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Title

Investigating the Role(s) of Teachers as Classroom Managers

The case of 1st year EFL secondary school teachers of Ouargla

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Dedication

This work is dedicated

To our parents

Our brothers and sisters

All of our friends who helped us and encouraged us.

Farouk & Nadir

Acknowledgements

First, thanks to ALLAH for His endless help and His grace. Second, this very modest work has been accomplished with the help and the contribution of many people to whom we are grateful.

We are grateful to our supervisor: Professor **Chaouki Noureddine**, for his help, patience and tolerance.

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Special thanks go to our teachers of the English language since the first year to this very moment.

Abstract

This dissertation aims at exploring teacher's managerial skills. We have applied a quantitative method. A questionnaire was given to a sample of twenty (20) teachers from different secondary schools in Ouargla. Both a descriptive method and an analytical method are adopted to interpret data. Classroom management is mostly the state of EFL classes, many teachers face disruptive behavior. Teachers have many roles to play as, instructors, lesson planners, and motivators. The results in this study have confirmed our hypotheses to a great extent.

Key words: EFL, Classroom management, Motivation, Instruction, Lesson planning, Disruptive behavior, Teachers' roles

List of Abbreviation

EFL: English as a Foreign Language

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Research Background

Teachers have a significant role in managing classrooms. They establish rules and procedures during the first days of school and enforce them throughout the course (Peace Corps p7, 2008). Teachers also have roles in motivating students to achieve success in their learning process, as Wright (1987) stated: “what has emerged is that whatever the basis of the motivation of the learners’, its level (high-low) has an impact on expected learners’ role. Highly motivated learners are more likely to synchronize their roles willingly with the teachers’ roles, and are more likely to co-operate with the teacher in the various processes involved in classroom learning”.

Besides, teachers perform other basic tasks that enhance their competencies namely instruction and lesson planning. It is important to note that the order of the three ‘Ps’ (preparation, presentation, and production) may vary. For example, in order to establish with clarity areas of need and motivation, the production stage may come before the presentation (Woodward 1991).

On the other hand, It is incumbent on teachers to manage students’ behavior in the classroom. They play an important part when it comes to behavioral management, especially disruptive behavior and the effect on learning. As Smikims, Sisum and Memon stated: “The quality of education is not only dependent on the excellence of resources and quality content but also on the ability of the teacher to deal with the problem behavior within the classroom environment” (Smikims, Sisum & Memon, 2003).

Statement of the Problem

Teachers face many challenges during the teaching process. In this study we will examine the problems facing teachers such as managing learners' behavior, classroom lesson planning and instruction, and learners' motivation.

Purpose of the Study

This research aims at clarifying the role of teachers in classroom management and shows the impact of their management skills on the students. It also attempts to demonstrate the main criteria to fulfill good results in teaching, managing classrooms' disruptive behavior and guiding teachers for effective teaching.

Research Questions

This research seeks to answer the following questions:

- 1- How can teachers be effective at managing classroom disruptive behavior?
- 2- What are the appropriate strategies teachers adopt to manage classroom disruptive behavior?

Research Hypothesis

It is hypothesized that:

- 1- Teachers have an effective role in managing their classrooms.
- 2- Insufficient lesson preparation and instruction leads to students' disinterest and frustration, thus to disruptive behavior.

Research Methodology

In this study, we will adopt a quantitative method to investigate the role of teachers as classroom managers. We will use instrument such as questionnaire.

Dissertation organization

To achieve our aim, this work is divided into three chapters; two sections: a theoretical and a practical one. The first chapter is about the role(s) that teachers play in the classroom, it explores theories about instruction, motivation, and lesson planning as roles performed by teachers. The second chapter is about classroom management, its definition and strategies to prevent disruptive behavior in the classroom. In this chapter we explore preventative strategies and the role of teacher as a classroom manager. The third chapter is a practical part, it consists of introduction, data collection, and analysis, methods and instruments, then the interpretation of the data.

Limitations of the study

This study was conducted in restricted settings with first secondary year school teachers. Thus, its findings cannot be generalized only if other researchers conduct the same research using the same instruments and sample to find the same results.

Chapter One: Role(s) of Teachers

Introduction

A teacher is defined according to Webster “someone that teaches: especially: one whose occupation is to instruct”. Teachers use metaphors to describe their job like gardeners as they plant seeds and watch them grow.

Teachers play many roles as they are the managers of their classrooms. Each role fits within a situation or context (Harmer, 2001.p57). Teachers are famous for being performers on stage as they always describe themselves as actors and organizers as they organize activities and students into groups or pairs. They are lesson planners and material designers. They are also instructors as they guide students to effective teaching (ibid). Moreover, they serve as motivators who motivate the students to achieve their goals.

1. The role of teacher as a lesson planner

1.1 What is lesson planning?

There are many definitions of lesson planning. According to Celce-Murcia (2001) a lesson plan is a kind of a road map, a blueprint, or game plan that describes a more formal structure of elements, objectives and goals. Harmer (2001) defines lesson planning as an artful combination of different elements in a cohesive manner which is given an identity by teachers and which are recognized and worked by students.

1.2 The importance of lesson planning

Lesson plans are vital for an effective classroom management and learning. Saad (2011) explains that lesson plans help new teachers to organize their teaching elements and materials,

skills to be developed and assessed. Furthermore, lesson planning enables teachers to venture into various aspects of pedagogical knowledge.

