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**Linguistic Diversity and Classroom Management in Algeria
Case of Study First Year License of English at Ibn Khaldoun
University Tiaret**

A Dissertation submitted to the Department of English in Partial Fulfillment of
the Requirements for a Master Degree in Language Sciences

Submitted by:

Miss Laldji Ines
Miss Laoumir Nacira

Supervised by

Dr. Marhoum Rafika

Board of Examiners:

Chairman : Dr. Toubida Mustapha

Examiner : Mrs, Lakhdar toumi
Asmaa

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Dedication

My dissertation is dedicated to

*My father Mohamed, my lovely king, my inspiration and everything in
my life*

*My mother Nabila for her encouragement, overwhelming love and
Patience to complete my research work*

*My brothers Ilyes and Mohamed and sisters Lilya, Malak and Assil for
their support*

I hope my efforts make you proud of me

I love you all

Ines

Dedication

My dissertation is dedicated to:

My adored family

My parents Lakhder and Bakhta

My two sisters Dounia and Aicha

my lovely grandmother.

Nacira

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Abstract

The present research aims to investigate the impact of managing linguistically varied classes at Ibn Khaldoun University, as well as to identify linguistic diversity difficulties and challenges and figure out how to deal with them in a university context. when managing linguistically diverse classes. In order to gather a reliable data we conducted a questionnaire with 41 students with different background, an interview with 5 teachers . According to the findings of the study we conclude that successful classroom management influence positively the academic success of any students . We find also those teachers who understand linguistic diversity can create a learning environment in which their students feel accepted among others. The present study also offers some recommendations that can be beneficial to English language students

Key words: Linguistic Diversity, Classroom Strategies, Learning Environment, Diverse Classroom

List of Acronyms

- 1.** CLD : Center for Learning and Development
- 2.** ELLS : English language learners
- 3.** EFL : English Foreign Language
- 4.** LPP : Language Planning and Policy
- 5.** SES : Socio Economic Status
- 6.** FLN : Front de Libération National

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General Introduction

1. Background significance

In spite of the growing of linguistic diversity in Algerian classrooms, many teachers are not adequately prepared to work with English language learners (ELLs). One area of particular concern with teacher is how to manage today's linguistically diverse classrooms. Algeria is the very example of a complex sociolinguistic situation. The clash is constant between a history which bequeathed a certain socio-linguistic heritage and a political and social constellation

Linguistic diversity can be a challenge of teaching as well as a chance for learning in a multilingual classroom background and they have to learn English, which is different from their home or native language in a university setting . Since linguistic diversity has been a common linguistic landscape in multilingual social contexts, it has become a challenge of teaching for English language teachers as well as chance for learning to the pupils in culturally diverse societies. Linguistic diversity is a challenge of teaching for the teachers because learners from various language and cultural. It is a chance for learning in the sense that learners have to live in culturally rich and linguistically diverse societies in the Algeria contexts. As we cannot change the linguistic landscape of our mixed society, it can be wiser if we change linguistic and cultural diversity into an opportunity for learning through intercultural awareness. In fact, linguistic diversity in the English classroom can be a valuable resource for learning to develop intercultural communicative competence in the learners to cope with culturally diverse social contexts. Exploring teacher's identity in a linguistically diverse English classroom can be an issue for further investigation.

This dissertation suggests ways educators can reflect on English language learner's need and consider the implication for classroom management. The other focuses on the need to understand the perspectives of ELLs and the natural response to being immersed in a second language and use of pedagogical strategies that aid in second language acquisition and create a classroom climate that affirms linguistic diversity

2. Statement of the problem

Linguistic diversity in the English classrooms can be a valuable resource for learning and developing effective intercultural competence in the learners to cope with culturally diverse social contexts. Though linguistic diversity has become a challenge for English

General Introduction

language teachers. These difficulties were barriers for the diverse students while studying in the classroom .

Furthermore, this study aim to investigate such difficulties faced teachers while managing linguistically diverse classrooms in Algerian universities in form of language problems as linguistic challenges and the strategies used to overcome these difficulties , to create a classroom environment that affirms linguistic diversity .

3.Research Questions:

This research study aims to answer the following questions :

Q1.Why is it important for teachers to understand linguistic diversity ?

Q2. How do classroom management strategies impact the academic success and satisfaction of linguistically diverse students in English educational settings?

4.Research Hypothesis :

The following hypothesis have been proposed to answer the previous questions :

-It is important to understand linguistic diversity because it allows teachers to better serve their students and create a more inclusive learning environment , also because students come from a variety of linguistic backgrounds and may speak different languages or dialects so teachers who understand linguistic diversity can use this knowledge to create learning environment that knowledge and celebrate these differences

- Effective classroom management strategies that acknowledge and respect linguistic diversity in the classrooms lead to higher academic success and satisfaction among linguistically diverse students in English language course at the university level .

5.Research Aim of the Study

The aim of this study is to examine the impact of effective classroom management strategies on the academic success of linguistically diverse students at the university level, while also exploring the various strategies employed by teachers to address linguistic diversity and create a conducive learning environment.

6. The Significance of the Study

The data collection method for this study is based on questionnaire and interview to collect data and information about the participant in order to provide the necessary information on the impact of dealing with linguistically diverse students and difficulties and challenges faced by teachers in Algerian universities and strategies to help them overcome these difficulties during their academic year

Chapter One

Background of Linguistic

Diversity

Introduction

Linguistic diversity means that there are many different ways that people can speak and communicate with each other. Just like there are many different colors, shapes, and sizes of toys, there are also many different languages and ways of speaking. Some people speak Spanish, some people speak Chinese, and some people speak English and many other languages too. When we learn about linguistic diversity, we can learn to appreciate and respect all the different ways that people can speak and communicate.

Linguistic diversity refers to the variety of languages spoken in particular region or across the world. Here are some features of linguistic diversity globally and specifically in Algeria. There are two main distinct group of people among the Algerian population , we have Algerian Arabic speakers and Algerian Berber speakers . Among the Berbers there are the Kabyles , The Chaoui , The Mozabites, The Tuareg ethnic groups . Algeria is a rich country of varieties among the Algerian Arabic and Algerian Berbers. Language users speak a variety of Arabic known as Derja . While Algerian Berbers speakers variety they use code switching with French Language and this is common between the Berbers, With Arabic being the official language and French, Tamazight being the major languages spoken in Algeria.

In this theoretical chapter we will review background of linguistic diversity and its significance in the field of linguistics, the same chapter describes the language policy as well as social or cultural influence that shape the development of the language and how the members of the same society interact with each other.

1.1. Definition of Diversity:

The term diversity was first used in 1980s, the word diversity comes from old French word "diversité" which means "Making dissimilar"

Scholars and scientists have defined the term diversity in a variety of ways. While narrow definitions focus on race, gender, religion, etc .Broad definitions tend to look at both visible and non-visible characteristics and differences in individuals.

This include the traditional categories of race and gender , but also, people with disabilities , gender and sexual orientation and other non-traditional categories such as diversity of thoughts . Example of broad definitions extends to age, personal and corporate backgrounds, education, function and personality. Linguistics has put forward several definitions and explanations to diversity. For instance (Harold Andres Patrick and Vincent Raj

Kumar, 2012). Noted that Diversity means acceptance and respect, it means understanding that each individual is unique, and recognizing our individual differences. These differences can be in terms of race, ethnicity, gender, sexual orientation, age and beliefs .As noted by Daan and Micheala, the concept of diversity can be seen as a characteristics of social group that reflects the degree of objective or subjective differences among individuals within the group (Daan Van and Micheala C. Shippers' ,2006).

1.2. Linguistic Diversity

The concept of linguistic diversity and multilingualism have a numbers of related views about their definitions as linguistic diversity become an interesting topic since we are living in multilingual world people around the globe speak many different languages more than seven thousand languages and sociolinguistics have put forward several definitions and explanations . For instance. (Pol ,1972) currently the dominant approach seems to be the treatment of linguistic diversity as a matters of language groups defined by mother tongue or main language of the home In this approach , the structure of society in term of language use groups is considered indicative of the interaction related to both communication and identity , As noted in (Piller ,2016,p.2) stated -Linguistic diversity is associated with a range of social ills and seen as something that needs .to be contained , possibly even something fearful of ' Furthermore ; (Lauring et .al ,2012) was to explore the relation between openness to diversity in term of linguist ,visible , value and informational heterogeneity and group processes depicted by group trust and group conflict . All in one concept of linguistic diversity is how societies are organized and destructed and how many languages are spoken within one society became a bilingual society.

1.2.1. The Importance of Linguistic Diversity

We must allow others to use their language; that is the most ethical thing to do. We must never put limits or restrictions on others regarding their beliefs, customs, traditions, and culture. For this reason alone, we must promote linguistic diversity.

But aside from ethical considerations, there are practical reasons why we must not only tolerate but also pursue and encourage linguistic diversity. The practical reasons concern both the individual and society and have tremendous effects on both of them. One reason we should encourage linguistic diversity is the need to have a language with which one is comfortable. We should not force anyone to learn a language or speak the language to which

one is uncomfortable or unaccustomed. It is unethical but, at the same time, genuinely impractical

Using their language will make them learn more quickly. That is why experts and academics push linguistic diversity in schools. They know that students quickly learn when they speak in their mother tongue. Language, though acquired through learning, is as natural as skin color, ethnicity, or race. For this reason, the learning process is less complex when we employ language which is never alien to the students. Students effortlessly learn using language with which they are familiar.

Allowing them to use language with which they are familiar will facilitate learning. Mathematics and Science, two disciplines for which concentration, rigor, and self-discipline are essential, can best be understood by students when taught in a language all too familiar.

Therefore, must never be denied just because of the need to make others acculturated to a particular culture or way of life. More so if a particular community, society, or nation stands to benefit from students learning them.

And that student can learn easily and quickly when using their mother tongue is established by Science and for which there is a lot of evidence. Society stands to benefit when students learn those disciplines, and they learn better using their indigenous language. But aside from issues of utility and purpose, there are far more reasons why linguistic diversity is essential. It is crucial to preserve cultures and traditions, for they are part of our human heritage. That is also why linguistic diversity matters; losing those languages and traditions is comparable to the extinction of a particular species; you cannot bring them back.

That is why countries that try to promote one culture or promote dominant cultural forms trying to undermine other cultures come under fire. By promoting a dominant language and ignoring the need for linguistic diversity, they threaten the very existence of another language and, by implication, cultures and traditions.

1.2.3. Linguistic Diversity in the World:

According to Ethnology .com, there are nearly seven thousand (7000) languages spoken across the world today. Only a fraction of these languages (359) are truly global, spoken by millions of people .These include Mandarin, Chinese, English, Spanish and Hindi. The latter three languages are spoken by more than 1.5 billion people . Each language has a unique

history; this variety of languages represents linguistic diversity in most of the countries. In the same line, linguistics and authors put forward several definitions as follows:

Martin (2009) explained the reason behind linguistic diversity in his book (Language Disabilities in Cultural and Linguistic diversity 2009) as "due to indigenous language diversity transplanted in culturally and linguistically diverse communities, or due to the movement of people driven by a variety reasons '.

The Linguistic Diversity Index measure the diversity of languages spoken in country. The scale ranges from 0 to 1 .An index of 0 represents that there is no linguistic diversity; in other meaning everyone in this country speaks the same language. An index of 1 represents total diversity, meaning that no two people speaks the same language. Furthermore , (Zaniewski Oshkosh ,2017,p.29) dispute that the level of linguistic diversity of each country that " The Index of Linguistic Diversity " is a number ranging between 0 and 1 which means a country closer to 0 have a few languages spoken . In the other hand a country with index closer to 1 have different languages are spoken .Which means no country has an index value of exactly 0 or 1 , that is possible to find one person speaks different languages in one country.

The map shows The Linguistic Diversity around the World

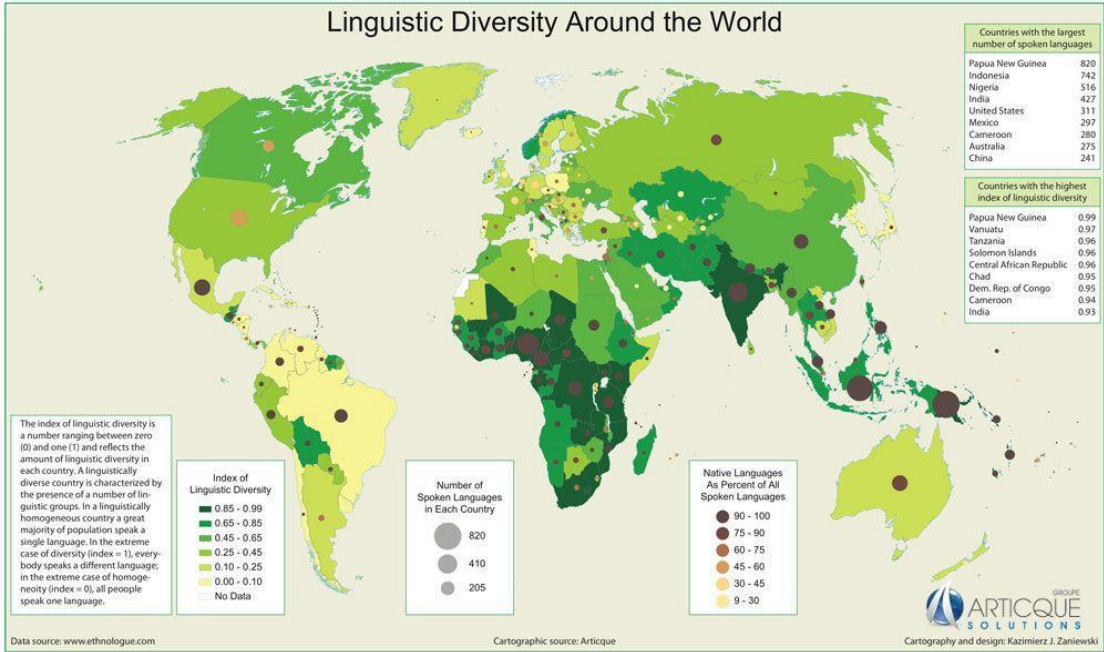


Figure 1.1: Linguistic Diversity around the World (Adapted from www.ethnologue.com)

1.3. Language Planning and Policy:

Language planning and policy has different definitions. Starting by Joshua Fisherman (1989, p79) says that "the organized pursuit of solutions to language problems ". which means to find solutions to language problems as the principle aim of language planning and policy (LPP).

The sector of language planning and coverage (LPP) has witnessed sizable boom during the last 25 years. Linguistics and pupils from a spread of schooling, records coverage research, political technology and linguistics have depended the purpose of language coverage, whether or not planned or unplanned, overt or covert .Furthermore hornberger (1994) offers framework

Integrating nearly 3 decades of language planning based on ferguson(1980) , kloss (1968), neustupny (1974) . He offers a useful way to apprehend how human beings create, interpret . They predicted ethnographic investigation of layered LPP ideological and implementation area.

The concept of Language planning and Policy explained by Gould (2013, pp.41, 42):

"Language policy is understood as an expression of the ideological measures and regulations to modify the linguistic environment at the social level, and language planning is the actual implementation of this policy. Usually undertaken by political, social or linguistic institutions to solve problems related to language or communication, with the effect or influencing or changing behaviors and attitudes toward languages"

Language planning and policy is deliberate effort to influence the function, structure or acquisition of languages within a speech community.

1.4. The Concept of Multilingualism

Multilingualism is the ability of an individual speaker or a community of speakers to communicate effectively in three or more languages. Contrast with monolingualism, the ability to use only one language.

A person who can speak multiple languages is known as a polyglot or a multilingual.

The original language a person grows up speaking is known as their first language or mother tongue. Someone who is raised speaking two first languages or mother tongues is

called a simultaneous bilingual. If they learn a second language later, they are called a sequential bilingual.

1.4.1. Multilingualism in Education

Multilingualism can be defined as “the ability of societies, institutions, groups and individuals to engage, on a regular basis, with more than one language in their day-to-day lives” (European Commission, 2007: 6). Nowadays multilingualism has spread in the educational context because of historical, social, political and economic reasons.

Multilingualism in education takes many forms depending on factors such as linguistic diversity, the aims of the educational program or the characteristics of the languages involved. In many contexts, a great number of schoolchildren have different home languages from the ones used at school. Today, school classes are more linguistically diverse than in the past, particularly in the case of big cities in Europe and North America, due to the mobility of the population. In a globalized world, even young learners come to the classroom with rich and dynamic trajectories that are influencing their language learning process. These students have to learn the language(s) of the host country and other languages in the curriculum, which in many cases are different from the ones spoken at home.

Multilingualism in education is often related to the mobility of the population but it can also be related to the use of two or more languages in the same region. In these contexts, the situation of the languages is often asymmetrical and one language, the majority language, is dominant while the other(s) have a minority status. Students who speak the minority language at home are also in most cases multilingual because the majority language is widely used and it is necessary to learn it.

1.4.2. The Social Impact of Multilingualism and its Significance in our World

UNESCO emphasized the need for multiculturalism and diversity, for which linguistic diversity serves as an essential corollary. Why does linguistic diversity matter? Because we need to preserve other cultures, and the disappearance of language will ultimately lead to the disappearance of cultures, UNESCO and others have emphasized that.

Experts worried about disappearing cultures, and many blamed the non-use of specific languages. Since language is the bearer of cultural knowledge and important in cultural exchange, non-use will gradually lead to the disappearance of cultural heritage, which is the product of human civilization.

