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**The Role of Classroom Management in
Promoting EFL Learners' Attainment**
**The case of 2nd Year Pupils at Bounoura Middle
Schools in Ghardaia**

**A Dissertation Submitted in Partial Fulfillment of the Requirements for a Master
Degree in Didactics**

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Dedication

This work is dedicated to:

To my lovely parents

To my lovely wife and my children

To my lovely sisters

To my lovely brothers

*To my lovely friends especially: Adel MEZIANE, Youcef Hadj HAMED, Massoud
SAIDI.*

*I will never forget you. Those who sincerely supported us with their prayer, kindness,
and efforts*

To all of you, I gladly dedicate this work and these words

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Abstract:

Classroom Management is widely recognized as a foundational component of effective teaching and learning, particularly in foreign language classrooms where learner engagement and motivation are crucial. This study investigates the role of classroom management in promoting English as a Foreign Language (EFL) learners' attainment, focusing on second-year pupils at Bounoura Middle Schools in Ghardaia, Algeria. It explores the relationship between classroom management practices and learners' academic performance, identifies the most effective strategies used by EFL teachers, and examines how learners' perceptions of classroom management relate to their motivation, engagement, and achievement. The study aims to determine whether well-managed classrooms lead to improved educational attainment. To investigate this relationship, two questionnaires were employed as research tools: the first distributed to 10 middle school teachers, revealing strong links between classroom management and an orderly environment, discipline, and motivation; and the second distributed to 100 second-year pupils. The findings highlight the importance of equipping EFL teachers with practical classroom management skills tailored to the Algerian educational context and offer valuable recommendations for educators and school administrators seeking to enhance learner outcomes. Ultimately, the study contributes to the ongoing efforts to raise the quality of English language education in Algerian middle schools.

➤ **Key words:** Classroom Management- EFL Learners- Educational Attainment- Middle School

List of Abbreviations:

- **CBA** – Competency-Based Approach
- **EFL** – English as a Foreign Language
- **RQ** – Research Question
- **H** – Hypothesis
- **MS** – Middle School

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General Introduction:

- 1. Research Questions**
- 2. Research Hypotheses**
- 3. Significance of the Study**
- 4. Scope of the Study**
- 5. Problem Statement**
- 6. Objectives**
- 7. Preliminary Literature Review**

General Introduction:

Classroom Management stands as a cornerstone of effective teaching, particularly in the realm of foreign language education where learner motivation, engagement, and achievement are intricately linked to the learning environment. As educational systems worldwide strive to enhance student outcomes, increasing attention has been directed toward the influence of classroom dynamics on academic performance. Within the context of English as a Foreign Language (EFL) instruction, the teacher's ability to establish a structured, supportive, and motivating classroom environment is often pivotal to learners' success.

In Algeria, where the demand for English proficiency continues to grow, middle school classrooms present unique challenges and opportunities for educators. The present study focuses on Bounoura Middle Schools in Ghardaia, investigating how classroom management practices influence second-year pupils' attainment in English. It explores not only the strategies employed by EFL teachers but also how students perceive and respond to these practices, particularly in terms of their motivation, concentration, and academic engagement.

By examining both teacher and learner perspectives, this research aims to uncover the specific classroom management techniques that contribute most effectively to a productive learning environment. Furthermore, it seeks to offer practical recommendations for teachers, school leaders, and policymakers aiming to strengthen EFL outcomes through improved classroom practices. Ultimately, the study contributes to the broader discourse on educational quality in Algerian schools, emphasizing the critical role of teacher-led management in fostering academic achievement in foreign language learning.

1. Research Questions

The study will address the following research questions:

RQ1: What is the role of classroom management in enhancing language learners' attainment?

RQ2: How can classroom management impact on language learners' attainment?

RQ3: What is the role of the teacher in managing the classroom and motivating the

pupils to learn?

2. Research Hypotheses:

H1: Language learners in classrooms where teachers implement consistent and structured classroom management strategies report higher levels of academic attainment.

H2: Language learners perceive that effective classroom management positively influences their concentration, participation, and academic performance in language learning.

H3: Teachers play a dual role in classroom management and learner motivation, as perceived by pupils who associate structured classroom environments with increased motivation to learn

3. Significance of the Study:

This study holds both theoretical and practical significance for the field of education, particularly within the context of English as a Foreign Language (EFL) instruction in Algeria. As the country places increasing emphasis on English proficiency as a tool for global engagement and personal development, understanding the factors that influence student performance in EFL classrooms has become more crucial than ever.

From a theoretical perspective, the study contributes to the growing body of research on classroom management and its impact on language learning outcomes. It provides valuable insights into how structured and supportive classroom environments can enhance student motivation, concentration, and engagement—three critical components of successful language acquisition. By incorporating both teacher and student perspectives, the research enriches existing literature with context-specific findings relevant to Algerian middle schools.

From a practical standpoint, the findings of this study can inform the practices of EFL teachers, educational administrators, and policymakers. For teachers, it highlights the importance of adopting effective classroom management strategies not only to maintain order but also to foster an environment conducive to language learning. For school leaders and policymakers, the study offers evidence-based recommendations that can guide

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professional development programs, classroom policy reforms, and resource allocation aimed at improving language instruction and learner outcomes.

Moreover, the research has direct implications for the local educational context of Bounoura, providing a clearer understanding of the challenges and opportunities faced by EFL teachers and learners in this region. It serves as a foundation for future initiatives aimed at enhancing the quality of English language education in Ghardaia and similar educational settings across Algeria.

Ultimately, the study underscores the pivotal role of classroom management in shaping learner experiences and academic success in foreign language classrooms, advocating for intentional, reflective, and learner-centered teaching practices.

4. Scope of the Study:

this study is confined to investigating the role of classroom management in enhancing English as a Foreign Language (EFL) learning outcomes among second-year middle school students in Bounoura, Ghardaia, Algeria. It focuses on identifying classroom management strategies employed by EFL teachers and examining students' perceptions of these practices. The research is limited to a selected number of middle schools in Bounoura and considers the perspectives of both teachers and learners. Other educational levels, subjects, or regions are beyond the scope of this study.

5. Problem Statement:

Despite the increasing importance of English proficiency in Algeria, many EFL learners, especially in middle schools, continue to experience low achievement levels. This issue may be linked not only to curriculum challenges or learner-related factors but also to classroom management practices. There is a lack of research on how teachers' classroom management strategies affect students' motivation, engagement, and academic performance in EFL settings, particularly in Algerian middle schools. This study seeks to address this gap by exploring the relationship between classroom management and EFL attainment in Bounoura, Ghardaia.

6. Objectives:

This study aims to investigate the relationship between classroom management and students' academic achievement in EFL settings. It further seeks to explore how various classroom management practices influence learners' motivation, concentration, and engagement in the learning process. The research also aspires to examine teachers' strategies, understand students' perspectives, and highlight the role of teacher behaviour in creating effective classroom environments. In addition, the study endeavours to offer informed insights and practical suggestions to enhance classroom management within the context of English language teaching.

7. Preliminary Literature Review

Classroom management is often described as the strategies and practices teachers use to maintain order, foster engagement, and create an optimal learning environment. According to Brophy (2006), effective classroom management correlates strongly with student achievement, especially in language learning contexts where continuous attention and participation are vital. In EFL settings, particularly in non-native English-speaking countries, classroom dynamics significantly influence how students interact with the language and their willingness to participate (Richards & Rodgers, 2014).

Research by Marzano & Marzano (2003) highlights the teacher's role as central to classroom management, emphasizing that student motivation and achievement improve when classrooms are structured and expectations are clear. Similarly, Harmer (2007) notes that in EFL classes, where learners often face anxiety and limited exposure to the language, a well-managed classroom encourages risk-taking and active participation.

In the Algerian context, few studies have explored how classroom management in middle schools affects EFL learners' performance. However, emerging research indicates that teachers often struggle with large class sizes, limited resources, and varying levels of student motivation (Benrabah, 2007). This study builds upon international and local findings to analyze how these factors play out specifically in Bounoura middle schools and how they can be addressed through more effective management strategies.

Part One:

Theoretical part

Chapter one:

Classroom Management

Introduction

1. Historical Context and Evolution

1.1. Early Foundations (Pre-20th Century)

1.2. Humanistic Approach (1960s–1980s)

1.3. Behaviorist Era (Early to Mid-20th Century)

1.4. Cognitive and Constructivist Approaches (1980s–1990s)

2. Definition of Classroom Management

3. The importance of classroom management

4. Theoretical Frameworks in Classroom Management

4.1. Discipline and Problem Behaviour

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5. Elements of Classroom Management

5.1. The Physical Environment

5.2. Human Resources

5.3. Creation of a positive teaching and learning environment:

5.4. The Teachers' Roles and Attitudes¹⁹

Conclusion

Introduction:

Classroom management serves as the cornerstone of a productive and supportive learning environment. This chapter provides an overview of its historical development and explores the various definitions and theoretical approaches to classroom management. It highlights the essential role classroom management plays in fostering a positive atmosphere for both teaching and learning. Key components such as human resources, the physical setting, and organizational strategies are examined as integral elements in shaping an effective classroom climate. Additionally, the chapter addresses the concepts of discipline, along with the pivotal roles and attitudes of teachers in maintaining order and promoting student engagement.

1. Historical Context and Evolution:

Classroom management has long been recognized as a fundamental aspect of effective teaching and learning. Its development over time reflects shifts in educational philosophy, psychological theory, and societal expectations

1.1. Early Foundations (Pre-20th Century):

In traditional classrooms of the 18th and 19th centuries, management was largely authoritarian. The teacher was the sole authority figure, and discipline was enforced through strict rules and punitive measures. This model focused more on maintaining order than fostering learning, especially in large classrooms with limited resources.

1.2. Behaviorist Era (Early to Mid-20th Century)

The early 20th century saw the rise of behaviorist psychology, especially through the works of B.F. Skinner and others. Classroom management during this time emphasized reward and punishment systems (reinforcement theory) to control student behaviour. Teachers used tangible rewards, punishments, and token systems to shape desired behaviors. This approach viewed students as passive recipients of knowledge.

