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Classroom Management: Teachers' Strategies to Get their Students In and Out
The Case of Teachers of First year Students in the Department of English,
Mouloud Mammeri University of Tizi Ouzou

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Dedication

To my beloved ones!

Nadia

Abstract

The present study is concerned with classroom management: teachers' strategies to get their students in and out. Through this research, we attempt to examine the effect of classroom management in enhancing student's achievement and their engagement during the learning process. This research is centered on three objectives. First, it studies whether EFL teachers of the department of English at University Mouloud Mammeri of Tizi-Ouzou implement the classroom management strategies proposed by Smith and Laslett (1993). Second, it aims to explore the extent to which teachers of the department of English at MMUTO are aware of the importance of greeting students in managing classrooms. Third, it strives to explore whether teachers end up lessons before dismissing the class. To reach these aims, the mixed-methods approach was adopted using both qualitative and quantitative method for collecting and analyzing data. For the collection of data, we opted for the use of three instruments; a questionnaire administrated to twenty six (26) teachers of first-year students, fifteen 15 classroom observations with a check-list of fourteen (14) items and a structured interview conducted with seven (7) teachers. This study is build around the theoretical framework of Smith and Laslett (1993). The findings resulting from the teachers' questionnaire have shown that teachers of the department of English at MMUTO end up lessons before dismissing the class. In addition, the results of the teachers' interview have revealed that teachers of the department of English at MMUTO implement the classroom management strategies proposed by Smith and Laslett. As for, the findings of the oral observations, they have shown that teachers of the department of English at MMUTO are aware of the importance of greeting students in managing classrooms.

Key words: Classroom management, strategies, greeting, dismissing, ending up lessons, teachers.

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• Statement of the Problem

Nowadays, the English language has gained the status of an international language and it is called “the language of the world”; therefore, teaching the English language has become a vital part of education all over the world and is acknowledged as a passport for better education and employment opportunities. Due to its importance, people attempt to master this language for two main reasons; for business and academic matters. The later is reserved for scholars and students who want to get access to knowledge around the world.

The Algerian university nowadays knows the value of English language as a foreign language; unfortunately, the Algerian students face many difficulties when learning and developing this language, such as: the interference of the mother tongue, lack of motivation, lack of highly-qualified teachers in this field, lack of training in classroom management. For that, EFL teachers have a great responsibility towards their students and they have to find different ways to achieve their students’ needs and objectives.

In the educational field, many constituents indicate that teaching /learning process run well and effective, one of them is classroom management. Indeed, much research already exists to show that teachers struggle with this new method (e.g., Lee & Powell, 2005; Putnam, 2009; Reupert & Woodcock, 2010; Stoughton, 2006; Zuckerman, 2007). Classroom management and strategies to maintain a positive classroom environment have been a topic of interest of many teachers. As far as this topic embodied and characterize all the principles that have relation to teaching, in the sense that each teacher should follow these principles in order to succeed in his/her career and sense we are future teachers, we feel ourselves concerned that why we choose this topic.

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Classroom management is the set of actions and strategies that teachers use to maintain order and manage effectively their classes. MC Creary (2013, p05) define it as: "*the methods and strategies an educator uses to maintain a classroom environment that is conducive to student's success and learning*". Brophy (2006, p17) present a similar definition, according to him "*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 lessons and engagement in activities*". That is to say, classroom management refers to actions, methods and strategies used by teachers to create an enjoyable atmosphere.

According to Akpakwu (2008) classroom management is the most neglected area in school, and the success or failure of any teaching and learning process depends to a large extent on the way classrooms are managed. In other words, failing in managing classes affect negatively on students' academic performance. In addition, there are some teachers who continue to struggle with classroom management and fail to develop a positive relationship with their students. Marzano, Pickering, and Pollack (2001) share the same view. They state that to effectively teach their students, teachers need to use effective classroom management strategies, implement appropriate instructional strategies and design a strong curriculum. By doing that, they can positively impact on students' behaviors and decrease aggressiveness between students (Bonner 2010).

Research has found that teachers who develop respect, care and positive relationships with students tend to also have good classroom management (Beaty-O'Ferrall, M. E., Green, A., & Hanna, F., 2010, Marzano, 2003, Baker, 1999). In other words, developing a positive classroom management is the main method for maintaining good classroom management. In

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this vein, classroom management is one of the major roles played by teachers because it determines teaching success.

The teacher plays a centered role on the improvement of his/her learners' level through his/her applied strategies and efforts; and he/she should provide best learning environment, so that students can learn easily. Thus, the appropriate role of teachers is to plan a manageable and applicable classroom management and help students to improve their needs. Especially, EFL teachers often encounter several difficulties in managing classrooms and they have a great responsibility towards their students. So, they are required to possess a number of effective strategies to find out how to overcome these obstacles. Classroom management is the most effective techniques used by teachers to create and maintain an enjoyable environment that promotes students' achievement.

The literature cited above reveals that the subject of classroom management has been the interest of various researchers. Studies such as: the work conducted by Charlotte Nasey (2012), who has tackled "the use of classroom-based management strategies by teachers in New Zealand". As for Ananda Khatri (2012), she has investigated "classroom management techniques used by ELT teachers". "Classroom management: research for beginning teachers" is developed by Darci Borden (2013). However, classroom management strategies used by teachers to get their students in and out has never been conducted in MMUTO context. This under- investigated area is going to be the purpose of this study.

Aims and Significance of the study

The overall aim of this study is to explore the use of classroom management strategies by first year teachers in the Department of English at MMUTO and to suggest solutions and techniques that will help teachers who struggle with classroom management.

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This research study will highlight the impact of classroom management on students' achievement. It seeks to investigate through a questionnaire, an interview and a classroom observation, whether EFL teachers of the Department of English at MMUTO implement the classroom management strategies proposed by Smith and Laslett (1993). Besides, it attempts to determine the extent to which EFL teachers of the Department of English at MMUTO are aware of the importance of greeting students in managing classrooms. In addition, it aims to explore whether teachers of the Department of English at MMUTO end-up lessons before dismissing the class.

Furthermore, the significance of this investigation lies in the fact that it is the first research that investigates classroom management strategies at the level of the Department of English at MMUTO. Therefore, it is hoped that this work will propose the most appropriate strategies that should be implemented by teachers. The research aims to be useful not only for teachers, or students, but to anyone who desires to undertake similar or further studies on the same issue.

• Research Questions Hypotheses

To investigate the issue, the following research questions are raised:

- 1-** Do EFL teachers of the Department of English at MMUTO implement the classroom management strategies proposed by Smith and Laslett (1993)?
- 2-** To what extent are EFL teachers of the Department of English at MMUTO aware of the importance of greeting students in managing classes?
- 3-** How do EFL teachers of the Department of English at MMUTO end-up lessons before dismissing the class?

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In an attempt to answer the questions above, the following hypotheses are set:

H1-EFL teachers of the Department of English at MMUTO implement the classroom management strategies proposed by Smith and Laslett (1993).

H2- EFL teachers of the Department of English at MMUTO are aware of the importance of greeting students in managing classrooms.

H3- EFL teachers of the department of English at MMUTO end up lessons before dismissing the class by restating the main content of the lesson, asking brief questions and providing extra activities.

Research Techniques and Methodology

This work adopts the mixed methods approach as methodology. This means that the research uses both quantitative and qualitative methods for the collection and analysis of the data, given that it intends to examine classroom management: teacher's strategies to get their students in and out. This will guide in providing appropriate strategies for managing classrooms.

A questionnaire is used to investigate whether or not teachers are aware of the effective techniques to be implemented .As for the teachers' interview; it is used to obtain their views about classroom management strategies. The Use of classroom observation aims at extracting and analyzing the daily classroom situations, it helps to collect data in the field and find out the difficulties that teachers face in managing their classes.

• Structure of the Dissertation

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The present dissertation is structured following the traditional simple type that consists of a general introduction, four chapters, and a general conclusion.

The introduction presents the background of the study, the issue addressed by the study, the aim and significance, and the organization of the dissertation.

The first chapter consists in reviewing the main theoretical framework upon which this study is based. It explores the work of *Colin j. Smith and Robert Laslett* in relation to “*effective classroom management*”, as well as, the norms and concepts related to this work. The second chapter, entitled “*Research Design*”, introduces the data collection and the analysis procedures. It gives a description of the research design, the research instrument, and the data gathered from the field.

The third chapter is labeled “*Presentation of the Findings*”; it presents the data gathered from the research tools and analyses statistically. The fourth and last chapter is named “*Discussion of the Findings*”, and it serves to discuss the outcomes included in the previous chapter, trying to provide answers to the research questions. The general conclusion provides an overall summary of the different points tackled throughout the research, indicates the limitations of the study, and makes suggestions for further research.

Review of The Literature

Introduction

This chapter is designed to review the literature that revolves around the topic investigated in the present research: Classroom management: teacher's strategies to get their students in and out. The first part provides some definitions of classroom management and the importance of effective classroom management in promoting an effective learning process .It explains the relationship that exists between classroom management and discipline. Besides, it explores the goals of classroom management. Also, it tackles classroom management strategies by focusing on those suggested by **Dunbar** (2004). In addition, it illustrates the critical role of teachers in EFL classrooms .The last part, it presents **Smith's and Laslett's** (1993) work on classroom management that will serve as a theoretical framework for the present study.

I.1. Definition of Classroom Management

The topic of classroom management is treated in a large body of literature in the field of educational research. Many researchers offer their academic career to improve classroom management and numerous books have been written on the topic. Although; classroom management has been heavily studied, research continues to work on identifying classroom management principles, specific strategies or skills (Damme et al. 2016).

In contrast to the past literature on classroom management, recent literature on this topic has moved away from conceptualized classroom management as completely discipline or behavior oriented and has incorporated areas such as student teacher relations, creating positive and supportive environment, and developing communities through the classroom. (Evertson & Weinstein, 2006; van Jones et al. 2013; Tartwijk, den Brok, Weldman, &

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Wubbels, 2009). In other words, classroom management encompasses aspects which go beyond the traditional ideas of discipline and behavior management in the classroom.

Classroom management is a broad topic that generally describes a group of strategies that seek to establish and maintain an orderly environment so students can engage in meaningful academic learning (Evertson & Weinstein: 2006). Moreover; Evertson and Weinstein (2006) referred in their definition of classroom management to the "*actions teachers take to create a supportive environment for the academic and social emotional learning of students*". That is to say, the actions teachers take to create an environment that supports and facilitates both academic and social-emotional learning. Wong and Wong define classroom management as "*All the things that a teacher do to organize students, space, time, and materials so that instruction in content and student learning can take place*".

Through the definitions, we understand that teachers have a crucial role in the class such as manager, guider, facilitator, and controller. Teachers need to implement classroom management strategies and to be effective in using these techniques, as starting from greeting students to concluding the lesson and dismissing the class. These strategies help both teachers and students to work effectively.

In addition; one popular strategy for maintaining good classroom management is the development of positive teacher – student relationships. A good and supportive relationship is needed in order to create a safe environment and give students confidence to work without pressure and become motivated to learn; students feel motivated and stimulated to learn and actively collaborate with the teachers when the classroom is running in a safe and supportive environment. However; this relationship affects the quality of students' motivation to learn and classroom learning experiences. Extensive research on student teacher relationships and classroom management has shown that positive and supportive relations can contribute to a

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well-managed classroom environment (Pianta, 2006; Evertson and Weinstein, 2006; Thijs, Koomen, & Leij, 2008; Emmer & Gerwels, 2006).

To sum up, classroom management, then, refers to the actions and strategies teachers implement to solve the problem of disruption or misbehavior. Indeed; classroom management includes many different skills as including the way teacher arranges the classroom, establishes classroom rules, responds to misbehavior, monitor students activity , selects rewards and reinforcement in order to maintain a caring, supportive, efficient and productive learning climate, as well as to promote students performance

I.2. The Importance of Effective Classroom Management

Classroom management is the core of teaching and learning in educational setting which refers to all things that a teacher does to organize students space, time and materials so that to achieve positive educational outcomes. Therefore, classroom management has an important role in teaching because it helps teachers to organize classrooms and manage the behavior of their students. According to Emmer and Stough (2001, 09): "*the ability of teachers to organize classrooms and manage the behavior of their students is critical to achieving positive educational outcomes*". That is to say, managing the behavior of students has an impact on their academic achievement. As it is stated by Marzano and Marzano (2003, p01): "*well managed classrooms provide an environment in which teaching and learning can flourish*". This means that in a successful classroom management, teachers establish an enjoyable environment in which teaching and learning process will increase.

