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Middle School Teachers' Perceptions of the Impact of Classroom Management on Enhancing EFL Learners Competence

The case of Ibn Sina Middle School at Hdjira, Touggourt, Algeria

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Dedication

I want to take a moment to express my deep gratitude and appreciation for your unwavering support and encouragement throughout my life's journey. Your love, guidance, and unwavering presence have been my source of strength and inspiration, helping me to navigate through life's ups and downs.

To my parents, siblings, and extended family, thank you for being my pillars of support and for always being there for me, no matter what. You have provided me with a safe and nurturing environment, taught me invaluable life lessons, and instilled in me the values that guide my actions and decisions.

To my friends, you are my chosen family, and I am grateful for the bonds we have built over the years. Your love, laughter, and companionship have enriched my life in ways that words cannot express.

I dedicate my accomplishments and successes to all of you, knowing that without your love and support, I could no t have achieved them. I hope to make you proud and repay your kindness and love in every way possible. Thank you for being my rock, my cheerleaders, and my confidants. I am blessed to have you all in my life.

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Abstract

Classroom management matters a lot in learning and teaching the English language. Generally, the English teachers faced classroom management problems in teaching the English language. The disturbing environment of the classroom disturbs both the students and teachers and affects the teaching of the English language, especially in middle schools. A suitable and comfortable environment is the basic need of teaching the English language. We always wonder about how teachers should manage their classrooms effectively. Thus, to point out and clarify this problem, the present work aims at surveying and examining middle school teachers' Perceptions of the impact of classroom management on promoting EFL Learners competence at Ibn Sina school in Hdjira, Touggourt.Algeria. Although the role of classroom management in affecting EFl learners' competence is well researched, there is a need to explore the teacher perspective, considering instructors' major role in supporting positive classroom management, learners' wellbeing and achievement. Understanding the teacher perspective can provide important information about practical issues about the use of positive classroom management in EFL learning and can provide insights into how their practices are affected by their views. Therefore, the aim of this research was to investigate teachers' views on how the use of effective classroom management affects and promotes pupils' learning achievements. An exploratory, qualitative research approach was taken, and semi-structured interview data was gathered from five teachers and analysed thematically. The results suggested teachers' recognition of the importance of classroom management in enhancing pupils' competence. Effective classroom management can assist in addressing these issues by fostering a friendly and structured learning environment that promotes engagement and supports language acquisition. Setting clear objectives, establishing routines, offering frequent feedback, and employing a range of teaching techniques to engage learners are all useful practices for EFL classroom management. Teachers' perceptions can inform strategies for using classroom management effectively in the classroom and for supporting pupils' motivation and therefore increasing their English language learning competence, which, now more than ever, should be at the forefront of whole-school approaches.

Keywords: learning English, classroom management, teachers' perceptions, teaching strategies, learning competence.

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EFL: English as a Foreign Language

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General Introduction

Overview

Classroom management is an essential aspect of teaching, particularly when it comes to English as a Foreign Language (EFL) students. EFL students face unique challenges when it comes to learning English, such as struggling with grammar and syntax, unfamiliar vocabulary, and cultural differences. A well-managed classroom can help EFL students overcome these challenges and make significant progress in their language learning journey. Effective classroom management involves creating a positive and supportive learning environment, establishing clear expectations and boundaries, using appropriate teaching techniques, and fostering a sense of community among students. By implementing effective classroom management strategies, teachers can enhance their students' learning experiences and help them develop the language skills they need to succeed.

It also stands at a position of essential importance. Good classroom management creates a learning environment in which effective teaching and learning occur while poor classroom management often damages the learners desire for learning and spoils the teacher's passion for teaching no matter how well he has prepared for the class. Classroom management certainly involves discipline, control and punishment to a great extent. In the traditional theory of classroom management, the aim of classroom management primarily means achieving class control and order. However, the concept of classroom management has shifted to "establishing a climate for learning''.

Statement of the problem

Classroom management can be a challenging issue, particularly when dealing with EFL (English as a Foreign Language) students. These students often come from diverse backgrounds, and may have varying levels of English language proficiency, making it difficult for teachers to cater to everyone's needs and ensure that they are engaged and motivated in the classroom.

One of the primary challenges of classroom management in EFL classes is maintaining student attention and focus during class time. Students may struggle to understand the lesson, become distracted by their peers, or feel disinterested in the topic, leading to disruptions and difficulty in maintaining order.

Another issue is the challenge of incorporating cultural differences into the classroom environment. EFL students may come from different cultures with unique learning styles, which can impact their ability to learn and engage with the material. Teachers need to be aware of these cultural differences and be able to adapt their teaching strategies to meet the needs of each individual student.

Moreover, EFL students may also have difficulty communicating with their classmates and teachers due to language barriers, which can lead to misunderstandings and further disrupt the classroom. Teachers must find ways to encourage communication and collaboration among their students while also managing disruptions and ensuring that everyone is on the same page.

Finally, technology can also pose challenges to classroom management in EFL classes. While digital resources can enhance learning, they can also be a source of distraction and may require additional management strategies to ensure that students are staying on task and using technology appropriately.

Overall, managing an EFL classroom requires a unique set of skills and strategies to overcome these challenges and create a positive and engaging learning environment for all students.

Question of the Study

Based on the focus study above, the problems of this research will be questioning as follows:

   1-What strategies did the EFL teacher use in class ?

   2- What were the obstacles faced by the EFL teacher in managing the classroom ?

   3- How did the EFL teacher overcome the obstacles in EFL classroom management ?

Objectives of the Study

     The followings are the objectives of the study:

   1-To analyze strategies used by EFL teachers in class.

   2- To examine the kinds of obstacles in EFL classroom management that occurred during the course.

     3- To help the EFL teacher overcome the obstacles in EFL classroom management

The Significance of the Study

      - This study is expected to contribute additional knowledge and information to convolute the picture of teacher skill in EFL classroom management.

- The results of the study are also expected to be useful for:

      a) Students: It helps learners to understand the meaning of classroom management particularly in EFL.

      b) Teachers: It helps teacher to create an interactive and interesting classroom management strategy or method in the class and it can be as a reference and source to teach students.

      c) Institution (Schools): It can become a reference to improve quality of the classroom management especially in EFL.

Literature Review

      Classroom management is a crucial aspect of teaching English as a foreign language (EFL) to ensure a conducive learning environment for students. This literature review examines various studies conducted on classroom management strategies and their effectiveness on EFL students.

      One of the most common classroom management strategies is the establishment of clear rules and expectations. A study by Al Jumah (2015) found that establishing clear rules and expectations reduced disruptive behavior among EFL students. Similarly, a study by Seifert and Schwarz (2016) found that students were more engaged and motivated when they knew what was expected of them. Therefore, establishing clear rules and expectations is an effective classroom management strategy in EFL classrooms.

      Another classroom management strategy is the use of positive reinforcement. A study by Park (2016) found that using positive reinforcement improved EFL students' motivation and reduced disruptive behaviour. Similarly, a study by Özkan and Karaca (2017) found that using positive reinforcement in the form of praise and rewards improved students' behaviour and academic performance. Therefore, positive reinforcement is an effective classroom management strategy in EFL classrooms.

Another effective classroom management strategy is the use of technology. A study by Hong (2016) found that incorporating technology such as videos, audio recordings, and online resources improved students' engagement and motivation. Similarly, a study by Kim and Kim (2016) found that using digital tools such as interactive whiteboards and

tablets improved students' participation and comprehension. Therefore, incorporating technology is an effective classroom management strategy in EFL classrooms.

Moreover, creating a supportive learning environment is also an effective classroom management strategy. A study by Wang and Wang (2016) found that creating a supportive learning environment improved EFL students' confidence and participation. Similarly, a study by Kim and Lee (2016) found that creating a positive classroom atmosphere improved students' motivation and academic performance. Therefore, creating a supportive learning environment is an effective classroom management strategy in EFL classrooms.

In conclusion, classroom management is an essential aspect of teaching EFL, and various strategies can be used to ensure a conducive learning environment. The reviewed studies suggest that establishing clear rules and expectations, using positive reinforcement, incorporating technology, and creating a supportive learning environment are effective classroom management strategies in EFL classrooms. Educators should consider implementing these strategies to improve the learning outcomes of their EFL students.
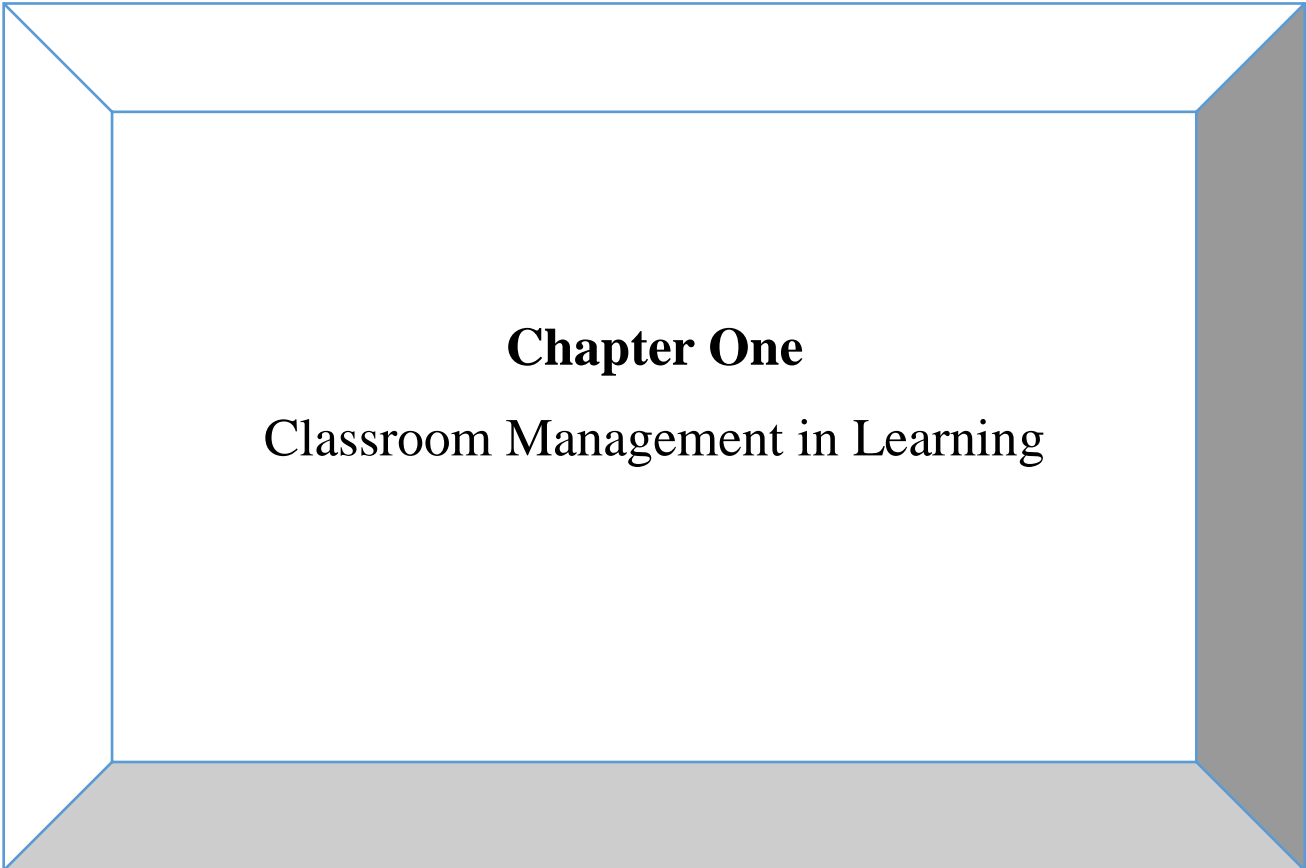
Methodology

