and the key to administrate the educational environment and a well-executed classroom management.

1.3.3.1. Time

Time plays a crucial role in managing the learning process and in management in general. McLeod, Fisher and Hoover (2003) explain that the effective and productive use of time supports the pupils to achieve learning goals. For them, effective management of time will lead to a pleasurable climate or atmosphere for both parties of the classroom, teachers and learners.

Heyck-Merlin, Smith, and Sorby (2021,3) provide teachers with a number of pieces of advices on how to manage their time in the classroom. The teachers should start by prioritization by focusing on only proper or right things. They stated that, “a teacher who does not prioritize well may focus too heavily on the aesthetic of his or her classroom at the expense of effective lesson design.” That means that the teachers should be well-aware of the tasks that require priority rather than wasting time on unnecessary activities or actions. The second piece of advice is planning, which is to look forward to what is coming and decide the suitable pathway to reach predefined goals. This objective can be achieved by setting deadlines so that the goals will be achieved on time. For efficiency as a third factor the authors stated that efficient teachers are able to invest in little time and use it in order to accomplish tasks successfully; for instance, they suggest that teacher can make their week copies

once a day all together instead of correcting them each day. These key elements can be applied by any teacher, but he or she only needs to adapt it with their environment.

1.4.1. Lesson plan

A lesson plan is a comprehensive outline that helps teachers present a particular learning objective. It serves as a guide, guaranteeing students an organized and interesting educational experience. Good lesson plans, such as those based on the three phases defined by Piaget and associates, create a supportive learning environment in the classroom.

1.4.1.1. Laying the foundation

Fay and Fay (2016) stated in their book that the house will collapse if its base is poor. Unfortunately, certain teachers and educational institutions are in such rush to get kids ready for exams and to get started on the curriculum that they are neglecting the foundational work necessary to establish peaceful, productive school and classroom environments.

In the same vein, they additionally claimed that cultivating positive relationships with students starts with building a healthy relationship in the classroom setting throughout the session.

Crawford, Saul, Mathews, and Makinster (2005), claimed that since learning impacts prior beliefs and extends our ability to learn new things, teachers should encourage children to consider the material they have studied in their previous lessons, by considering its implications, applying it in a practical way, and revising their prior beliefs. Piaget and his colleagues (2015) identified three stages of how the lesson plan should run smoothly.

1.4.1.1.1. The Anticipation Phase

Every session starts with an anticipation phase where the learners are asked to consider and pose questions regarding the material they will be studying. The anticipation phase aims to accomplish the following: raise the pupils' prior knowledge; assess their prior knowledge, including

any misconceptions; establish learning objectives; draw attention to the subject; and give new concepts context.

After the session begins, the teacher guides the learners by asking questions, gathering information, understanding the subject matter, responding to their own questions, and coming up with new ones. This second or middle section of the lecture is referred to as the:

1.4.1.1.2. Building knowledge Phase

The chief purpose of the building knowledge phase is to check expectations with what is being taught, adjust or raise new expectations, identify the key points, keep an eye on one's own thinking, draw conclusions about the content, create personal connections to the lesson, and challenge the lesson. There is still work to be done at the end of the class, once the students have a better understanding of the covered concepts.

1.4.1.1.3. The Consolidation Phase

Teachers should encourage their pupils to think back on what they have learned, ask themselves what it means, consider how it has changed the way they have thought, and consider practical applications. The final aspect of the lesson is the consolidation phase, which includes summarizing key concepts, interpreting them, expressing viewpoints, responding personally, testing the concepts, evaluating learning, and posing follow-up questions respectively.

1.5. The Impact of Classroom Management on Pupils' achievement

Since the case study of this research deals mainly with children who are learning the English language for the very first time where their learning environment is basically the school, more specifically the classroom, it is crucial to shed light on the environment and the impact that it has on pupils. It is highly believed by Marzano, and Pickering, (2003, 1) that efficient teaching and learning take place in well-managed classrooms. It is meant that pupils cannot show progress, and they cannot learn if their learning environment is poorly managed where there are constant distracters, be it noise,

disrespect or be it the non-sufficient time for activities or for teacher's explanation; nevertheless, Right, Horn, and Sanders (1997, as cited in, Marzano et al, 2003) hold a different view since they believe that the most contributing factor in classroom management and the pupils' achievement is the teacher himself. For them effective classroom management necessarily means an effective teacher.

It is believed by Balmer (1988) and Trophy and Good (1986) that correcting misbehaviours in the classroom by teachers as a consequence of mediocre classroom management will lead to poor classroom engagement from the part of the pupils. On the other hand, Brophy (1988) claims that teachers who focus on demonstrating and preserving a productive learning environment tends to be more successful than those who see class management as place for displaying their authorities.

1.6. Effective Classroom Management

Teachers tend to manage their classes according to their experience; however, novice teachers may face some obstacles in managing their pupils even if they have decent teaching experiences before; therefore, Finle (2016.2017) identify a number of crucial elements for effective class management for novice teachers in order to implement in their daily teaching. In this prospect, the teachers should use their voice even if it seems obvious for them, like telling students that they love teaching their class, or they love seeing them, or they are excited for teaching them new things. Another element is giving the students choices such as asking them how they would like to do an activity, either at home or in the class itself. By doing so, this technique will increase learners' acceptance and engagement in the task.

1.7. Novice Teachers in Children Education

It can be intimidating for new teachers to enter an EFL classroom for the first time. These teachers, who frequently lack training and experience, have particular difficulties when it comes to creating curricula, incorporating technology, and establishing a rapport with young students who are still in the early stages of learning.

1.7.1. Novice Teachers in EFL Classroom

English language teachers are new to the field of teaching English as a foreign language. Novice teachers are defined as those teachers with less than 3 years of a teaching experience (Richard and Ferrah ,2005) while it is defined by Farrel (2012) as teaching for the first time without clear cut on the years of teaching that takes the teacher to be experienced .In other words, there is no specific time to be called novice or experienced; however ,what is agreed on is that the first years of teaching for a teacher is definitely not enough to be called experienced.

Freeman (2000) claims that novice teachers have limited experience in developing their teaching curriculum or use technology in the teaching process, which might be due to their lack of training and their difficulty in identifying their pupils' needs.

Novice teachers face a lot of struggles in dealing with children because dealing with young pupils (kids) needs training in the ways to approach them, behave with them and how to build a good rapport with them since they are sensitive and in their formative years of experience with learning at school.

1.7.2. Struggles of English language Novice Teachers

Classroom management has constituted a challenge for novice teachers since they are in the early years of discovering the various landscapes of their classes.

Zaman, (2015, p. 46-47) stated that "...if you are speaking incorrect English, they [the pupils] will pick incorrect English." That means that the teacher can be the first source for the pupils to learn a foreign language since it is their first exposure to the English as a foreign language. It is, therefore, highly believed that the most significant part of any language is the language fluency. You cannot communicate effectively with a language that you do not speak appropriately. If the teacher uses poor English and pronounces the words incorrectly, pupils will grab it as it is leading to a whole class or even a whole generation that does not know how to pronounce words. Since pupils view their teachers as the only source of information and would even argue when their parents or others correct them

because they just regard whatever their teacher says and does is always right. For him the low proficiency may come as grammatical mistakes or questions' structure...etc, so it is highly recommended for primary school teachers to possess high English proficiency since they are providing their pupils with the first foundations of the language.

1.7.2.2. The Large Number of Pupils

It is almost impossible not to find crowdedness in the primary schools, which sets another obstacle for the novice teachers. An online article from Walden University entitled "Five Ways that Overcrowded Classrooms Affect Education" (2024). The authors claim that any number above 15 to 20 pupils in a class is considered as crowdedness. Seeing the Algerian primary schools with almost 40 pupils at class set challenges for the novice teachers since the teacher cannot keep his attention with all of them. It will be challenging when the teacher wants to monitor and check for their understanding without forgetting the amounts of noise and misbehaving in the classroom.

1.7.2.3. Time

According to Manly (2023), the priority of the teacher in his institution is managing time in all grade levels. While Bin-Hady (2018,341), asserts that it is necessary that teachers plan their time before the session. Losing a couple of minutes in a session can affect the whole session. Some of the observed teachers were found to ask students about the previous lesson for almost a quarter of the allotted time, or they would ask them for more than five minutes before calling them to the front of the class to write the time or date on the board. Giving the priority of time to such activities on the expense of the crucial part of the lesson such as the explanation and the activity time will lead eventually to the end of the session without finishing what was supposed to be finished.

Maamri and Djenina (2018, pp. 36-38) provide suggestions for EFL novice teachers to be able to manage their time effectively. They suggest for novice teachers to establish routines and class rules for the pupils as an example when a pupil comes late instead of wasting time and asking for the reasons of being late. The pupil is expected to go and sit directly in his place and keep quiet for five

minutes while his classmates are prohibited to ask him or speak with him in this period to not deviate their attention from the lesson.

Another technique is accepting pupils' aid; accordingly, pupils can help in taking attendance for their peers, collecting assignments and returning their class copybooks to their shelf at the end of each lesson; however, this does not help much with short time dedicated for the lecture, but it can definitely reduce the time for the unwanted or unplanned distractors.

1.7.3. Techniques for Novice Teachers in Early Years of Teaching

According to Wong and Wong (2009), what a teacher does on the first few days of school will determine how well he/she does the entire year. Achievement on the first day of class is very important for novice teachers. For the first day of classes, successful teachers have a code or a plan ready. His/her performance in the first few days of school will set the tone for the rest of the academic year. An efficient classroom and a fruitful school year can be established by understanding how to organize a successful first day of classes. According to Brooks (1985), the following six-step process is the key to help first-year teachers start their successful classroom management process.

1.7.3.1. Developing a Bank of First-Day Videotapes at Each Grade Level Success

Novice teachers should record themselves in their first week while explaining the lesson to get a view of their flaws in terms of time, behaviour, fluency and accuracy.

1.7.3.2. Review with Experienced Teachers

Novice teachers may coordinate with experienced teachers. Novice teachers can collect the video recordings. While the novice teachers are watching the tapes for the second time, they play them and invite teachers to talk about the selection of the tasks, their organization, and why they acted in the ways that they did. Simply put, the novice teachers record their thoughts aloud on the audio recordings to get the experienced teachers' opinions about the classroom instructions; accordingly, they may highlight the novice teachers' strengths and provide them with tips for improvement.

1.7.3.3. Create a Beginning Teacher Development Plan

The experienced teacher would plan a beginning teacher training day where grade-level first-day experts will demonstrate via videotapes how they begin their school year. Recommendations tailored to each activity for better classroom management should be the outcome of the session.

1.7.3.4. Supervising Novice Teachers

During the first few weeks of instruction, the administration provides more frequent supervision to novice teachers. Inexperienced teachers sometimes fail to notice the early indicators of management issues; for instance, they have not seen the effects of some noise and disruptive behaviours at the outset of the school year; therefore, they reflect on this situation and try to implement some tips to address the issue.

1.7.3.5. Supervising Novice Teachers Contextually

Experienced teachers or teacher trainers can exercise contextual supervision by watching how the new teachers greet their students, set expectations, facilitate the change from one activity to the next, handle disruptions, and conclude the lesson. It is always simpler to abide by advice when to act in particular cases than it is to be told how to act. A poor first exercise could be the cause of major issues later in the lesson. Bad first impressions could be the cause of major issues later in the school year.

1.8. Definition of Children Education

For UNISCO (2024), early children education starts from the birth till around nine where the brain development of the child is at its highest stages, a stage for a social-emotional development. Children must be provided with inclusive environment with equal rights in their learning. Children education is considered as one of the best investments for any country to start with as it prides a holistic development for both the individuals and societies.

According to Saputra (2019), at the age of 6 the kid will be able to develop his learning after undertaking early childhood education, which is a mentoring program for children from birth to age six, focusing on physical and spiritual development and preparing them for schooling. It involves exposure to people, voices, objects, and laughter in order to influence child's personality and future ability to deal with creative issues. Children, in their early age, learned survival skills through spoken language that is transmitted from elders and parents. Then schools were founded to teach reading, writing, math, and other topics as society advanced. These institutions initially catered only to boys and taught military skills, religious instruction and future leaders public speaking. Taking the latter element mentioned, language education has always been part of child education (Britannica (n.d)).

Zein (2018), Sulistiyo et al. (2019) alongside with Cahyati and Madya (2019) emphasized the fact that language teachers who are also competent at teaching younger pupils should be the ones teaching English in primary schools. A degree in English education will be a suitable match for this position because teaching English to young learners can be challenging due to their unique personalities, short attention spans, and propensity for boredom.

Ersöz (2007) defines young learners as youngsters aged between 5 to 12. Preschoolers fit into the young learner's category according to both meanings. People frequently hold the opinion that youngsters are more adept than adults in learning foreign languages. (Copland and Garton, 2014) cited that the sociocultural class and the position of English in society are examples of social influences. Learners' willingness to study and attitudes toward the target language are examples of individual influences. The learner's family history and the parents' perspectives on language acquisition are considered environmental variables. For this reason, pupils still need extra pedagogical attention when learning a foreign language in a formal setting even if they have an age advantage. Early EFL (English as a Foreign Language) vocabulary acquisition is crucial. Regarding the matter of teaching children a new word, it is important to use visual aids, repetition, and engaging activities to help them understand and remember the word effectively.

According to Hilda (1966), both new students following this curriculum and teachers who are not specifically trained in cognitive skill training. Although the data were inconsistent, they generally supported the concept. The sample was uneven, and it was challenging to distinguish the more intricate instruction and thought processes.

According to Liu & Shi (2007), a teaching technique is a collection of guidelines, processes, or tactics that educators use to help pupils understand the material they are supposed to study. Griffiths (2007) claimed that “consciously or unconsciously, language learning strategies are used by all language learners, including children, when learning another language”.