On the other hand, Berliner (1986, p05) claimed that "*teachers who have problems with behaviors management and classroom discipline are frequently ineffective in the classroom*". In other words, an effective teacher changes student behavior and affects their

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achievement positively. In this vein, research studies indicate that effective classroom managers can be distinguish from ineffective classroom management on the basis of the skills and strategies that teachers implement to provide suitable environment capable of reducing behavior problems (Nolan,1991,Lemlech,1988,Jacobson,Eggen&Kauchak,1989).

Following these mentioned ideas we can say that; classroom management is not a gift that all teachers can have easily, it is a skill that can be gained through training and many years of experience in the field (Basich, 2006); This means that, the educational level of the teacher is another factor which may contribute to the improvement in the effectiveness of classroom management (Brown, 2009; Cambell, 1996; Hoy&Woolfolk, 1993). This means that, there is a huge difference between an experienced teacher who gathers experiences all along his/her career and a teacher who does not received any training in English.

To sum up, effective classroom management encourages positive teachers students relationship, creating a relaxing atmosphere, active engagement and raising motivation; maintaining order in the classroom is an important part of classroom management as the students will focus on instructional tasks and there will be little disruption .i.e. when teachers employ an effective classroom management strategy, they can positively impact on students behavior and decrease aggressiveness between students which will lead logically to an improving in their academic performance.

I.3. Classroom Management and Discipline

Classroom management and discipline are identical, but they are distinctly different terms and should not stand them together as if they were synonymous. That is to say, classroom management needs to be differentiated from discipline. According to Bellon (1992) : "*classroom management and discipline are often used interchangeably* ". Further;

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classroom management can be defined as Brown (2003) said: "*classroom management is teachers' strategies that create an orderly environment; whereas discipline means teachers' response to student' misbehavior*". That is to say, classroom management is related to teachers' strategies while, discipline is associated to teachers' reaction to misbehaving students.

Classroom management deals with how things are done in the classroom and it is the teachers' responsibility. Whereas; discipline is a part of classroom management, which focuses on misbehavior, and it is the responsibility of the students; it involves teachers' response to students' misbehavior such as talking inappropriately and leaving desks without permission.

I.4. The Goals of Classroom Management

The aim of classroom management is to flourish teaching and learning process in which teachers and students benefit from it. In other words, in well managed classrooms teachers could work effectively and easily. They maintain a positive learning environment, relatively free of behavior problems where lessons will run smoothly and students' achievement will increase effectively. Thus; the aim of classroom management is to maintain a positive and productive learning environment.

Another important goal has been outlined by Tak and Shing (2008, p64), they pointed out that "*the goal of classroom management is not to control students but to prepare them to become self - disciplined*". According to Eggen and kauckak, classroom management has two main goals. First, it seeks to create a positive environment and develop students' sense of responsibility and self-regulation in maintaining classroom management.

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The first goal is about creating a comfortable atmosphere where learning continues without interruption. Moreover; the positive environment could let students interact effectively and work in useful conditions.

The second goal they presented during their views is about promoting and developing students ' sense of responsibility and self-regulation in maintaining classroom management, and this by allowing students to help teachers in managing the class and making them feel responsible for their behaviors. This means, students take the responsibility of their misbehavior in the class then they are asked to help their teachers in managing the classroom.

I.5. Classroom Management Strategies

Classroom management strategies are tools, techniques and methods that a teacher uses to help in creating a safe and conducive classroom atmosphere in order to promote effective learning outcomes. It has been a topic of interest for many teachers who struggle with classroom management and fail to develop an effective classroom environment. As a result; many researchers have designed a model of strategies according to their findings; in addition, each teacher has his/her own style of teaching and his/her own strategies to implement in managing classes to prevent misbehavior and to encourage students' achievement.

According to Dunbar (2004; p41-60), there are "*four strategies for classroom management*" which are: creating an effective learning environment, creating a motivational environment, making every minute count and keeping everyone engaged.

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I.5.1. Creating an Effective Learning Environment

Creating and implementing a learning environment means a careful planning since day one at school, the learning environment envisioned in both physical space and cognitive space; this means that, teachers create a place where all students feel comfortable, a place where there is a mutual respect between them and a place where everyone can develop and do their best. This strategy is devoted to three elements which are:

I.5.1.1. Seating Arrangement

According to Ronald Partin (2009, p22):

The physical arrangement of your classroom can influence your students' behavior and learning. The placement of desks can influence traffic flow, student interaction, as well as noise, attention, or disruption levels. The impact of the room arrangement is too important to leave to chance.

That is to say, the physical environment of the classroom is of great importance because changing the layout may make the classroom more attractive place to study since it may also make cooperative work to reduce stress within the classroom and facilitate learning because the room should be arranged to ensure that all students can see well, there are no obstruction, the lighting is adequate and when students move around they do not interfere with other students.

The teacher's desk should be positioned so that the teacher can monitor the activities of all students. In addition, the teacher should arrange the seating of the disabled students. For example; if the teacher knows that in his or her class includes students with disabilities such as those with poor vision, hearing impairment; so, it is the responsibility of the teacher to provide the first seats for such students. Thus; the physical arrangement of the classroom can serve as a powerful setting event for providing effective instruction and facilitate teaching and learning process.

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I.5.1.2. Climate Setting

The teacher greets students at the classroom door and tells them what to do at the beginning of the session. Ronald Partin (2009, p31) noted that: "*On the first day, greet all students at the door with a smile and tell them where to sit. You might have a seating chart on the overhead with their names placed on their assigned seats*". For example, on day one, the teacher introduces himself, asks their names, and assigns their seats. On day two, the teacher greets students by name whenever possible and indicates what they are going to do as soon as they get to their seats, teacher have to learn every student's name and something about each student as quickly as he/she can.

In addition; the teacher clearly communicates objectives, gives simple instructions and structures lessons to accommodate students' knowledge and skills. Then, he/she ends the class with a routine that summarizes the day accomplishment, he/she reminds students what they need to do and what to prepare for the next day, he/she has to ensure materials are put away and he/she should leave the room clean.

I.5.1.3. Lesson Planning

Lesson planning is an important task for the teacher. The best classroom management strategy is to plan an interesting lesson that meets all students' learning needs and interests. So; the effective teacher needs to set learning objectives, select content, preparing teaching and learning materials and design interesting activities. Ronald Partin (2009, p154) claimed that "*Lesson plans tell you what you will be doing and what your students will be doing. Lesson plans also help identify the resources, including time, needed to accomplish these activities*". Planning an effective lesson helps the teacher to accomplish his/her objectives, to

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select the materials needed and to plane the activities as also managing time to finish these activities.

I.5.2. Creating a Motivational Environment

Create an attractive, enriched, safe and comfortable environment that impact students and motivate them to work more in order to improve their skills and levels. According to Jones (2007) and Savage (1999) :*"the classroom environment has proven to change and influence behaviors among students"*. This means that, an effective environment encourages students to work easily. Teachers should develop lessons at a level that challenges their students but not too difficult or confusing, they give clear directions and ask students to repeat the directions, and they use positive rewards and positive feedback to praise good work and behavior such as: "great idea ", "good job", "fantastic".

The most important role of teachers is their abilities to stimulate learning and create an inner desire and incentive for the students to learn. Therefore, motivation becomes the basic component of classroom management strategies and it is used to maximize the students' effort and guarantee positive outcomes.

I.5.3. Making Every Minute Count

The purpose of time is believed to be an essential strategy of classroom management. Through poor preparation and planning, a teacher can consume more time on non instructional activities. The management of classroom time is a complex and difficult task for teachers because it is not easy to manage time, as there are teachers who extend more time in explaining rules and procedures and managing misbehavior problems and they lose time in implementing appropriate strategies. Indeed, Ronald Partin (2009, p96) affirms that *"Trough*

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poor preparation and planning, a teacher can consume more time on non instructional activities". So, lesson planning helps teachers to gain time because the course is designed. Therefore, teachers have to begin on time and end in time; in other words, at the end of the period , teachers clean up the room and give assignments to their students then when they are ready they dismiss the class and they do not let the bell dismiss the class .

I.5.4. Keeping Everyone Engaged

One of the basic techniques in classroom management is to keep everyone engaged during the learning process, such strategy is important since it calls for critical thinking skills and this tool develops students' performance. A teacher push students to get involved by asking them a question and waiting three to five seconds, then call on a student which means that wait time encourages more thoughtful responses and allows slower and quicker students to respond.

I.6. Ritz's (2014) Model of classroom Management Strategies

According to Hanke Korpershoek (2014, p08):"*mastering effective CMS is a basic competence for all teachers*". Classroom management strategies are skills that every competent teacher is required to adopt them. Hanke Korpershoek (2014, p12) add that:"*Only when the efforts of management fail should teachers have to resort to reactive, controlling strategies. Therefore, it is important to distinguish between preventive and reactive classroom management strategies. That is, there is a difference between strategies used to prevent behavior problems and strategies used to respond to problem behavior*". That is to say, there are two other strategies for classroom management that are implemented to prevent or to react to behavior problems such as punishment which is a reactive strategy and it happens after the behavior; positive teacher students relationship is considered a as preventive strategy and it

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occurs before the behavior. In addition; classroom management tends to be organized under two other types of strategies: Proactive and reactive.

I.6.1.Proactive Strategies

The focus of this strategy is on the antecedents (i.e. the event that occur before the behavior) and consequences (i.e. the event that occur after the behavior) in attempt to prevent misbehavior. Therefore, proactive strategies are beneficial because they focus on teaching and maintaining students to behave in an appropriate way, through providing praises and attention for desirable behavior while decreasing the behavior to occur in the future (Ritz et al, 2014).

I.6.2.Reactive strategies

The focus of the reactive strategy is on the consequences of behavior rather than the antecedents (Ritz et al, 2014). So, this strategy occurs after the behavior for example, the teacher punishes the talkative students by asking them to answer the question. Researches recommends that utilizing proactive approaches before implementing reactive approaches because they are less intensive and aversive for the students and teacher (Ritz et al, 2014).

To sum up, the purpose of effective classroom management strategies is to maintain a learning environment that promote positive interaction, access to learning and enhance student achievement (Aloe et al, 2014; Emmer, Evertson & Anderson, 1980). Classroom management strategies need to be tailored to each classroom because of student different characteristics, individual differences and student cultural background.

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I.7. The Role of Teachers in EFL Classroom

The findings of numerous studies have shown that teachers play a key role in shaping effective education (Hattie, 2009). The role of the teacher is an important element in creating an effective teaching process. As Jones (1989) highlights that, there are considerable debates over the role of teachers played in creating and maintaining a safe and productive learning environment. In addition; the most appropriate way to achieve an effective classroom management is by having experience in the field and being expert and skillful. So; it is the role of the teacher to create conditions under which learning can take place and managing the classroom effectively. Indeed Marzano and Marzano (2003, p01) note the following:

Teachers play various roles in a typical classroom, but. That surely one of the most important is that of classroom manager .Effective teaching and learning cannot take place in a poorly managed classroom. If students are disorderly and disrespectful, and no apparent rules and procedures guide behavior, chaos becomes the norm. In these situations, both teachers and students suffer. Teachers struggle to teach, and students most likely learn much less than they should.

In other words, the crucial role of the teacher is to manage the classroom as to prepare lessons. In this sense; it is the job of the teachers to provide a structured environment that meets students' personal and academic needs because they are the authority figures in the classroom as they design and implement appropriate lessons, and establish and enforce behavioral guidelines.

Additionally; teachers have to monitor their classrooms and apply consequences for misbehavior and to use punishment only as a last resort; it is the responsibility of the teachers to establish a positive classroom atmosphere where students have an opportunity to develop a sense of self-discipline. As for Riaz (2009) :*"An effective teacher creates conditions of cooperation, discipline, and responsibility both for themselves and for their students"*.

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Effective teachers create conditions of cooperation and optimal learning environment by establishing a caring teacher-student relationship, addressing problems behavior and using quality communication. According to Marzano and Marzano (2003, p03): "*well-managed classroom doesn't just appear out of nowhere .It takes a good deal and effort to create — and the person who is most responsible for creating it is the teacher*". To sum up, successful classroom management depends on how competent the teacher is in managing the classroom so that to involve students' achievement and motivation.

I.8. Colin J.Smith's and Robert Laslett's Framework of Effective Classroom Management

As every research work should rely on a theoretical framework, the present study is based on a plinth proposed in 1993 by the Senior Lecturer in Education Colin J.Smith and the lecturer in education R. Laslett. This framework is called *Effective Classroom Management*, announcing strategies used by teachers to get their students in and out, and these rules serve as strategies of classroom management. Smith and Laslett (1993, p03) affirm that Management as:

The skill in the organization and presentation of lessons in such a way that all learners are actively engaged in learning. This requires an ability to analyze the different elements and phases of a lesson, to select and deliver appropriate material and to reduce sources of friction.