1.3 Lesson planning and classroom management

The relationship between lesson planning and classroom management is of great importance. A good lesson plan means a classroom without a hassle. Othman (2015) argues that lesson planning helps novice or experienced teachers in guiding a classroom that is more practical and productive rather than focusing on behaviors that are committed by students. The role of teachers here as classroom managers is to make the lesson materials adaptable with classroom management strategies to better exert more control and discipline. The success of a lesson hinges upon how much implementation of techniques employed by teachers in order to achieve an effective teaching (ibid).

2. The role of teacher as an instructor

Instruction is often synonymous of guidance. Guidance is assistance given to individuals to make them more knowledgeable in making decisions and adjustments in their lives. According to (Mkpa 1989) guidance is intended to help learners to self-direct, and self-guide.

The instructor, however is expected to perform guidance roles impart knowledge, skills and understanding to the learners. Therefore, the instructor's priority is to meet student's educational needs. Also, the instructor is a person employed for the purpose of directing and guiding students (Good 1973). Furthermore, Veda and Martinson (2003) proposed that the teacher's guiding role is to provide opportunities to further enhance understanding and to improve positive interaction with students and aid cultivate skills to bring forth an effective classroom.

2.1 Gagné's nine events

In this model, Gagné and Wager (1992) illustrated their model as events merely based on a behavioristic approach to learning with outcomes or behaviors of instruction in mind.

2.1.1 Gaining attention

Present stimulus to learners to ensure that they are ready to participate and learn to gain their attention by appealing to their individual interest using novelty uncertainty and surprise, pose thought-provoking questions, and have students pose questions to other students to answer.

2.1.2 Informing learner of the objective(s)

Communicate the objectives or the goal of the lesson appropriately. At the beginning of the lesson, especially when there are multiple objectives the instructor has to put these multiple objectives under a goal and provide a good way of communicating these objectives.

2.1.3 Stimulating recall of prerequisite learning

Provoking student's memory capabilities of prior knowledge by asking them experiences already known or obvious. Meanwhile, introduce new experiences that relate with the older experiences that later new information will be understood or better comprehended.

2.1.4 Presenting the stimulus materials

Stimulate students by providing various examples before introducing them to concepts. Provide synchronic sets with examples in appropriate manner.

2.1.5 Providing learning guidance

Learning guidance is suggestive in nature and it does not provide students with an explicit answer. Rather, it teaches strategies to aid learners to extract rules or regularities.

2.1.6 Elicit performance

List event considers the practical side of what the learners have already internalized the new knowledge or skill and turn this skill into the real world.

2.1.7 Providing feedback about performance

Provide feedback to students to evaluate their performance by using different ways or means of communication nonverbal and verbal such as a nod, a smile, or hand gesture or any communicative body language and spoken words. This provides information about the correctness of the learner appropriately.

2.1.8 Assessing performance

Elicitation of performance or outcome is insufficient in assessment, Teachers must test students' reliability and validity to avoid any coincidences, Teachers must pretest and posttest students for mastery to make sure that the learning evaluation process is effective.

2.1.9 Enhance performance

When information has been instructed to students, it is best retrieved when it is put in context. This, however, calls for teacher's strategies to stimulate students to recall information previously learned and then practiced in real situations. By using a variety of examples provided by students themselves rather than the teacher, this will determine the effectiveness of retention.

2.2 Conclusion

The aim of instruction is to guide students effectively towards successful learning, Gagné's instructional design events help instructors to better inform, retain, and assess student's performance.

3. The role of the teacher as a motivator

3.1 What is motivation?

Motivation is a word that stems from the Latin word "Movere" which means to move. Motivation is a reason or reasons for acting or behaving in a particular way. According to behaviorists, motivation is usually defined as an internal direct state that arouses, and maintains behavior. Behaviorists view motivation in terms of reward and punishment (Brown, 2000).

The cognitive school states that motives affect various types of thought, mental, and cognitive processes that lead to decision making which reflect underlying needs (ibid).

3.2 Types of motivation

3.2.1 Intrinsic motivation

Intrinsic motivation is an inner response to internal desires, wishes of the learner, and acting on them intuitively such as curiosity and willingness to explore (Eggen & Kauchak, 1994, P.428). It exists regardless of external stimuli and the learner acts on his/her impulses to accomplish these tasks (Cheryl L. Spaulding, 1992, p.4).

3.2.2 Extrinsic motivation

Contrary to intrinsic, extrinsic motivation is a behavior that is driven by external stimuli such as expectation of reward from the teacher or parents, in the form of mark or degree or a gift

(Spaulding, 1992, p.4). The outcome of extrinsic motivation might be boosting self-esteem or gaining praise. Extrinsic motivation lies outside the learner and it is not necessarily internal.

3.2.3 Instrumental motivation

Learners, especially in college, have instrumental motivation to learn the language in order, for example, to teach after college or to write essays...etc. Here, learners want to use the language as an instrument and a tool for a practical reason to achieve a certain end goal (Gardner and Lambert, 1972). The purpose of language acquisition or learning is merely utilitarian. The main focus here is on the utility of language and how it achieves a goal or aim, like, applying for a job, getting higher pay raise (Norris-Holt, 2001).

3.2.4 Integrative motivation

On the other hand, integrative motivation is beyond the utility of the language and goes into the understanding of the language's culture and people themselves. This motivation moves from purely instrumentative tool into understanding and recognizing a community or group of people as a whole (Gardner and Lambert, 1972).