However, Raquel (2023) claimed that it might be challenging at times to maintain the young pupils’ attention for the whole of the lesson, but the teacher can make the most of that enthusiasm and inquisitiveness using entertaining games and activities to teach the children English. For instance, according to Cheng (1980, p. 62), Communicative Language Teaching activities focus on how students connect with one another. Group activities enable the pupils to communicate verbally with one another as much as possible when working with their classmates; therefore, they are also less likely to experience inhibition. The teacher can switch between groups without becoming overbearing. She or he just offers advice and assistance when required.

1.9. Cognitive Stages of Child Development

According to Jean Piaget’s theories, cognitive development is impacted by both internal and external variables. Children develop in four stages. Each stage corresponds to a different level of cognitive ability and understanding of the world. In order to build mental schemas, Piaget places a strong emphasis on active investigation, contact with the environment, assimilation, and adaptation (Mcleod, 2024).

1.9.1. The Sensory-Motor Stage

This phase is a period of transition for a child from a biological to a psychological being that starts at birth and lasts until the child turns two years old. Infants learn to see, hear, move, touch, and test throughout this period. Additionally, the infants develop object permanence, which is the knowledge that things and events exist even when they are not immediately perceptible, audible, or sensory.

1.9.2. Pre-Operational Stage (2 to 7 Years)

Children are still learning how to do mental operations when they are in the pre-Operational Stage. This stage is distinguished by an emphasis on visual representations and a lack of logical rules. Semantic function, egocentrism, decentering, animism, seriation, and conservation are developed in children at this period. To illustrate different aspects of a scenario, they employ signs and symbols. For example, a doll may be used to represent an adult, child, or baby. They also display decentering, which is their failure to distinguish between several facets or dimensions of a given circumstance. Finally, they demonstrate conservation—the knowledge that some characteristics of an object stay the same despite changes in appearance—and seriation, which is the ability to group objects into categories.

1.9.3. Concrete Operational Stage (7 to 11 years)

A child's focus at this age is on the integration as well as stability of his cognitive systems. It teaches him how to multiply, divide, subtract, and add. He is qualified to categorize items that are tangible. In general, children acquire the capacity for rational thought, but their reasoning is based on tangible objects.

1.9.4. Formal Operational Stage (11 years and above)

This kind is distinguished by the development of rational reasoning and thinking. During this time, other significant cognitive achievements include the capacity to consider theoretical scenarios and solve problems systematically and logically through reasoning.

1.9.5. Children's learning a new Language

When a child learns a new language, it can expand their cultural perspectives, lead to new opportunities, and improve their cognitive development. Children may learn languages very quickly, and given the correct support and environment, they can become multilingual fluent speakers.

As indicated by Staats (1993), parents hardly ever explain to their children in their home tongue, yet four or five native children are able to grasp and speak the majority of their native tongue quite well. They acquired language by induction, often known as self-analysis. Parents do not try to teach their kids grammar and structure in the form of basic rules like subject-verb agreement and plural morphemes. Parents are aware that their children will not comprehend an explanation even if they are able to formulate one.

Herschensohn (2007) defined induction as the process of collecting up rules by self-discovery. Children who hear speech in a second language and retain what they have heard will be able to decode and comprehend the rules that govern the speech. The learners are working through the rules to be able to apply and comprehend the more complex ones. Before the child starts school, a young native speaker's language knowledge includes induction-learned features like pronominalization, negation, and the plural.

It appears that younger children depend more on memory than older children do. Based on Harley and Dough (1997), younger children relied more on rote recall, which is the process of memorizing information based on repetition when learning a language whereas later children started to employ their cognitive talents in understanding the syntactic rules of the second language. It can be inferred that older children move on to syntactic earlier because they become aware of their inability to retain every sentence they hear.

Conclusion

The focus of this chapter was to provide the theoretical foundation of the research topic of novice teachers and classroom management in children education. It had provided main theories of classroom management, components, effective classroom and its effect on children. It also shed lights on novice teachers, whom should be considered as novice and their struggles in classroom management. And the chapter was concluded with the learning stages of children. These theoretical foundations were the basis for formulating the research problem of novice teachers' ability to manage their primary school classes. Since there were not much of further studies on this topic in the Algerian context.

Chapter Two
Field Investigation and Data Collection
Methods

Introduction

This chapter deals with how the research study was undertaken and how the data were gathered from the different participants of the study. It simply aims at testing the hypotheses set for this research on the issue of how novice teachers manage their classrooms. It starts by outlining the sample targeted by this study, the research questions and the hypotheses of this research followed by the research methodology and the data collection methods. A mix method approach has been adopted to collect data including observation, questionnaire and interview. The questionnaire was introduced to twelve novice teachers of English to collect their opinions and attitude towards several instructions in the classroom. The observation was conducted in thirty school's sessions to witness and evaluate teachers and pupils' actions in the classroom while the interview was conducted with four inspectors of English language to get some insights about novice teachers' classroom management skills, particularly in primary school.

2.1. Research Questions

As it is mentioned in the first chapter, classroom management in children education can be challenging for novice teachers who are not equipped with the necessary skills on how to deal with children in the classroom.

After taking a comprehensive overview of the related literature review about classroom management, connecting those studies with the recent decision of teaching English in the Algerian primary schools. The following research questions were formulated.

- 1/ How do novice primary school teachers of English manage their classrooms?
- 2/ Does the pre-service teacher's training respond to the requirements of a successful classroom management in primary schools?
- 3/ What are the main challenges that the novice teachers face with regard to effective classroom management?

To test these research questions, a set of hypotheses are suggested:

1/ The teachers of English in primary school would be in the first stages of exploring the complexity of classroom management in primary school.

2/ The pre-service training of teachers would not cover all the required aspects of a smooth classroom management in primary school.

3/ The teachers would face challenges that are related to the characteristics of the primary school pupils and the pedagogical burdens.

2.2. Research Site

This research was conducted with six urban schools in Tiaret, Algeria. The schools were selected randomly and were named as follow: the first and second school are Nasri Guider and Ben Shmissa Ben Khadra Primary school, both located at residence 1500 accommodation, Kharoubi El Miloud. The third one is Yatoush El Hbib Primary school, located at residence 405 accommodation. The fourth one named Maashi Said, located at El Brarik. While the fifth one is called Kaoush El Djilali, located at residence E and the last school where the research was conducted is named Guassem Abdelkader, located at residence El Badr, Ain Guessma Road, Tiaret

There are some schools' administrations, namely Missom El Hadj Mohamed and El Raid Abdelilah primary schools that refused to welcome us and to provide us with the consensus to undertake our study in their classes due to the fact that they require the authorization from the head of department of English and the teachers who would be the participants in this case.

Due to a number of factors such as the exams' timetables, the period of correction and posting the grades of the first and second trimesters, the principals asked us to delay the research until they would be finished; therefore, the study was postponed until the end of the second semester exams. However, with the other schools, it was a one session before the exams and two sessions after them.

Hence, the research was conducted in the period between the end of the second semester and the third semester (between March and May,2024).

The first school and the second one are located in the same neighbourhood, and not so far from the fourth school, which made it easier for us to move between them while the third and the fifth and the sixth school are majorly located far from each other. This fact imposed on us the issues of time and transportation between them specially that these schools nearly have similar timetables concerning the English language classes, so if a session was conducted in one school, another session would be missed in another school.

2.3 The Sample

This research aims at examining teachers' instructions to manage their classes in primary school, particularly the English language class in order to maintain order and enhance learning, which is the ultimate goal in education. In addition, it aims at identifying the teachers' ability to build a good rapport with their pupils as well as to measure their understanding to the process of growth and development of their young classes.

Primarily, the sample of this research consisted of twelve teachers. Six teachers who were observed in their classes, three teachers from other schools and three teachers piloted the questionnaire of this research. The first six teachers consisted of five females and one male, the second ones were all females and the teachers who agreed to pilot the questionnaire in order to refine it before final distribution to the participants in this study were also females.

Since the research was conducted in the primary school classrooms, the classes were third and fourth year of six primary school classes of English. Since the age difference is not big, the results will be approximately the same. The research aims as well at examining these students' ability to be abided by the class rules, respect their teachers and classmates and to engage in learning and participation with their teachers while learning the English language. The pupils in each class were approximately around 30 to 40 pupils per class, which means they are, in general, around 240 pupils participated in this research.

For the inspectors, the study at hand was conducted with four inspectors to provide evidence of pupils or children actions or problem behaviours in the classroom, reasons for specific actions done by both teachers and learners, and to provide solutions for those problems to overcome them. The first participant has been an inspector for six years. He has also a PhD in Teaching English as a Foreign Language. He is an expert in the field of didactics of English and educational psychology. The second participant is a former inspector, who has an experience that extends over 32 years. The third participant is a female inspector, who has a Master degree in Didactics and an experience that extends over 17 years of supervising middle school teachers, and 12 years as a teacher in secondary school. And the fourth participant have an experience that extended 16 years.

2.4. Research Methodology

The research was a mixed approach research, a combination of qualitative and quantitative research since the research collects numerical data of the participants. On the other hand, it targets the description of how novice primary teachers of English manage their classes with an emphasis of the teachers' and their pupils' behaviours during the teaching learning process. In the same line of thought, this case study aims at investigating the inspectors' opinions and evaluation of teachers' classroom management in primary school since they are able to make regular visits and observe both, the teachers and their pupils.

2.5. The data collection tools

The research study uses a triangulation method in which it employs three data collection tools in order to give each involved party the opportunity to have a say (opinion, attitude, experience) about the matter at hand.

2.5.1. Classroom observation

According to Ciolan and Florescu (2023), classroom observation is the process of methodically noticing and assessing instructional strategies and teaching techniques in learning environments. It is employed to assess the quality of those instructional strategies, give teachers feedback, and improve the academic achievements of students.

The observation of this study was conducted in six primary schools in Tiaret, with three sessions for both the third- and fourth-year classes to capture the essence of teachers' instructions during a single classroom observation visit. The observation is an unstructured passive observation in which the researchers were with no expectation, and they were not insiders in the teaching learning process; in addition, it means that the class environment is not controlled. In this prospect, anything can happen and any interruption can occur. At the same time, the researchers will not participate in the class activities or stimulate wanted behaviours or actions. They only collect data on their research participants (teachers and learners) through a set of characteristics or measures predefined for the research using checklists and rating scales for easy and objective collection of data.

The checklist of the observation consisted of 33 statements in a form of checklist. The statements where the focused were on pupils were eight statements and are as follows: statement (5,17,18,19,22,23,24,25). Two statements in which the focus was on the classroom environment and are the statement (1 and 2). While the statements in which the focus were on the teacher were all the rest 23 statements in the checklist.

The purpose of the first two statements (1 and 2) were to check the suitability of the learning environment for the pupils. The purpose of those statements related to learners were to check learners' activeness in the classroom, time of pupils' interruptions and their behaviour with their peers. While the purpose of the 23 statements related to teachers' observation were to check their efficacy to manage their time, their pupils' behaviour, and to evaluate the effectiveness of their instructions inside the classroom.

2.5.1.2 The Findings of The Classroom Observation

To draw connection among the different statements of the observation, it was decided to categorize these statements into main concepts for easier interpretation of the collected data.

2.5.1.2.1. Classroom setting and environment

The purpose of the following section was to discover the learning environment that learners were surrounded with, and its effects on their learning.

This section will provide an account of the setting of conducting the observations across the primary schools in Tiaret. The settings of the classrooms were appropriate for the number of pupils. The six schools with both levels follow the traditional seating which is rows even if the number of the students almost reaches 40 pupils per class, which means that these classes are teacher-centred ones rather than collaborative learning. However, it was observed that it did not cause an obstacle for both teachers or learners since learners were observed to participate from the last seats and write down correctly what they see on the board. Furthermore, the class were decorated. It was observed that all the classes were decorated with colourful pictures of animals, alphabets and even quotes. However, those decorations were not at all related to the English language. They were all related to Arabic or French, and there was no sign of the English language.

2.5.1.2.2. Questions' Asking and Pupils Participation

The purpose of the following statements was to check the inclusivity of the learning environment for the learners, whether those learners have equal rights and opportunities in learning or not.

The statement “Teachers rise the waiting time before asking their pupils” were all negatively observed in the six schools where the observation took place, which means that teachers asked their pupils and immediately looked for participants to answer.

He or she responds to shy and quite learners /Teachers encourage pupils to participate. The observation shows negative response from the teachers. It means that teachers in the six schools totally neglected shy and quite learners, even though they know them by name. Same as before all were negatively observed without response and encouragement.

From what it was observed, quiet learners or learners who do not participate were totally neglected by their teachers. It was observed that teachers focused on the pupils who participate only.

Teachers call their pupils by their names. The answer was yes in all the schools, teachers seem to memorize their pupils name and even family name since they had taught them for two years.

2.5.1.2.3. Pupils' Behaviour and Teachers' Response

The purpose of the following statements was to explore teachers' responses of their pupils' behaviour and interruption, and to evaluate the effect of these responses on maintaining learners' discipline and on the learning environment. The findings were as follows:

If there is misbehaviour, teachers respond immediately or decide to delay it or ignore it. The observation of five schools showed almost no misbehaviour by children, except for some acts that are considered as a children's nature like some noises in the class, when the pupils spoke or when they went out of their seats while participating. However, the observation of one among the five schools specifically a 3rd year class that witnessed a sort of interruption or distraction by two pupils (girls). Their behaviour was normal; however, it was not normal for the teacher. It was observed that the first girl was speaking during the explanation time; hence, the teacher (a female teacher) yelled at her, pulled her to the board and shouted, then asked the pupil to sit down and keep quiet while another girl at the front swung her legs and this behaviour triggered the teacher's anger; therefore, the teacher shouted for a second time and asked the pupil to stop doing so, since she is interrupting the flow of the lesson explanation.

Learners interrupt more at the beginning of the lesson, middle or at the end. It was observed that pupils mostly interrupted at the middle and sometimes by the end of the lecture, but never at the beginning of the lesson. It was observed that pupils were generally quiet and attentive at the beginning of the session.