The purpose of this research methodology is to describe the methods and procedures that will be used to investigate the impact of classroom management on EFL (English as a foreign language) learners. Classroom management is a critical factor that affects EFL learners' academic achievement and their overall learning experience. This research aims to investigate the relationship between effective classroom management strategies and EFL learners' academic success. A questionnaire will be used for the purposes of this study.

Structure of the study

This dissertation is split into four chapters. The first chapter, mainly deals with a general introduction including : the statement of the problem, objectives of the study, significance of the study, research questions, hypothesis, research methodology, literature review and the structure of the study .The second chapter is concerned with classroom management in general as a technique that can be used in order to teach effectively, its importance, its goals and how to differentiate it from discipline, also the main characteristics of teachers that can effectively manage the classroom and the different

styles of teacher management. In addition to the relationship between the teacher and his students.The third chapter is also concerned with dealing and interacting with EFL.

Chapter One

Classroom Management in Learning

Chapter One

Classroom Management in Learning

Introduction

Numerous studies point to classroom management as one of the most fascinating aspects influencing learning. Wang, Heartel, and Walberg (1993), for example, recognized the classroom as the first major essential problem that effects education. learning. Moreover, Marzano and Marzano (2003) concurred with Wang and his colleagues (1993), citing classroom management as the most important factor impacting school learning.

According to Ben (2006), good classroom management practices are critical to a successful teacher's delivery of education. This last statement highlights why classroom management is so important during the learning process. Good classroom management prepares the class for successful instruction, which is critical for learning advancement.

In this chapter, we will explore at what classroom management is as a factor for effective teaching, what its primary areas are that assist teachers deal effectively with learners' behaviors, why classroom management is essential, and what its aims are. We also put a spotlight on effective instructors and the attributes that are responsible for establishing a pleasant learning environment, as well as the various characteristics of learners and their relationships with teachers in order to improve their achievement.

What is Classroom Management?

Views on Classroom Management

Throughout history, multiple educators have defined classroom management in various ways, and it remains difficult to describe due to its complications. In the broadest sense, classroom management refers to the activities and tactics used by instructors to maintain order in the classroom (Doyle, 1986). According to him, the two key goals for the teaching process are -Learning and Order. In order for learning to take place, order must be established in the classroom ahead of time.

Classroom management is also defined as a teachers efforts to produce and maintain the effective classroom environment for teaching and learning. In other words,

successful classroom management and effective curriculum and instruction have a strong personal and mutual relationship, according to Brophy (1986).

Jacobsen, Eggen and Kauchauk (1993:263) justify their use of the concept as meaning ''… the complex set of plans and actions that the teacher uses to ensure that learning in the classroom is efficient and effective''. This means that teachers adopt diverse strategies and tactics in order to solve multiple challenges in the classroom.

The Main Areas of Classroom Management

Classroom management is the process of creating and maintaining a safe, productive, and positive learning environment in the classroom. The main areas of classroom management include:

Establishing rules and routines: Setting clear rules and routines helps students understand what is expected of them and creates a sense of structure in the classroom.

Building positive relationships: Building positive relationships with students can help create a positive classroom environment where students feel safe and respected.

Managing student behavior: Managing student behavior is an important aspect of classroom management. This includes addressing disruptive behavior, reinforcing positive behavior, and using appropriate consequences when necessary.

Encouraging student engagement: Encouraging student engagement can help keep students interested and focused on learning. This can involve using a variety of teaching strategies, incorporating technology, and providing opportunities for active participation.

Providing a stimulating learning environment: Providing a stimulating learning environment can help keep students engaged and motivated. This can involve creating a visually appealing classroom, using a variety of learning materials, and incorporating real-world examples and activities.

Effective communication: Effective communication is crucial for effective classroom management. This includes communicating clearly and effectively with students, parents, and colleagues. Overall, effective classroom management is essential for creating a positive learning environment where students can thrive and achieve their full potential.

The Importance of Effective Classroom Management

Several research investigations have demonstrated the need of classroom management as a major variable that influences student progress (Marzano, 2003). The most obvious argument is that excellent classroom management establishes the foundation for effective teaching and learning.

It is crucial for creating a positive learning environment and maximizing student learning outcomes. When teachers are skilled at managing their classrooms, they can create a sense of order, respect, and community that supports student engagement, motivation, and achievement.

- Here are some reasons why effective classroom management is important:

Promotes positive student behavior: Effective classroom management strategies help to promote positive student behavior by setting clear expectations and rules for behavior. Students are more likely to behave appropriately when they know what is expected of them and understand the consequences of misbehavior.

Increases instructional time: When classroom management is effective, disruptions are minimized, and students are able to focus on learning. This increases instructional time and allows teachers to cover more material in a shorter amount of time.

Enhances student learning: A well-managed classroom can enhance student learning by creating a safe and supportive learning environment. Students who feel safe and supported are more likely to participate in class, ask questions, and take risks with their learning.

Improves teacher morale: Effective classroom management can improve teacher morale by reducing stress and burnout. Teachers who feel in control of their classrooms are more likely to feel confident and satisfied in their roles.

Fosters a sense of community: When classroom management is effective, students feel a sense of belonging and community within their classroom. This can lead to increased collaboration and a more positive overall learning experience.

In short, effective classroom management is crucial for promoting positive behavior, maximizing instructional time, enhancing student learning, improving teacher morale, and fostering a sense of community in the classroom.

Classroom Management and Discipline

Bellon (1992) claims that: "classroom management and discipline are usually used interchangeably". That is, classroom management is based on how things are normally performed in the classroom; it is the duty of the teacher and focuses on positive behavior. Although the term discipline refers to misbehavior (bad behavior),it is concerned with the pupils' commitment.

Goals of Classroom Management

Classroom management objectives can differ, but the most frequent two, as presented by Eggen and Kauchak (1997), are :

• To create and maintain a positive, productive learning environment.

• To support and foster a safe classroom community.

The first is to establish a learning environment that promotes learning. In other aspects, classroom management attempts to keep students interested, motivated, and involved. As a result, the emphasis is on activities that create a pleasant, facilitative, and productive learning environment. The second purpose of classroom management is to promote and build a healthy classroom in which the learner acquire a feeling of responsibility and self-regulation in order to keep it comfortable. . In order to make learner feel at home, the teacher must establish rules and procedures and some specific goals that may include:

Establishing clear expectations: Effective classroom management requires teachers to establish clear rules, procedures, and expectations for students. This helps create a sense of structure and predictability in the classroom, which can help reduce disruptive behaviors.

Building positive relationships: Teachers should strive to build positive relationships with their students. When students feel that their teachers care about them and are invested in their success, they are more likely to be engaged and motivated in class.

Encouraging student participation: Teachers should create opportunities for all students to participate in class. This can include using techniques such as think-pair-share, student-led discussions, and group work to encourage active engagement.

Addressing disruptive behavior: When disruptive behavior occurs, teachers should have strategies in place to address it promptly and effectively. This can include using positive reinforcement, consequences, and corrective feedback.

Fostering a growth mindset: Teachers can help students develop a growth mindset by emphasizing the importance of effort and persistence in achieving success. When students believe that they can improve through hard work and dedication, they are more likely to stay engaged and motivated in class.

Effective Teacher

Teacher Management Style

How well does a teacher understand his or her own teaching style and ability to communicate with students? Is he authoritarian in his approach to teaching, authoritative, disinterested, or more of a laissez-faire sort of teacher? As a successful manager, he should understand his profile in order to improve his capacity to avoid disruptive behaviors from becoming more serious.

Dunbar (2004) ''The authoritarian teacher places firm limits and controls for the students " With this type of teaching, verbal interactions and conversation are discouraged, and learners are aware that they should not interrupt the teacher. Because "the authoritative teacher establishes boundaries and controls on the pupils while simultaneously encouraging liberty," this method encourages self-reliance and social competence, as well as increased achievement desire. The indifferent teacher, on the other hand, is unconcerned in the classroom because he makes few demands and seems uninterested.

Lastly, the laissez-faire teacher is not highly active in the classroom. This style is defined by "do your own thing," and the teacher prefers not to hurt the students' feelings and has difficulties saying no or enforcing regulations.