Chapter Two: Classroom Management

4. Definition of classroom management

The term classroom management consists of two concepts “classroom” and “management». The term classroom is a formal interactive environment in which a teacher and pupils engage in the process of teaching and learning. Management, however, is set of procedures teachers adopt to make a supportive atmosphere for the academic, social & emotional learning of students. In order to attain a high-quality classroom management, there are five types of procedures that should be taken by teachers:

- 1) Develop caring, supportive relationships with and among students.
- 2) Organize and implement instruction in ways that optimize students’ access to learning.
- 3) Encourage students’ engagement in academic tasks.
- 4) Promote student social skills and self-regulation. Marzano et al. (2003) refer to this as making students responsible for their behavior.
- 5) Use appropriate interventions to assist students with behavior problems. Brophy (2006) sees that *“Classroom management refers to actions taken to create and maintain a learning environment conducive to successful instruction (arranging the physical environment, establishing rules and procedures, maintaining students' attention to lessons and engagement in activities)”*

4.1 Classroom management Strategies

Classroom management strategies are tools that teachers can use to help create an environment to enhance the relationship students in order to regulate their behavior. There are two approaches to classroom management behavior strategy: preventing and responsive strategies. Preventative strategies are deployed when the misbehavior is not yet committed by the students, they are proactive measures. While responsive strategies are taken when the misbehavior occurs as a reactive and responsive mechanism to cope with such an act. There are many strategies to prevent disruptive behavior; according to Scherens (1997), here are some of them:

4.1.1 Preventive Strategies for Classroom Management

A classroom that is prepared with a good preventive measurement will lead to the absence of misbehavior and other acts. Thus, teachers from the beginning of the school year should implement and enforce those strategies or techniques in order to establish a positive environment for the learning and the teaching process.

4.1.2 Reinforcing and praising a good behavior

This process engages in the system of reward and punishment. Each time a behavior is displayed, it should be rewarded and reinforced, and a bad behavior should be punished and discarded.

The following are some suggestions to reinforce good behavior and punish bad behavior:

-Post a good behavior.

-train students who keep their car on the trucks get a reward, and those who do not, get a punishment.

-A reward would be some points or marks added in the exams.

-Punishment is to slash points in the exams.

4.1.3 Providing thorough and consistent classroom structure

Structure of classroom activities requires thorough planning and good time and organization skills, the more the activities are organized the farther students are from misbehavior. For instance, always compliment students if routines are followed appropriately try to get students focus their attention by providing rationale before the activity.

4.1.4 Promoting cooperative learning

Cooperative learning harnesses peer interaction for learning. It promotes social skills attainment and develops positive leadership skills. For example, organizing group activities, and pair works.

4.1.5 Zero tolerance rule

Sometimes teachers inadvertently allow some talking or mumbling. This in turn will encourage students to cross the boundaries set by the teachers due the teacher's lack of enforcement. Hence, teachers must enforce the rule without tolerance.

4.2 Teacher as manager

As it has been discussed previously, teachers are not only facilitators and instructors of lessons, but they are also organizers, curriculum developers, and motivators. Managing is more than teaching. The term manager adds more roles to the teaching learning process. It is incumbent on teachers to lead their classrooms with sufficient and well-equipped strategies and techniques to lead to success in learning.

4.3 Advantages of good classroom management

The ability of teachers to organize classrooms and manage the behavior of their students is critical to achieving positive educational outcomes. Although sound behavior management does not guarantee effective instruction, it establishes the environmental context that makes good instruction possible. Highly effective instruction reduces, but does not eliminate classroom behavior problems (Emmer & Stough, 2001).

A significant body of research also shows that classroom organization and behavior management competencies significantly influence the willingness of new teachers in their careers (Ingersoll & Smith, 2003). New teachers typically express concerns about lacking effective means to handle the significant disruptive behavior of students (Browers & Tomic, 2000). Teachers who have problems with behavior management and classroom discipline are frequently ineffective in the classroom, and they often report high levels of stress and symptoms of burnout (Berliner, 1986; Browers & Tomic, 2000; Espin & Yell, 1994). Disruptive classroom behavior is a significant reason for teachers to leave the profession (Ingersoll & Smith, 2003).

5. Research Methodology

5.1 Introduction

Throughout the preceding chapters, a basic theoretical background has been constructed about the role(s) of teacher as a classroom manager. The next step is to move to something more practical. As long as our research is concerned, the most suitable method is the descriptive one. The questionnaire is the most widely used instrument for eliciting information. The teachers' questionnaire is designed for teachers to provide data relevant to our study. This chapter clarifies the research design in terms of aim, the administration and the description. Moreover, it also contains the analyses of teachers' questionnaire.

5.2 Research Design

The chosen methods for conducting this study are the descriptive and the correlational. It is descriptive because it aims to describe quantitative data. In this respect, Singh (2006) states that descriptive research attempts to determine the status under investigation. It is correlational because it aims to identify the correlation between two variables which are the role(s) of teacher, (the independent variable), and classroom management, (the dependent variable).

5.3 Participants

This study is of main of concern to teachers. In order to come to valid results, we have non-randomly chosen the participants. We have adopted a convenient sampling. A questionnaire was administrated to teachers in some secondary schools of Ouargla. A sample of twenty (20) teachers answered the questionnaire. They provided us with remarks and positive feedback.

