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An Investiagtion on English Foreign Language Effective Classroom

Management Strategies

The case of Hassnawi Moukhtar and Terkhouch Ahmed Secondary

School Classes -Jijel

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DEDICATIONS

In the Name of Allah Gracious, Most Merciful all the Praise is due to Allah alone, the Sustainer of all the worlds .This work is dedicated to:

my parents

my sister *Hayet* and my brother *Ali* for their help and support

my beloved fiancé *Rashid* and his lovely family

my partner and best friend *Afaf*

my closest friends *Samira* and *Amira*

Salima

I dedicate this humble work to :

my dear father and mother whose love always strengthens me

my lovely sisters *Ibtissam, Amel, Wafa, and Sarra* and my dear brother *Karim*

all the members of my family *Mansour*

all my friends with whom I shared the university life mainly my partner **Salima**

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my closest friends *Nora, Loubna, Radia, Rima, Sarra, Samira*, **and** my twin *Imane*

all those who love me

AFAF

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Abstract

Research studies have widely identified the need for teachers to acquire classroom management rules, techniques, and strategies in order to establish an effective teaching and learning environment and to handle classroom behavior problems. This research study aimed at investigating whether or not teachers of secondary school are using effective strategies to manage their classrooms. It also highlighted some strategies teachers often implemented to ensure an effective and successful classroom management .In order to achieve the objectives of this study, two questionnaires have been administered to fifty-seven second year pupils and eight teachers at Hassnawi Moukhtar Ben Mekhlouf and Terkhouch Ahmed secondary schools in Jijel. Additionally, a classroom observation has only been implemented with two teachers at Hassnawi Mokhtar secondary school. The obtained results showed that teachers managed their classrooms effectively through body language, clear rules and instructions, and seating charts. In addition, they avoided using some aggressive strategies such as punishing pupils.

List of Abbreviations

EFL: **E**nglish as **F**oreign a **L**anguage

ESL: **E**nglish as **S**econd a **L**anguage

CM: **C**lassroom **M**anagement

CMS: **C**lassroom **M**anagement **S**trategies

ECM: **E**ffective **C**lassroom **M**anagement

ECMS: **E**ffective **C**lassroom **M**anagement **S**trategies

LQ : **L**earner's **Q**uestionnaire

TQ : **T**eacher's **Q**uestionnaire

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General Introduction

1. Introduction

Recently, with the rising value of the teaching- learning process of a foreign language, being able to deal successfully with the classes has become more than an important issue. Numerous strategies have been considered by different language teaching specialists. Managing an efficient classroom that maximizes learning and minimizes disruptions is a vital aspect of providing high quality of instruction.

Teachers with effective classroom management strategies (ECMS) try to increase student's academic engagement and decrease challenging behaviors.In English as a Foreign Language (EFL) and English as a Second Language (ESL) classrooms teachers look at classroom management (CM) as a useful method of organizing successful classroom activities to allow student's learning. Effective and well-managed classroom plans determine how efficiently students will learn. In this regard, teachers try to make their teaching process successful, relying on different strategies. However, some teachers cannot manage their classrooms in an appropriate way.

Furthermore, large numbers of classroom teachers are confronted with students' disruptive behaviours that lower their ability to teach in a dynamic and safe environment. These teachers face difficult problems in managing their classrooms, because they have not been trained adequately. Consequently, those teachers feel powerless in dealing with behavior problems in their classrooms, which may affect negatively the teaching/learning process. This is why teachers should struggle and create innovative strategies to be able to control classes, as well as to maintain discipline inside their classroom.

Research has provided definitions of classroom management. Evertson and Wenstein (2006) defined CM as "the actions teachers take to create an environment that supports and facilitates academic, social and emotional learning" (pp. 4-5). This definition concentrates on the responsibility of the teacher and relates the use of classroom management strategies to multiple learning goals for students. In addition, classroom management refers to "all the things that a teacher does to organise students' space, time, and materials. Therefore, students' learning can take place successfully. It consists of a plan and a set of procedures that structure the classroom, so that students know what to do, how to do it, and when to do it in a classroom" (Wong, Rogers, &Brooks, 2012, p.67).

2. Background to the Study

The topic of classroom management has received significant interest by many researchers. Among this latter, Edwards (1993) considered CM as a troubling aspect of teaching; however, McCormak (2001) and Bromfield (2006) considered that learning and using CMS are of great importance for teachers. That is to say, the teacher's ability to effectively manage the classroom and to organise instruction are the basic components of teaching.

Martin and Sass (2010) considered classroom management as one of the main teaching aspects teachers should take to manage class, students' behaviour, and their learning. These encompass works like establishing order, dealing with misbehavior, offering appropriate instruction, and taking care of students' emotional and cognitive needs (p.45).

Wolk (2003) added that teacher-students relationships permeate the classroom, with relationships both helping and hindering learning and affecting everything from curriculum to choice of teaching methods. He asserted that for most teachers, their relationships are

their teaching (p.14).Wolk insisted on building teacher-students relationships to enhance the teaching-learning process by giving recommendation such as using gentle interventions, finding time for bonding, avoiding punishments, and building activities that ensure success for all students .

According to Evertson and Weinstein (2006), classroom management is defined as "the actions teachers take to create an environment that supports and facilitates both academic and social-emotional learning '' (pp. 4-5).This definition concentrates on the responsibility of the teacher and relates the use of classroom management strategies to multiple learning goals for students. The learning goals refer to the techniques and processes by which teachers and schools create and maintain appropriate behaviour of students in classroom settings. In addition, implementing CMS is to enhance social-emotional learning instruction, which includes equal opportunities to practise skills and coordination with school and community environments and increase student academic engagement.

Otherwise, Scatolini, George, and Hannouna (2017) stressed that good teachers need to master a broad range of classroom management strategies and that teacher training programs should provide student teachers with a large toolbox of CMS from which they can pick and apply particular strategies when necessary. In other words, mastering effective classroom management strategies (ECMS) based on the principle of establishing a positive environment is a basic competence for all teachers after they select and use a wide range of strategies since the daily practice in education has rapidly changed and characterised by student-centred approaches to learning (p.109).

Many researchers have dealt with classroom management strategies. Most of them have focused on the importance of classroom management and the effectiveness of

teacher-students relationships to improve the teaching -learning process.Consequently, CM is a prerequisite for achieving instructional objectives and maintaining social-emotional learning of students for whom the teaching processes and activities are centred .The present study sheds light on the most ECMS teachers should use to enhance their teaching quality.

3. Statement of the Problem

The teaching / learning process is very embracing involving a wide range of classroom management strategies to provide students with what they need. Many teachers of secondary school encounter different problems while trying to manage their classes, because most classrooms are over crowded. To solve this problem, researchers have found a big number of CMS, but research has revealed an increasing rate of behaviour problems among secondary school students during lessons. Therefore, the main thrust of this study is to identify the most ECMS for teachers of secondary school . Many researchers have identified different classroom management strategies, but this study focuses on the most effective ones.

4. Research Questions

This research has been devoted to answer two research questions:

1- What classroom management strategies do teachers use in secondary school classes?

2- What are the most effective classroom management strategies secondary school teachers implement?

5. Hypothesis

If secondary school teachers use effective classroom management strategies, they will manage their classrooms better.

6. Research Methodology and Procedure

This study adopts a quantitative research design .It aims to describe teachers' conceptions of effective classroom management strategies. The target population of the study is selected randomly from Hassnawi Moukhtar and Terkhouch Ahmed secondary schools. Two means of research have been selected to answer the research questions: The questionnaire for both teachers and students and the observation scheme.

7. Significance of the Study

This research study aims to investigate the effective classroom management strategies and help teachers to incorporate and relate them to the teaching/learning process, because the teacher's ability to manage the classroom effectively and to organise instruction are the basic components of teaching. This study also tries to give teachers a theoretical foundation behind classroom management problems; this aims at enabling teachers to apply the strategies and principles that are recommended in the study.

8. Organisation of the Study

The current study consists of two chapters; the theoretical and practical chapter.The first one contains two main sections: The first section is devoted to classroom management in which great importance is given to its definition, models, types, approaches, components, and principles.However, the second section deals with effective classroom

management strategies that teachers should use to manage their classrooms successfully. The second part is devoted to practical study. To confirm the hypothesis and to get desired results, two questionnaires and a classroom observation will be implemented .Finally, a general conclusion will sum up the main elements in the whole studyand briefly present the most significant findings.

Chapter One: Effective Classroom Management Strategies

Introduction

Classroom management is one of the essential skills in the teaching-learning process that teachers must implement to achieve the desired goals. CM is a teacher-centred foundation, which includes elements of classroom discipline, but focuses more on creating a peaceful learning environment. Classroom Management is used to highlight positive behaviors and decisions teachers make to facilitate the learning process of their students.

Classroom management is about developing proactive ways to problems from occurring in the first time, while creating a positive learning environment .Effective classroom management (ECM) is necessary for all teachers and facilitators and it involves all the aspects of what is going on .The most ECM involves the design and implementation of classroom rules and procedures. In addition, it is the heart of teaching and learning in school setting; a well-managed classroom can provide an exciting and dynamic experience for everyone involved.

Classroom management is a vital component of effective teaching and hence a classroom that is not well-managed can hardly enhance learning .As a whole system, it is designed to maximize students' engagement in those activities, merely to minimize misconduct. Therefore, an ECM plays a crucial role in promoting students' achievement and behaviour.The focus in this chapter is to describe the key elements of CM such as definition,models, styles, approaches, components, and principles. Furthermore, it explains the most effective strategies to ensure a well-managed classroom.

1.1 Classroom Management

This section highlights the conceptual definitions, models, types, approaches, components, and principles of classroom management.

1.1.1 Definition of Classroom Management

Classroom management is certainly concerned with behavior, but it also refers to the methods, strategies, and procedures teachers use to maintain a classroom environment that results in students' learning success.Developing favourable teacher-student relationships is considered the key to attain a high quality of classroom management (Marzano et al., 2003, p.7).

Additionally, Evertson and Weinstein (2006) indicated that effective classroom management improves student behaviour and performance. Hence, CM is an ongoing interaction between teachers and students.In this context, Brophy (2006) stated:"classroom management refers to actions taken to create and maintain a learning environment conducive to successful instruction (arranging the physical environment, establishing rules and procedures, maintaining students' attention to lesson and engagement in activities"(p.17).

These definitions of classroom management emphasize the importance of actions taken by teachers while creating and maintaining an effective learning experience. Thus, the teachers' effectiveness is measured by their abilities to control and manage their classrooms successfully.

1.1.2 Models of Classroom Management

As far as classroom management is concerned, these are two main models that successful teachers need to know to achieve their aims.The first model is learning –centred model .According to Gallogher and Goodman (2007), Learning –centred model is a notion, which refers to classroom management in which the learner's input is emphasised through meaning and knowledge. In this model, learners are involved in lesson in an active way; they have a crucial and central role in the teaching- learning activities, also teacher's guidance and support is given to learners, who look for solutions to solve different problems and find the appropriate answers. With enhanced teaching competence, student's learning outcomes will be improved (as cited in Boulala, 2013, p.6).

