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**Classroom Management Techniques Effect on Personalized
learning
Case of Algerian Secondary Schools**

Dissertation submitted to the Department of English as a partial
fulfilment of the requirements for the degree of Master in Language
Sciences/ Didactics

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Dedications

This dissertation is devoted in its whole to our dear parents, who have served as our source of motivation and strength when we felt like giving up, and who continue to support us financially, emotionally, spiritually, and morally.

To our family who gave us the courage and power to finish this work.

Finally, we honor the Almighty God by dedicating this dissertation to him. We are grateful for your leadership, fortitude, mental fortitude, protection, abilities, and for providing us with a healthy existence. We provide you with all of these.

Fouad

Dedications

I want to dedicate this thesis to my parents, who sacrificed what little they had in order to give me the chance to pursue a career in education. I now possess a key that can be used to solve the riddles of our world and everything else.

Mohammed

Abstract

The goal of the current study is to determine whether discipline issues among secondary school students may be decreased with the help of effective classroom management techniques. This study's theoretical and practical contribution highlights the demands of teenagers in relation to their developmental changes. Their behavior in the classroom is significantly impacted by those needs. According to the general premise of the current study, discipline issues among students will gradually decrease if efficient classroom management strategies are applied. Four secondary schools were engaged in order to obtain data and to test our hypotheses

List of Figures

- Figure 01: Rate of the informants54
- Figure 02: The time period for learning English55
- Figure 03: Students' sex.....57
- Figure 04: Percentages of students best time to learn58
- Figure 05 Average of students interest in studying English59
- Figure 06: Students purpose behind learning English61
- Figure 07 Causes that disengage students63
- Figure 08: The rate of teachers motions in the classroom
.....64
- Figure 09: Students opinion about misbehaviour
.....67
- Figure 10: The Causes of misbehaviour69
- Figure 11: Teachers ways of tackling misbehaviour73
- Figure 12: Learners opinion about classroom management techniques
.....75
- Figure13:The Impact of Disciplinary Problems on Class Achievement.....77
- Figure 14: The impact of misbehaviours on teachers
.....78
- Figure 15: Students suggestions to avoid misbehaviour
.....80

List of Acronyms

PI : Personalized learning

CM: Classroom Management

CMS: Classroom Management Strategies

EFL: English as a Foreign Language

FL: Foreign Language

TEFL: Teaching English as a Foreign Language

TABLE OF CONTENTS

Acknowledgment	III
Dedications	IV
Abstract	VI
Acronyms	IX
Table of Contents	X
General Introduction	2
Chapter one : An Overview about Classroom Management Techniques	5
1.1 Introduction	6
1.2 Classroom Management	6
1.2.1 Techniques/Strategies.....	6
1.2.2 Effects on Pupils’ Learning.....	7
1.3 Teachers Attitude and Practices to Promote Classroom Interaction	7
1.4 Classroom Interaction	8
1.4.1 Teacher Control.....	8
1.4.2 Learners Contribution.....	8
1.5 Type of Learners	9
1.5.1 Talented Learners.....	9
1.5.1.1 Qualities of Talented Learners.....	10
1.5.1.2 Supporting Talented Learners.....	10
1.5.2 Disengaged Learners.....	11
1.5.2.1 Supporting Disengaged Learners.....	11
1.6 Personalized Learning	12
1.6.1 Elements of Personalized Learning.....	12
1.7 Maintaining Learner Discipline	12
1.7.1 Tips To Improve Learners Discipline.....	13
1.8 Adaptive Strategies for Classroom Management	13
1.9 Personalized Learning Definition	13
1.10 Effective Personalized Learning Principles	10
1.11 Flexible Content and Tools	15
1.11.1 Type of Content and their Flexibility Degree.....	15
1.12 Targeted Instruction	16
1.12.1 Tips for Targeted Instruction.....	16
1.13 Data Driven Decisions	16
1.13.1 Implementing Data Driven Decisions in Secondary Schools.....	16
1.14 Student Self Reflexion and Ownership	17
1.14.1 Implementing Student Self Reflection and Ownership in Secondary Schools.....	17
1.14.2 Tips for Student Self Reflection and Ownership.....	17
1.15 Personalized Learning Strategies and Techniques	17
1.16 Student’s Strengths	18
1.17 Students Needs	19
1.18 Students Skills	20
1.19 Conclusion	21
Chapter two: The Field Work	49
2.1 Introduction	24

2.1.1 Students ' Questionnaire.....	24
2.1.2 Questionnaire goal.....	24
2.1.3 Respondents	24
2.1.4 Overview about the questionnaire	24
2.1.5 Questionnaire findings	25
2.1.6 Findings interpretation	40
2.1.6.1 General Background information about students	40
2.1.6.2 Students best time	40
2.1.6.3 Students behavioural problems	40
2.1.6.4Types of CMS that can decrease misbehaviour.....	41
2.1.7 Conclusion.....	41
General conclusion.....	43
Bibliography.....	45
Appendix A.....	48

General Introduction

When it comes to teaching English as a foreign language, teachers should work on improving their classroom management techniques in order to achieve greater results. One of the biggest problems that teachers face is that not all students have the same capacities and motivation for learning and acquiring new knowledge. This problematic can hinder the teacher from doing his job and it can be very frustrating for both teachers and learners. The traditional teaching method focuses on providing students with knowledge through a single way for all students. This type of teaching has shown its weaknesses and led teachers to implement new ways and methods in order to tackle the issue of disengaged students.

Personalized learning nowadays has been heavily involved in the educational field since it can turn both teaching and learning to an easy and interesting activity. This type of learning is very helpful for students since it focuses much more on their academic needs. Recent researches have shown that classroom management techniques can be very effective in the educational process and can also lead to a better educational system that can achieve objectives with high precision. The purpose behind including classroom management techniques is to provide better learning experience for all students in general especially the disengaged ones. The traditional way of teaching can be beneficial for students with high potential since they can adapt with all the circumstances but it can be very frustrating for disengaged students and leave them further behind. Teachers were forced to implement alternative methods by adopting individualised curriculum. The main benefit of this alternative methods is to ensure that students get what they need.

In this study, the researchers should know all the details that are related to classroom management techniques and personalized learning in order to demonstrate how they can

help disengaged students. We also aim to find out the most important problems and barriers that disengaged students have during their education process. Once these problems are taken into consideration disengaged students will have a better learning experience.

The main goal of disengaged students is to ensure they make faster progress in the educational process by adopting new methods of learning. Therefore, the ability to be up to date with the teacher is their most important aim but regrettably no matter they work hard to concentrate with teachers they still find themselves further behind. We have noticed that these difficulties are related to teachers lack of management techniques. Explaining the relation between classroom management techniques and disengaged students is our main goal and we are taking disengaged students in Algerian secondary schools as our sample in this case study.

This study focuses on the factors that put obstacles for disengaged students and it also highlights the role of the teacher in this situation. This study also discusses the importance of some classroom management techniques and their benefits to disengaged students and how these techniques can help students to get rid of their difficulties. Finally, we suggest some solutions that can help disengaged students in order to make their educational process easier.

The current study aims at finding answers to the following questions:

1. what effect does teachers care and guidance have on talented students?
2. What are the advantages of personalized learning and to what extent it can help in classroom management?

From the above research questions, the researcher tries to come up with the following hypotheses that are set to this study.

1. Gifted learners who demonstrate high ability and special cognitive and intellectual qualifications need particular care and guidance from their teachers.
2. Personalized learning and teachers care help in classroom management.

In order to figure out the reliability of our hypotheses, we started by implementing the descriptive method to obtain a broad overview about disengaged students. If the results go hand in hand with the mentioned hypotheses, few solutions will be provided for disengaged students to solve their problems.

the second chapter, which discusses the design of a case study, includes descriptions of the goals of the research project, the chosen sample and context, the research tools, and the data gathering process along with basic advice and suggestions for teachers, it also provides an analysis, an interpretation, and a discussion of the result. The aim of the two chapters is to study and discuss the benefits of classroom management techniques on personalized learning and also on students educational life.

**Chapter One: An Overview About Classroom
Management Techniques**

1.1 Introduction

Teachers must develop a definite classroom routine in order to conduct effective instruction. One of the biggest teacher role in the classroom is to keep students arranged, concentrated and academically successful. Recognizing and organizing the classroom environment is crucial for improving learning results as well. Every student can benefit from an engaging and dynamic learning environment in a controlled classroom. This section discusses CM theories and highlights definition of CM.

1.2 Classroom Management

Creating a definition is a major issue when deciding on research-based methods for classroom management. According to Evertson and Weinstein (2006), classroom management is widely defined as any activity a teacher takes to create an environment that fosters and supports both academic and social-emotional development. Classroom management is a strategy that aims at improving and controlling learners behaviour in the classroom. Teachers should always pay attention to students behaviour in order to avoid chaos and obtain excellent educational outcomes.

1.2.1 Techniques/Strategies

Education through history has become much more effective and efficient. It is impossible to overstate the value of effective classroom management in achieving educational goals. Lot of scholars have introduced new ideas to make the educational process easier for all students in order to achieve greater results. The traditional way of

teaching has shown lot of weaknesses and many students with low potential were very bothered and annoyed by this way of teaching.