Boys are more interruptive than girls. It was observed that girls are less noisy than boys since the latter interrupted more, spoke more and even argued with one another. It was observed that they did this specially at the end of the session when boys get noisy and get in small fights with their peers.

If the teacher asks the pupils to be quiet, all pupils obey.

The answer differs among the schools. It was observed that when pupils made noise and the teacher asked them to get quite or to keep hands on the table, all the pupils obeyed and listened even if not immediately. However, it was observed that the tone and the manner teachers ask for attention is

different. The teachers in school 3 and 4 asked quietly in more calm and soft tone and had to repeat it for a couple of times so that everyone listen while in the other schools, the teachers asked in a more aggressive way with a high tone of voice, which leads to ultimate and immediate obedience by all pupils in the classroom.

Teachers' use of body language like hand gestures to make pupils quite or to manage noises in the class. Here, it aims at discovering one area of classroom management techniques in managing learners' behaviour which is body language. The findings were as follows:

It was observed that teachers never use their body language to manage their classes; however, they use verbal language only like telling pupils to keep quiet, to be attentive or directly yelling at them while misbehaving in the classroom

Teacher perspective to pupils' movement in the classroom. Including pupils' movement in the observation was to evaluate the understanding of novice teachers to young learners' movement and hyperactivity as a natural part of their growth. The findings showed that five of the six teachers seemed to let pupils move to some extent; for instance, the pupils can go to the teacher, ask him/her for something, throw something in the trash can. Similarly, the pupils were not allowed to move to their classmates' tables or to move to the front when they participate; however, when they did so, the teachers did not seem to have a big issue with it, and they asked pupils to come back at their seats. One teacher clearly refused any movement made by pupils in the class and declared that pupils were not allowed to come to the teacher desk for anything, neither for explanation nor for something else. She believed that pupils need to be managed strictly from this young age.

2.5.1.2.4 Teachers' competence and class management

The teacher is proficient in English. This statement was included in the observation to check the level of proficiency of novice teachers in English, as these teachers diploma in English were not recent-dated. The findings were as follows:

It was observed across the six schools that there was only one teacher who made constant mistakes in the pronunciation of basic words like: fries and juice, and eventually changing their

meaning completely. This happened in the class of a female teacher who graduated in 1998, which means that this novice teacher was not in regular exposure to English. This factor is considered challenging when teaching a language that was not used in communication and interaction for large period of time.

2.5.1.2.5 Textbook use

The purpose of observing the use of the textbook by the teachers were to evaluate their understanding and their ability to efficiently combine this document with their lessons. Teachers use the textbook always, rarely or sometimes. It was observed that teachers rarely use the textbook in all the six schools. The textbook was used in one class (school 5) only to show the pupils the number of the page where the activity was. while, it was never used neither with 3rd nor with 4th grade level in the rest of the schools.

2.5.1.2.6 The use of gamification

The observation shows that only two teacher uses a gamification (a female teacher in Nasri Guider Primary School) which was a game in pairs, one back facing the other in which the teacher shows a letter silently to one of them, and the pupil writes it at the back of his peer by his finger, then his classmate identifies the letter, and whether it is written in capital letter or in lower case. The pupils loved the game and all the pupils were really excited to play it

The second teacher in school 5 hanged pictures of animals on the board (around six to seven) and asked her pupils to memorize the names of those animals, and each time she took off one picture and asked her pupils to close their eyes so that they cannot see what she took. After she asked them to identify the animal's picture that had been off, the majority of the pupils showed a great engagement and appreciation towards this activity. Even if the pupils made some mistakes or were not able to remember the whole list, it was observed that they enjoyed the game and participated very well throughout the activity.

2.5.2 Questionnaire

According to Walsh (2022), questionnaires are tools for collecting data that can be applied in different contexts, including surveys, interviews, and clinical evaluations. They are made to effectively and economically collect data from a large number of participants. Well-crafted questionnaires are necessary to guarantee accurate data collection.

The questionnaire was first piloted by two novice teachers and three experienced teachers that are already in the teaching domain for years in order to identify any gaps of information, repeated questions or double-barrelled questions. In the current research, the questionnaire was designed for primary school teachers of English to collect data about their experiences with managing their classes, their opinions about specific instructions, their learners' behaviour, and their learners achievements. The questionnaire will be a combination of structured and unstructured questions in other words it is a mix of closed-ended and open-ended questions. The aim of collecting data about the participants' attitude towards class management is to narrow down their options and to investigate the frequency of their actions and choices towards their instructions in a set of predefined answers that the participants will choose from. The open-ended questions are used to collect qualitative data i.e. opinions and attitudes as a part of teachers' experiences inside their classrooms while managing their classes.

The design of the questionnaire starts by introducing the topic of the research, which is class management, the sample and the aim of the research alongside with the correspondents' personal information like their email, their phone number, their gender and their institution. The second part is the identification of the relevant and contextual questions of the study. In this context, the questions were formulated in a simplified way to avoid any ambiguity or misunderstanding, and they were organized starting with closed-ended questions to make it easy for the correspondents to answer briefly and quickly in a short time followed open-ended questions that take time to be answered. After designing the questions, the next step is the piloting of the tool. The questionnaire will be handed to a small group of teachers to answer the questions to test it and to see if it obtains the results

the researchers require as well as to identify any possible gaps in the type of the questions, the length of the questionnaire and to clear any confusion or ambiguity.

2.5.2.1. The Description of Teachers' Questionnaire

The questions of the questionnaire aims to identify the English language teachers' experiences and ability to successfully manage their classes; hence, the teachers' questionnaire was designed to find out how much of a challenge it is for new teachers to manage their classrooms, particularly at this level since English is newly re-introduced in the primary education sector; in addition, it seeks to highlight whether these newly novice teachers have face challenges related to classroom management since it is their first experience teaching English in primary school.

To ensure the most accurate data for the study, the participants were reassured that their answers would remain anonymous and were encouraged to respond honestly and candidly. They were told that in order to produce insightful information and useful outcomes, their candid responses were essential and confidential. The questionnaire responses of the 12 participants are reported in this section based on the following dimensions:

The teachers' questionnaire consisted of eighteen (18) questions. These questions were of two kinds: 10 close-ended and 08 open-ended questions organized into three (03) sections, giving participants a list of pre-defined answers to choose from. Open-ended questions were also included to allow for a range of individual opinions and information; in addition, the questionnaire includes three questions, two of which are sub-questions that use checkboxes.

The online format of the questionnaire was made to facilitate the statistical analysis of the answers easier. Question 5 requires the participants to provide a customized response to each open-ended sub-question. In order to facilitate analysis, closed questions are given precedence over open-ended questions in Questions 11 and 13 and throughout the majority of the questionnaire. Open-ended questions are used carefully to allow participants to offer more in-depth answers. There are also check-box questions in the questionnaire. For instance, the 7th sub-question is a checkbox question

that allows respondents to choose from a list of options and enter their own response, which is also related to questions 8 and 9 sub-questions.

2.5.2.2. Piloting of the Questionnaire

As an initial step, we conducted a small pilot test of the questionnaire. The latter was distributed to 5 teachers of English from different primary schools to examine its comprehensibility and identify any potential tribulations. The pilot test proved valuable as it allowed us to revise one of the questions. Respondents found that the options in Question 7 are insufficient. After rewording that question for improved readability, the respondents indicated that the questions were straightforward and easy to understand. Based on this feedback, we made minor revisions to Question 7. Beyond that one question, the respondents had no difficulty comprehending and completing the other prompts.

Section One: Background Information

The first section included seven questions (Questions 1, 2, 3, 4, 5, 6, and 7). The first three items (Q1, Q2, and Q3) are about teachers' gender, degree, and the type of studies they undertook at university. Question 4 seeks to highlight the year of teaching in primary school. (Question 5 discusses their experience in teaching in other levels such as middle or secondary education. Additionally, question 6 seeks out if they had any pre-services training before teaching in primary school. To sum up the first section, (question 7) asks the teachers whether they have attended any EFL seminars in order to identify the teachers' profile.

Section Two: Teachers' Concern with classroom management

This section includes 10 questions (questions 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, and 18). They investigate teachers' styles and strategies with regard to the implementation of successful classroom management in their classes. The first item (question 8) was about the main difficulties and obstacles that teachers face during their teaching of children inside their classrooms and the participants were also asked to provide further explanations about their unique experiences. Then,

question 9 is about whether the teachers share assessment feedback with parents. Question 10 is about asking the teachers whether they provide their pupils with sufficient opportunities to engage them in their learning process. Question 11 attempts to shed light on the extent of teachers' flexibility and change based on learner needs. As far as question 12 is concerned, it targets the teachers' ability to manage overcrowded classes. Then question 13 is meant to highlight some of techniques and strategies that the participants use with their pupils to keep their attention and maintain their focus. Question 14 was about whether the teachers allow pupils to move freely in the classroom. Question 15 probes the participants' opinions about hyperactive children. Question 16 is about asking whether the teachers take into account the cognitive abilities and age of the pupils when designing the lessons that are mainly games. Then, question 17 aims at asking the teachers if their pupils mix between Arabic French and English since they are learning the three languages simultaneously. Last but not least, question 18 seeks to gather information about whether the children improvise in the classroom.

2.5.2.3. The Findings of the Teachers' Questionnaire

Section 1: General information about the participants

Q1. Gender

Question one aims at identifying the dominant gender in this case study. The intention was to check whether managing the classroom differ with regard to gender. From the answers received females represented most of the of participants 71,7% while only one male who represented 8,3%. It is worth noting that the sample was selected purposefully since the case study was undertaken in primary schools. In some cases, there are some teachers who has taught English across two primary school since their timetable cannot be covered in one school only, which is another justification for the participants' number as well.

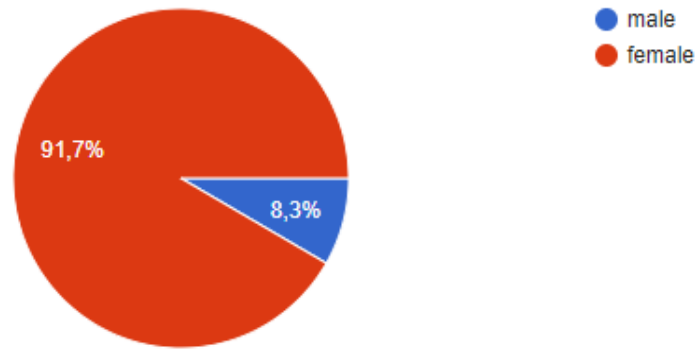


Figure1: Participants' gender

Q2. Degree at University

The purpose of this question is to identify the participants' university degrees in English (Bachelor, Mater or PhD degree). The findings showed that 50% had Bachelor degree, which is the required degree to teach in primary school while the other half of participants 50% had a Master degree.

This question was intended to find out the system that the participants studied during university, either the classical system or the BMD one, which may affect their teaching style and their performance in teaching. The results indicated that 16,7% of the participants studied under the classical system, and 83,3% participants studied under the BMD system

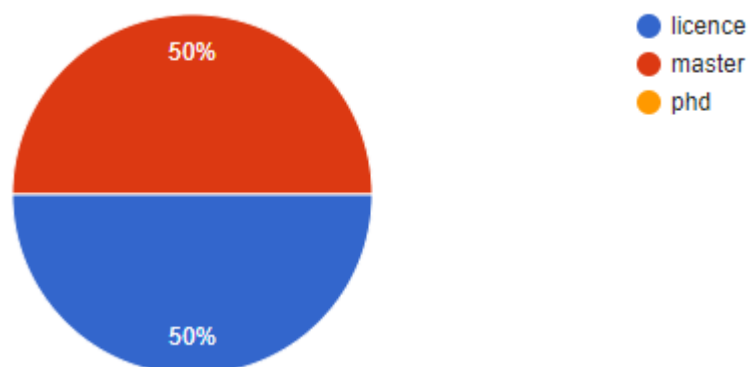


Figure 2: Teachers' degrees at university

Q3. System of teachers at university

This question was intended to find out how the participants had their university education. Since the old Classic system were different from the current LMD system, it is possible that their performance in teaching was different. The results show that 16,7% participants studied under the Classic system, and 83,3% participants studied under the LMD system

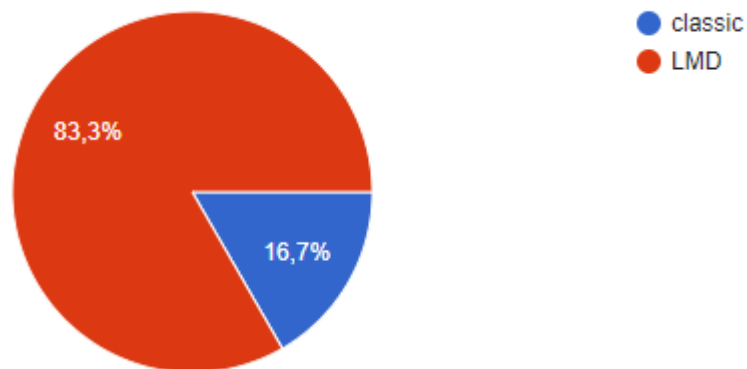


Figure 3: The Teachers' educational System

Q4. Did you previously have any experience before teaching in elementary school?

A summary of the participants' prior teaching experience is given in Figure five 66.7% of the twelve participants with prior experience said that they had taught before. On the other hand, four individuals 33.3% had never taught in a primary school before. It's interesting to note that these teachers had a variety of prior experiences: of them, 25% had taught in secondary schools, 37.5 percent had started their careers as private school teachers, and another 37.5 percent had taught in middle schools

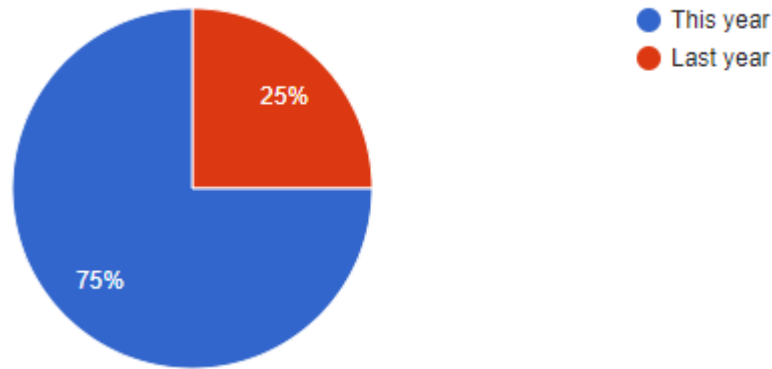


Figure 4: Experience with Teaching Children

Q5. Did you previously have any experience before teaching in primary school?