The second model according to Chance (1993) is teacher -centred model.He stated that in teacher-centred model, two major concepts play a necessary role: control and authority. It means that the teacher exerts control over the students either through rules, routines or through punishment. Indeed, teachers explain those important rules in order to maintain a well-managed classroom .Time also is set from the beginning for these rules to be implemented for several times. Furthermore, students may receive a kind of punishment when making an undesirable behaviour (as cited in Garret, 2008, p. 36).

1.1.3 Types of Classroom Management Styles

Teachers use various classroom management styles inside their classes, depending on the model they adopt.These are the four main styles teachers may use to manage their classrooms:

Firstly, the authoritative style, according to Dunbar (2004) focuses on the teacher-student's relationship, which is a mix of warmth and firmness.This good relationship promotes the teaching -learning process i.e., it ensures a permissible learning - outcomes. Teachers offer support for their students while maintaining rules, this proves that there is an open communication for students to make choices. Furthermore, they usually encourages interactions.The class in this type of CM is highly ordered, because the teacher often has a positive, kind and supportive relationship with his /her students. This type is characterized by numerous behavioral principles, including high expectation of appropriate behaviour and the reason behind acceptable and non-acceptable behaviors.

Secondly,the authoritarian style is also used by some teachers to manage their classes.The atmosphere in this style is fearful, punitive and restrictive since it demands that students are just following rules. Also ,verbal exchange and discussion are discouraged so that students do not have the opportunity to practice communicative skills.Equally positive reinforcement and support are rare, as a result,students are less enthusiastic .This in return will hinder them from learning successfully .The authoritarian style does not give students opportunities to ask for further explanation,but they are restricted to teacher's orders during the lesson.This means that there is no close relationship between teacher and students ;in reality the teacher's character is usually seen either as cold or punishing .He may use a loud voice to get student's attentions .

Thirdly, The permissive style is another model characterized by lack of involvement.This means that the teacher is not involved in the classroom, in other word;, he is not interested. Teachers do not know how to re-gain control of their classrooms i.e., classroom discipline is les emphasized . As matter of fact, the teacher does not make a great effort even if he is knowledgeable, namely he is not interested. In this environment, students have few opportunities to learn and develop their communicative skills. After all, disruptive behaviours are ignored or weakly handled by the teacher. In addition, since there is no high demand on students, they have low achievement, motivation and lack of control.

Lastly,The indulgent style is quite different from the previous one since students have an important role in managing the classroom. They are actively supported in their effort to seek their own needs using reasonable tools. In other words, they are following the principle of 'do your own thing '. The indulgent style is where the educator has no presentable demands on students. Otherwise, teachers try to help students and encourage them in order to achieve an effective learning. This type of teachers has difficulty in establishing boundaries with students and aim to be friends rather than an educator or role model. Consequently, there is a warm and kind teacher-students relationship, which enhances student's learning to take place.

In order to control students' behaviours and achieve the instructional goals, teachers should adopt a number of approaches; the approaches teachers follow represent a set of principles and assumption they make and establish for an efficient and successful management.

1.1.4 Approaches to Classroom Management

Classroom management problems can be solved through a variety of approaches that teachers should integrate to promote the teaching-learning process. Most researchers

agreed that teachers should struggle and create innovative strategies and approaches to prevent behaviour problems and achieve instructional goals. They have categorized CM into different approaches, for example, Unal and Unal (2012) classified instructional and behavioural classroom management approaches under three main headings: The interventionist approach, the non-interventionist approach, and the interactionist approach (as cited in Martin & Sass, 2010, p.45).

First, the interventionist approach focuses on discipline problems for behavioural and instructional management. It suggests that pupils' development is the result of external environmental conditions such as reinforcement and punishment. That is to say, interventionist classroom managers, for instance teachers, seek to manage the classroom by intervening to shape student's behaviour with consequences because they have the primary responsibility for control. Interventionists can be behaviourists like Skinner or social learning theorists like Bandura, or cognitivists like Dreikurs, they all foster methods to intervene with perceived consequences.

Second, the non-interventionist approach provides opportunities for students to self-correct and to manage their bad behaviours. From a non -interventionist point of view, children should be driven to find their expressions in the real world (Wolfgang,2005).Thus, non-interventionist teachers should be less involved in adjusting students' behaviours in the classroom.

Third, Unal and Unal (2009) found out that interactionist approach to classroom management strives to find solutions that are satisfactory to both the teacher and student, employing some of the same techniques as non-interventionists and interventionists. The interactionist approachstill allowed teachers to be nurturing while applying forms of discipline (p. 258).In this context, they stated: "that neither beginner nor experienced

teachers were found to be non-interventionist on any of the subscales of classroom management"(p.264).

1.1.5 Classroom Management Components

Researchers have viewed classroom management components differently, for instance, Froyen and Iverson (1999) found that classroom management relies on three major components:content management, conduct management, and convenant management. First, the content management is when students are working in partners and the teacher is providing feedback and assisting students when necessary. Second, the conduct management is a set of procedural skills teachers adopt to address and resolve discipline problems, for example, a student is making fun and laughing at another classmate during the class. Third, the convenant management is when students work in groups in which the teacher encourages them to find a solution for discipline problems (p.9).

Ben Johnson (2016) added that teachers should give much importance to their relationships with students, managing time, and designing behavioural standards. He also discovered five main components teachers should use to manage their classrooms successfully after they establish strong structures to improve students' learning: developing effective working relationships with students, training students on how learning takes place in the classroom, protecting and arranging time efficiently, anticipating student behaviors in well-written lesson ,and establishing standards of behaviour that promote student learning.

Froyen, Iverson, and Ben Johnson (2016) encouraged teachers to set certain criteria to manage their classrooms successfully either by establishing strong relationships with

students or by knowing the three major components of classroom management: content

management, conduct management, and convenant management.

1.1.6 Principles for Successful Classroom Management

Dominguez (2012) stated that there are seven classroom management principles

that should be taken into account to ensure an effective classroom management (pp. 12-

14).First , teachers need to know their students well. Effective teaching involves acquiring

relevant knowledge about students. The instructor should know his/her students (cultural or

generational knowledge) and not only the content that should be known.This is due to the

great influence of these backgrounds on the student's perceptions of the world. Second, to

ensure successful teaching and learning, it is necessary for teachers to set: First, clear

learning objective; what the teacher expects his/her students to achieve by the end of the

course. Second, instructional activities; kinds of tasks provided by the teacher for

students .Third, assessment; which kinds of tasks will reveal whether students have

achieved the learning objectives.

Furthermore, explicit expectations and policies is an essential principle .This refers

to the variation that exists in the teaching- learning atmosphere. Evidence sometimes can

be seen differently from one course to another.Therefore, teachers and students have

different expectations which usually do not correspond each other.For this, teachers should

be precise in their expectations in order to help learners to grasp the course and develop

communicative skills.In addition, he should be clear about the course policies (class

participation) as a way to find solutions for variations as well as to minimize student's

conflicts.Also, priorities for student's learning is an important principle that teachers

should take into account. This principle relies much more on what the teacher focuses to do

(to select the content appropriately).To do his/her provision, three main variables should be

taken into consideration.Firstly, the recognition of the parameters of the course such as: classsize.Secondly, teacher's priorities for student's learning.Thirdly, the objective's selection that should be fulfilled.

In addition ,overcoming your expert blind spots is also an essential principle that teachers have to focus on. This principle considers teachers as experts, they are exposed to transmit knowledge spontanously and automatically .The teacher has to use effective strategies to help learners acquire enough knowledge .The teachers' guide and support should be explicitly for students to achieve the learning objective.Next, In order for teaching and learning to take place, the teacher plays a crucial role inside the classroom; the teacher's role is determined by the learning objectives and instructional activities .In addition, the learning objective and teacher's role are interrelated that is, they can not be separated from each other. The entire instructor's role remains constantly over a particular period relying on the learning objective.Finally, in order to ensur a well managed classroom , teachers should not ignore the role of feedback and reflection.In other words, if the teacher feels that students do not acquire good learning outcomes, he can make changes.These changes can be done in terms of ;content,format of a course ,and structures ,which should correspond to student's learning objectives.

Section Two:1.2 Effective Classroom Management Strategies

This section sheds light on the most effective strategies that teachers use to manage their classroom successfully.

1.2.1   Classroom Management Strategies: An Overview

Classroom management is an effective discipline through which the teacher should be prepared for his /her class. It is a concept used to describe the process of teaching for achieving instructional objectives and maintaining the student's control (Ogunu

,2000).Classroom management entails planning ,supervising, controlling, and coordinating activities of pupils in the teaching learning process. According to Grieser (2007), successful CM enhances student's questioning and exploration only if the learning environment is conducive (as cited in Asiyai, 2011, pp.283-284).

In this context, Martin and Sugarman (1993) added "Classroom management refers to those activities of classroom teachers that create a positive classroom climate within which effective teaching and learning can occur "(p.9).This implies that CM consists of the strategies and procedures used by the teacher inside the classroom in order to ensure a successful learning. Furthermore, it is a setting in which student's learning can take place .It concerns the physical environment, the social system, the atmosphere , norms and values. Another similar definition is providedby Korpershoel, Harms, Deboer, Van, and Doolaard (2014) who stated that classroom management is related to teacher's activities to create and maintain an efficient learning environment (p.11).

Nearly every teacher agrees that classroom management is an important aspect that influences successful teaching which leads to student's achievement.On one hand, Doyle (2011) stated that "the underlying assumptions that classroom order encourages student's engagement which support learning without order, teacher is hard pressed to promote student's learning" ,that is to say, classroom management results in the coupling of order and learning. On the other hand,.Martin, Yin , and Baldwin (1998) claimed that CM is a broader umbrella concept describing (identifying) teacher's efforts to watch over a multitude of activities in the classroom including :learning, social interaction and student's behavior. Classroom management is effective when the instructor is able to minimize inappropriate student's behaviour, and promote positive learning atmosphere.

In essence, effective teaching and learning can not take place in a poorly managed classroom. If students are disordered, and no apparent rules and procedures guide behavior, chaos becomes the norms .However, well-managed classrooms provide an environment in which teaching and learning flourish.

1.2.2 Effective Classroom Management Strategies

To effectively teach students, teachers should vary in using the classroom management strategies they implement to control behavior and instruction. Different CMS need to be employed in each classroom, because students vary in their characteristics, cultural backgrounds, language skills, and developmental and mental needs. Thus, teachers need to select the most effective strategies to manage both behaviour and instruction successfully. Schnepp (2016) made a transition from traditional classrooms to modern classrooms; in traditional classrooms, pupils were assigned seats, taught to be quite, and to only speak when spoken to, however modern classrooms are filled with diverse learners and varying needs. In addition, he came up with these new effective classroom management strategies.