Lot of teachers nowadays tend to use alternative methods of teaching in order to fit their students needs and to make the educational process much more enjoyable and easier for all learners.

1.2.2 Effects on Pupils' Learning

Effective classroom management can provide learners with high quality learning experience. Classroom management techniques can seriously change learners perspective towards their studies by making them well engaged and motivated during lectures. A good classroom management can also make the educational process very easy so that teachers won't find any sort of difficulties in the classroom

1.3 Teachers Attitude and Practices to Promote Classroom Interaction

Teachers attitude is very important during the lecture. It is well known that the teacher plays a huge role in maintaining good learning environment. It is very important for teachers to develop their practices in order to obtain greater results in the educational process. Teachers attitude also plays a huge role in keeping learners engaged in the classroom environment.

1.4 Classroom Interaction

Classroom interaction is something that is very important during each lecture. Interaction in the classroom is crucial since it is the foundation of classroom pedagogy. The process through which lessons are "accomplished" involves interaction, Teachers play a huge role in classroom interaction. It is well known that the teacher is the most important element in the classroom. A good classroom management by the teacher can improve students interaction and also boost their motivation.

1.4.1 Teacher Control

The teacher plays a huge role in classroom interaction by controlling students behaviour during lectures. Teachers should always ensure that students respect the rules of order within the classroom. There is a very huge relation between teachers behaviour and students performance during the lecture. According to many studies, students behaviour is relatively linked to how teachers behave and tackle the lecture. If the teacher shows a good example of a responsible individual, students will be forced to adopt their teacher behaviour and principles.

1.4.2 Learners Contribution

Students are very important element in the educational process. It is very necessary for the educational system to provide learners not only with knowledge but also with skills and techniques to improve their performance.

Learners also play a huge role in classroom interaction. Their attitude and behaviour during lectures determine the classroom environment. Students must pay attention to many aspects in order to improve and maintain classroom interaction.

1.5 Type of Learners

It is well known that humans are not born with the same learning potential. When it comes to studying, two types of people can be found talented and disengaged students. Teachers sometimes deal with the same way and this is a huge problem. Each type of learners have its specific characteristics and it is not logical to address students with the same way. Talented learners are known with their high potential to learn and to acquire new knowledge and skills very quickly.

Whereas disengaged students always struggle to focus during lectures and to make progress in their educational career. Teachers should always pay attention to the differences in levels between students in order create a better learning environment for all students. The best way to deal with students is to pay attention to their interests and also to analyse their strengths and weaknesses in order to achieve a faster progress during lectures.

1.5.1 Talented Learners

Talented learners are those students who have higher learning potential than others. Their attitude during lectures differ from other regular students in many ways. One of the most common characteristics of talented learners is their high ability to acquire new knowledge and skills very quickly and efficiently than other students. Another characteristic of talented learners is their productivity especially while dealing with obstacles. This type of learners are often well motivated and they don't have any problems to show their skills and abilities during lectures. Talented learners also play a major role in classroom interaction and they try always to create a dynamic learning environment into the classroom.

1.5.1.1 Qualities of Talented Learners

A common perception about gifted and talented people is that they are emotionally tense, high-strung, clumsy, and bookworm.

Researchers and educators who have discovered that the gifted are frequently the social as well as the academic leaders have repeatedly refuted this notion that they are misfits. Talented students are known with their high learning potential and generally they have the following combination of qualities :

- they acquire new knowledge and skills much more rapidly than most students
- their level of motivation is very high especially when it comes to dealing with difficult and challenging situations
- they always set for themselves higher standards of achievement
- they often show higher background especially when it comes to vocabulary and their writing and reading skills

1.5.1.2 Supporting Talented Learners

Supporting talented learners is very important in order to help them achieve greater and faster progress into their studies. This can be achieved by implementing a mixture of enrichment and acceleration of the usual curriculum (Schiever & Maker, 2003).

Enrichment can be achieved by implementing additional instructions to the curriculum. This can be done under supervision of the teacher by suggesting to students to read a wider variety of literature and also to write about topics in which they are not familiar

with. The teacher can also include some challenging tasks in order to help those learning unlocking their real potential. It is also very important for teachers to share their experiences and knowledge with talented learners in order to inspire them.

Acceleration can be achieved by involving either student's skipping grade or redesigning the curriculum within alternative grade in order to cover more materials. This method helps talented students to improve their performance and skills and also to make faster progress into their educational career.

1.5.2 Disengaged Learners

Disengaged learners are generally those students who find difficulties within their educational career. They often struggle to focus with their teachers during lectures. One of the biggest issues that affects disengaged students is the lack of understanding on the part of their teachers. Teachers tend always to support talented learners whereas in the other hand they have a negative attitude towards disengaged students.

1.5.2.1 Supporting Disengaged Learners

Any student can become disengaged from their schoolwork. Some students regard school as a place where they are judged for not being "as good as" their peers. For other children, academic accomplishment and the recognition that comes with it aren't enough to keep them engaged. Teachers should always support disengaged students by encouraging them and also by communicating with them in order to understand their needs. The teacher should also use technology in order to provide learners with an interesting studying environment.

1.6 Personalized Learning

The goal of individualized learning is to open up student paths and give them more control over their education. Incorporating learning, motivation, and engagement research into a school's pedagogical method, personalized learning aims to maximize supports for each student. Students who attend schools that emphasize personalized learning are expected to be active co-constructors, making decisions about their own learning processes and paths, advancing through subject as they demonstrate proficiency, and participating in their communities outside of school.

1.6.1 Elements of Personalized Learning

Practitioners identified the following essential components of personalization:

- Differentiated instruction
- Immediate instructional interventions and supports for each student is on-demand, when needed
- Flexible pacing
- Individual student profiles (personalized learning plans)
- Deeper learning and problem solving to develop meaning
- Frequent feedback from instructors and peers
- Standards-based, world-class knowledge and skills
- Anywhere, anytime learning
- Performance-based assessments (project-based learning, portfolios, etc.)

1.7 Maintaining Learner Discipline

Discipline is necessary for maintaining a healthy social life. It appears that tactics used to keep order in classrooms are not always effective. In all schools, youngsters frequently act inappropriately. Reduced interest in teaching, particularly in high schools

or schools with a reputation for being difficult, is another result of issues with school discipline (Blandford, 19985). A disciplined existence aids in the removal of roadblocks to progress and other ambiguities that obstruct success.

1.7.1 Tips to Improve Learners Discipline

Improving learners' discipline is a hard task to teachers. In order this to happen, the teacher should pay attention to the points mentioned above

- a. Being organized
- b. Dealing with problems while they are still small
- c. Having good control procedures
- d. Keeping students engaged

1.8 Adaptive Strategies for Classroom Management

In order to keep students engaged in the classroom it is very important for teachers to use adaptive strategies in order to eliminate bad attitude and behaviours. One of the most helpful strategies is the leniency in treatment between teachers and learners. Students should be always relaxed in the classroom and teachers must provide for them a pleasant learning experience. It is also very important for teachers to be always updated about new classroom management techniques in order to obtain greater results.

1.9 Personalized Learning Definition

Personalized learning is defined by the US Department of Education (2010, 2016) as "education in which the speed of learning and instructional technique are customized for the needs of each learner." Learner needs may influence learning objectives, instructional methodologies, and instructional content (and its sequencing).

Furthermore, learners' learning activities are meaningful and relevant to them, and they are generally self-initiated" (2016, p. 7).

the third sentence of the preceding description (i.e., meaningfulness, relevance, interest-driven, self-initiated) is the most important criterion for teaching to fully involve PL according to this definition. This broad definition aligns with educational psychology research on the impact of interest-based connections on motivation and learning (e.g., Bernacki & Walkington, 2018; Cordova & Lepper, 1996; Reber et al., 2009; Walkington, 2013), utility value interventions (e.g., Hulleman et al., 2010), and instructional approaches involving student agency or choice (e.g., Hulleman et al., 2010). (e.g., Patall, 2013).

1.10 Effective Personalized Learning Principles

Without knowing the finest learning strategies, effective learning is impossible. We've included the most significant learning principles below in order to help students learn more effectively.

to work with students who are eager to learn, but because motivation influences learning, the teacher also influences motivation. So, how do you do it properly?

- **Understanding Rather Than Memorization**

Rather than memorizing individual facts and algorithms, learning is more effective when it focuses on grasping general ideas and concepts. Understanding is the foundation for applying knowledge in real-world circumstances. This is significant since even the tasks on the world-famous PISA test do not assess how well students understand the school curriculum, but rather how well they can apply what they have learned in school to real-life situations. To truly comprehend the information, you must discuss it and give yourself the time to contemplate.

- **Time for Practice**

Information takes time to process. It's also important to put it into practice. Students' reading and writing abilities, for example, are influenced by how much time they spend reading and writing. More time should be spent on active learning (remember the principle of active participation of children in the classroom). Passive learning is far less successful than tasks that require students' participation, such as planning experiments, measuring, discussing, and creating projects.