Since English is re-introduced recently in the Algerian primary school, it is crucial to ask whether the participants had any previous experience with regard to teaching children. 25% of participants only admitted that they had previously taught children in kindergarten and private schools. This data strongly suggests that a remarkable 75% of teachers are encountering the difficulties of teaching in primary schools for the first time in their teaching career.

Q6. Did you previously have any experience before teaching in primary school?

Figure 6 provides a summary of the participants' prior teaching experience. 66.7% of the participants reported that they had taught before. On the other hand, 33.3% of the participants stated that they had never taught children before. It is interesting to note that these teachers had a variety of prior experiences since 25% had taught in secondary schools, 37.5% had started their careers as private school teachers, and another 37.5% had taught in middle schools.

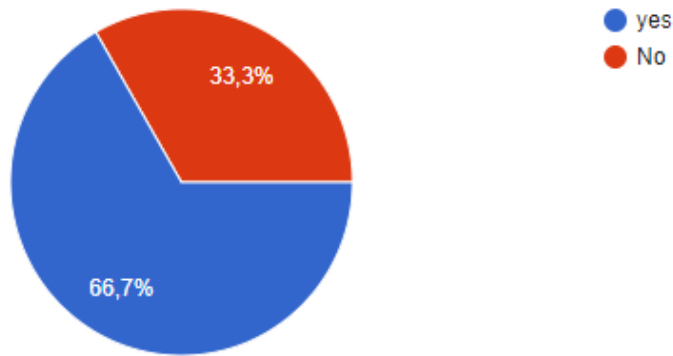


Figure5: Teachers' experience

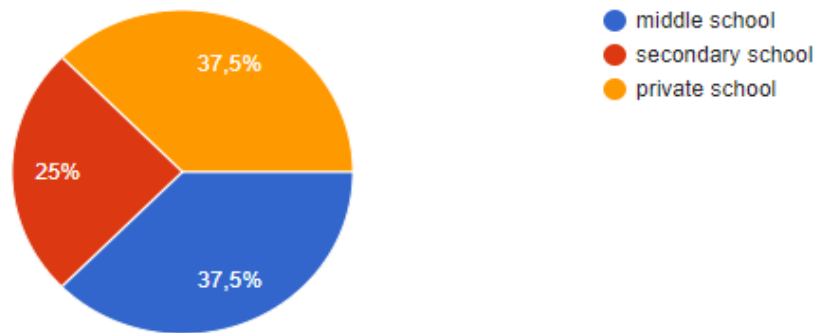


Figure6: The participants' previous teaching experiences

The third part of the question deeply examined the participants' number of the years of experience in teaching English. Those who said "yes" to the question about prior experience were asked how long they had been teaching with the longest experience being 10 years and the shortest being just 1 month,

Q7. Did you take any pre-service training before starting to teach in primary school?

Figure 7 provided information about the pre-service training that teachers may have received prior to starting their teaching careers in primary school. Most participants 58.3% reported having received pre-service training of some kind. This implies that a considerable proportion of the educators have had the chance to acquire fundamental knowledge and abilities relevant to instructing

in elementary schools. Nonetheless, a significant percentage of participants 41.7% stated that they had not received any pre-service training.

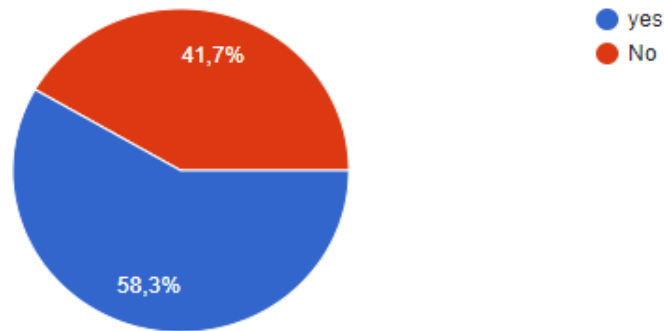


Figure 7: Teachers' Pre-services

Q8. Have you ever attended any seminars about teaching English in primary school or teaching English in general?

The focus of the question was to determine how committed teachers were to improving their teaching methods and how interested they were in pursuing professional development. A noteworthy proportion of the participants 38.3% exhibited a strong desire towards continuous education through attending seminars centered around professional growth. This implies a readiness to stay up to date on developments in education and sharpen their instructional techniques. A smaller percentage of respondents 16.7% reported that they had not attended any seminars for professional development.

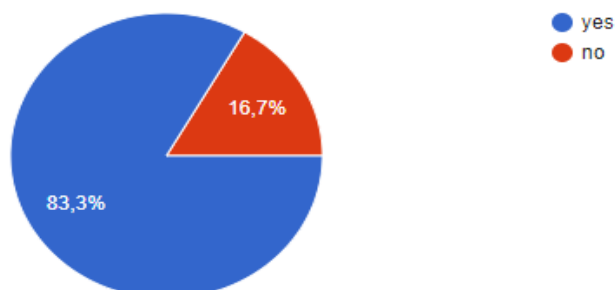


Figure 8: Attending Seminars

The themes covered in these seminars

Figure 9 explores the themes that were discussed when teachers attended professional development seminars. One startling discovery is that 99.9% of participants declared that these seminars covered the broad topics of evaluation and assessment. This demonstrates how vital these subjects are to classroom management, especially for new teachers who are still honing their craft. Another topic that was discussed a lot was lesson planning; 72.7% of the participants mentioned that the seminars recurrently tackled this essential theme. This emphasizes how important it is to provide educators with practical methods and techniques for creating lessons that are both interesting and productive. The study's emphasis on inexperienced educators is evident from the fact that 54.6% attended seminars designed especially for them. This suggests an understanding of the special requirements and difficulties faced by the students wishing to become teachers. It is interesting to note that only 5 participants 45.5% admitted that they to textbook use seminars. The percentages exceeded 100% since the participants suggested more than one option while answering the questions

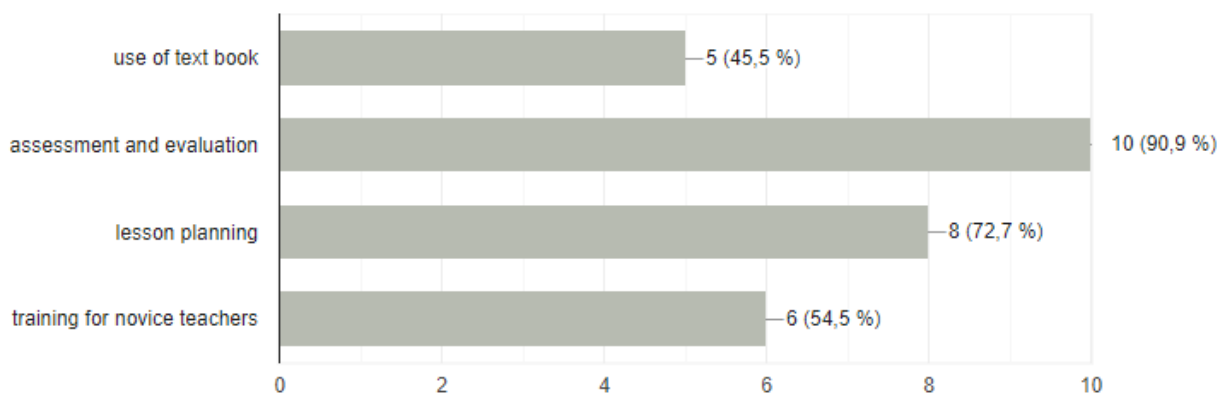


Figure 9: Themes of Seminars

Q9. What are the main difficulties and obstacles you face when you teach pupils in primary school? Explain

This question dealt with the difficulties and barriers that the teachers face when teaching pupils in their classrooms. 66.7 % of the participants reported that the short period of session was the most

frequent difficulty. Teachers are worried that the 45 minutes that are allocated twice a week is not a sufficient time to teach the basics of English and to cover the curriculum. 41.7% of the participants reported that disruptive behaviour in the classroom is another major challenge. This implies that, in this particular context, controlling student behaviour can be a challenging part of teaching since the pupils are in the early ages of their childhood. 25% expressed difficulty in finishing the curriculum on schedule, emphasizing the pressure to cover a set amount of content in a limited duration of time. All of these difficulties were only mentioned by 8.3% of the participants, indicating that although these difficulties are common, not all teachers will necessarily have the same experience with them. Figure 10 sheds important light on the unique challenges that educators face in this setting highlighting the necessity of tools and assistance in order to effectively address these issues.

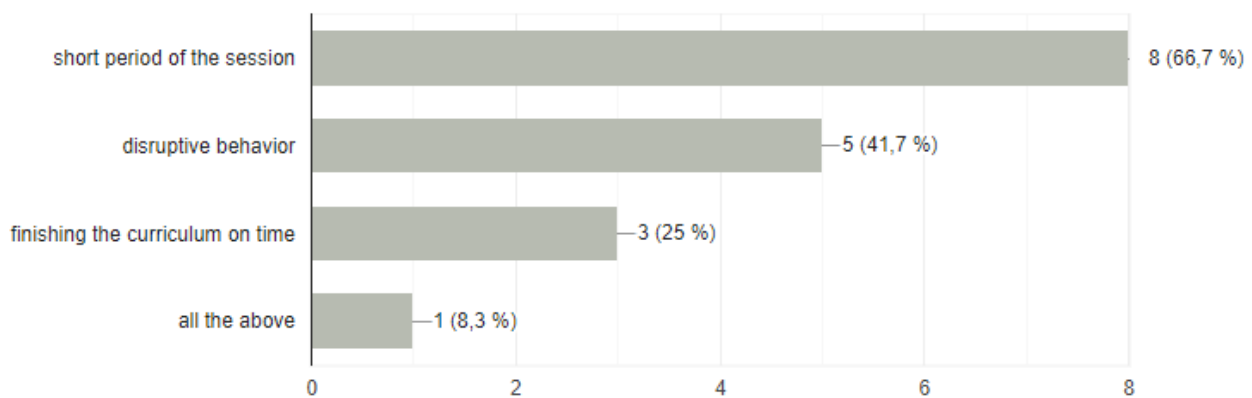


Figure10: Difficulties Faced During Teaching

Q10. Do children have enough opportunities to show their engagement?

There were plenty of opportunities for student engagement in the classroom as the findings of question 11 indicated. The majority of teachers with 91.7% thought that their pupils had more than enough chances to participate actively in class and showed what they understood. This point highlighted the need of emphasizing the engaging and interactive teaching strategies that encourage student participation. 8.3% of the participants stated that they thought their pupils were not given sufficient chances to show their involvement in the learning process inside the classroom

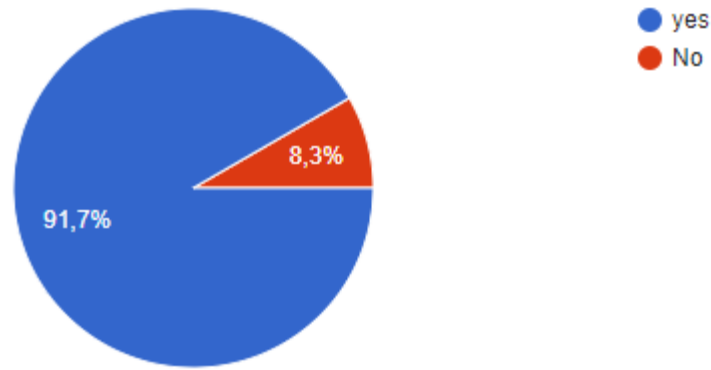


Figure11: Children' opportunities in Showing their Engagement

Q11. Does your lesson plan offer flexibility and change based on learners' needs?

Results of question 12 offered data about the flexibility of the teachers during the lesson or while designing the lesson plan, which means whether the teachers modified the lesson plan to meet the learning needs and interests of the pupils or not. 75% of the participants stated that they were flexible in order to meet the learning needs of the pupils they taught since they are in the first year of learning English whereas 25% did not allow any room for any adaptability in lesson plans. A participant explained that effective lesson planning involves clearly stated goals, an introduction, captivating activities, practice opportunities, feedback, a summary, and assessments of the comprehension of pupils. The other three participants then provided their understanding on how flexibility works. The second participant emphasized that he or she includes them in the learning environment, the next teacher stated that lessons are easy to study, and the last participant added that since teaching children is challenging, lesson plans must be centred on their needs to be the starting point in lesson planning design along with the requirements of the syllabus.

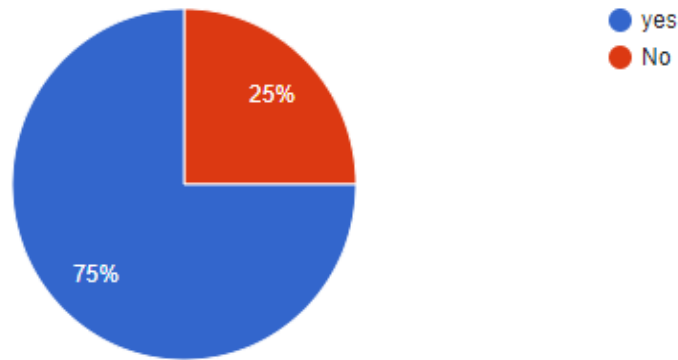


Figure12: Lesson Plan Flexibility

Q12. How do you manage to teach an overcrowded class?