Hence, they provide for teachers a list of rules and strategies to follow in order to well manage the classroom and create an effective learning environment. These rules, for getting students in and out that have been shaped by Smith and Laslett framework, are illustrated as follows:

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I.8.1. Rule one: Get Them In

According to Smith and Laslett (1993), this rule emphasizes the point that a lesson which makes a good start will avoid the difficulties which can arise if pupils are not immediately engaged in useful activity. If teachers are concerned with setting up displays, distributing materials or looking for equipment then there are wide opportunities for doing unproductive activities such as chatter, lazing. However, these activities are often increasing disorder and disruption which leads to disciplinary actions by the teacher who extends time before beginning the lesson. The process of "getting them in " involves three phases such as: greeting, seating and starting.

I.8.1.1. Greeting

Simply by being there before the students arrive then the teacher welcomes students and invites them to enter the room as to make them feel important and they are taken into consideration. Moreover, the teacher has to check if the room is clean, the materials are available and the seating arranged; all these steps will help in creating a safe and comfortable atmosphere.

I.8.1.2. Seating

It is the responsibility of the teacher to seat up the classroom even though the arrangements will vary according to the type of lesson, the type of the activities and the students' health condition (disabled). In addition, it is important to encourage them to sit with their friends in order to promote cooperation and discussing interesting topics. Seating plan helps the teacher to learn and know the individuals names and directing them.

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I.8.1.3. Starting

Starting a lesson smoothly depends on the seating arrangement and turning in the mind of the students, which means engaging students to think actively by starting the lesson with interesting activities that should be relevant in order to reinforce their skills. Warming –up activities of four or five minutes such as providing a short paragraph to read and two or three questions to be answered will be sufficient to establish a calm and positive atmosphere before presenting the content of the lesson.

I.8.2. Rule two: Get Them Out

The second rule of classroom management is based on how the session is closed by the teacher. Experienced teachers prepare effectively a planning of the end of each lesson which creates a transition from one activity to another. However, if the teacher struggles to manage the session effectively, the classroom will be chaotic and noisy and this situation will affect the positive teacher-student relationships.

I.8.2.1. Concluding

The teacher should establish the procedure of focusing on learning which is a difficult task for him to reach as stopping the work of the students and ask them to focus on learning, as if they are still writing or taking notes, collecting book and gathering materials .It is useful to warn them that it will be time to stop and providing for them suitable time to avoid stopping them before finishing their writing. So it is important to manage time by offering time for collecting books, gathering materials, and giving opportunities for some revisions and restatement by reminding the students about the main content of the lesson or by

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presenting a brief question and answer session which will permit the teacher to check students understanding in order to give positive feedback to students and to praise the good work.

I.8.2.2. Dismissing

The method of dismissing a class will vary according to the types of the students. Therefore, the sequence for concluding and dismissing the class should be cleaning up, collecting books and materials, checking up on learning and giving feedback, enjoying a game or other relaxing end to the session. Finally, the teacher supervise the departure of the students and if necessary standing at the door and continue supervision.

Conclusion

The present chapter has provided an overview of the literature that revolves around the topic of the study: Classroom Management: teachers' strategies to get their students in and out. It is divided in two sections. The first section has provided us with the definition of classroom management, illustrating the importance of an effective classroom management. It explores the goals of classroom management. Furthermore, it has also explained the strategies for classroom management to promote effective learning outcomes. Lastly, it has tackled the critical role of teachers in EFL classrooms. As for the second section, it has presented the theoretical framework of Smith and Laslett (1993) underlying the study.

Research Design and Methodology

Introduction

This chapter is methodological; it deals with the research design of the present study that will serve to describe the context of the study, and to give details about the participants under this investigation; furthermore, the techniques and procedure of data collection and analysis used in the current study to answer the research questions asked in the general introduction. It comprises two sections; the first one is named “*procedures of data collection*” which aims to define the research tools used to gather data of this dissertation, including a questionnaire submitted to the English language teachers at the department of English, an interview with teachers and classroom observation. The second part is called “*procedure of data analysis*” and it explains the data analysis methods. Accordingly, the rule of three is used for the analysis of the quantitative data. As for the qualitative data, they are explored by means of the “*Qualitative Content Analysis*”.

II.1. Procedures of data collection

In order to carry out our case study, we opted for a mixed- methods research which involves the integration of both the quantitative and the qualitative tools. The use of quantitative method has allowed us to gather a huge amount of data, and the use of the qualitative method in analyzing the gathered data has given us the possibility to answer the research questions and confirm/ disconfirm the hypotheses.

II.1.1. Setting and Participants

The investigation has taken place in the Department of English at Mouloud Mammeri University of Tizi Ouzou, during the academic year (2018) in a period of four months. The population of the study consists of a representative sample of teachers of first-year level at the Department of English, it could only include the teachers involved in this level; they are

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twenty six (26) and all of them teach more than one module. Thus, they need to use effective techniques to improve their students' skills. The English Department employs more than one hundred (100) teachers, we could not deal with all of them; therefore, we have distributed our questionnaire randomly on the 20th of May, 2018. A second research instrument is teachers' interview, we asked seven teachers to participate and give their personal opinions towards this issue. Finally, concerning the classroom observation, we used it to reinforce the validity of findings.

II.1.2. Sampling Method

The sample of our work is restricted to twenty (six 26) teachers which represents 26% of the whole population (more than 100) who were picked as participants, they were selected randomly to answer the questionnaire.

Random sampling is one of the simplest ways of collecting data from the total population. In which each sample has an equal probability of being chosen. A sample chosen randomly is meant to be an unbiased representation of the total participants.

II.2. Data Collection Instruments

In order to complete this study, we have relied on three instruments because using only a questionnaire as a data collection tool is not enough to get reliable data, since the respondents can answer in a subjective way; in order to make our results more valid we opted for interview and classroom observation as additional tools. A questionnaire is administered for teachers of first year students at the department of English, an interview conducted with seven teachers and the technique of classroom observation is made during fifteen sessions.

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II.2.1. The Teachers' Questionnaire

A questionnaire is an important data collection tool which presents the respondents with a list of questions which permits to gather a considerable amount of data in less time. It is argued by Dörnyei Zoltan (2003) that the questionnaire is the suitable tool for second language research because of time constraints, the researcher's efforts as well as the financial resources.

The designed questionnaire consists of three sections and twenty (20) items; which are classified into: closed-ended items which contain predetermined answers from which participants can choose; the first section is called teachers' experience. The second section is named teachers' attitudes in classroom management. The third section is entitled teachers' involvement towards classroom management. The aim of this questionnaire is to investigate teachers' knowledge and implement of classroom management strategies. In fact to guarantee more reliable data, participants are insured that their answers are anonymous. The questionnaire was administered on the 20th of May, 2018 to twenty six (26) teachers.

II.2.1.1. Piloting of the Questionnaire Addressed to Teachers

In the beginning of data collection phase, we have designed and piloted the teachers' questionnaire. This stage took place on the 20th of May, 2018. We have distributed five (5) questionnaires to teachers of first-year students in the aim of checking the clarity and the understanding of the different question items. Accordingly, this piloting allowed us to modify and clarify some questions and items in the questionnaire so as to make it more comprehensible and easy to answer by the participants.

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II.2.2. The Interview

In our study, we have conducted seven structured interviews with teachers of first-year students between 20th until 24th of May, 2018 in the Department of English at MMUTO. Moreover, the interview contains six open-ended questions (06) which aim to obtain the teachers views on the use of classroom management strategies in the teaching process. An interview is used as an extensive survey which helps to complete the results gathered through the questionnaire. It is a research tool which aims at gathering in depth answers, that is, qualitative data. Indeed, interviews are particularly useful for getting the story behind a participant's experiences. As it is asserted by Richards (2001) : *"interviews allow for a more in depth exploration of issues than is possible with a questionnaire, though they take longer to administer and are only feasible for smaller groups"*. By designing the interview we relied on a set of rules proposed by Smith and Laslett (1993).

II.2.3. Classroom Observation

In addition to the questionnaire and interview, a classroom observation is used as a third tool in our research. Bell (2005) defined classroom observation as *"a techniques that can reveal characteristics of groups or individuals which would have been impossible to discover by other means"*. This research instruments allows the researcher to examine the real life situation and discover if EFL teachers use classroom management strategies in the teaching process. So, our observations started on Thursday, May 20th, 2018 and ended on Tuesday, May 29th, 2018(fifteen sessions). We made a checklist in order to observe teacher-students relationship and to examine how teachers organize their classes and it impact on students' skills. The checklist contains fourteen (14) items.

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II.3. Procedures of Data Analysis

As a research based on a mixed- methods approach of gathering data, we use two techniques in the analysis of our results: statistical and qualitative content analysis. We have chosen these two techniques of the fact that our research findings are both quantitative and qualitative.

II.3.1. Quantitative Data

The quantitative analysis of the data collected from the students' questionnaire and classroom observation obtained using statistics and percentages. In fact, for better readability of the results, different visuals are used such as tables, diagrams, for the calculation of the percentages, the rule of three has been used which is applied as follow: $X = \frac{Z \times 100}{Y}$

X is the calculated percentage, Z is the value of the answers, and Y is the total number of the participants.

II.3.2. Qualitative Data

Qualitative Content Analysis (QCA) is a method that is used in this study to analyze and interpret the open-ended questions of the questionnaire and the interview. Hsieh & Shannon, (2005) defined QCA as *"a research method for subjective interpretation of the content of the text data through systematic classification process of coding and identifying themes or patterns"*. Krippendorff (2004) provided another definition as *"a research technique for making replicable and valid inferences from texts"*. This means, it gathers the soft data obtained from the participants and classify them into categories.

Research Design and Methodology

Conclusion

This chapter has presented the research design used in the present study. First of all, it has defined the data collection procedures which consist of a questionnaire, interview and a classroom observation. Then, it has outlined the methods used for the analysis of the gathered data used in this work. In addition, the chapter has dealt with the description of participants of the study. It has also presented the two tools of data analysis: the use of the rule of three for the analysis of quantitative data, and Qualitative Content Analysis for the interpretation of the open-ended questions.

Presentation of the Findings

Introduction

This chapter deals with the presentation of the findings of our study. It is devoted to the analysis of the results gathered from the three data instruments. It includes three parts, first it displays the results obtained from the teachers' questionnaire. The second part deals with the presentation of the findings gathered via the interview which was addressed to the teachers. In the third part, the results of the classroom observation are presented in form of tables and diagrams.

III.1. Results of Teachers' Questionnaire

Out of the thirty (30) questionnaires that have been administered, we have collected twenty six (26). This number (26) represents the percentage of (100%). The answers to the questions from the questionnaire are going to be presented using diagrams, tables.

III.1.1. Section One: Teachers' Experience

Q (1) –How long have you been teaching English?

The results of this question are arranged from one (1) year to eighteen (18) years.

Teaching Experience (Years)	Number of Teachers	Percentage (%)
1-5	Eight	36.36 %
6-10	Nine	40.90 %
11-18	Five	22.72 %

Table 1: Teaching Experience

This table shows that the majority of teachers (40.90%) stated that they have been teaching English for 6 to 9 years. Those who claimed that they have been teaching English for

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1 to 5 years (36.36%) and (22.72%) is the percentage of those who have been teaching English for 11 to 18 years.

Q (2) –Have you received any training in English Teaching?

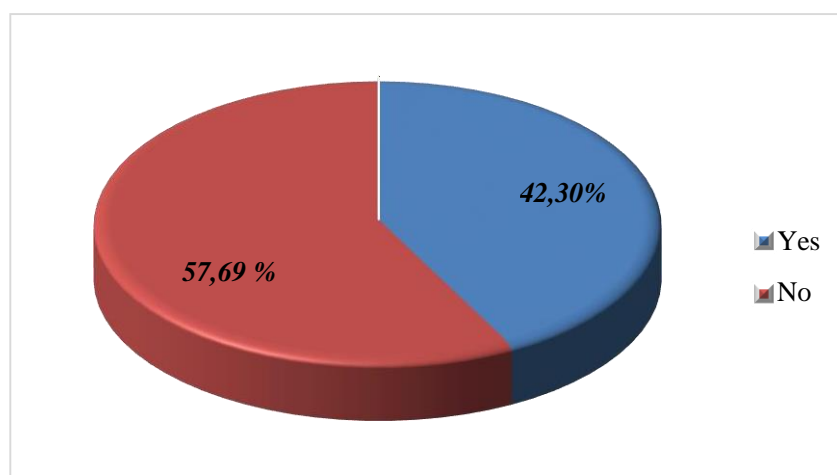


Diagram 01: Training in English Teaching.