First, establishing rules and procedures around new classroom set-ups strategy plays a crucial role . The teacher may help his /her students to select the seating that goes with their need after they have the opportunity to test all the options. Moreover, Marzano (2003) argued that potential classroom problems can be prevented if rules and procedures are planned in advance to govern important classroom activities. Teachers must ensure that classroom norms are established and learners are involved in lessons as meaningfully and productively as possible .It is therefore wise for a teacher to set up standards of behaviour for learners to ensure an effective teaching-learning situation. In essence, the establishment of rules and procedures means that the teacher should look into his or her classroom

environment to establish areas of expectations and grounds of accomplishing classroom activities (p.18).

Next, creating a learning contract is a successful strategy . It is a tangible document that can be referred back to that hold students responsible for their behaviors in the classroom. Students have to sign this contract and keep it in their leadership notebooks. Within this contract, the teacher may include the purpose of flexible seating, the importance of focussed classroom discussion, and the proper use of technology in the classroom.Then, showing students how to have discussion is vey helpful to manage the class. During the first week of school, students should learn the social norms of face to face communications, for example, how to make eye -contact and silent affirmations with nodding or gestures. They can also learn how to use sentence frames, which help them to frame their thoughts and ideas into coherent discussion mainly during whole group and small group discussions.

Furthermore, teachers should encourage students to know the purpose behind the things and actions they do in the classroom because they are very inquisitive. In addition, parents can be given the opportunity to contribute with their knowledge and views while designing classroom rules and procedures. Thus, involving students in the learning process as one of the teachers' roles is a way to enhance their creativity after they assess and understand students' needs.

Although teachers in the classroom are by the nature of their profession managers of classroom activities, they have to be aware of the strategies they select. The ECMS are comprehensive to evoke student cooperation, minimize student misbehavior, and enhance student engagement. Communicating with parents is one of these effective strategies; it is important to classroom management that the teacher should keep open communication

with the students' parents. Also, it will be helpful for parent teacher conferences if the parents already know what has been done at school (Collins, 2007, p.11).

In addition, teachers vary in the strategies they use to manage the classroom, depending on the different styles they adopt.These are some other effective strategies teachers may use to increase leadership, cooperation, and to minimize pupils'misbehaviors.

Using body language is of a great importance in classroom management. Ruland (2015) stated that body language is a non verbal communication strategy that the teacher can use to eliminate unacceptable behaviors as quickly as possible. Techniques that the teacher can use to reduce disruptive behaviors and keep the classroom well managed are the following; they are eye-contact, physical proximity, and walk around the room.First, Classrooms are never free of disruptive behaviors.Teachers should be good classroom managers in detecting potential problems.Also, when pupils know that the teacher continuously scans the classroom, they tend to look at the teacher when misbehaving. Therefore,eye contact may help the teacher in giving feedback and to see whether or not pupils are still concentrating (Kruger and Muller,1990,250).

Second,the teacher's continuous movement in the classroom (physical proximity) keeps the learners attentive all time.Movement therefore helps the teacher to be closer to learners and to build good relationships as well as it enables him to detect any potential problems.Thus, learners become more aware of every action the teacher takes as he walks towards or stands next to them i.e., the learners then stop misbehaving and the classroom management is improved (Kruger and Muller, 1990, 259).Third, a successful teacher thinks about every detail in the classroom; he thinks about how pupils will move around the room.The teacher identifies the areas to which he allow pupils free accesssuch as the supply cabinets or shelves, pencil sharpener, interest centers, and the location for turning in completed work i.e, the teacher simply explains and sets specific times for each activity for example how to get necessary supplies.

To successfully manage a small group activity,the teacher can use a circular flow ;have the pupils leaving the group and walk toward the front of the room and then turn to go to their seats,while the arriving group walks toward the back of the room and then turns toward the group meeting area.Therefore,establishing good traffic(walk) patterns saves valuable class time and provides pupils with equal opportunities to move around the room to meet their personal needs (Mcleod,Fisher,& Hoon,2003,pp.16-17).

Another important strategy that teachers try to implement is giving pieces of advice . According to Stronge, Tucker, and Hindman (2004) , positive management strategies like advising pupils to behave well keeps them engaged in the lesson and often reduces unwanted student behavior.There appears to be a growing concern among teachers that they seem to be advising their students for just about every misbehavior they do. This may have resulted from teachers following 'expert' advice that students will respond more favourably to pieces of advice rather than punishment (as cited in Marzano, 2003, p.33).

Finally , seating charts arrangement and questioning are two useful strategies to manage the class .On one hand , The teacher must decide before he begins whether to assign students to specific seats or to allow them to select where they seat.Most teachers prefer to assign seats at first.It is best to announce that the initial seating assignments will be temporary.However,if the teacher has several difficult pupils,it is best to maintain control over the seating pattern ;hedoes not need to single them out, or draw attention to the fact that he is putting them where they want.Therefore,whatever seating pattern the teacher selects ,he always should be sensitive to the special needs of pupils.

On the other hand,the goal of questioning strategy is to get everyone to talk and one way to foster more discussion in modern classrooms.Because this instructional strategy dominates class time and because pupils are active during the lesson,there are more chances for management problems to arise if teachers do not follow one of these good questioning strategies.These seven questioning strategiesmay minimize classroom management problems :(1) write out some

questions when planning the lesson,(2) call on a variety of students ;(3) ask questions that elicit positive or correct resoinses ;(4) ask questions that are the appropriate level for each student ;(5) vary the way students respond to questions ;(6) respond to every answer and correct errors ;(7) ask follow –up questions and encourage students to ask questions (Bond,2007,pp.18-21).

1.2 .3 The Goals of Effective Classroom Management Strategies

Classroom management goals refer to the techniques used to create a conducive classroom atmosphere, and therefore effective learning outcomes. Classroom management has two goals: creating an environment for academic learning, also creating an environment for social-emotional learning (Garrett, 2014, p.2).Thus, the classroom management's aim consists of maintaining and keeping a supportive and orderly atmosphere .Tak and Shing (2008) pointed out that the goal of classroom management is not to control students but to prepare them become self-disciplined (p.64).

According to Laadjal (2013), there are three major goals of effective classroom management.First,more time for learning is needed. Laadjal (2013), claimed that time plays a crucial role to be maintained in order to ensure a well-managed classroom.This latter is used to extend the allocated time for the lesson. However, insufficient time will result in low achievement .Moreover, access to learning is a significant goal of classroom management .The teacher should be aware of student's participation during the lecture, for the purpose of an effective participation and successful rules and structures that should be understood by students (who can speak ,what, to whom and how long they can talk .Finally , Laadjal emphasized on encouraging self-management, control and responsibility.In other words; identifying procedures that show the way of task's accomplishment inside the classrooms is a necessary step teachers take. These procedures include

descriptions of different items such as the distribution and material gathering, in what way marks are done (p.1) .

1.2.4. Standards, Rules, and Procedures

Teachers need to establish different standards, rules, and procedures not only to control students' misbehaviors, but to teach them how to function successfully. In this context, Evertson, Emmer, and Worsham (2003) stated, "standards, rules, and procedures vary in different classrooms, but we do not find effectively managed classes operating without them" (p18). There are three guidelines for establishing effective standards, rules, and procedures. They must be clear, reasonable, and enforceable.

First, academic standards refer to what all students should know and be able to do, for instance, behavioural standards define clearly teachers' expectations for their students in terms of skills in leadership, autonomy, cooperation, and self-discipline. Fisher (2003) described standards as means to organise the classroom; they are not used to control students' behaviors, but to teach them what they need to learn to work successfully in the classroom .However, the fewer standards teachers establish, the better they are; some teachers limit them to one such as 'Do things that help others to learn'(p.75).

Second, rules cannot be negotiated and the teacher selects different rules to describe standards and see whether certain behaviour is acceptable or not. These are some rules teachers may establish:students must stand completely behind the line while waiting their turn to swing and listen when someone else is talking. So, rules are not only established to reduce behaviour problems that interfere with the learning process, but they can also increase the sense of responsibility and pride in the school (Curwin, MendlerN, & Mendler B, 2008, p.67).

Third, procedures are necessary routines for the operation of the classroom; they are steps students follow while doing their daily learning activities. Procedures are only limited to behaviours, because they change continuously depending on students' needs. Some of the procedures include how to make transitions from one activity to another and take attendance or collect homework and parent notes in the beginning and ending of class or school. However, it is not so easy for teachers to decide on effective procedures to make sure they plan them every routine in the classroom.Procedures therefore are necessary to be planned, because they create a regularity and equilibrium for both students and teachers (Bovenzi, 1980).

1.2.5 Classifications of Classroom Management Strategies

Classroom management strategies are different from one teacher to another; they can be either preventive or reactive. The former is used to respond to problem behavior; however, the latter is applied in order to decrease student's misbehaviors. These strategies can be used either to individual students or the whole class. However, there is usually a focus on the entire classroom intervention, rather than individual students since the latter focuses on single case studies (Marzano et al, 2003).

Another similar study was conducted by Froyen and Iverson (1999), they mentioned three types of CM.First, management of content which consists of space, materials and equipements.Second, management of convenant which deals with interpersonal relationships.Third, management of conduct is appropriate for reactive strategies to minimize student's inappropriate behaviours.

Group contingencies stated that there are three different reinforcement strategies which are : Firstly, interdependent strategies in which the whole group should follow the same instructions to be given the same grade for their final work.Secondly, independent

strategies which focus on a common criteria that should be considered to each learner, in order to get the same reinforcement such as a diploma in a certain field.Lastly, dependent strategies that involve a few or just one student to achieve a certain objective. The results will be given to the entire class.

Another classification can be provided based on the primary concern.The first category is teacher's behaviour focused-intervention. It applies both preventive and reactive interventions, that is, the dominant concern is teacher's classroom development including giving instructions and providing rules and procedures .Also, this type emphasizes on teacher's behaviours to be changed, it reflects the group management method of Evertson and Weinstein (2006).Moreover, teacher student's relationship focused intervention which plays a crucial role . A great importance is given to student's teacher relationship (their interaction with them inside the classroom).It aims at improving warm and kind relationships. The main focus is on preventive rather than reactive interventions .This kind is concerned with supportive student- teacher relationship discussed in Evertson and Weinstein (2006).Furthermore, student behaviour focused intervention category. This type tries to achieve an important aim which is helping students to behave appropriately, either through developing student self-control or group contingencies .Preventive and reactive interventions are highly appreciated by Evertson and Weinstein (2006). Besides, Marzano et al. (2003) discussed student self-regulation and responsibility related to their own behaviors.Finally, student social emotional development focused intervention is emphasized. As stated in Evertson and Weinstein (2006) this type entails that student social emotional development should be improved. It further focuses on ameliorating mutual empathy between students

.There is a balance concerning reactive and preventive interventions in this type (as cited in Korpershoek et al, 2014, pp.11-14).