5.4 Data Collection Instruments

The most common instrument used is the questionnaires because it can be used to elicit information about many kinds of issues, such as language use, attitudes and beliefs (Richard, 2001, p.60). This instrument was used to achieve the purpose and objectives of the study.

5.6 Description of the questionnaire

We have designed and administered one questionnaire. This questionnaire consists of three (3) parts containing thirteen (13) questions. The questions are either closed questions requiring from the teachers to choose (yes) or (no) answers, or to choose from a list of choices are appropriate answer, or open questions where teachers can give more explanation or suggest alternative answers.

- Part One: Personal information, it aims to elicit information about teachers, their gender, degree(s) held and their expertise in teaching English.
- Part two: aims at exploring teachers 'role(s) as classroom managers.
- Part Three: aims at exploring how teachers deal with disruptive behaviors.

5.7 Data Collection Procedures

In this study, we used a questionnaire as a tool for data collection from teachers.

- ✓ The questionnaires were distributed to many secondary schools' teachers.
- ✓ We selected twenty (20) teachers from the aforementioned secondary schools.

6. Findings, analysis and interpretation

Introduction

The aim of this chapter is to analyze teachers' questionnaires. It presents teachers' answers of the questionnaires by means of tables, pie charts and histograms.

Part One: Personal information

Item 1: Gender?

Items	NB	%
Male	12	60
Female	8	40

Table 1: The gender of high school teachers

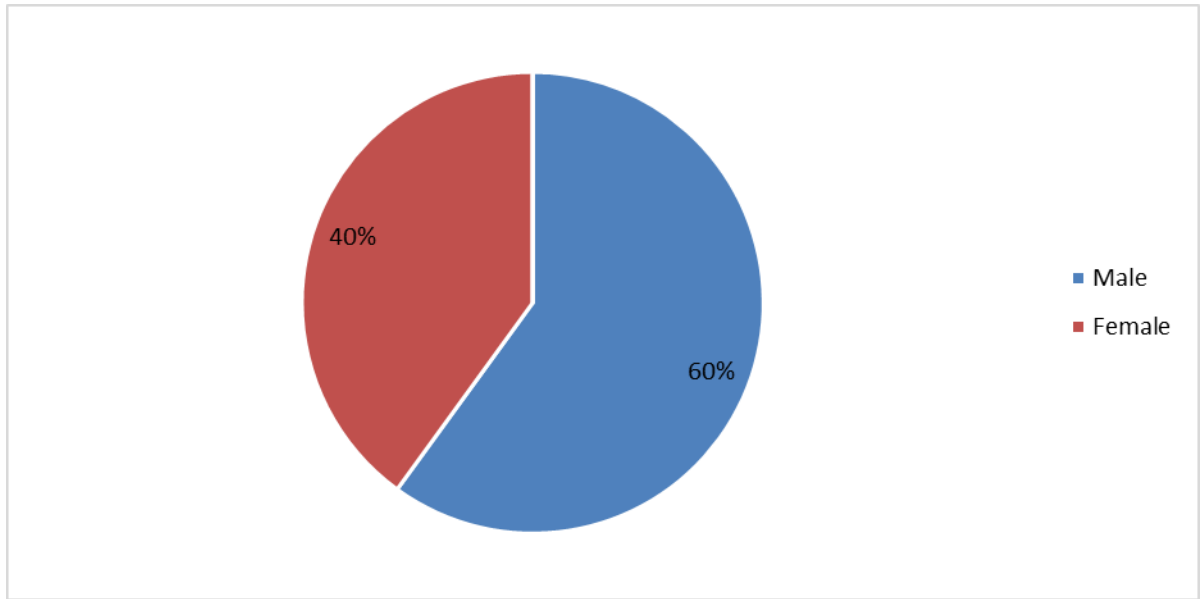


Figure 1: The gender of high school teachers

From the table above, it can be noticed that the majority of teachers (60%) are males (12), while (40%) represents females (08).

Item 2: Qualification

a- 13 'Licence'