This diagram shows the percentages of teachers regarding their training in English. Thus, (57.69%) of teachers have received training in English teaching, while (42.30%) have not received any training.

1.2. Section Two: Teachers' Attitudes towards Classroom Management

Q (2) –How important is Classroom Management!

Options	Participants	Percentages
Very important	24	92.30%
Important	02	7.67%
Slightly important	0	0%
Unimportant	0	0%
Total	26	100%

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Table 02: The importance of classroom management.

This table indicates that the majority of teachers (92.30%) agree that classroom management is very important. Whereas, the remaining teachers under the percentages of (7.67%) see that classroom management is important and no one said it is slightly important or unimportant.

Q (4) – "Classroom management is one of the features of effective instruction".

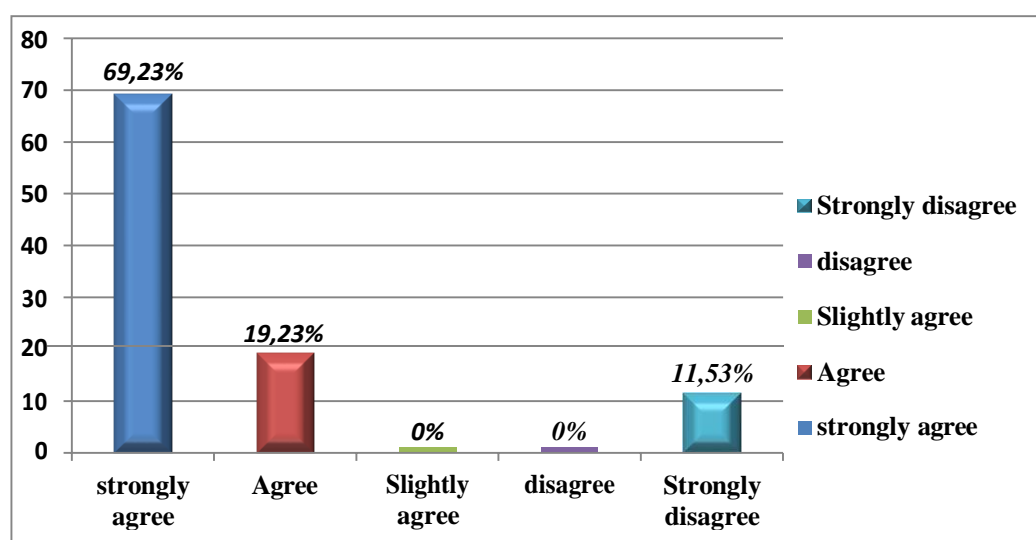


Diagram 02: Classroom management is one of the features of effective instruction.

The diagram shows that the majority (69. 23%) of teachers strongly agree with the fact that classroom management is one of the features of effective instruction and (19. 23%) agree with the statement. Whereas, only (11. 53%) of teachers claim the opposite, they strongly disagree with the statement.

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Q (5) – "Classroom Management is not an easy method".

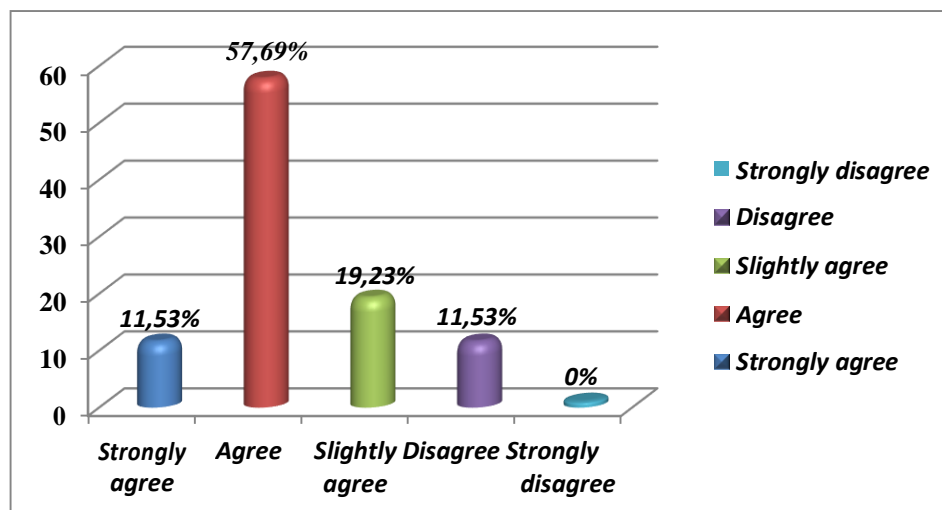


Diagram (03) Classroom management is not an easy method.

Most of teachers (57.6 9%) agree that classroom management is not an easy method; only five teachers (19. 23%) who slightly agree with this statement; however, (23.06%) is the total of who are “strongly disagree” and “disagree” with the idea that classroom management is not an easy method.

1.3. Section Three: Teachers' Involvement in Classroom Management

Q (6) –How do your students feel in the classroom?

Options	Participants	Percentages
Very comfortable	06	23.07%
Comfortable	19	73.07%
Less comfortable	01	3.84%
Uncomfortable	00	0%
Total	26	100%

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Table 03: Students' feeling in classes.

This table depicts that most of teachers (73. 07%) in their responses claim that their students feel comfortable in the classroom and (23.07%) of them affirm that they feel very comfortable, while only (3. 84%) who said that they feel less comfortable.

Q (7) –How often do you face problems when managing classrooms?

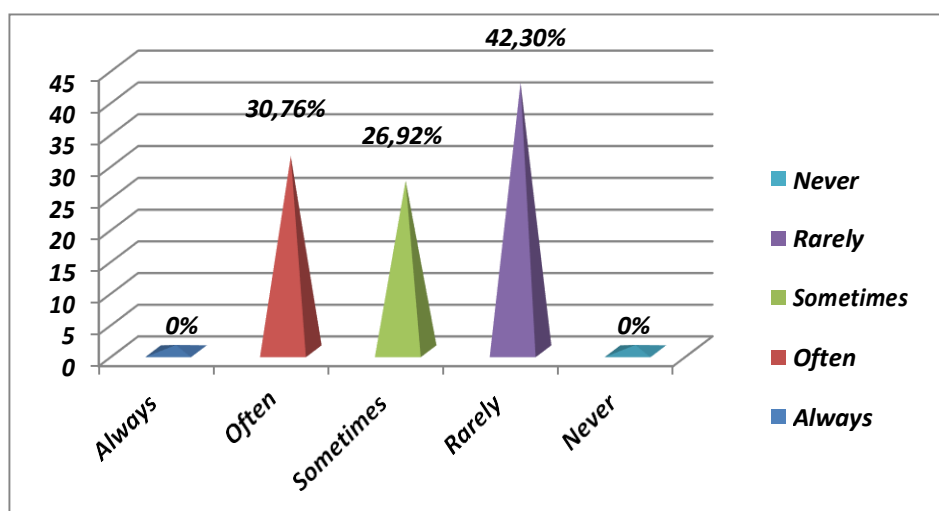


Diagram (04): Frequency of facing problems in managing classrooms.

It is clearly illustrated in diagram 04 that a great number of teachers that represent (42. 30%) answer with "rarely. Eight (30.76%) teachers answer with "often" and seven respondents (26.92%) who opted for the choice "sometimes".

Q (8) –Do you start your lesson by presenting clear objectives?

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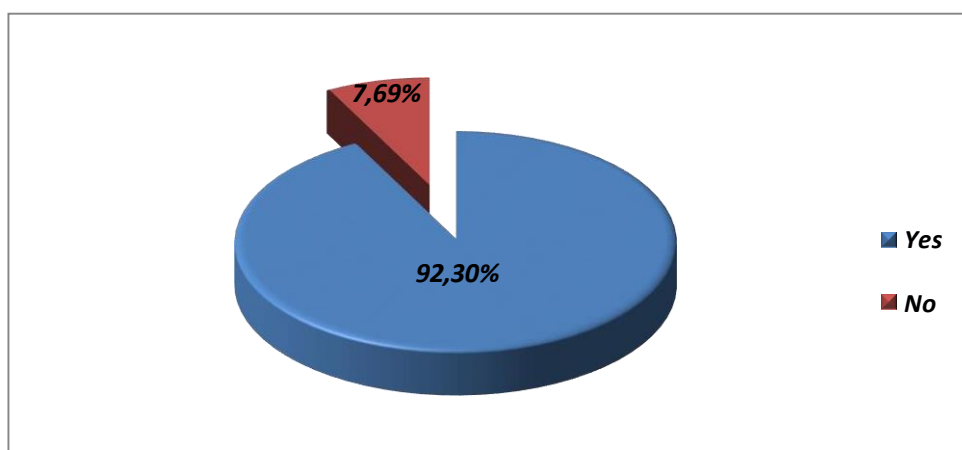


Diagram 05: Starting the lesson by presenting clear objectives.

This table indicates that the majority of teachers (92.30%) have answered by 'yes' to the question above, while only (7.27%) of participants who said that they do not start the lesson by presenting clear objectives.

Q (9) –How often do you give feedback to your students?

Options	Participants	Percentages
Always	19	73.07%
Often	04	15.38%
Sometimes	03	11.53%
Rarely	00	0%
Never	00	0%
Total	26	100%

Table 04: Frequency of giving feedback to students.

The results show that most of the teachers (73.07%) claim that they give always feedback to the students. Besides, (15.38%) of them assert that they give feedback often. The minority of them (11.38%) opted for the third choice that is "sometimes".

Q (10) –The role of the teacher.

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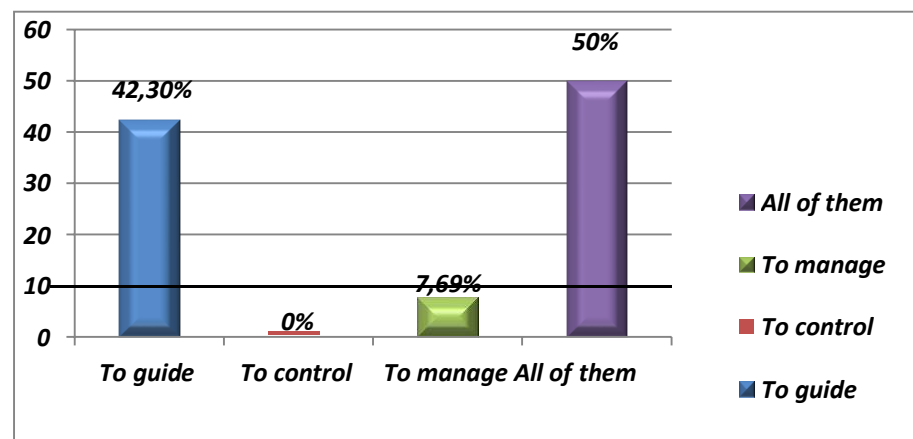


Diagram (06): Teacher's role

As it is shown in this diagram, 50% of teachers say that their role is to guide, to manage and to control, (42. 30%) of teachers claim that their role is to guide their students. Only (7. 69%) of teachers affirm that managing is their role.

Q (11) –How often do you face misbehavior problems with your Students?

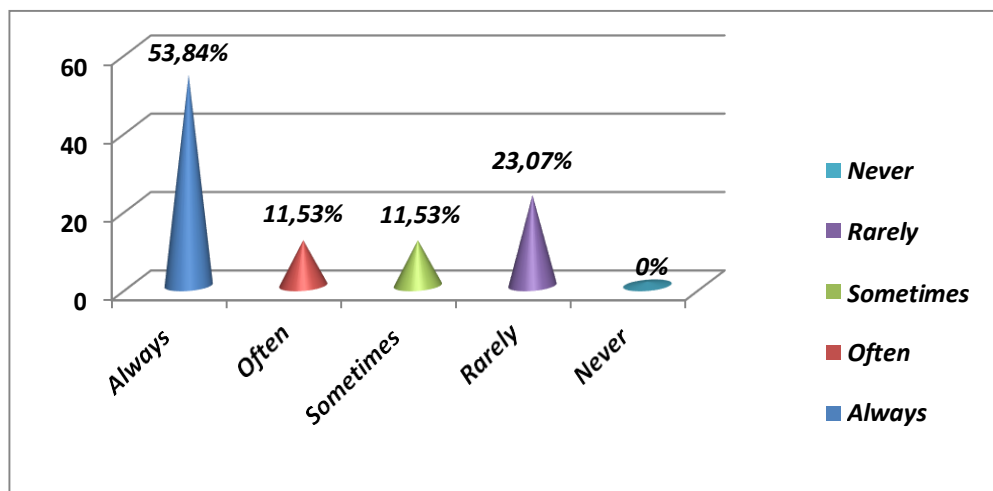


Diagram (07): Frequency of facing misbehavior problems with students.