This question investigated the methods that the participants used to manage over crowdedness in their classes, which is a typical difficulty in learning environments. The data showed a range of strategies that the teachers adopted. 50% of the participants admitted that they opted for the most widely used strategy was in order to match the students' needs 50%. Increased interaction and peer support are made possible by this tactic, which may aid in learning in larger group settings. 33% of the participants referred to forming as an effective strategy. This strategy offers chances for cooperative learning and task-sharing, and may lessen the load on the instructor to oversee individual students. Rearranging seating arrangements was selected by a smaller percentage of teachers (16%) in an effort to improve classroom dynamics and possibly create a more favourable learning environment.

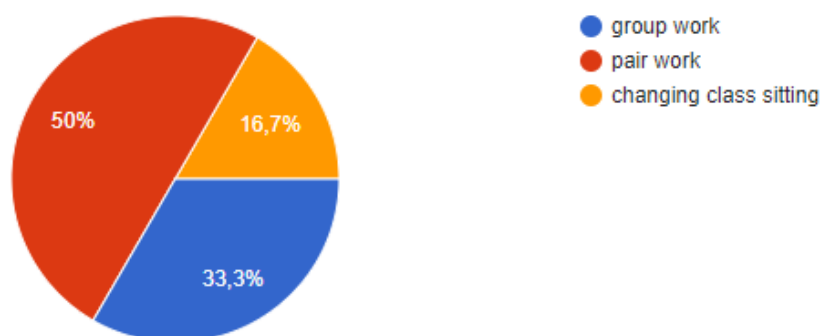


Figure13: Managing Overcrowded Classes

Q13. Mention some of techniques and strategies you use to attract your pupils' attention

The latter question targeted to comprehend the various tactics that the teachers used to draw in and hold on to students' attention. 66.7 of the participants emphasized the value of interesting teaching strategies like games, music, flashcards, and videos. By addressing the interests of young learners and utilizing a variety of learning styles, these strategies promote a more engaging and joyful learning environment. According to 33.3 participants, in order to get attention, they need to create physical stimuli like clapping or making noises. This method implies an aptitude for quick, obvious signals to help the pupils focus again. One participant provided a perspective on how the technique of questioning can be used to engage the pupils and promote critical thinking and active participation. Lastly, Participants pinpointed the relevance of using the Total Physical Response (TPR) technique, a kinesthetic method that language teachers with children through the use of physical gestures. The wide range of strategies teachers employ to grab students' attention is evident in the diverse responses, which highlight the significance of customizing teaching strategies to each learner's needs and preferred learning style.

Q14. Do you allow your students to move freely in the classroom?

The idea of this inquiry was to learn more about how teachers control the innate energy and mobility of young students in the classroom. The majority of educators with 66.7% stated that they let their pupils move freely in the classroom; nonetheless, a significant percentage of educators 33.3% stated that they forbade free movement within the classroom.

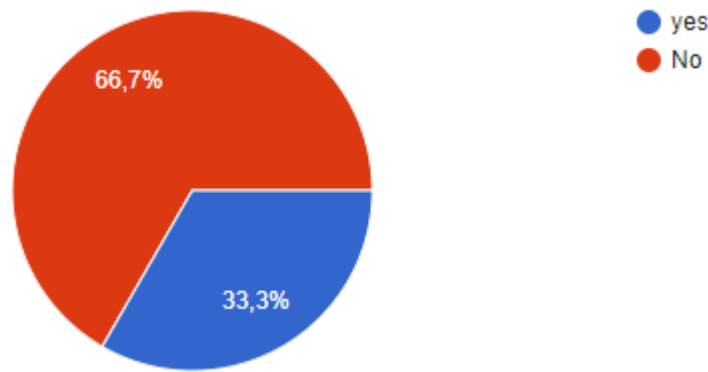


Figure14: Letting Kids move Freely

Q15. Do consider hyperactive children as a misbehaviour or a part of their growth?

To gain a deeper understanding of children's behaviour, teachers' opinions on children's hyperactive are clarified in Figure 18. The vast majority of educators (83.3%) recognized hyperactivity as a normal occurrence and has the potential to be a positive aspect of children's development. Understanding the developmental phases and individual variations that define young learners is suggested by this viewpoint. A smaller percentage of 16.7% percentage of educators viewed hyperactivity as unaccepted behaviour in the classroom

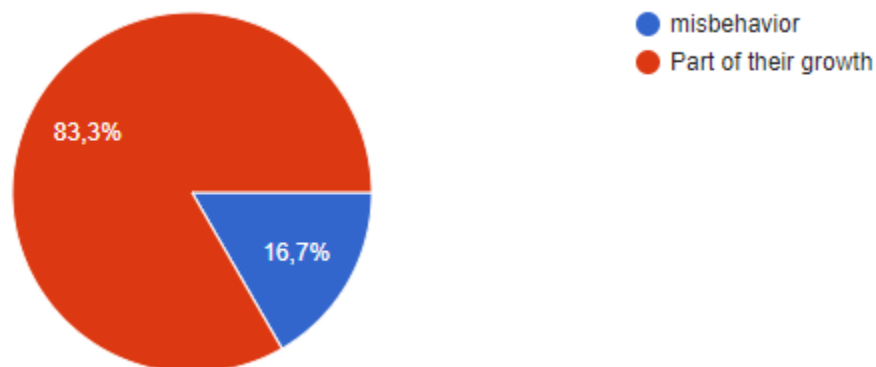


Figure15: Children' Hyperactivity

Q16. Do you use games to respond to hyperactive learners and engage them?

The overall objective of question 17 was to find out how much use educators made of gamification in their classrooms, realizing that it can improve student engagement and learning. All the participants admitted that they used games in their instruction.

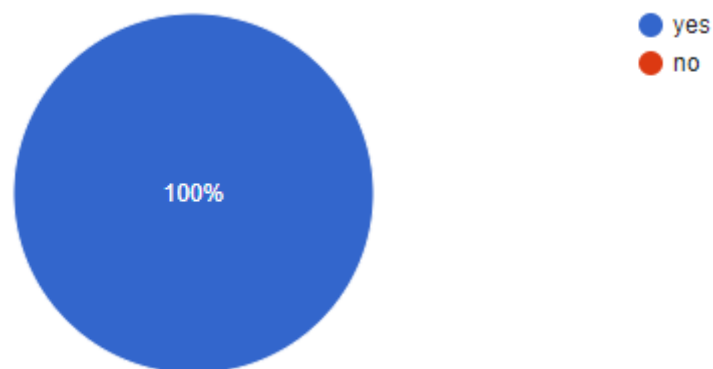


Figure16: Use of Gamification

Q17. Do the pupils mix between Arabic, French and English?

For young pupils to learn three different languages in the same classroom can be a challenge when Arabic, French and English are taught simultaneously in primary schools. Figure 20 indicated that the majority of English teachers with 83.3% reported confusion among their pupils as they mixed up vocabulary and grammar from French and English while only 16.7% stated that their pupils did not do so.

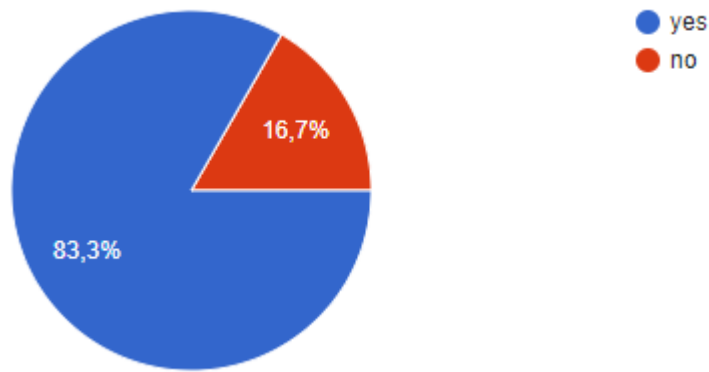


Figure17: Languages' confusion

Q18. Do they improvise?

The last question attempted to evaluate how much creativity and improvisation the pupils displayed in the classroom. The majority of participants with 75% reported having seen their students use Spontaneous skills that they show their creative skills during the lesson for example “connecting prior knowledge or problem-solving” during lessons. Although a smaller percentage of participants with 25% did not witness improvisation among their pupils.

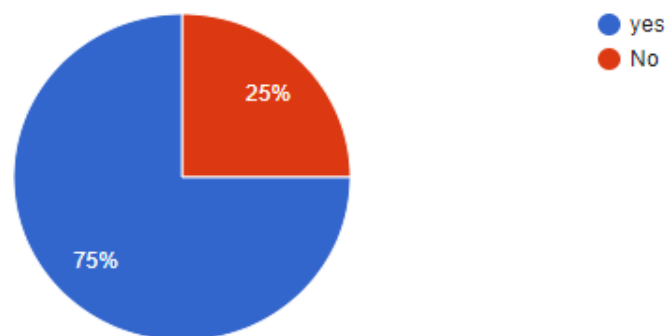


Figure18: Learners' improvising

The analysis was conducted on the information obtained from the questionnaire that English teachers answered. The outcomes produced pertinent, reasonable conclusions that may confirm or reject the hypotheses.

2.5.3. The interview

An interview is a conversation between an interviewer and an interviewee where the former asks questions and the latter responds. Hillman (2022, pp. 782-785) highlights that interviews are an important research tool for learning more about a subject in-depth, and investigate differences in beliefs, attitudes, and actions as there are several ways to conduct interviews, like in-person, over the phone, or online. According to Oldershaw and Joy (2022), when choosing an interviewing technique, it is important to take into account aspects like time management, gender, confidentiality, and the type of information needed.

This research relied on the interview with three primary school inspectors of English since these participants have a busy schedule and will not be available in all the time, so interviewing them is more suitable. The interview includes a number of relevant questions that are selected to be answered. A semi-structured interview was conducted to collect data about the inspectors' opinions about class management, and their experiences in observing teachers while managing their classes, particularly in primary schools where the English language is newly introduced.

The interview consisted of eleven questions. Five closed-ended questions (question 1,2,6 and 7). Those questions were followed with further explanations except question 7. While there were seven open-ended questions (question 3,4,5,8,9,10,11) to offer more details of the participants' answers and to benefit from their experience in classroom management.

2.5.3.1. The Findings of The Interview

At the outset of this research study, four inspectors were contacted in order to take part in the interview. Due to their unavailability and busy schedules, the interview was conducted with the first three inspectors face to face, and the other inspector agreed to have an online interview with her since she was busy, and she does not live in Tiaret. The results were collected by examining the responses of the inspectors.

2.5.3.1.1 Experts' views on University Curriculum Coverage of Children Education

All the inspectors have agreed that there is no actual training at university about children education. They believed that even if there was training, it would be insufficient. For them the only exception is the High School for Teachers (ENS) as inspector 3 claimed. While inspectors 1,2 and 4 explain that the poor coverage of topics such early childhood education can be due to the sudden recent implementation of English in the primary schools is the major reason. While teaching English in middle and secondary schools had been habituated for years and is still going.

2.5.3.1.2 Time Allotted for Novice Teachers' pre-service Training

As it was mentioned earlier, the teachers undertook training for two weeks before the start of the academic year. The inspectors have shared one opinion about the fact that the training is for sure insufficient to deal with the requirements of a challenging profession such as teaching, particularly when dealing with children who are learning English for the first time in their lives. The challenges of the pre-service training were due to factors namely the training course length, the comprehensiveness of the training course content and practical experiences. The duration of the training is too short, and the teachers needed continuous trainings to develop their teaching experiences.

2.5.3.1.3. the Required Aspects in Teachers' pre-service Training for Ultimate Readiness

As it is shown in the results of the questionnaire that the training was mainly about the textbook use, lesson plan and assessment and evaluation. The inspectors 1 and 4 highlighted that the training should be more of a psychological training with some encounters with educational psychologists about the children biological, cognitive, mental, social, affective and academic construct. While inspectors 2 and 3 believed that the training needed to shed lights on factors like classroom management skills and strategies on how to deal with children's behaviour. Finally, they provided additional aspects to be focused on like creating inclusive and equitable environments, play-based learning and child development.

2.5.3.1.4. Novice Teachers Lack of Classroom Management Skills

All the interviewees had agreed that novice teachers lack classroom management skills. They considered that the main important skill teachers lack is how to deal with problem behaviour. They also shed light on the teachers' lack of experience when it comes to keeping their pupils engaged throughout the session.

For instance, the inspectors 1 and 3 added a number of aspects that teachers' lack in managing their classrooms through their experience. The teachers' lack of managing the instructional time effectively was mainly due to the novice teachers' shortage of time management strategies and their priority of finishing the curriculum on time at the expenses of advancing active learning in the English class. While inspectors 2 and 4 added that teachers faced difficulties in keeping their classes organized (inspector 2) and in developing positive relationships with their pupils (inspector 4).

2.5.3.1.5. Teachers' Movement in The Classroom or "Zone of Action"

The interviewees had different views on teachers' movement in the class. The first inspector believed that the teachers' movement in the class depends on a number of parameters such as the typology of the task and the lesson objective. He explained that sometimes the teacher needs to stay at the front to have a holistic view of his pupils and have an eye contact with them. while sometimes because of the voice, the teacher goes back to enable the pupils seating at the back to hear the instructions or the explanation clearly.

The other inspectors believed that the teachers should move inside their classrooms. It is crucial in assessing their pupils and monitoring their learning while inspector 3 gave a detailed view about the importance of teachers' zone of action in learning. For her it enables effective classroom management since this zone of action fosters a positive and inclusive learning environment. While the last participant concluded that it is a skill that is gained with the passage of time and experience.

2.5.3.1.6. The Use of Instructional Checking Questions (ICQs)

All of the interviewees agreed on the value of the ICQs for better understanding of the instructions. The first interviewee explained how it can be done with young learners in primary school like giving them a demonstration of what to do. He exemplified further by correcting the first question in the activity with learners. For example, matching the first letter in an activity that requires matching the capital and small letter of the same alphabets. He added that explaining the activity can be in Arabic due to the level of young learners and their limited understanding of the English vocabulary. Inspector 2 and 3 believed that ICQs are crucial in the comprehension of the activity, promoting active engagement and in fostering a positive learning environment. Finally, inspector 4 believed that, it is crucial without providing further explanations.