According to National Geographic, nearly 230 languages have disappeared since 1950 through various causes, but primarily through the non-use and promotion of other languages. We will lose our heritage as humans if we lose many more languages.

Therefore, multilingualism and promoting linguistic diversity are imperative and go beyond language benefits. We tend to lose our cultural heritage as humanity if we never promote linguistic diversity. Use and utility are the means to preserve the language; therefore, we must do everything necessary to preserve all the existing

1.4.3. Multilingualism in Algeria:

Algeria is a multilingual country due to its complex history .the presence of multilingualism which often generates contact situations and language rivalry. Today's geographical distribution of languages was more or less the same as it was back in 1962, even though the population was less than a third of what it is today, and the status of the indigenous languages was different because of their precarious position. There are three main language groups in present-day Algeria: Arabophones, Berberophones, and Francophones. The Arabic-speaking community constitutes approximately 70–75% of the total population. Berberophones represent 25–30% and live in communities scattered all over the country. As for the Francophones, who are often (Arabic–French or Berber–French) bilinguals, they use French as an additional language and live mainly in the towns and cities of the urban strip that lines the Mediterranean Sea in the north. This is a colonial legacy: after the conquest of Algeria, the vast majority of European colonizers settled in this fertile area (Chaker 1998, 16; CIA 2013; Maddy-Weitzman 2001, 23, 37; Sirles 1999, 119–120)

As mentioned earlier, Arabic is characterized by a bilingual situation. Literary Arabic High level, acquired through study at educational institutions around the world nation. After independence, the government institution realized this Arabian breeds as the only national and official language of the country. Its spread in the population has Spectacular since 1962, the result of political and ideological dominance Committed to DE-Frenchizing Algeria through Arabization policies, but also because significant

Improvements in related as suspect as literacy and population growth (Benrabah 2013, 72-74). The dialectal forms of Arabic include two main variants: Algerian Spoken Arabic spoken in the north of the country and by Algerians Saharan Arabic is in the south, in the Sahara Desert. The Berbers are made up of four major Language: "Tamashek" is the language of the Saharan Tuareg; Mosabits and Shawiya speaks "Mzab" or "Shawia"; Kabyles, who

make up about two-thirds of the Berberophone population, call their mother tongue "Kabyle" or "Takbaylit". However, other small isolated Berber-speaking communities dot the area country, most importantly "Chenoua" used in the Chenoua Mountains West of Algiers. Finally, after independence, the different Berber breeds, Dialects Arabic and French were targets of Arabization. The goal is to replace them From Literary Arabic. In response to these policies of assimilation, the Kabyls, known for their minority views against the dominant ideology, rebelled In April 1980, they opposed the central government and demanded the recognition of their language and culture. Kabir riots were reignited almost every decade until In April 2002, the government declared Berber the national (not official) language (Benrabah, forthcoming; El Aissati 1993, 92; Lewis et al., 2013; Maddy-Weitzman 2001, 37).

The second aspect that is necessary to understand multilingualism in Algeria concerns the attitude of the Algerian language at the time of independence in 1962. Violent contact with the French/European world had a profound effect on Algerian society. In a relatively short period of time (132 years), the French occupation deeply influenced the cultural and linguistic profile of Algeria. The impact was so profound that Algerian society was never the same. By 1962, colonial France had completely dismantled tribal structures. There were 10 million Algerians, a quarter of who lived in, cities, and less than a million non-Muslims left the country. The illiteracy rate in was about 90% and only 5.5% (about 300,000) of the population knew only written Arabic. As for the knowledge of French, one million read it and million spoke it per month. Finally, the Berber-speaking population constituted 18.6% of the 1966 population of , (Bennoune 2000, 12; Gordon 1978, 151; Heggoy 198 , 111; Lacheraf 1978, 313). the aggressive French occupation was so traumatic and the alienation of Algeria so great that its elite felt insecure and unsure of its identity. The Algerian intelligentsia experienced a crisis of confidence as disadvantaged colonies and their language was degraded and marked as a "dialect" etc. In an interview recorded in 1963 by sociologist David Gordon, Algeria's foremost poet/writer set the tone for future developments. "In ten to fifteen years, Arabic will completely replace French and English is on its way to replacing French as a second language. French is a clear and beautiful language [...] but it also contains many bitter memories for us." (Gordon 1966, 113) In this quote, the author saw competition between three world languages: Arabic and French and French and English. These various races are discussed in turn in the rest of this article.

1.5 Cultural Diversity:

In recent years, cultural diversity has interest topic for researchers. As a result, many studies have been conducted to measure and analyze cultural diversity and its impact across different terms (Nijkamp and Poot , 2015). Cultural diversity brings together two different terms, Culture and Diversity, Which one combined create a concept that has been a topic of discussion. Cultural diversity refers to the presence and interaction of people who have different cultural backgrounds, traditions, customs within the same society as a result of international migration (UNESCO) , cultural diversity is referred to a mixture of cultural dissimilarities that characterize the workforce (Prasad et al .,1997).

According to Taylor Cox, cultural diversity means the representation in social system of people with people with distinctly different group of affiliation of cultural significance (Cox ,1994) . The word cultural diversity can also refers to having different cultures respect each other differences ("Cultural diversity ", 2019). Cultural diversity is population differences within a community. The population differences include race, ethnicity, age, ability , language, nationality, socioeconomic factors, gender, religion or sexual orientation (Amadeo, n.d). Cultural diversity reflects the unique values of beliefs, attitudes and expectations .as well customs, language, symbols and behaviors that an individual possesses by sharing some characteristics with others (Doherty and Challadurai , 1999) .

1.6. Linguistic Diversity in Algeria:

Algeria is a multilingual country with a population that can speak more than two languages. Berber language was the dominant language in Algeria before the Islamic, and the Arabic language by the spread of Islam .According to (Djabri ,1981) he states:"As far as language is considered before the Islamic conquest, The Berber was the dominant language for Algerian population, when Islam started to spread and Arabic as a language went hand in hand with the Algerian beliefs, this strong desire is to accept both Islam and the Arabic language " (F, L, N., 1964). This means the Arabic language become the official language due to the benefits which the Islam brought with it.

According to Elisha Sawe (2017) pointed that:

According to Elisha Sawe (2017) pointed that:

Arabic was established as the official language of Algeria by the 1963 Constitution and reafforestation by the 1976 Constitution. 73% of the country's population speaks Algerian

Arabic ,derived from the various Arabic languages spoken in northern Algeria. Algerian Arabic is made up of several dialects spoken by her two groups that are genetically distinct :the Hilarianand the Pre-Hilaria Dialects. Algerian Arabic is primarily used for everyday communication, while Modern Standard Arabic is reserved for officialese.

Berber is considered the native language of Algeria. Berber is divided into five main dialects andis spoken mainly in the Algerian Sahara, Cabiria and Auras. Berber has been spoken in Algeria's in the Middle Ages And Remained popular until the French invasion despite the introduction of Latin And Arabic. In 2016 Berber was declared the second official language of Algeria.

Furthermore, Mostari (2005) states that:" the Algerian citizen speaks four languages related to Tamazight; demonstrating that Algeria is linguistically diverse country. Four languages Algerian population speaks in some form: Classical Arabic; The official Language, Algerian Arabic spoken by almost Algerians, French and Berber".

The same concept of linguistic diversity of Algeria, which later also adopted foreign languages as another linguistic diversity spoken by its citizens such as French and English. As Sawe points out (2017):" During the French occupation, and although the government wants to stop the language, it is still widespread. Algeria ranks as the second largest French-speaking country in terms of speakers. English is also taught in Algerian schools, and there has been demand to replace French with English, The language of science .

1.6.1. A History of Linguistic Diversity in Algeria:

A brief historical overview of linguistic diversity in the Maghreb region of North Africa to better understand the socio linguistics situation in Algeria.



Figure 1.2: map of Algeria

The Arabic Islamic Period began in 647 AD when Arabs conquered the Christian Byzantine empires in the Maghreb. The indigenous local Berber populations were Arabized throughout the centuries partly because Islam brought with it a strong language, a great literacy culture and relatively advanced system of administration and education (Ennaji, 2005:17). Many Berbers gradually moved to cities, spoke a local variety of Arabic and started identifying themselves as Arabs and Muslims (Ennaji, 2005). The French colonized Algeria from 1830 to 1962. While imposing a protectorate on Morocco and Tunisia for a while during this period (Ennaji, 2005), it is worth noting here that colonization refers to a total control of Algeria and its annexation with France. The protectorate implies some degree of autonomy for the locals in Morocco and Tunisia, Algeria in fact was a department of France. Like the Arab Muslims before them, the French brought advanced administration and education systems. Unsurprisingly, among all of the Maghreb's conquerors, the Arabs and French have had the greatest impact linguistically and culturally due to bringing these advanced educational and administrative systems and working towards imposing them long term (Ennaji, 2005).

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1.6.2 Languages of Algeria:

Algeria is an Arabic country situated in the north of Africa, we have a widely complex linguistic situation as a result we have many languages and varieties which are Arabic ,French, Berber and English and its varieties are chawi, mzabi ,tergui... Etc.

1.6.2.1.Arabic: a semantic language and the official language of Algeria, spoken by 90% of the population, Classical Arabic is the language of the Qur'an and is used for religious purposes, Modern Standard Arabic is and is oral used in contemporary books, news papers and magazines formal speech, public speaking and on television" (1967,123). It is used in formal speaking situations. According to Ait Si Selmi, "Arabic is a bilingual language" (2006). The Algerian dialect Arabic is the language of the Algerian community the most commonly used variant in ADA, unlike MSA and CA, is used informally and in everyday life, says Alan S Kaye: "It refers to colloquial languages known as Asamma, Darija or Lahja (dialects). Colloquial varieties number in the hundreds. Because they are spoken rather than written, they differ from Classical Arabic by a general grammatical simplification of the structure and grammatical categories (1970, 67).

1.6.2.2.Berber: Berber, also to North Africa. These languages were traditionally written in the ancient Libyco-Berber script, which exists today as Tifinagh. Today, they can also be written in the Berber Latin alphabet or Arabic script, with Latin being the most common. Berber is spoken by large populations in Morocco, Algeria and Libya, and by smaller numbers in Tunisia, northern Mali, western and northern Niger, northern Burkina Faso and Mauritania, and the Siwa oasis in Egypt. A large Berber-speaking immigrant community has

lived in Western Europe since the 1950s and now numbers about 4 million, spanning three generations since 1950s.

The number of Berbers is higher than the number of Berber speakers. About 95% of the Berber populations peaks one of the seven main Berber languages, each with at least 2 million speakers. In descending order of number of speakers: Tashlhiyt (Taclhit), Kabyle (Taqbaylit), CentralAtlas Tamazight (Tamaziyt), Riffian (Tmaziyt), Shawiya (Tacawit), and Tuareg (Tamaceq/Tamajeq/Tamaheq). The now-extinct Caring language of the Canary Islands, and languages that probably belonged to the ancient C culture of what is now southern Egypt and northern Sudan, are thought to belong to the Afro-Asiatic family of Berber languages. There was a cultural and political movement among the speakers of the closely related variants of Northern Berber to promote and unify the maunder a standard written language called Tamazight (or Berber).

1.6.2.3.French: It was the first foreign language of Algerian colonialism according to Ait Si Selmi (2005, p, 23), "Algeria was a multilingual country with at least three competing languages: Arabic, Tamazight and French" (cited in Fodill, 2017), according to the CIA World Fact book "French is Algeria". Algeria is the largest French-speaking country in the world.

1.6.2.4. English: Second foreign language in Algeria. The Algerian government is introducing English, which plans to introduce English into the school curriculum in 2022.

1.7. Cultural Diversity in Algeria:

The word culture comes from the word 'cultura' and it means to 'cultivate' (khurana, 2015)

According to Riley, 2007 ^culture is the sum total of the information, beliefs values and skills one need to share and apply in the society and situation in which the individuals lives^ (as cited in al Qudaimi, 2013,p,2) also central Michigan University defines diversity as " the ranges of differences among people in the community".

In Algeria diversity include ethnics groups (Arabs and barbers) who represent 99% of the population which 85% are Arabs and 15% are Berber, and Islam is the official religion in Algeria, Arabic and Berber are the official languages of the country, Algeria use to be cultural diverse country due to its large size and also its contains different races and cultures from different backgrounds.

Cultural diversity guarantees the future mutual enrichment of humanity, as it is a source of innovation, creativity and exchange. Diversity of cultural heritage is not an absolute asset to protect; it serves to unify the dialogue between all expressions of identity. Acknowledging everyday dialogue is a fundamental principle that needs to be confirmed and maintained. So there is a relationship between diversity and dialogue. "The causal links that link them together cannot be severed without jeopardizing the sustainability of development. It is the process of shaping cultural diversity into a common language that all human beings can speak and understand. Cultural diversity thus transforms the individual, society and people are connected".

Conclusion:

The first theoretical chapter entitled as background of Linguistic diversity . We presented an overview on definition in linguistic diversity and examples about it such as linguistic diversity in the world. Followed by defining the concept of linguistic diversity in Algeria and examples about it such as the concept of multilingualism in education and its significance in our world . Also a general description of languages of Algeria and we highlighted some ideas about each language. Ending with a review of literature of cultural diversity in Algeria.

Chapter Two

Classroom Management and Linguistic Diversity in Educational Setting

Introduction:

In spite of the growing of linguistic diversity in Algeria classrooms, many teachers are not adequately prepared to work with English language learners (ELLs). One area of particular concern with teacher is how to manage today's linguistically diverse classrooms.

This chapter suggests ways educators can reflect on English language learner's need and consider the implication for classroom management. The other focuses on the need to understand the perspectives of ELLs and the natural response to being immersed in a second language and use of pedagogical strategies that aid in second language acquisition and create a classroom climate that affirms linguistic diversity

2.1. Understanding Classroom Management:

There are more definitions of classroom management the expert explained. As cited in Peace corp (2010), classroom management refers to teacher behavior that facilitate learning A classroom management well increases learning because students spend more time in doing tasks.

An effective teacher is an effective classroom manager learning process. Basically is the core of classroom where various conditions should be provided for achieving the teaching objectives. One of these conditions is classroom management which is considered to be and for improving "the actions and strategies teachers use to solve the problem of order in classrooms" (Doyle, 1986; in Stronge, Tucker, Hindman, 2004 p64)

So, it is creating an orderly learning environment through different actions that the teacher uses besides teaching appropriate values in students

In addition, classroom management refers to the practices and strategies used by the teacher to make respectful, responsible learners and to achieve productive classroom environment (Lawrence and Dworkin 2009). In other words, using various strategies that help in creating comfortable environment where smooth running of the lessons despite disruptive behavior by students. Correspondingly, well-managed classroom is the setting where the good behaviorism promoted and the student misbehavior is prevented via different rules and routines (Evertson et al, 1983; in oliver , Wehby , Reschly,2011). Various components such as managing time, space and transitions are included within the term classroom management.

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An effective teacher procedure a well managed classroom in which the students attain highlevel of achievement, whereas the classrooms of ineffective teacher is poorly managed.

Oliver and Reschly (2007) indicate that many new and inexperienced teachers give up immediately when they start teaching because of the lack of the experience in this career. in addition , the inability to organize the students and to deal appropriately with their disruptive behaviour. this is just an evidence to prove that classroom management is so important and needed in the teaching learning process. Such idea can be supported by what Edmund Emmer, Julie Sanford, Berber Clements, and Jeanne Martin (1982), in R.Marwano, J.Marzano and Pickring (2003) indicate that:

"At all public school grade levels effective classroom management has been recognized as a crucial element in effective teaching. If a teacher cannot obtain student's cooperation and involve them in instructional activities, it is unlikely that effective teaching will take place...

In addition, poor management wastes class time reduces student's time on task and detracts from the quality from the learning environment."

(Edmund, et al. in R.Marzano,et al., 2003p04)

In other words, a well managed classroom is a condition for students to be actively engaged in different tasks. Whenever the students work in groups and accomplish classroom assignment, the educators becomes successful in performing the role of teaching efficiently so teacher's effectiveness based on the management of classroom .if it is perfectly managed, comfortable classroom atmosphere and the appropriate use of time are invested.

There are several reasons for considering classroom management so important. These reasons are suggested by Seifert and Sutton (2009). The first is the learner's diversity.

In one class each student is different from another. This differences is in the student's needs

levels of achievement and learning styles. As time changes in one session, the needs of learners change too. This can be an obstacle for the teaching and learning process. For solving and decreasing such problem, the teacher uses the appropriate classroom management strategy to deal with.

The second reason is that the intentions of the teacher to achieve his objectives and the learner's way of thinking are different. The act of involving each student in all the classroom activities provides special focus on one student more than focusing on the others. In some

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student ' opinions, when the tutor is providing efforts to engage a shy learner for example, this student is preferable one. In addition to the consideration that the teacher is ignoring the other students who are intrinsically involved in classroom activities . As much the student's perspective are as much the learner's way responding will be. Fortunately, the teacher can play a role as motivator in classroom. Some students attend school because they like learning as they are intrinsically motivated. Other learners attend school because of the comfortable atmosphere which is created by the teacher. This is considered as a step of attaining a well managed classroom that improves the student's motivation.

2.2. Goal of Classroom Management:

The goal of effective classroom management is to teach pro-social behaviors, effectively address issues as they happen, and prevent disruptive behavior. Classroom management consists of practices and procedures that teachers apply to keep students organized, orderly, focused, attentive, on-task, and academically productive (Oliver, Wehby, & Reschly, 2011). Success in the classroom depends on the teacher's ability to maintain an environment that encourages and supports learning. However, a well-managed classroom doesn't just happen on its own; it develops from well-designed training and experience in working with students. The four classroom management categories that rigorous research identifies as critical are rules and procedures, proactive management, well-designed and -delivered instruction, and disruptive behavior management.