From the data gathered, we can say that (53.84%) of teachers 'always' face misbehavior problems with their students and (23.07%) they selected the choice of 'sometimes', and (11. 53%) is the total of who say that they 'often' face it. Three of them (11.53%) say that they 'rarely' 'face misbehavior problems. No one of the asked teachers has mentioned the fifth proposition which is 'never'.

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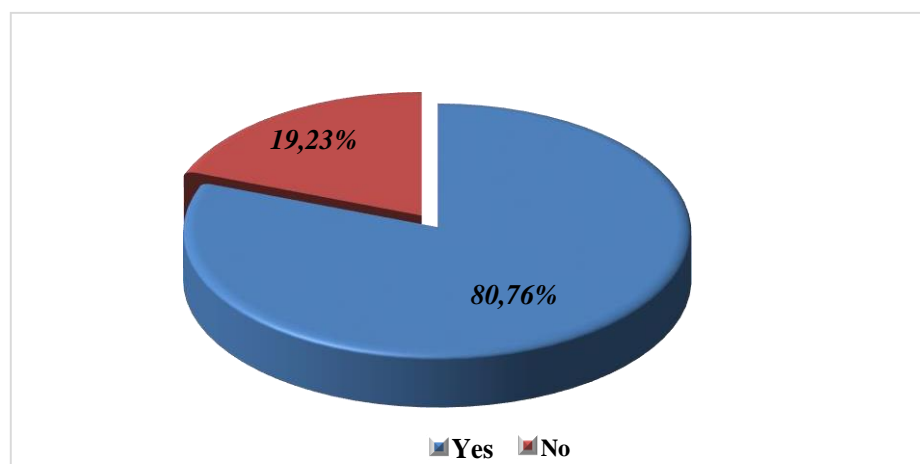
Q (12) –Do you motivate your students to interact during the lesson?

Options	Participants	Percentages
Yes	26	100%
No	00	0%
Total	26	100%

Table (05): Motivating students to interact during the lesson.

The above table shows the responses to question number 05 of the questionnaire. It is clear that the totality (100%) of teachers responded with 'Yes' to the question. This means that, apparently all of them motivate their students to interact during the lesson. On the other hand, none of the respondents answered the opposite, that is to say 'No'.

Q (13) –Do you use materials (books, images, videos, and newspapers) to get the students effectively involved in the teaching /learning process?



Diagram(08): The use of materials to get the students effectively involved in the teaching /learning process.

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The results display that (80.76%) of teachers say that they use materials to get the students effectively involved in the teaching /learning process. However (19.23%) of them have responded negatively in which they assert that they do not use any materials.

Q (14) –When presenting the lesson, do you follow the three steps: warming up, instruction, and evaluation?

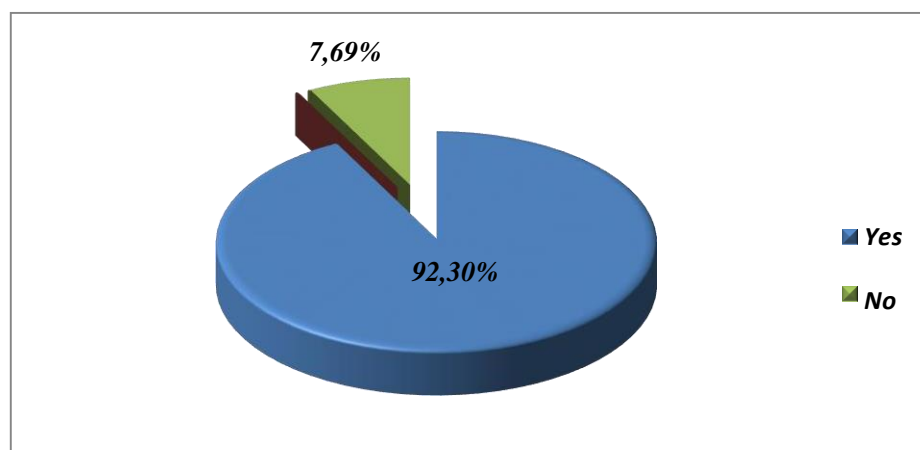


Diagram (09): The way of presenting a lesson.

As it is clearly displayed in diagram 09, the majority of respondents (24) which represent (92. 30%) state that when they present the lesson, they follow the three steps: warming up, instruction, and evaluation, while only two (7. 69%) teachers who do not follow these three steps.

Q (15) –Do you help your students to avoid distracting each other and get them more focused on learning?

Options	Participants	Percentages
Yes	26	100%
No	00	0%
Total	26	100%

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Table (06): Helping students to avoid distracting each other and get them more focused on learning.

This table shows that all the teachers (100%) responded with 'Yes' to question number 15. This means that all of them help their students to avoid distracting each other and get them more focused on learning.

Q (16) –Do you provide a warm up practice and orientation to the students?

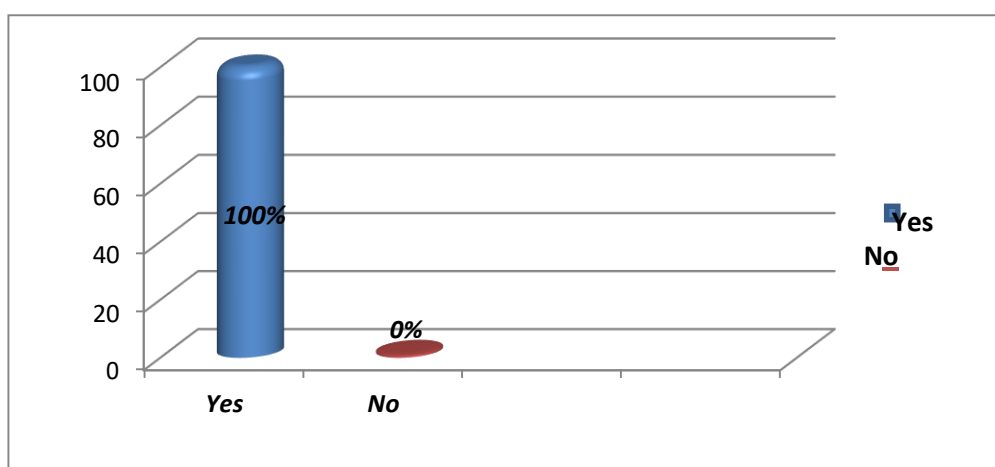


Diagram (10): Providing a warm up practice and orientation to the students.

The aim of question number 16 is to see whether teachers provide a warm up practice and orientation to their students before delivering the lesson. As it is demonstrated in diagram 10, all the teachers (100%) answered with 'Yes'. This means that, all of them present a warm up practice and orientation to their students; while, none of the participants responded with the opposite answer 'No'.

Q (17) –Do you present a variety of interesting activities to your students?

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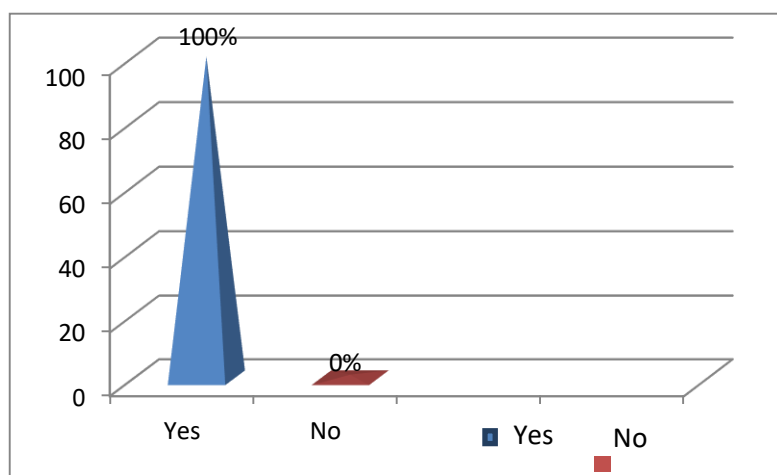


Diagram 11: Presenting a variety of interesting activities to the students.

As shown in this diagram, it is clear that all the respondents (100%) say, 'Yes' that is to say, they present a variety of interesting activities to their students.

Q (18) –How often do you encourage group work?

Options	Participants	Percentages
Always	07	26.92%
Often	11	2.30%
Sometimes	08	30.76%
Rarely	00	0%
Never	00	0%
Total	26	100%

Table (07): Frequency of encouraging group work.

This table indicates that a great number of teachers that represents (42.30%) answer with 'often' and (30.76%) of them answer with 'sometimes'. Only seven (07) teachers that represent (26.92%) have answered with 'always'. No one has answered with 'rarely' and 'never'.

Q (19) –You end up your lessons in the following way(s):

- a. Brief questions
- b. Giving feedback
- c. Extra activities
- d. Enjoying a Game, quiz or story
- e. Restating the main content of the lesson

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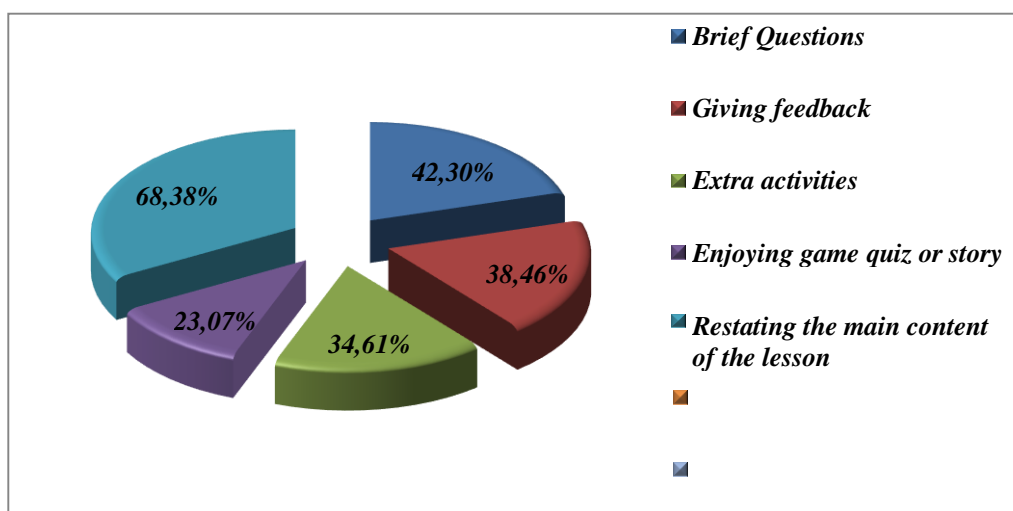


Diagram (12): The ways that teachers use end- up the lessons.

From the results displayed in diagram 19, we notice that most of the participants provided multiple answers. The majority of the teachers (68.38%) claim that they prefer ending up the lessons by restating the main content of the lesson. Besides (42.30%) of respondents who said that they end up the lessons by providing brief questions to the students. (38.46%) of them assert that they give feedback as a way of ending up a lesson. In addition, (34.61%) of teachers affirm that they end up the lessons by giving extra activities; however, (23.07%) of participants state that they conclude the lessons by enjoying a Game, quiz or story.

III.2. Results of Teachers' Interview

Item One: What is classroom management?

The purpose of this question is to know whether teachers have a deep knowledge about classroom management or they have just a superficial idea about this technique. The results of all teachers' answers indicate that all of them have sufficient and limited knowledge about classroom management. In addition, all agreed on that classroom management is “*a set of techniques used by teachers to provide their students with an environment conducive to*

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effective learning". In addition, the majority of them include in their definitions that classroom management is "the organization of the classroom that the teacher should give great care and attention". Moreover; one of them said that "it consists of the strategies that teachers use to control and guide the process of learning". Furthermore, a lot of them are aware of the importance of this technique in learning process, for example, ".....to enhance both teaching /learning process", and, "..... to keep the classroom environment safe". This means that, all teachers of first year students seem to be aware of the components of a good classroom management. So they answered this question by providing with the appropriate definition of classroom management.

Item Two: What is the importance of classroom management?