1.2.6 The Importance of Effective Classroom Management Strategies

According to Emmer and Stough (2001), the teacher's capacity to manage classrooms successfully and to control student's behaviour is a key reason behind getting effective student's achievement .However, disruptive behaviours can be decreased but not eliminated. New teachers have a great influence on the organisation of the classroom and behaviour management. In other words, teachers who can not manage the classroom appropriately and deal successfully with disruptive behaviors are generally unable to control their classes (Berliner, 1986; Browers&Tomic, 2000; Espin&Yell, 1994).

Furthermore, researchers insisted on students who misbehave in the classroom . Teachers have an influential role in dealing with such kind of problems.Equally, Teacher's abilities to handle student's disruptive behavior influence student's learning outcomes. Less effective teachers result in economically disadvantaged students .Hence , there is a correlation between student's   achievement   and   teacher's ability(Clotfelter,Ladd&Vigdor,2005 ;Caltfelter,Ladd,Vigdor,f&Wheelter,2007,Peske&Haycork,2006).

As Regina and Daniel (2007) maintaind, Classroom management is an important process for achieving instructional objectives and safeguarding the well-being of students. First, it creates a good learning for students, the lack of effective teaching will result in disorganised classroom i.e., whenever the teacher is lacking successful skills, this helps to the emergence of disruptive behavior. Second, efficient use of time, the teacher's planning of time is an influential point for effective classroom management. Sufficient time is highly an important process because it offers students an ideal learning environment.

Therefore, students are aware of their planning; they know what to do and what they should avoid. Third, consistency; student's consistency will be created as soon as the teacher is highly effective in his management. That is, students will achieve better learning outcomes if everyone's expectation is set. For instance, they are aware of what they are going to do when entering the classroom.

In addtion, some principles and rules are emphasised in school such as respect .So, teachers will integrate them and students try to use them when learning those expectations. Finally, fewer behaviour problems ;the main aim of which CM focuses on is maximizing student learning outcomes .The effective teacher sometimes lets students to misbehave in class. These transitions which are part of teacher's plans are successfully handled, and give students limits and results(pp.1-2).

1.2.7 Components of Effective Classroom Management Strategies

For better classroom management, Jones and Jones (2010) suggested four necessary components for teachers to ensure that the classroom management strategies they select are comprehensive and effective (p.8).

Firstly, positive climate should be taken into consideration.To create clear expectations and a safe environment, teachers should cultivate positive relationships with students and appropriate behaviour standards .In the classroom, there are different relationships such as teacher-student relationships and peer relationships that can increase students' sense of safety and comfort .Also, establishing community that support parent-teacher relationships is beneficial.Secondly,It is necessary to shed light on another important component which is empirically supported strategies. After teachers get ensured that students' basic needs are met, they should employ effective strategies. Teachers select

these strategies, depending on students' needs, for instance, they assess and understand them after they exhibit certain difficulties.

Moreover,classroom management strategies have another component which is incorporating instructional methods.This latter should actively engage students so that they are motivated to learn fast and behave well. Simple instructional methods include offering students a choice, which can reduce the likelihood of problem behaviors while increasing academic engagement.Finally,foster student's autonomy is highly emphasized . Researchers have identified a variety of ways that teachers can use to promote students' independence. According to Jones and Jones (2010), teachers should encourage and praise students by giving rewards, because developing student autonomy can result in better academic engagement.

It is necessary for teachers to be aware while selecting effective classroom management strategies because managing a classroom is not an end ,but it is an effective strategy to enhance the teaching-learning process.

1.2.8 Teacher and Learner's Role

For the purpose of manging the classroom very well , both teachers and learners play a crucial role inside the class.Initially,In line with the approaches and methods ,teachers employ to manage their classrooms effectively, they play certain roles such as conductors, facilitators, directors, initiators…etc. It is necessary for teachers to be aware and consistent in conducting their roles since they have their own teaching preferences. Creating an optimal learning environment which focuses on the way teachers set-up their classrooms with regard to physical space, academic opportunity and social interactions ,is one of the crucial roles of teachers.Also, teachers need to know why a student may be acting in a certain situation, which develops teacher-students' relationships. As

relationships develop, students increase accountability for their behaviours and their learning (Harmer, 2007, p.25). The successful teacher is the one who selects the best strategy, which is suitable for pupils to build knowledge such as whole-class and small group strategies, working in pairs, and working individually.

Furthermore,an effective classroom manager creates an environment that enables the student to be more confident, active, social, critical, and motivated to perform his role as a responsible individual. Students should be tolerant and friendly with everyone in the class to cooperate and not to exclude people with different abilities; they should participate in determining rules and consequences. Furthermore, students play a central role in the effective teaching-learning process especially if they are ordered and respectful of the rules and procedures being established to manage the classroom (Harmer, 2007, p.35).

1.2.9 The Effects of Classroom Management Strategies

Classroom management has an effect on both teachers and learners.According to Kane, Taylor, Tyler and wooten (2011) stated that teacher's classroom management has a great influence on students achievement .There is a correlation between student's outcomes and teacher's management. Students can not ensure successful learning if their teachers are ineffective (Fergurson, 1991).Students play a crucial role, particularly when enough opportunities are given in order to feel more responsible. Accordingly, a connection towards their classroom emerged. Learners also can be as part of classroom community, so high level of students involvement is increased in classroom activities (Freiburg, & Lamb, 2009) .The classroom environment can be either student centred or teacher centred. The former focuses on student's input to be improved, however the latter emphasizes on teacher's leadership and authority.

In essence, a study was conducted by Freiberg, Huzinec ,and Tempelton (2009),who found out that appropriate discipline ensures student's learning and enhances teacher's use of different approaches (as cited in Nicole,2014,pp.12-15).

Moreover,an organized classroom is an important key to increase student's outcomes. When the class is well managed ,the teacher feels that he is able to deal with student's misbehaviours.This reflects that the teacher is effective i.e., he uses various strategies and solves the situation .In addition, the teacher will teach easily without any obstacle that may face him.Classroom management helps teachers to have a warm relationship with their learners;This relationship promotes learning and teaching and increase behaviour's accountability (Rischer,2008). Also , when the class is well managed , this means that the the student's performance permits the teacher to teach .Classroom management is a necessity to create a very successful learning environment, especially if teachers rely on making different tasks (Kohn,2000;Rischer,   2008; Rosas& West, 2009).

Conclusion

To conclude this chapter, classroom management is the use of procedures and teaching techniques that promote a safe and efficient learning environment .It is an essential and critical component of the teaching-learning process. Teachers should provide effectiveclassroom management rules, procedures, and strategies, which are negotiated instead of imposed, because they will allow and help students to learn their highest potential. Therefore, aneffective classroom management strategy is a basic competence for all teachers to achieve their instructional goals.

The next chapter will be devoted to presenting the methodology to be employed for the investigation of the topic at hand, data presentation and analysis, as well as data discussion.

Chapter Two: Research Methodology, Data Analysis, and Discussion

Introduction

The previous chapter covers the literature review of teachers' effective classroom management strategies. This chapteraims at investigating effective classroom management strategies that secondary school teachers implement.It is devoted to the analysis of a quantitative study, which is conducted with second year literary stream at Hassnawi Moukhtar Ben Mekhlouf and Terkhouch Ahmed secondary schools in Jijel through classroom observation and questionnaires' findings to support the research hypothesis.

This chapter includes three major sections. The first section discusses the research methodology employed to inquire about the research issue at hand, and it includes: the research paradigm, the participants, the research instruments, the procedures, and the research limitations. The second section will present the findings obtained from the teacher and the learner questionnaires as well as the observation schedule. The third section discusses the most significant findings and relates them to teacher's effective CMS that have been mentioned in the literature review.

2.1. Research Methodology

This section outlines the methodology used in this study .It seeks to provide a detailed description of the research paradigm,the conceptual design,the research instruments besides the limitation of the current study.

2.1.1. Research Paradigm

For conducting a systematic research, it is important to set and design the objectives at the very beginning.This research aims at investigating the effective classroom management strategies that teachers of secondary school use to manage their classrooms

successfully. Planning a research design is considered as a very important step to ensure achieving the objectives being established and set in advance.

The methodology that is undertaken to conduct this research is the quantitative one. The choice of this methodology is motivated by many factors, among which is that the nature of the issue under investigation, classroom management strategies, which can be analyzed and presented in numbers.Also, the data obtained are quantitative and have some sources as observation of classroom management, which involves counting the frequency of different effective classroom management strategies used by teachers. Furthermore, this method is thought of more importance and appropriateness for this piece of research since it brings authentic and accurate data that can be handled easily by a first time researcher.

2.1.2. Conceptual Design

The present headline aims to describe the current research design.It sheds light on the setting, the participants (teachers and learners), the research tools, the procedures used, through which the research was carried out, andthe limitations of study.

2.1.2.1. Setting and Participants

This research was conducted within the Algerian context, specifically at Hassnawi Mokhtar Ben Mekhlouf and Terkhouch Ahmed secondary schools in Jijel .It involves both teachers and their learners.

2.1.2.1.1. Teachers

The purpose of conducting this study is to investigate about classroom management strategies that secondary school teachers use to ensure an effective classroom management. The population consisted of 8 teachers of second year at Hassnawi Moukhtar Ben Mekhlouf and Terkhouch Ahmed secondary schools in Jijel during the academic year

2016-2017 .However, the number of teachers who are concerned with classroom observation is 2 .This sample has been specifically chosen in order to get clear insights about the effective classroom managemment strategies that teachers may use to manage their classrooms.

2.1.2.1.2. Students

We deliberately focused on second year classes of secondary school for the following purposes:

- Our main objective is to explore strategies that are implemented by second year teachers of secondary school to manage the classroom .Thus, the student's level should be almost the same in order to get accurate and relevant results.
- We were informed that second year learners have good level in comparison with first year.Consequently, teachers will propablyuse a set of effective strategies for managing their classrooms .

2.1.3. Research Instruments

It has been said earlier that the present research work is a quantitative study, which tried to investigate effective classroom management strategies that secondary school teachers use .To achieve this aim, a questionnaire for teachers and another one for learners as well as a classroom observation were empolyed.

2.1.3.1. Questionnaires

Questionnaire is one of the extensively used means of research. A pilot studyfor testing the questionnaire is conducted, because it reveals the weaknesses that the questionnaire may include.Thus,the questionnaire must be prepared in advance because it may be proven to be effective in collecting the relevant information.According to Malhotra

and Peterson(2006) a questionnaire is a set of questions for gathering information in a certain field.It is the appropriate tool for getting quantitative data , thus the results will show consistency and coherence for it's analysis (p.176) .Nunan(1992) defined the questionnaire as follows : "a questionnaire is an instrument for the collection of data usually in written form , consisting of open and open closed questions and other probes requiring a response from subjects "(as cited in Mebitili , 2011,p.72).