1.11 Flexible Content and Tools

Teachers can create a personalized learning experience by combining three types of instructional materials. For example, a textbook or an online class guarantees that all students will learn the same concepts and exercises. Adaptive and highly customizable content and tools can allow teachers to author and curate original content.

1.11.1 Type of Content and their Flexibility Degree

Foundational content: Foundational content is often considered the "backbone" of a grade level course and comes in the form of a textbook or online set of lessons. While the rate at which students encounter foundational content varies, the learning objectives and resources that emerge from it are mostly consistent.

Adaptive content: The content may change dynamically in response to student performance, suitably altering the level of challenge for students to take on at any given time.

1.12 Targeted Instruction

Targeted instruction allows teachers to be more flexible in what they teach and when they teach in order to maximize student growth. Targeted instruction involves dismantling the traditional classroom's whole-group framework. Rather than according to a predefined curriculum or pacing guide, targeted instruction aims to ensure that all students receive the same level of instruction.

1.12.1 Tips for Targeted Instruction

- Look for student needs and divide them for focused education.
- Use tailored education to foster student behaviour

1.13 Data-Driven Decision

Data analysis can also give students valuable opportunities to reflect on their work and adjust their goals and learning plans accordingly. Teachers can provide valuable guidance in helping students understand the necessity of analyzing evidence before making judgments. Students can also utilize data to set personal goals and track their progress toward them.

1.13.1 Implementing Data-Driven Decision in Secondary Schools

It's very for teachers to Compare techniques of collecting, analyzing, and utilising student data with another colleague

Learner profiles: Collect crucial information about students such as job goals, personal hobbies, and learning needs to understand more about them.

1.14 Student Self Reflection and Ownership

It is very important for teachers to push their students to acquire self reflection skills in order to obtain greater results in their educational career. Students should also contribute in lectures by analysing each other in order to create a competitive environment

1.14.1 Implementing Student Self Reflection and Ownership in Secondary Schools

Journal entry: Set up a certain amount of time for students to reflect on their learning and aspirations by keeping a journal (online or offline).

Student portfolio: Assist students in creating portfolios of work and reflecting on their growth over time.

Student choice: Allow pupils to develop their own unique method of proving mastery of an idea or goal.

1.14.2 Advice for Student Self Reflection and Ownership

- Create a system for providing formal mentoring to students.
- a chance to learn and develop.
- Encourage pupils to express themselves in a variety of ways.
- As a basis, consider training kids to establish a growth mentality.
- Give kids authentic choices so they may take responsibility of their learning.

1.15 Personalized Learning Strategies and Techniques

Many aspects of our lives are unique to us, including how we learn. It's truly personal when a relevant link between the activity and the learner promotes learning.

We do it by employing tactics that are closely related to our curriculum, pedagogy, and learning environment. It also entails taking use of the seemingly limitless opportunities teachable moments that present themselves to us every day for informal learning.

- Provide options for students

Allowing students to choose how they approach a task or an assignment is a great way for them to practice personal responsibility, time management, and independent thinking. Giving pupils a daily activity list and allowing them to choose the sequence in which they accomplish the assignments is one example. Another example is starting class with a round-table conversation in which students specify what they want to learn the most from the day's or week's curriculum.

- Make Use of Technology

The use of technology does not always facilitate personalized learning, although it can surely be beneficial. In any instructional setting, teachers have great expectations of their students, but students have high expectations of us as well. Inevitably, our students will expect to be allowed to use the technology they enjoy in any educational situation. It is, after all, so important in both their school and personal lives.

1.16 Student's Strengths

Students are frequently classified as smart or not smart in today's society. We all have our own set of strengths and shortcomings. Our strengths may differ from those of others, yet they still exist.

A student's strength can be any personal characteristic that sticks out about them and helps them do better in school, such as their ability to retain knowledge rapidly or their mental stamina.

The following are the most prevalent student strengths:

energetic

- kind
- creative
- adventurous
- smart
- confident

- persistent
- Prioritization
- Study Skills
- Critical thinking

1.17 Students Needs

Each pupil is unique. Every intelligent, forgetful, smiling, gloomy, eager, apathetic, thoughtful, short-sighted little (or big) human being that walks into the classroom on a daily basis has a unique tale to tell—one full of potential, heartbreak, and complexity. This isn't just rhetoric; it's factual, and it's significant. It is very important for students to be more aware of their needs in order to achieve greater results. Here are some aspects that all students must be aware of.

- Inspiring models

Models convey ideas, operate as scaffolding, illuminate possibilities, provide a path, and provide pupils with something to think about when everything else seems abstract and academic. The more creative, authentic, motivating, and diverse a program is, the more likely it is to reach every student. Modeling—demonstrating how, when, where, and most importantly why—is also vital in translating ideas into action.

- How to learn

Every pupil should be aware of learning strategies. And they must be as well-versed in those tactics as they are in the material.

They also require ones that are understandable to them. That they comprehend and can develop into. Don't tell them they need to "employ analogies" because "research"

indicates they should. They want smart, intelligent, practical, and adaptable learning tactics that they can—and will—use without prompting because they recognize the need. And one aspect of this is the skill and proclivity to think critically.

1.18 Students Skills

Students can improve their learning skills to help them excel in school and in their future careers. Student abilities can help students think creatively, solve complicated problems, and communicate successfully in the classroom. These abilities can also be listed on a resume to demonstrate a student's talents to potential employers. Many of these student abilities can be used in a variety of jobs. A student can, for example, employ communication skills at school and in a number of jobs.

Top skills for students

- Communication

Communication is a collection of soft skills that students use to communicate their thoughts. These abilities can help pupils express themselves verbally and in writing. They can articulate their thoughts, dispute their logic, and share ideas with others if they have good communication abilities. Students can also use communication skills to form bonds with others and collaborate.

- Critical thinking

Critical thinking is the ability to analyze facts and reach a conclusion. Students use critical skills when writing research papers, lab reports or solving mathematical problems. They analyze a variety of facts to determine a thesis or general argument in many of their classes. This skill can help them solve complex problems, create new solutions and make decisions.

1.19 Conclusion

Managing a classroom is very difficult for teachers. It is very important for teachers to analyse their students in order to have a broad view about them. Student's interaction is very important during lectures and teachers should always seek to improve it. Learners contribute in the educational process by improving their behaviour and attitude in order to achieve better result. Teachers should always be aware of the fact that learners do not have the same level and they must pay attention to some aspects in order to help their students.

Chapter two

The Field Work

2.1 Introduction

This chapter is customized to study and analyze the effects of classroom management techniques in maintaining discipline. In order to gather data a questionnaire was used in order to obtain a broad view about this topic.

2.1.1 Students' Questionnaire

2.1.2 Questionnaire Goal

The questionnaire aims at knowing pupils' opinion about the teachers' use of classroom management strategies and their perceptions of the effect of the latter on reducing disciplinary problems in the classroom. A detailed analysis is provided after each graph.

2.1.3. Respondents

The informants are from Benzerdjeb, Ibn Khaldoune, Temimi, and Tahar Hmaidia Secondary Schools. It was very important to select multiple secondary schools in order to gather reliable data and also to get a broad view on classroom management techniques effect in the educational process.

2.1.4 Overview about the Questionnaire

The questionnaire is made up of fifteen questions. Open-ended and closed-ended questions are used in order to obtain greater background about students' perception on classroom management techniques. Some of the questionnaire can be answered by YES or NO while others need explanation in order to be more precise.

2.1.5 Questionnaire Finding

Q1 : What is your school name

.....

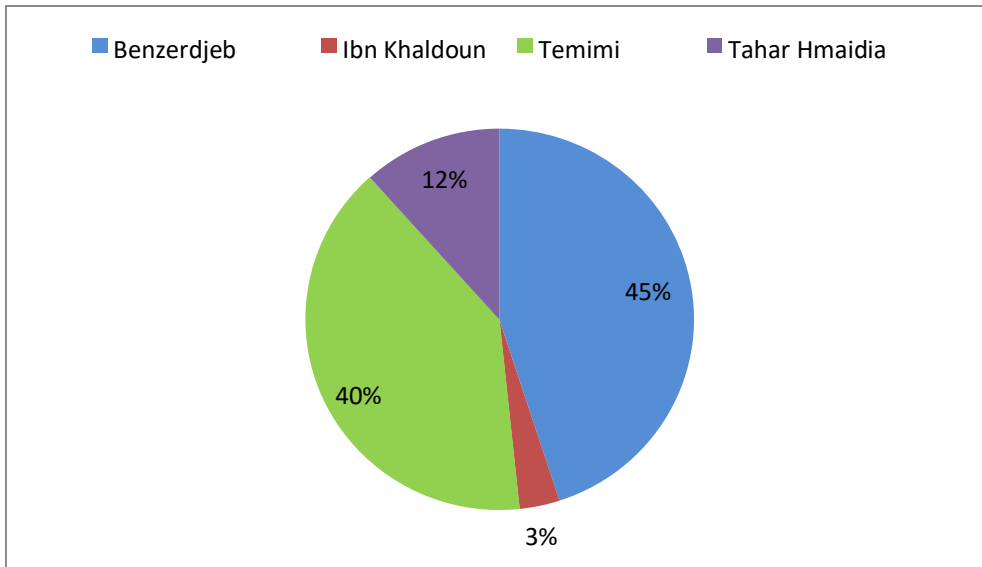


Figure 01: Rate of the Informants

The goal of this question is to gather essential data about learners. Four secondary schools are included with varying proportion in order to obtain credible information about this topic.