This table shows the variations between these four styles:

Figure 1

Variations between Styles

The authoritative classroom management style	The authoritarian classroom management style	The indifferent classroom management style	The laissez-faire classroom management style
This type of style encourages students to be independent thinkers	This type of style keeping order in the classroom rather than or instruction and learning	This type of style uninterested courage to discipline students	This type of style accepts the students' actions and uninterested to monitor their behavior.

An effective teacher possesses several essential qualities that make them successful in their profession. Firstly, they have a deep understanding of their subject matter, which allows them to convey complex concepts in a clear and concise manner. Secondly, they have excellent communication skills and can establish strong relationships with their students, creating a positive and productive learning environment. Effective teachers are also patient, empathetic, and approachable, making themselves available to their learners for guidance and support. They are also adaptable, able to modify their teaching methods to suit different learning styles and abilities. Lastly, an effective teacher is passionate about their work and dedicated to helping their learners succeed, inspiring and motivating them to reach their full potential.

There are many qualities that can make a teacher effective, but here are some of the most important ones:

Knowledgeable: An effective teacher must have a strong understanding of the subject matter they are teaching. They should be able to explain difficult concepts in a clear and concise manner, and have the ability to answer questions from learners with confidence.

Passionate: An effective teacher should be passionate about their subject and teaching. When a teacher is enthusiastic about what they are teaching, it can make learners more engaged and interested in the material.

Organized: An effective teacher should be organized in their teaching methods, lesson planning, and grading. They should be able to manage their time well and have a clear understanding of what they want to accomplish in each lesson.

Patient: An effective teacher should be patient with their students, as every learner learns at a different pace. They should be able to explain difficult concepts in multiple ways and not get frustrated when learners are struggling to understand.

Creative: An effective teacher should be creative in their teaching methods and lesson planning. They should be able to think outside the box and find new ways to engage their learners in the material.

Supportive: An effective teacher should be supportive of their learners, both academically and emotionally. They should be able to offer encouragement when learners are struggling and provide constructive feedback to help them improve.

Communicative: An effective teacher should have strong communication skills, with their learners He should be able to clearly explain course expectations, assignments, and grading policies, and be available to answer questions and provide feedback.

Adaptable: An effective teacher should be able to adapt to different learning styles and needs. They should be able to modify their teaching methods to meet the needs of different learners, and be willing to try new approaches to help learners learn.

The Role of the Teacher in Classroom Management

Teachers play a critical role in classroom management, as they are responsible for creating a safe and positive learning environment that fosters learner engagement, participation, and success during the course.

Another crucial aspect of classroom management is building positive relationships with students. Teachers who take the time to get to know their students and show interest in their lives are more likely to create a positive classroom environment. This can include listening to student concerns, providing individualized support, and recognizing student achievements. When students feel valued and respected, they are more likely to be engaged and motivated in the classroom.

In addition to creating a positive classroom environment, teachers must also be able to respond to challenging behaviors effectively. This can involve de-escalating conflicts, addressing disruptive behavior, and providing support to students who may be struggling with emotional or behavioral issues. Teachers who can effectively manage

challenging behaviors can help create a safe and supportive classroom environment where all students can thrive.

Overall, the role of the teacher in classroom management is critical for promoting student success. Effective classroom management requires clear communication, positive relationships, and the ability to respond to challenging behaviors. When teachers prioritize classroom management, they can create a safe and inclusive learning environment where all students can reach their full potential.

Effective Teacher-Student Interaction

Effective teacher-student interaction is crucial in creating a positive and productive learning environment, especially for English as a Foreign Language (EFL) learners. A teacher who actively engages with their students can help to build confidence, encourage participation, and foster a sense of community in the classroom. An effective EFL teacher should be able to understand their students' needs, interests, and learning styles and tailor their instruction accordingly. They should be patient and supportive, providing clear explanations and feedback that can help their students improve their language skills. Additionally, an effective EFL teacher should create opportunities for interaction and communication in the classroom, such as pair or group work, discussions, and debates. By promoting interaction and communication, teachers can help their students to develop their language abilities and build their confidence in using the language. Overall, effective teacher-student interaction is essential in promoting a positive and productive learning environment for EFL learners.

It is also essential for successful learning outcomes. Here are some key elements that can contribute to effective teacher-student interaction:

Positive attitude: A positive attitude is the foundation of effective teacher-student interaction. Teachers who approach their students with positivity and enthusiasm are more likely to establish a good rapport with them.

Clear communication: Clear communication is vital for teacher-student interaction. Teachers should use language that is appropriate for the students' age and level of understanding. They should be clear in their instructions, explanations, and feedback.

Active listening: Active listening is another essential component of effective teacher-student interaction. Teachers should listen to their students' concerns, questions, and ideas and provide them with feedback.

Encouragement and motivation: Encouragement and motivation can help students to stay engaged and focused. Teachers should provide positive feedback and recognize their students' achievements to motivate them to do their best.

Personalization: Every student is different and has unique learning needs. Effective teacher-student interaction involves personalizing the teaching approach to meet the students' individual needs.

Respect: Teachers should treat their students with respect and dignity. Students are more likely to respond positively to teachers who demonstrate respect for their opinions and feelings.

Empathy: Teachers who show empathy and understanding towards their students can help build trust. Students are more likely to be open and receptive to learning when they feel that their teachers care about them.

EFL Learners

An EFL learner refers to a person who is learning English as a Foreign Language (EFL) in a non-English speaking country. This means that the language being learned is not the primary language used in the learner's daily life or in their home country. EFL learners may be studying English for various reasons, such as for academic purposes, career advancement, or personal interest. They may also have varying levels of proficiency in English, ranging from beginner to advanced.

EFL learners can learn effectively through the teacher's presentation if the information is organized properly. It means that when the teacher presents his lesson to the pupils; he helps them to learn better the English because it is foreign language for them and new knowledge.

The EFL learner works hard to reach his objective of knowing everything in English. Furthermore, EFL learners are interested in discovering more about English. He follows the EFL teacher's instructions. Learners learn best when they are given to use their prior experiences and knowledge to mentally develop their own personal understandings of course ideas. In other words, an EFL learner can learn English on his or her own, based on his or her experiences and previous knowledge.

General Characteristics of EFL Learners

English as a foreign language (EFL) learners come from diverse backgrounds and have varying levels of proficiency in English. However, there are some general characteristics that are often associated with EFL learners:

Limited exposure to English: EFL learners may not have many opportunities to use English in their daily lives, which can make it challenging for them to develop their language skills.

Different native languages: EFL learners come from different language backgrounds, and the structure and rules of their native language can affect their acquisition of English.

Cultural differences: Cultural differences can influence EFL learners' language learning and communication styles.

Motivation: Motivation plays a significant role in EFL learners' language acquisition. Some learners may be highly motivated, while others may lack motivation due to external or internal factors.

Learning styles: EFL learners have different learning styles and preferences. Some may prefer visual aids, while others may prefer auditory or kinesthetic learning methods.

Age: Age can affect EFL learners' language learning ability. Younger learners tend to have an advantage in acquiring a new language, while older learners may face more challenges.

Educational background: EFL learners' educational background can affect their language learning. Learners with higher levels of education may have better critical thinking and problem-solving skills, which can help them acquire English more easily.

Specific Character of EFL learner

The specific character of an EFL learner refers to the unique characteristics and traits that they possess as they learn English as a foreign language. These can vary widely based on a range of factors, such as their age, prior language learning experience, cultural background, motivation, and learning style.

For example, younger EFL learners may have a greater capacity for language acquisition due to the plasticity of their developing brains, but may struggle with abstract concepts and grammar rules. Older learners may have more developed cognitive skills

and a greater understanding of the complexities of language, but may struggle with pronunciation and fluency.

The specific character of an EFL (English as a Foreign Language) learner can vary depending on a number of factors, such as their age, cultural background, level of proficiency in their native language, motivation, and learning style. However, some common characteristics of EFL learners include:

Limited exposure to English: EFL learners typically have limited exposure to English, especially in contexts where English is not widely spoken or taught.

Pronunciation and grammar difficulties: EFL learners may struggle with pronunciation and grammar, as these aspects of the language are often very different from their native language.

Lack of confidence: EFL learners may lack confidence in their ability to communicate effectively in English, which can make it difficult for them to participate in class discussions or engage in conversation with native speakers.

Cultural differences: EFL learners may also face cultural differences in their understanding of the language, as well as in the way they communicate with others.

Motivation: Finally, EFL learners may vary in their level of motivation to learn English, which can impact their willingness to engage in language learning activities and their ability to make progress.

Learners' Motivation

Motivation is a crucial factor that drives learners to pursue their educational goals. It is the driving force that enables individuals to stay focused, committed, and persistent in their learning journey, even in the face of challenges and setbacks. Learners who are motivated have a positive attitude towards learning, are more engaged in the learning process, and are more likely to achieve their desired outcomes.

Motivation

It is more important for learners to gain motivation because it is essential for their success. Without self- confidence and motivation; the pupils will not make effort to learn in order to success and achieve their goals. So, the pupils need to motivate them in order to go ahead and learn

Defining Motivation

Motivation is a type of encouragement to accomplish something willingly. And now we'll talk about why people want to learn English. Thus, motivation is a gentle push for students to learn without creating obstacles or fear of failing. According to Brophy, " Motivation to learn refers primarily to the quality of students' cognitive engagement in a learning activity, not the intensity of the effort they devote to it or the time they spend on it.'Furthermore, motivation plays an important role in the learner's performance because he has a limited desire to study but he will be optimistic if he finds someone who encourages him to learn more and more.

-However, whatever the kind of motivation is, the learner may not always find it enjoyable because:

" Students who are motivated to learn do not necessarily find classroom activities intensely pleasurable or exciting, but they do find them meaningful and worthwhile, and therefore take them seriously by trying to get the intended enrichment and empowerment benefits from them."(Brophy,12).