From all the teachers' answers, I see that all of them know the importance of classroom management. For instance, the first teacher said "it leads to effectiveness in instruction ",the second one answered by "it helps teachers to do their job right and the students learn with concentration", and the third one said "is to give the opportunity to students to learn in good conditions in order to achieve an effective learning"; the fourth one said "I think it is useful since it helps and gives the students an occasion to express their ideas and develop their knowledge and creativity", the fifth one said "it helps in increasing students motivation and it shows the teacher's competence in managing his/her classroom". The sixth one said that" it enhances students' academic achievement". The last two teachers answered by "it helps both teachers and learners to work effectively". That is to say, all teachers are aware of the importance of effective classroom management that helps to raise the learning process.

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Item Three : According to Smith and Laslett (1993), classroom management follows five (5) steps that are: greeting, seating, starting the lesson, concluding the lesson and dismissing the class.

Do you follow it? If no, why and which alternatives do you use?

This question intends to know the views of teachers about the use of the five classroom management steps presented by Smith *and Laslett (1993)*. Five of them answered by “yes”; this means that, they follow the strategies in most situations; however, they have not justified their answer. Another one said “..... *yes but before starting the lesson I set clear objectives of the daily lessons*”. Furthermore, one teacher answered by “yes”, he/she said: “*I start with a warm up activity to prepare students to the new topic, then starting the lesson. Finally I conclude with a short summary and giving homework*”. This means that, the majority of them know these five steps developed by Smith and Laslett (1993) but they use it in some situations and not constantly.

Item Four: Do you think that Greeting students before the lesson helps in managing the classroom?

If yes, how you greet them?

This question aims to demonstrate the importance of greeting students before starting the lesson. The totality of teachers agreed that greeting students has an important role in managing the classroom as it shows respect and caring for students. In addition, they claim that it helps students to learn and to take risks, it reduces students’ anxiety and shyness overcome the danger of teacher correction , it helps them to feel more confident in making intelligent guesses, and it encourages and motivates students to be involved in the task in a good manner. For example, one teacher said “*yes I do greet them because they feel neglected*

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and under-estimated if I do not do so. By saying Hello, dear students, hopefully you are doing all right”, another one said “yes it might attract the students’ attention to the fact that their teachers care about them and respect them”.

Moreover, one teacher answered by "*yes, I do. I enter the classroom and i ask them if they are doing well with an enthusiastic tone to make them feel positive and start the lesson with motivation*". The last one said "*they get some self esteem and confidence and this positively influences their understanding and interaction*". This means that, all the teachers greet their students in an effective way and they are aware of the importance of this strategy.

Item Five: How do you end-up your lessons before dismissing the class?

The purpose of this question is to know whether teachers conclude the lesson before dismissing the class and how they end up their lessons. Five of them answered by : "*providing a kind of recapitulation*". In this sense, one teacher said "*.....by summarizing and asking questions* ”; another one said "*I ask if every issue presented has been clear .If no ,I add more clarifications, asking questions and sometimes adding extra activities*". In contrast, only one of the seven teachers affirmed that he/she tells them to revise the lesson for next session. This means that, all teachers conclude their lessons by restating the main content of the lesson, asking questions, adding extra activities, and inform them to revise the lesson for next session.

Item Six: Would you tell us about the main strategies you apply in order to get your students involved in the learning process?

This question aims to demonstrate the main strategies that teachers apply in order to get their students involved in the learning process. Four of the interviewed teachers use different strategies as pair work, group work, and feedback, questioning students and

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motivating them. One teacher said, *"he/she implements turn-taking activities that target interaction, easy and clear language use when explaining and debating with students on topics of their interest and before starting the lesson, get them ready and awaken their cognition like using some quizzes or stories related to the lesson of the day"*. The six one employs the warming up activities to catch up their interest from the standing point, making the learning fun through discussing different topics that interest them ,and using technological tools to stimulate their motivation. The last teacher said *"using entertaining activities such as quizzes game and other techniques which students find interesting; I present them with what they want and in accordance with their level"*.

III.3. Results of Classroom Observation

III.1. Section One: The Physical Environment and Teachers' Strategies to Avoid Misbehavior Problems.

This section aims to observe the physical environment of the classroom and to know how teachers manage their classes and what kind of strategies they use to prevent misbehavior problems. We have attended fifteen classroom observations from 24th until 29th of May, 2018.

N°	Item	The way of applying the actions		
		Yes	No	Total Session
01	Do teachers greet their students?	13	02	15
02	Is the atmosphere of the classroom comfortable?	00	15	15
03	Is the seating arrangement organized in classrooms?	00	15	15
04	Is there a positive teacher- student relationship?	07	08	15

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05	Do teachers help their students to avoid distracting one another and get more focused on learning?	05	10	15
06	Do teachers succeed to modify the behavior of students?	05	10	15
07	Do teachers use different strategies to improve their students' interaction and motivation?	04	11	15

Table (08): Observation Sheet 01

Being an observer of these classes, we found that teachers greet their students in good manner in thirteen sessions, and they greet only some students in the other two ones. We noticed in fifteen sessions that the atmosphere of the class is not comfortable and it is uncomfortable and unpleasant which makes the students feel distressed and boring; for example, the majority of students chat and do not follow the teacher. As we noticed also in fifteen sessions that the seating arrangement is not organized in classrooms, there are tables and chairs everywhere and the situation in these classes is completely chaotic and disordered.

Besides, we observed in seven sessions that there is a positive and good teachers-student's relationship, while in the other remaining sessions the relationship seem bad and poor and there is no sense of interaction between teachers and their students.

In addition, the table above illustrates that in five sessions from fifteen (15) which we attended, teachers help their students to avoid distracting one another, get them more focused on learning by providing them with an interesting topic to debate and asking them to speak freely; as well as, in the other sessions, they hinder in getting their students more focused on learning and they do not encourage them to avoid disturbing one another.

Further, it is observed in five sessions that teachers succeed to modify the behavior of students by implementing effective strategies, whereas in the rest sessions teachers failed to manage behavior problems.

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Furthermore, it is illustrated that in four sessions teachers use different strategies to improve their students' interaction and motivation as a group work, individual work, and debates. We as observers we noticed that in eleven remaining sessions, teachers do not employ strategies to enhance their students' interaction and motivation.

III.2. Section Two : Teachers' Involvement and Lesson Planning

N°	Items	The way of applying the actions		
		Yes	No	Total Session
01	Do the teachers follow the three steps of a lesson: warming up, instruction, and evaluation?	03	12	15
02	Do teachers start their lesson by giving clear instructions?	04	11	15
03	Do teachers encourage group work?	12	03	15
04	Do teachers give a variety of interesting and relevant activities to their students?	15	00	15
05	Do teachers reward the students' achievement?	15	00	15

Table 22: Observation Sheet 02

First, we observed in three sessions that teachers present the lesson by following three steps: warming up, instruction and evaluation. Besides, in the rest twelve sessions teachers do not follow the three steps, they administer handouts to their students, and they give them time to read it; then, after 20 minutes they explain the content of the documents.

Second, we have noticed in four sessions, teachers start their lessons by giving clear instructions, whereas in the rest sessions they do not provide any clear information.

Third, we can notice in the table above, that during the twelve observation sessions, teachers encourage group work in an excellent way by providing their students with activities such as role play, games, and quizzes. In contrast, in only three sessions, teachers opted for

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individual work because in this session, they distributed handouts for each one that include some activities.

Fourth, in the fifteen sessions we noticed that teachers provide their students with a variety of interesting activities that encourage them to know if they have understood the lessons and to communicate effectively.

Fifth; it is observed that in the fifteen sessions teachers reward the students' achievement and encourage them by reinforcing them to work more ;for example, teachers use words such as 'good' , 'carry on ','excellent' and 'try again'.

III.3. Section Three: Concluding Lessons and Dismissing Classes

N°	Items	The way of applying the actions		
		Yes	No	Total Session
01	Do teachers clarify the ideas and conclude the session?	10	05	15
02	Do teachers conclude the lesson before dismissing the class?	09	06	15

Table 23: Observation Sheet 03

Finally, basing on the observation sessions we have conducted, the observed teachers in ten sessions clarify the ideas and conclude the session by giving homework for the next

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session, providing brief questions and restating the main content of the lesson or by explaining the idea of the topic which will be discussed in the next session. As for the five remaining sessions, teachers do not have enough time to conclude the lesson because the bell rings before ending the lesson. It is observed in nine sessions that teachers work the whole session and dismiss the class by collecting books and materials such as computer; whereas, they leave the class before the session ends and they do not conclude the lesson in six others.

Conclusion

This chapter has dealt with the presentation of the findings of the questionnaire and the interview designed accordingly for teachers of first-year students at MMUTO as well as the findings of classroom observation sessions. The following chapter is devoted to the interpretation and discussion of the findings.

Discussion of The Findings

Introduction

The purpose of this chapter is to discuss and interpret the results obtained from the questionnaire administered to teachers of first-year students; in addition, the results of the interview that we conducted with seven teachers of the same level. As well as the results of classroom observations carried in fifteen observation sessions with teachers of first year students. The findings deriving from teachers' questionnaires, teacher's interview and classroom observation are analyzed and interpreted together; this is because of the correlation that exists between the outcomes collected from these research tools. The results are then discussed and interpreted in relation to the literature review presented in chapter one in order to achieve the objectives, to answer the research questions and confirm or refute the hypotheses stated in the general introduction. This chapter will be divided into three sections; the first one deals with the analysis and the discussion of the data resulted from the teachers' questionnaire. The second tackles the results of the seven interviews conducted with teachers of first-year students. The last one discusses the results of the classroom observations carried in fourteen sessions with first-year students.

IV.1. Discussion of Students' Questionnaire, Teachers Interview and Classroom Observation

The findings demonstrated that teachers' professional experiences have no significant differences on their perception and attitudes towards the use of classroom management as learning /teaching technique to enhance the first year students' achievement. As a result, the professional experience does not play a role in implementing classroom management, as we observed in our analysis that there are teachers with five or six years of experience who manage their classes effectively without any difficulties; while there are teachers with more than ten years of experience and they are stressed with classroom management, and they face

Discussion of The Findings

great difficulties in managing their classes , because they do not have the required skills to manage their classes even though they may be the most inspiring and knowledgeable teachers.

According to Kfoury (2006) :

Teachers who are given a responsibility to teach English as a second language in the classroom would be having difficulties in the teaching of the language; that is if they themselves do not have the skills and knowledge of classroom management strategies. This phenomenon can happen even though the teachers are well informed in their fields and are enthusiastic; therefore teachers are required to implement the necessary techniques and skills in order to succeed in their classrooms.

Brophy shares the same view *"that many individuals entering teacher education programs not only lack skills in classroom management but have attitudes and beliefs that are inconsistent with current research about classroom management"*. So, teachers of first year students need to have a wealthy knowledge about classroom management and to avoid relating it to discipline.

Besides, training have also an important role in teaching, as it is claimed that teachers who have received training in English teaching will have the necessary knowledge about classroom management strategies and how to implement these techniques in order to achieve their students' performance. That is to say, teachers who have more years of experience are not the same as teachers who just entered the teaching career.

Several scholars have noted that the ability of teachers to implement what they have learned in their university training into their classroom teaching is a serious issue (Burstein, Kretschmer, Smith, & Gudoski, 1999; Cochran-Smith, 2000; Darling-Hammond, 2000). According to Kfoury (2006):

Teachers without formal teacher training tend to imitate management techniques used when they were in school but by asking students to write out endless pages as a punishment, or shouting, or

Discussion of The Findings

humiliating the students are just not effective nor acceptable. Unfortunately, the management techniques mentioned above which is writing endless pages as punishment, or shouting, or humiliating the students are not the classroom management strategies needed to overcome classroom disciplinary problems from occurring in the classroom.

Teachers who have not received any training tend to relate classroom management strategies to what they had learned in school, such as punishing students. In addition, the results of this study show that 57, 69% of teachers have received training in English teaching; this means that they are aware of the importance classroom management and its techniques. In relation to the literature cited above in chapter one, we can state that the educational level of the teachers is an essential factor that may contribute to their improvement in the effectiveness of classroom management (Brown, 2009; Campell, 1996; Hoy& Woolflook, 1993).

IV.2. Teachers' Attitudes towards Classroom Management

As it was stated in the first chapter, classroom management is "*the action a teacher takes to create an environment that supports and facilitates instructions, academic, social and emotional learning*" Dugguh (2007). Therefore, the results of the present study show that all teachers define classroom management as "*a set of techniques used by teachers to provide their students with an environment conducive to effective learning*".