2.5.3.1.7. The Duration of The Sessions

The interview showed two contradicting opinions about the sufficient time for the session of English (45 minutes per session/ two sessions per week). For the first and the second inspector, the time is sufficient to cover the curriculum if it is managed effectively with the proper selection and adaptation of the classroom materials since it depends on the teacher, if he is curriculum-based or learner-focused. For the third and the fourth inspector, it is not sufficient for covering the curriculum and improving learning in the English language class.

2.5.3.1.8. Reasons of Pupils Disruptive Behaviours in the Classroom

The interviewees agreed that disruptive behaviours can occur because of many reasons. However, each one has its own point view of the common reasons for that. For inspector 1, it is children's nature to move and make noise since they are energetic and want to put that energy in discovering the world around them. For the rest of he participants a number of motives can cause these behaviours such as: lack of engagement and the unmet needs including physical, emotional and social needs

2.5.3.1.9. Techniques for Novice Teachers to Manage Their Classrooms

The first inspector considered that it is ineffective to just provide novice teachers with a list of how to manage their classes. while Inspector 2 and 3 suggested some of the techniques that would help novice teachers manage their classes effectively namely: establishing classroom rules and procedures, creating effective and flexible schedule helps in dividing time for each activity, and the teachers are required to develop efficient systems for classroom organization; for instance, labelled storage spaces and well-structured layouts can enhance overall classroom management (explanation provided by inspector 3). while the last participant totally believed that it is not about classroom management techniques but about teachers embodying all the necessary qualities of a successful teacher. Once he/she achieved such a standard, he/ she will succeed in both managing his/ her time and dealing with disruptive pupils.

2.5.3.1.10. The Activities, the online courses and Webinars Inspectors Recommend

The inspectors suggested that novice teachers can engage themselves in continuous trainings. Novice teachers seeking to enhance their skills in teaching English in primary schools and classroom management can explore various avenues for professional development. For instance, they can enroll in online courses tailored to English as a second language (ESL) or English as a foreign language (EFL). Novice teachers can also participate in webinars and workshops led by experienced educators, peer collaboration and mentoring programs and accessing professional development resources such as articles, research papers, books, and online platforms dedicated to English language teaching.

Conclusion

This chapter explored the research tools used to gather information from novice English teachers and inspectors who provided accounts of the tactics they employ to run their classrooms efficiently. It provided the findings of these three data collection tools to collect data on whether novice teachers were able to manage their classroom. It also provided the validity of using the observation, questionnaire and interview. The first section highlighted the findings of thirty sessions

of the classroom observation. The second section shed lights on the findings of twelve participants answers on the questionnaire. While on the other hand, the third and final section provided the findings of the inspectors' interview on their point of view concerning managing primary school classes by novice teachers of English.

Chapter Three

Data Analysis and Interpretation

Introduction

This final chapter of this dissertation explored the analysis of the obtained data about classroom management with regard to teaching English to young learners, which aims to examine whether novice teachers of English were able to manage their classroom environment effectively. This chapter did not only provide the interpretation and discussion of the research findings only, but also provided suggested recommendations to effective classroom management to optimize the learning process of English in primary schools in Tiaret.

3.1. Interpretation of the Classroom Observations

The setting of the classroom was appropriate for the number of pupils. Though most of the classes were crowded, it did not cause an obstacle for pupils which is reasonable due to the large size of the classrooms where pupils do not feel suffocated but comfortable even in last benchers. However, it was observed that crowded classes remained a challenge for novice teachers to differentiate their instructions and to meet the diverse needs of each student due to the insufficient time and session rate per week for those teachers.

Another aspect that is related to the classroom environment is the decoration. Though The classes were all decorated, there was no sign of the English language. This can be interpreted that those teachers did not feel the sense of belongingness with their classes.

It was noted that the teacher never used ice breakers as a classroom management technique for capturing their pupils' attention and to pave the way for the lesson in order to engage the young learners, which means that those teachers are not aware that their pupils have deviated from the lesson and lose their focus or the teacher is unaware of the techniques of attention-grabbing, or the teachers' lesson plans did not include ice breakers. It can be also due to the session's period of time that is considered for the majority of teachers as insufficient, so if they used those ice breakers to grab their pupils' attention, they will lose time.

Teachers were observed to never rise the waiting time before asking their pupils to answer their questions. This behaviour highlights that the teachers' ask their pupils and immediately look for

participants to answer. This fact can lead to discouraging pupils who want to participate but need time to think and recall their information; hence, they may feel neglected and left out. It can also lead to surface thinking due to pupils' rush in answering, which is in a way encouraging quick answering rather than deep thinking and analyzing. These pupils can be privileged in comparison with slow learners who may require additional time to process the question in order to be able to participate and provide an answer to the teachers' questions.

It is considered that one of the main objectives of any class is meeting the needs of the diverse learners; however, the teachers did not encourage shy and quiet learners to participate, which inevitably can lead to significant issues such as the problem of inequity in the class. In other words, the observed classes, in which the diverse needs of the learners are not met, were not inclusive since not all the learners had equal rights in learning due to teachers' failure in differentiating their instructions to meet their learners' needs which is ultimately the ultimate goal of teaching.

Though all the involved teachers called their pupils by their names, the teachers failed at engaging all the learners in the classroom environment, which may reflect that the teachers' knowledge about their pupils, their profiles and their learning aptitudes and difficulties is superficial and the pedagogical relationship between the teachers and their learners is not well-established.

As far as disruptive behaviour is concerned, the teacher's aggressive response on her two pupils is an indicator that her teacher had a reactive approach rather than a proactive approach in dealing with the behaviour in her class, despite the fact that all teachers answered that they understand pupils' movement as a part of their growth. The reactive approach is dealing with the behaviour or the interruption after it becomes a problem in the class, while the proactive approach is dealing with the behaviour before it causes a problem in the classroom. Adding to that, yelling harshly on pupils at this age can have a serious impact on pupils' psychology since it is also an indicator of a poor class management. It can lower their self-esteem and decrease their motivation to learn and participate. Due to their age, children are very sensitive. One mistake can ruin an entire educational path for pupils. There are some behaviours which are completely normal and are considered to be the children's

natural way of exploring the world around them without requiring any act of violent response. Lastly, these actions committed by this teacher can be due to the fact that the training she took never took into consideration children behavioural management. It was proved in the findings of the topics covered in their pre-service training in the second chapter where children behavioural management was overlooked.

In the same line of thought with regard to the pupils' behaviour, the pupils mostly interrupted in the middle and sometimes by the end of the lecture but never at the beginning of the lesson, which is logical due to the short attention span of children. At this age, the children tend to lose their focus quickly since they can focus for a maximum of 30 minutes while the session is 45 minutes. It can be due to their boredom in relation with the progress of the lesson, especially if there was a lack of variety in the lesson or the activities provided by their teachers which is what the observation proved; for example, there were no games, no ice breakers and not many variations in the activities. In other words, the classroom activities meet the needs of a single learning style as almost all the activities were visual only. Simply put, teachers had failed in showing their flexibility in their lesson plans when it comes to their learners needs.

Similarly, it was observed that girls are less noisy than boys since the latter interrupted more, spoke more and even fought with one another, which is reasonable due to fact that boys are known to be more assertive and aggressive than girls. However, it can be considered as an exaggeration towards boys specially that the observation was conducted with their classes for three sessions, so there were high chances that boys interrupted more only in those sessions because of their boredom or attention seeking.

When the teachers asked their pupils to be quiet, all the pupils immediately obeyed. This can be interpreted under two possibilities. Either the teachers' instructions were clear and understood by all pupils, and in this case the teacher is definitively the source of authority in the classroom, or the pupils are afraid to be punished. For the teacher who asked for silence, and the pupils took time to

obey, it can be interpreted that these pupils do not see their teacher as a source of authority; hence, they do not feel obliged to obey his/her words immediately.

When it comes to teachers' performance, some teachers committed some mistake in fluency in terms of some words' pronunciation, which is an unforgivable mistake to do with children as they would learn the wrong pronunciation of such words affecting their language proficiency later on. These mistakes can be the outcome of a lack of exposure and use of the language for long period of time. It can also be due to several factors like stress or blurred teacher since the researchers were observing the teacher.

The teachers never used body language like hand gestures to make pupils quiet or to set order in the class as another technique in classroom management, as teachers are not well experienced on how to deal with children and how to respond to problem behaviour. It can be due to the fact that those teachers prefer a more verbal-based approach of teaching. It is something that is related to the class dynamics and the teachers' preference.

It was observed that there was a lack of movement, which was due to teachers' policy of limited mobility and order in the classroom. It seems that these teachers banned the pupils' movement since they considered it as a factor leading to disruption and misbehaving. It can be interpreted that these teachers do not seem to understand pupils' movement as a part of their growth.

As far as the materials of teaching are concerned, it was observed that the teachers did not use the textbook which may be attributed to the following possible interpretation such as the teachers' lack of assurance to use the textbook effectively, which means that they do not know how to integrate it in their sessions with the lesson and the activities. It can also be as a result of the textbook irrelevance of the curriculum alignment with the needs of the students and the current pedagogical trends. There might be also a gap between the lesson objectives and the content of the textbook that did not contribute to the advancement of active learning.

The poor use of gamification can be as a result of several factors like: the teachers' teaching styles. While some teacher prefer gamification and finds it efficient for their pupils' comprehension,

some teachers found it quite the opposite since they thought that games required sufficient time, which is not the case here.

3.2. Analysis of the Questionnaire

Consequently, a large number of newly hired educators have little prior experience in teaching young students, particularly in a foreign language like English. This poses a dilemma as well as an opening for the educational system. Although it draws attention to the possibility of a need for more assistance and professional growth, it also highlights the possible need for more professional development and support for newly hired teachers.

The majority of teachers did not undertake an extended period of pre-service training. Due to their lack of preparation, they might not have the pedagogical expertise and knowledge of age-appropriate teaching techniques, which are required to perform well in the classroom. The lack of training is reflected in showing a poor classroom management when the observation sessions are taken into account to see the full picture of the teachers' attitudes and their performance in the classroom. While the minority of teachers did not have any previous experience in teaching. These teachers in most cases lack classroom management skills and English language proficiency.

Promoting and enabling teachers to participate in professional development programs is essential for raising educational standards and cultivating a culture of lifelong learning in the classroom. Although the teachers attended some seminars about professional development, they need broader approach to be assisted in their professional development, particularly with regard to the amount of time allotted to this training and the quality of training when it comes to the content and the skills that were covered in these sessions. The covered themes of these seminars were not directly related to successful measures and procedures to manage classes and classrooms of young learners who would be studying English for the first time on one hand, and the pre-service training and the seminars did not take into account that the majority of university teaching did not focus majorly on children education in comparison with other levels such as middle and secondary school levels on the other hand; hence, the covered theme such as lesson planning and evaluation did not constitute the

ultimate needs for novice teachers of English in primary school which were observed in these teachers' classrooms.

Teachers claimed to give opportunities for engagement, but in reality, they have failed to show the opportunities they give to students. They just interacted and explained to the pupils who can answer immediately without giving the chance to pupils who are shy or quiet to take their time in order to process the question in their mind and to participate in their classrooms. That means that teachers have failed in successfully managing their classrooms. Since all the classrooms had failed in providing the inclusive environment for all of the pupils in both 3rd and 4th grade level.

Although the majority of teachers answered that they had attended seminars for professional development, they had faced obstacles in managing their time effectively. Difficulties may be caused by the short session time. This was what the majority of the participants answered. Since all teachers had previous experience in teaching middle and secondary school learners, they were used to a time frame of one hour per session with two to four sessions a week depending on the level and specialty. This is a reason why those teachers could not figure it out with 45 minutes per session, adding to it a total new level which were primary stage. Another obstacle was disruptive behavior for almost half of the participants. This is due to teachers' involvement with learners who were not familiar with. Those teachers did not understand the characteristics of their early young learners and misunderstand the behaviour of those young learners that can be a natural part of their growth as misbehaviour like what it was observed with some teachers. The last reason for the teachers who answered the questionnaire with the minor percentage were the extensive curriculum that made them rush with finishing both 3rd and 4th level syllabus. Here it can be said that the curriculum of those two levels does not fit their appropriate age and level.

The majority of teachers answered that their pupils mixed between French and English at the level of alphabets such as the letters "A", "E" and "I". Those three letters were the most letters they were confused about in almost half of the sessions, which is due to the simultaneous learning of those

two languages' curriculum at the same time. In other words, pupils were learning the alphabets, its pronunciation and how those letters should be written, all in the same time. On the other hand, a minority of the participants have answered that their pupils did not get confused between the two languages; which goes in accordance with the findings of the observation sessions that no all pupils get confused with these languages.

Another crucial aspect of effective learning and classroom management is the flexibility of the lesson plan. Although almost all primary school teachers agreed that flexible lesson plans are important. the survey indicates that teachers had different views about what exactly "flexibility" means. Those teachers who answered that their lesson plan change based on those needs were the majority, it usually refers to their interest and their effectiveness as teachers. However, it was observed to be the opposite. Those teachers did not change their method nor they adopt activities that meets the diverse needs of pupils such as kinesthetic activities. Which contradicted with what they answered. Here, it can be interpreted that the pre-service training of teachers overlooked the flexibility of the lesson plan, despite the fact that lesson plan was included in the training. However, a sizable minority of teachers said that their lesson plans are fixed and do not offer flexibility. It was the reality of what was observed in their classrooms. Either those teachers were not interested in meeting the needs of their classrooms, in putting time and effort for changing their lessons plan.

The results obtained show that students are improvising in the classroom and exhibiting their creative skills during the lesson, such as "connecting prior knowledge or problem-solving," which is a strong point for fast learners. However, shy students never do so unless the teacher asks them to. That means that these novice teachers had failed in creating an inclusive environment in all of thirty sessions observed in their classrooms.