The goal of classroom management is to increase the effectiveness and efficiency in achieving learning objective, as for physical management activities and socio- emotional management which is part of achieving learning objective and student's learning.

Bear also voiced in Emmer and Sabornie (2015p.26), there are two aim of classroom management . First,maintaining order , engagement and cooperation .Socond developing self-discipline based on the classroom management goal above , it van concluded that the goal of classroom management is creating and maintaining classroom conditions, so that teaching learning process and learning objectives can achieve well.

2.3.Strategies for Effective Classroom Management :

Classroom management is one of crucial aspect of learning that have to be mastered by teacher . Every teacher must have classroom management ability . So teaching learning process can run well.

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This statement above is supportive by Foutz in Rahman et al (2010p.97), effective classroom management begins with the teacher. The teacher should plan all the things so the students will be able their learning and behaviour objectives . It means teacher has to know how to start and finish the activities. What is the needs of teaching learning process, what kind of instruction given by teacher, what is the order of given activities and also how to prevent problems that happened in learning process and how to control students, so learning conditions is constantly optimal.

The educator as the responsible for teaching effectively is expected to perform three basics roles. As first, setting up instructional strategies and following them . Second, being responsible for classroom curriculum design and finally, managing classroom. This final role is achieved by following a number of strategies (Mazanoand Pickering,2003p41-59) several strategies are suggested :

- Appropriate Learning Environment should be created
- Setting Classroom Rules
- Setting up Classroom procedures
- The Appropriate Use and Management of Time
- The Individuals Engagement in Work is Fruitful
- Life Skills and the Appropriate Learning Habits should be taught

2.4. How to Encourage Linguistic Diversity in Education

Schools have always been at the forefront of educating people and, as such, very much implicated in preserving or disappearing cherished beliefs and values. If there is any institution that by far is the most important in promoting and encouraging linguistic diversity, it must be the educational institution. Language use is very much a part of educational discourse. Outside of families, schools are the most critical institutions in shaping children's minds and, by implication, the general public. Schools can lend legitimacy to specific cultural practices and delegitimize those promoting social injustice and discrimination.

Therefore, encouraging linguistic diversity in schools is essential if we want to promote wholesale linguistic diversity in society. Schools are ideal for propagating linguistic diversity because of their reach and influence in educating the general public, particularly children.

2.5. Diversity in Educational Setting:

One of the most important things to remember about CLD students is that difference does not mean deficient. Human beings are all different. By just looking at families, it is evident that people look different, think and respond differently, and like different things. People everywhere learn differently, process information in different ways, and look to different external cues for understanding the world. By understanding learning styles, educators can become more aware of how they teach. Moreover, being more reflective and aware of how people learn can improve learning and increase the teacher effectiveness of diverse learners

2.5.1. Diversity in Classrooms

Culturally and linguistically diverse learners speak a variety of languages (other than or in addition to those spoken in their country of residence) and come from diverse social, cultural, ethnic and economic backgrounds, defined as a group of immigrants or refugees. (Count, Katsiyannis & Whitford, 2018), has resided in the United States or Canada for a short period of time (usually less than 5 years for her). A study by Paradis and Jia (2017) suggested a time frame of 5 years, suggesting that it usually takes 4–6 years for CLD learners to academically approach monolingual norms from a North American perspective. Got it. After this period, they are still considered CLD learners, but they are in a less vulnerable state of learning than their newly arrived peers.

CLD learners have access to several services at settlement agencies, and receive language training, leisure activities, and immigration help. These services are of prime importance for their better adjustment to the new social and educational settings. However, professionals who deal with CLD learners including educators, speech pathologists and settlement service agents to name a few, often engage in practices that are based on instruments, domains of development, abilities, age norms, and child upbringing that is molded by Western expectations (Bullock et al., 2014). Consequently, settlement services have to deal with taken-for-granted assumptions of these CLD newcomers' capabilities in their daily lives and particularly in their education.

2.5.2 Learning Styles:

A learning style refers to the way people learn new information. It includes how information is processed and how study habits differ. For example, some students prefer to sit

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in the front of the class and listen intently to everything the teacher is saying; other students prefer it when teachers use graphs or visual representations of the material. The preferences are associated with which senses a learner uses when learning. Scholars have proposed that students use different perceptual strengths when learning (Kolb, 1984). As noted in this table, these strengths can be auditory (hearing), visual, or kinesthetic (active) in nature. Research on learning styles began to expand in the early 1970s. Today many models and various measures of learning styles exist. It is not clear whether one's learning style is flexible or fixed. However, many people are aware that they have preferences when it comes to the way they learn and study. This self-awareness of how one learns is related to the concept of metacognition. Metacognition is awareness about one's own cognitive system and includes thoughts about what one knows or does not know. This metacognitive awareness operates as a preliminary skill to regulating learning. Metacognition, which essentially means thinking about thinking, involves a self-reflection process that allows individuals to understand more about how their mind works. It sets the framework for students to have more control over their study strategies by being more effective in regulating their behavior. For example, if a student is aware that he retains information best when he sits in the front of the classroom.

- This Table Shows Different Types of Learning Styles and The Corresponding Student Learning Preferences and Effective Teaching Practices

Table 2.1. Different Types of Learning Styles and The Corresponding Student Learning Preferences and Effective Teaching Practices

Learning styles	Learning preferences	Teaching examples
auditory	Listening, talking	Explain things clearly, give verbal examples
visual	Focusing on handouts and illustrations	Use the overhead projector and handouts with charts and graphs
Active (Kinesthetic)	Taking notes and interactive projects	Gives hands-on creation assignment, allow the students to interact on different activity centers in the classrooms

Then, the student has the necessary knowledge to actually regulate his behavior and sit in the front of the class. That basic knowledge or awareness of how one learns best is metacognition. Teachers should also be aware that their students may have learning

preferences and develop lesson plans and deliver instruction in a way that actively engages a variety of different learning styles or preferences. Examples of this would include learning by doing (kinesthetic learning), taking the time to explain things clearly (auditory learning), and using charts or handouts (visual learning). A teacher's understanding that his students may process information differently or may have different strategies for solving problems will allow classroom instruction to more effectively meet the needs of all students. Essentially, by developing this understanding, teachers will begin to learn more about the students in their classrooms. This understanding is critical for developing a relationship with the student that is based on who the student is. Students in our classrooms represent a complex milieu of internal differences and social experiences. By becoming sensitive to the diversity in learning represented among students, teachers can be more effective in generating positive educational outcomes for all students.

This Image Shows Key Types of Learning Styles



Figure 2.1.Types of Learning Style

Language can be defined as the way cultures and individuals communicate identity and socialize a person into a cultural group (Gollnick & Chinn, 2006).language can Nonverbal (eg, facial expressions, gestures) and verbal (eg, actual language used) dialogue).Language also subsume oral (i.e. listeningandspeaking) and written (i.e. read-write) components. Language and culture are inseparable. One cannot be defined without the other. To participate

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fully in a culture, you must the language of this culture must be learned. Conversely, to be fluent in a language, one must the culture represented by the language must be learned. Students from different language backgrounds face this difficulty everyday at school. Because language and culture are so closely intertwined, minority students are expected to effectively learn and use new languages and new cultural orientations. Usually. This new language and culture is often different from what they learned at home. In this chapter, the term "linguistically heterogeneous students" refers to "students whose first language is not English or a language other than the mainstream, middle-class English used at school" (Perez, 1998, p. 5). Thus, this term refers to students learning a second language, limited English proficiency, bilingual, minority language students, and non-dominant dialect students.

2.6 The impact of linguistics and cultural variations on classroom Dynamic

Scholars have referred to the way culture plays itself out in the classroom as the hidden curriculum (Jay, 2003). Students from different cultural backgrounds can achieve learning success in an environment in which people accept their peers and take an attitude toward diversity their cultural background. Promote inclusion to benefit students at all levels, Awareness of multicultural education. By promoting diversity in the classroom Students will not only gain a deeper understanding of multiculturalism, more likely to succeed. However, it should also foster acceptance and foster student motivation for an increasingly diverse classroom. For teachers, our social, emotional and behavioral well being certification programs are the best option. Promoting diversity in the classroom. Enabling diversity in the classroom by creating a positive learning environment with multicultural colleagues. Diversity of Classrooms grow as long as active students are willing to deal with multiculturalism And a companion who is different from me in development. Then there is the problem it also applies to the way students learn in school. Accelerated learning courses are also included. Or support for those who need to learn in multiculturalism.

In the classroom, students from different cultural backgrounds may feel isolated the difference they make, it is important to develop and practice lessons Accept different students. Some students have their own unique culture, tradition and language. Teachers and administrators can solve this problem and make it easy for them to do it themselves the learning environment in the classroom and any differences introduced by peers in the course. This Strategies to strengthen each student's sense of identity and promote classroom inclusion Communities through enhanced cultural awareness. Two of the most important aspects of diversity Modules include:

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- Identify how diversity effect classrooms
- Offer tips and cultural awarness for promoting a diverse classrooms

Attitudes related to power and status can develop culturally relevant pedagogies. Culturally appropriate pedagogy enhances student achievement, supports students' cultural identity, and helps students develop the critical perspective they need to challenge inequalities in schools and societies. An effective classroom practice and theory model (Ladson-Billings, 1995). A culturally appropriate pedagogy is a sound model of education. Challenge some educators to value student diversity. For example, economically disadvantaged students, students belonging to marginalized racial groups, and students who speak English as a second language are often, poor students, and disadvantaged students. Historically, these terms and related perspectives have been called deficit models (Solozano & Yosso, 2001). The deficit model is a perspective that characterizes CLD students with various negative attributes (lazy, illiterate, rebellious, violent, anti-intellectual, etc.). This model gained prominence in social science research in the 1960s and 1970s and has been associated with theories of the culture of poverty that still exist today (Gorski, 2008). More recently, the deficit theory has been criticized for blaming victims, promoting stereotypes, and ignoring class thinking and the institutional causes of poverty and deprivation of education. Nevertheless, such negative attitudes continue to permeate issues related to the education of CLD students. Instead of focusing on what students can't do, teachers are encouraged to learn more about their students' strengths and abilities. But in order for children to focus on what they know, they need to learn more about their own culture and classroom experience. Educators can use this knowledge of student backgrounds, interests, and experiences to develop culturally relevant pedagogy.

Culturally relevant pedagogy Effective teaching practices and theoretical models that facilitate student achievement, Supports students' cultural identity and helps students develop a critical perspective School and social injustices need to be challenged (Ladson-Billings, 1995). Cultural Relevant pedagogy is a sound educational model that allows children to use it as a mechanism to overcome their strengths (language skills at home, personal interests, etc.). Theme For example, many students enjoy listening to music. You learn about them Knowing culture through music and using it as a lens to understand their world and themselves. Teachers can apply culturally relevant teaching methods by incorporating music into their lessons. Classroom This allows students to embrace aspects of evolving identities Incorporate into the classroom experience and allow teachers to use something from their students You

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have an interest and expertise in deepening your knowledge of mathematics, science, and other traditional academic disciplines.

Lesson with teacher Learners have healthy relationships. Foundation Healthy relationships are built when teachers take their time Learn about students. All educators agree, the need for students to learn the curriculum, educators learn more about your students. Interests, culture, Experience enables educators to grow further Engaging, fun, relevant and most effective lesson plans Important and very useful. Allow students incorporate aspects of their culture and native language the classroom helps some students feel Learning makes you more connected and comfortable process and task. However, it is important not to single out students who speak different languages. Have a language or a different culture. Adaptation is important for many young people; the last thing they want is to feel different. Teachers are encouraged to be conscious and sensitive when interacting with students with CLD. A complex process of adapting to new cultures and environments. This adaptation to the new the environment usually occurs most easily when the individual feels part of it We welcome what we have in common with the group, not what makes us different. Exploring linguistic, cultural and personal identities using commonalities A great way to celebrate and learn about diversity in a more inclusive way.

2.7. Challenges Faced by Teachers in Diverse Classrooms :

Multilingualism, nowadays, is a globally accepted phenomenon as many students use different languages in education contexts and in their private lives and this situation necessitates teachers to be equipped with essential skills to confront unexpected challenges that stem from cultural differences (Kasmer and Billings, 2017). Education contexts should provide learners and teachers suitable atmospheres in which they can easily take part in both intercultural and intercultural conversations. With the fact that students may come from different backgrounds and nationalities, there may be a language barrier. It may be difficult for teachers to communicate with students from other regions or nations. With such communication inefficiencies, it becomes difficult for students to understand the concepts in the classroom.

It will also require a teacher to leverage creative teaching strategies that can help learners comprehend material better. On the other hand, foreign students may find it hard to communicate their needs or attain the help they need. This can trigger feelings of loneliness and depression in students.

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As protagonists in the classroom, teachers must possess the necessary skills to communicate with learners from different cultures, maintaining mutual understanding in an open and respectful manner without compromising their cultural sensitivities. In addition, teachers must be prepared to deal with existing student problems and the growing number of students from different cultural backgrounds, and be prepared to be active and responsible citizens (Clewell and Villegas, 2001). They are also responsible for developing students into active students who see differences as positives. Therefore, development needs to be followed to overcome these issues and teachers need to be able to accommodate different values and communication types by successfully relating them in these positions (Spinthourakis, 2006). Classroom diversity increases the likelihood of individual differences. Students fail to recognize and respect each other because of their racial, cultural or ethnic orientation. This difference can affect communication and collaboration in the classroom. It can also prevent students from completing group assignments or collaborating on extracurricular activities. This can hinder progress and academic achievement.

Most teachers do not believe its importance Multiculturalism in Academic Skills and Educational Development A united society. Even teachers who believe in multiculturalism Education doubts its applicability. although some Teachers say they know nothing about multiculturalism education, other means readiness to achieve something Standards take time. The teachers' also emphasized Overloaded courses don't allow them to assimilate them Multicultural Education (Guy, 2016). An important discovery of Research is ill-prepared for untrained teachers Design learning situations for students from different countries (Guy, 2002). Therefore, the study highlights the profound the impact of teachers on organizing a good educational environment they are free to make organizational learning environment learners from different backgrounds may have problems Teachers design assignments. Multiculturalism at this time Qualifications teachers should possess include: a) Aware of one's own culture and biases, b) tend to understand different cultural perspectives and c) develop themselves further culturally sensitive teaching methods (Başbay and Bektaş, 2010). Faculty demographics likely to remain nearly unchanged the same, while the number of learners from different cultures The context is ever increasing; and, including cross-cultural Ability to advise on teacher education programs Overcoming this dilemma in this case (Chval and Chávez, 2012; Kushner, McClelland, and Safford, 2009; Kasmer and Act, 2017).mistakes in complex situations subject of their learners, these processes may not by teachers (Müller-Hartmann and Shocking, 2013)

2.8. Language Barriers and Communication Strategies :

Teachers should be able to effectively address issues of equity and social justice by understanding the historical, structural and political contexts that lead to prejudice and discrimination in education. This involves developing knowledge of the multiple dimensions of diversity and cultural differences, awareness of stereotyping mechanisms in knowledge construction (Cowan and Maitles, 2012p38), as well as attentiveness to students' social, cultural and linguistic context as it relates to teaching and learning (Keengwe, 2010p39).

As teachers, we must take into account the linguistic and cultural heterogeneity of our students, the diversity of languages spoken, and the diversity of their cultural affiliations. In an educational environment that is often shaped by practices anchored in a monolingual system, this presents a major challenge for teachers. A child who abandons family language outside of school does not understand why this language is not legal to be used in the classroom. I feel. It is well known that negative representations of bilingualism among children of immigrant backgrounds in particular impair their language abilities. I prefer talking about diversity to talking about heterogeneity. This is a broader, more forward thinking concept. The latter allows us to see multiple languages and cultures as a wealth rather than a problem. Furthermore, the concept of diversity has been adopted by the Council of Europe in a number of studies in the area of language education policy (Beacco and Byram, 2003).

It is obvious that schools cannot teach all languages to all pupils, even in primary schools, but there are pedagogical approaches that allow the different languages present in a classroom to be taken into account. These models are known as the Awakening to Languages (Candelier, 2003) or Education and Openness to Languages at School (Perregaux, 1998; Perregaux et al., 2003) and can be considered as a complementary learning model. They make it possible to integrate family languages and cultures as pedagogical resources within a classroom and to legitimize them in the eyes of pupils and teachers.

All teachers should enable their classrooms to transition from monolingual spaces to multilingual spaces. Use multilingual signage to decorate walls and use bilingual books in libraries or elsewhere on an equal footing. Bilingualism in students who speak languages other than the language of the school should be assessed so that they can find their place in the classroom. to create a positive motivational atmosphere, three basic technique are used.

2.8.1. Learning Environment:

Creating a positive teaching environment is an important aspect of achieving this Enable effective teaching and learning and create active learning Environment Teachers have the opportunity to develop In terms of controlling and managing student discipline. Positive classroom Environment is very important as it reduces behavioral problems of students. It also provides or enables students to have good manners. Positive classroom an environment that stimulates nurtures and encourage learning for student's education sector. Teachers can use a variety of avenues to create a positive classroom climate in the school environment. Tips for Designing a Positive Classroom An environment that encourages students to engage in learning and receive feedback from the teacher, the teacher always has to tell the students what is expected of them. Students must also contribute to the induction or development of active learning Surroundings .