1.3. Humanistic Approach (1960s–1980s)

Influenced by thinkers like Carl Rogers and Abraham Maslow, classroom management began to shift toward a more student-centered model. The emphasis was placed

on building positive relationships, mutual respect, and students' emotional needs. Teachers were encouraged to create supportive environments where students felt safe and motivated to learn.

1.4. Cognitive and Constructivist Approaches (1980s–1990s)

The rise of constructivist theories, particularly from Jean Piaget and Lev Vygotsky, encouraged viewing learners as active participants in their own learning. Classroom management became more focused on facilitating engagement, collaborative learning, and self-regulation. Teachers moved from being authoritative figures to facilitators of learning

1.5. Contemporary Perspectives (2000s–Present)

Today, classroom management is seen as a comprehensive system that blends behavioral, cognitive, and socio-emotional strategies. It involves setting clear expectations, promoting student engagement, using differentiated instruction, and fostering inclusive practices. Technology integration and culturally responsive teaching have also become essential components of modern classroom management.

Teachers are now trained to use preventive, supportive, and corrective strategies, focusing on creating a positive classroom climate that promotes both discipline and learning. In EFL contexts, particularly, effective classroom management is crucial to minimize anxiety, encourage participation, and support language acquisition.

2. Definition of Classroom Management:

An effective teacher produces a well-managed classroom in which the students attain high level of achievement, whereas the classroom of ineffective teacher is poorly managed.

Classroom management has been defined differently. For Evertson and Weinstein (2006) (as cited in Korpershoek, Harmers, Boer, Kuijk and Doolaar 2014), it is based on the teacher's performances with the aim of creating a suitable learning environment. Evertson and Weinstein (2006) (as cited in Korpershoek, Harmers, Boer, Kuijk and Doolaar 2014) have set five kinds of performance, which can result in high quality class- room management. The first type concerns the establishment of the emotional relationships with and between learners. The second type deals with the teachers' arrangement and use of methods that enable learners to have real learning. For Marzano et al. (2003) (as cited in Korpershoek,

Harmers, Boer, Kuijk, and Doolaar 2014) it is vital to create suitable teacher- student relationships. The third type deals with the teachers' encouragement for learners to engage in academic tasks by which teachers use managing methods and involve collective learning. The fourth type treats the evolution of the social expertise of the learners. The teachers should encourage and give importance to the social proficiencies of learners and their responsibility for regulating their behaviour.

Marzano et al. (2003) (as cited in Korpershoek, Harmers, Boer, Kuijk, and Doolaar 2014) have underlined this by showing the learners' responsibility about their behaviour. The fifth type is connected with the teachers' capacities to apply favourable means to solve the problems faced by learners that concern behaviour. The last two behaviours signify that effectual classroom management enhances the learner's behaviour. For that reason, classroom management is an everlasting interaction among teachers and their learners. Brophy (2006) states the same definition that is as follows: "Classroom management is 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)" (p.17). The two definitions focus on the behaviour that the teacher adopts in order to make easy learning amongst the learners.

Furthermore, McCrery (2010) (as cited in Sowell, 2013, p.5) defines classroom management as "the methods and strategies an educator uses to maintain a classroom environment that is conducive to student success and learning". According to Marzano (2003) (as cited in Sowell, 2013, p.5) "well-managed classrooms provide an environment in which teaching and learning can flourish". Concerning safety in the classroom, Marzano (2003) (as cited in Sowell, 2013, p.6) states: "safe and orderly environment is protecting students from physical or psychological harm and maintaining order so learning can take place".

To sum up, classroom management is about the actions that a teacher undertakes in order to have a suitable, helpful, supportive and safe environment of learning. Consequently, a learner can access his or her learning.

An effective teacher is an effective classroom manager. Basically, the teacher is the core of classroom where various conditions should be provided for achieving the teaching objectives and for improving the learning process. One of these conditions is classroom management which is considered to be "the actions and strategies teachers use to solve the

problem of order in classrooms.” (Doyle, 1986; in Stronge, Tucker, Hindman, 2004: 64). So, it is creating an orderly learning environment through different actions that the teacher uses besides teaching appropriate values in the students.

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

An effective teacher produces a well-managed classroom in which the students attain high level of achievement, whereas the classroom of ineffective teacher is poorly managed. Oliver and Reschly (2007) indicate that many new and inexperienced teachers give up immediately when they start teaching because of the lack of experience in this career. In addition, the inability to organize the students and to deal appropriately with their disruptive behaviours. This is just evidence to prove that classroom management is so important and needed in the teaching-learning process. Such idea can be supported by what Edmund Emmer, Julie Sanford, Barbara Clements, and Jeanne Martin (1982); in R.Marzano, J.Marzano and Pickring, (2003) indicate:

At all public-school grade levels effective classroom management has been recognized as a crucial element in effective teaching. If a teacher cannot obtain students’ cooperation and involve them in instructional activities, it is unlikely that effective teaching will take place... In addition, poor management wastes class time reduces students time on task and detracts from the quality of the learning environment. (Edmund, et al. in R.Marzano, et al., 2003: 04)

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

There are several reasons for considering classroom management so important. These reasons are suggested by Seifert and Sutton (2009). The first reason is the learners' diversity. In one class, each student is different from another. This difference is in the students' needs, levels of achievement, and the learning styles. As time changes in one session, the needs of learners change too. This can be an obstacle for the teaching and learning process. For solving and decreasing such problem, the teacher uses the appropriate classroom management strategy to deal with.

The second reason is that the intentions of the teacher to achieve his objectives and the learners' way of thinking are different. The act of involving each student in all the classroom activities provides special focus on one student more than focusing on the others. In some students' opinions, when the tutor is providing efforts to engage a shy learner for example, this student is the preferable one. In addition to the consideration that the teacher is ignoring the other students who are intrinsically involved in classroom activities. As much the students' perspectives are as much the learners' way of responding will be. Fortunately, the teacher can play a role as a motivator in classroom. Some students attend school because they like learning as they are intrinsically motivated. Other learners attend school because of the comfortable atmosphere which is created by the teacher. This is considered as a step of attaining a well-managed classroom that improves the students' motivation

3. The importance of classroom management:

Alzegloul (2007) states that (as cited in Ghrib, 2014, p.37) classroom management is an issue of great importance because it combines the factors of organization that facilitate learning. Thus, it creates a kind of compatibility among the teaching staff and learning process instead of noise and authoritarianism. Effective classroom management can be noticed through many actions. Firstly, teachers offer the factor of safety and tranquility for the learners. Secondly, they provide the occasions of positive interaction between the teacher and the learners, and among the learners themselves. Thirdly, they support the creation of good relationships between the learners. Fourthly, they reduce the occasions of conflicts and problems. Fifthly, they improve the learners' level of performance and academic achievement.

4. Theoretical Frameworks in Classroom Management:

A theoretical framework provides the foundation for understanding the concepts, principles, and relationships that reinforce effective classroom management. It guides research design, helps explain the behaviour of learners and teachers, and links your research to established theories

4.1. Discipline and Problem Behaviour:

One of the examples of the teacher's responsibilities is to solve various classroom problems. Students' misbehaviour is the major problem to deal with. R.Marzano, J.Marzano and Pickering (2003: 27) suggest: *“effective discipline is a combination of effective management at the school level and effective management at the classroom level.”*

Differently stated, well-managed classroom and well-managed school context together provide a classroom that is disciplined effectively.

Energetically, the educator supplies all the conditions (rules, procedures, materials, motivational environment...etc.) for the classroom to be managed perfectly. Consequently, the students will not have the opportunities for misbehaviours. Otherwise, the undisciplined classroom will be the learning setting. According to Marshall (2003); in Walters and Frei, (2007), unlike classroom management which is concerned with the way of doing things, discipline is interested in the students' way of behaving. The major responsible for classroom discipline is the learner. Further, the appropriate and inappropriate students' behaviours determine the level of controlling classroom.

Even if the purpose of teaching is to give students the complete academic materials, but classroom with students' misbehaviour is not the exact setting to do so. Misbehaviour as any phenomenon is not prevented directly. Determining its causes is the best solution to treat it completely. Thus, to avoid students' behaviours that disrupt the smooth running of a lesson, the teacher should be aware of several reasons of misbehaviours. Kyriacou (in Cohen, Manion and Morrison, 2004: 292) proposes general reasons concerning this subject:

- Inability to do the work (e.g. frustration or if they are not sure what is required)
- Boredom (including if the task is too easy or uninteresting)
- Prolonged mental effort

- Being sociable (where students' social lives and relationships „spill over“ into the lesson itself)
- Emotional difficulties (which may be out-of-school or in-school, for example bullying, which leads to attention-seeking behaviour).
- Poor attitudes (according low value to school work and school life).
- Low academic self-confidence (e.g. having experienced failure, lack of confidence and learned helplessness).
- Lack of negative consequences for disruptive behavior.

Whether the negative factors are out or inside the classroom, they influence the students emotionally; so that the learners do not behave appropriately. Intellectual, emotional and physical are the different kinds of threat that Cummings (2000: 117-122) proposes. These threats express several reasons of students' misbehaviour.

a- Intellectual Threats: Being in classroom where the environment is safe supports the students to act freely. Whenever the learners feel threats, particular misbehaviour will be the consequences. Here are a number of points the students may face one of them in the classroom.

- The students are forced to work cooperatively as well as they are asked to give answers or read loudly in front of the whole class. Individualism for some of students is the preferable style of learning.
- The students get directions that are not understandable.
- The learners fear to be unable to accomplish the task on time or to fail in a specific topic.
- In the classroom, the students' marks are said aloud.
- Students feel that they have less intellectual capacity.
- The teacher informs the learners about unannounced test.
- A fear of being called with negative words such as stupid.

Finding solution for these points is the best way to prevent this kind of threats.

b- Emotional Threats: Here are some points that are involved in emotional threats:

- Family problems (divorce...etc.).
- Insulting and humiliating have a negative influence on students' emotional side.

Thus, behaving inappropriately will be the result

- To be afraid of not conforming harmoniously to the other students. (Clothing differently...etc.).
- Friends are made awkwardly.
- Goals are impractical

For preventing such kind of threats, the emotional environment classroom should be created.

c- Physical Threats: Behaving violently is an expressive way that students feel physically threatened. Methodology, classroom management, motivation are what influence discipline, so investing such components can prevent students' misbehaviour.