b- 07 Master

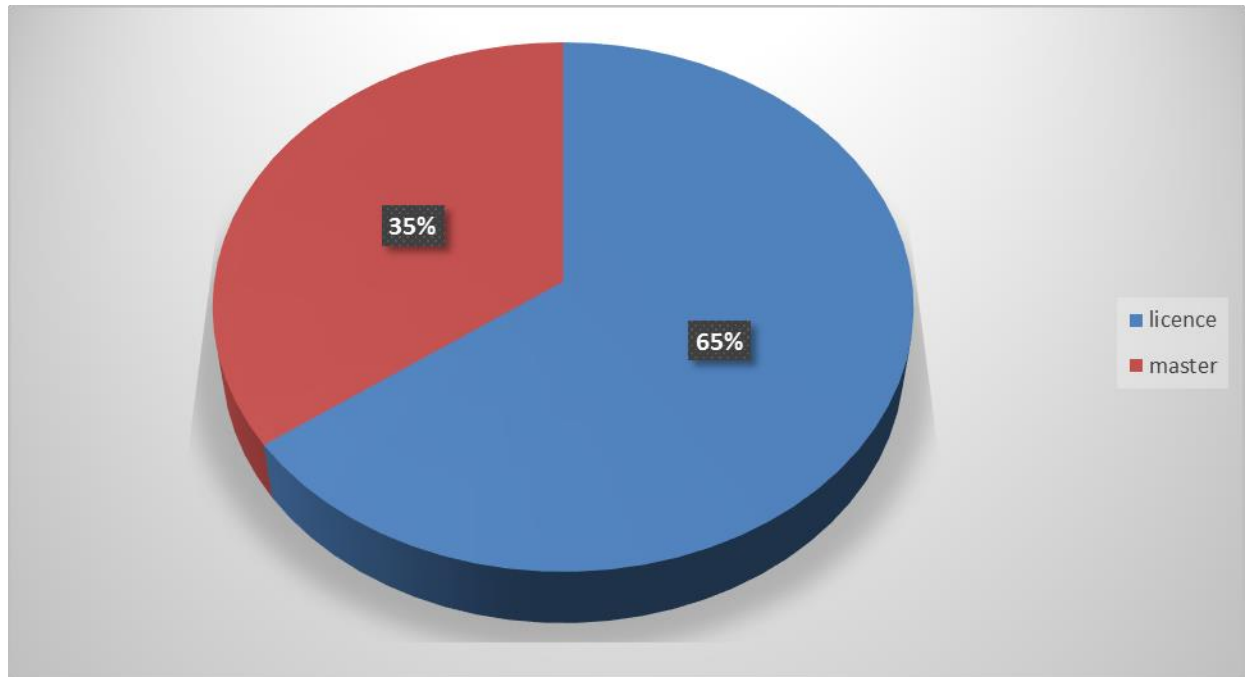


Figure 2: Qualification

Figure (2) above shows that the majority of high school teachers (13) have a licence degree; whereas, the rest of teachers (07) have masters.

Item 3: Institute or university?

Twenty (20) teachers graduated from Kasdi Merbah University-Ouargla.

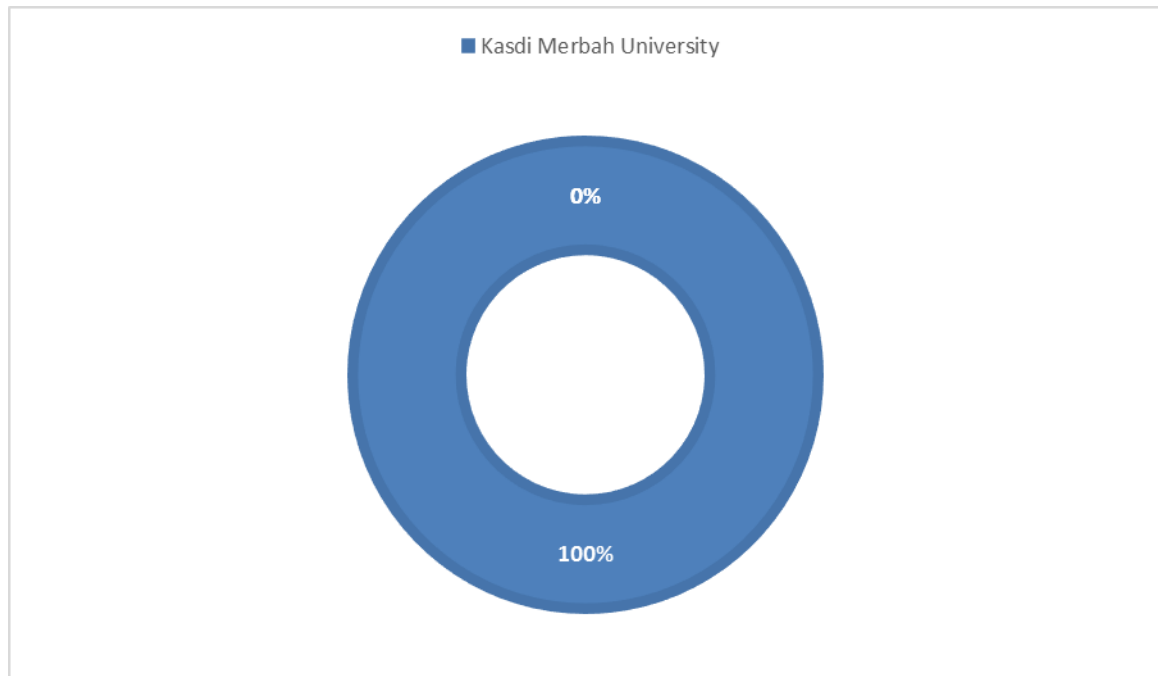


Figure 3: Graduation Institute

Item 4: Years of experience?

- a-** Seven (07) teachers have two years of experience.
- b-** Ten (10) teachers have three years of experience.
- c-** Three (03) teachers have more than fifteen years of experience.

Item	NB of teachers	NB of experience	%
a	07	02	35
b	10	03	50
c	03	15+	15

Table 02: Years of experience

As we saw above the majority of teachers have experience ranging from two (02) years, (seven (07) teachers) to three (03) years (ten (10) teachers) and (03) teachers have fifteen (15) years and more.

Part two: Role(s) of teacher and classroom management

Item 1: What is classroom management for you as a teacher?

Many teachers see the role of a teacher and classroom management as an interaction between a teacher and a learner, while others argue that teachers must be leaders in their own way. Some see it as making the process of learning/teaching successful and more beneficial for learners. Others see it as a way to control learners' bad behavior.

Item 2: Do you think that teachers play a significant role in classroom management?