The results showed that half of the participants used pair work for managing their crowded class that reached to 40 pupils per class. While four of the teachers who answered the questionnaire claimed to be using group work, and the rest two teachers answered by changing the classroom seating to manage their classes. However, the results concluded from the thirty observation sessions, showed

clear failure in using those techniques in the classroom. Once again, it can be said that teachers' pre-service training also overlooked these aspects of classroom management for crowded classes, even if it is a major problem that distinguishes the Algerian schools. It can also be as a result of the time and effort these techniques take to be applied and to be managed by teachers with the allotted time.

The argument over whether primary schools should have more structured or unstructured learning environments is a complicated one, because of their traditional classroom structures, fear of disruption and lack of resources. The teachers who refused the movement of the children inside the classroom were more than half of the participants. However, the remaining of the participants believed that the children should move freely since it can advance the learning style of kinesthetic learners, their curiosity, and engagement with other pupils as well. These teachers viewed hyperactivity as a necessary component of learning, which reflects a shift in the direction of more knowledgeable and sympathetic classroom management. In this respect, it is well-noting that young children's physical and cognitive development depends on movement, which also enhances their general wellbeing, energy, and ability to focus.

The teachers who did accept that the children are in the formative years of developing their character. They believed that pupils are in the process of exploring the world around them, that is why they are hyperactive. However, they did not design any activities to address this hyperactivity. Although teachers have admitted that they are using gamification in order to involve all of the pupils, but relying on the 30 observation sessions that were conducted in their classrooms, not all of the teachers were interested in using gamification. That means that there is contradiction between the teachers attitudes towards implementing gamification and the implementation of these attitudes in real life situations in their classrooms.

The result indicates a thorough understanding of the advantages of gamification, which can enhance children's learning experiences by making them more engaging, entertaining, and productive. In addition, the classrooms were large, so the teacher could have opted for group work and peer work

in order to use gamification to address the problem of crowdedness. Which what was observed negatively in the thirty sessions observed across multiple primary schools in Tiaret.

3.3. The Interview

The insufficient coverage or the non-existing university curriculum about children education in the specialties of English as a foreign language in university can be due to the excessive focus allotted to the subject-specific knowledge at the detriment of topics such as child development, early literacy and numeracy, curriculum design for childhood education, classroom management strategies, assessment and evaluation methods, and understanding the social and emotional needs of young learners.

Taking into consideration that English was very recently introduced to the primary schools by the government, it has been always taught to both middle school and secondary school learners. This is why there is no actual training or actual syllabus in the university on how to teach and deal with young learners in primary schools. With the wide interest that English has achieved in the Algerian community, there are possible chances that topics like children education, child language acquisition and how to respond to problem behavior in the classroom setting to be introduced and shed light on in the university curriculum in the English language specialties. Even though there is topics about classroom management in the master studies (first and second year) for the Didactics of English as a foreign language stream, there is no specification to the topic to reach children education, and the topics are explained in a general manner.

Since teaching is not only about theory, but also about practicing these theories in the classrooms, the training sessions remained an artificial environment, which was far from the real classroom environment where a lot of distractions may occur; in addition, the time allotted for the training plays a huge role since it was insufficient for novice teachers who are introduced to children education for the first time and to be trained only for two weeks. The context of children education is already very recent in the country, and is a challenging environment at miscellaneous levels. Pupils

in primary school have specific characteristics such as their hyperactivity, their short-attention span, the need for repetition to understand and age requirements.

Pupils or children psychological traits like the needs for love, attention, motivation and to feel comfortable in their environment are essential components so that they can express themselves freely with no fear. All these characteristics need to be considered in the training, which make it very essential component to be covered in teachers' training. However, teachers should also put efforts by themselves and try to undertake self-development initiatives in which they can engage themselves in other experienced teachers' classes, observe what they lack and reflect on their actions to improve their teaching.

It was believed that teachers' training needs to focus on the psychological aspects of children education because if the teacher does not know the characteristics of his young pupils, there are high chances for misunderstanding their behaviour and learning process that may jeopardize the pedagogical relationship and the quality of learning.

Hence, creating inclusive and equitable environments is fundamentally based on addressing pupils' diverse needs by differentiating the instructions and diversifying the class activities to meet the different learning styles (visual, audio and kinesthetic activities), and creating a sense of community in the class so that pupils will feel welcomed, not afraid of giving answers specially for those shy learners that were quite during the observation, even providing wrong answers and to express their thought and ideas freely.

In this respect, the teachers needed to include play-based learning activities, which are the natural way the pupils learn and explore things in real life. By doing so, children enjoy games if they were combined with learning activities. Learners would learn more things, creating a fun environment away from any stress or fear. However, the selection of play-based activities needs to follow several factors like: pupils' age, level, gender and the objective of the activity which is related to children development. Since creating that sort of environment, based on what the children prefer, helps

developing their language acquisition and analytical thinking since the majority lacked these essential skills in teaching children.

As novice teachers lacked classroom management skills specially managing pupils' behavior, the teachers actually were required to develop a set of preventative measures and techniques. They needed to start with strategies to prevent disruptions in the first place and boost strategies on positive reinforcement, which is teacher's ability to stimulate the repetition of the requested behavior or the desired one by continuous praising and rewarding the pupils who achieved the desired behavior, referring to Piaget and Pavlov studies in the 1900s.

These experts explained that teachers can make their pupils engaged by group activities in which the teacher assign roles. For instance, the group has five pupils, so the roles can be: the writer of the group, the time monitor, the speaker, the leader and the snitcher of the group who moves quietly and sees what other groups are doing. The last role can add suspense and a sense of gamification to the activity. While the roles in general make everyone in the group feel interested and engrossed in the activity, the teacher should set deadlines for the group projects to provide pupils with a sense of responsibility and respect to their work and their due time. This task can also encourage teachers' differentiation.

There should be more focus on the class routines and rule setting by establishing clear expectations on pupils' behaviors in the classroom to maintain order and respect. The code of conduct is common concept in classroom management where the teacher sets rules at the beginning of the school year to be abided by both teacher and pupils. For more effectiveness, the teacher can include his pupils in the selection of these rules. For instance, pupils who come late are expected to sit directly and quietly at their place with no disruption, and by the end of the session the pupil directly goes to the teacher and justifies his lateness. Another one is by the end of the session; pupils put their class copybooks at the corner of their tables while the class president (pupil) collects them and puts them at the class locker.

Teachers' movement in the classroom can bring positive changing through dealing with pupils individually, checking their understanding of the lesson or the activity assigned to them and identifying the areas of strengths and weaknesses. This can help the teacher to reflect on his actions. For instance, focusing on an activity on an element in the lesson that pupils were not able to understand fully. However, once again teachers did not give much importance to this aspect, as it was observed in the thirty sessions that teachers chose lecturing mode by staying at the front for the whole session.

Since their movement creates a sense of presence and control in the classroom, it generates less undesired behavior through answering their questions individually, correcting any confusion about the lesson, checking their comprehension of the instructions and facilitate nonverbal communication through gestures, facial expressions and more as the teacher would focus on a group of pupils or each one individually. By creating a sense of care and consideration through showing personal affection like praising them, smiling with them or patting their head...etc. These gestures help breaking down barriers like shyness, stress and fear of speaking to build a positive teacher-learner relationship. To which novice teachers failed in providing them to their learners leading to poor classroom management.

It is essential especially for young learners where the instructions must be explained repeatedly to check that pupils know what they are expected to do and do it effectively. For example, an activity that needs matching capital and small letters of the same letter together can be explained by correcting the first letter with the pupils, or an activity that requires pupils to have a dialogue between them about their names, age and favorite toy can be effectively explained by demonstrating the dialogue on two pupils at the front.

Explaining the instructions can be verbally or non-verbally. For the non-verbally one, it can be through body language like gestures and facial expressions such as referring to a toy in hand like a doll or a car and squeezing the hand at the heart as an indicator for favorite toy. It can also be in

Arabic since those young learners have a very less vocabulary on the English language and total explanation with the latter would be ineffective.

The content-based teacher is going to focus on the content at the expense of learning. However, if the teacher is learner-focused or learner-oriented, he is going to focus on what his learners learn in this 45minutes, which is fair enough for him since it is sufficient for teaching young learners. At the same time, there should be varied activities in the session so that pupils will not be bored or lose their focus like group activities where teachers exploit the energetic power of pupils in the class.

While on the hand, the teacher who is curriculum based and as a result of the curriculum density and the diversity of learners' needs and preferences, The duration of the session might not be sufficient for him. Another factor is the wasting time for the session like keeping pupils quiet, taking their seats, opening their copybooks, and writing the activity and other factors like crowded classrooms. These factors make it difficult in assessing and explaining the lesson due to the number and noise those classes usually had, so it remains challenging to manage time with all these factors but it remains possible.

It is an underestimating statement to justify pupils' actions solely in their nature, and totally neglecting other contributing factors. Where pupils who are deviated from the lesson and bored try to create an environment for them where they are the center of attention among others.

The lack of physical activities is another major contributing factor. Children in general are known of their energetic nature, so the absence of such activities leads to energy-possessing and eventually to disruptive actions. The third factor is related to the lack of validation, where pupils feel unwanted or unappreciated by their teachers or peers specially when their teachers do not include them in the learning process like what it was observed about teachers' neglection of quiet, shy and slow learners, and tend to do more inappropriate actions. The deficiency of emotional support at home is also a contributing factor, mainly for children who grow up in violent and abusive environment since they may appear to have less control on their behavior. And the fourth one is bullying, which is

one of the best examples, as a reason of their non-belonging feeling with their society, they engage in disruptive or undesired behaviors as a way is seeking protection or to obtain a sense of belonging with others. Even though the classroom observation showed no scenes of bullying inside the classroom.

Each classroom is unique and diverse in terms of learners' abilities, preferences and level and the classroom management techniques might work with one teacher but not another or with one class but not another. For example, by providing a framework of both desired and undesired behaviors and accompanying those with a list of rewards and punishments respectively. This might promote consistency (positive reinforcement) and reduce the amount of wasting time for each session as pupils might be motivated to accomplish their tasks and reduce their disruptions. Starting by scheduling the time of the session by the novice teachers as follows: his/her introduction time such as welcoming pupils, taking their attendance, calendar review and checking their prior knowledge of the previous lesson. This is expected to take the least time around ten minutes. the lesson time that is expected to take the largest amount of time around thirty minutes. while the transition time is the time allocated to move between the activities like moving from explaining the lesson to writing the activity on the board. The teachers are required to keep the pupils busy to reduce disruptions in the, or by asking the pupils to read passages or letters in the textbook or identifying colors of a specific item during this time. As a technique that were named as momentum by Jacob Kounin in the 1980s.

Providing pupils with space for their class copybooks and textbooks in the class cabinet can help teachers manage the classroom environment and make it tidy and organized.

Providing them with baskets that have extra pens, papers and the stationary items so that pupils can used when they forget theirs at home but with some rules like returning back what they took, and if the basket runs out of items, the pupils volunteer with what they can afford to fill it back. This might create a sense of responsibility, sharing and caring to others.

For the opinion that teachers' characteristics is all what is needed in managing the classroom effectively. These characteristics are actually embodied under those techniques of classroom management where teachers are expected to be flexible, responsive, to master the subject matter and to possess classroom management skills.

The online ESL and EFL courses offer insights to novice teachers about their classroom management, teaching and learning. They offer flexibility and accessibility where those teachers can get access in their free time. The courses generally offer real-world scenarios and contexts of the classroom in which those novice teachers can apply them in their classes to stay ahead with the latest trends in teaching.

For webinars and workshops led by experienced educators, they offer direct learning from specialists in the field. Teachers can ask questions about their personal experience, their instructions and their techniques of managing their classrooms and get the answer directly from those educators who offer their evaluation and provide alternatives or improvements for certain instructions and techniques.

For peer collaboration and monitoring programs, it helps novice teachers to share experiences, resources, and offer feedback for better improvements of their teaching skills. Other online sources such as books, articles and research papers offer more practical situations on how the lesson plan, assessment and evaluation, teaching skills and pupils' behaviour can be managed and applied to the real classroom environment.

3.4. Discussion

It is believed, through this research study about the ability of newly recruited teachers in primary school with regard to classroom management is poorly executed across levels and different schools. Though the majority of the teachers had previous experience in teaching young pupils at middle and secondary school, they are still exploring the landscape of classroom management in which the spotlight is on primary school children, who have special cognitive, behavioural and psychological

predispositions, and who are in a delicate formative phase of development and learning. In this respect, the novice teachers are faced with a plethora of challenges with respect to both teaching requirements, the young pupils' needs and a command over classroom management skills.

In this very context, the teachers face major issues, particularly at the level of time management; for instance, some teachers could not finish the lesson according to the allotted time, and they could not provide timely feedback to all the pupils, which in this case would jeopardize the chances of equity among the learners. Furthermore, the teachers still struggle with taking into account the characteristics of the children's developmental aspects such as moving and exploring the classroom environment. This attitude negatively affected the teachers' approach of teaching since the teachers still rely on traditional form of teaching, which is lecturing; therefore, this fact has also impacted the avoidance of using other effective techniques and strategies that would engage the learners in learning English and moving as a part of their growth such as group work, though they exhibit positive attitudes towards it. Similarly, though the teachers have positive attitudes about the beneficial aspects of games in the language classroom, they fail to design lesson plans that are primarily focused on combining fun, enjoyment, movement and active learning in the English sessions, and it aggravates the situation because the children lose focus and tend to disrupt the flow of the lesson. Furthermore, the teachers are not flexible when it comes to identifying the needs of their learners, and thus taking them into account when re-designing their lesson plans.