4.2. Types of Pupil's Behaviour:

Lewis (2009) suggests three categories of pupil behavior. Pupils of the first category are characterized with the appropriate responses to various things. The work that the teacher asks them to do is very interesting as well as easy to understand. The lack of concentration can be the characteristic of the pupils of second category. The interest in the work and the confidence to accomplish this work are not enough. The rewards, punishment, praises are the powerful keys the pupils' positive behaviour of this category. In the third kind of behaviour, the teacher focuses on isolating the learner within the class or taking away from the classroom.

Additionally, discussing with each other is what the teacher allows the isolated pupils to do. The purpose of this discussion is to reach an agreement that is based on unwarranted behaviour will not be repeated. The teacher explanation of the inappropriate behaviour effects the third category students on the other pupils. The students' awareness of their inappropriate behaviour helps them to be convinced with the agreement that they have developed with their teacher. Doing such discussion several times is helpful from the pupils to change behaviour from the third category to one of the previous categories first or second. Even if the teacher provides all his procedures, but the misbehaviour occurs yet again.

4.3. Classroom Management Strategies

An effective educator is expected to fulfill three essential roles to support student learning and success. First, the teacher must design and implement appropriate instructional strategies tailored to student needs and learning goals. Second, they are responsible for planning and organizing the classroom curriculum to ensure content is delivered coherently and meaningfully. Finally, the educator must manage the classroom environment effectively—a role that involves both behavioral and organizational leadership.

According to Marzano and Pickering (2003), successful classroom management requires the use of specific strategies. The Peace Corps Office of Overseas Programming and Training Support (OPATS, n.d., pp. 41–59) outlines several recommended practices to support this role:

- **Creating an Appropriate Learning Environment:** Ensuring the classroom is safe, inclusive, and conducive to learning.
- **Establishing Classroom Rules:** Setting clear expectations for behaviour and mutual respect.
- **Developing Classroom Procedures:** Organizing routines that support order and efficiency.
- **Using and Managing Time Effectively:** Maximizing instructional time and minimizing disruptions.
- **Encouraging Active Student Engagement:** Promoting meaningful participation and individual accountability in learning tasks.
- **Teaching Life Skills and Productive Learning Habits:** Fostering skills such as collaboration, critical thinking, and self-management to support lifelong learning.

Together, these roles and strategies form the foundation of a well-managed, effective learning environment that nurtures both academic achievement and personal development.

5. Elements of Classroom Management:

These include teachers and learners who are basis for the management of the classroom. The teacher is considered as the executive and the directing tool; whereas, the learner is the primary and an essential element in the classroom.

5.1. The Physical Environment:

The physical setting of a classroom encompasses several elements that contribute to learners' comfort and engagement. These include the aesthetic appeal of the space, the arrangement of furniture, the effective use of the board, and the availability of suitable equipment. As Brown (2007) asserts, the atmosphere and visual appeal of the classroom are fundamental, as learners are significantly influenced by their environment. Consequently, teachers strive to maintain an organised and tidy classroom. They also make efforts to minimise distractions, particularly from external noise, and ensure that the classroom is adequately heated or cooled.

Harmer (2012) highlights the various seating arrangements that teachers can employ in their classrooms. The most common configuration involves placing learners in orderly rows. This layout offers numerous advantages: it allows for clear visibility between the teacher and pupils, facilitates the teacher's ability to monitor the class, and supports whole-class teaching. Such an arrangement is especially effective for activities such as explaining grammatical rules, showing videos or presentations via PowerPoint, or utilising the board or an overhead projector. Learners seated in rows are also well-positioned for participating in certain types of language practice, and when the teacher directs attention to the entire group, all pupils receive the same information simultaneously. This collective positioning fosters a sense of cohesion, making it easier to establish effective classroom management.

Other well-known seating formats include the circle and the horseshoe arrangements, which are particularly suitable for smaller groups—typically no more than 20 learners. In a horseshoe layout, the teacher is usually positioned at the open end of the “U”, where the board, overhead projector, and/or computer are located. In a circular arrangement, the teacher's place is determined by the location of the board, with all participants—teachers and learners—forming a unified circle. This setup can promote a heightened sense of fairness and shared presence, in contrast to traditional rows. Nonetheless, in the horseshoe format, the teacher often retains a position of authority due to their placement and visibility.

Both the circle and horseshoe arrangements offer distinct advantages, particularly in fostering closer interpersonal connections within the classroom. As Harmer (2012, pp. 162–163) notes, these configurations can enhance the sense of community and equality among learners and between learners and their teacher.

Brown (2007) states that teachers should use the board in a way that provides clarity and order of the information for the learners because the board has a negative effect on the learners when the teachers misuse it. Brown (2007) also mentions that the teacher should control electrical equipment, i.e., a projector, or an audio or video player. He/she should use this equipment appropriately in order to fulfil the aim of the lesson. He/she can check that each learner is able to see and hear when he/she uses one of this equipment. He/she takes in consideration the time for preparing and turning back the equipment, as well.

5.2. Human Resources:

An essential component of classroom management lies in the human resources that shape the dynamics of teaching and learning—namely, the teacher and the learner. These two figures form the core of any educational setting, each playing a distinct but interdependent role. The teacher serves as the primary agent of organisation and instruction, orchestrating the learning process and fostering a productive classroom atmosphere. As the executive and facilitator, the teacher assumes responsibility not only for delivering content but also for maintaining order, motivating learners, and creating a positive emotional and cognitive environment.

Conversely, the learner is considered the central focus of the educational process. As the recipient of knowledge and participant in interactive learning experiences, the learner's engagement, behaviour, and responsiveness are pivotal to the overall success of classroom management. Effective classroom practices, therefore, must consider the needs, backgrounds, and learning styles of pupils to ensure that instruction is both inclusive and impactful.

Together, teachers and learners constitute the living framework of the classroom, where mutual respect, clear expectations, and purposeful interaction are vital to achieving educational goals.

5.3. Creation of a positive teaching and learning environment:

To create a positive teaching and learning environment, teachers should have a rapport with their learners and make the balance between praise and criticism. As to rapport, teachers need to build a relationship with their learners. This rapport should be based on confidence and respect that make the learners sense that they have capacities and creativity. For this purpose, the teachers should follow different steps. Some of these steps are as follows: treating with care all learners as individuals, offering feedback about each learner's

improvement, honestly supporting the notions and senses of learners and treating them with respect and praise them too in the classroom when they speak and express their feelings. However, for balancing praise with criticism, the teachers should not always praise their learners and they should rarely criticize them or vice versa, for this balance can result into effectiveness. Authentic praises that the teachers carry out in the favourable way help the learners to accept criticism with pleasure and to benefit from it, as well. (Brown, 2007, p.253)

- **Discipline:**

There has been a lot of research and realistic counselling about classroom discipline. Whatever good characteristics learners have, teachers will still face what it is called "discipline" troubles. The pieces of advice that teachers can give for particular situations are distinct. Some of them are intended to gain respect from the learners while dealing indiscriminately with all in the same way and attempting to find solutions for the disciplinary problems after the lesson time. (Brown, 2007, p. 249)

5.4. The Teachers' Roles and Attitudes:

A teacher has to carry out several roles: as an authoritative character, a commander, an apprehender, a supervisor, an administrator, a consultant, and a leader. He/she can also be a companion, an adviser, and parent. Not all of these roles are going to be of a great importance but just some of them, particularly for his/her learners. For this depends on which country the teacher teaches, at which school he/she is instructing, on the sort of course, and on the personality of his/her learners. (Brown, 2007, p.250-251)

The instructing attitude of the teacher is considered as an important factor that can contribute to the improvement of his/her professional proficiency. This instructing attitude is usually determined by his/her identity attitude that can differ from one person to another person. Brown (2007) states the following: "As you consider the teaching styles below, remember that each represents a continuum of possibilities:

Therefore, the teacher should not concentrate on one side of the above types of attitudes if he/she is aiming to make himself/herself an efficient instructor because, in that case, if he/she does so, he/she is going to stop working on his/her aim of being efficient in his/her schoolroom. Therefore, he/she should use his/her personal attitudes and add the method that it is reliable in the schoolroom.

Conclusion:

Conclusion While both cooperative and collaborative learning target student engagement and group teaching, they differ significantly in structure, teacher role, pattern of interaction, and assessment. Both methods have their own strengths when well used and can complement each other in a range of educational settings. For language instructors who want to develop oral communication skills, using both methods may produce the most effective and comprehensive learning experience.

Chapter Two:

Educational Attainment

Introduction

- 1. Overview of EFL Learning in Middle Schools in Algeria**
- 2. Objectives of EFL Instruction in Middle School**
- 3. Teaching Approaches and Classroom Practices**
- 4. Challenges in EFL Learning**
- 5. Students' Attitudes Toward English**
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Conclusion

Introduction

In many contexts, educational attainment plays a crucial role in shaping individuals' academic and professional futures. This is especially true in educational settings, where attainment is a key indicator of success. This chapter explores an overview of learning English subject in middle Schools, the concept of educational attainment, providing various definitions, examining its different types and analyzing the factors that influence it. Additionally, it will address how educational attainment is measured and highlight its significance, particularly for EFL (English as a Foreign Language) learners.

1. Overview of EFL Learning in Middle Schools in Algeria

In Algeria, the teaching and learning of English as a Foreign Language (EFL) in middle school is a fundamental part of the national education system. With globalization and the increasing role of English as an international language, Algeria has recognized the importance of equipping its students with basic communicative competence in English starting from an early age. Middle school—referred to locally as “Enseignement Moyen” marks the beginning of formal English instruction in the Algerian educational journey.

2. Objectives of EFL Instruction in Middle School

The National Curriculum for English aims to:

- Introduce students to basic vocabulary and grammatical structures.
- Help learners develop the four language skills: listening, speaking, reading, and writing.
- Promote communicative competence over rote memorization.
- Encourage positive attitudes toward the English language and its cultures.
- Prepare students for the Brevet d’Enseignement Moyen (BEM) exam, taken at the end of Grade 9.