-There are two kinds of motivation; intrinsic motivation and extrinsic motivation; Ryan and Deci say that:

" intrinsic motivation is defined as the doing of an activity for its inherent satisfactions rather than for some seperable consequence, extrinsic motivation is clearly an important type of motivation, most of activities people do are not, strictly, speaking, intrinsically motivated."

- Also, Harmer defines the kinds of motivation as follows:

"Extrinsic motivation: is caused by any number of outside factors, for example, the need to pass an exam, the hope of financial reward, or the possibility of future travel. Intrinsic motivation, by contrast, comes from within the individual. Thus a person might be motivated by the enjoyment of the learning process itself by a desire to make them feel better"

We can understand that the intrinsic motivation is the individual. In other words, the learner can motivate and pushes himself to learn in order to achieve his goal, while the extrinsic motivation is the circumstances around the learner. Motivation is a good instruction for the learners to achieve their goals in learning EFL.

Sources of Motivation

Learning English can be influenced by a number of sources; as Harmer mentions four sources of motivation that are: the society we live, significant others, the teacher, the method.

The society we live: The EFL learner needs to encourage him to study the English. As we know, the learner is a member of learning in the class and he is a member of the society outside the class. Furthermore, we can say that the society can affect the EFL learner in order to be motivated and achieves his goal which is learning EFL perfectly. The society can affect us whether we are young or old because" Even where adult students have made their own decision to come a class to study English, They will bring with them attitudes from the society they live in, developed over years, whether these attitudes are thoroughly positive or somewhat negative." (Harmer, 52). We see that the society has big role in enhancing learning.

Significant others: We can summarize it from what harmer says about this source, " apart from the culture of the word around students their attitude to language learning will be generally affected by the influence of people who are close to them. The attitude of parents and older siblings will be crucial." (52). We can say that the other source is the parents because they are close to the learner and they affect him in any way.

The teacher: The teacher motivation is more important than the others because the learner follows his teacher in learning EFL step by step. So, the teacher has big role in enhancing learners' achievements. According to Gary," The teacher is a factor which permeates almost every issue investigated in this study relating to pupils' feelings about learning foreign languages/ German and issues relating to 'in-school' foreign language learning experience." (152). So, we can say that the teacher motivation is the instruction and help of learners to learn EFL.

-The method: The method is the way of using strategies in order to manage and organize the lessons in the classroom. According to Baker and Westrup," Teachers need to know how to describe all this to students in their first or main language. Teachers and students use the translation to understand the meaning of a text, so lessons focus mainly upon reading texts and writing down the translation."(16-17). If teachers and pupils know how to use methods and organize lessons, the success is the only result. However, according to Harmer, " It is vital that both teacher and students have some confidence in

the way teaching and learning take place. When either loses this confidence, motivation can be disastrously affected, but when both are comfortable with the method being used, success is much more likely."(52). This means that both teacher and pupils are able to achieve their goal which is learning EFL perfectly.

Initiating and Sustaining Motivation

A lack of enthusiasm might cause an EFL learner to feel weak and fail in his courses. This lack of motivation is the teacher's fault because he is the only one who has the ability to boost or decrease the learners' motivation. We have three areas where we can directly influence the learners' participation:

Goals and goal setting: EFL learners do their best and make effort in order to achieve their goal which is learning EFL. " Goals have been defined as what the individual is consciously trying to do" (qtd in Dembo, 98), and " goal setting refers to the process of establishing a standard for performance." (Dembo, 98). Goal is divided into two goals; long-term goals and short-term goals. It is good to put in mind a goal and make effort in order to achieve it.

Learning environment: It is the atmosphere that helps the EFL learners to learn perfectly. According to Harmer," we can decorate even the most unattractive classrooms with all kinds of visual material to make them more agreeable as learning environment." (53). Learning environment helps EFL learners to achieve their goals especially if there is a supportive and cooperative atmosphere.

Interesting classes: If we can motivate our pupils to learn EFL, of course our class will be interesting for them and the subjects that they are studying, and the topics they are presented with. According to Harmer, " we need to provide them with a variety of subjects and exercises to keep them engaged." (54). It means that a lot of exercises helped them to be involved.

Why Motivation is Important

When learners begin English, they do so for a variety of reasons. Some learn it to improve their mobility, while others learn it as a passion. Still others acquire it because they want to communicate well in English. Any learner can be influenced by a variety of motivations which affect their learning strategies:

- To be able to communicate with people in an international language.

- To be able to read and listen to English language media for information and pleasure.

- To be able to participate successfully in the workfield.

As a result, motivation is regarded as an aspect that launches learners' own involvement in learning; when learners are strongly motivated, all of their efforts are oriented toward the achievement of a particular aim.

Indicators of Highly Motivated Learning

Highly motivated EFL learners are also often curious and eager to explore new aspects of the language and culture. They enjoy immersing themselves in the language, seeking out authentic materials and experiences to deepen their understanding and appreciation of the language and its cultural context.

There are several indicators of highly motivated learning in EFL (English as a Foreign Language) students. Here are some examples:

Active participation: Highly motivated EFL learners are more likely to actively participate in class discussions and group activities, and ask questions to clarify their understanding of the subject matter.

Willingness to learn: Students who are highly motivated to learn EFL are usually eager to learn new words and phrases, and are open to trying new approaches to improve their language skills.

Goal-oriented: Motivated EFL learners usually have clear language learning goals, such as passing an exam, improving their job prospects, or traveling to an English-speaking country, and are focused on achieving them.
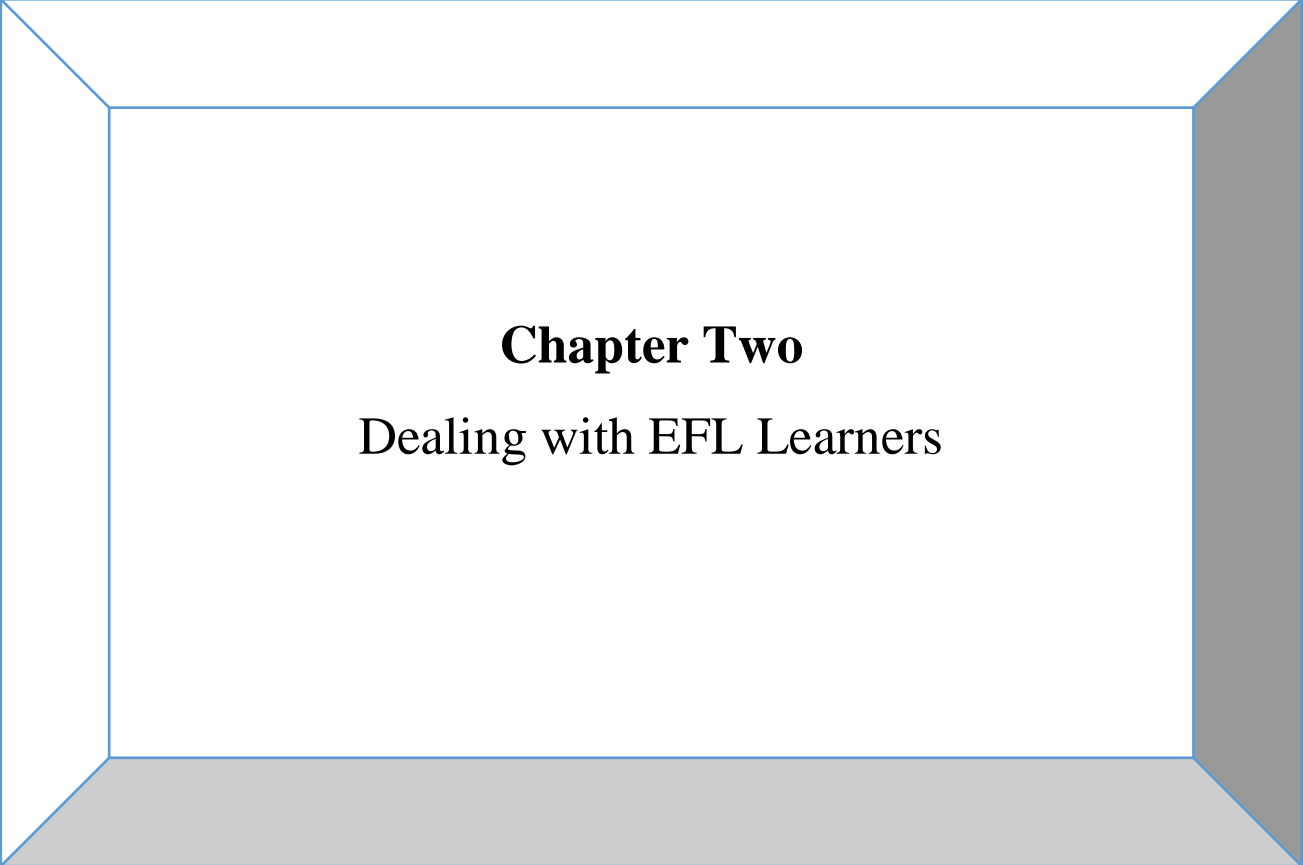
Self-directed learning: Highly motivated EFL learners are often able to take responsibility for their own learning, seeking out additional resources and practice opportunities outside of class time.

Persistence: Motivated EFL learners are persistent in their efforts to improve their language skills, even when they encounter difficulties or setbacks.

Enjoyment of the learning process: Finally, highly motivated EFL learners often enjoy the process of learning, finding it rewarding and engaging, and are motivated by a genuine interest in the language and culture associated with it.

Conclusion

As previously stated, classroom management is one of the most important jobs that teachers do because it impacts teaching success. Effective classroom managers on EFL learners are those who understand and use specific techniques; it can produce powerful gains in students' learning. Motivation, on the other hand, is the most effective instruction and appropriate encouragement of learners to achieve their goals of enhancing their learning. Teachers and society both play important roles in inspiring EFL learners.

Chapter Two

Dealing with EFL Learners

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Dealing with EFL Learners

Introduction

Dealing with EFL (English as a Foreign Language) learners can be both challenging and rewarding. EFL learners are individuals who are learning English as a second or foreign language, and they may come from a variety of linguistic and cultural backgrounds. As an English language teacher, it is important to understand the unique needs and challenges that EFL learners may face, and to develop strategies to support their language learning and academic success.