The strong relationship between students, teachers, and parents promote a safe and peaceful environment where teaching and learning is considered to be an important focus. Hence, this definition actually seeks to demonstrate that a positive teaching environment makes the students feel wanted and valued. Thus, this goes hand in hand with what McFarland (2012p137) emphasize, that positive learning environment “is when the students feels that they are supported and valued in whatever they are doing and learning is mastered easily”. In addition, all students with challenges and extra ordinary personal challenge can do well in their studies if they get full support and motivation. This emphasizes the point that creating a positive learning environment can stimulate student learning. The role of teachers as catalysts for positive learning environment: teachers should equip themselves with tools or methods of creating a positive learning environment. All teachers must take it as their responsibility to create a positive learning environment for students .Hinze & Wiley (2013p 85) highlighted few important matters thatneed to be considered:

- Provide a structured and supportive orientation for entry into a new placement setting. Additional time may be required to provide this orientation.
- Be familiar with the requirements for assessment. Spend time working with the student to be explicit about what they will demonstrate , how, when and why, and how these will link with the Assessment.

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- Allow for a flexible approach to placement and consider reasonable adjustment to placement structure if the student requires additional time to adjust to the cultural diversity at their placement setting (not because of the student's inability to practice).
- Provide materials in advance so the student has adequate time to process the language and prepare for the placement experience.
- Be aware of different learning preferences.
- Assist students to achieve their potential including skill development, cultural adjustment, English language proficiency, computer literacy, information literacy etc.
- Assist students to understand the importance of self-reflection in terms of their performance, development and professional expectations.
- Set clear expectations.
- Offer support when experiencing cultural insensitivity or when facing feelings of isolation and uncertainty, and in dealing with racism.
- Withhold judgment and set your assumptions aside.
- Acknowledge that cultural generalizations exist, but they do not apply to every individual or every situation

2.8.2. Communication Strategies:

If class teacher and language teachers join forces, they can coordinate interactions with students and provide bilingual and bi-cultural programs that students will benefit from. The key issue we face as educators is culturally and linguistically diverse students with different dialects that they don't perceive as different. According to Adler (1993), non-standard dialects differ in sound, vocabulary, grammar, and nonverbal communication. The solution to the problem is twofold. First, teachers need to understand the nature of language and the nature of dialect differences. This can be done by working with language specialists who serve students. Second, the teacher must decide how to solve the problem. They can identify and eliminate "non-standard" dialects, leaving students' language undisturbed, or embrace dialects. The latter argues that students should learn to write and speak the standard language while retaining the dialect of their country of origin (Adler, 1993). Miller (1988) provides guidelines for effective communication in different classrooms

- Be complete, explicit and pay attention to the other person's response
- Be alert for different meanings.
- Avoid metaphors, colloquialisms and jargon. Define any jargon that you must use.

- Attempt to be clear while avoiding the over-simplification of terms as it may seem insulting.
- Always provide a why. Cultural patterns or rules may seem arbitrary if unexplained. If a student is uncomfortable with a decision or situation, explaining why is important, particularly if the issue is non-negotiable.
- Use a variety of communication strategies such as writing, listening, speaking slower, asking students to repeat an instruction, using visual aids, giving simple instructions, and prompting students to ask questions. This variety is important when providing an introduction to the placement setting, and placement tasks, but equally important when providing performance feedback to the student.

2.8.3. Be Culturally Responsive :

A culturally responsive supervisor who can discuss and provide guidance on multicultural issues is greatly valued by students on placement and evokes greater student satisfaction with the supervision provided. This includes supervisor awareness of their own biases and values, and reflection on how these biases and values may impact on their assessment, teaching and judgement of students.

Culturally responsive teaching consists of using the cultural knowledge, prior experiences and learning styles of culturally different students to make learning more appropriate and effective for them (Saifer et. al, 2011; Ford & Kea, 2009; Leonard, 2008). Educators sought strategies to assist in the teaching and interaction of their diverse students in an effort “to ameliorate the effects of cultural discontinuity” (Brown-Jeffy & Cooper, 2011, p. 66). Ford and Kea (2009) suggested that educators create culturally responsive classrooms in an effort to help close the achievement gap. At the same time, teachers need to become culturally competent if they are to respond to the learning needs of the growing diverse student population (Saifer et al, 2011). Teachers should avoid coursework that drilled students in academic skills and “teaching to the test”, because it created classroom environments that put teachers and students “miles apart” from each other (Camarota & Romero, 2006), because the educational content had no significance or meaning to the students’ lives. It is therefore essential that educators pay particular attention to students’ cultures and create opportunities for students to make meaningful connections to their lives.

Cushner, McClelland and Stafford (2009) asserted that proponents of multicultural education in the past decade have continued to pursue the goal of equal educational

Chapter Two Classroom Management and Linguistic Diversity in Educational Setting

opportunity, and to argue that a truly equitable education will be excellent at narrowing the achievement gap between cultural groups. Cultural clashes (misunderstanding and miscommunication) in the classroom settings will happen, however they could be lessened if educators became more self-reflective, recognized cultural differences between themselves and their students, strived to become more culturally competent, and created classrooms that were culturally responsive (Ford and Kea, 2009). When teachers had the benefit of extensive and long term multi-cultural professional development and multicultural teacher education preparation they were less likely to embrace a cultural deficit view, were more confident, and believed they were effective in their instruction of culturally different learners (Saifer et. al., 2011; Ford and Kea (2009). Rigor and relevance must be stressed so as to ensure that students were meeting academic success (Saifer et al, 2011). Educators of all racial and cultural groups would have to become culturally competent in their abilities to form authentic, caring and effective relationship with students across cultural differences (Howard, 2007). Educators should hold consistent and high expectations for all students and use curriculum and their instructional practices in a manner that honor individual student's culture and learning needs. Above all, educators should communicate respect for each student's intelligence (Gay, 2000; Ladson-Billings, 1994; McKinley, 2005; Shade, Kelly, & Oberg, 1997, as cited in Howard, 2007).

2.9.Factors Influencing the Achievement of Linguistically and Culturally Diverse Students :

There is good evidence that students are culturally and linguistically People from different backgrounds have poorer educational outcomes than their peers (Bennett et al., 2004; Conchas and Noguera, 2004; Saunders, 2000). Whether to look at proficiency test scores, promotion rates, graduation rates, or other common metrics School Success, CLD students as a group tend to underperform their peers.

Diversity is everything that sets people apart from each other. This includes many different factors: race, ethnicity, gender, sexual orientation, socioeconomic status, ability, age, religious or political beliefs. All of these factors work together to determine how students, teachers, and others engage with the world. The University of Rhode Island defines classroom diversity as "understanding that each student brings unique experiences, strengths, and ideas to our classrooms...Diversity is the exploration and inclusion of those differences to enrich learning in our classrooms."Overall, these data indicate that CLD students are struggling in

Chapter Two Classroom Management and Linguistic Diversity in Educational Setting

gaining academic skills. Moreover, schools are struggling to provide CLD students with effective instruction to increase their skills. The challenge of uncovering why so many CLD students experience such difficulty in school has been daunting. In fact, it is likely that no one factor can account for why a student or group of students does not perform well in school. The following factors appear to be particularly relevant to the educational success of CLD students.

2.9.1. Socioeconomic Status

The American Psychological Association describes socioeconomic status (SES) as a construct derived from a “combination of education, income and occupation” (APA, n.d.). SES clearly intersects with other demographic categorizations such as race and ethnicity (Lareau 2011, Orr 2003). Socioeconomic situation is one of the many dimensions of student diversity, mirroring the diversity in society overall.

As with other diversity continuities and classifications, socioeconomic status is high Education is an imperfect reflection of the larger society and students come from the bottom of the world the socioeconomic spectrum is usually underestimated. As colleges and universities proliferate Access and opportunity for these students has long been evident in K-12 education Higher education under scrutiny: students from lower socioeconomic backgrounds A challenge to success that many of our wealthy peers do not have to face. I am a researcher Begin to unravel the complex cloud of cultural, psychological and emotional aspects interfere with the well-being and academic success of socio-economically disadvantaged students; Proposing measures to support education and students to support students in this Theme. By crossing and interacting with the gender dimension, Generalizations about characteristics of "typical" lowly people, such as gender identity, religion, etc. SES students should always be approached with caution. Need to be more careful Difficulties in obtaining reliable data. Low SES in contrast to other aspects of student diversity It can be more difficult for teachers to discern student status than ethnicity. Race and gender. However, some common patterns and characteristics are evident Lower socioeconomically students tend to be first-generation college students (for many, the two some come from families where one or both parents may not have achieved high levels. school (Stephens et al. 2014). Parents' Expectations and Hopes for Children's Education Expensive, but familiar with the culture of higher education and how to get into college Application, enrollment and preparation for admission are generally low (Brown et al. 2016,

Chapter Two Classroom Management and Linguistic Diversity in Educational Setting

Larau 2011). As a result, students with this background often come to campus at discounted rates. Ideas and misconceptions about college feel out of place and threaten migration (Ostrove and Long 2007, Reay et al. 2009).

2.9.2. Low Teacher Expectations

Several studies have shown that teachers' expectations of their students were related to student performance and teacher–student interactions in the classroom. Students for whom the teacher held lower expectations were called on in class less often, received less positive feedback from the teacher, and received less direct instruction and interaction with the teacher (Entwisle & Alexander, 1988; Ferguson, 1998; Rist, 2000). This differential treatment has obvious implications for student's motivation and behavior in the classroom, both of which are also related to academic achievement. These low expectations may arise from teachers' personal biases or prejudices against students from different backgrounds. However, low expectations may also arise from teachers' assumptions about the impact of certain student characteristics (e.g., behavior, language use, SES) on academic performance. For instance, a teacher might assume that because a student is from a low-income household, he has fewer books at home and is thus at risk for poor reading achievement. Therefore, the teacher places the student in the low-performance group in her classroom, does not present challenging questions to the student in class, explicitly corrects the student's errors while reading, and teaches less advanced reading skills to the student. Although these behaviors are well intentioned, the teacher's interactions with the student have now changed the quality of instruction the student has received, which may influence the student's reading skill as much as the student's own innate ability. Therefore, teacher expectations are considered to be critical influences on CLD student achievement.

2.9.3 Race , Ethnicity and Racial/Ethnic Diversity

Race and ethnicity are often used interchangeably, but they are different. Ethnicity is defined by group membership based on genealogy, national origin, and ancestry. Ethnicity does not change, even though characteristics of a specific ethnic group's culture may change. For example, the label "Native American ethnicity" includes numerous tribal groups whose lifestyles vary extensively. Race is a term that attempts to categorize human beings into distinct groups according to phenotypes or physical traits (e.g., skin color, eye shape). Throughout history, race has been used as a social, cultural, and biological construct to group people (Taylor & Whittaker, 2009). The concept of race has changed over time and continues

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to be difficult to define because our current knowledge of biological science does not support the idea that there are meaningful biological differences between races.

Conclusion

As conclusion, we have tried to present participial points on classroom management and linguistic diversity in educational setting by giving the literature review on them. In addition, we mentioned challenges faced by teachers while managing linguistically diverse classrooms. Also we have presented some strategies that aid to create a welcoming classroom environment that affirms linguistic diversity. Ending up with defining factors influencing the achievement of linguistically and culturally diverse students.

Chapter Three
Research Methodology and
Data Collection

3.1 Introduction

Until now , the previous chapters were concerned to the theoretical parts of our research and determined by appropriate information about linguistic diversity and classroom management in Algeria . This chapter is concerned to the research practical part, shows the participants picked in this research in addition to the data collection instruments. furthermore the final results are explained by tables and graphs ,then discussed in order to approve them or disprove them .

3.2. Research Methodology

3.2.1 Sample of the Research

The selection of a population is required in any research work ,we choose a number of students with whom we will conduct this research by distributing a questionnaire in order to achieve our goal and by doing an interview with some teachers .

3.2.1.1 Description of Participants Profile

The participants for this study are first year students from the Department of English at Ibn Khaldoun University in Tiaret , for the academic year 2022-2023, and some teachers from the Departement of English at Ibn Khaldoun university in Tiaret .

We select 25 students randomly from both genders and different ages . its interesting that the researchers choose first year as a case study because those students have studied different languages (Arabic,English,French,Tamazight)from primary to high school , so we want to focus on the impact of managing linguistically diverse classrooms and we wanted to hilight the issues and the strategies faced by the teacher while managing linguistically diverse classrooms by doing an interview with teachers from Ibn Khaldoun University .

3.2.2 Data Collection Instruments

Data collection tools refers to the device used to gather data that helps to provide the answer to the research questions . this study rely on two different research tools a quantitative tool which is a questionnaire where we can find two types of questions open ended in which they required a long response and multiple choice questions provide the respondents with a set of predetermined responses from which they can select one answer or more, and a qualitative tool which is the interview conducted with teachers .

3.2.2.1 Description of Students Questionnaire and the Teachers Interview

This questionnaire is written in English since all the participants are students from the English departments ,we distributed a printed version at the department .

It contains 16 questions composed of open ended and multiple choice questions , divided into 4 sections as follows section one consists of five questions (Q1 _Q5)that include participants background information (age ,gender ,native language , proficiency level , academic writing). section tow (Q6_Q8) that collect classroom environment . section three (Q9_Q12) provides classroom management strategies ,then section four (Q13_Q16) discussed linguistic and communicative strategies. the aim behind this questionnaire is to figure out the impact of managing linguistically diverse classrooms .

The interview is also written in English since all the teachers are English language teachers , so we distribute a printed version to them at the department .

The structured interview contains 16 Questions composed of open ended questions and note taking, divided into 4 sections as follows : Section one consists of six questions (Q1-Q6), section two (Q7- Q9) it deals with classroom environment , section three (Q10-Q12) it discussed the classroom management strategies ,section four(Q13-Q16) it contains linguistic and communicative strategies .The aim behind this interview is to figure out linguistic diversity issues and challenges faced by the teachers .

3.3 Results of students questionnaire

3.3.1 Analysis and Interpretation of the Results

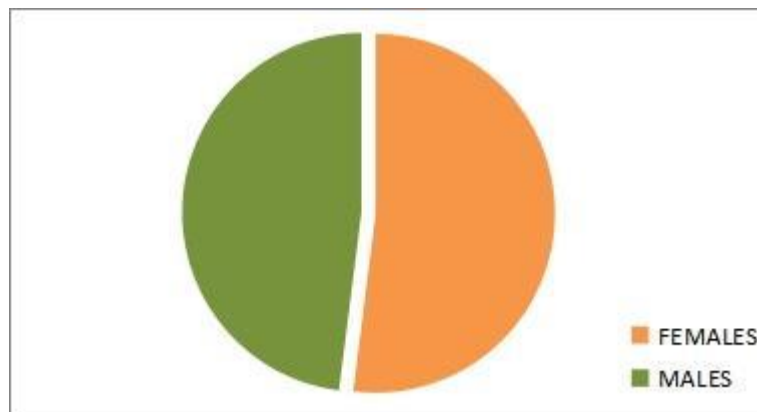
This section is devoted to the analysis of the information have been gathered by using figures and tables as mentioned:

Question01: Gender

The questionnaire was distributed to twenty five participants randomly ,the results are mentioned in in table 2.1 and figure 3.1, demonstrates that the percentage of females is 52% and males is 48%.

Table 3.1 : Gender of Participants

Options	Frequency	Percentages
Females	23	52%
Males	18	48%

**Figure.3.1** : Participant Gender Graphical Representation**Question 2 : Age**

Regarding the ages ,52% of students are between 20 and 22 years old , 12% are more than 22 years old , and the other participants , 36% have 18 years old .The results are presented in the table 3.2 and figure 3.2.

Table 3.2 :Age of participants

Options	Frequency	Percentages
18	9	36%
Between 20 and 22	13	52%
More then 22	3	12%

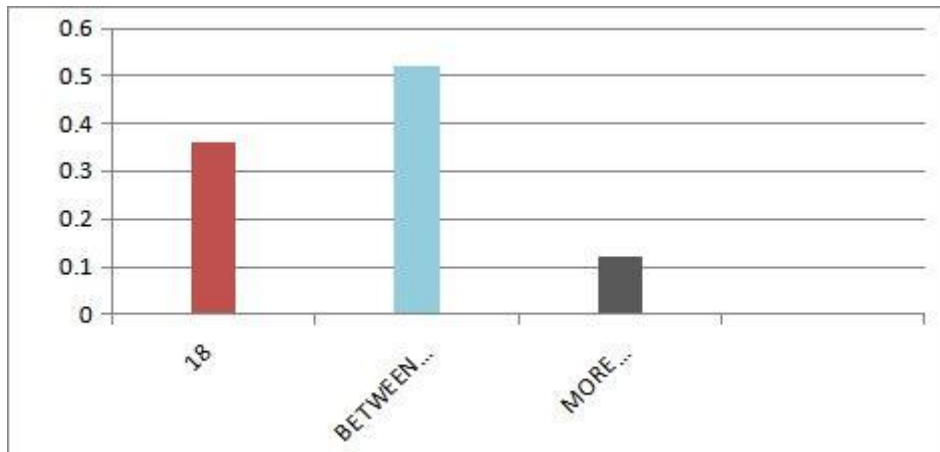


Figure 3.2 : Participants ages

Question 3 : What is your Native Language ?