Q2: For how long you learned English

.....

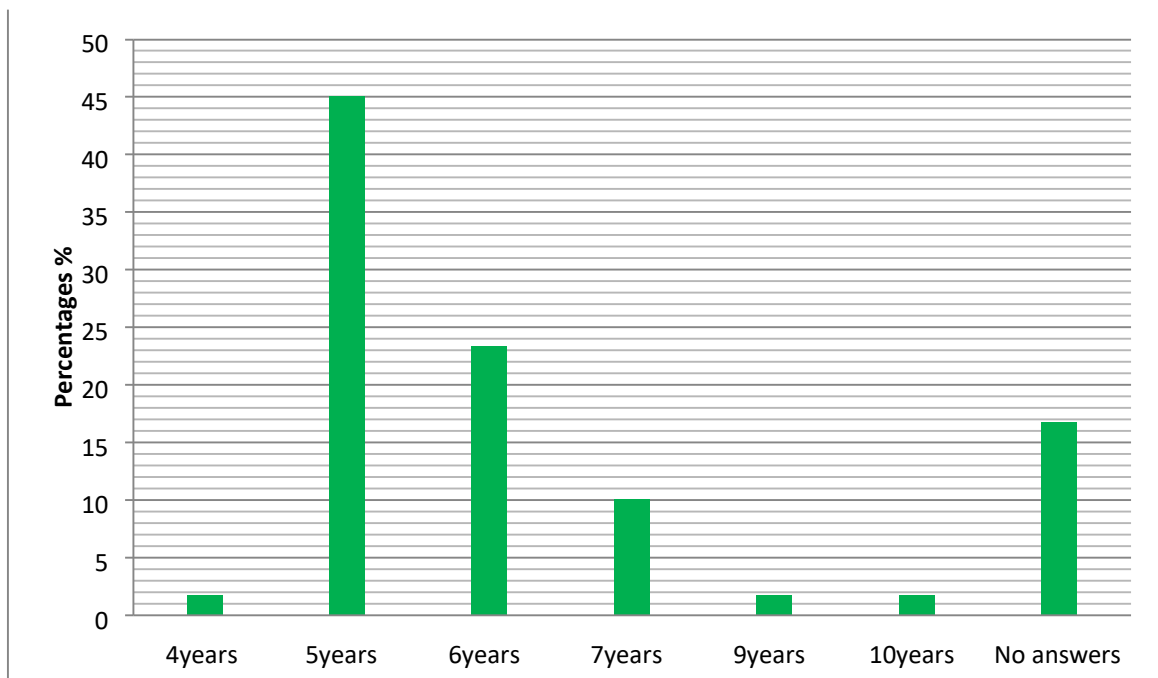


Figure 02: The Time Period for Learning English

The aim of this question is to figure out the duration of how long students have been studying English.

From figure 02 it can be noticed that 45 % of the respondents have studied English for 5 years and this is the big proportion. 23 % of the population studied English for 6 years. From this figure it can be also noticed that only few students are interested in studying English in long term.

Q3: what is your gender?

.....

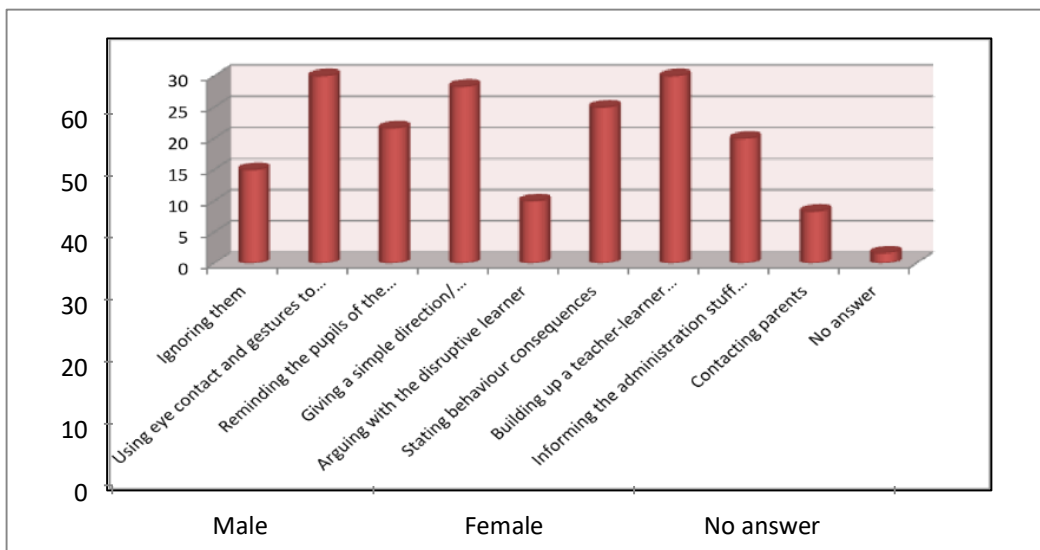


Figure 03: Students' Sex

From this figure it can be noticed that girls contributed in the questionnaire more than boys. 53 % of the respondents were girls and 40 % were boys whereas others preferred not to answer this question.

Q4: Do you prefer studying in morning or in the afternoon?

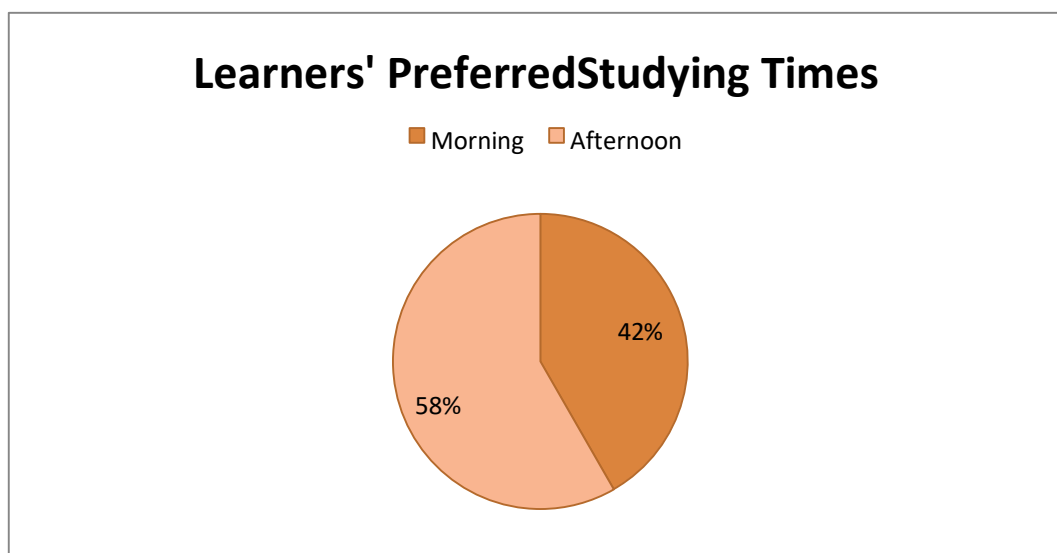


Figure 04: Percentages of students best time to learn

From figure 04 it can be noticed that majority of learners prefer to study in the afternoon rather than studying in the morning with a proportion of 58 %

Q 5: Is it interesting to learn English

a. Yes

b. No

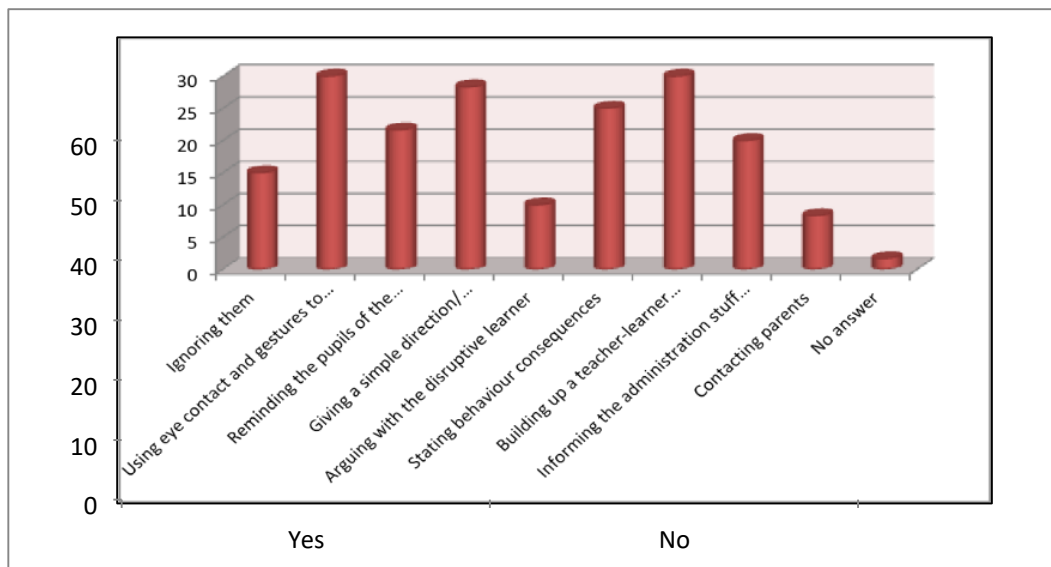


Figure 05 Average of students interest in studying English

The findings of figure 05 indicate that the majority of the respondents are not interested in studying English with a proportion of 58 % while the rest were not interested in studying English.