By the end of middle school, students should be able to comprehend and produce simple texts, express personal ideas, and engage in basic conversations

3. Teaching Approaches and Classroom Practices:

While the Competency Based Approach (CBA) is officially adopted in Algeria—

emphasizing learner-centered instruction, real-life tasks, and communicative outcomes—its implementation varies. In many classrooms, especially those in rural or under-resourced areas, traditional methods such as grammar-translation, teacher-centered lectures, and memorization still dominate.

Key features of EFL instruction include:

- Textbook-based learning: The Ministry provides standard textbooks for all middle school levels (e.g., My Book of English series).
- Grammar instruction followed by practice exercises.
- Reading comprehension tasks from short, adapted texts.
- Writing tasks, usually descriptive or narrative in nature.
- Speaking and listening activities, though often limited due to time constraints, lack of equipment, or large class sizes

4. Challenges in EFL Learning

Despite the inclusion of English in the curriculum, students face several obstacles that impact their attainment:

- Insufficient exposure to English outside the classroom, as the language is rarely used in daily life.
- Limited class hours that reduce opportunities for practice and language immersion.
- Large class sizes, often with 30–40 students, making it difficult for teachers to address individual learning needs.
- Variability in teacher qualifications and training, leading to inconsistencies in teaching quality.
- Lack of teaching aids and technological tools, especially in rural schools.
- Language anxiety and low self-confidence, particularly in speaking tasks.

5. Students' Attitudes Toward English

Many middle school students in Algeria have a positive attitude toward English, viewing it as a useful and modern language associated with music, movies, the internet, and future career opportunities. However, motivation may decline over time if learners struggle with the difficulty of the language or find classroom instruction uninspiring or disconnected from their interests.

5.1. The Role of the Teacher

Teachers play a vital role in shaping students' attitudes and success in learning English. Effective EFL teachers in Algerian middle schools are those who:

- Create an interactive and supportive learning environment.
- Use a variety of teaching strategies, including group work, games, and role-plays.
- Encourage student participation and minimize fear of making mistakes.
- Provide clear explanations and contextualized grammar instruction.
- Adapt materials to suit the learners' levels and interests.

However, many teachers are limited by systemic issues such as heavy workloads, outdated materials, and insufficient professional development opportunities.

5.2. Reforms and Future Prospects

The Algerian Ministry of Education has initiated several reforms aimed at improving EFL teaching, such as:

- Updating curricula and textbooks to reflect modern pedagogical approaches.
- Promoting digital learning tools and access to multimedia resources.
- Offering training programs and workshops to help teachers implement the competency-based approach more effectively.
- Encouraging extracurricular activities (e.g., English clubs) to enhance students' exposure and motivation.

With continued investment in teacher training, resource development, and student-centered methodologies, Algeria aims to raise the overall quality of EFL education in middle schools and better prepare students for global participation.

6. Definition of Educational Attainment:

Educational attainment has been interpreted in various ways by different scholars and sources. According to WOT (n.d.), as cited in Novo and Calisto (2009, p. 3), educational attainment extends beyond academic grades. It encompasses the broader goal of education—preparing individuals for active citizenship and life beyond the classroom by developing essential life skills. As WOT notes, “educational attainment is something more... it would be educating for citizenship, learning to be more than having a good mark, learning abilities that allow them to survive outside in the world. This is or should be education's primary aim.”

More traditionally, educational attainment refers to the level of academic achievement an individual has reached, typically measured by standardized tests, teacher evaluations, or both ("Educational Attainment", n.d). It reflects progression through formal education, such as completing a particular grade level or obtaining a university degree.

Aakel (1996), as cited in "Educational Attainment" (n.d.), defines "attainment" as the act of acquiring knowledge and skills. Similarly, Eltahare Saade (n.d.), also cited in the same source, views educational attainment as a collection of cognitive experiences and skills that a learner absorbs, memorizes, and recalls when needed. This process involves key mental functions such as understanding, focus, and repetition.

Alaisaoui (1974, p. 129), as cited in "Educational Attainment" (n.d.), describes it as the sum of knowledge a learner has gained through training and past experiences. In the same vein, Salah Eddine (n.d.) defines it as the degree to which students have absorbed learning from specific school subjects, typically measured through exam scores. Almsaud (2005, p. 2) adds that educational attainment includes the knowledge and skills acquired by students throughout their academic journey.

In summary, educational attainment encompasses the total body of knowledge, skills, and competencies learners gain through formal education. It is assessed through examinations and performance evaluations, and it serves as a key indicator of a student's readiness to engage with the wider world. Furthermore, educational attainment can be categorized into different types, each reflecting various dimensions of academic achievement.

7.Importance of Educational Attainment:

Educational attainment holds significant importance in the field of education, particularly for EFL learners, whose academic progress reflects not only language acquisition but also broader cognitive and personal development. As Mustafa Fahime (as cited in Touncia, 2012, p. 104) explains, educational attainment has long been a central concern for educators, given its impact on students, parents, and teachers alike. It serves as a key standard for evaluating the quality and effectiveness of instruction at various educational levels.

For EFL learners, educational attainment is especially critical because it reflects their ability to adapt to and succeed in a non-native language environment. Educational psychologists have studied this concept from multiple perspectives. Some researchers explore the connection between attainment and cognitive factors, as well as aspects of personality development. Others focus on how school-related and external (non-scholastic) factors, such as classroom environment or socio-cultural influences, affect students' learning outcomes. Additionally, some studies examine the interaction between environmental and genetic influences on learners' academic success (Touncia, 2012, p. 104, as cited in Barakou & Najemie).

Parents also view educational attainment as an important measure of their children's academic and cognitive progress, especially as students move from one grade level to the next. In the context of EFL learning, this progress is often seen as a sign of successful language development and integration into formal education. More broadly, a society that aims for growth and advancement depends on the continuous educational development of its youth. Therefore, fostering strong educational attainment among EFL learners is not only a personal achievement for the students but also a collective investment in the future of their communities.

8. Types of Educational Attainment:

Students achieve different levels of educational success due to variations in their mental and cognitive abilities, as well as their emotional and social needs. Broadly speaking, educational attainment can be categorized into two types: high attainment and academic delay.

High attainment refers to when a student performs above the expected academic level based on their individual capabilities and preparation. These students exceed the average

performance of peers with similar mental abilities, showing that they are reaching and even surpassing expected learning milestones.

In contrast, academic delay is considered a learning challenge. It occurs when a student performs below the level that matches their natural mental capacity or intelligence. This type of delay can be frustrating not only for the students but also for their parents and teachers.

Academic delays may stem from a combination of internal and external factors. Internally, delays can be caused by developmental issues in the brain or nervous system. Externally, a lack of mental stimulation or an unsupportive family environment and culture can also contribute to these learning difficulties. (Amour and Bounaama, 2009, as cited in Educational Attainment, n.d.)

9. The Influential Factors on the Educational Attainment

Researchers have long explored the concept of educational attainment. While there is general agreement on many aspects related to the topic, opinions vary when it comes to defining it precisely. As a result, educational attainment has been described in various ways, often from two main perspectives: psychological and educational.

The psychological perspective links poor academic performance to a student's mental abilities, while the educational perspective connects it to the student's level of engagement with their environment. Overall, the factors influencing educational attainment can be grouped into two main categories: personal factors and environmental factors:

9.1. Personal Factors:

These are aspects related to the individual student, such as their personality, mental abilities, physical health, and emotional well-being. According to Zidan (1983), physical health issues—like chronic illness, poor nutrition, and developmental challenges—can significantly hinder a child's ability to keep up with their peers and perform well in school.

Mansie emphasizes that mental factors include a student's intellectual abilities, cognitive skills, and specific mental preparedness. Vanzin (1976) adds that emotional and psychological well-being plays a vital role in learning. Issues like anxiety and fear can create emotional instability, making it hard for students to focus, retain information, and stay engaged in class.

Two key causes of psychological struggles that affect learning are:

Poor emotional adjustment, often caused by internal fears or stress, which can lead to mental health issues that interfere with concentration and overall academic success.

Negative past experiences, such as trauma or emotional neglect, which can hinder a child's ability to socially adapt and feel secure, both at school and at home, ultimately affecting their academic performance.

9.2. Environmental Factors:

These factors include everything surrounding the student, particularly at home and in school. Family background, school structure, and the broader learning environment all play a role. Educational aspects such as teaching methods, curriculum design, and school culture can either support or hinder a student's progress.

According to Abed Allah (1998), the educational approach—how the curriculum is planned and delivered—should align with the needs and abilities of students while also responding to societal demands. Well-designed programs and properly trained teachers are key to helping students succeed.

The teacher's role is especially important. A teacher's personality and teaching style can greatly influence how a student learns. If the classroom environment is noisy or poorly managed, or if the teacher lacks clear methods, the student-teacher relationship may suffer. This can result in students feeling unmotivated or disconnected from their studies. As Makloufe (n.d.) points out, a teacher's personality and approach can have an even greater effect on a student than the textbooks used in class.

10. Measuring the Educational Attainment

Educational attainment is a key area of focus for educators, as it reflects the outcomes of teaching and learning processes. One of the most common ways to measure this attainment is through examinations. According to Abed (2008) (as cited in Klimanie and Dahbie, p. 36), these assessments are often designed by the teachers themselves, tailored to match the specific objectives and unique goals of their instruction.

There are various forms of attainment assessments, including oral exams and objective tests. These tools serve as essential mechanisms for evaluating student learning. They not only highlight gaps in knowledge and understanding but also help students identify their weaknesses and recognize the factors contributing to underperformance. In doing so, assessments play a motivational role, encouraging learners to improve, address their shortcomings, and meet their academic and cognitive needs in pursuit of success.

Mansie (1997) (as cited in Klimanie and Dahbie, p. 36) emphasizes that attainment exams are among the most important and widely used tools in educational evaluation. They serve a crucial role in structuring and guiding the teaching process.

Conclusion

This chapter has explored the concept of educational attainment by examining its definitions, various types, and the influential personal and environmental factors that shape it. It also discussed the methods used to assess attainment and highlighted their significance in the educational process. The following chapter will shift to the practical side of the study, presenting collected data alongside analysis and discussion in relation to the research questions.