Furthermore, a questionnaire is defined as a document which has specific questions as well as other types of items made for the purpose of soliciting data appropriately to be analyzed (Babbie, 1990, p.377).In this research,we relied on tree questionnaires which can be reffered to in the appendices (A,B,&C).The questionnaire as a research tool has advantages in any piece of work, which they can be summarized as follows:

- ➢ The questionnaire has a largre number of participants (respondents).
- ➢ It makes participants feel more confidents thus, they will provide relevant answers.
- ➢ Questionnaire is a standardized means of research, and easy for analysing and interpretation (Mebitili, 2001, p .74).

2.1.3.2. Classroom Observation

Classroom observation is a process in which the researcher attends more than one session inside the classroom to observe the teacher and student's actions (Bergquist&phillips, 1981, p.25). It is an opportunity to get a useful insight to what is happening inside the classroom i.e., it relies on real context rather than interviews. According to Morrison (1993) classoom observation enables the researcher to get data about the organisation of the physical environment as well as the interaction between the teacher and students (as cited in Cohen et al. 2007, p.396).

Classroom observation was made through praparing a checklist,which is presented in the appendix D.This measuring tool included a list of classroom management strategies.We have chosen two teachers to attend with them. Also, it helped us to know more about classroom management strategies that teachers use.

2.1.4. Preliminary Work and Pilot Study

The preliminary observation session was conducted as an attempt to have a general idea of the classroom environment before starting the official one .An informal observation of a second year secondary school learners was made .The aim behind doing this is to have an overview about classroom management strategies that teachers of secondary schoolimplement to manage their classrooms.

A questionnaire also was administered first in order to test materials in terms of usefulness.Four copies were given to learners, only one student found ambiguity in one question ; this latter shoud be modified .On the other hand, just one questionnaire was given to one teacher as a pilot study .

In essence, conducting a piloting study and informal observation werehelpful procedures to get the desired results.

2.1.5. Data Collection

First , in order to explore classroom management strategies that secondary school teachersuse,we selected two research tools :the questionnaires for both teachers and learners and the classroom observation.The primary aim behind making classroom observation was to seek strategies that teachers used to ensure a well-managed classroom.Concerning the classroom observation,we have made a checklist which included

11 classroom management strategies before we entered the class and observed the frecuency of these strategies and what strategy was not used by the teacher .

Second,in gathering the data we relied on the administration of two questionnaires ; one for teachers and the other for learners .The former consisted of 14 questions, whereas the latter contained 17questions.

2.1.6.Data Analysis

Since the research tools used in the current study were teacher's and learner's questionnaires, and classroom observation, the researcher implemented a quantitaivestudy.After the data have been collected and organized, then the next step was to analyze these data. With regard to the data obtained from the questionnaires and the classroom observation, the researchers counted manually the frequency of the provided items and then presented them in tables.

2.1.7. Limitations of the Study

In conducting this present study, we have confronted with just one limitation which is time constraints ;the duration of this research was unsufficient to carry out the required work appropriately .Having more time might give our results different dimensions i .e., it would be helpful in data collection and analysis of the practical part especially classroom observation . Therefore, this latter was conducted during the third semester, which means that the pupils did not attend regularly.As a result, we faced the problem of few absences.

The fairly short section has been devoted to the research methodology .It touched upon the following elements: the research paradigm, population and sampling, research tools, procedures, description of both classroom observation and teacher's and learner's questionnaires, and the limitation of the study .The subsequent section will primarily deal

with the analysis of the results yielded by dint of teacher and learner questionnaires and classroom observation.

To sum up, the above research methodology section was designed to describe the methodology followed in this research study. It illustrated the research paradigms attached with the setting and the research population.This section also presented the research instruments employed. Then, it lined up the procedures used to conduct the study, following three steps: preliminary work, pilotstudy, data collection, and analysis. Ultimately, it showed the limitations of the study.The coming section is concerned with the presentation and analysis of the results obtained from the research tools namely, questionnaires and classroom observation.

2.2. Data Analysis

This section attempts to present and analyze the data obtained from learners' and teachers' questionnaires besides the classroom observation. It begins with the analysis of learners'questionnaire followed by that ofteachers. It finally ends upwith the analysis of the data yielded from the classroom observation.

2.2.1. Analysis of Questionnaires

The first research tools employed to explore the effective classroom management strategies were the learners' and teachers' questionnaires.

2.2.1.1. The Learner's Questionnaire

This section presents the results obtained from the learners' questionnaire.Students' responses to the questionnaire are presented in tables and reported in form of percentages or numerals as appropriate.

Question 1: How old are you?

Table 1. *Learner's Age*

Options	Number of pupils	Percentage
15-17	29	50,87
18-20	26	45,61
21-23	02	03,50
Total	57	100

This question is about student's age;the majority of informants are aged between15-17(29 out of 57) and 21-23 (26 out of 57).Understandably, participants of the first category have never repeated the year, however, those aged between 18-20 perhaps they have repeated one year.

Question 2 : How does the classroom look like ?

Table 2. *ClassroomAtmosphere*

Options	Number of Students	Percentage
Clean	16	28,07
Quiet	35	61,40
Uncomfortable	06	10,52
Total	57	100

From this table, it is shown that more than half of the population(61,40%) stated that the classroom is quiet .Consequently, the classroom atmosphere ,on average, looks good and the teacher may vary in using classroom management strategies.

Question 3 : Does the physical environment (Classroom seating) make you comfortable ?

Table 3. *ClassroomSeating*

Options	Number of pupils	Percentage
Yes	37	64,91%
No	20	35,08%
Total	57	100%

It is clear from this table that 37 of the informants responded that the tables' arrangement is highly comfortable for them.Therefore, it maybe deduced that teachers are using effective strategies.

Question 4: How could you describe the relationship between the teacher and pupils?

Table 4. *Teacher-Learner Relationship*

Options	Percentage
Kind	96 ,49%
Cold	03,51%
No relation	/
Total	100%

This question is designed to see whether or not learners have a good relationship with their teachers.The above table clearly indicates that almost the whole population said that they have a warm relationship with teachers. Consequently, it indicates pupils' interest in keeping the classroom well-managed.

Question 5 : As a learner, do you have a central role in the classroom ?

Table 5. *Learner's Central Role*

Options	Number of pupils	Percentage
Yes	29	50,87%
No	28	49,12 %
Total	57	100%

The aim behind this question is to investigate whether or not learners play a central role inside the classroom.The results obtained in the table indicate that half (50%) of the informants agree that they have a central role, while 49,12% of them disagree.Hence, it can be deduced that learners' reaction to this question is wavering between agreement and disagreement .This indicates the teacher's authoritative style that he uses to mangage the classroom.

Question 6 : Does the teacher give you equal opportunities ?

Table 6. *EqualOpportunities to Pupils*

Options	Number of pupils	Percentage
Yes	53	92,98%
No	04	07,01%
Total	57	100%

So far as answers to question 6 are concerned, teachers seem to give equal opportunities to their pupils to contribute in the classroom.This is reflected in pupils' answers,since 53 of them reported that they are often given opportunities to participate in

classroom management.Thus , it seems that the teacher uses such strategy to encourage pupils to contribute more in managing the classroom.

Question 7 : Does your teacher encourage you to find solutions for discipline problems ?

Table 7.*Pupils' Contribution to Solve Discipline Problems*

Options	Number of pupils	Percentage
Yes	49	85,96%
No	08	14,03%
Total	57	100%

The answers tabulated above reveal that most of the informants (49 out of 57) reported that their teachers help them to treat the different behavior problems .It is noticeabale that dealing with such kind of problems is an essential strategy that teachers use to manage the classroom.

Question 8 : Do you respect the rules established by the teacher ?

Table 8.*Learners' Obedience to the Teacher's Rules*

Options	Number of pupils	Percentage
Yes	55	96,49%
No	02	03,50%
Total	57	100%

This question aims to know whether or not learners obey the rules established by the teacher .A look at the table 8 shows that approximately the whole participants (96,49%) respect the rules established by the teacher.

Question9 : Does your teacher set clear rules and instructions to make you feel motivated ?

Table 9. *ClearRules and Instructions*

Options	Number of pupils	Percentage
Yes	54	94,73%
No	03	05,26%
Total	57	100%

This question is about teachers' rules in making pupils more motivated.As the the above table shows   almost the whole   informants stated that their teachers set clear rules.Consequently, it can be said that the more teachers set clear rules, the more the classroom is effectively managed.

Question 10: Does your teacher use group work activities?

Table10. *The Use of Group Work Activities*

Options	Number of pupils	Percentage
Yes	48	84,21%
No	09	15,78%
Total	57	100%

As it is displayed in the table above, the vast majority (84,21%) of respondents stated that their teachers focus on using group work activities .This indicates that teachers try to create an appropriate atmosphere and to ensure an effective classroom management.

Question 11 : Which one of the following does your teacher focus on ?

Table 11. *Effective Techniques to EnsureClassroom Management*

Options	Percentage
Textbook	57 ,89%
Funny techniques (e.g : games)	24,56%
Control on the classroom	17,55%
Total	100%

As far as the table 11 is concerned, 57, 89% of participants reported that their teachers show preference to the use of textbook technique.As a result, it can be deduced that the teacher focuses on this technique because it is easy, available, and permanent to manage the classroom.

Question 12 : Do teachers' use of positive rewards encourage you provide more interaction ?

Table 12.*The Use of Positive Rewards*

Options	Number of pupils	Percentage
Yes	57	100%
No	00	00%
Total	57	100%

The aim for designing this question is to see whether or not teachers use positive rewards .The results presented in the table revealsthat the whole population said that the teacher uses positive reward as a successful way to ensure an effective classroom management.

Question 13 : Is signing a classroom management contract(an oral agreement) with the teacher helpful to know and respect the rules ?

Table 13. *Signing a Classroom Management Contract*

Options	Number of pupils	Percentage
Yes	42	73,68%
No	15	26,31%
Total	57	100%

Question 13 seeks to know whether signing a classroom contract is really helpful to know rules and obey them.The table illustrates that the overwhelming majority of participants (73,68%) claimed that they sign such contract at the beginning of the school year.Therefore, it can be noticed that teachers might vary in using strategies to manage their classrooms.

Question 14 : How often does your teacher interact with you about these issues ?

Table 14. *Teacher-Learner Interaction*

Category Options	Always	often	Rarely	Never
Disruptive classes	5,26%	17,54%	19,30%	57,89%
Interests and talents	03,51%	05,26%	10,53%	80, 70%
Active class participation	82,46%	12,28%	05,26%	/
Lowa chievement	54,39%	26,31%	12,28%	07,02%
Total	100%	100%	100%	100%

The table14 seeks to present to what extent the teacher interacts with his learners about the above options.More than half (57,89%) of the informants stated that the teacher never speaks either about disruptive classes nor about learners' interests and talents representing 80,70%. However, 82,46% reacted that teachers appreciate talking about active class participation .In addition, 54,39%acknowledged that teachers discusse with them when they obtain low results.Thus, it is noticeable that teachers emphasize the issue of class participation and low achievement because they really affect classroom management.