Table 3.3 : The Native Language of First year English Students

Languages	Frequency	Percentages
A D A	19	76%
Tamazight	0	0%
French	0	0%
Other	6	24%

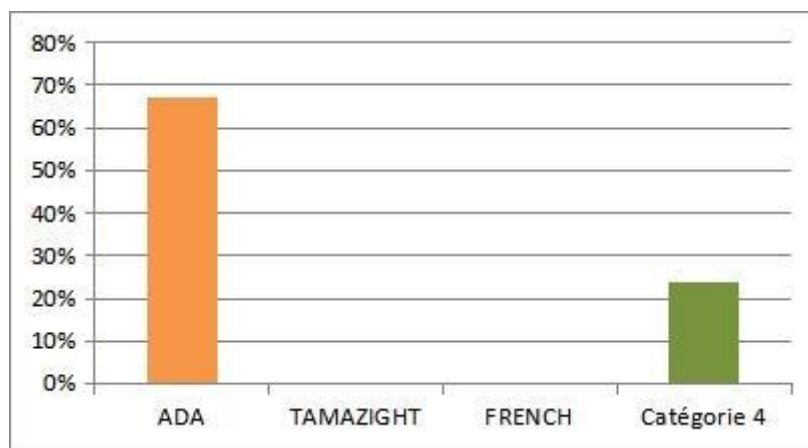


Figure 3.3 : Native language of first year English Student

From the results mentioned before , we have found that the majority of students (19) participants 76% their mother tongue is Algerian dialectal Arabic (derja) when speak , while 6 students with a percent of 24% choose other , they are Nigerians their spoken language is

English .

Question 4 : Describe your Proficiency Level in English Language .

Table 3.4 : Proficiency level in English of first year students .

	Proficiency level in English	1 VERY LOW	2 LOW	3 ACCAPTABLE	4 HIGH	5 VERY HIGH
Listening	UNDERSTANDING LECTURES	0%	0%	44%	40%	16%
Speaking	Presention at classrooms	0%	0%	40%	52%	8%
Reading	Books , stories , novels	0%	0%	48%	36%	16%
Writing	Paragraphs essay	0%	24%	40%	20%	16%
Interaction	Asking and answering Q	12%	16%	24%	36%	12%

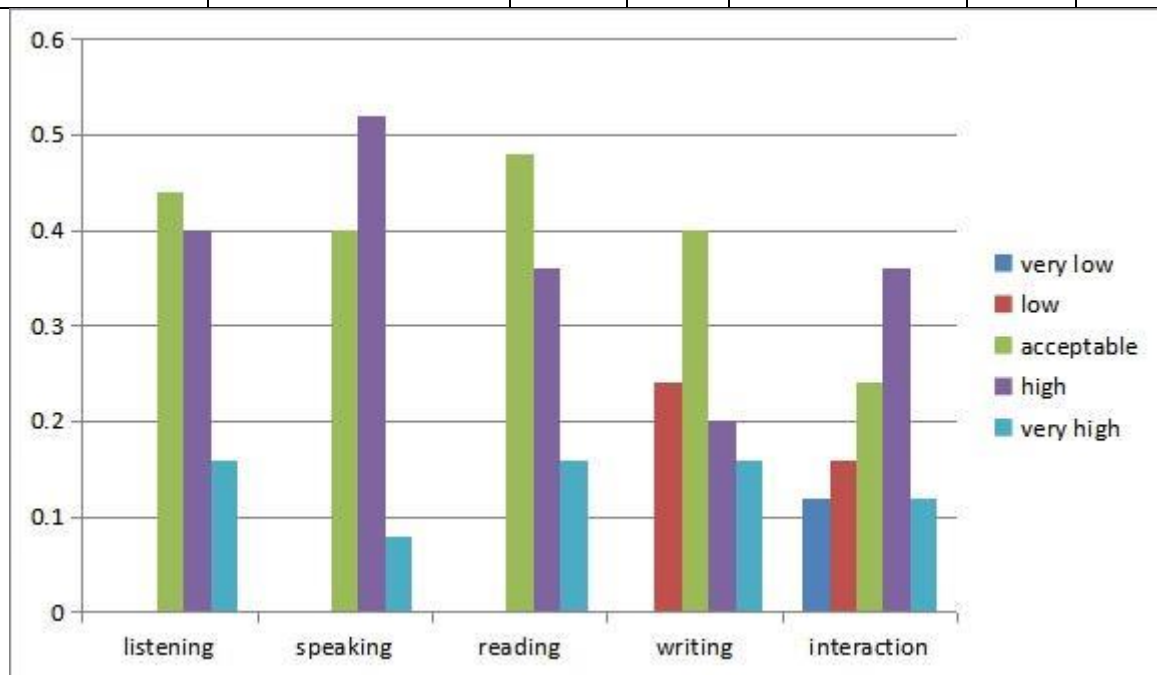


Figure 3.4 : The Level of Proficiency in the English language

Question 5 : rate the following items in terms of difficulty for the academic writing in English ?

Table.3.5. : Academic Writing Difficulties

Academic writing	Not a problem	Small problem	Neutral	Big problem	Very big problem
Spelling mistakes	32%	40%	24%	4%	0%
Structure of English paragraphs	8%	48%	32%	12%	0%
English grammar and vocabulary	40%	32%	16%	8%	4%
Lack of feedback	12%	40%	32%	16%	0%

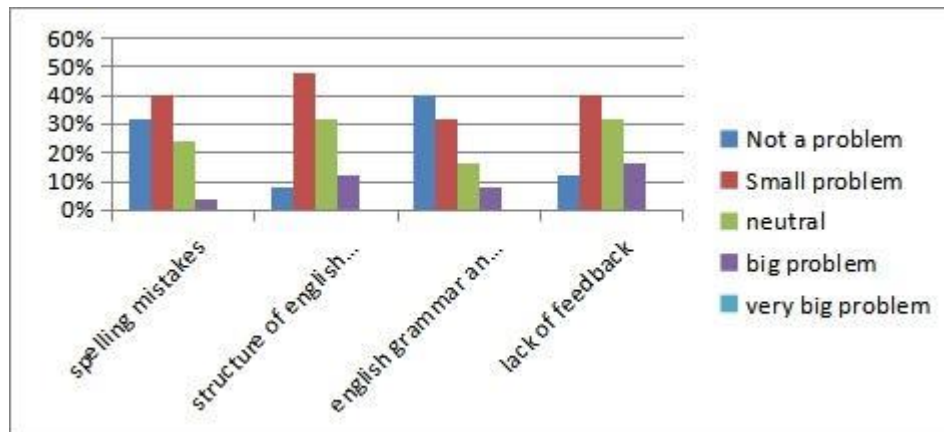


Figure 3.5 : academic writing difficulties

section two : Classroom Environment

Question 6 : How would you describe the classroom environment in your English language course ?

In this question students were supposed to describe their classroom environment during the course of the English language as presented in the table 3.6, (60%) of the students said that the classroom environment is somehow inclusive but could be improved , while 10 students said that the environment is inclusive and welcoming with a percent of 40% .

Table 3.6 : Description of the classroom environment

Options	Frequency	Percentages
Inclusive and welcoming	10	40%
Somehow inclusive but could be improved	15	60%
Not inclusive or welcoming	0	0%
Not sure	0	0%

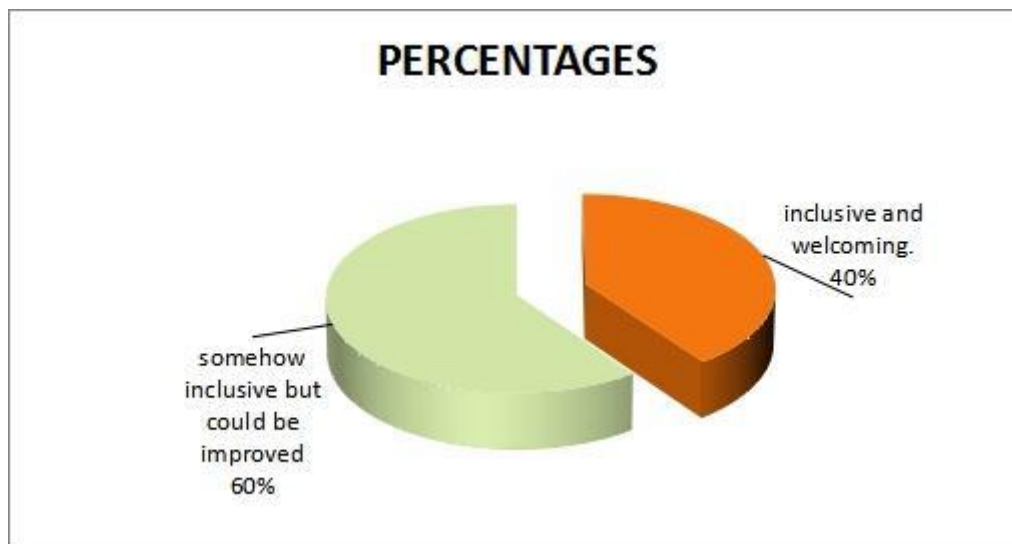


Figure 3.6 : Description of Classroom Environment

According to the findings , we notice that most of the students claimed that the classroom environment is inclusive but it could be better improved .

Question 7: Do you feel that the teacher creates a welcoming and inclusive classroom environment ?

This question was set up to ask the students whether they feel that they are welcomed and accepted or not .

Table 3.7 : The Atmosphere of the Classroom

Options	Frequency	Percentages
Yes	20	80%
Somehow	5	20%
No	0	0%
Not sure	0	0%

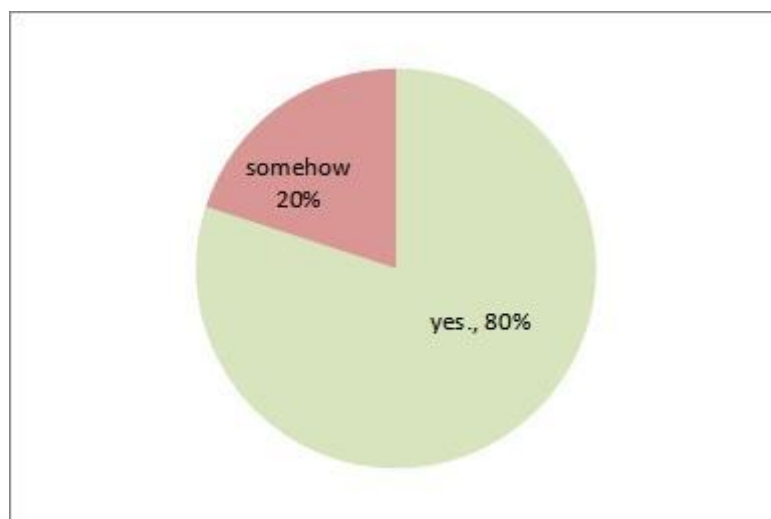


Figure 3 .7 : The Atmosphere of the Classroom

After participants were asked if they feel that the teacher creates a welcoming and inclusive classroom environment , the goal of this question is to know if there is an atmosphere where the students are comfortable and accepted among each other despite the language differences , the results showed that(80%)said that they feel welcomed and that the teacher creates a supportive environment , while just (20%)declare that there is an improvement .

Question 8 : How comfortable do you feel participating in class discussions or activities ?
what factors contributes to your level of comfort ?

Table 3.8 : Factors Contribution of the Level of Comfort

Options	Frequency	Percentages
Very comfortable	13	52%
Somehow comfortable	10	40%
Not very comfortable	1	4%
Not sure	1	4%

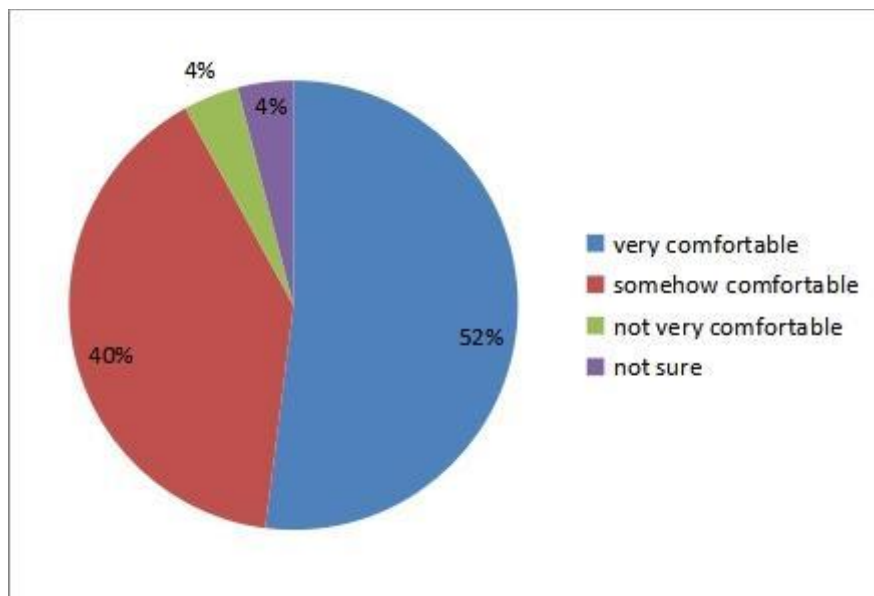


Figure 3.8 : Factors Contribution of the Level of Comfort

From the mentioned results , we can realized that (52%)of the students felt comfortable while participating in class , and with a percent of (40%)claimed that somehow comfortable maybe because cultural diversity and the language difficulties , but it seems that the majority are satisfied and they feel acceptance among each other. how ever (8%)students as mentioned in the table feel unaccepted and uncomfortable .

Section Three :Classroom Management Strategies

Question 9 : How does the teacher manage linguistic diversity in the classroom ?

In this question students were required to inform us how the teacher deal with linguistically diverse classrooms .

Table 3.9 : Managing Linguistically Diverse Classroom by the Teacher.

Options	Frequency	Percentages
By providing support for students with limited English	15	60%
By encourage students to use their native language	4	16%
By using a variety of teaching strategies	5	20%
Not sure	1	4%

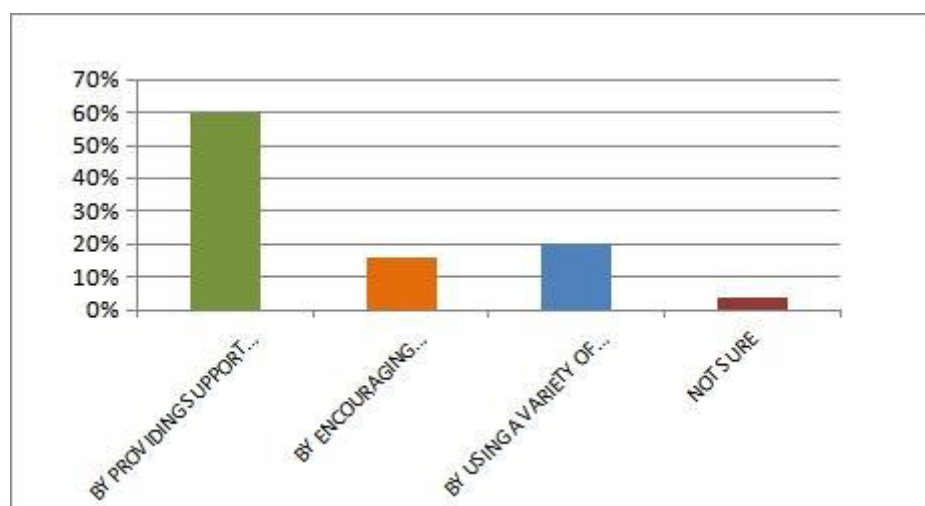


Figure 3.9 : Managing Linguistically Diverse Classroom by Teachers

This question was asked in order to know the strategies used by the teacher while managing diverse classrooms , the above table showed that ,a percent of (60%) of students declare that teachers manage linguistically diverse classrooms by providing support for all of them , while only (16%)of them said that the teacher encourage them to use their native

language . however (20%)said that the teacher used a variety of teaching strategies .

Question 10 : What strategies does the teacher use to promote classroom participation and engagement ?

Table 3.10 : The Strategies Used by the Teachers in Classroom Participation .

Options	Frequency	percentages
Group activities	15	60%
Individual presentations	3	12%
Games and quizzess	1	4%
All of the above	6	24%

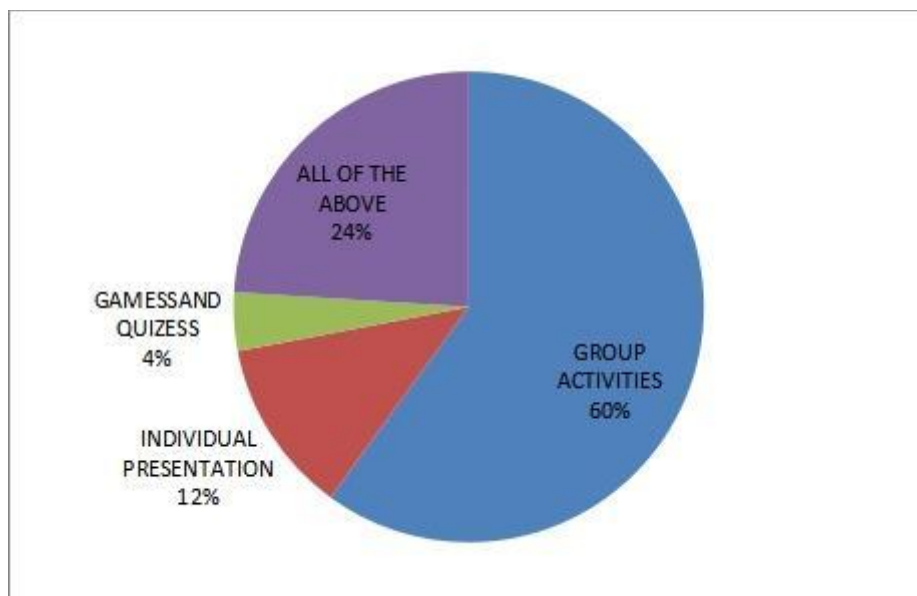


Figure 3.10 : The Strategies used by the Teacher in the Classroom Participation

The aim of this question is to know the strategies used by the teacher to promote participation and engagement during the class sessions among diverse students , in order to get insight about the ways they prefer to participate , the majority of them with (60%)percent said that the most used strategy by the teachers is group activities and discussions .