Q 6: The reason behind answering yes:

- a. You love English.
- b. The teacher creates strong relationship with you in order to help you.
- c. The teacher is excellent in English.
- d. The teacher uses some skills in order to make studying very easy
- e. The teacher make learning very fun by using technology
- f. English is essential in the curriculum

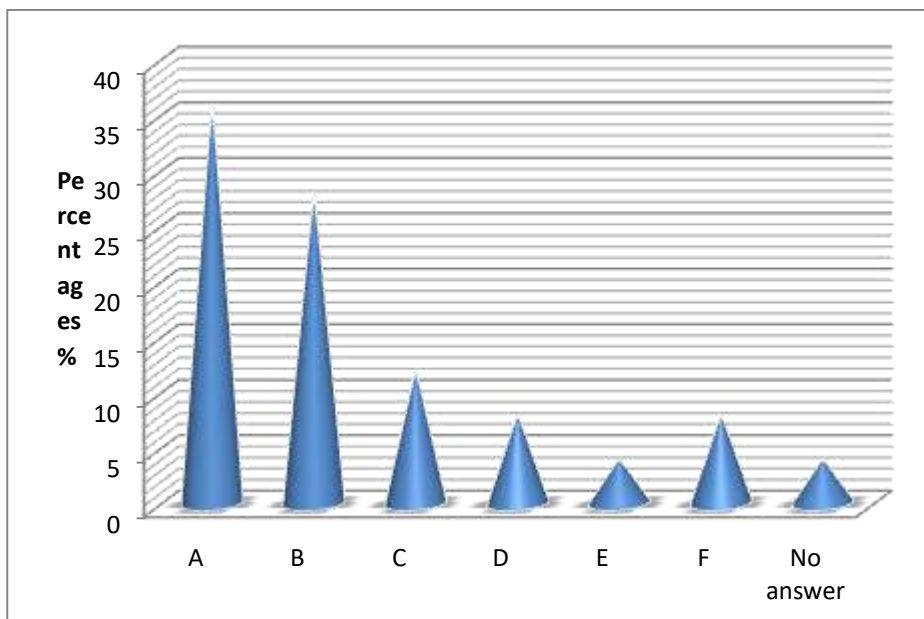


Figure 06: Students' Purpose behind learning En

The aim of this question was to figure out why learners were interested in studying English. A proportion of 35 % claimed that they are interested in studying English just because they love it. 30 % of the respondents said that they are interested in studying English because the teacher creates a strong relationship with them. The remaining

respondents claimed that English is very important and also the teacher has very good skills.

Q7: If the answer is NO say why

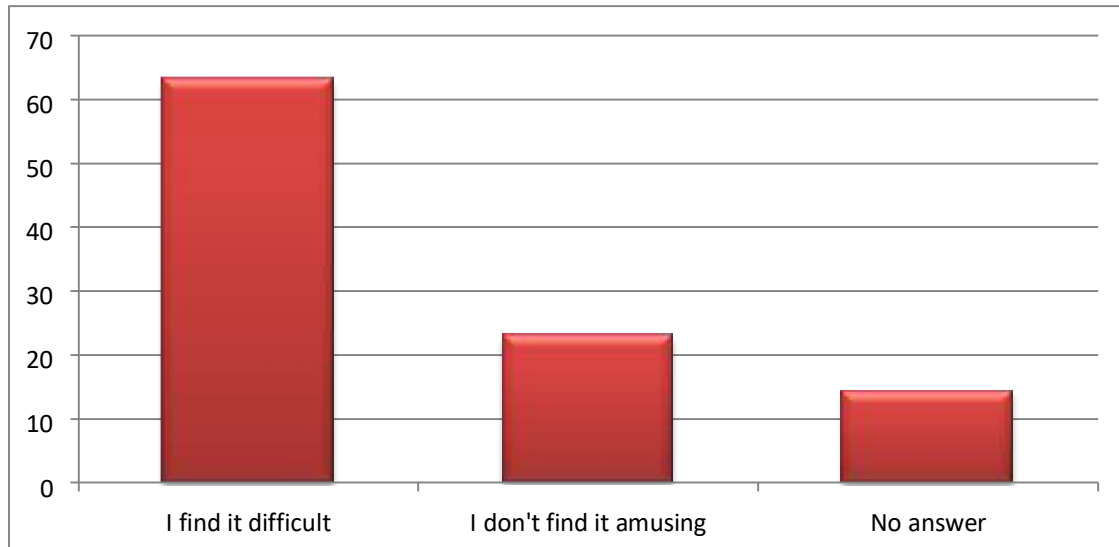


Figure 07: Causes that Disengage Students

The aim of this question was to investigate why learners are not interested in studying English. The majority of the respondents with a proportion of 60 % claimed that English is a very difficult language and this their reason behind being not interested in studying it. A proportion of 20 % said that English is not amusing and easily get bored during lectures.

Q8 :How often does your teacher move during lectures?

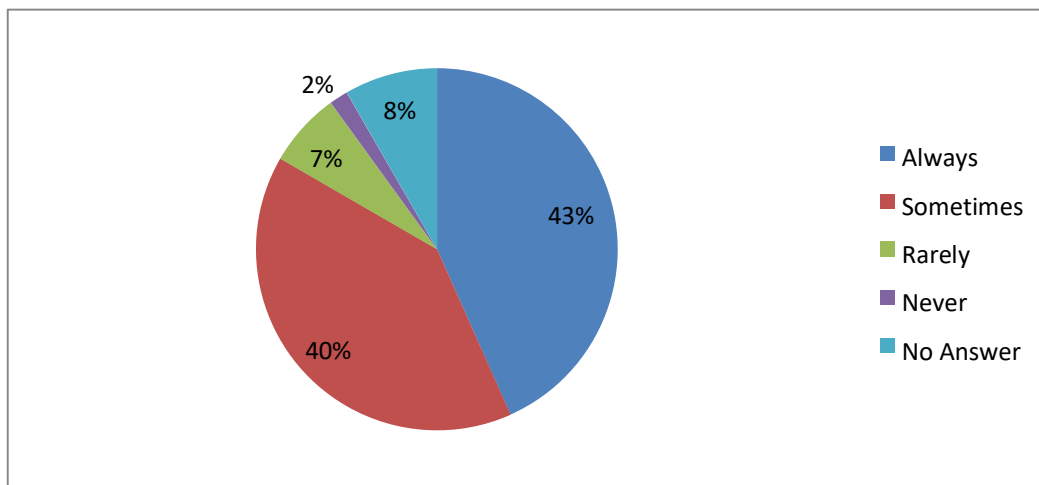


Figure 08: The Rate of Teacher Motion in the Classroom

The aim of this question was to discover the relation between the teacher's attitude in the classroom and its impact on learners' behavior

From figure 08 it can be noticed that 43 % of the respondents claimed that the teacher move always during lectures. A proportion of 40 % said that the teacher doesn't move every time but only sometimes. The remaining of the respondents said that the teacher barely move in the classroom and some of them claimed that the teacher never move during lectures.

Q9: How often these bad attitudes happen in the classroom

Everytime Often Sometimes scarcely Never

1. Yelling with bad comments
2. Talking loudly to the teacher
3. Playing with phone during lectures
4. Cheating

5. Stealing

6. Making noise

7. Being aggressive

Others

Inside the Classroom.