Question 15 : Does your teacher expel you outside the classroom when disturbing him?

Table 15.*Exiting Pupils Outside the Classroom*

Options	Number of pupils	Percentage
Yes	03	05,26%
No	54	94,73%
Total	57	100%

This question is set to find out whether or not teachers resort to exit pupils as a solution to minimize disruptive problems.As can be noticed from the table15, almost the whole participants reported that their teachers do not use this strategy.Based on the answers provided, it can be deduced that teachers avoid usingsuch aggressive strategy for managing their classrooms.

Question 16 : Which strategy (ies) does your teacher prefer to keep you involved in the classroom ?

Table 16.*Effective Strategies to Involve Learners*

Options	Percentage
Greets you as you enter the classroom	03,51%
Walkesaround the classroom	07 ,02%
Uses lowervoice	10,53%
All of them	78 ,94%
Total	100%

This table investigates the effective strategies teachers may use to make pupils more involved.As can be drawn from the table, the majority (78,94) of participants answered that their teachers vary in using some effective strategies such as greeting, walking around the classroom ,and using low voice.As a result, it can safely be established that the teacher implements different strategies to ensure an effective and well-managedclassroom.

Question 17 : Which one(s) of the following strategies does your teacher focus on ?

Table 17.*Effective Classroom Management Strategies*

Options	Percentage
Explains textbooks clearly	15,78%
Treats pupils equally	14,04%
Understand the subject matter very well	07,02%
All of them	63,16%
Total	100%

As it is displayed in this table, the vast majority of informants responded that teachers focus on using all the effective strategies mentioned in the above table.Understandably ,it can be noticed that teachers are able to select effective strategies to ensure an effective classroom management .

2.2.1.2. The Teacher's Questionnaire

The purpose of using this questionnaire is to support the findings of classroom observation. It is considered as one of the most important tools to collect information about teachers' strategies to manage the classrooms.

Teacher's questionnaire was administered with the whole population of teachersofEnglish (08) at HasnawiMoukhtarandTerkhouch Ahmed secondary schoolsin Jijel. The aim of this questionnaire is to collect data about the strategies used by teachers and whether or not those strategies and techniques are effective. This questionnaire consists of 14 questions divided into three sections: the first section is devoted for getting general information about teachers, the second section describes teachers' perceptions towards classroom management, and the third section is concerned with the effective classroom management strategies that teachers may use.

Question 1 : What is your gender ?

Table 18.entuk*Teacher's Gender*

Options	Number of teachers	Percentage
Female	06	75%
Male	02	25%
Total	08	100%

To determine teacher's gender, this question is asked. Table 18 shows that the majority of teachers participating in this study are females (06 out of 08).This is mainly because most of the teachers nowadays in the teaching profession are females.

Question 2: How many years have you been teaching English?

Table 19. Teachers' Experience

Options	Number of teachers	Percentage
Lessthan 5 years	02	25%
06 to 10 years	02	25%
11 to 15 years	00	00%
16 to 20 years	04	50%
Total	08	100%

From the table 19 and in response to question about teachers' experience, it is clearly shown that half of teachers have been teaching English from16 to 20 years. This indicates that they are experienced especially in dealing with pupils' misbehaviors. Hence, it can be assumed that teachers have acquired effective classroom management strategies.

Question 3: What is the goal of classroom management?

Table 20.*The Main Goal of Classroom Management*

Options	Number of teachers
Preventing disruptive behaviour	00
Consuming time appropriately	06
Mainainingorderandcontrol	02
Total	08

According to the results obtained, almost all teachers (06 out of 08) strongly insist on the crucial role of consuming time appropriately in managing classrooms successfully. Therefore, we deduce that using time appropriately is one of the main goals to manage the classroom. It might help the teacher to keep pupils engaged all time.

Question 04: What kind ofrelationship do you have with your pupils?

Table21.*Teacher -Learner Relationship*

Kind of relationship	Percentage
Warm	75%
Punitive	25%
Bad relation	00%
Total	100%

As the table 21 shows that 75% of teachers stated that they have a warm relationship with their pupils. Teachers insist on such good relationship with pupils because it helps them to convey meaning and also encourage pupils to understand

difficulties .Therefore, teachersbuild such good relationship with pupils to contribute in managing the classroom, for example, when pupils are disrespectful of the apparent rules and procedure, chaos may become the norm.

Question 05: Do you set objectives for each assigned activity?

Table 22._Setting Objectives_

Options	Number of teachers	Percentage
Yes	06	75%
No	02	25%
Total	08	100%

The aim for designing this question is to know whether teachers set certain objectives when they assign any activity or not. The table 22 reveals that most teachers (75%) focus on setting objectives for each activity that pupils are asked to do in the classroom. When the teacher identifies certain criteria for accomplishing an activity, pupils will succeed in doing it.Consequently, setting clear objectives allows the teacher to manage time effectively.

Question 06: What is the effectiverole of an EFL teacher?

Table 23.*Teacher's Role*

Options	Number of teachers	Percentage
Guide	00	00%
Controller+guide	02	25%
Guide+manager	02	25%
Friend+manager	00	00%
All of them	04	50%
Total	08	100%

In this question, teachers were asked about the effective role they can play in the classroom. As the findings clearly display in the table 23, half of informants (50%) claimed that they can play many effective roles as mentioned above. Therefore, the teacher can play various roles such as guide, manager, or friend in a typical classroom, but surely one of the most important is that of classroom manager.

Question 07: How would you react when the student asks too many questions, interrupting you during the lesson?

Table 24. *Teacher's Reactions to Questions*

Options	Number of teachers	Percentage
Answerdirectly	02	25%
Wait until the end of the session	0	75%
Avoidanswering	00	00%
Others	00	00%
Total	08	100%

This question was designed to get information about teachers' reaction when pupils ask many questions during the lesson. As it is obviously shown in the above table 24, more than half (75%) of participants answered that they prefer to wait until the end of the session to react mainly when pupils ask a lot of questions. Consequently, using such effective strategy is helpful for teachers to get a well- managed classroom.

Question 08: Do you think that the Algerian administration helps teachers in managing the classroom?

Table 25. *The Algerian Administration Support*

Options	Number of teachers	Percentage
Yes	00	00%
No	08	100%
Total	08	100%

The results obtained for the above question indicate that the whole population said that that the Algerian administration does not provide any support for them to manage the classroom. Indeed, it should play a crucial role to create a safe and suitable atmosphere, for instance, by providing pedagogical aidsand imposing strict laws which may increase the possibility of maintaining order and control inside the school.

Question 09: Do you let pupils choose their seats freely?

Table 26.*Seat'sSelection*

Options	Percentage
Yes	75%
No	25%
Total	100%

The findings show that most of teachers75% agree that they should allow their pupils to choose their seats freely, using seating charts because they view doing that is a privilege; giving pupils such privilege increases their engagement because they know they can lose that if they do not act responsibly.Thus, the use of seating charts is useful to ensure a better management of classroom.

Question 10: In managing disruptive behaviors, which strategy (ies) do you think is (are) effective?

Table 27._Effective Strategies_

Options	Percentage
Usingproximity	25%
Exiting pupils	00%
Givingadvice	50%
Signing a contract	25%
Total	100%

As it is shown in the table 27, half of informants support giving pieces of advice mainly when pupils misbehave or cause distraction.Thus,giving pieces of advice is very important and helpful to increase pupils' responsibility and encourage good behavior.

Question 11: Do you have an authoritarian role?

Table 28._Teacher's Authority_

Options	Number of teachers
Yes	75%
No	25%
Total	100%

The question 11 was asked to find out if teachers have a central and authoritarian role in the classroom or not. Almost all respondents (75%)stated that theyprefer playing such role to keep and impose control and order in the classroom. Therefore, playing an

authoritarian role may be considered as a positive strategy that teachers can use to keep the classroom well-managed.

Question 12:Do you use questioning as a strategy to make pupils more engaged in classroom?

Table 29.*The Use of Questioning Strategy*

Options	Number of teachers	Percentage
Yes	08	100%
No	00	00%
Total	08	100%

From the table 29, it can be noticed that all teachers claimed that they tend to use this questioning strategy in an attempt to make pupils more engaged during the lesson and grasp their attention to answer the teacher's questions and to provide feedback. Consequently, this questioning strategy can help teachers to manage time appropriately, making smooth transition from one phase of the lesson to the next.

Question 13: How often do you use gestures (eye contact) to convey and explain meaning in the classroom?

Table 30.*The Use of Gestures in the Classroom*

Options	Percentage
Always	100%
Sometimes	00%
Rarely	00%
Never	00%
Total	100%

Table 30 identified that all (100%) informants agreed that they always use gestures namely, eye contact to convey and explain meaning; the use of gestures is helpful for pupils to grasp the meaning of difficult words.Teacher's body language such as eye contact or proximity has a strong impression on students.As a result, it makes sense for the teacher to use this strategy to manage his classroom.

Question 14: Is silence an appropriate strategy to get students' attention?

Table 31.*The Use of Silence Strategy to Get Pupils' Attention*

Options	Number of teachers	Percentage
Yes	08	100%
No	00	00%
Total	08	100%

As can be implied from the above table 31, all participants said that they prefer to keep silent or stop giving instructions when one of the pupils misbehaves. They use this strategy to minimize misbehavior problems immediately and then to create an appropriate learning atmosphere.

2.2.1.3. A Brief Comparison of Teachers′ and Learners ′Questionnaires

The comparison between teacher and learner's questionnaire clearly shows that there is a link concerning their responses to classroom management strategies.Indeed,the answers provided by both teachers and learners are close to each other ,for example , a high degree of agreement about teacher and learner's relationship ;that is ,both of them reported that there is a mutual warmth concerning pupils-teacher relationship and they want to be close to each other.Also,both of them claimed that silence is an effective strategy to get pupil's attention with a different level of agreement.Furthermore,both respondents pointed out that exiting pupils outside the classroom when comitting a disruptive behavior is almost avoided.

The teacher and the learner reaction to questionnaire was to some extent different. Particularly dealing with disruptive behaviour, for example, teachers stated that the aim of classroom management is to consume time not to prevent discipline problems;however, learners clearly said that teachers encourage them to find solutions for such kind of problems. Consequently,the learners get confused with concepts and they are unfamiliar with discipline and disruptive behaviors.

After analysing the data gathered from the teacher and learner's questionnaires, the next step is to analyse classroom observation.

2.2.2. Analysis of Classroom Observation

      To investigate classroom managemnt strategies and the effective ones that teachers of secondary school use,the study implemented a systematic observation.The data were collected via an observation scheme excuted in each of the four sessions we attended with teachers.The results obtained from the classroom observation are presented in the table below. This table includes four categories under which further classroom management strategies are mentioned.