These challenges may be also attributed to a set of reasons. First of all, the decision to implement English in primary school was not well-thought; consequently, the rapid measures that were taken in order to address this update were not sufficient since the pre-service training lasted for two weeks only, which is, in this prospect, insufficient to cover the colossal requirement of addressing the needs of primary school children; moreover, the covered themes during these sessions covered specific themes such as lesson planning, textbook use, and evaluation; however, it overlooked essential components of children education. These components should have been addressed such as the developmental characteristics of children, their needs and interests, and majorly how to teach

young pupils from the age of six to age 11. That means that pre-service trainings proved their deficiency in equipping primary school teachers of English with the appropriate assets to successfully manage their classrooms. Moreover, a part of the issue is also related to previous educational backgrounds of the teachers at university since children education has never been a significant component in their specialties where the focus has always been on middle and secondary education of English as a foreign language.

In this respect, the teachers are urgently required to engage in self-development initiatives in order to address their deficiencies in classroom management since there are many opportunities, both in-person and online ones through conferences, workshops, seminars and free online courses. At the same time, the teachers can opt for their experienced colleagues' help through coordination sessions regardless of the taught level, or they may invite them to undertake observations in their sessions in order to refine their practice. They may also engage in communities of practice to share their fears, experiences and aspirations with regard to teaching in primary school.

3.5. Recommendations and Suggestions

The following recommendation aims at improving teachers' instructions in the classroom to maximize the effectiveness of both teaching and learning. They are as follows:

Teachers should pay attention to his or her pupils' understanding of the content and not the coverage of the syllabus. In order to guarantee that every student has equal access to worthwhile learning experiences, this outlier perspective emphasizes the necessity of continual reflection and modifications. All things considered, the data point to a strong dedication to establishing a learning environment in which students are motivated to engage and add to their own comprehension.

The teachers should put efforts in building a positive relationship with pupils and putting efforts in knowing them personally either by direct investigation from them, asking their peers or even the school administration to have more personal attachment with them and understand the root of their

behavior. The next process is teacher-reflection on the changes he/ she can bring to his class and to those learners in particular.

This discrepancy emphasizes the necessity of continuing professional development and discussion to promote a common understanding of hyperactivity and its effects on instruction and learning. Ultimately, fostering each pupil's academic success and well-being requires establishing a classroom climate that is inclusive, encouraging, and values individual differences. This result emphasizes how crucial it is to carefully plan and carry out language training in order to reduce distractions and help students understand the material. Seminars foster inclusive learning settings, expose attendees to new perspectives, and enhance their confidence. Students behave better in a classroom with a strong sense of community, where they are respected and feel valued.

The teachers may control movement with explicit expectations, planned activities, and proactive supervision in order to foster a dynamic learning environment. Teachers can design classroom environments that promote positive development and academic success by striking a balance between structure and flexibility. This knowledge, which emphasizes the significance of neurological development, immaturity, and increased physical activity, is based on a thorough understanding of child development. Teachers who see hyperactivity as a necessary component of learning adapt their classroom management techniques, such as movement breaks, sensory tools, and one-on-one attention, to the needs of each individual student.

According to the data of this research, more tactics and tools are required to help teachers successfully oversee the concurrent teaching of French and English. ensuring that students develop a strong foundation in both languages while minimizing potential confusion.

It is a collaborative work to develop a more sophisticated and practical understanding of flexibility in primary education by creating a collaborative atmosphere where educators can exchange best practices and talk about their unique teaching strategies. Planning, positive reinforcement,

student ownership, and clear expectations are all necessary for effective classroom management. To fully comprehend the intricate details of these tactics and how they affect classroom management, more research is required. Despite the difficulties of a large class, the most successful teachers modify their approaches, attend to the needs of the pupils, and foster a positive learning environment. For the same purpose, Teachers in primary schools use a variety of techniques to draw in and hold the attention of the pupils they teach. These consist of questioning, interactive exercises, visual aids, auditory cues, and rewards and recognition. Boredom can be avoided and diverse learning styles can be accommodated by employing an array of techniques. Maintaining consistency is essential, and to prevent overuse and overstimulating the environment, attention-grabbing tactics should be employed carefully. It's critical to match techniques to goals and ensure that they are developmentally appropriate.

A comprehensive strategy that encourages multisensory engagement and active participation is called Total Physical Response, or TPR. It reduces disturbances, boosts retention, and channels energy. In order to improve their methods, teachers should evaluate how well their attention-grabbing techniques are working and get input from learners. Teachers can establish a learning environment by being aware of the fundamentals of classroom management and strategically implementing a range of tactics where students are engaged, motivated, and ready to learn.

3.6. Delimitations

In terms of the obtained findings, some limitations of the research at hand needs to be mentioned and are: the limited sessions observed which were two to three sessions for each level. With more sessions to be observed, some behaviour and instructions may occur or reduced. The time and duration of the research which were between the end of the second semester and the beginning of the third one which is the time the master two students finish their university studies. A lot of time were wasted due to the exams and correction period. Another major limitation is concerned with this research references. Due to not having an academic student's email unlike other specialties of

university of Ibn Khaldoun, Tiaret, there was a respectful number of recent studies such as books and articles that were majorly related to this topic and might be of great importance. However, the researchers could not have access to it.

Conclusion

This chapter shed light on the analysis of the obtained data of the three data collection methods. It started with highlighting the main results of the statements the researchers observed during the thirty sessions. While the second section highlighted the analysis of the results that were obtained from the twelve teachers who responded to the questionnaire. And the third section provided analysis of the four inspectors' interview about classroom management in children education in Algeria. The chapter also provided the research limitations as well as a number of recommendations and suggestions to classroom management in children education.

General Conclusion

General Conclusion

This research was conducted to investigate novice teachers' ability to manage their classrooms including time, behaviour and their instructions in the classroom. To evaluate their performance with pupils and to test the effectiveness of their training, the findings showed that novice teachers were able to manage their classroom to some extent like managing time; however, they lack essential techniques on managing their pupils' behaviour as a result to the lack of training in this area. Another element was their failure in creating an atmosphere that that is supportive and inclusive for all the pupils, especially the slow, shy learners in their classes. In other words, dealing with children is still an obstacle for novice teachers.

In terms of the obtained findings, some limitations of the research at hand needs to be mentioned and are: the limited sessions observed which two to three sessions for each level were. With more sessions to be observed, some behaviour and instructions may occur or be handled successfully . The time and duration of the research which was between the end of the second semester and the beginning of the third was an obstacle since it was the examination period across the primary schools. Another major limitation is concerned with this research references. A major limitation was also the lack of teachers' knowledge about given concepts in teaching English as a Foreign Language and pedagogy with regard to pupils in primary school.

Based on the obtained data from the three data collection methods, future studies should be undertaken in order to address the limitations in our study. An action research study should be undertaken to train teachers in effective strategies of classroom management. Classroom management can also be investigated from the perspective of engaging learners in gamification since the children like to move in this age, so gamification can respond to this pattern of behaviour.

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Appendices

Appendix A: Observation checklist

Observation Statements	yes	No
1.The classroom is decorated		
2. The setting of the class appropriate to the number and the design of the classroom.		
3.The teacher uses ice breaks for capturing the pupils' attention		
4.The teacher uses it when they feel the class is bored or loosed its attention		
5.All learners participate		
6.The teacher encourages learners to participate		
7.The teacher raises the waiting time for slow learners to get time to answer?		
8.The teacher responds to quiet and shy learners?		
9.If there is an activity the teacher asks a specific students' each time		
10.Select randomly		
11.If there is a special need students', he/she includes them in the lesson		
12.The teacher provides his/her learners with positive feedback		
13.The teacher responds to noises and interruption in the class		
14.The teacher punishes his learners directly when they misbehave		
15.He/She delayed the punishment till the end of the session		
16.If the teacher asks his learners to keep quiet, they listen immediately		
17.Learners sitting at the back seems to be interested		
18.Boys misbehave or interrupt more than girls		
19.Girls interrupt more than boys		
20.The teacher seems to have a good and strong relationship with his pupils		
21.He\She knows all learners by name		
22.Learners interrupt more at the beginning of the session		
23.At the middle of the session		

24. At the end of the session		
25. learners or some of them act aggressively with their peers.		
26. The teacher seems to have a competency at his subject.		
27. The teacher use his body language like hand gestures to manage the class		
28. The teacher allows students movement in the class		
29. The teacher is fully dependent on the textbook		
30. The teacher rarely use it		
31. The teacher never uses textbooks		
32. The teacher allows students movement in the class		
33. The teacher uses gamification and fun activities		

Appendix B: Questionnaire

Teachers' Questionnaire

Dear teachers'

You are kindly invited to fill out the following questionnaire. This questionnaire aims to obtain data about your attitudes, perspectives, and experiences with classroom management in children's education. Your answers will contribute to a better understanding of how you manage your classes, mainly in the context where English is newly implemented in the primary school in the Algerian context. We are extremely grateful for your cooperation, and we promise that the provided information will be treated confidentially.

I. General information about the Teachers participant

1. Gender

A. Male

B. Female

2. Degree

A. bachelor degree

B. Master

C. PHD

3. system of teaching

A. classic

B. LMD

4. Year of starting to teach in elementary school

A. Last year

B. this year

5. Did you previously have any experience before teaching in elementary school?

A. Yes

B. No

If yes, where?

A. Middle school

B. secondary school

C. private school

How long did it last

.....
.....

6. Did you take any pre-service training before starting teaching in elementary school?

A. Yes

B. No

what does it cover specifically (you can tick more than one box)

A. use of text book and curriculum

B. How to deal with children in teaching

C. lesson panning

7. Have you ever attended any seminars about teaching English in elementary school or teaching English in general? A. yes B.no

i. Class management

8. What are the main difficulties and obstacles you face during your teaching of children inside your classroom? Explain

A. short period of the session B. disruptive behavior C. finishing the curriculum on time

Others

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

9. Do you share assessment feedback with parents Yes B. No

If yes, why?

Enhance understanding for parental involvement in the children' studies

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

10. Do children have enough opportunities to show their engagement? A. yes B. No

11. Do lesson plan offer flexibility and change based on learner needs? Yes B. No

If yes, explain how

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

12. How do you manage a huge number of kids in your classroom?

1. group work 2. pair work 3. changing class sitting

13. Mention some of techniques and strategies you use to attract your pupils' attention

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

14. Do you allow your students to move in the classroom freely? A. yes B. No

15. Do consider hyperactive children as: A. misbehavior B. Part of their growth

16. Do you use games to respond to hyperactive learners and engage them?

A. Yes

B. No

17. Do the children mix between Arabic, French and English? A. yes

B. No

18. Do they improvise A. Yes

B. No

Appendix C: Interview

1. Do you think that Early child education have been well covered during university studies for Novice teachers? will you explain furthermore?

2. Do you think the training that those Teachers conceive before Teaching insufficient? Can you comment on this?

3. What aspects of the classroom do you think the Training needs to focus more on?

Children language acquisition

Classroom management skills

Strategies or children behavior in the classroom

Approaches and methods of teaching children or command on the subject matter

Others

4. Through your experience as an Inspector, have you notice that novice teachers lack Classroom management skills? in which aspects was it noticed? explain please

5. To what extent do you see the Teachers' movement in the class as a crucial element in Teaching?

6. Do you think that ICQ (instruction checking questions) is helpful with Children? Why?

7. Do you believe that the time of 45 minutes per session (2 sessions a week) is enough to cover the primary school curriculum of English?

8. To what extent do you think that this time is a challenge for Novice teachers' class management?

(This means Teachers are expected to manage their Classes, teach, and assess pupils.

9. What do you think is the reason for some Children's disruptive behavior in the Class?

10. What are some of the techniques that you can provide those new Teachers with in order to manage their time, their Pupils' behavior, and their Classes in general?

11. What type of activities do you, as Inspectors, or online courses or webinars do you use to advance the skills and knowledge of novice teachers about teaching English in Primary schools and classroom management?

12.If you can recommend or suggest any other perspectives or tips towards this Topic, they are welcomed.

ملخص: هذه الدراسة تهدف إلى تسليط الضوء على التحديات التي تواجه معلمي اللغة الإنجليزية المبتدئين في المدارس الابتدائية الجزائرية. أظهرت الدراسة أن هؤلاء المعلمين يواجهون صعوبة في إدارة الفصل الدراسي، لا سيما في السيطرة على سلوك الطلاب وتفريق التدريس لتلبية احتياجات الأفراد. تتبع هذه الصعوبة من التدريب غير الكافي للمعلمين الذي لا يغطي بشكل كافٍ العناصر الأساسية لعلم أصول التدريس في الفصل. تكشف الدراسة، التي تستند إلى ملاحظات الفصول الدراسية واستبيانات المعلمين والمقابلات، عن حاجة واضحة لتحسين برامج التدريب لدعم المعلمين المبتدئين في تطوير الكلمات المفتاحية: المدرسة الابتدائية، المعلمون المبتدئون، التلاميذ، إدارة. مهارات فعالة في إدارة الفصول الدراسية الفصل، السلوك، تدريب المعلمين

Résumé : Cette recherche vise à souligner les défis rencontrés par les enseignants débutants en langue anglaise dans les écoles primaires algériennes. La recherche a révélé que ces enseignants ont du mal à gérer la classe, en particulier à contrôler le comportement des élèves et à différencier l'enseignement pour répondre aux besoins individuels. Cette difficulté découle d'une formation des enseignants inadéquate qui ne couvre pas suffisamment les éléments essentiels de la pédagogie en classe. L'étude, basée sur des observations en classe, des questionnaires d'enseignants et des entretiens, révèle un besoin clair d'amélioration des programmes de formation pour aider les enseignants débutants à développer des compétences efficaces en gestion de classe.

Mots-clés : école primaire, enseignants débutants, élèves, gestion de classe, comportement, formation des enseignants

Summary: This study aims at highlighting the challenges faced by novice English language teachers in Algerian primary schools. The research found that these teachers struggle with classroom management, particularly in controlling student behavior and differentiating instruction to meet individual needs. This difficulty stems from inadequate teacher training that fails to adequately cover essential classroom pedagogy elements. The study, based on classroom observations, teacher questionnaires, and interviews, reveals a clear need for improved training programs to support novice teachers in developing effective classroom management skills

Keywords: primary school, novice teachers, pupils, classroom management, behaviour, teacher training