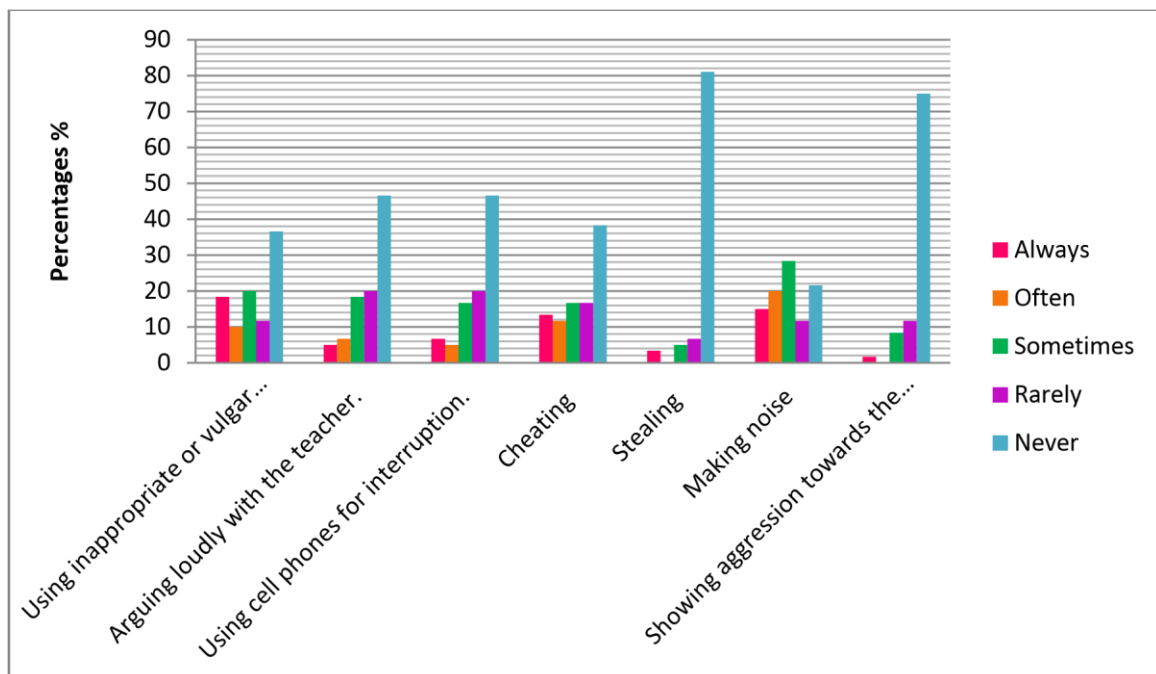


Figure 9: Students Opinion about Misbehaviour

Inside the Classroom

The aim of this question was to investigate the several bad behaviours that can occur in the classroom.

According to students stealing and being aggressive are the most relevant bad behaviour that can occur in the classroom with a proportion between 80 % and 70 %

of the respondents. 40 % of the respondents claimed that arguing loudly is also a bad behaviour. Using cell phones during lectures is also a bad behaviour and a proportion of 40 % agree with this. 30 % of the respondents claimed that making noise occurs from time to time and it can affect the educational process.

Q10 : Indicate whether you

Highly agree = 1 Agree = 2 don't know = 3 Disagree = 4 Highly disagree = 5

1. Poor parenting leads to bad behaviour in the classroom
2. Teachers' weak performance lead to losing control of the classroom
3. The number of students inside the classroom impact learners' behaviours
4. . Bad planning can make students disengaged
5. Bullying is the biggest factor

Others:

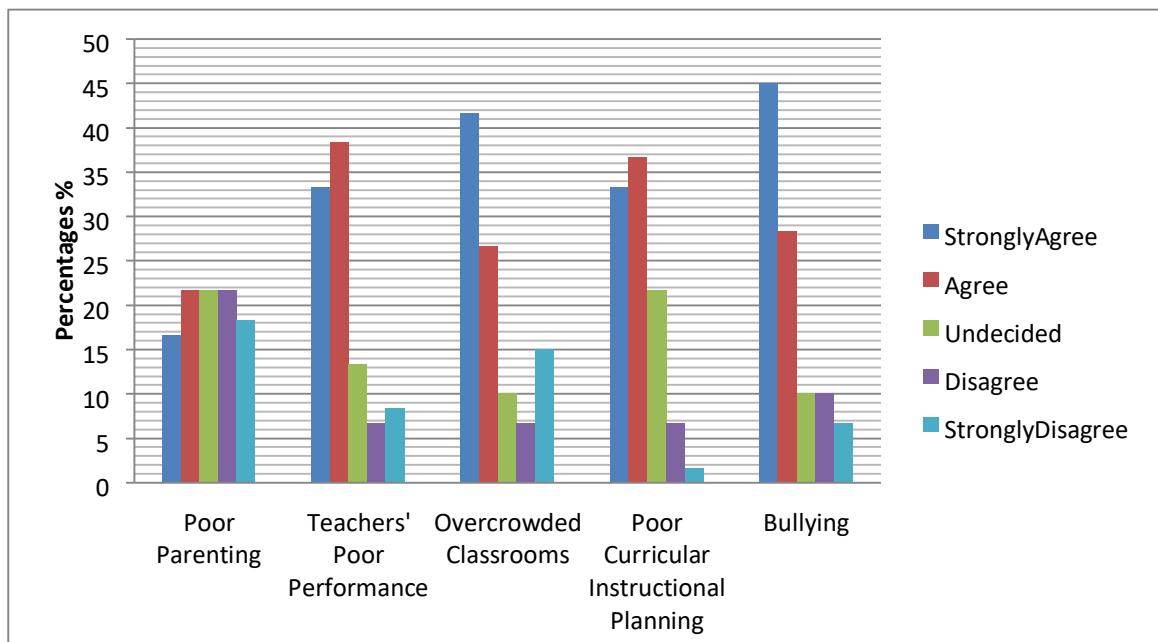


Figure 10: The Causes of Misbehaviour

The aim of this question was to investigate the causes of bad behaviour in the classroom. Bullying according to learners that represent a proportion of 45 % is the big factor that leads to bad behaviour. 40 % of the respondents also claimed that overcrowded classrooms are a big problem and can also lead to misbehaviour. Learners also indicate that teachers poor performance is also another factor that can make learners disengaged. Only few students claimed that poor parenting is a cause of Misbehaviour with a proportion of 20 %

Q11: How does the instructor handle these situations

- a. By omitting them.
- b. Using eye contact to warn students.
- c. Reminding students by the rules
- d. Giving a instructions to disengaged students privately

- e. Arguing with the bad learner
- f. Stating the punishment
- g. Increasing the relationship between teachers and learners
- h. Informing the administration about problems.
- i. Talking to parents.
- Others.....

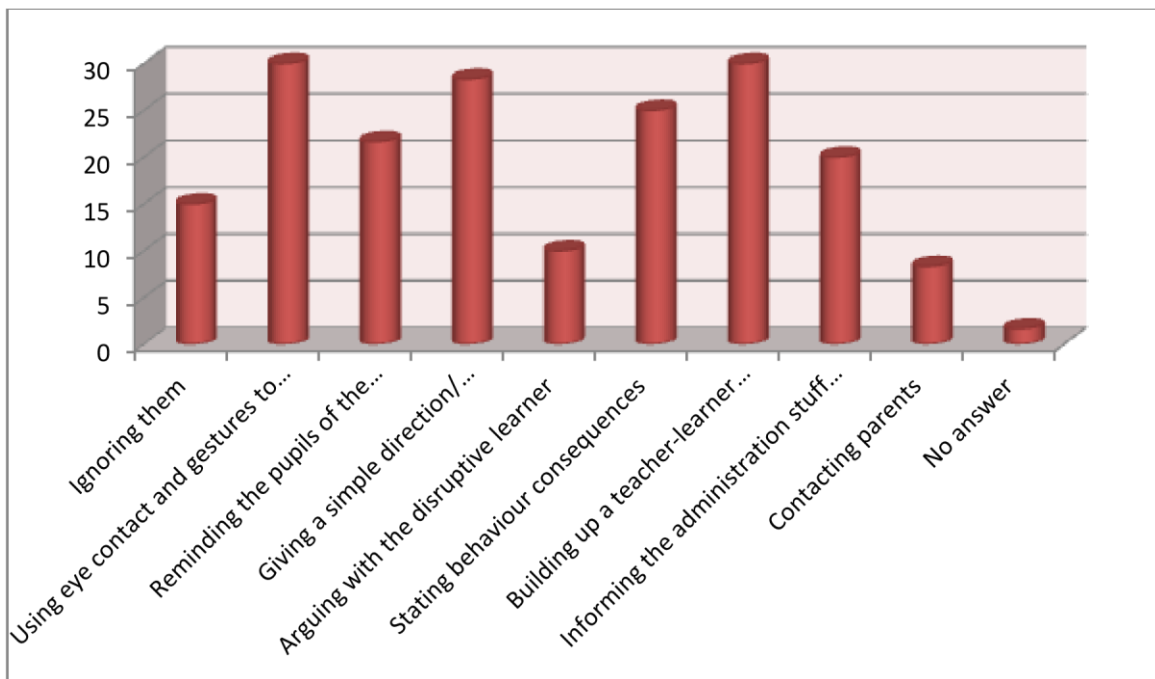


Figure 11: Teachers’ Ways of Tackling Misbehaviour

The aim of this question was to investigate the techniques used by teachers in order to avoid disciplinary problems. Using eyes contact and building connection with learners are the most used strategies in order to control students behaviour. The

teacher also use severe ways in order to avoid misbehaviour by talking to students privately or even asking help from the administration to punish them .teachers in some cases called the parents of bad students in order to warn them.

Q12: Are the methods used by the teacher helpful to avoid bad behavior in the classroom?