Question 11: Have you observed any language barriers in the classroom ? if so , how were they addressed ?

Table 3.11 : The Languages Barriers in the Classroom

options	frequency	Percentages
Yes	7	28%
Yes, but	10	40%
No	7	28%
Not sure	1	4%

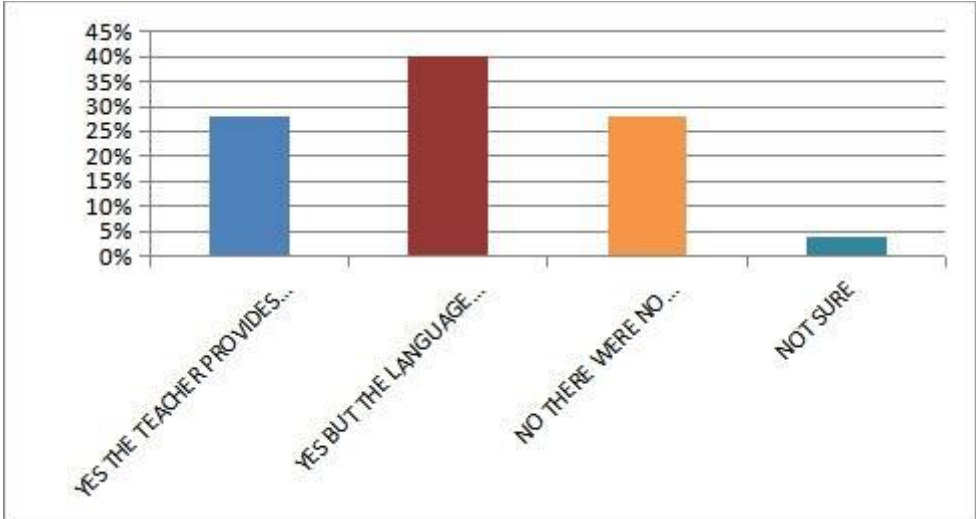


Figure 3 .11 : The language Barriers in the Classroom

The obtained results showed that the most of the students with a percent of (40%) observe the language barriers but they were not addressed , while the rest of participants were divided with a percent of (28%)who said that the teacher provided support and adapted the lesson to address the language barriers , and with a percent of (28%)said no there were no language barriers in the classroom .

Question 12 : How effective do you feel the teacher classroom management strategies are in supporting successful language learning outcomes?

Table.3.12. : The Effectiveness of Strategies on Learning Outcomes

options	Frequency	percentages
Very effective	8	32%
Somehow effective	12	48%
Not very effective	5	20%
Not sure	0	0%

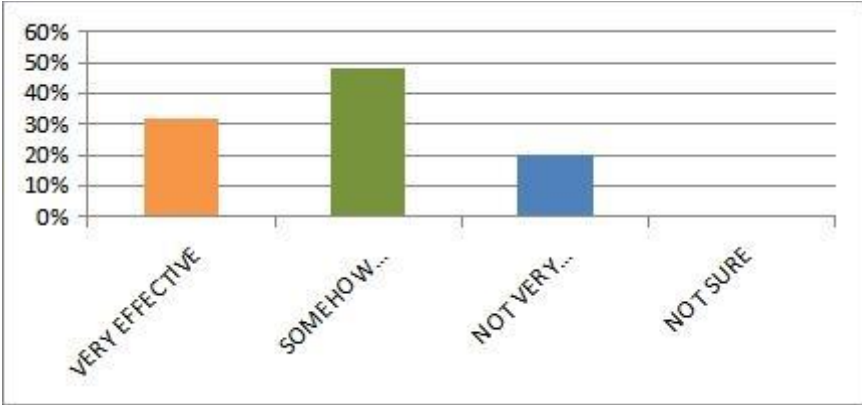


Figure.3.12 : The Effectiveness of Strategies on Learning Outcomes

Concerning the effectiveness of strategies the gathered data reveals that 12 students with a percentage of (48%) answered that the strategies used by teacher in order to support a successful learning outcomes are somehow effective ,however 8 students with a percent of (32%) declare that the strategies are very effective .

Section Four: Linguistic and Communicative Strategies

Question 13 :What linguistic and communicative strategies have you found to be most effective in helping you learn English in a linguistically diverse classroom?

Table 3.13 : Linguistic and Communicative Strategies

Options	Frequency	Percentages
Using a variety of teaching methods	2	8%
Practicing language skills with peers	12	48%
Receiving feedback and support from the teacher	7	28%
All of the above	4	16%

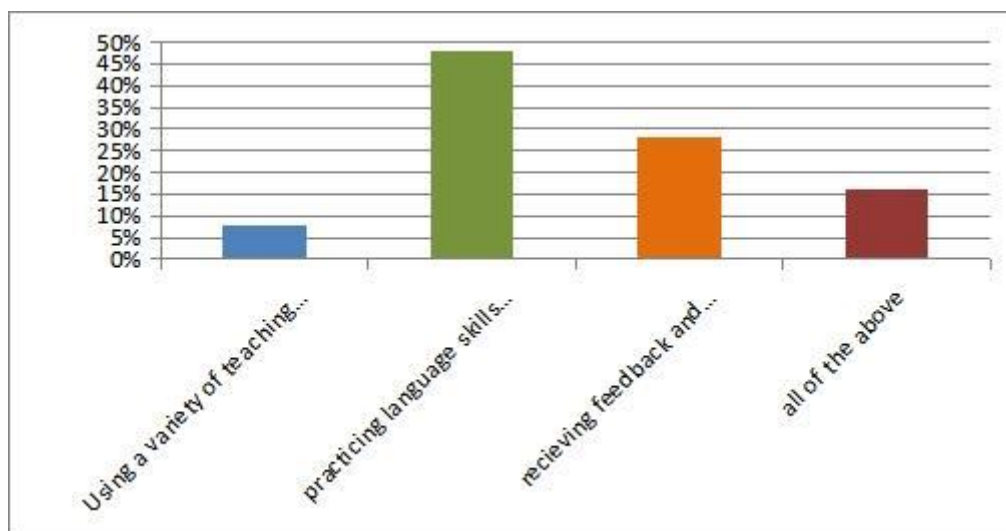


Figure.3.13 : Linguistic and Communicative Strategies

In this section we discussed the linguistic and the communicative strategies , we asked the learners about the suitable and effective linguistic and communicative strategies in which help them to learn . (48%) declare that the practice of language skills with peers is the most effective strategy, the second most effective strategy is receiving feedback and support from the teacher with a percentage of (28%) .

Question 14: How have you seen your peers and the teacher use language to support successful classroom management ?

Table.3.14 : Support Successful Classroom Management

Options	Frequency	Percentages
By using inclusive language	1	4%
By using clear and concise language	12	48%
To encourage student to ask questions	8	32%
All of the above	4	16%

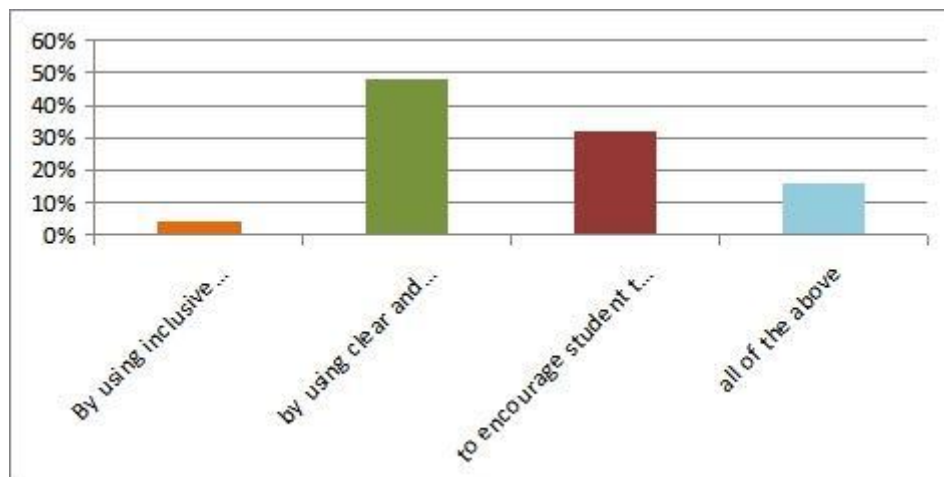


Figure.3.14 : Support Successful Classroom Management

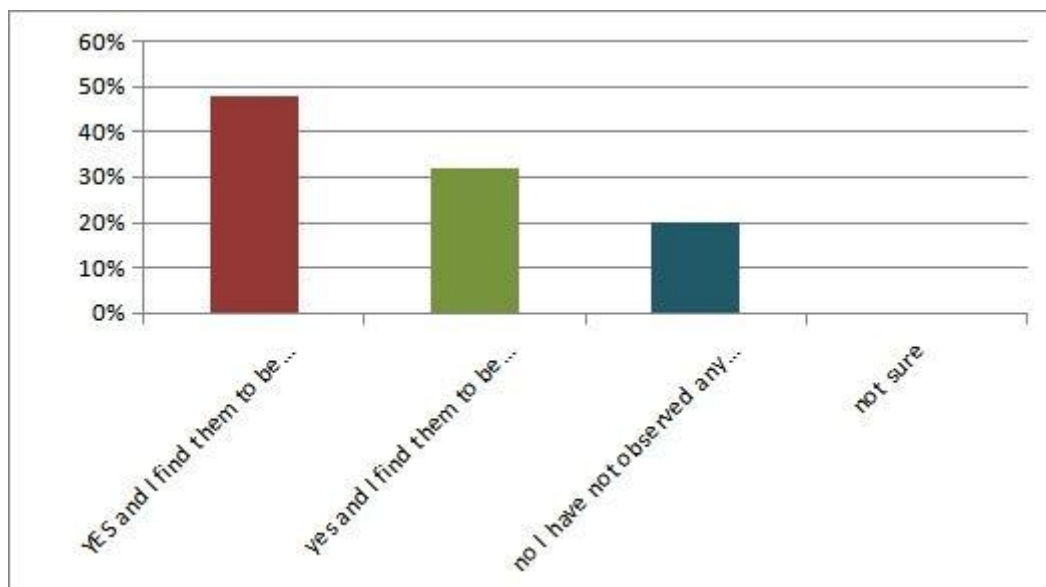
According to the above findings , the highest percentage is (48%) which claimed that the teacher use clear and concise language in order to communicate . while (32%) percent of students said that the teacher encourage students to ask questions and seek clarification .

Question 15 : Have you observed any language practices that you find to be particularly inclusive or exclusive?

This closed ended question is mentioned to see if the students observe any language practices that seems to be inclusive or exclusive .

Table 3.15 : Language Practices

options	Frequency	percentages
Yes, and I find them to be inclusive	12	48%
Yes, i find them to be exclusive	8	32%
No, I have not observed any particular language practices	5	20%
Not sure	0	0%

**Figure 3.15** : Language Practices

According to the findings above , the highest number of students find that the language practices inclusive with a percentage of (48%)while 8 students (32%)said that the language practices are exclusive . also according to (20%) which are 5 students said no , they have not observed any particular language practices .

Question 16: what would you suggest to a teacher who is managing a linguistically diverse classroom ?

For the sake of our topic , we demand from students to propose some suggestions to the teachers who manage linguistically diverse classrooms , so we choose on 10 out 25 suggestions .

1- I would suggest for the teacher to be more thoughtful about how students can be shy , too uncomfortable to participate in class , so I hope the teacher would be patient and try to use new methods that suits all kinds of students .

2- By encouraging students to speak their first language at school , and displaying non English books and materials .

3-To be more open with their students , let the students feel more comfortable in class .

4-By making the student love the teacher before the module .

5-By creating more comfortable environment .

6-By using modern tools such as : data show , recording .

7-By creating a welcoming environment ,collaborate with students .

8- By doing group works .

9-By becoming familiar by telling stories and jokes .

10-To become more aware of the students understanding , because some students are afraid and feel embarrassed .

3. 4. Results of Teachers Interview

3.4.1 Analysis and Interpretation of the results

Question 1 : what is your qualification ?

The teachers claim that their qualification is PHD .

Question 2 : What is your native language ?

The teachers said that Algerian Dialectal Arabic is their native language .

Question 3 : How long have you been teaching English language ?

Table 3.16 : Teachers Experience

Number of teachers	Teaching years
Teacher one	6
Teacher two	4
Teacher three	11
Teacher four	10
Teacher five	14

In the above table , we can notice that all teachers have long experience in teaching 6- 4 -11 - 10 - 14 are the years of teaching English language by the four teachers .

Question 4 :which module are you currently teaching ?

Table 3.17 :

Teachers	Modules
The first teacher	Linguistics
The second teacher	Grammer
The third teacher	Civilization
The fourth teacher	Phonetics
The fifth teacher	Didactic

The table shows the modules of each teacher , it is apparent that the teachers teach different modules .

Question 5 :How do you define a linguistically diverse classroom ?

Interviewee 1 : The first teacher : stated that ‘ ‘ a community in which we can find Berber and Arabic , also students who can speak french , German , it depends on their competences also there are students who can code switch ‘ ‘.

Interviewee 2 : The second teacher : claimed that ‘ ‘ where are speakers whose first language is different ‘ ‘ .

Interviewee 3: The third teacher : said that ‘ a classroom that contains students who have different native language ‘

Interviewee 4 : The fourth teacher :announced that :’ a classroom where we find different languages , mindset . and cultures’

Interviewee 5 : The fifth teacher :’ a classroom which contain different nationalities and many differences such as languages , race , cultures’

Question 6 : how long have you been teaching English language in linguistically diverse classroom in university .

Table 3.18 :

Five teachers	Experience in linguistically diverse classroom
Teacher one	6 years
Teacher two	4 years
Teacher three	1 year
Teacher four	2 years
Teacher five	3years

In the table above , we notice that all teachers have the experience of teaching linguistically diverse students .

Question 7 : how do you create a welcoming and inclusive classroom environment for students from diverse linguistic and cultural backgrounds ?

Table 3.19 : The Classroom Environment

OPTIONS	FREQUENCY	PERCENTAGES
By acknowledging and respecting different languages and cultures	2	40%
By providing opportunities for students to share their experiences and perspectives	2	40%

By using inclusive language and culture	1	20%
Other	0	0%

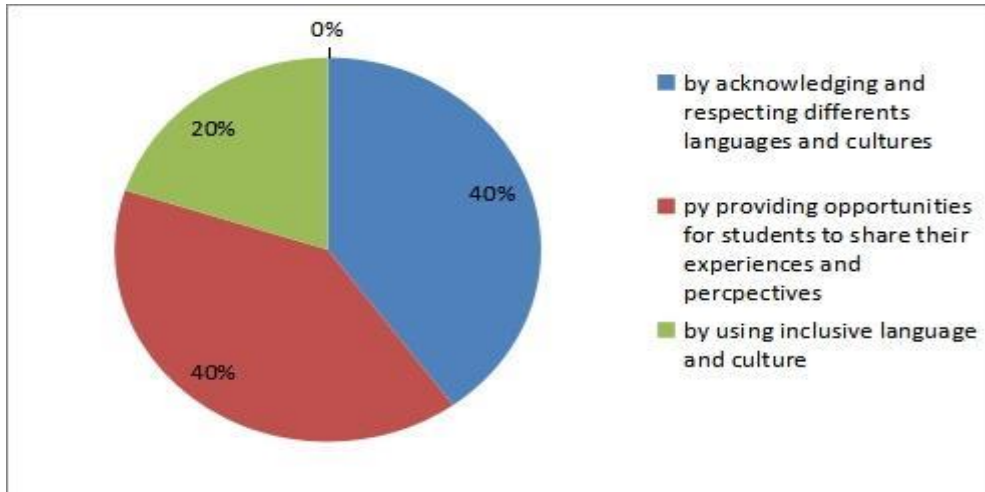


Figure 3.16 : The Classroom Environment

In this section we have asked teachers about how they can create a learning environment for those different students , we can notice that teachers used different strategies each teacher has his own way of managing his class .

Question 8 :how do you address language barriers that may arise in the classroom ?