When working with EFL learners, it is important to create a supportive and inclusive learning environment that values cultural diversity and promotes positive interactions between students. This can involve using a variety of teaching techniques that cater to different learning styles, such as visual aids, interactive activities, and real-life scenarios.

It is also important to recognize that EFL learners may face additional barriers to learning, such as limited vocabulary and grammar knowledge, cultural differences, and lack of confidence in using English. As such, teachers should be patient and supportive, providing feedback and constructive criticism to help learners improve their language skills while also building their confidence and motivation.

In this chapter we will focus on the importance of encouraging EFL learners to practice English outside of class through activities such as reading, writing, listening to English-language media, and engaging in conversation with native speakers. By providing a range of resources and opportunities for language practice, teachers can help EFL learners to develop their language skills and achieve their goals.

EFL Learner

An EFL learner is someone who is learning English as a Foreign Language. This means that the person is studying English in a country where English is not the primary language. EFL learners may be studying English for a variety of reasons, such as for personal interest, academic purposes, or professional development. EFL learners come from diverse backgrounds and may have different levels of proficiency in English. It is

important for EFL teachers to understand the needs of their learners and provide appropriate instruction and support to help them achieve their language learning goals.

Learner Differences

We will describe differences within learners because some learners are better than others at acquiring languages. They differ in aptitude, which is the natural capacity of each individual. EFL learners learn English in a variety of ways; each learner has his or her unique capacity and knowledge for learning English. They also have various characteristics. EFL students learn English in a variety of ways.

EFL learners differ from each other in: aptitude, learner characteristics, learner styles, and language levels.

Aptitude

Learners of EFL see their teacher differently because everybody has his or her own intelligence. There are learners who rapidly understand the teacher's concept and fully comprehend the instruction. On the other hand, certain learners do not understand what the teacher says or what he means by his speech. In this situation, we'll distinguish between those types of learners and try to figure out what makes them different.

Furthermore, Harmer argues that "It was possible to predict a student's future progress on the basis of linguistic aptitude tests" (41). Through the aptitude, we can notice who is the most intelligent and the least one. According to Harmer:

> "It has been suggested that students who score badly on aptitude tests will become demotivated and that this will then contribute to precisely the failure that the test predicted and teachers who know that particular students have achieved high scores will be tempted to treat those students differently from students whose score was low. Aptitude tests end up being self fulfilling prophecies whereas it would be much better for both teacher and students to be optimistic about all of the people in the class" (41).

In our opinion, learners who have achieved high scores and good marks can help those who have low scores because Skehan comments that, " given the composite nature of aptitude, students who achieve the same overall score on aptitude test could well

have different strengths and weaknesses among the components, and teachers working with students selected through such a test should take this into account. " (Hedge, 18).

When the partnership appears, the EFL learners will learn English more effectively.

Good Learner' Characteristics

EFL teachers can identify who is good and poor at learning and can observe the characteristics of good learners in order to apply them to other students. So they will be equal if we know how to identify and promote the qualities of good learners for all learners. Harmer says.

” The Rubin and Thompson version of a good learner also mentions students who can find their own way(without always having to be guided by the teacher through learning tasks), who are creative, who make intelligent guesses, who make their own opportunities for practice, who make errors work for them not against them, and who use contextual clues” (42).

It indicates that a good student can learn without the assistance of a teacher; he produces and practices without stopping or becoming exhausted.

However, there are additional characteristics that might contribute to an effective learner, such as a willingness to listen; a good learner carefully listens to his teacher and pays attention to the explanation of the lessons. In addition, he can listen to English songs performed by native speakers in order to fully grasp the language because listening to music is both entertaining and beneficial.. A willing to experiment is another characteristic of good learner; the learner can be an adventure through his movement and behavior, he is always trying things and has the curiosity to learn how they work. Good learners are different from each other because each one has his own experiment. Furthermore, a willing to ask questions is important characteristic of good learner because they ask about something they do not understand. They are always asking questions; it does not mean that they learn hardly. Also, we have another characteristic of good learner which is willingness to think about how to learn; good learners are always thinking about how they will learn and they are curious to draw a plan of learning. The last characteristic of good learner is a willing to accept corrections; good learner is the one who makes mistakes and accept others to correct his mistakes with pleasure because he will not learn if he does not make mistakes.

Effective learners are the ones that want to learn and are interested in the subject since there is always a way if there is a will. In addition, in order to be a successful learner, he should do his homework and always practice in the classroom. This distinguishes him as distinct and unusual in his class because he is constantly inquiring about the subject and intently listening to the teacher's discourse. Furthermore, a good learner is constantly willing to take chances in order to experiment, try new things, and discover how they function.

Learner Styles

Learners are different in way of thinking. So, they have different styles and personalities. According toTony Wright, there are four different learning styles students may use. (qtd in Harmer,42-43). The 'enthusiast' looks to the teacher as a point of reference and is concerned with the goals of the learning group. The 'oracular' also focuses on the teacher but is more orientated towards the satisfaction of personal goals. The 'participator' tends to concentrate on group goals and group chemmar, 23 solidarity, whereas the 'rebel' while referring to the learning group for his or her point of reference, is mainly concerned with the satisfaction of his or her own goals" (42- 43). This is good description of learner styles because it mentions the most important styles which focus on the teacher and the learning goals.

Finally, we can state that there are many various learner styles because no one in this world thinks the same as the other; they may have similar concepts, but they think in different ways.

Individual Variations

According to Harmer," If some people are better at some things than othersbetter at analyzing, for example-this would indicate that there are differences in the ways individual brains work. It also suggests that people respond differently to the same stimuli."(45-46). This indicates that each student has his or her unique way of thinking, and the learners differ from one another.

What to do About Individual Differences

We are aware that the students differ from one another because everybody has his or her own manner of thinking and learning. According to Harmer:

"We have to start with the recognition of students as individuals as well as being members of a group. Even when classes have been separated into different levels, not everyone in the group will have the same knowledge of English. Some will be better writers than others and some will have greater oral fluency than others."(48).

Learning Difficulties

Teaching English for Specific Purposes (ESP) can present certain challenges for both teachers and students, particularly when it comes to learning difficulties. Here are some common difficulties that students may face when learning ESP:

Technical language: ESP often requires students to learn technical vocabulary related to a specific field or industry, such as engineering or medicine. This can be challenging for students who may not have a strong background in the subject matter.

Cultural differences: Students from different cultures may have different learning styles and expectations, which can make it difficult to effectively teach ESP. Additionally, students may struggle with the cultural nuances of the language, such as idioms or colloquialisms.

Limited prior knowledge: Students may struggle with ESP if they lack prior knowledge of the subject matter. This can make it difficult for them to understand complex concepts or technical terms.

Limited exposure to English: Students who are not regularly exposed to English may struggle with ESP due to limited vocabulary and grammar skills. This can make it difficult for them to understand the content and communicate effectively in English.

Motivation: Finally, students who are not motivated to learn ESP may struggle with the language. This can be due to a lack of interest in the subject matter or a lack of confidence in their ability to learn the language.

To address these difficulties, teachers can use a variety of teaching strategies, such as incorporating real-life examples and hands-on activities to make the content more engaging and relevant to students. Additionally, teachers can provide targeted support to students who are struggling with specific aspects of the language, such as technical vocabulary or grammar.

Reflecting Learners Development Needs

Reflecting on the development needs of English for Specific Purposes (ESP) learners is necessary for teachers to ensure that they are giving the most effective

instruction possible. This reflection involves taking into account each student's unique needs in terms of language competency, cultural background, prior understanding of the topic area, and learning style. Teachers can assess their students' development requirements using a variety of methods, including pre-assessments, student self-assessments, and feedback from peers and colleagues. Teachers can adjust their lesson to match the particular needs of each student once these needs have been determined. This could mean offering extra assistance to learners who are struggling with specific areas of the language. This may involve providing additional support for learners who are struggling with specific aspects of the language, such as technical vocabulary or grammar, or incorporating more hands-on activities and real-life examples to make the content more engaging and relevant. By reflecting on the development needs of ESP learners and providing targeted instruction, teachers can help their learners achieve their language learning goals and succeed in their chosen field.

Creating a Learning Environment

The classroom environment not only offers a location for learning, but also the class atmosphere, participants (students, teachers), attitudes, and emotions. According to Kenyon (2008), a learning environment needs to include both physical and cognitive space. (P: 237)

Figure 2.

Both the physical and the cognitive space are showed in the figure
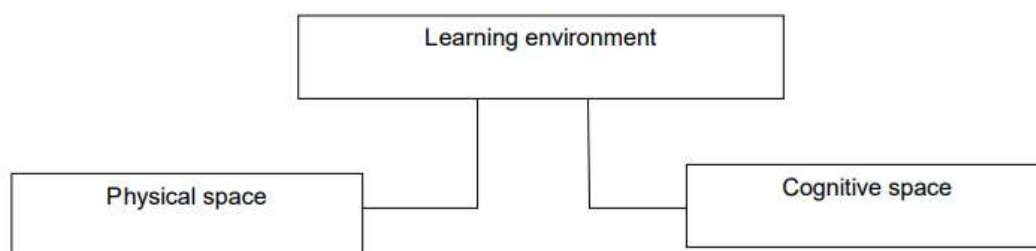
Figure 1 spaces in learning Kenyon (2008, P.237)

Creating a Physical Environment

It becomes essential for the teacher to arrange the furniture in a way that facilitates persons with disabilities, such as those with poor vision, hearing impairment…etc

According to Moreno (2010); Student seating arrangements have a direct impact on their behavior, which is why teachers must pick the most appropriate seating based on the activity in a logical and acceptable manner. The following figure show how tables and chairs should be positioned depending on the activity.

Figure 2.