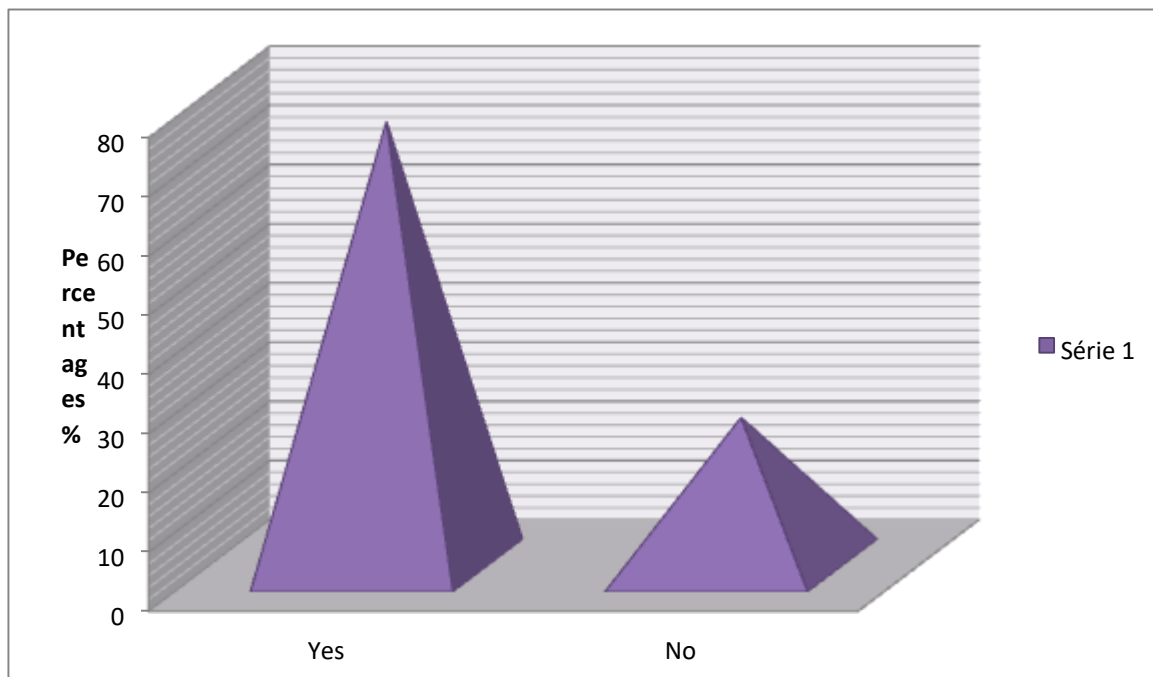


Figure 12: Learners Opinion about Classroom Management Techniques

Problems

The goal of this question was to figure out students opinion about classroom management techniques and their importance in the educational process.

From the results of this question it can be noticed that the majority of the respondents claimed that the methods and techniques used by their teachers are very important in order to keep students engaged and also to avoid bad behaviour. The proportion of 80 % claimed this opinion while the remaining didn't agree with them.

Q13: Does disciplinary problems affect the whole classroom?

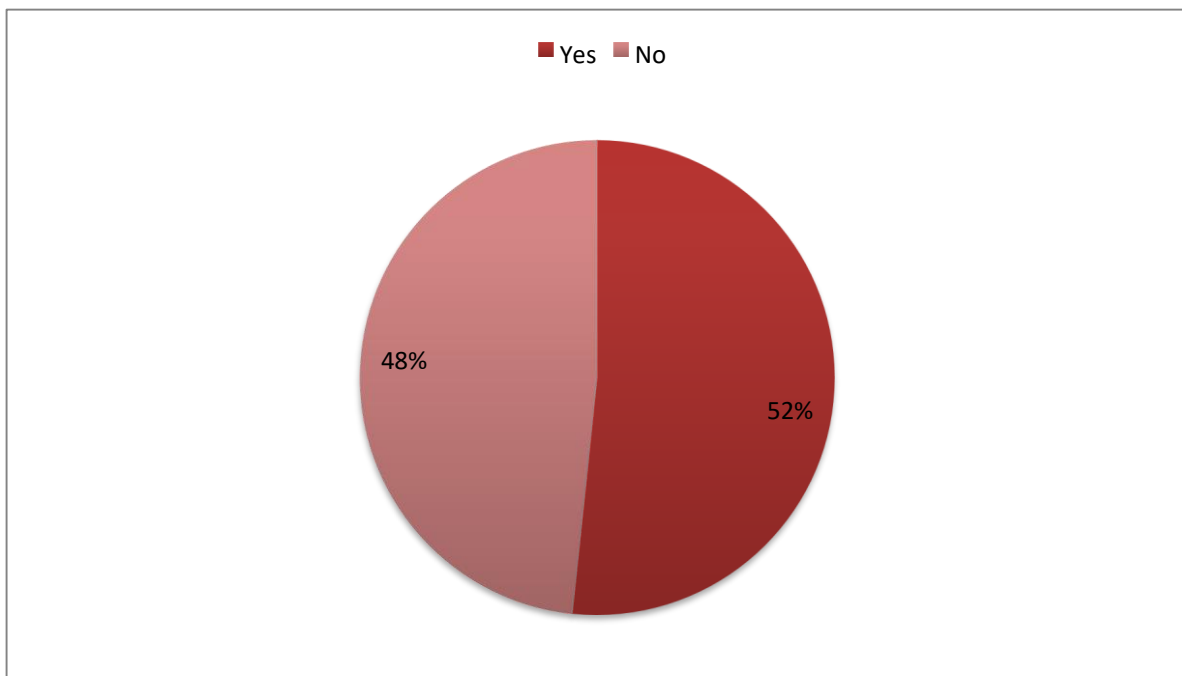


Figure 13: The Impact of Disciplinary Problems on Class Achievements

The goal of this question is to investigate students opinion about disciplinary problems and their impact on the classroom.

From the results of this question it can be noticed that a proportion of 52 % strongly agree that disciplinary problems have a very negative effect on the educational process since the teacher will be forced to deal with controlling the behaviour of students rather than teaching them. The other students claimed that disciplinary problems do not affect the classroom.

Q14 : Do they affect the teacher's performance inside the classroom?

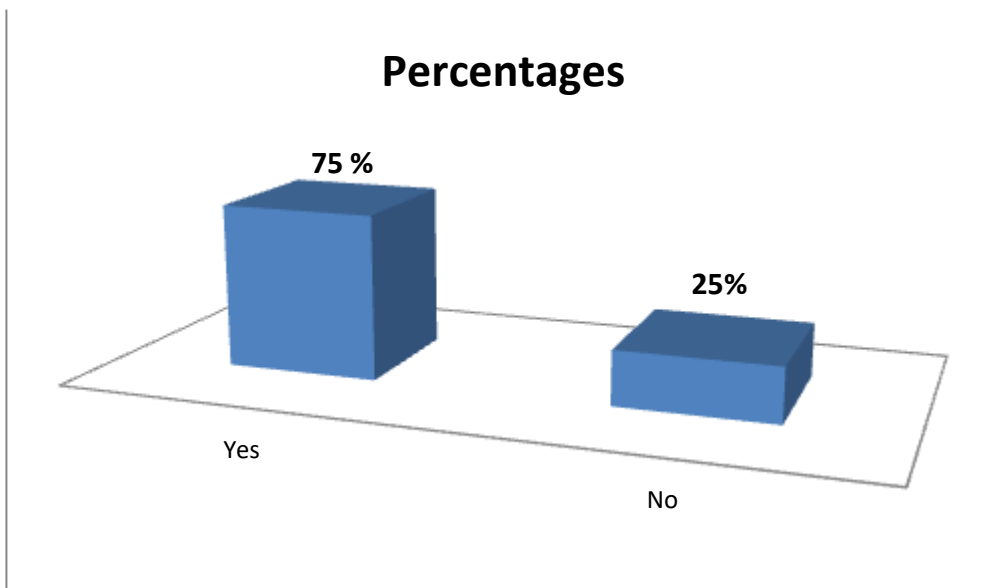


Figure 14: The Impact of Misbehavior on the Teacher

The aim of question 14 is to find out whether the misbehaviour of students affects the teacher performance or not. From the results of this question it can be noticed that a proportion of 75 % of the respondents agreed that students misbehavior can affect the teacher performance in a very bad way while the didn't agree.

Q15: state some suggestions to solve this problem

.....