Part Two:

Practical part

Chapter Three:

Research Design and Data Analysis

Introduction

1. Research Design

2.1. Pupils' Sample

2.2. Teachers' Sample

3. Data Collection Tools

3.1. Pupils' Questionnaire

3.2. Teachers' Questionnaire

4. Data Analysis

5. Description of students' questionnaire

6. Teachers' Sample

7. Discussion:

7.1. Students' Perceptions

7.2. Teachers' Perceptions

Conclusion

Introduction

This chapter outlines the methodology employed in this study, which aims to explore the role of classroom management in promoting English as a Foreign Language (EFL) learners' attainment. It includes a detailed description of the research design, the population and sample, the data collection tools, and the methods of data analysis.

1. Research Design

A descriptive and exploratory research design was adopted, using a mixed-method approach that combines both quantitative (questionnaire for pupils) and qualitative (questionnaire for teachers) tools. This design allows for a comprehensive understanding of how classroom management practices influence students' learning outcomes in EFL classes.

2. Population and Sample

2.1. Pupils' Sample

The study was conducted on a population of 100 second-year pupils enrolled in Bounoura Middle Schools in the academic year 2024–2025. A census approach was used, involving all 100 pupils, to ensure a broader and more representative overview of learners' perceptions regarding classroom environment and its impact on their EFL learning.

2.2. Teachers' Sample

To complement the pupils' perspectives, 10 EFL teachers from the same schools were involved in the study. The selection of teachers was based on their direct experience in managing EFL classes and their insights into pedagogical practices that affect learners' attainment.

3. Data Collection Tools

3.1. Pupils' Questionnaire

A structured questionnaire was designed for pupils, containing both **closed-ended** and **multiple-choice** questions. The aim was to gather data on:

- Pupils' comfort and engagement during English lessons.

- Perceptions of classroom environment.
- Impact of classroom management on focus and achievement.
- Suggestions for improvement.

The questionnaire was written in simple, age-appropriate English and included five main sections:

6. Demographic Information
7. Classroom Environment
8. Teacher's Classroom Management Techniques
9. Impact on Learning
10. Challenges and Suggestions

3.2. Teachers' Questionnaire

Teachers were given a structured questionnaire to provide insight into:

- Classroom management strategies they frequently use.
- Their perception of classroom management's effect on pupil achievement.
- Challenges they face in classroom management.
- Suggestions for improving the teaching and learning environment.

This tool offered valuable **qualitative data** to complement the learners' feedback.

4. Data Analysis:

Quantitative data collected from pupils' questionnaires were analyzed using **basic statistical techniques** (frequencies, percentages), while teachers' responses were interpreted using **content analysis** to identify recurring themes and insights.

The analysis focused on:

- Common classroom management practices.
- Their perceived impact on learners' motivation and performance.
- Main classroom challenges (e.g., disruptions, large class sizes, resource limitations).
- Alignment between teachers' strategies and pupils' experiences.

5. Description of students' questionnaire

This student questionnaire is made to understand how learners feel about their English classes and how their teacher manages the classroom. It includes **10 questions** divided into five parts: personal information, classroom environment, teacher's classroom management, impact on learning, and suggestions for improvement. The questions ask about the classroom atmosphere, how comfortable students feel when participating, and how often group activities are used. It also asks if good classroom management helps students focus and learn better. In the last part, students can give ideas to improve their English learning. The goal of the questionnaire is to learn how classroom conditions affect students' motivation and learning progress.

The questionnaire was structured into four sections:

- **Section 1: Demographic Information** – This section gathers basic personal data such as gender, age, and the number of years the student has been learning English.
- **Section 2: Classroom Environment** – This part focuses on students' perceptions of the classroom atmosphere and their comfort level when participating in English lessons.
- **Section 3: Teacher's Classroom Management** – This section examines the teacher's strategies for managing the classroom, such as setting rules, handling misbehavior, and using group activities.
- **Section 4: Impact on Learning and Suggestions** – This final section explores how classroom management affects students' focus and learning outcomes, and provides space for students to suggest improvements to their learning experience.

The questionnaire also explored students' opinions and experiences regarding the classroom environment, teacher's management style, and how these factors impact their learning of English.

- **Question (01)** focused on students' gender, age, and how long they have been learning English.
- **Question (02)** asked about the general atmosphere of the classroom during English lessons and whether students feel comfortable participating.
- **Question (03)** examined how the teacher manages the class, including strategies used to maintain order and the frequency of group activities.
- **Question (04)** explored whether the teacher's management helps students focus and whether a well-managed class makes it easier to learn.

• **Question (05)** invited students to suggest ways to improve their English learning experience, such as more interactive activities or better classroom behavior.

- **Data analysis:**

.Questionnaire results analysis

Question 01: What is your gender

This question attempts to identify the number of male and female students who participated in the study in order to understand the gender distribution of the sample.

Options	Students Number	Percentage
Male	51	51.0%
Female	49	49.0%
Total	100	100%

Table 01: students gender

Analysis

The data in Table 1 shows that there is an almost equal number of male and female students in the study. Out of 100 students, 51 are male (51.0%) and 49 are female (49.0%). This means that both genders are well represented in the questionnaire. As a result, the answers can be seen as fair and balanced, showing the opinions of both male and female students. This balance is helpful when studying how students from different genders experience the classroom environment.

Question 02: How old are you?

This question aims to identify the age distribution of the students who participated in the study.

Options	Students Number	Percentage
12 to 13	80	80.0%
14 to 15	20	20.0%
Total	100	100%

Table 02: students' age**Analysis**

The results in the table show that most students are between 12 and 13 years old, making up **80.0%** of the total participants. Only **20.0%** of the students are between 14 and 15 years old. This means that the majority of the students are in the younger age group. This age difference might affect how students behave in the classroom and how they respond to the teacher's management style. Knowing their age is important for understanding their learning needs and preferences.

Question 03: How long have you been learning English?

This question aims to determine how much experience students have in learning English, which may influence their classroom performance and confidence in using the language

Options	Students Number	Percentage
less than 1 year	2	2.0%
1-2 years	88	88.0%
3+year	10	10.0%
Total	100	100%

Table 03: Students' Experience in Learning English

Analysis:

The results show that most students (**88.0%**) have been learning English for **1 to 2 years**, which means they have some basic knowledge of the language. A smaller group (**10.0%**) has studied English for more than 3 years, which could give them more confidence and skills in class. Only **2.0%** of students are new to English, having learned it for less than a year. These results suggest that most students are still in the early stages of learning, so teaching strategies should match their level and help them improve gradually.

Question 04: How would you describe your classroom environment during English lessons?

This question aims to understand how students perceive the atmosphere in their English classroom, which can affect their ability to focus and learn effectively.

Options	Students Number	Percentage
Very calm and organized	22	22.0%
Somewhat calm and organized	32	32.0%
Sometimes chaotic	41	41.0%
Very chaotic	5	5.0%
Total	100	100%

Table 04: Students' Perception of the Classroom Environment

Analysis:

The results show that the majority of students (41.0%) described their English classroom environment as sometimes chaotic, while 32.0% said it was somewhat calm and organized. Only 22.0% found it very calm and organized, and a small group (5.0%) said it was very chaotic. These findings suggest that many students experience some level of disorder in their English lessons, which could negatively impact their focus and learning. Creating a more stable and organized classroom environment might help improve student participation and performance.

Question 05: Do you feel comfortable participating in English lessons?

This question aims to measure students' level of comfort and willingness to participate during English classes, which is important for language learning.

Options	Students Number	Percentage
Yes, always	41	41.0%
Sometimes	53	53.0%
No, rarely	6	6.0%
Total	100	100%

Table 05: Students' Comfort in Participating in English Lessons**Analysis**

The data shows that more than half of the students (**53.0%**) feel comfortable participating **sometimes**, while **41.0%** said they **always** feel comfortable. Only **6.0%** of students said they **rarely** feel comfortable participating in English lessons. This means that most students are at least somewhat confident to take part in class, but there is still a need to build more comfort and motivation for full participation. Encouraging a supportive and positive classroom environment may help all students feel more confident to speak and take part in activities.

Question 06: How does your teacher manage the class during English lessons?

This question aims to understand the classroom management strategies used by teachers, as perceived by the students, which can affect classroom discipline and learning effectiveness.

Options	Students Number	Percentage
They set clear rules and expectations	24	24.0%
They praise or reward students for good behavior	32	32.0%
They give warnings when students misbehave	39	39.0%
They ignore disruptions	5	5.0%
Other	0	0%
Total	100	100%

Table 06: Teacher's Classroom Management Strategies

Analysis

The results show that the most common classroom management strategy is **giving warnings for misbehavior**, chosen by **39.0%** of the students. **32.0%** said their teacher **praises or rewards good behavior**, while **24.0%** noted that their teacher **sets clear rules and expectations**. Only **5.0%** of students said their teacher **ignores disruptions**, and none selected "other." This indicates that most teachers actively manage the classroom using both corrective and motivational techniques. Positive strategies like rewards and clear rules appear to be used, but warnings are the most frequent method. A balance of all these strategies may help create a more structured and motivating learning environment.

Question 07: How often does your teacher use group activities in English lessons?

This question explores how frequently teachers use group work during English lessons, which is important for developing communication and collaboration skills.

Options	Students Number	Percentage
Always	3	3.0%
Often	20	20.0%
Sometimes	47	47.0%
Never	30	30.0%
Total	100	100%

Table 07: Frequency of Group Activities Used in English Lessons

Analysis

The data reveals that **47.0%** of students said group activities are used **sometimes**, while **30.0%** reported that they are **never** used. Only **20.0%** said they are used **often**, and a small number (**3.0%**) said **always**. This suggests that group work is not a regular part of English lessons for most students. Since group activities can improve speaking and teamwork skills, increasing their use might help students become more engaged and confident in learning English. A more frequent and structured use of group tasks could enhance students' interaction and participation in the classroom.

Question 08: Do you feel that your teacher's classroom management helps you to focus and learn English better?

This question aims to assess students' perceptions of how their teacher's classroom management influences their concentration and English learning.