Table 3.20 : Language Barriers

OPTIONS	FREQUENCY	PERCENTAGES
By providing support and resources for students with limited english proficiency	3	60%
By encouraging students to use their native language in class discussions	2	40%
By using a variety of teaching strategies that address the needs of diverse learners	0	0%
All of the above	0	0%

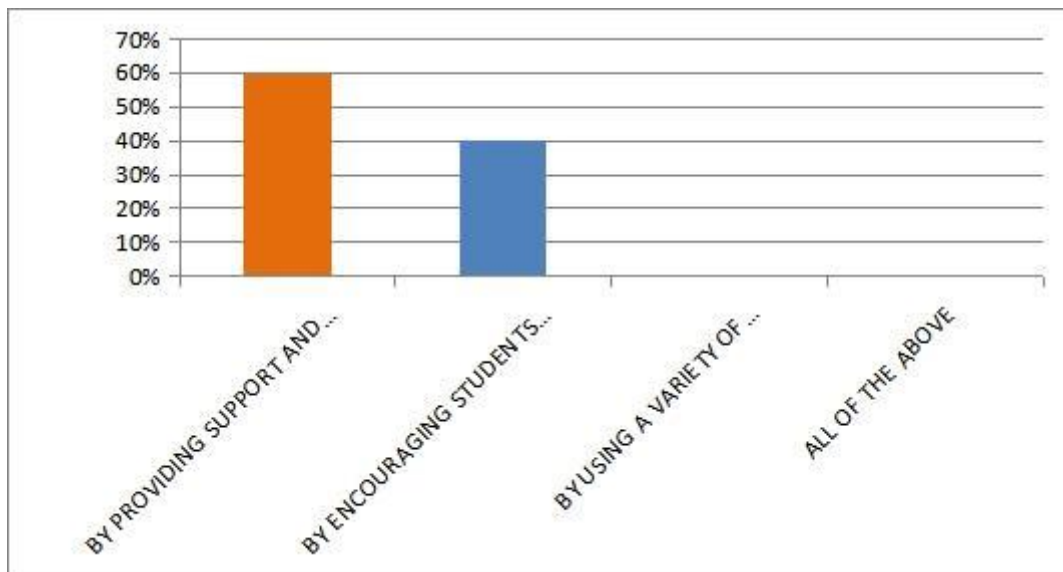


Figure 3.17 : Language Barriers .

60% of teachers affirmed that the language barriers that arise in the class by providing support and resources for students with limited English proficiency and **40%** percent of teachers address the language barriers by encouraging students to use their native language in class discussions .

Question 9 : What strategies do you use to promote participation and engagement in the classroom ?

Table 3.21 : The strategies of promotion participation and engagement in classrooms .

Options	Frequency	Percentages
Group activities and discussions	2	40%
Individual presentations	2	40%
Games and quizzes	1	20%
All of the above	0	0%
Other	0	0%

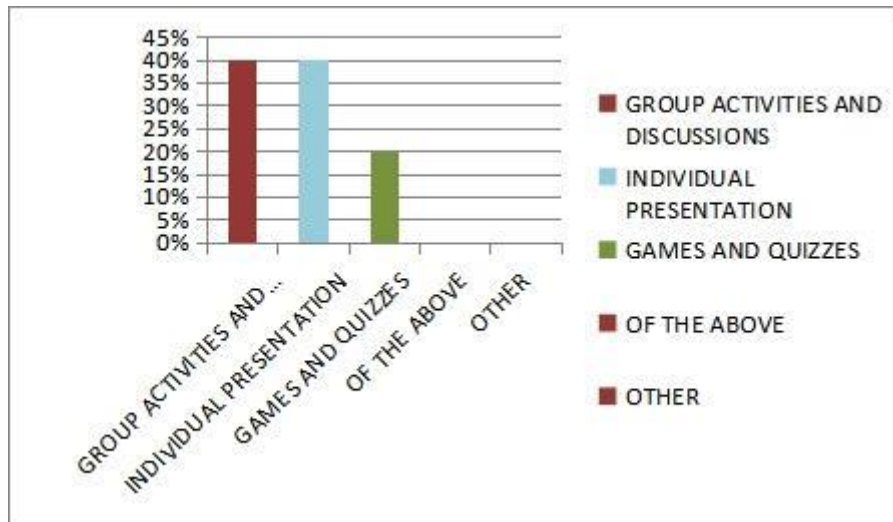


Figure 3.18 : The strategies of promotion participation and engagement in classrooms .

From figure3.6, we notice that the strategies used by teachers to promote participation and engagement in classroom are group activities with a percentage of 40% and individual presentation with 40% .

Question 10 : How do you manage linguistic diversity in the classroom ?

Table 3.22 : Managing Linguistic Diversity in The Class .

Options	Frequency	Percentages
by providing support for students with limited English proficiency	2	40%
by encouraging students to use their native language in class discussions	3	60%
By using a variety of teaching strategies that address the needs of diverse learners	0	0%
All of the above	0	0%
other	0	0%

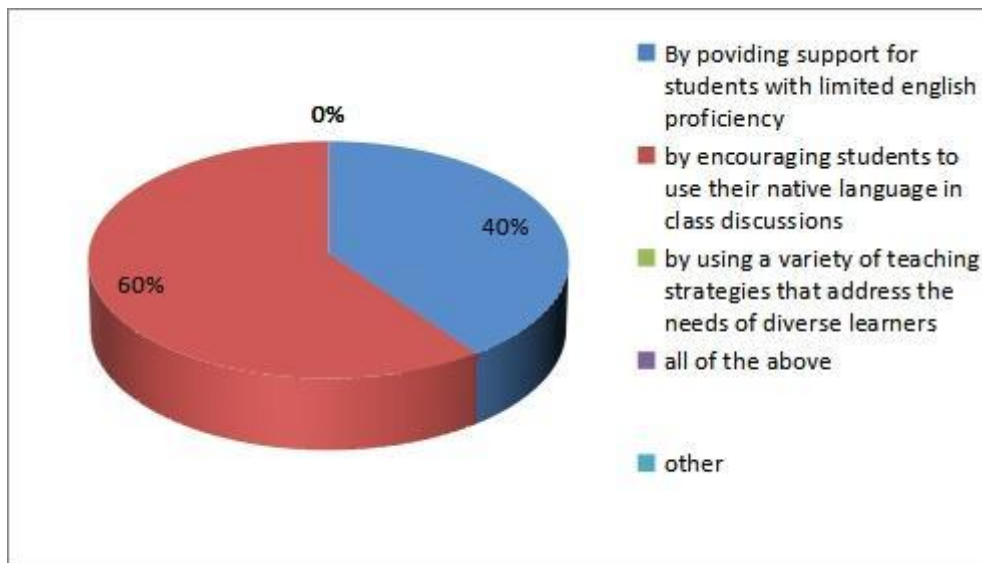


Figure 3.19 : Managing Linguistic Diversity in the Class .

This question is asked to teachers in order to know how they deal with managing linguistic diversity in the class session , we find that 60% of teachers manage the class by encouraging students to use their native language in class discussions while 40% manage linguistic diversity by providing support for students with limited English proficiency .

Question 11 : How do you deal with disruptive behavior in the classroom , particularly related to linguistic diversity ?

Table 3.23 : dealing with disruptive behavior in class .

Options	Frequency	Percentages
By addressing the behavior directly and setting clear expectations	1	20%
By providing additional support or resources to the students involved	2	40%
By working with the students or support	2	40%

network to find solutions		
All of the above	0	0%
Other	0	0%

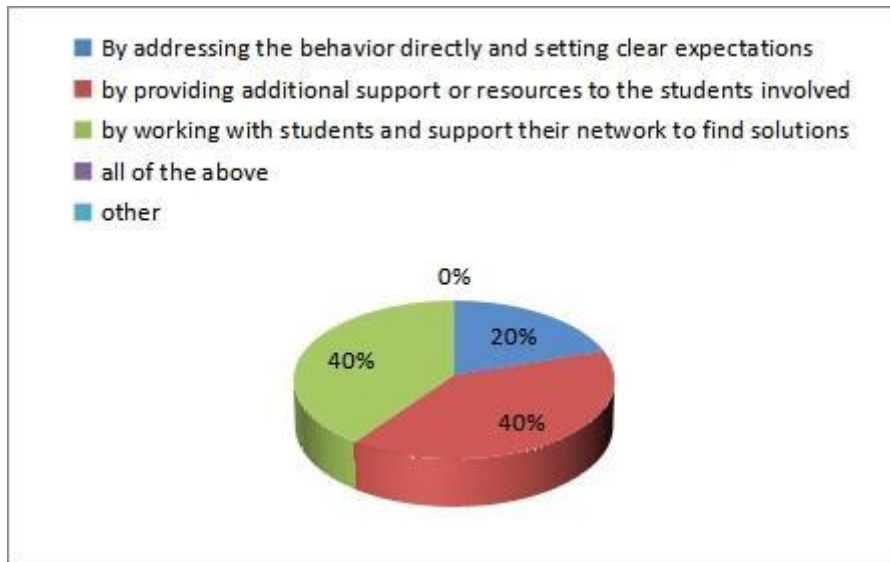


Figure 3.20 : Dealing with Disruptive Behavior in Class .

From the above figure we observe that teachers divided into three part in dealing with disruptive behavior with 40% said by providing additional support or resources to the students involved , and 40% states by working with students and support their network to find solutions , and 20% deal with all what is mentioned in the options .

Question 12 : how do you assess individual students needs in a linguistically diverse classroom ?

Table 3.24 : assessment of the students needs .

Options	Frequency	Percentages
by using a variety of assessment methods that take into account diverse linguistic and cultural backgrounds	2	40%
by working with	3	60%

individual students to identify their needs and provide targeted support		
by working with entire class to identify areas of strength and challenge and address them together	0	0%
all of the above	0	0%
Other	0	0%

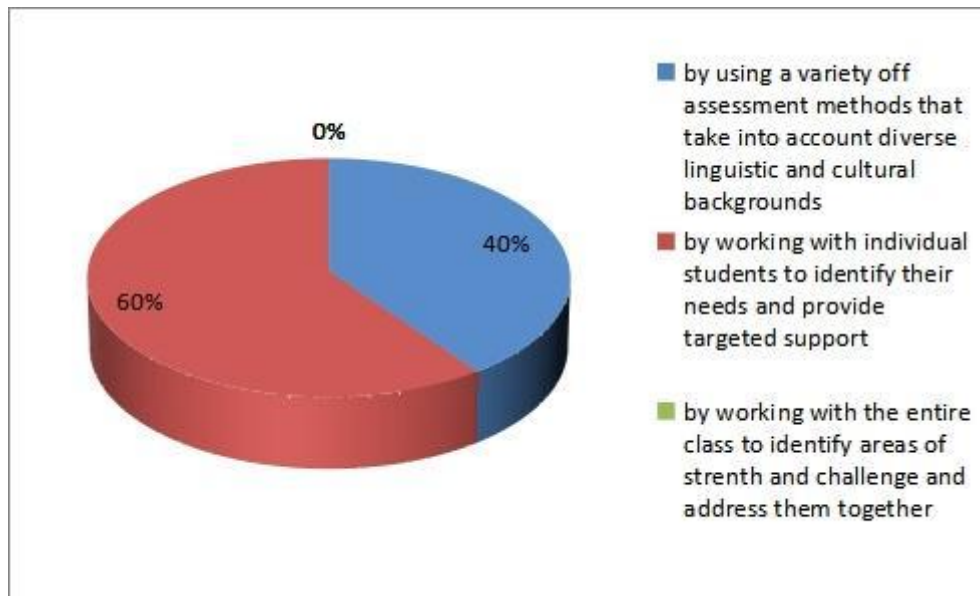


Figure 3.21 : Assessment of the Students Needs .

The aim of this question is to know how teachers assess the students needs , 60% of teachers announced that they work with their students to identify their needs and provide targeted support , however 40% use a variety of assessment methods that take into account diverse linguistic and cultural backgrounds .

Question 13 : What linguistic and communicative strategies have you found to be most effective in supporting successful language learning outcomes in a linguistically diverse classroom ?

Table 3.25 : linguistic and communicative strategies

Options	Frequency	Percentages
Using a variety of teaching methods	2	40%
Practicing language skills with peers	1	20%
Providing feedback and support to students	2	40%
All of the above	0	0%
Not sure	0	0%

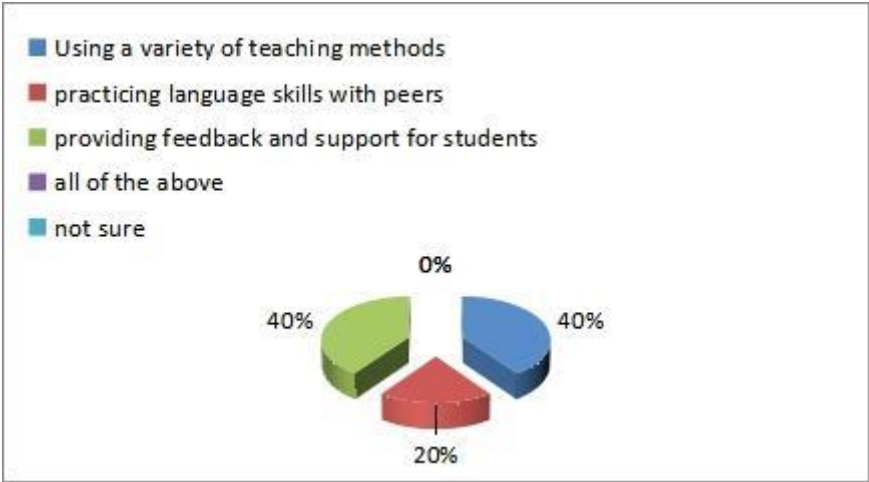


Figure 3.22 : Linguistic and Communicative Strategies

The aim of this question is to realize the effective linguistic and communicative strategies , in supporting the learning outcomes , we observe that 40% provide feedback and support for students . while 40% used a variety of teaching methods and 20% prefer their students to practice language skills with their peers .

Question 14 : How do you use Language to Support Successful Classroom Management ?

Table 3.26 : The Use of Language for The Support of Successful Classrooms .

Options	Frequency	percentages
By using inclusive language that acknowledges and respects linguistic diversity	2	40%
By using clear and concise language to communicate expectations and instructions	0	0%
By encouraging students to ask questions and seek clarification	3	60%
All of the above	0	0%
Not sure	0	0%

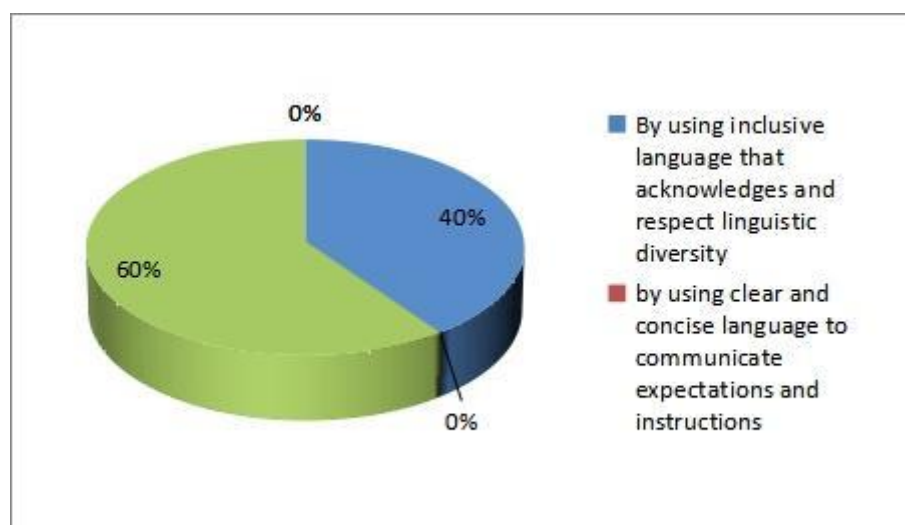


Figure 3.23 : The Use of language for the Support of a Successful Classroom .

Concerning the use of language for the support of successful classroom the majority of teachers 60% encourage students to ask questions and seek clarification and 40% prefer using inclusive language that acknowledges and respect linguistic diversity .

Question 15 : What advice would you give to a teacher who is managing a linguistically diverse classroom ?

Table 3.27 : How Teachers can be more Effective in Diverse Classrooms.

Options	Frequency	Percentages
Provide support and resources for students	1	20%
Use a variety of teaching strategies	0	
Create a welcoming and inclusive classroom environment	0	0%
All of the above	4	80%
Not sure	0	0%

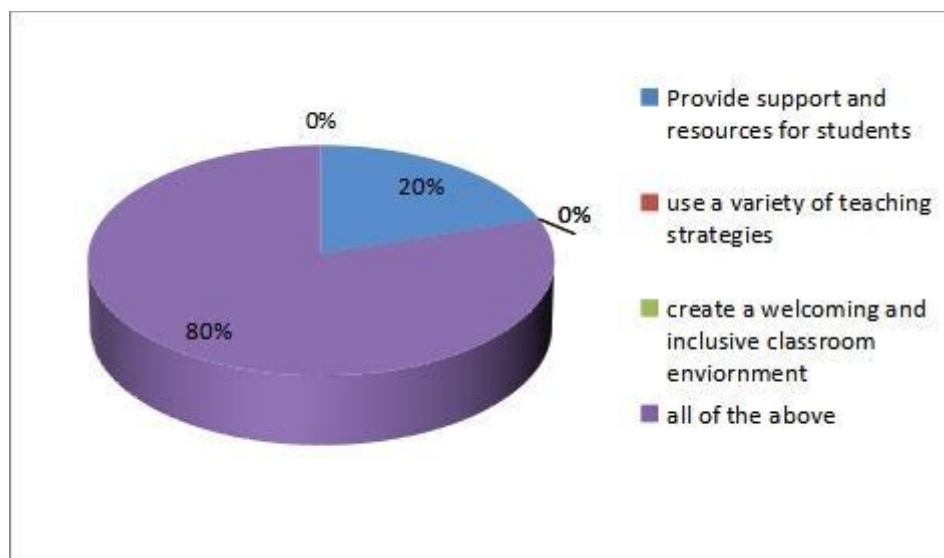


Figure 3.24 : How Teachers can be more Effective in Diverse Classrooms.

The goal of this question is giving advice to all teachers who manage linguistic diverse classes .

Question 16 : Is there anything else you would like to add on the topic of managing linguistically diverse classrooms in a university setting ?