Table32:*Teacher's Effective Classroom Management Strategies*

Categories	Effective Classroom Management Strategies	Teacher 01				Total	Teacher 02				Total
		Session 01	Session 02	Session 03	Session 04		Session 01	Session 02	Session 03	Session 04	
1-Classroom Environent	1-Using proximity	03	04	05	04	**17**	04	04	05	04	**17**
	2- Walking around the class freely(tables' arrangement and seating charts)	03	05	07	06	**19**	03	05	07	06	**19**

2-Instructional Strategies	3- Clear rules and instructions for doing a specific task	04	03	04	05	**16**	03	04	03	04	**14**
	4-The teacher as a manager	01	02	03	04	**10**	02	05	03	04	**14**
	5-Body language (e.g. eye contact or silence).	06	05	05	03	**19**	05	06	07	05	**23**
3 -Rules and Procedures	6- Stating the objective for each activity	02	03	04	03	**12**	03	03	04	03	**13**
	7- Making transitions smoothly from one activity to another	03	02	02	03	**10**	03	04	03	02	**12**
	8-Communicating informally with students(teachers as parents)	05	03	03	/	**00**	04	03	03	04	**14**
4-Pupils' Behaviours	09- Handle disagreement with respect	04	02	03	03	**12**	03	02	03	02	**10**
	10- Aggressive strategies towards misbehaviours e.g. exiting ,humiliating ,or punishing	/	/	/	/	**00**	/	/	/	/	**00**
	11- Stop instructions (Silence)	02	01	03	03	**09**	01	02	03	02	**08**

The above table 32 shows that teachers vary in using strategies to manage the classroom. Some of these statrategies are effective while others are not.The two observed teachers mostly used body language such as eye contact to transmit messages. They alsoused proximity to make pupils at all time hyperaware of the teacher's presence.In addition, it is obviouslyshown in the table that the observed teachers frequently walked around the classroom to make sure that pupils follow the rules and procedures to manage the classroom.Therefore, these strategies can be classified in terms of their effectiveness as follow: body language, proximity, and walk-around strategies.They all play a crucial role in managing the classroom.

The results displayed in the table abovemostly show that the observed teachers avoided the use of two strategies ;for instance,aggressive and easy access to the teaching aids.The teacher- participants do not support the idea to be aggressive with their pupils ;they do not expel,humilate,or punish pupils.On the contrary,teachers encourage their pupils to self correct their misbehaviors ,giving them pieces of advice.Moreover,the teachers are restricted to the use of common teaching aids such as the white board and the textbook.Indeed,this remark was confirmed by learners' responses in the questionnaire.

To sum up,the table above clearly represents that teachers of secondary school focuson using some strategies such as body language, proximity, and walk -around. However, they avoid using aggressive strategies and new accessible teaching aids mainly the data show because it is not available at all time.

The forthcoming section will attempt to discuss the most important issues highlighted, make sense of the data, relate important findings to the literature review, and ultimately answer the research questions set up in the conceptual research plan.

2.3. Data Disscussion

In attempt to answer the two research problems, the questionnaires and the classroom observation were implemented.These research methods were selected to answer the following research questions.

1- What classroom management strategies do teachers use in secondary classes?

2- What are the most effective classroom management strategies secondary school teachers implement?

2.3.1. Classroom Management Strategies Used in Secondary School Classrooms

The data gathered from this study showed that secondary school teachers use various classroom management strategies .Learners' and teacher's responses in the questionnaires are almost consistent, concerning the classroom management strategies.For instance, there is a consensus in the use of three strategies as teachers and learners reported .First ,the use of body language is highly appreciated especially for learner's better understanding with an easy transmission of messages ;teachers were found to focus on eye contact ,silence and walk around mainly when pupils misbehave .Second,learners reported that signing a classroom management contract is helpful to keep the class well managed.Third, giving pieces of advice is an effective strategy to deal with pupil's misbehaviors ; strategies above are not the only ones that teachers may use to manage the classroom ,for example , stating clear rules and procedures , questionning and using proximity .

The above findings yielded by the informants concerning the classroom management stategies are alike with the results obtained from the analysis of observation,particulary the use of proximity, body language, clear rules and instructions as well as aggressive strategies are interepted to be similar with reference to the results obtained fom all research tools which are teachers and learners questionnaires and classroom observation.

2.3.2. Effective Classroom Management Strategies Used by Teachers

In addition to what has been mentioned above ,we found out that teachers use a number of strategies,but they focus on some since they view them more effective to manage their classrooms.Based on the results presented in the research instruments used , these strategies are classified from the most effective to the least : (1) use of body language which refers to eye-contact,proximity,and walk -around techniques ;(2) state of clear rules and instructions ;(3) use of non aggressive strategies ;and (4) seating charts.

2.3.2.1. Using Body Language

The three research tools showed that teachers of secondary school manage their classroom , using non-verbal communication techniques such as body language.The observed teachers worked over to reduce disruptive behaviors by making an eye contact with pupils,using physical proximity,or walking around the room.This can be due to the effectiveness of this strategy,which improves learners'misbehaviors.This finding goes with the view of Good and Brophy (1991),who claimed that the teacher can use body language as a very effective strategy to eliminate unacceptable behaviors as quickly as possible.

Moreover,teachers' frequent use of   eye contact,proximity,and walk around strategies is effective for many reasons.Forinstance,it helps teachers to keep the classroom under control,becloser to learners and build relationships with them,and to move around the room freely ,encouraging pupils to meet their personal needs.This result agrees with what Kruger and Muller(1990) suggested three effective strategic techniques to improve pupils'misbehaviors.They are eye contact, physical proximity,and gestures.

2.3.2.2. Stating Clear Rules and Instructions

Despite the crucial role of this strategy in managing the classroom ,it did not take the first rank as the most effective classroom management strategy.This can be due to the teacher's focus on dealing with pupils'misbehaviors.Teachers and learners have positive reaction to the importance of stating clear rules and instructions since they are the guides to classroom behavior.This result was confirmed in the classroom observation sessions we attended with teachers.Therefore,making sure that the learners understand what is expected of them is necessary before the teacher will run the classroom smoothly.

2.3.2.3. Using non Aggressive Strategies

Concerning the use of non aggressive strategies such as exiting ,humilating , and punishing pupils ,teachers showed a negative attitude towards them.Also,the results from the questionnaires revealed that learners liked to build kind relationships with their teachers because they wanted their teachers to be closer to them as their parents.Teachers as well liked the idea of communicating with parents about how to improve pupils behaviors inside and outside the classroom to become good citizens.This finding supports the view of Collins (2007) ,who pointed out ''as teachers,I believe it is our responsibilty to help our students become good citizens in addition to teaching them the academic areas ''(p.11).This means that it is the teacher's responsibility to go over the rules and expectations with pupils ,for example,the pupils will be expected to be respectful to one another as good citizens.

2.3.2.4. Seating Charts

The organization of the classroom is of great importance,because the room organization may make the classroom more attractive.Fred Jones (2000) reported that"a good chart seating is the cheapest form of classroom management ;it is discipline for

free".This shows that seating chart is an easy process through which learners and teachers contribute to classroom management.The vital role of seating charts was supported in learners' and teachers' questionnaires as well as the observation sessions that we attended with teachers.

Recommendations

Based on the findings that stemmed from this study, the following recommendations can be made:

- ➢ Creation of a good teacher-student's relationship is essential because successful classroom management depends on teachers' ability to establish a warm relationship with learners.

- ➢ Teachers should Keep learners'parents lines of communication open all the time.

- ➢ Teachers should give sufficient time to each student in the classroom.

- ➢ Teachers should implement strategies of classroom management very carefully and efficiently.

- ➢ Teachers should consider their management style which mainly focuses on classroom management.

- ➢ Teachers should vary in using their management strategies so that, a better classroom will be ensured.

General Conclusion

Classroom management is a major problem which has been discussed by many researchers because of its great importance.Nearly all researchers agree that classroom management strategies are the techniques that teachersuse to manage classroom behavioral problems, space, time, and materials.Based on this concern, this research study primarily aimed at investigating the effective strategies that teachers of secondary schools use to manage their classrooms.

Apart from the general introduction and this general conclusion, this study encompassed two main chapters. The first one is divided into two sections. The first section has been devoted to deal with the theoretical overview about classroom management, including its definition, its importance, its approaches, its various styles, as well as some rules, procedures, and instructions in managing classrooms. The second section, however, has elaborated on the effective strategies that teachers use to manage their classrooms. On the other hand, the second chapter consists of three sections. The first section has concerned with the presentation and analysis of the results obtained from the three administered research tools: the learners' questionnaire, teachers' questionnaire and classroom observation.

The results obtained from the current research tools have revealed that teachers of secondary schools highly adopt some effective strategies such as using body language (e.g. use of eye contact, proximity, and walk-around) and stating clear rules and instructions.However, other strategies, namely signing a classroom contract and accessing to teaching aids such as the data showare neglected.Additionally, as far as inquiring about learners' attitudes are concerned ,the results obtained from the questionnaire reveal that pupils have a negative attitude towards aggressive strategies, for example, exiting,

humilating, or punishing them.These findings are supported by teachers' responses ; most of the responses showed that what a teacher seem to dislike is answering many questions during the session because such intervention may affect lesson progression.

Therefore, it is possible to conclude that the findings above could be evidence on this hypothesis « if secondary school teachers use effective classroom management strategies, they will manage their classrooms better».These are some strategies that were identified as effective: use of body language, clear rules and instructions, andnon aggressive strategies.They have been considered so effective to manage both behavioral and instructional problems. However, it should be aknowledged that teachers need to be trained for better classroom management, using various strategies with regard to the styles they follow.

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Appendix A

Learner's questionnaire

Dear learner

This questionnaire is part of a research work. It aims at investigating effective classroom management strategies that teachers of secondary school use inside the classroom.

Read each question carefully, then tick (√) the appropriate box (es) and make full statement whenever necessary.

Section one: Background Information

1- What is your age?

    15-17 ☐   18-20 ☐   21-23 ☐   More ☐

Section two: Students' Perceptions towards Classroom Management

2-How does the classroom look like?

- Quite ☐
- Clean ☐
- Uncomfortable ☐

3- Does the physical environment (classroom seating i.e., the table's arrangement) make you comfortable?

    Yes ☐   No ☐

4- How could you describe the relationship between the teacher and pupils?

- Kind ☐
- Cold ☐
- No relation ☐

5-As a learner, do you have a central role in classroom?

Yes ☐   No ☐

6- Does your teacher give you equal opportunities to contribute in managing the classroom effectively?

Yes ☐   No ☐

7- Does the teacher encourage you to find solutions for discipline problems?

Yes ☐   No ☐

8- Do you respect the rules established by the teacher to manage the classroom?

Yes ☐   No ☐

9- Does your teacher set clear rules and instructions to make you feel motivated?

Yes ☐   No ☐

Section three: Students' Perceptions towards Effective Classroom management Strategies

10-Does your teacher use group work activities?

Yes ☐   No ☐

11- Which one of the following does your teacher focus on?

- Explains how to use text books ☐
- Uses funny techniques ☐
- Has control on the classroom ☐

12 –Do teacher's positive rewards (praise) encourage you to provide more feedback?