Sample of seating arrangement for the classroom (Cummings 2009,P.41)
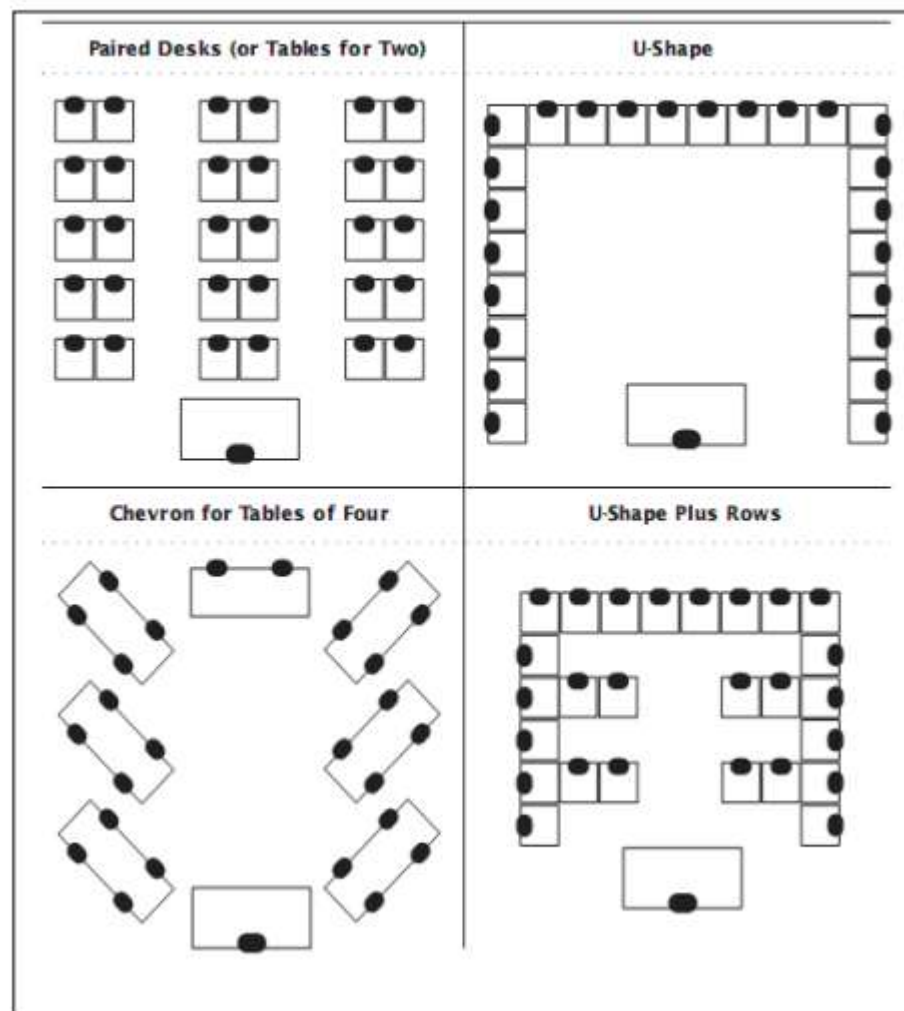
Furthermore, in order for the teacher to properly control his classroom environment, the following questions will assist him in managing the physical space, which is regarded as one of the most significant things teachers should consider:

They should, however, consider the following variables in their planning:

> Is the space warm and inviting?
>
> Does the room arrangement match the teacher's philosophy of learning?
>
> Do the students have access to necessary materials?
>
> Are the distracting features of a room eliminated?
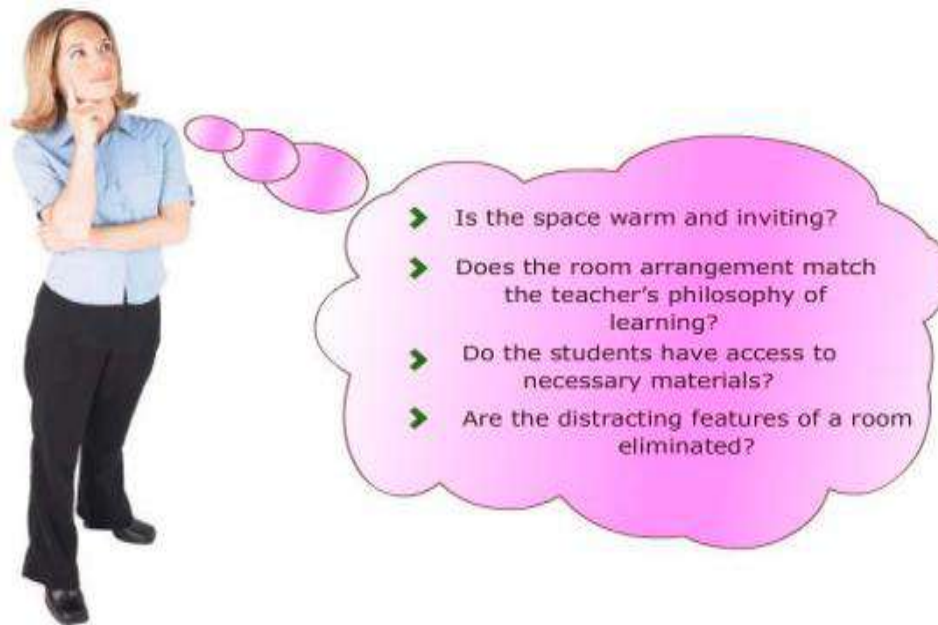
Visibility: the room must be arranged in such a way that all students can see the chalkboard, over head projector or other displays.

Accessibility: the room should be designed in a way that access to high-traffic area, such as the pencil sharpener and places learners can walk, are kept clear and separated from each other.

Distractibility: desks should be arranged in such way that potential distractions, such as movements in the classroom that are visible through doors and windows, are minimized.

Creating Teaching and Maintaining Rules and Procedures

Teachers may confront numerous disciplinary difficulties in their classrooms over their courses, which is why they must begin their first day by setting the classroom rules and procedures with consideration to the learners characteristics and the physical environment.

Effectively Managing Classroom Activities

To ensure that students remain engaged and motivated, teachers may also incorporate a variety of activities and teaching methods, such as group discussions, role-playing exercises, and real-life scenarios. Additionally, incorporating technology and multimedia resources can help to increase student engagement and provide additional

learning opportunities. it is important for teachers to be flexible and adaptable, particularly when dealing with unexpected situations or challenges. This may involve adjusting the lesson plan on the fly or providing additional support to students who are struggling with a particular concept or activity.

Managing classroom activities effectively is important in English for Specific Purposes (ESP) teaching to ensure that students are engaged, focused, and making progress towards their language learning goals. Here are some tips for effectively managing classroom activities in ESP teaching:

Set clear objectives: Before beginning any activity, it's important to set clear objectives for what you want your students to achieve. This will help students understand the purpose of the activity and stay focused throughout.

Plan ahead: It's important to plan activities in advance to ensure that they are structured and effective. This may involve preparing materials, setting up the classroom, and timing the activity to ensure that it fits within the allotted class time.

Use a variety of activities: Using a variety of activities can help keep students engaged and motivated. This may include group work, individual tasks, role plays, and simulations.

Monitor progress: It's important to monitor student progress throughout the activity to ensure that they are making progress towards the objectives. This may involve checking in with individual students, observing group work, and providing feedback.

Manage time effectively: Time management is crucial in ESP teaching to ensure that all activities are completed within the allotted class time. This may involve setting a timer, breaking up activities into smaller segments, and prioritizing activities based on their importance.

Be flexible: Sometimes activities may not go according to plan, so it's important to be flexible and make adjustments as needed. This may involve changing the activity, providing additional support to struggling students, or adjusting the timing of the activity.

By following these strategies, teachers can effectively manage classroom activities in ESP teaching, keeping students engaged, motivated, and on track towards achieving their language learning goals.

Getting Students to Cooperate

Getting students to cooperate is a crucial aspect of teaching English for Specific Purposes (ESP) and creating a positive and productive classroom environment.This can

involve encouraging students to work together on group projects, discussions, and other activities, and emphasizing the importance of collaboration and mutual support.Another important strategy for promoting cooperation is to establish clear expectations and guidelines for behavior and participation, and to provide regular feedback and reinforcement for positive behaviors. This can include praising students who demonstrate cooperation and teamwork, and providing constructive feedback to students who may be struggling in these areas. . Here are some other remaining strategies teachers can use to encourage cooperation among their students:

Encourage group work: Group work can be an effective way to encourage cooperation and teamwork among students. Teachers can provide opportunities for students to work in pairs or small groups on assignments or projects, and provide guidance on effective collaboration and communication.

Use icebreakers and team-building activities: At the beginning of the course, teachers can use icebreakers and team-building activities to help students get to know each other and establish relationships. This can help to create a sense of community and encourage cooperation throughout the course.

Foster a supportive learning environment: Teachers can create a supportive learning environment by encouraging open communication, providing opportunities for feedback and reflection, and offering support and guidance to students who are struggling. This can help to build trust and encourage cooperation among students.