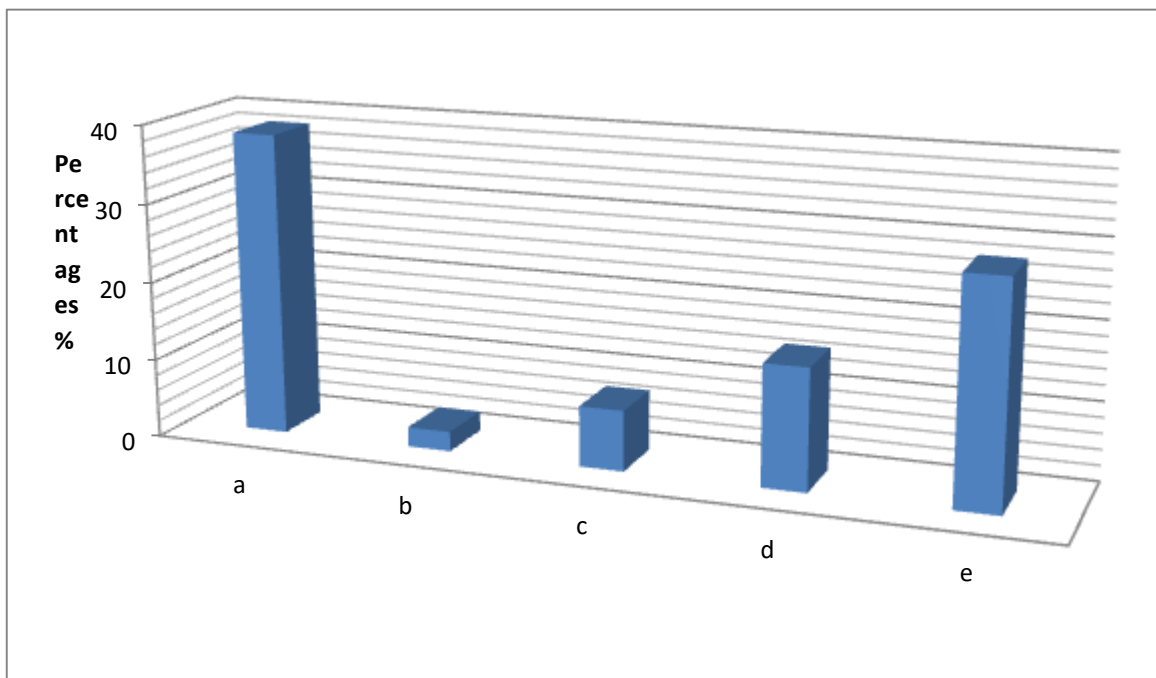


Figure 15: Students Suggestions to Avoid Misbehaviour

From this figure it can be noticed that thirty nine students suggested that communication is very important and the teacher should always be friendly with learners. Another students claimed that the teacher must give a good example for students in order to inspire them. Other students also claimed that the teacher must be very strict especially when it comes to disciplinary problems by tackling them in a very strong way in order to obtain greater results.

2.1.6 Findings Interpretation

2.1.6.1. General Background Information about Students

with a purpose to study as many instances as possible from several secondary colleges to assure credibility and kind of the accrued data, the questionnaire turned into administered to rookies from 4 exceptional institutions in Tlemcen. This was to shed mild at the importance of various the resources of records to guarantee better effects. In phrases of years spent in getting to know English, most of the people of respondents spent a large range of years (five-7) reading English that enabled them to remember and compare their instructors' way of managing them mainly regarding the use or non-use of CMS in their coaching.

.2.1.6.2. Students Best Time

The time is a very important factor in the educational process. It very important for teachers to investigate the preferable time of their students in order to provide them with greater teaching experience. During this research it was noticed that students prefer studying in the afternoon rather than in the morning. The teacher should respect their students preferable time to learn in order to obtain better education outcomes.

2.1.6.3. Students Behavioural Problems

Discipline is a very important important key to success. Students should also avoid bad behaviour in the classroom in order to make the educational environment more effective. From the results of this research it can be noted that cheating and making noise in the classroom are the most bad behaviours that can affect the educational

process negatively. Using cell phones is also another bad behaviour and students should avoid all these attitudes in order to help their teachers with their job.

2.1.6.4. Classroom Management Techniques that Can Decrease Misbehaviour

Classroom management strategies are very important in the educational process. Teachers should always make sure to use management techniques in order to avoid bad behaviours during lectures. One of the most important techniques is to create a strong relationship with students in order to make the educational environment much more effective. The teacher should also talk with disengaged students privately in order not to embarrass them and also to make them consider the teacher as friend

2.1.7 Conclusion

In conclusion, Classroom management techniques are very important in the educational process. The teacher should always use adaptive strategies in order to better control the classroom and also to avoid decrease misbehaviour. From the questionnaire it can be noticed that a lot of students are not interested in studying English. Misbehaviour is one of the biggest problems that affects the educational environment in a negative way. The most frequently bad behaviour in the classroom is making noise and cheating. Teachers should tackle this problem by implementing some of classroom management techniques such as building a strong connection with students and also to have private discussions with disengaged students.

General Conclusion

This Study has investigated the impact of classroom management techniques in the educational process. It is very important for teachers to have a background about CMS in order to better understand students and also to provide them with great teaching experience. Classroom management techniques have a positive effect on students by controlling their attitudes and making the educational environment much more effective. One of the most important techniques that teachers can use is to build stronger relationships with learners in order to understand their problems lacks and needs. Communication is a very effective skill and teachers should work on improving their skills in order to obtain greater results. Teachers should always push their students to make efforts and also to rely on themselves. In the end, personalized learning is very important especially when it's combined with classroom management techniques.

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Appendix 01

Learners' Questionnaire

Dear students, The following questions would be greatly appreciated if you could respond. This survey asks for your thoughts on the classroom management techniques used by the instructor and their effectiveness in lowering disciplinary issues in the classroom.

- Check the relevant box.
- Full responses must be provided in the space designated for them

1/ State the name of your secondary school?

.....

2/ How long have you been studying English?

.....

3/ Are you a male or a female?

.....

4/ Do you prefer studying in the morning or in the afternoon?

a. YES

b. NO

5/ is it interesting to learn English

a. YES

b. NO

6/ the reason behind answering yes:

- a. You adore English.
- b. The teacher know how to communicate with students interaction withyou.
- c. The teacher is excellent in Engli
- d. The teacher uses some skills in order to make studying very easy
- e. The teacher makes learning very fun by using technology
- f. Enhlish is essential

7/ If the answer is NO say why

.....

.....

.....

.....

8/ How often does your teacher moves during lectures

- a. Always
- b. Sometimes
- c. Rarely
- d. Never

9/ How often does these misbehaviours occur in your classroom?

- a. Always=1
 - b. Often=2
 - c. Sometimes=3
 - d. Rarely=4
- Yelling with bad comments
 - Talking loudly to the teacher
 - Playing with phone during lectures
 - Cheating
 - Stealing
 - Making noise
 - Being aggressive

10/ Indicate whether you

Highly agree=1 Agree=2 Don't know=3 Disagree=4 Highly disagree=5

1. Poor parenting leads to bad behaviour in the classroom
2. Teachers weak performance lead to losing control of the classroom
3. The number of students inside the classroom impact learners behavior
4. Bad planning can make students disengaged
5. Bullying is a crucial factor

Q: How does the instructor handle these situations?

- a. By omitting them
- b. Using eye signs to warn students
- c. Reminding students by the rules
- d. Giving instructions to disengaged students privately
- e. Arguing with the bad learner
- f. Stating the punishment
- g. Increasing the relation between the teacher and students
- h. Informing the administration about problems
- i. Talking to parents

12/ Are the methods used by teachers helpful to avoid bad behavior in the classroom

a. YES

b. NO

13/ Does disciplinary problems affect the whole classroom

a. YES

b. NO

14/ Does bad behavior impact teacher performance negatively?

a. YES

b. NO

15/ State some solutions to avoid this problem

.....

.....

.....

ملخص:

تم تصميم هذا العمل البحثي لاستكشاف تأثير تقنيات إدارة الفصول الدراسية على سلوك التلاميذ حيث يحاول من خلاله تسليط الضوء على مدى نجاعتها وكيف يمكن للأساتذة استعمالها لتحقيق نتائج دراسية أفضل. اعتمد التحقيق على استخدام استبيان موجه لتلاميذ الطور المتوسط. تؤكد النتائج ان تقنيات التحكم في الفصول الدراسية مفيدة جدا للتحكم في سلوك التلاميذ وتحفيزهم لبذل مجهود أكبر. الى جانب ذلك، قدم التلاميذ بعض الاقتراحات من اجل الحصول على بيئة تعليمية أحسن.

الكلمات المفتاحية تقنيات إدارة الفصول الدراسية – سلوك الطلاب

Résumé :

Ce travail de recherche est conçu pour explorer l'influence des techniques de gestion de la classe sur le comportement des étudiants dans lequel il essaie de mettre en évidence l'efficacité des techniques de gestion de la classe est comment les enseignants peuvent les utiliser pour obtenir de meilleurs résultats. L'enquête était basée sur l'utilisation d'un questionnaire pour les étudiants de secondaire. Les résultats confirment que les techniques de gestion de la classe sont très utiles pour contrôler le comportement des élèves et les stimuler pour faire des efforts plus. En outre, les élèves ont fourni des suggestions afin d'obtenir un meilleur environnement éducatif.

Mots clés : techniques de gestion de la classe- comportement des élèves

Summary :

This research work is designed to explore the influence of classroom management techniques on student behavior in which it tries to highlight the effectiveness of classroom management techniques and how teachers can use them to achieve better results. The survey was based on the use of a questionnaire for secondary school students. The results confirm that classroom management techniques are very useful in controlling students' behavior and stimulate them to make more effort. In addition, students provided suggestions for a better learning environment.

Key words : classroom management techniques- students behaviour