We demand from teachers to add or comment on the topic of managing linguistically diverse classrooms and we choose those tow comments :

1- **Interviewee** : said : raising awareness .

2- **Interviewee** : declare : linguistic diversity should be acknowledge , it is every where , in the context of classrooms we should stick only English .

Conclusion :

This chapter served as an opportunity to present the analyses and the interpretations of the data gathered during our study. In addition, it provided a discussion of the main findings which helped the researchers to achieve the aim of the investigation.

General Conclusion

General Conclusion

Linguistic diversity is a debatable topic in language in general and in sociolinguistics in particular, is still a theme under research, linguistic diversity and classroom management will be one of the most discussed topics among researchers .

The current study explores the impact of managing linguistically diverse classrooms , also it seeks to figure out linguistic diversity issues and challenges faced by teachers while managing linguistically diverse classrooms and how they handle with it .

This study contains two theoretical parts , provided an overview about linguistic diversity and classroom management strategies than the third chapter which is the practical part by using two different tools namely questionnaire and interview .

The discussion of the two instruments has provided the answers needed.

Firstly, In the first question we asked the reasons of the importance to understand linguistic diversity and the tools that can be used in this perspective , we hypothesized that it is important for teachers to understand linguistic diversity because it allows them to better serve their students and create a more inclusive learning environment, also because students come from a variety of linguistic backgrounds and may speak different languages or dialects so teachers who understand linguistic diversity can use this knowledge to create learning environment that acknowledges and celebrates these differences. From the findings of this research we conclude that it is significant for teachers to understand how to handle with linguistic diversity so they can create a comfortable environment and ensure that their learners feel welcomed and accepted.

Secondly, We discuss the different strategies used of classroom management as well as their impact on the academic success and satisfaction of linguistically diverse students in English language course at the university level? whereas we hypothesized that effective classroom management strategies that acknowledges and respect linguistic diversity in the classroom will lead to higher academic success and satisfaction among linguistically diverse students in English language course at the university level . The results of the research proved that classroom management strategies impact positively the success and the satisfaction of students and its plays an essential role in managing diverse classrooms.

To conclude, the teacher who understand linguistic diversity can create a learning environment in which his students feel accepted among others, and successful classroom management influence positively the academic success of any student .

General Conclusion

Discussions of the results :

This part seek to examine and resume the main results that were gathered from the questionnaire and the interview , which will help us in finding a result, whether to approve our hypothesis or disapprove them .

The first hypothesis set up that : “ it is important for teachers to understand linguistic diversity because it allows them to better serve their students and create a more inclusive learning environment , also because students come from a variety of linguistic backgrounds and may speak different languages or dialects so teachers who understand linguistic diversity can use this knowledge to create learning environment that acknowledge and celebrate this differences . After analyzing the results of question 7 of the interview we find that the teacher who understand linguistic diversity can create an atmosphere were the students feel welcomed by acknowledging and respecting different languages and cultures and also by providing opportunities for students to share their perspectives as shown on graph 3.4 (by acknowledging and respecting different languages and cultures 40%) and (by providing opportunities for students to share their perspectives 40%). From this we can approve the first hypothesis it is very important and significant for teachers to understand linguistic diversity and know how to handle with it .

Concerning the second hypothesis , it declares that effective classroom management strategies that acknowledge and respect linguistic diversity in the classroom will lead to higher academic success and satisfaction among linguistically diverse students in English language course at the university level . the results of question 12 in the questionnaire : how effective do you feel the teacher classroom management strategies are in supporting successful language learning outcomes ? the findings of this question affirms that the majority of students feels that the classroom management strategies are effective (32%) percent declare that they are very effective and (48%) percent states that they are somehow effective on the learning outcomes , as mentioned on graph 3.12 titled the effectiveness of strategies on learning outcomes . from the above discussed analysis we can approve that effective classroom management strategies that acknowledge and respect linguistic diversity in the classroom will lead to higher academic success and satisfaction among diverse students .

The key Challenges Faced by Teachers in Linguistically Diverse Classrooms :

General Conclusion

A teacher comes across a variety of challenges in the classroom , diversity also brings few challenges , these challenges may range from differences in linguistic background , cultural background , economic status, gender , integrated classrooms create a rich learning experience for students and teachers alike ,but classroom diversity is not without its challenges . Differences between students may create conflicts that distract from learning, and the responsibility of a teacher is to establish a classroom that not only respects diversity , but values it as an asset to education . A classroom atmosphere that celebrates differences , communicates respectfully , and maintains high expectations for both students behavior and achievement promotes students learning , both inside and outside the classroom. Any teacher needs to be updated with everything new going around , he needs to get his hands deep into all that interests his students . those are some challenges faced by teachers :

1/ Diverse backgrounds : the diversity in pronunciation , usage and grammar.

2/ Large size of class :when there are forty or fifty students to be taught in an hour the teacher may not be able to pay equal attention to all the students .

3/ use a vernacular / Native language : « language learning requires a lot of exposure « , cummins (2006).

4 No use of diaries / journals : according to Nunan « diaries , logs and journals are important introspective tools in language research « .

5 Rigid curriculum : an english teacher is responsible for developing communicative as well as interpersonal skills of the students , a humongous challenge is that the teacher has to follow the curriculum blindly .

6 Lack of upgradation of teachers : technology ,artificial intelligence .

7 No diversity in teaching methodology : an english teacher does not only read out a text to the students , he is also responsible for developing cognitive, analytical, communicative, oral logical and soft skills in the students .

Recommendations for improving classroom practices and supporting teachers in linguistically diverse contexts :

- Foster a positive and inclusive classroom environment.
- Create a welcoming and respectful atmosphere where students feel valued and supported.
- Celebrate the diversity of languages and cultures represented in the classroom.
- Encourage students to share their language skills and cultural knowledge with their peers.
- Learn about your students' languages and cultures.
- Take the time to understand the languages and the cultures represented in the classroom.
- Use visual aids and instructional support.
- Differentiate instruction.
- Develop language skills .
- Collaborate with parents and the community professional development

Remember that each class is unique , so it's essential to adapt these suggestions to your specific context. By embracing the diversity of your students and implementing inclusive strategies , you can create a rich and supportive learning environment for all .

Hopefully , this research could be helpful to the lectures of the faculty of letters and languages , section of english ,Tiaret . This research still can be improved with a new method or any suggestion to make students easier in learning English in the future and more studies conducted in different contexts and with different instruments are likely to offer wider perspectives on the issue . it is because linguistic diversity and classroom management exists and used as a tool in our educational system and it seems to be the responsibility of all the people involved in language learning to be more critical of the traditional views and practices and more eager to adopt changes , which may , in the end , bring more success .

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APPENDIX

Appendix01

Dear student

You are kindly invited to answer the present questionnaire that aims to figure out the impact of managing linguistically diverse classrooms in a university setting for First Year License in the department of English at Ibn Khaldoun University of Tiaret. We would appreciate your cooperation, if you could take time to complete this questionnaire. We are interested in your personal opinion and experience.

Section one: Background Information

Please specify your.

Q1. Gender

Please put a tick where appropriate:

a. Male

b. Female

Q2. Age

a) 18

b) Between 20 and 22

c) More than 22

Q3. What is your native language?

a. Algerian Arabic (Derja)

b. Tamazight (Berber)

c. French

d. Other

Please specify.

.....
.....

Q4. Please describes your proficiency level in English language. Please put a tick

Where appropriate:

1) Very Low

2) Low

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3) Acceptable

4) High

5) Very high

	Proficiency level in English	1 Very low	2 low	3 acceptable	4 high	5 Very high
Listening	Understanding lectures					
Speaking	Presentation at classrooms					
Reading	Books , stories novels					
Writing	Paragraphs Essay					
Interaction	Asking and answering questions at classrooms					

Q. Please rate the following items in terms of difficulty for your academic writing in English. Please use the following scale.

1) Not a problem

2) Small problem

3) Neutral

4) Big problem

5) Very big problem

Academic writing English	1 Not a problem	2 Small problem	3 Neutral	4 Big problem	5 Very big problem
Spelling mistakes					
Structure of English paragraphs					
English grammar and vocabulary					
Lack of feedback					

Section Two: Classroom Environment

Q5. . How would you describe the classroom environment in your English language course?. Please put a tick where appropriate:

a. Inclusive and welcoming

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b. Somehow inclusive, but could be improved

c. Not inclusive or welcoming

d. Not sure

If not sure, please specify.

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

Q6. Do you feel that the teacher creates a welcoming and inclusive classroom environment? Why or why not?

a. Yes, because the teacher is respectful of different languages and cultures

b. Somehow, but there is room for improvement

c. No, because the teacher does not acknowledge or address linguistic diversity

d. Not sure

If not sure, please specify.

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

Q7. How comfortable do you feel participating in class discussions or activities? What factors contribute to your level of comfort?

a. Very comfortable, because the teacher encourages and supports participation from all students

b. Somehow comfortable, but there are barriers to participation (e.g. language difficulties, cultural differences)

c. Not very comfortable, because the teacher does not create a supportive environment for participation

d. Not sure

If not sure, please specify .

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

Section Three: Classroom Management Strategies

Q8. How does the teacher manage linguistic diversity in the classroom?. Please put a tick where appropriate:

- a. By providing support for students with limited English proficiency
- b. By encouraging students to use their native language in class discussions
- c. By using a variety of teaching strategies that address the needs of diverse learners
- d. Not sure

Please specify.

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

Q9. What strategies does the teacher use to promote classroom participation and engagement?

- a. Group activities and discussions
- b. Individual presentations
- c. Games and quizzes
- d. All of the above

Q10. Have you observed any language barriers in the classroom? If so, how were they addressed?

- a. Yes, the teacher provided support or adapted the lesson to address the language barriers
- b. Yes, but the language barrier was not addressed
- c. No, there were no language barriers in the classroom
- d. Not sure

If not sure, please specify

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

Q11. How effective do you feel the teacher's classroom management strategies are in supporting successful language learning outcomes?

- a. Very effective
- b. Somewhat effective

APPENDIX

c. Not very effective

d. Not sure

If not sure, please specify .

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

Q12. How effective do you feel the teacher's classroom management strategies are in supporting successful language learning outcomes?

a. Very effective

b. Somewhat effective

c. Not very effective

d. Not sure

If not sure, please specify .

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

Section Four: Linguistic and Communicative Strategies

Q13. . What linguistic and communicative strategies have you found to be most effective in helping you learn English in a linguistically diverse classroom?

a. Using a variety of teaching methods (e.g. visual aids, written materials)

b. Practicing language skills with peers

c. Receiving feedback and support from the teacher

d. All of the above

Q14. How have you seen your peers and the teacher use language to support successful classroom management?

a. By using inclusive language that acknowledges and respects linguistic diversity

b. By using clear and concise language to communicate expectations and instructions

c. By encouraging students to ask questions and seek clarification

d. All of the above

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Q15. Have you observed any language practices that you find to be particularly inclusive or exclusive? Please describe.

- a. Yes, and I find them to be
- b. Yes, and I find them to be exclusive
- c. No, I have not observed any particular language practices
- d. Not sure

If not sure, please specify .

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Q16. What would you suggest to a teacher who is managing a linguistically diverse classroom?

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Appendix2

Teachers interview

Dear Teacher

You are kindly invited to answer the questions of this interview that aims to figure out linguistic diversity issues and challenges faced by teacher while managing linguistically diverse classrooms and how they handle in university setting for First Year License at English department in Ibn Khaldoun university of Tiaret.

Questions:

Section one:

Q1. what is your qualification ?

- A. Magister
- B. Master
- C. PHD

Q2. What is your native language ?

- a. Algerian Arabic (Derja)
- b. Tamazight (Berber)
- C. French
- D. Other

Please specify .

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Q3. how long have you been teaching English language ?

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Q4. Which module are you currently teaching?

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Q5.How do you define a linguistically diverse classroom?

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Q6.How long have you been teaching English Language in linguistically diverse classrooms in university?

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Section two: Classroom Environment

Q7. How do you create a welcoming and inclusive classroom environment for students from diverse linguistic and cultural backgrounds?

- a. By acknowledging and respecting different languages and cultures
- b. By providing opportunities for students to share their experiences and perspectives
- c. By using inclusive language and culture
- d. Other

Q8. How do you address language barriers that may arise in the classroom?

- a. By providing support and resources for students with limited English proficiency
- b. By encouraging students to use their native language in class discussions
- c. By using a variety of teaching strategies that address the needs of diverse learners
- d. All of the above

Q9. What strategies do you use to promote participation and engagement in the classroom?

- a. Group activities and discussions
 - b. Individual presentations
 - c. Games and quizzes
 - d. All of the above
 - e. Other
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Section three: Classroom Management Strategies

Q10. How do you manage linguistic diversity in the classroom?

- a. By providing support for students with limited English proficiency
- b. By encouraging students to use their native language in class discussions
- c. By using a variety of teaching strategies that address the needs of diverse learners

APPENDIX

d. All of the above

e. Other

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Q11.How do you deal with disruptive behavior in the classroom, particularly related to linguistic diversity?

a. By addressing the behavior directly and setting clear expectations

b. By providing additional support or resources to the student(s) involved

c. By working with the student(s) and/or their support network to find solutions

d. All of the above

e. Other

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Q12.How do you assess individual student needs in a linguistically diverse classroom?

a. By using a variety of assessment methods that take into account diverse linguistic and cultural backgrounds

b. By working with individual students to identify their needs and provide targeted support

c. By working with the entire class to identify areas of strength and challenge and address them together

d. All of the above

e. Other

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Section Four: Linguistic and Communicative Strategies

Q13. What linguistic and communicative strategies have you found to be most effective in supporting successful language learning outcomes in a linguistically diverse classroom?

a. Using a variety of teaching methods (e.g. visual aids, written materials)

b. Practicing language skills with peers

c. Providing feedback and support to students

APPENDIX

- d. All of the above
- e. Not sure

Q14.How do you use language to support successful classroom management?

- a. By using inclusive language that acknowledges and respects linguistic diversity
- b. By using clear and concise language to communicate expectations and instructions
- c. By encouraging students to ask questions and seek clarification
- d. All of the above
- e. Not sure

Conclusion

Q15. What advice would you give to a teacher who is managing a linguistically diverse classroom?

- a. Provide support and resources for students
- b. Use a variety of teaching strategies
- c. Create a welcoming and inclusive classroom environment
- d. All of the above
- e. Not sure

Q16.Is there anything else you would like to add on the topic of managing linguistically diverse classrooms in a university setting?

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الملخص

الهدف من هذا العمل اللغوي هو التحقيق في تأثير فاعلية استراتيجيات إدارة الفصل الدراسي على النجاح الأكاديمي للطلاب المتنوعين لغويًا على المستوى الجامعي ، والتميز الاستراتيجيات المختلفة التي يستخدمها المعلمون ، يبحث هذا البحث أيضًا في مدى فهم التنوع اللغوي للمعلمين. وكيف يتعاملون معها حتى يخلقوا بيئة تعليمية مريحة انقسمت هاته الدراسة على ثلاثة أجزاء. الأول كان رؤية عامة حول ظاهرة التنوع اللغوي في العالم و برؤية خاصة في الجزائر وذلك بالتطرق إلى اللغات الموجودة في الجزائر والتنوع الثقافي وتعدد اللغات ، إما الثاني فكان حول إدارة الفصول الدراسية باستعمال الأساتذة استراتيجيات مختلفة ومتنوعة. ثالثًا من اجل جمع البيانات اللازمة التي ساعدت في تحقيق البحث تم تقديم استبيان لطلاب السنة الأولى في قسم اللغة الإنجليزية وإجراء مقابلة مع مجموعة من الأساتذة.

الكلمات المفتاحية: التنوع اللغوي , إدارة الفصول الدراسية , التنوع الثقافي

The summary:

The purpose of this linguistic work is to investigate the effectiveness of classroom management strategies on the academic success of linguistically diverse students at the university level. To identify the different strategies used by teachers, this research also examines the understanding of linguistic diversity among teachers and how they deal with it to create a comfortable learning environment. This study is divided into three parts. The first part provides a general overview of linguistic diversity worldwide, with a specific focus on Algeria, including the languages present in Algeria and cultural diversity and multilingualism. The second part discusses classroom management through the use of different and diverse strategies by teachers. Lastly, to gather the necessary data for the research, a questionnaire was administered to first-year students in the English Language Department, and interviews were conducted with a group of teachers.

Key Words : Linguistic Diversity ,Classroom Management Strategies, Cultural Diversity

Le résumé:

L'objectif de ce travail linguistique est d'étudier l'efficacité des stratégies de gestion de classe sur la réussite scolaire des étudiants linguistiquement diversifiés au niveau universitaire, de distinguer les différentes stratégies utilisées par les enseignants et d'examiner dans quelle mesure les enseignants appréhendent la diversité linguistique. . Comment interagissez vous avec eux pour créer un environnement éducatif confortable ? Cette étude est divisée en trois parties première est une vision générale sur le phénomène de la diversité linguistique dans le monde et une vision particulière en Algérie, se référant aux langues en Algérie et la diversité culturelle et le multilinguisme, mais le second concerne la gestion des salles de classe en utilisant Les enseignants ont des stratégies différentes et diverses. Troisièmement, je suis responsable de toutes les déclarations nécessaires qui m'ont aidé à rechercher le thème de la soumission d'un questionnaire aux étudiants de première année du département d'anglais et mener un entretien avec mon groupe d'enseignants.

Les Mots Clés : La Diversité Linguistique, La Diversité Culturelle, Stratégies de Gestion de Classe