The teachers interviewed agree that classroom management is "*the organization of the classroom that the teacher should give great care and attention*". This may imply that they are aware about this technique and its rules and how to implement it in an effective way during the teaching and learning process. In other words, all teachers have a sufficient and detailed knowledge about managing classes. As a result, one of them affirms that "*it consists of the strategies that teachers use to control and guide the process of learning*". Evertson and Weinstein (2006) define classroom management as "*actions that teachers take to create a*

Discussion of The Findings

supportive environment for the academic and social emotional learning of students". Interestingly, all teachers share and confirm this view by stating that they apply this technique to keep the classroom environment safe and to enhance both teaching /learning process.

The findings of the work show that a great number of teachers 92, 30% find that classroom management as a “*very important*” technique (see diagram 3). Only 7, 67% of them consider classroom management as an “important” skill. In this vein, teachers confirm this view by stating that “*it leads to the effectiveness in instruction*”. Moreover ,they claim that this skill “*helps teachers to do their job right and the students learn with concentration and gives the opportunity to students to learn in good conditions in order to achieve an effective learning*”; that is to say, classroom management is a useful technique since it helps and gives the students an occasion to express their ideas and develop their knowledge and creativity; as well as, it helps in increasing students motivation and shows teacher competences in managing their class.

Kane et.al (2011) highlights that " student achievement is impacted by teachers' practices". Teachers confirm this view by saying that "*it enhances students' academic achievement*". Indeed, classroom management has an important role in creating an enjoyable atmosphere in which both teachers and learners work effectively.

Furthermore, the majority of teachers 69, 23% (See diagram 04) strongly agree with the fact that classroom management is one of the features of effective instruction. In addition, the teachers' answers to question (N° 5) illustrates that a high number of teachers 57, 6 9% agree that classroom management is not an easy method that all teachers can adopt and use easily. So, they have to implement classroom management strategies in order to promote students' success.

Discussion of The Findings

On the basis of the data obtained, we conclude that classroom management is an important method and teachers of first year have to implement this technique in order to create a pleasant environment that promote the achievement of the learning outcomes of their students. It can be affirmed that this skill allows shaping students' mind to become excellent. Interestingly, it is claimed by Evertson & Weinstein (2006) that *"the managerial decisions that teachers make affect not only students' opportunities to learn, but also their decisions that social, emotional development"*. This means that, a well managed classroom impact on students' performance and also their feelings as they feel safe and important.

The results also denote that effective teachers use classroom management to engage their students in learning activities, this goes hand to hand with Evertson & Weinstein (2006) who states: *"that when students perceive their teachers to be "good," they are more likely to engage in learning activities"*. Thus, Students are more interested in the learning process when they have a competent teacher.

IV.3. Teachers' Involvement in Classroom Management

IV.3.1. The Physical Environment

The results of the questionnaire demonstrate that the majority of the participants state that they create an effective and enjoyable atmosphere. Thus, the majority of the teachers 73.07% (see table 03) state that their students feel comfortable in the classroom and 23.07% of them affirm that they feel very comfortable; whereas, 3.84% of teachers said that they feel less comfortable. However, during the fifteen (15) (see table 01) separate sessions, it seems that the atmosphere of the class is not calm and relaxed; it is uncomfortable and unpleasant which makes the students feel uninterested and bored. Since the seating arrangement is not organized in classes, tables and chairs are everywhere and the situation in these classrooms is

Discussion of The Findings

completely chaotic and disordered. According to Marzano and Marzano: "*effective teaching and learning cannot take place in a poorly managed classroom*". That is to say, it is the position of the teacher to create a pleasant environment and manage the room in an effective way; therefore, it is the responsibility of the teacher to provide a comfortable atmosphere that meets students' needs; so, the teacher has to prepare the classroom and arrange the seating such as tables and chairs before the students arrive.

In short, if teachers of first year students make efforts and manage their classes effectively, students will be more motivated and work more to achieve their objectives, and misbehavior problems will decrease because students feel in safe and know that their teachers care about them. Further, creating such environment is of great advantage to students as they feel motivated and actively interact with the teacher. As well as, there will be a good relationship between teachers and students and this will facilitate the teachers' role.

In addition, teachers- students' relationship is an important strategy in managing classrooms. The results of this research show that in seven sessions, there is a positive and good rapport between teachers and their students; while in the other remaining sessions, the correlation seems bad and poor and there is no sense of interaction between teachers and their students. One of the main reasons behind students' academic achievement is the relation they share with their teachers.

Thus, it seems that in the seven sessions, teachers implement classroom management strategies and they involve in maintaining a safe environment where students feel confident and interact with their teachers without fear and hesitation; this means that, teachers gained respect and positive relationship with their students; while, for the eight sessions in which it is observed that there is no positive relationship, it is clear that teachers are not effective managers and they have not shown their care with their students. It is claimed that teachers

Discussion of The Findings

who develop respect - care, and positive relationships with their students tend to also have a good classroom management (Beaty-O'Ferrall, M. E., Green, A., & Hanna, F., 2010, Marzano, 2003, Baker, 1999).

Furthermore, classroom management is one of the most important roles played by teachers and it influences the students' performance; in this vein, teachers have to play major roles when managing their classes as controlling students' behavior and guiding them. As it is shown in the results (see diagram 06), 50% of teachers affirm that their roles are to guide, to manage and to control students; 42.30% of teachers claimed that their role is to guide. Only two 7.69% teachers affirmed that controlling is their role. As it is mentioned above, the majority of the teachers assert that their functions are to guide, to manage and to control because they have to play various roles in the class. That is to say, they are not providers of knowledge only but also they play other positions. More than 40% of teachers play the role of guiding because they do not face misbehavior problems; whereas the minority numbers of teachers still control their students and have difficulties in managing their classes.

IV.3.2. The use of classroom management in preventing misbehavior problems

The results of the questionnaire demonstrate that the majority of the participants rarely face problems in managing classrooms; while some of the teachers 30.76% state that they often face problems in organizing their classes (see diagram 04). In fact 26.92% affirmed by "*sometimes*". This proves that the majority of teachers implement classroom management strategies and they know how to prevent misbehavior problems. This may be due to the fact that they have a good relationship with their students.

Discussion of The Findings

From the results displayed in the previous chapter, it can be concluded that a significant number of teachers of first year %53.84 at the Department of English at MMUTO always face misbehavior problems; while, 23.07% replied that sometimes they face misbehavior problems with their students. The same number of teachers 11.53% acknowledged that they often and rarely face behavior problems. In fact teachers of first year at the Department of English face misbehavior; this is may be due to the lack of manageable classrooms and teachers' efforts in playing their roles as managers.

From the findings reached from the first section of the observation checklist, it is clear that in five sessions from fifteen (15) teachers help their students to avoid distracting one another, get them more focused on learning and teachers succeed to modify the behavior of their students by implementing effective strategies; as well as, in the other sessions, they hinder in getting their students more focused on learning and they rarely encourage them to avoid disturbing one another; this means that, teachers of first year students have difficulties in managing students' misbehavior and failed in playing their roles. In addition, teachers have to use different strategies to encourage students to interact and participate in group work, such as debates and exposes.

Furthermore, from the results of the classroom observation, we notice that in four sessions teachers use different strategies to improve their students interaction and motivation such as debates, exposes, and group work, ask all the students and give them time to answer and reinforce them by positive words such as good work, excellent; it is clearly observed in the fifteen sessions, teachers reward the students' achievement and encourage them by reinforcing them to work more. As well as, the results show that most of the teachers 73.07% claim that they give always feedback to their students. While, we observed that in eleven remaining sessions, teachers do not employ strategies to enhance their students' interaction

Discussion of The Findings

and motivation and they do not encourage their students to participate and to speak freely, they work only with the excellent students. In contrast, from the result of questionnaire, all the teachers 100% affirmed that, they motivate their students to interact during the lesson.

IV.3.3. Lesson Planning

Lesson planning is an important task for the teacher and it is one of the effective classroom management steps proposed by Smith and Laslett (1993). Indeed, the above findings imply that the majority of the respondents (24) which represent 92.30% state that when they present the lesson, they follow the three steps: warming up, instruction, and evaluation; while, only two 7.69% teachers do not follow the three steps. From the results of the classroom observation checklist, we observed in ten sessions that teachers present the lesson by following the three steps: warming up, instruction and evaluation. As well as, when presenting a lesson teachers use materials such as books, images, videos, and newspapers to get the students effectively involved in the teaching /learning process. The results of the questionnaire display that 80.76% of teachers said that they use materials to get their students effectively involved in the teaching /learning procedure. However, 19.23% of them have responded negatively in which they assert that they do not use any equipment. In short, using materials is an important technique in classroom management, as teachers need to employ this technique in explaining lessons so that students understand well.

Besides, in the rest five sessions, teachers do not follow the three steps and they administer handouts to their students and give them time to read it; and then after 20 minutes they explain the content of the documents. In addition, effective teachers set the learning objectives and start the lesson by warming up activities to catch up their interest; then setting the objectives of the lesson and presenting its content; at the end, evaluating students' understanding by using activities. The results of the questionnaire show that all the

Discussion of The Findings

respondents 100% say that they present a variety of interesting activities to their students and we observed the same results in the checklist.

Thus, in referring to the results of the questionnaire, we observe that the majority of teachers 92.30% stated that they start a lesson by presenting clear objectives. While only 7.27% of the participants who said that they do not start the lesson by presenting clear objectives, they may be do not employ the three steps of a lesson; in that case, they read the handouts and they explain the main content of the lesson. Furthermore, teachers should provide a warm-up practice and orientation for the students. In this view, it was noticed that all teachers start the session by providing a short warm-up activity before introducing the topic, in order to orient their students and prepare them to involve in the lesson effectively. In this vein, from the questionnaire results, we notice that a great number of teachers that represents 42.30%, they often encourage group work and 30.76% of them they sometimes use group work activities. A minority number of teachers that represent 26.92% who always encourage students to work in groups.

From the checklist, we can notice that in twelve sessions, teachers encourage group working in an excellent way. In contrast, in only three sessions, teachers opted for individual working because in these sessions, they distributed handouts for each one which includes some activities. Moreover, in the fifteen sessions we noticed that teachers provide their students with a variety of interesting activities such as role play, games. In other words, teachers of first year students use group work as a strategy to motivate students to exchange ideas and build their knowledge.

Discussion of The Findings

IV.3.4. The five steps of classroom management presented by Smith and Lasslett (1993).

This question intends to know the views of teachers about the use of the five classroom management steps presented by Smith and Laslett (1993). Five of them answered by “yes”, that they follow the strategies in most situations; however, they have not justified their answers; another one said “..... *yes but before starting the lesson I set clear objectives of the daily lesson*”. This means that, he / she starts the lesson by presenting the aims the lesson then he/ she explains the lecture.

According to the results reported in this study, teachers of first year students follow the five steps of Smith and Laslett (1993) which are greeting, seating, starting the lesson, concluding the lesson and dismissing the class. As it is stated in their responses to the question (N°3), Five of them answered by “yes”, they follow these strategies in most situations; however, they have not justified their answer. Further, one teacher answered by “*yes, I start with a warm up activity to prepare students to the new topic, then starting the lesson. Finally I conclude with a short summary and giving homework*”. Therefore, according to Smith and Laslett (1993) : “*these five steps can be learned and applied by newcomers to the profession*”. This means that new teachers have learned these strategies and apply them in the learning teaching process.

The totality of teachers agreed that greeting students has an important role in managing classes and it shows respect for the students. In addition, they claimed that: “*it helps students to learn, to take risks; it reduces students’ anxiety and shyness; overcome the danger of teacher correction; helps them to feel more confident in making intelligent guesses; encourages and motivates students to be involved in the task in a good manner*”. For example, one teacher said “*yes I do greet them because they feel neglected and under-estimated if I do*

Discussion of The Findings

not do so .By saying Hello, dear students, hopefully you are doing all right". Another one said *"yes it might attract the student's attention to the fact that their teacher cares about them and respect them"*. This means that, teachers have to greet their students and make them feel interested and this attracts their attention to work more.

Moreover, one teacher answered by *"yes, I do. I enter the classroom and i ask them if they are doing well with an enthusiastic tone to make them feel positive and start the lesson with motivation"*. The last one said *"they get some self esteem and confidence and this positively influences their understandings and interaction"*. The results of classroom observation show that teachers greet their students in good manner in thirteen sessions and in an excellent way in the other two ones.