Options	Students Number	Percentage
Yes, a lot	46	46.0%
Yes, somewhat	43	43.0%
No, not really	8	8.0%
No, not at all	3	3.0%
Total	100	100%

Table 08: Students' Views on the Impact of Classroom Management

Analysis

The majority of students feel that their teacher's classroom management positively supports their learning. Specifically, **46.0%** of students said it helps them **a lot**, and **43.0%** said it helps them **somewhat**. Only **8.0%** responded with **“not really”**, and **3.0%** said **“not at all.”** These results suggest that most students recognize the importance of good classroom management in helping them stay focused and learn better. A well-managed classroom likely provides a calm and organized environment where students can concentrate and participate more effectively.

Question 09: Do you find it easier to learn English when the class is well-managed?

This question investigates whether students believe that a well-managed classroom environment makes it easier for them to learn English.

Options	Students Number	Percentage
Yes	82	82.0%
No	4	4.0%
It doesn't make a difference	14	14.0%
Total	100	100%

Table 09: Students' Perception of the Effect of Classroom Management on Learning

Analysis

The data clearly shows that a large majority of students (**82.0%**) believe that learning English is easier when the classroom is well-managed. A small percentage (**4.0%**) disagreed, while **14.0%** felt that classroom management **doesn't make a difference** to their learning. These results highlight the strong link between effective classroom management and successful language learning. When the classroom is organized and distractions are minimized, students are more likely to stay focused, participate actively, and understand the

material better. Therefore, maintaining a well-managed class can play a key role in enhancing student learning outcomes.

Question 10: Do you find it easier to learn English when the class is well-managed?

This question seeks to identify students' suggestions for improving their English learning experience by highlighting specific needs or preferences in the classroom.

Options	Students Number	Percentage
Better classroom behavior	39	39.0 %
More interactive activities	29	29.0 %
Smaller class sizes	12	12.0 %
More help from the teacher	17	17.0 %
Other	2	2.0 %
Total	100	100%

Table 10: Students' Suggestions for Improving English Learning

Analysis

The responses show that **better classroom behaviour** is the top suggestion, chosen by **39.0%** of students. This indicates that many learners believe a more disciplined environment would help them concentrate and perform better. In second place, **29.0%** of students preferred **more interactive activities**, suggesting a desire for more engaging and participatory lessons. Other suggestions include **more help from the teacher (17.0%)** and **smaller class sizes (12.0%)**, showing students' need for individual attention and a less crowded learning space. Only **2.0%** selected **other**, indicating most students felt their needs were covered by the given options. Overall, the data reflects the importance of a supportive, well-structured, and interactive classroom environment for enhancing language learning.

6. Teachers' Sample:

Description of Teachers' Questionnaire

This teacher questionnaire was designed to gather insights into how English teachers perceive and apply classroom management strategies in promoting EFL learners' attainment. It aims to explore the relationship between classroom management practices and students' academic performance, motivation, and engagement in the learning process. The questionnaire targets teachers of second-year pupils at Bounoura Middle Schools.

The questionnaire was structured into **five main sections**, each addressing specific aspects of classroom management and its impact on teaching and learning:

- **Section 1: Demographic Information**

This section collects background information about the participants, including gender and years of teaching experience. This data helps contextualize the responses and understand how experience may influence perceptions of classroom management.

- **Section 2: Classroom Management Techniques**

This part focuses on the strategies teachers commonly use to maintain discipline and create an organized learning environment. It includes items related to rule-setting, reinforcement methods, seating arrangements, and responses to student disruptions.

- **Section 3: Impact on EFL Learners' Attainment**

This section explores teachers' beliefs about the effectiveness of classroom management in enhancing student achievement and motivation in English language learning. It also examines how often teachers adjust their strategies to meet diverse student needs.

- **Section 4: Challenges in Classroom Management**

This part identifies the common challenges teachers face in managing their classrooms, such as student misbehavior, lack of engagement, class size, and resource limitations. It also assesses teachers' views on the effectiveness of existing school policies.

- **Section 5: Suggestions for Improvement**

This final section invites teachers to provide their opinions and recommendations on how classroom management practices could be improved to better support learners' academic **progress in English**.

The questionnaire also explored teachers' views and experiences regarding the importance of classroom management in language learning and its role in shaping a positive

and productive classroom environment. The collected responses aim to inform future strategies for improving both teaching practices and learner outcomes in EFL contexts.

Questionnaire results analysis

Question 01: What is your gender

This question attempts to identify the number of male and female who participated in the study in order to understand the gender distribution of the sample.

Options	Teacher Number	Percentage
Male	4	40.3%
Female	6	60.0%
Total	10	100%

Table 01: Teacher Gender

Analysis

The data in Table shows the gender distribution of the sample. Out of the 10 participants, 4 are male (40.3%), and 6 are female (60.0%). This means there are more females than males in the study. While the difference is not large, the results still show a slight majority of females. This balance is important because it allows us to understand the opinions of both genders in the study. With nearly equal representation of both males and females, the results can be considered fair and balanced. This distribution helps to make sure that the findings of the study reflect the experiences and views of both male and female participants.

Question 02: How old are you?

This question aims to identify the age distribution of the teachers who participated in the study.

Options	Teacher Number	Percentage
30 to 35	4	40.0%
35 to 49	6	60.0%
Total	10	100%

Table 02: Age Distribution of Teachers**Analysis**

The results in the table shows the age distribution of the teachers who participated in the study. Among the 10 teachers, 4 are between the ages of 30 and 35 (40.0%), while 6 are between the ages of 35 and 49 (60.0%). This means that the majority of teachers in the study are in the older age group (35 to 49 years). The age range of 30 to 35 years is still represented, but it is less common among the participants. This distribution gives us useful information about the age profile of the teachers involved in the study, and it can help us understand how age might influence their views or experiences in the study.

Question 03: How many years of teaching experience do you have?

This question aims to identify the distribution of teaching experience among the teachers who participated in the study.

Options	Teacher Number	Percentage
6-10	2	20.0%
11-15	4	40.0%
+16	4	40.0%
Total	10	100%

Table 03: Teaching Experience of Teachers**Analysis**

The data in Table 3 shows the distribution of teaching experience among the teachers who participated in the study. Of the 10 teachers, 2 have between 6 to 10 years of teaching experience (20.0%), 4 have between 11 to 15 years of experience (40.0%), and 4 have more than 16 years of experience (40.0%). This means that the majority of teachers have either 11 to 15 years or more than 16 years of experience, making up 80% of the sample. Only a small group (20%) has between 6 to 10 years of experience. This distribution suggests that the sample consists of teachers with a broad range of experience, which can provide valuable insights into how teaching experience might influence their views and approaches in the study.

Question 04: Which of the following strategies do you often use to manage your classroom?

This question aims to explore which strategies teachers often use to manage their classrooms effectively.

Options	Teacher Number	Percentage
Setting clear rules and expectations	4	40.0%
Non-verbal cues (gestures, facial expressions)	1	10.0%
Active seating arrangements	2	20.0%
Group work and collaborative learning	3	30.0%
Total	10	100%

Table 04: Classroom Management Strategies Used by Teachers

Analysis

The data in Table 4 shows the different strategies teachers use to manage their classrooms. The most commonly used strategy is setting clear rules and expectations, with 40% of the teachers choosing this option. This suggests that many teachers believe having clear rules helps to maintain order and discipline in the classroom. Group work and collaborative learning is the second most preferred method, used by 30% of the teachers. This indicates that many teachers value teamwork and think that students learn better when they work together. Active seating arrangements are used by 20% of the teachers, which shows that some teachers change the seating to improve classroom behaviour and learning. Only 10% of the teachers use non-verbal cues such as gestures or facial expressions. This low percentage may suggest that non-verbal communication is less common or considered less effective among the teachers surveyed. Overall, the results show that most teachers prefer clear and structured methods to manage their classrooms, while fewer rely on body language or seating changes.

Question 05: How do you handle student disruptions in class?

This question aims to understand the strategies teachers use to deal with student misbehaviour during lessons

Options	Teacher Number	Percentage
Redirecting to the task	0	00.0%
Using verbal warnings	3	30.0%
Sending students out of the classroom	4	40.0%
Ignoring minor disruptions	3	30.0%
Total	10	100%

Table 05: Strategies Used by Teachers to Handle Student Disruptions

Analysis

Based on the results in Table 5, the most commonly used strategy among teachers is *sending students out of the classroom*, chosen by 4 teachers (40%). This indicates that a significant number of teachers prefer to remove disruptive students from the learning environment as a way to maintain classroom order. However, this approach may have both positive and negative implications—it can restore immediate order but might not address the root causes of misbehaviour or support student reintegration.

Verbal warnings and ignoring minor disruptions were each selected by 3 teachers (30%). The use of verbal warnings suggests that some teachers attempt to correct behaviour through direct, non-punitive communication, which can be effective in promoting self-regulation. Meanwhile, ignoring minor disruptions may reflect a strategy to avoid escalating trivial behaviors that are not significantly affecting the lesson, which can be a practical tactic when used judiciously.

Interestingly, none of the teachers (0%) reported using *redirecting to the task* as a strategy, which is often recommended in educational literature as a proactive and constructive method for managing disruptions. This absence may indicate a lack of awareness or training in positive behaviour support strategies among the teachers surveyed.

Overall, the data suggests a reliance on reactive rather than proactive strategies to manage disruptions. This highlights the need for professional development programs focused on equipping teachers with a wider range of positive classroom management techniques that promote student engagement and reduce disruptive behaviour effectively.

Question 06: Do you believe that effective classroom management contributes to students' academic success in English?

This question aims to explore teachers' beliefs about the connection between classroom management and students' success in learning English.

Options	Teacher Number	Percentage
Yes	10	100.0%
No	0	0.00%
Unsure	0	0.00%
Total	10	100%

Table 06: Teachers' Beliefs About the Role of Classroom Management in Academic Success

Analysis

The results in Table 6 show that all teachers (100.0%) believe that effective classroom management plays an important role in students' academic success in English. None of the teachers answered "No" or "Unsure", which means there is full agreement among the participants. This result suggests that teachers clearly understand the importance of managing the classroom well to create a learning environment where students can focus, participate, and succeed. Good classroom management helps reduce disruptions, saves time, and increases student engagement all of which support better academic performance. Based on the findings of this study, it is clear that teachers see classroom management not just as a tool for discipline, but as a key factor that directly influences how well students learn English.