By using these strategies, teachers can create a classroom environment that encourages cooperation and teamwork, and helps learners to achieve their language learning goals.
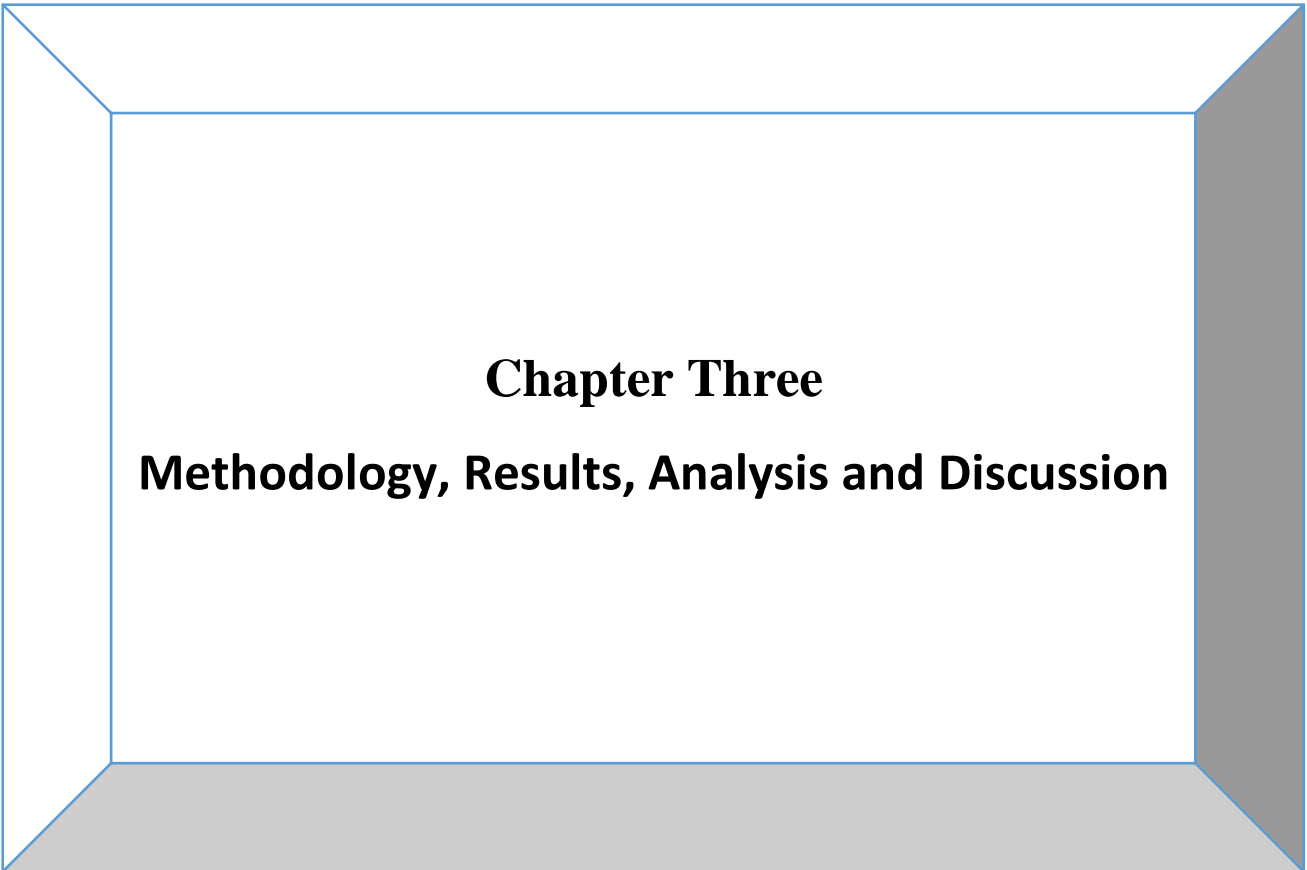
Develop a Positive Relationship With Learners

Building excellent relationships with EFL (English as a Foreign Language) students is essential for creating a welcoming learning environment. A positive relationship with students fosters trust, connection, and mutual respect between teacher and learners. To form a positive relationship with EFL students, clear communication channels must be established, as well as a friendly and inclusive classroom environment. Teachers can also spend time learning about their students cultures and experiences, which will allow them to adjust their teaching approaches to their students' needs and interests. Recognizing and praising learners succeeds and progress can also contribute to a healthy and encouraging environment in the classroom. In general, developing a

positive relationship with EFL students takes patience, empathy, and a willingness to learn and adjust to learners unique needs and circumstances.

Conclusion

In conclusion, working with English as a Foreign Language (EFL) learners requires a deep understanding of their needs, abilities, and limitations. Effective communication, patient instruction, and personalized attention are key components of successful EFL instruction. Teachers should aim to create a comfortable and supportive learning environment that fosters language acquisition and encourages active participation. Additionally, utilizing a variety of teaching strategies and materials, such as multimedia resources, group activities, and language immersion, can enhance the learning experience for EFL students. By prioritizing their students' individual needs and providing them with the necessary tools and resources, educators can help EFL learners achieve their language learning goals and build confidence in their abilities to communicate in English.

Chapter Three

Methodology, Results, Analysis and Discussion

<h1 style="text-align:center">Chapter Three</h1>

<h2 style="text-align:center">Methodology, Results, Analysis and Discussion</h2>

Introduction

The primary goal of this study is to look into the function of EFL teachers in helping students reach their goals. As a result, we discovered that it is important to conduct this questionnaire. Because questionnaires are easy to administer and take less time.

Method

This research aims to investigate the relationship between effective classroom management strategies and EFL learners' academic success. A questionnaire will be used for the purposes of this study. This questionnaire will be answered by five teachers of Ibn Seena's middle school

Target Population

Five teachers will be asked several questions about their normal obstacles and conditions that they face in every-day situation

Instruments

A Survey Interview was used to collect data from concerned teachers.

Aim of the Interview

The survey is primarily aimed at effective EFL teachers. The answers of the teachers can help us understand how they function in class and if they are effective teachers or not.

Description of the Interview

The survey is mainly based on the theoretical part of the present research which includes chapter one related to effective EFL teachers, the roles of the EFL teachers.

The survey is addressed to the teacher and makes use mainly of the technique of close ended questions. Very briefly, the respondents are given various options to choose from by ticking one or more of them. All in all, the types of questions used are the following:

Numerical question items: these questions ask for specify background information such as age, gender, and degrees achieved and teaching experience.

-Open ended questions are those allow respondent to answer in their own words.

Close ended questions (multiple- choice, one answer or multiple answers): one type of close ended questions is "dichotomous" questions which allow respondent to choose one of two answer choices. The second is the multi choice questions which allow respondent to choose one of many answer choices. Sometimes whether the answer of respondent is yes or no, the respondent should justify his answer.

The survey starts with a short section (question item 1 through 4) meant to gather some information about the teachers age, gender, degrees that achieved, experience of teaching.

Concerning section one the questions are asked to collect personal information of teachers

Questions 1,2,3,4. turn around gender, age, qualification and experience.

In section two entitled teacher's role in classroom, we have four questions:

Question   5. is concerned about the number of classes that the teachers teach.

Question 6. contains the knowledge of teachers of the names of his learners.

Question 7. concerns knowing if there are obstacles when presenting a lesson and mention them.

Question 8. includes the understanding of pupils the English language

In section three we asked 10 questions about teachers' role in enhancing learners' achievements.

Question 9. try to know if the learners have the desire to learn EFL.

Question 10. concerns the help of teacher when the pupils need it.

Question 11. states the most focus skill in teaching EFL

Questions12,13,14. try to bring to light facts on the ground; whether the pupils are different or not and whether they find difficulties in learning and what these difficulties are. Also, it contains if the teacher is capable to reduce these difficulties and how to do it.

Question 15, 16. are direct questions including the way of organizing lessons and managing classroom.

Question 17. tries to know whether the teacher gives to his pupils extra activities in order to improve their foreign language.

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Data Collection and Analysis

Teachers' Personal Information

Q1. Gender of Teachers

Table 1

Gender of Teacher

	Number	percentage
Male	3	60%
Female	2	40%

The majority of teachers are males (60%). While the others are females (40%).

Q2. Age of Teachers

Table 2

Age of Teachers

	Number	Percentage
Over 20	1	20%
Over 30	4	80%

The majority of teachers are over thirty years old (80%), just one is over twenty years old (20%).

Q 3. Teachers' Qualifications

Table 3

Teachers' Qualifications

	Number	Percentage
License	5	100%
Magister	0	0%
Doctorate	0	0%

All the teachers (100%) have the license degree because they teach in the middle school.

Q 4 .Teaching Experience

Table 4

Teaching Experience

	Number	Percentage
1-5	3	60%
5-10	1	20%
Over 10	1	20%

The majority of teachers (60%) does not teach many years; they teach from one to five years, while one teacher (20%) has seven years in teaching. But there is one teacher (20%) who has over ten years; we can say that he is an experienced teacher.

5. Number of Classes Taught

Table 5

How many classes do you teach?

	Number	Percentage
One class	0	0%
Two classes	0	0%
More	5	100%

We notice that all of the teachers (100%) have more than one or two classes because there are a lot of learners and they should divide them into groups. That is why they have many classes.

Q 5. Learners' Names

Table 6

Do you know the names of your learners?

	Number	Percentage
All of them	2	40%
Some of them	3	60%
No one	0	0%

We can say that the majority of teachers (60%) knows some names of their learners, while some of them (40%) know all the names of their learners. But no teacher says he does not know all the names of learners.

Q7. Learning Obstacles in Class

Table 7

When you present your lesson, are there obstacles?

	Number	Percentage
Yes	5	100%
No	0	0%

All of teachers (100%) say that they face obstacles when they present their lessons. But the obstacles differ from one teacher to another.

Q8. Understanding English Language

Table 8

Do your learners understand when you speak English in class?

	Number	Percentage
Yes	1	20%
No	4	80%

The majority of teachers (80%) say that their pupils do not understand the English as a foreign language because their pupils feel it difficult, and it is a foreign language for them, and most of them feel incapable of learning their native language , how about a foreign language. While one of the teachers (20%) says that his pupils understand the English because they are interested in learning

Section Two: Teacher's role in enhancing learners' achievements

Q9. Motivation to learn English

Table 9

Do they have the desire to learn the English language?

	Number	Percentage
Yes	2	40%
No	3	60%

The majority of teachers (60%) says that their pupils have not the desire to learn EFL. While two of them (40%) say that their pupils have the desire to learn.

Q10. Teachers' Help in Class

Table 10

Do you help them when your pupils ask you ?

	Number	Percentage
Yes	2	40%
No	3	60%

All of the teachers (100%) say that they help their pupils when they ask them because it is their responsibility and duty.

Q 11. Skill Focused in Class

Table 11

On which skill do you focus more in teaching EFL?