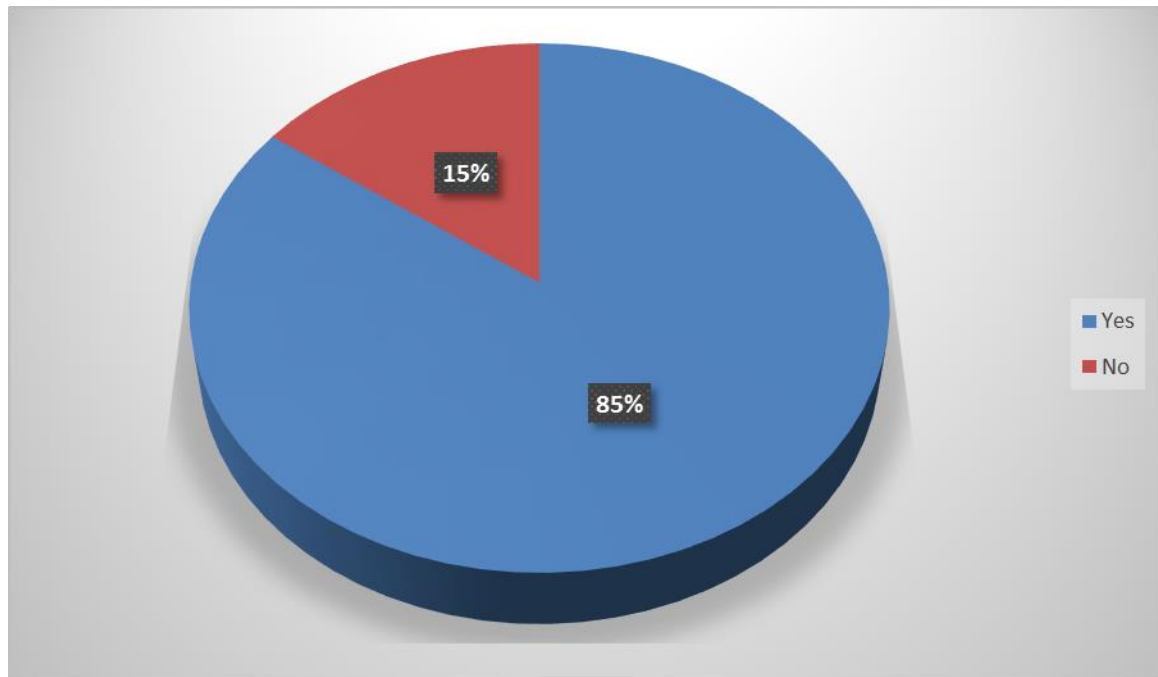


Figure 4: The significance of role of the teacher as a classroom manager

The vast majority (85%) see that the teachers play a significant role in managing their classroom, whereas, (15%) do not.

Item 3: Do you give much importance to time management when preparing your lesson?

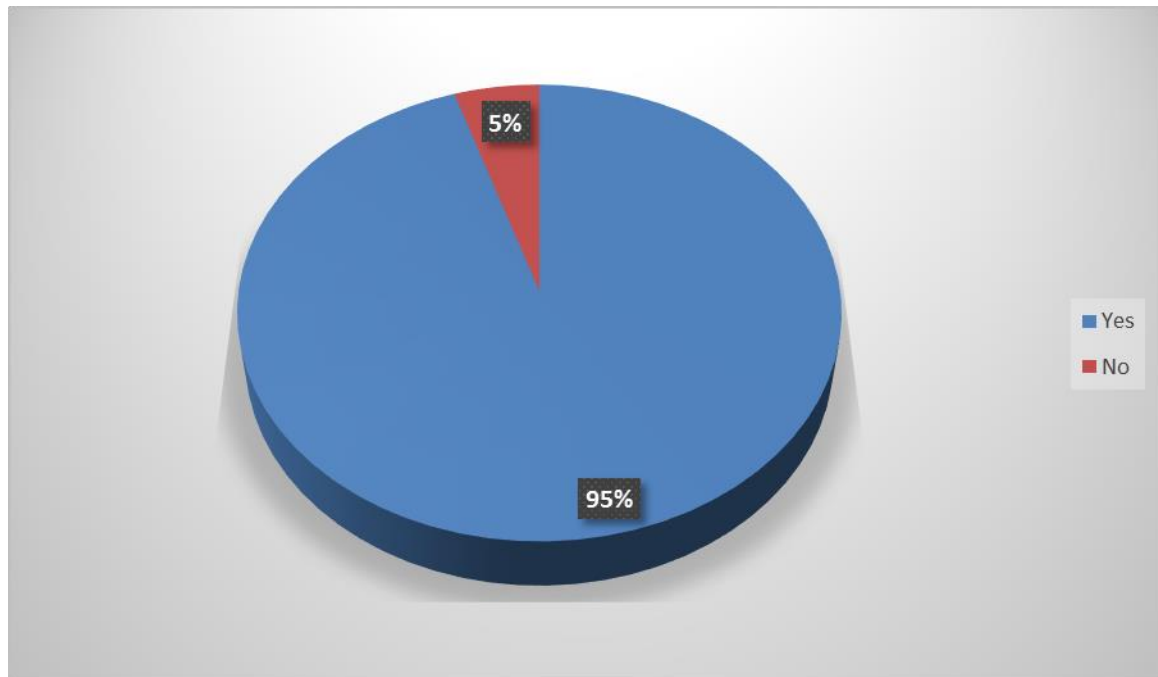


Figure 5: The importance to time management when preparing a lesson

Ninety five (95%) of teachers see that time management is crucial to lesson planning, whereas only five (05%) do not see it as important.