In fact, teachers apply many strategies to promote their students involvement in the learning process. From the results of the interview, we notice that four of the interviewed teachers use different strategies as pair work, group work, feedback, questioning students and motivating them. Another teacher said that *"he/she implements turn-taking activities that target interaction, easy and clear language use when explaining, debating with students on topics of their interest before starting the lesson, get them ready and awaken their cognition like using some quizzes or stories related to the lesson of the day"*. This means that they employ some activities such as debates, stories and quizzes; these help them to interact and feel ready to start the lecture. The six teacher employs the warming up activities to catch up their students' interest from the standing point, to make the learning fun through discussing different topics that interest them and using technological tools to stimulate their motivation. The last teacher said *"using entertaining activities such as quizzes game and other techniques which students find interesting; I present them with what they want and in accordance with*

Discussion of The Findings

their level". This means that, he/she implements amusing activities such as questions that wake up their intelligence.

In short, teachers are required to follow these five steps of classroom management because they are the easiest way of managing classes to preventing students' misbehavior and to create and maintain a relaxed and comfortable environment and so to increase students' achievement. Greeting students is the strategy that every teacher must implement as the students will feel interested and concerned; for example, when teachers do not care and worry about their students, there will be no interaction and they feel neglected; that is to say, there should be a kind of respect, caring and positive relationship between teachers and students. The teachers who follow Smith and Laslett steps (1993) recognize its importance as being a major component in creating a good learning environment. This means that, when managing successfully the classes, teachers will play their roles appropriately and effectively.

IV.3.5. Concluding the lesson and dismissing the class as steps of classroom management

The results obtained from this question (N° 5) demonstrate that the two rules of concluding a lesson and dismissing a class are very useful in teaching process; therefore, teachers of first year conclude their lessons in different ways. A five of the questioned teachers answered by *"providing a kind of recapitulation "*; for instance, one teacher said *".....by summarizing and asking questions"*. Another one said *"I ask if every issue presented has been clear; if now, I add more clarifications, asking questions and sometimes adding extra activities"*. In contrast, only one of the seven affirmed that he/she tells them to revise the lesson for next session.

Discussion of The Findings

From the results of the questionnaire, we notice that most of the participants provided multiple answers. The majority of the teachers 68.38% claimed that they prefer ending up the lessons by restating the main content of the lesson; in addition, 42.30% of the respondents said that they end up the lessons by providing brief questions to the students. More than 38% of them asserted that they give them feedback as a way of ending up lessons; besides, 34.61% of them affirmed that they end up the lessons by giving extra activities. However, 23.07% of the participants asserted that they conclude the lessons by enjoying a Game, quiz or story.

The findings of the checklist demonstrate that the observed teachers in ten sessions clarify ideas and conclude the sessions. That is to say, they conclude the lessons by giving homework for the next session, providing brief questions, restating the main content of the lesson and explaining the main points of the topic that they will discuss in the next session. In other words, when a teacher presents new items to their students, some of them assimilate them quickly and easily whereas others take time to understand these things, and this is the role of the teacher to clarify them. As for the five remaining sessions teachers did not have enough time to conclude the lesson because the bell rings before they end up the lessons. It is observed in nine sessions that teachers work the whole session; whereas, they finish the lesson before the time allocation in six others. Therefore, teachers of first year students have to follow the two strategies and implement them in teaching process, and they have to manage time in order to have enough time to conclude the lesson by asking questions, restating the content of the lesson, and enjoying a game.

Discussion of The Findings

Conclusion

The chapter has discussed the results in order to answer the three research questions of the study. It has also provided clear answers to the research questions of the study. While two of the hypotheses suggested are confirmed, one is refuted. Indeed, EFL teachers of the English Department at MMUTO do not implement the classroom management strategies proposed by Smith and Laslett. This is mainly due to the lack of training in EFL teaching.

It can be noted that generally, the implementation of effective classroom management strategies has a positive effect on both students and teachers' engagement. In addition, EFL teachers are aware of the importance of this procedure in learning teaching process and its impact on creating a comfortable atmosphere. Moreover, we notice that the majority of teachers recognize the value of greeting students to make them feel interested and concerned and this positively influences their performance and creativity. Further, EFL teachers end up lessons before dismissing the class by restating the main content of the lesson, asking brief questions and providing extra activities. So, we advise them to follow the strategies proposed by Smith and Laslett and to try to create a good relationship with their students.

General Conclusion

General Conclusion

This study aimed to explore the importance and effectiveness of using classroom management strategies in creating a successful learning environment and developing students' competencies. It focused on identifying how teachers manage classrooms to promote active learning and enhance students' motivation and engagement. Furthermore, the study gathered the teachers' attitudes towards perceptions of the use of classroom management's strategies to develop students' skills.

This dissertation consists of three major objectives. The first objective was to determine whether EFL teachers of the department of English at MMUTO implement classroom management strategies proposed by Smith and Laslett (1993). The second objective was to discover if teachers of the department of English at MMUTO are aware of the importance of greeting students in managing classes. The third and the last objective was to know how EFL teachers of the department of English at MMUTO end up lessons before dismissing the class.

In addition, the absence of good classroom management can affect in establishing and maintaining an effective learning environment, in creating a positive teachers students relationship, in flourishing teaching and learning process in which both teachers and students benefit from it and in developing their academic proficiency.

This research was conducted to suggest solutions to EFL teachers who stressed with classroom management and fail in implementing classroom management strategies as a teaching technique. We offered EFL teachers at MMUTO with a suitable solution to develop their managing skill and enhance their students' engagement.

General Conclusion

To realize this investigation and to answer the previous research questions and to test hypothesis of the study, we have adopted the Mixed-methods approach; which combined quantitative and qualitative approaches for data collection and analysis. Twenty six (26) first-year EFL teachers at MMUTO were randomly chosen as participants to respond to a questionnaire. We gathered a large amount of data in a short period of time; and thanks to the policy of the questionnaire (anonymity), we gathered opinions and views from the participants.

To reinforce the validity of the data gathered from the questionnaire, we used a second tool, which was a structured interview conducted with seven first-year teachers to get their attitudes towards perception of the using of classroom management strategies. To add more credit to the results obtained from the two research tools, we also conducted a classroom observation in fifteen first-year classes to observe the implementation of classroom management steps in first year classes.

As for the quantitative data analysis, the rule of three was utilized to evaluate statistical data. Concerning the qualitative data, we used Quantitative Content Analysis (QCA) and interpreted the data obtained from the teachers' interview and classroom observations.

The results reached from the teachers' interview revealed that EFL teachers of English department at MMUTO end up lessons before dismissing the class by restating the main content of the lesson, asking brief questions and providing extra activities. In addition, they agree that classroom management is very important; as well as, it gives them opportunities to set up a good relations with their students by establishing an atmosphere in which students' self-esteem will increase.

General Conclusion

The last major qualitative findings were obtained from classroom observation which revealed that EFL teachers failed to create an effective atmosphere where learning can enhance usefully.

The investigation was based on Smith and Laslett work on effective classroom management (1993) which has been reinforced by many authors like Brophy (1998) who defined classroom management as *"the actions teachers take to create a supportive environment for the academic and social emotional learning of students"*.

As a first investigation about classroom management at the level of the Department of English at MMUTO, hopefully this work may contribute to increase awareness about classroom management techniques to overcome difficulties faced while teaching. The results clearly show that classroom management strategies facilitate the learning environment and motivate students to work easily, and for teachers to teach effectively and manage the class in a useful way.

On the other hand, we cannot deny the fact that this study has encountered some limitations. To begin with, a small number of participants who represented only 26 teachers among more than 100 teachers that constituted EFL teachers of first year students at MMUTO. Second, the findings of this investigation cannot be generalized to the whole; since our participants were only teachers of first-year student.

Based on the discussion of the results, quantitative data have concluded that the majority of teachers appreciate the benefits and effectiveness of classroom management in developing their students learning competencies. Furthermore, the majority of them sustain that classroom management improves collaboration and interaction between teachers and students, and it enabled them also to learn in adequate conditions.

General Conclusion

Accordingly, further research on the same issue, in the same setting with the same or different levels (second, third year) is to be conducted because the topic of classroom management is very huge. There are theoretical frameworks that are to be taken as a source of investigation for further research in the context of MMUTO such as Marzano & Marzano (2003) and Evertson & Weinstein (2006). In addition, other investigations can be held using an experimental method. They would be effective for exploring the impact of classroom management on students' achievements.

Appendix I

Mouloud Mammeri University of Tizi Ouzou

Department of English

Teacher's questionnaire

Dear teacher,

This questionnaire is part of a research which seeks to investigate the implementation of classroom management strategies in first-year classroom at the Department of English at MMUTO. In order to achieve this aim, you are kindly requested to answer the questions below. The information you provide will be exclusively used for an academic purpose

❖ Section 1: Teachers' Experience

1. How long have you been teaching English?

.....Year(s)

2. Have you received any training in teaching English?

a. Yes

b. No

❖ Section 2: Teachers' Attitudes towards Classroom Management

3. How important is Classroom Management? ☐

a. Very important ☐

b. Important ☐

c. Slightly important

d. Unimportant

4. "Classroom Management is one of the features of effective Instruction"? ☐

a. Strongly agree ☐

b. Agree ☐

c. Slightly agree

d. Disagree

e. Strongly disagree

5. "Classroom Management is not easy"! ☐

a. Strongly agree ☐

b. Agree ☐

c. Slightly agree

d. Disagree

e. Strongly disagree

❖ Section 3: Teachers' Involvement in Classroom Management

6. How do your students feel in ☐ classroom? ☐

a. Very comfortable ☐

b. Comfortable ☐

c. Less comfortable

d. Uncomfortable

7. How often do you ☐ ce problems when managing ☐ ssrooms? ☐

a. Always ☐

b. Often ☐

c. Sometimes

d. Rarely

e. Never

8. Do you start y ☐ lesson by presenting ☐ ar objectives?

a. Yes

b. No

9. How often do you ☐ e feedback to your student ☐ ☐

a. Always ☐

b. Often ☐

c. Sometimes

d. Rarely

e. Never

11. In your opinion, wh ☐ the role of a teacher? ☐

a. To guide ☐

b. To control ☐

c. To manage

d. All of them

12. How often do yo ☐ ce misbehavior problems w ☐ Students? ☐

a. Always ☐

b. Often ☐

c. Sometimes

d. Rarely

e. Never

13. Do you enco ☐ ge your students to i ☐ act during the lesson?

a. Yes

b. No

14. Do you use materials (books, images, videos, and newspapers) to get the students effectively involved in the tea ☐ ng /learning process ☐

a. Yes

b. No

15. When presenting the lesson, do you follow the three steps: warming up, instruction, and evaluation? ☐ ☐

a. Yes

b. No

16. Do you help ☐ your students to avoid ☐ distracting one another and get them more focused on learning?

a. Yes

☐

b. No

☐

17. Do you provide a warm up practice and orientation to the students?

a. Yes

☐

b. No

☐

18. Do you present a variety of interesting activities to your students?

Yes

☐

No

☐☐

19. How often do you encourage group work?

☐☐

a. Always

b. Often

c. Sometimes

d. Rarely

☐

e. Never

☐☐

20. You end up your lessons in the following way(s):

☐☐

a. Brief questions

b. Giving feedback

c. Extra activities

d. Enjoying a Game, quiz or story

e. Restating the main content of the lesson

Thank you very much for your collaboration!

Appendix III

Observation checklist

Classroom management: teachers' strategies to get their students in and out

Date:

Session number:

Time:

statements	scores	Yes	No
1. Do teachers greet their students?			
2. Is the atmosphere of the classroom comfortable?			
3. Is the seating arrangement organized in classrooms?			
4. Is there a positive teacher- student relationship?			
5. Do teachers start their lesson by giving clear instructions?			
6. Do teachers give a variety of interesting and relevant activities to their students?			
7. Do teachers succeed to modify the behavior of students?			
8. Do teachers use different strategies to improve their students' interaction and motivation?			
9. Do the teachers follow the three steps of a lesson: warming up, instruction, and evaluation?			
10. Do teachers help their students to avoid distracting one another and get more focused on learning?			
11. Do teachers clarify the ideas and conclude the session?			
12. Do teachers encourage group work?			
13. Do teachers reward the students' achievement?			
14. Do teachers conclude the lesson before dismissing the class?			

Appendix II

Teacher' interview

Dear teachers;

This interview is part of our research which seeks to investigate the effective classroom management under the application of the two rules presented by Colin J.Smith and Robert Laslett.

1. What is classroom management?
2. What is the importance of effective classroom management?
3. According to Smith and Laslett (1993), classroom management follows five (5) steps that are: greeting, seating, starting the lesson, concluding the lesson and dismissing the class.

Do you follow it? If no, why and which alternatives do you use?

4. Do you think that greeting students before the lesson helps in managing classrooms?

If yes, how do you greet them?

5. How do you end-up your lessons before dismissing the class?
6. Would you tell us about the main strategies you apply in order to get your students involved in the learning process?