Yes ☐   No ☐

13-Is signing a classroom management contract with the teacher helpful to know and respect the rules?

Yes ☐   No ☐

14- How often does your teacher interact with you about these issues?

How often…	Always	Often	Rarely	Never
a-Disruptive classes				
b-Interests and talents				
c-Active class participation				
d-Low achievement				

15- Does your teacher expel you outside the classroom when disturbing him?

Yes ☐   No ☐

16- Which strategy (ies) does your teacher prefer to keep you involved in the classroom?

- Greetsyou as you enter the classroom ☐
- Givessincere praise ☐
- Circulates the classroom ☐
- Uses lower voice ☐

17- Which of the following strategies does your teacher focus on?

- Explains textbooks clearly ☐
- Treats students equally ☐
- Respects different cultures ☐
- Understands the subject matter very well ☐

Thank youfor your collaboration

Appendix B
استبيان التلميذ

عزيزي التلميذ,

يعد هذا الاستبيان جزءا هاما لإتمام البحث العلمي و الذي يهدف الى التعرف وتحديد اهم التقنيات

الفعالة التي يعتمد عليها الاستاذ في تسيير القسم .تفضل عزيزي التلميذ بقراءة الاسئلة ادناه بعناية.

للإجابة بصحيح ضع العلامة (√) فيالخانةالمناسبةاواعطاءاجابة كاملة اين يستلزم ذلك.

الفصل الاول : معلومات عامة

س₁: ما هو جنسك؟

ذكر ⬜   انثي ⬜

س₂: كم عمرك؟

17-15 ⬜   20-18 ⬜   23-21 ⬜   اكثر ⬜

الفصل الثاني: اراء التلاميذ حول عملية تسيير القسم

س₃: كيف يبدو لك القسم دوما؟

هادئ ⬜

نظيف ⬜

غير مريح ⬜

س‍₄: ما نوع العلاقة التي تربطك بالاستاذ؟

جيدة ☐

سيئة ☐

لا توجد اي علاقة ☐

س‍₅: كمتمدرس هل تلعب دورا رئيسيا في تسيير القسم؟

نعم ☐ لا ☐

س‍₆: هل يمنحك الاستاذ كباقي التلاميذ فرصا متكافئة للمساهمة في تسيير القسم؟

نعم ☐ لا ☐

س‍₇: هل يشجعك الاستاذ لإيجاد حلول لمشاكل الانضباط داخل القسم؟

نعم ☐ لا ☐

س‍₈: هل تحترم القوانين والقواعد الموضوعة من طرف الاستاذ للحفاظ على التسيير الحسن للقسم؟

نعم ☐ لا ☐

س‍₉: هل يضع الاستاذ قواعد واسسا واضحة لإنجاح عملية تسيير القسم؟

نعم ☐ لا ☐

س‍₁₀: هل يدعم الاستاذ العمل الجماعي؟

نعم ☐ لا ☐

س11: اي من التقنيات التالية يركز الاستاذ عليها لضمان التسيير الحسن للقسم و من ثم بلوغ الاهداف المسطرة؟

شرح كيفي حول عملية استعمال الكتاب المدرسي   ☐

الاعتماد على طرق تعليمية مسلية   ☐

التركيز على الدور التسلطي داخل القسم   ☐

س12:   هل يعتمد الاستاذ على التعزيزات الايجابية (المدح) لتثمين جهودك داخل القسم؟

نعم   ☐   لا   ☐

س13:   هل التوقيع على اتفاقية مع الاستاذ في اطار عملية لتسيير القسم يساعد على معرفة القواعد والقوانين واحترامها؟

نعم   ☐   لا   ☐

س14: هل يستنجد الاستاذ بالآباء اثناء عملية تحديد ووضع القواعد والقوانين الخاصة بنظام وتسيير القسم؟

نعم   ☐   لا   ☐

س15: هل يتطرق الاستاذ للحديث معك حول المواضيع الخاصة بعملية تسيير القسم؟

نعم   ☐   لا   ☐

س16: اي من التقنيات التالية يعتمد عليها الاستاذ للحفاض على تفاعلك الايجابي داخل القسم؟

القاء التحية فور دخولك القسم   ⬭

استعمال صوت منخفض اثناء ملاحظة سلوك غير سوي   ⬭

السيطرة على القسم (دوران مستمر)   ⬭

س17: اي من التقنيات التالية يركز عليها الاستاذ لضمان تسيير فعال للقسم؟

شرح واضح حول كيفية استعمال الكتاب المدرسي   ⬭

تحقيق مبدا العدل والمساواة بين التلاميذ   ⬭

القدرة المعرفية لتدريس المادة   ⬭

Appendix C

Teacher's Questionnaire

This master thesis deals with the effective classroom management strategies that teachers implement in secondary school. Hence, the aim is to identify and analyse the main strategies that enable teachers to manage their classes effectively. This research may suggest new ways that help teachers to solve problems and maintain discipline inside classroom .Your collaboration of the main heading points will guide this study to the right direction. Answering this questionnaire would be of great help .Please, mark (√) the appropriate box (es) or give full answer (s) where the gap provided.

Thank you very much for your collaboration

Section One: Background Information

1- Indicate your gender: male ☐   female ☐

2-How many years have you been teaching English?

1-2 years ☐   6-10 years ☐   11-15 years ☐   16-20 years ☐

Section two: Teachers' Perceptions towards Classroom Management
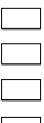
3- What is the goal of classroom management?

- To prevent disruptive behavior ☐
- To consume the time appropriately ☐
- To maintain order and control inside the classroom ☐

4-What kind of relationship do you have with your pupils?

- Warm ☐
- Punitive ☐
- Bad relation ☐

5-Do you set objectives for each activity?

Yes ☐ No ☐

6- What is the effective role of an EFLteacher?

- Guide ☐
- Controller +Guide ☐
- Guide +manager ☐
- Friend +manager ☐
- All of them ☐

7-How would you react when a student asks too many questions interrupting you during the lesson?

- You answer him /her directly ☐
- You wait until the end of the session ☐
- You avoid answering these questions ☐
- Others ☐

8- In your opinion, do you think that the Algerian administration helps teachers in managing the classroom?

Yes ☐ No ☐

Section three: Teachers' Perception towards Effective Classroom Management Strategies

9- Do you let pupils choose their seats freely?

Yes ☐ No ☐

10- In managing disruptive behaviors, which strategy (ies) do you think is (are) effective?

- Using proximity ☐
- Exiting pupils from the class ☐
- Givingpieces of advice ☐
- Siging a contract which includes the rules established by the ☐

teacherat the beginning of the school year

- Others

11-Do you have an authoritarian role?

Yes   No

12-Do you use questioning as a strategy to make pupils more engaged in classroom?

Yes   No

13-How often do you use gestures (eye contact) to convey and explain meaning in the classroom?

- Always
- Sometimes
- Rarely
- Never

14- Is silence an appropriate strategy to get students' attention?

Yes   No

Appendix D

Observation Scheme

Categorie	Effective Classroom Management Strategies	Teacher 01		Teacher 02	
		Yes	No	Yes	No
1-Classsroom Environment	1-Using proximity; teacher stands by students' desk to stop talking instead of singling them out 2- Walking around the class freely(tables' arrangement 3-Easy access to the teaching aids(e.g:Data show)				
2-Instructional Strategies	4- Clear rules and instructions for doing a specific task 5- The teacher as a manager 6-Body language(e.g. eye contact or silence)				
3-Rules and Procedures	7- Stating the objective for each activity 8- Making transitions successfully from one activity to another 9-Communicating informally with students(teachers as parents)				

4-Pupils' Behaviours	10- Handle disagreement with respect 11- Aggressive strategies towards misbehaviours e.g. exiting ,humiliating ,or punishing 12- Stop instructions(Silence)			

Résumé

Les études et les recherches scientifiques imposent aux enseignants d'adopter largement des règles et des stratégies pour obtenir une gestion efficace des classes et de comportement des apprenants.L'objectif primordial de cette étude est assuré une bonne gestion de la classe. Cette étude nous a permis de répondre sur la problématique suivante *:* *Est-ce que les enseignants au niveau secondaire utilisent des stratégies efficaces pour gérer leurs cours ou non ?* Cette étude est centrée aussi sur d'autres stratégies que les enseignants peuvent utiliser pour maitriser leurs classes .Pour atteindre les objectifs de cette étude, deux questionnaires ont été adressés aux cinquants sept apprenants, et huit enseignants de deux lycées de Hasnawi Moukhtar Ben Mekhlouf et Terkouch Ahmed à Jijel.Ainsi,une observation en classe a été mise en place avec deux enseignants au lycée Hassnawi Moukhtar. Enfin, les résultats obtenus montrent que les enseignants gérent leurs classes efficacement grâce à l'application du language corporel, aux régles et aux instructions claires. En outre, certaines stratégies ont évité, telle que les comportements agressifs parce qu'ils sont inefficaces.

ملخص

حددت معظم الدراسات العلمية على نطاق واسع حاجة الاساتذة لمعرفة قواعد ، تقنيات و استراتيجيات مختلفة لتنظيم القسم وتوفير بيئة فعالة للتعليم والتعلم الى جانب التعامل مع المشكلات السلوكية داخل القسم. يتحدد هدف هذه الدراسة الحالية في البحث على اهم الطرق والتقنيات الفعالة التي من خلالها يضمن اساتذة التعليم الثانوي ادارة حسنة للقسم ويتحقق ذلك بالإجابة على التساؤل التالي : هل يستخدم أساتذة التعليم الثانوي استراتيجيات فعالة اثناء ادارتهم للقسم ام لا؟ للتحقق من هدف هذه الدراسة ومن صحة الفرضية الموضوعة والمتمثلة في: « ان استخدام الاساتذة لطرق وتقنيات فعالة ، يسمح لهم بإدارة وتنظيم اقسامهم بشكل ناجح وفعال ، تم تصميم وتوزيع استبيانين في كل من ثانوية حسناوي مختار و ثانوية ثرخوش احمد بجيجل: وزع الاول على 57 تلميذ اما الثاني قدم ل 8 اساتذة. الى جانب هذه الاداة البحثية ، تم اجراء مراقبة صفية مع اثنان من الاساتذة حول طريقة تسييرهم وادارتهم للصفوف. وقد تمت هذه المراقبة في ثانوية حسناوي مختار. وفي الاخير يمكن القول ، ما كشفته نتائج هذه الدراسة ان الادارة الناجحة للقسم ترتبط بمدى فعالية التقنيات المعتمدة من طرف الاستاذ داخل القسم. من اهم الامثلة على هذه الاستراتيجيات الفعالة نذكر : استخدام لغة الجسد ، اعطاء تعليمات وقواعد واضحة ، ايضا ما تبينه النتائج تجنب الأساتذة استعمال بعض من الاستراتيجيات ابرزها الاستراتيجيات العدوانية .