Item 4: Do you think that a well-planned lesson enables the teacher to manage time and deal with disruptive behavior effectively?

A- Sixteen (16) strongly agree

B- Two (02) teachers agree

C- One (01) teacher disagrees

D- One (01) teacher strongly disagrees

Item	NB	%
A	16	80
B	02	10
C	01	5
D	01	5

Table 3: Lesson preparation and classroom management

The table above shows that sixteen (16) teachers strongly agree that a well-planned lesson enables teachers to manage time and behavior effectively. While two (02) teachers agree, one (01) disagrees, and one (01) strongly disagrees.

Item 5: What are some of the techniques and strategies you use to attract your students attention?

The majority of teachers agreed that using games & technology in classroom is important. Others added that using easy words and giving examples from real life make them interested and involved in learning. In contrast, one argued against using technology and games and claimed that it causes more disruption and confusion in the classroom.

Item 6: Do you see that insufficient lesson preparation leads to boredom and disinterest?

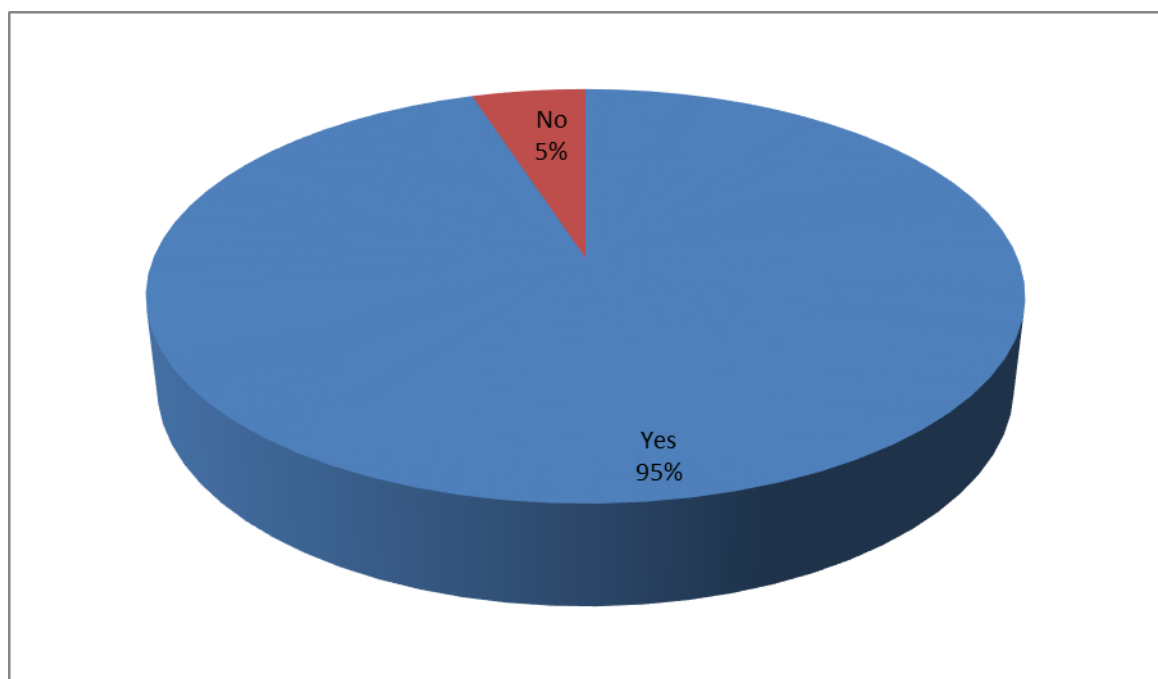


Figure 6: Insufficient lesson preparation and boredom

The figure above shows that ninety five (95%) of teachers believe that insufficient lesson preparation leads to students' disinterest, whereas (05%) see that it doesn't matter.

Item 7: If the classroom happens to be crowded, would it be difficult for you to manage?