Question 07: In your opinion, how does classroom management impact student motivation in learning English?

This question aims to understand teachers' views on how classroom management affects students' motivation to learn English.

Options	Teacher Number	Percentage
Very positively	4	40.0%
Somewhat positively	5	50.0%
No impact	1	10.0%
Somewhat negatively	0	00.0%
Very negatively	0	00.0%
Total	10	100%

Table 07: Teachers' Opinions on the Impact of Classroom Management on Student Motivation

Analysis

According to Table 7, most teachers believe that classroom management has a positive effect on student motivation in learning English. Half of the teachers (50.0%) said it impacts motivation "somewhat positively," while 40.0% said it impacts motivation "very positively." This shows that 90.0% of teachers agree that good classroom management encourages students and helps them stay interested in learning. Only one teacher (10.0%) believes that classroom management has no impact, and none of the teachers thought it had a negative effect.

This result suggests that teachers recognize the strong connection between a well-managed classroom and students' willingness to learn. When the classroom is organized and respectful, students may feel safer, more focused, and more confident to participate. This kind of environment likely supports better motivation, especially in language learning, where students need to feel comfortable practicing and making mistakes. Based on the study, it can be said that classroom management is not only useful for behaviour control but also plays a key role in building a motivating learning space for students of English.

Question 08: How often do you adapt your classroom management strategies to meet the diverse needs of students in your EFL classes?

This question aims to examine how regularly teachers adjust their classroom management techniques to support different student needs in English as a Foreign Language (EFL) classroom.

Options	Teacher Number	Percentage
Always	1	10.0%
Frequently	8	80.0%
Occasionally	1	10.0%
Never	0	00.0%
Total	10	100%

Table 08: Frequency of Adapting Classroom Management Strategies for Diverse Learner Needs

Analysis

The results in Table 8 show that most teachers adapt their classroom management strategies to meet the diverse needs of students in EFL classes. A large majority (80.0%) said they do this "frequently," while 10.0% said they "always" do it. Another 10.0% said they do it "occasionally." Importantly, no teachers reported that they "never" adapt their strategies.

This suggests that teachers are generally aware of and responsive to the different learning styles, backgrounds, and needs of their students. The high percentage of teachers who adapt frequently indicates a flexible and student-centered approach to classroom management. This is especially important in EFL classes, where students may have varying levels of language ability, motivation, and cultural backgrounds. Based on the study, it can be said that adapting management strategies is a common and necessary practice among EFL teachers to create an inclusive and effective learning environment.

Question 09: What challenges do you face in managing your classroom effectively?

This question aims to identify the main difficulties teachers face in maintaining effective classroom management in EFL settings.

Options	Teacher Number	Percentage
Lack of student engagement	2	20.0%
Disruptive behaviour	1	10.0%
Large class sizes	6	60.0%
Inadequate resources	1	10.0%
Lack of support from school administration	0	00.0%
Other	0	00.0%
Total	10	100%

Table 09: Challenges Faced by Teachers in Classroom Management

Analysis

The data in Table 9 shows that the most common challenge teachers face in managing their classrooms is large class sizes, selected by 60.0% of the participants. This indicates that managing many students at once makes it harder to keep control, give individual attention, and apply effective classroom strategies. A smaller number of teachers (20.0%) reported a lack of student engagement, which can make it difficult to maintain students' focus and motivation during lessons. Disruptive behaviour and inadequate resources were each chosen by 10.0% of teachers, showing that while these are less frequent issues, they still affect classroom management.

Interestingly, none of the teachers reported challenges such as lack of support from school administration or "other" problems, which might suggest that school leadership and structure are not seen as major obstacles by the participants in this study.

Question 10: How would you rate the effectiveness of current classroom management policies in your school?

This question aims to evaluate teachers' opinions about how well their school's classroom management policies support effective teaching and learning

Options	Teacher Number	Percentage
Very effective	1	10.0%
Effective	3	30.0%
Neutral	3	30.0%
Ineffective	3	30.0%
Very ineffective	0	00.0%
Total	10	100%

Table 10: Teachers' Ratings of Current Classroom Management Policies

Analysis

According to Table 10, teachers have mixed views about the effectiveness of classroom management policies in their schools. While only 10.0% of the teachers said the policies are "very effective," 30.0% found them "effective." Another 30.0% were "neutral," suggesting they may feel the policies are neither helpful nor harmful. However, 30.0% of the teachers rated the policies as "ineffective," which shows that a significant number of teachers are not satisfied with the current systems in place.

The absence of responses for "very ineffective" could suggest that while the policies may not be ideal, they are not seen as completely failing. Still, the equal distribution between positive, neutral, and negative responses indicates that there is room for improvement. This result highlights the need for schools to review and possibly update their classroom management policies to better meet teachers' needs and support more effective classroom

environments. In the context of this study, it also shows that a strong policy alone is not enough—its actual implementation and relevance to daily classroom challenges are just as important.

Question 11: In your opinion, what improvements could be made in classroom management to better support EFL learners' attainment?

This question aims to gather teachers' suggestions for improving classroom management in ways that can better support students learning English as a Foreign Language.

Options	Teacher Number	Percentage
Other	10	100.0%
Total	10	100%

Table 11: Suggested Improvements in Classroom Management for Supporting EFL Learners

Analysis

As shown in Table 11, 100.0% of the teachers selected "Other," which means that all participants offered personal or specific suggestions rather than choosing from predefined options. This result shows that teachers have individual ideas and experiences related to classroom management that they feel are important for helping EFL learners succeed.

The fact that all teachers chose "Other" suggests that improving classroom management for EFL students cannot be solved with one-size-fits-all solutions. It also shows that teachers are thinking critically and creatively about what changes are needed. Based on the purpose of the study, this indicates a strong desire among teachers for more flexible, practical, and context-specific improvements. These may include better training for teachers, smaller class sizes, more engaging teaching materials, stronger student support systems, or more involvement from school leadership.

Overall, the results highlight the importance of listening to teachers' voices when making changes to classroom management policies and practices, especially in the context of EFL education.

7. Discussion:

The findings of this study offer valuable insights into both students' and teachers' perceptions of classroom management and its influence on English as a Foreign Language (EFL) learning. The analysis reveals a consistent recognition from both groups of the significant role effective classroom management plays in shaping student engagement, motivation, and academic performance.

7.1. Students' Perceptions

The student questionnaire results reflect a generally positive yet nuanced view of classroom management. The sample was fairly balanced in terms of gender and consisted primarily of learners aged 12–13 with moderate experience in English (1–2 years). This demographic context is essential, as it underscores the importance of structured support in the early stages of language acquisition.

Students reported varying experiences regarding classroom atmosphere. While 32% described their classes as calm and organized, a significant 41% noted that their classrooms were sometimes chaotic. Despite this, over half (53%) felt comfortable participating in class to some extent, and 41% always felt comfortable doing so. These findings indicate that even in less structured environments, many students felt sufficiently supported to engage in learning activities—highlighting the resilience of learners when a baseline of psychological safety is present.

In terms of teacher strategies, the most commonly observed methods were giving warnings (39%), praising positive behaviour (32%), and setting clear rules (24%). While these figures suggest that disciplinary techniques are used more frequently than proactive reinforcement, they also point to a need for more consistent implementation and diversification of management strategies. Notably, 30% of students reported that group activities were never used, despite 67% indicating that they were used either sometimes or often. This disparity suggests inconsistent adoption of collaborative approaches, which could be an area for pedagogical improvement.

Importantly, an overwhelming majority of students (89%) believed that classroom management helped them concentrate and learn more effectively, while 82% linked well-managed classrooms with easier learning. Students also expressed a desire for more interactive activities (29%) and improved classroom behaviour (39%), highlighting their preference for structured yet engaging environments.

7.2. Teachers' Perceptions

Teachers echoed many of the students' sentiments regarding the significance of classroom management. The teacher sample consisted predominantly of individuals aged 35–49 with over 11 years of teaching experience, suggesting a well-established understanding of classroom dynamics. The majority (60%) were female, and their varied backgrounds provided a comprehensive perspective on teaching practices.

Teachers reported commonly using structured strategies, with 40% prioritizing the setting of clear rules and expectations. Group work and collaborative learning (30%) and active seating arrangements (20%) also featured, though non-verbal cues were the least used (10%). This distribution suggests a preference for overt and systemic strategies over subtler forms of communication. Interestingly, none of the teachers selected "redirecting to the task" as a strategy for managing disruptions, which could imply either a lack of training in this method or a belief in its ineffectiveness within their specific classroom contexts.

Regarding behavioral issues, 40% of teachers opted to send disruptive students out of the classroom, while 30% preferred using verbal warnings or ignoring minor disruptions. These choices highlight a reliance on immediate, and sometimes punitive, measures to maintain order—possibly driven by constraints such as large class sizes, which were identified by 60% of teachers as the primary challenge.

Encouragingly, all teachers (100%) affirmed the positive impact of classroom management on academic achievement, and 90% acknowledged its role in enhancing student motivation. These findings align closely with student perceptions, reinforcing the notion that structured and well-managed environments contribute meaningfully to educational outcomes.

Moreover, 80% of teachers reported frequently adapting their management strategies to meet diverse student needs, indicating a student-centered approach. This adaptability is

particularly crucial in EFL settings, where learners vary widely in proficiency, cultural background, and learning styles.

Teachers also expressed mixed views on existing school policies: only 10% considered them very effective, while 30% rated them as ineffective. This suggests a need for schools to review and possibly revise their management policies to better support classroom realities. Notably, when asked for suggestions, all teachers provided individualized responses, highlighting the complexity of classroom management and the necessity for flexible, context-specific solutions. These likely include calls for smaller class sizes, enhanced teacher training, better resources, and more administrative support.

Conclusion:

In sum, both students and teachers recognize classroom management as a pivotal factor in successful EFL learning. While current practices show promise, especially in terms of teacher awareness and adaptability, the study reveals clear areas for improvement. These include the need for more consistent use of engaging, student-centered activities, broader adoption of supportive strategies like redirection, and stronger institutional policies. Addressing these issues can help foster more effective and inclusive learning environments that enhance student motivation, participation to lead them promoting successful attainment.