	Number	Percentage
Speaking	4	28,57%
Listening	3	21,42%
Reading	5	35,71%
Writing	2	14,28%

All of the teachers (35, 71%) focus more on reading skill, and the majority of them (28, 57%) focus on speaking while some of them (21, 42%) focus on listening and few of them focus on writing (14%).

Q 12. Pupils' Grasping Teacher Instructions

Table 12

Noticing that your pupils are different in getting the instructions that you give?

	Number	Percentage
Yes	5	100%
No	0	0%

All the teachers (100%) agree that their pupils are different in getting the instructions that they give.

Q 13. Difficulties faced by Pupils in Class

Table 13

Pupils Facing Difficulties in Learning EFL Due to Poor Classroom Management

	Number	Percentage
Yes	5	100%
No	0	0%

All the teachers (100%) say that there are pupils who find difficulties in learning EFL.

Q 14. Teachers' Capacity in Reducing Difficulties Using Positive Management

Table 14

Teachers' Capacity in Reducing Difficulties Using Positive Management

	Number	Percentage
Yes	5	100%
No	0	0%

All the teachers (100%) say that they are capable to reduce these difficulties by giving help when necessary and being closer to them and it depends on the situation.

Question 15. Organization of lessons

We received different views about lesson planning and class arrangement; one teacher says she organizes her lessons by imposing to her pupils applying her instructions; two teachers say they plan them based on pupils' level. While another teacher claims that he supports them by using audio-visual aids, and making them more accurate and clear. For the last teacher, he organizes his classes by forming groups to perform activities together.

Question16. Classroom management

Each teacher has his or her own method of managing the classroom; one teacher assumes that he is flexible at times and authoritative at others. Another teacher simply

shows more authoritarian attitudes. For another teacher, he is more cooperative by forming groups and allowing pupils to behave in an interactive manner, like they are a part of the learning process.

Question 17: Assigning extra activities to improve their English language and class environment

Table 17

Assigning extra activities

	Number	Percentage
More activities	2	40%
Some activities	3	60%
Not at all	0	0%

The majority of teachers (60%) says that they give their pupils some extra activities while a few teachers (40%) say that they give them more activities.

Results and Findings

In section one, all of the teachers who received the questionnaire work at IBN Sina's middle school. One of the five teachers are qualified with a license degree has worked for 12 years, the second for 7 years, the third for 4 years, another for 5 years, and the last for 2 years. These findings indicate that our sample is made up of people with varying levels of expertise, which could explain why our opinions differ.

In the 5th question of the second section, all the teachers inform that they teach more than two classes because they have a lot of pupils. Thus, they have to deal with an overloaded schedule. The answers of the 6th question teachers expressed different views and perceptions. In the 7th question, the answers of all the teachers are the same because they face obstacles when they present their lessons but they differ in mentioning the

obstacles. In the 8th question of the section two, the majority of teachers replies that their pupils do not understand English, while one of them says that they understand it.

In the 9th question of the third section, three teachers argue that their students lack motivation to study, while two others say they are interested in learning EFL. In response to the 10th question, all teachers stated that they assist their students when they are in need. In the 11th question, all of the teachers agree that reading skill is more significant; in the 12th question, five teachers contend that their pupils apply literally the instructions that they give them in class, though there some are reluctant.

In response to the 13th question, all teachers believe that their pupils struggle and do their best to acquire English language thus deny any misbehaviour in the classroom. In response to the 14th question, all teachers think they are capable of reducing the classroom problems they face in class. Each teacher offers a different answer for the fourteenth question and 15th and 16th questions about lesson planning and classroom management. In the 17th question, three teachers claim they give their pupils extra exercises to help them develop their foreign language skills and find no time to disturb the classroom learning atmosphere, while two say they give even more and pupils are always doing so

mething in class..

Conclusion

The results and findings show that the role of EFL teachers can significantly influence learners' ability to perform well during the learning process, and this supports our research hypothesis that learners will be able to develop their self-confidence and motivation. Aside from that, learners must be taught to think positively in order to create a new method of learning.

General Conclusion

This study has attempted to explore and reveal the role of EFL teacher on the positive impact that he applies on learners during their courses, in order to achieve a certain goal with it positive incomes and also achievements on the learner.

We conclude that the EFL teacher makes his efforts in order to give the best for his learners and they can learn the English language easily without obstacles or facing difficulties. EFL teacher's role in motivating learners can be good reason for improving EFL learning process.

Furthermore, it is not only the teacher who can guide the learner to his objective, but the student himself can do better than what others do for him in order to reach his primary goal of perfecting his EFL learning.

Finally, EFL students require motivation from their teachers in order to increase their learning and achieve their objective of learning a foreign language. Also, both teachers and students should engage with one another because it helps them expand their learning process.

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Arabic Absract

ملخص

تعتبر إدارة و تقسيم الاعمال الموجهة في القسم التعليمي أمرًا مهمًا جدًا في تعلم اللغة الإنجليزية وتدريسها. بشكل عام ، يواجه مدرسي اللغة الإنجليزية عدة مشاكل في إدارة القسم أثناء تدريس اللغة الإنجليزية. البيئة المزعجة للقسم الدراسي تزعج الطلاب والمعلمين وتؤثر على فعالية تدريس اللغة الإنجليزية ، خاصة في مدارس المستوى المتوسط. البيئة المناسبة والمريحة هي الحاجة الأساسية لتدريس اللغة الإنجليزية. دائما ما نتسائل عن كيفية إدارة المعلمين لفصولهم الدراسية بشكل فعال وبالتالي يهدف هذا العمل الحالي إلى مسح وفحص تصورات معلمي المدارس حول تأثير إدارة الاقسام الدراسية على تعزيز كفاءة متعلمي اللغة الإنجليزية كلغة أجنبية في مدرسة ابن سينا في الحجيرة ، تقرت ، الجزائر. على الرغم من أن دور إدارة الاقسام الدراسية في التأثير على كفاءة متعلمي اللغة الإنجليزية كلغة أجنبية قد تم البحث و التحقق من فعاليتها ، إلا أن هناك حاجة لاستكشاف منظور المعلم ، مع الأخذ في الاعتبار الدور الرئيسي للمدرسين في دعم الإدارة الإيجابية للأقسام ، و راحة المتعلمين و إنجازاتهم. يمكن أن يوفر فهم منظور المعلم معلومات مهمة حول القضايا العملية حول استخدام الإدارة الإيجابية للأقسام في تعلم اللغة الإنجليزية كلغة أجنبية ويمكن أن يوفر رؤى حول كيفية تأثر ممارساتهم بآرائهم. لذلك ، كان الهدف من هذا البحث هو التحقيق في آراء المعلمين حول كيفية استخدام الإدارة الفعالة للقسم على الإنجازات التعليمية للتلاميذ وتعزيزها. تم اتباع نهج بحثي استكشافي نوعي ، وتم جمع بيانات المقابلات شبه المنظمة من خمسة معلمين وتحليلها حسب الموضوع. بينت النتائج إدراك المعلمين لأهمية إدارة القسم في تعزيز كفاءة التلاميذ. يمكن أن تساعد الإدارة الفعالة للقسم في معالجة هذه المشكلات من خلال تعزيز بيئة تعليمية رحبة ومنظمة تعزز المشاركة وتدعم اكتساب اللغة. إن تحديد أهداف واضحة ، وإنشاء إجراءات روتينية ، وتقديم ملاحظات متكررة ، واستخدام مجموعة من تقنيات التدريس لإشراك المتعلمين كلها ممارسات مفيدة لإدارة القسم لتعليم اللغة الإنجليزية كلغة أجنبية. يمكن لتصورات المعلمين أن تفيد في استراتيجيات استخدام إدارة القسم بشكل فعال في القسم الدراسي لدعم و تحفيز التلاميذ وبالتالي زيادة كفاءتهم في تعلم اللغة الإنجليزية ، والتي يجب أن تكون الآن أكثر من أي وقت مضى في طليعة مناهج المدارس بأكملها.

الكلمات المفتاحية: تعلم اللغة الإنجليزية، ادارة القسم.تصورات معلمي المدارس، استراتيجيات ، كفاءة التعلم.

Appendix A

Teachers' Interview

Ibn Sina Middle School, Hdjira, Touggourt

Dear teachers,

This structured interview is a part of our study that deals with the role of EFL teachers in enhancing learners achievements based on positive classroom management. Your answers will be of a great help for research. Would you, please, answer the following questions and make statements whenever required.

Thank you in advance.

I. General Information

1. Gender: male ☐   female ☐

2. Would you mind if I asked how old you are?

3. What is your highest degree obtained?   License ☐   Magister ☐   Doctorate ☐

4. How long have you been teaching? …………………………………………….

II. Teachers' role in classroom

5. How many classes do you teach?

a. One class ☐   b. Two classes ☐   c. More ☐

6. Do you know the names of your pupils?

a. All of them ☐   b. Some of them ☐   c. No one ☐

7. When you present your lesson, do you some obstacles because of poor classroom management?

a. Yes ☐   b. No ☐

If yes, what are they? ....

8. Do your pupils understand when you speak only in English?

a. Yes ☐   b. No ☐

If no, could you guess why? …………………………………………………

III. Teacher's role in enhancing learners' achievements

9. Do they have the needed motivation to teach the English?

a.Yes ☐   b.No ☐

10. Do you help them when they ask you?

a.Yes ☐   b.No ☐

11. On which skill do you focus more in teaching EFL?

a- Speaking ☐   b-Listening ☐   c-Reading ☐   d-Writing ☐

12. Have you ever noticed that your pupils are different in getting the instructions that you give?

a.Yes ☐   b.No ☐

13. Are there pupils who face difficulties in learning EFL?

a. Yes ☐   b.No ☐

14. Do you think that you are capable to reduce these difficulties?

a.Yes ☐   b.No ☐

If yes, how? …………………………………………………………………

15. How do you organize your lessons?

16. How do you manage your classroom?

17. Do you give them extra activities in order to improve their English language and prevent disrupt behaviour in class ?

a- More activities ☐

b- Some activities ☐

c- Not at all ☐