General Conclusion

General Conclusion

This research set out to examine the impact of classroom management on English as a Foreign Language (EFL) learning, incorporating both student and teacher perspectives to gain a comprehensive understanding of its effects. The results of the study reveal that classroom management plays a crucial role in shaping the learning environment, influencing not only academic outcomes but also students' motivation, engagement, and overall classroom experience.

From the students' point of view, effective classroom management is associated with a sense of safety, order, and clarity, all of which are necessary for successful language learning. Students emphasized that when teachers establish clear rules, maintain consistency, and create a structured yet flexible environment, they are more likely to remain focused, participate actively, and feel comfortable expressing themselves in English. Many students highlighted the importance of respectful communication, fair treatment, and opportunities for collaborative work as critical elements that helped reduce anxiety and enhance their confidence in using the language. Conversely, in classrooms where management was perceived as weak or inconsistent, students reported feeling distracted, demotivated, and less inclined to engage, all of which can hinder language acquisition.

Teachers, on the other hand, acknowledged the challenges and complexities involved in managing diverse EFL classrooms. They reported that effective classroom management involves more than just discipline; it requires the ability to build positive relationships, adapt teaching methods, and implement proactive strategies that prevent problems before they arise. Teachers stressed the importance of setting clear expectations, establishing routines, and using a variety of instructional techniques to cater to different learning styles. However, they also pointed out several barriers, such as large class sizes, lack of administrative support, limited resources, and behavioral issues, which can make effective classroom management difficult to maintain. Despite these challenges, most teachers expressed a strong belief in the transformative power of well-managed classrooms and showed commitment to continuously improving their strategies through reflection and professional development.

The data collected and analyzed in this study clearly demonstrates that classroom management is not a secondary concern, but rather a fundamental component of effective EFL instruction. A well-managed classroom fosters an environment in which students feel respected, supported, and motivated to learn. It also provides teachers with the structure and control needed to deliver instruction efficiently and responsively. Therefore, classroom

General Conclusion

management should be viewed as an integral part of teacher preparation programs and ongoing professional training.

In conclusion, the study highlights the vital role of classroom management in the EFL context and calls for a collaborative approach to improving it. Policymakers, school leaders, and educational stakeholders should prioritise initiatives that support teachers in managing their classrooms effectively. This includes reducing student-to-teacher ratios, offering regular training opportunities, and creating school cultures that value positive discipline and student engagement. By doing so, educational institutions can create more inclusive, dynamic, and productive learning environments where both students and teachers can thrive and achieve their full potential.

Finally, I would like to present the main recommendations and suggestions related to the study I have conducted :

- ❑ **Promote Interactive Activities:** Integrate more student-centered and engaging tasks (e.g., group work, games) to enhance participation and motivation.
- ❑ **Diversify Management Strategies:** Encourage teachers to use supportive methods like redirection and non-verbal cues rather than relying mainly on punitive measures.
- ❑ **Strengthen Teacher Training:** Provide targeted training on modern classroom management techniques and adaptive strategies for diverse learners.
- ❑ **Review School Policies:** Update institutional policies to better support effective classroom management and align with real classroom needs.
- ❑ **Reduce Class Sizes:** Where possible, lower student–teacher ratios to allow for more individualised attention and effective behaviour management.
- ❑ **Enhance Resources:** Equip classrooms with sufficient materials and tools to support interactive and inclusive teaching methods.

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Appendices

Appendix A

Surdents' Questionnaire

Title: *The Role of Classroom Management in Promoting EFL Learners' Attainment*

Introduction:

Dear 2nd MS students,

The following questionnaire is a part of my study, which aims to improve “*The Role of Classroom Management in promoting EFL learners' attainment*”, focusing on second-year pupils at Bounoura Middle Schools. Therefore, you are kindly requested to answer the questions by putting a tick (✓) in the appropriate answer(s) or by giving full statement(s) whenever necessary. Be sure that your answers will be anonymous and will be used only for research purposes. Thank you!

Questions:

Demographic Information

1. Whats your gender?

☐ male

☐ female

2. How old are you?

☐ 12–13

☐ 14–15

3. How long have you been learning English?

☐ Less than 1 year

☐ 1–2 years

☐ 3+ years

2- Classroom Environment

4. How would you describe your classroom environment during English lessons?

☐ Very calm and organized

☐ Somewhat calm and organized

☐ Sometimes chaotic

☐ Very chaotic

5. Do you feel comfortable participating in English lessons?

☐ Yes, always

☐ Sometimes

☐ No, rarely

3- Teacher's Classroom Management

6. How does your teacher manage the class during English lessons?

☐ They set clear rules and expectations

☐ They praise or reward students for good behavior

☐ They give warnings when students misbehave

☐ They ignore disruptions

☐ Other (please specify): _____

7. How often does your teacher use group activities in English lessons?

- ☐ Always
- ☐ Often
- ☐ Sometimes
- ☐ Never

4- Impact on Learning

8. Do you feel that your teacher's classroom management helps you to focus and learn English better?

- ☐ Yes, a lot
- ☐ Yes, somewhat
- ☐ No, not really
- ☐ No, not at all

9. Do you find it easier to learn English when the class is well-managed?

- ☐ Yes
- ☐ No
- ☐ It doesn't make a difference

10- Challenges and Suggestions

a. What do you think could help improve your learning experience in English class?

- ☐ Better classroom behavior
- ☐ More interactive activities
- ☐ Smaller class sizes
- ☐ More help from the teacher
- ☐ Other (please specify):

Appendix A

Teachers' Questionnaire

Title: *The Role of Classroom Management in Promoting EFL Learners' Attainment*

Introduction:

Dear English Teachers,

The following questionnaire is a part of my study, which aims to improve the “*Role of Classroom Management in promoting EFL learners' attainment*”, focusing on second-year pupils at Bounoura Middle Schools. Therefore, you are kindly requested to answer the questions by putting a tick (✓) in the appropriate answer(s) or by giving full statement(s) whenever necessary. Be sure that your answers will be anonymous, and will be used only for research purposes. Your responses will provide valuable insight into the teaching environment and its influence on student achievement. Thank you!

Questions:

1- Demographic Information

1. Whats your gender?

☐ male

☐ female

2. How old are you?

☐ 30–35

☐ 35–49

3. How many years of teaching experience do you have?

☐ 0–5

☐ 6–10

☐ 11–15

☐ 16+

2- Classroom Management Techniques

4. Which of the following strategies do you often use to manage your classroom?

(Select all that apply)

☐ Setting clear rules and expectations

Appendices

- ☐ Positive reinforcement (praise, rewards)
- ☐ Non-verbal cues (gestures, facial expressions)
- ☐ Active seating arrangements
- ☐ Group work and collaborative learning
- ☐ Addressing disruptions immediately
- ☐ Other (please specify): _____

5.How do you handle student disruptions in class?

- ☐ Redirecting to the task
- ☐ Using verbal warnings
- ☐ Sending students out of the classroom
- ☐ Ignoring minor disruptions

3- Impact of Classroom Management on EFL Learners' Attainment

6. Do you believe that effective classroom management contributes to students' academic success in English?

- ☐ Yes
- ☐ No
- ☐ Unsure

7. In your opinion, how does classroom management impact student motivation in learning English?

- ☐ Very positively
- ☐ Somewhat positively
- ☐ No impact
- ☐ Somewhat negatively
- ☐ Very negatively

8. How often do you adapt your classroom management strategies to meet the diverse needs of students in your EFL classes?

- ☐ Always
- ☐ Frequently

☐ Occasionally

☐ Never

4- Challenges in Classroom Management

9. What challenges do you face in managing your classroom effectively?

☐ Lack of student engagement

☐ Disruptive behaviour

☐ Large class sizes

☐ Inadequate resources

☐ Lack of support from school administration

☐ Other (please specify):

10. *How would you rate the effectiveness of current classroom management policies in your school?*

☐ Very effective

☐ Effective

☐ Neutral

☐ Ineffective

☐ Very ineffective

5 - Suggestions for Improvement

11. *In your opinion, what improvements could be made in classroom management to better support EFL learners' attainment?*

.....

.....

الملخص:

تُعد إدارة الصف ركيزة أساسية في عملية التعليم والتعلّم الفعّال، لاسيّما في أقسام اللغات الأجنبية، حيث يُشكّل كلّ من التفاعل والتحفيز عنصرين حاسمين في تحصيل المتعلمين. تهدف هذه الدراسة إلى استكشاف دور إدارة الصف في تعزيز تحصيل تلاميذ السنة الثانية متوسط في مادة اللغة الإنجليزية كلغة أجنبية، وذلك في متوسطة بنورة بولاية غرداية، الجزائر. تتناول الدراسة العلاقة بين ممارسات إدارة الصف والأداء الأكاديمي للتلاميذ، مع تحديد الإستراتيجيات الأكثر فعالية التي يعتمد عليها أساتذة اللغة الإنجليزية، كما تسعى إلى فهم كيف تؤثر تصورات التلاميذ لإدارة الصف على دافعتهم، وتركيزهم، ومستوى اندماجهم في التعلم. وقد تم استخدام الاستبيان كأداة أساسية في هذا البحث؛ حيث وُزّع الاستبيان الأول على 10 أساتذة تعليم متوسط، وكشفت نتائجه عن وجود علاقة قوية بين إدارة الصف وكل من الانضباط، خلق بيئة صفية منظمة، والتحفيز. أما الاستبيان الثاني فقد استهدف عينة من 100 تلميذ (سنة ثانية متوسط) من متوسطة بنورة. تُبرز نتائج هذا البحث أهمية تمكين أساتذة اللغة الإنجليزية من مهارات عملية في إدارة الصف تتماشى مع السياق التعليمي الجزائري. كما تقدم الدراسة توصيات قيّمة لفائدة المعلمين والمشرفين التربويين، من أجل تحسين ممارساتهم الصفية بما ينعكس إيجابًا على أداء المتعلمين. في الأخير، تسهم هذه الدراسة في الجهود المبذولة للارتقاء بجودة تعليم اللغة الإنجليزية في الطور المتوسط بالمدارس الجزائرية.