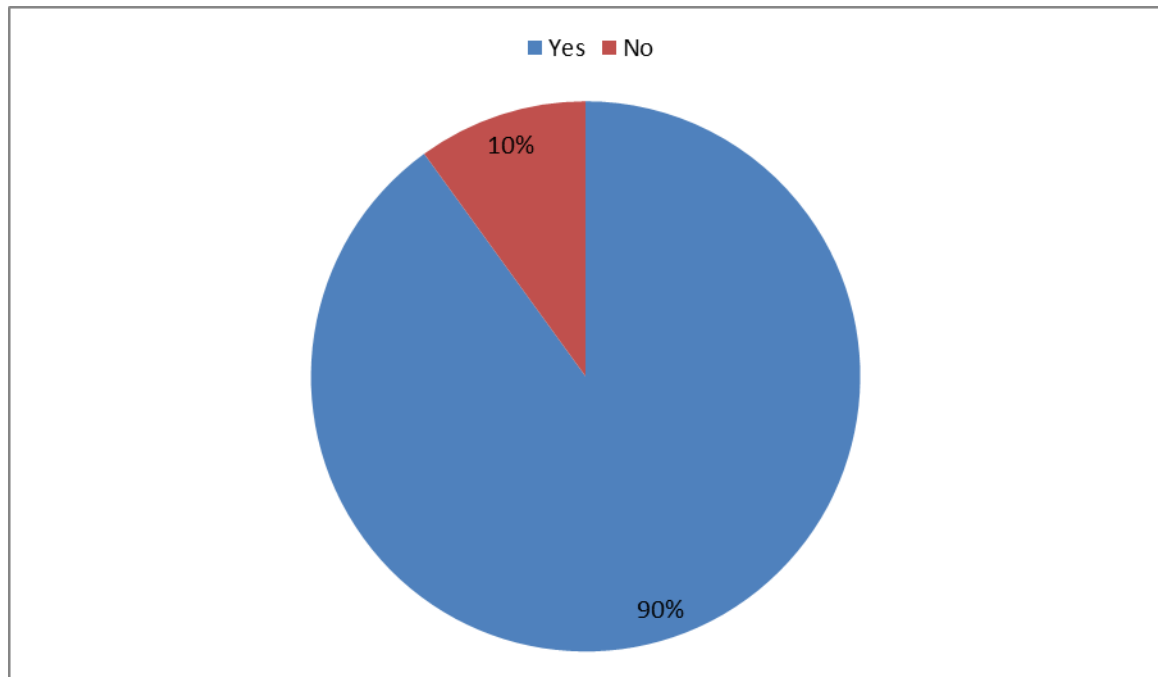


Figure 7: Crowdedness of the classroom and management difficulties

This figure shows clearly that crowdedness makes classroom management more difficult, as (90%) of teachers see, while (10%) do not see it difficult to manage a crowded classroom.

Part Three: Dealing with disruptive behavior

Item 8: Are you aware of the common disruptive behavior that arise in your class?

A- Fifteen (15) teachers state that they are aware

B- Two (02) teachers state that they are not aware

C- Three (03) teachers state that they are to some extent aware

Item	NB	%
A	15	75
B	02	10
C	03	15

Table 4: Disruptive behavior that arises in the class

The Table 4 above shows that fifteen (15) teachers are aware of the common disruptive behaviors that arise in their classroom. Two (02) teachers are not aware, and three (03) are to some extent aware.

Item 9: Please, tell us about some disruptive behavior that you commonly notice in your class?

Playing and chatting are common behaviors that teachers complain about, eating and messing with school objects are the main ones.

Item 10: Do you expect your students' disruptive behavior when preparing classroom tasks?

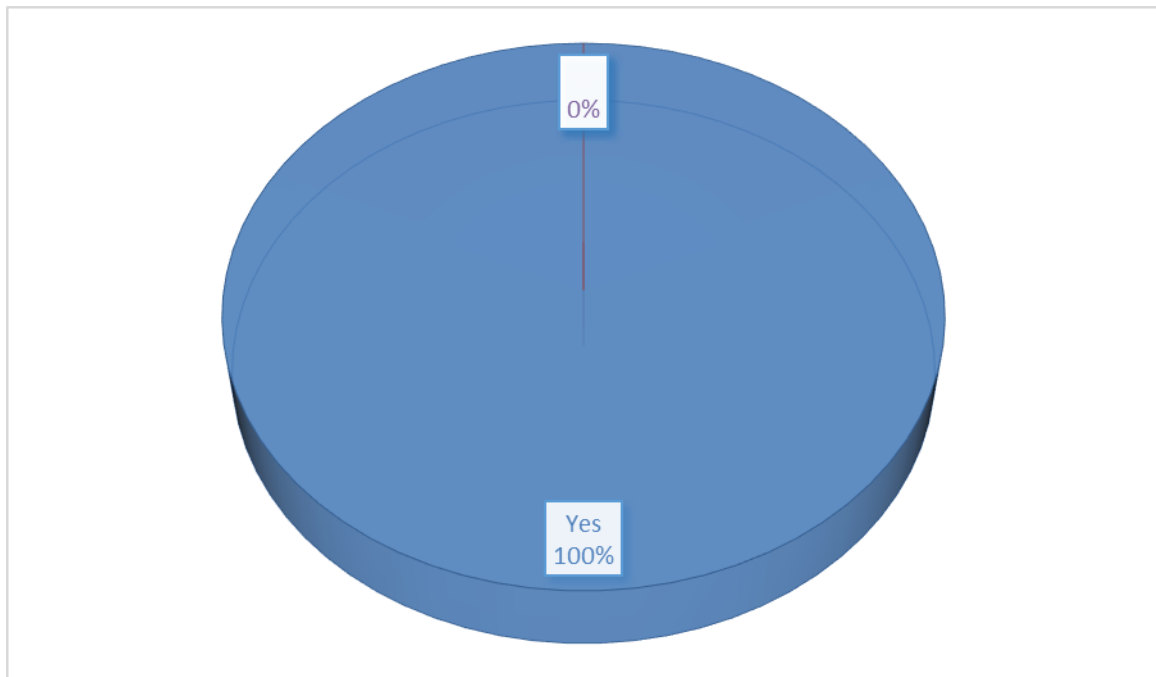


Figure 8: Expectation of disruptive behavior while preparing tasks

One hundred (100%) of teachers do expect disruptive behavior in classroom while preparing tasks like a group work.

Item 11: Which disruptive behavior is more annoying for you?

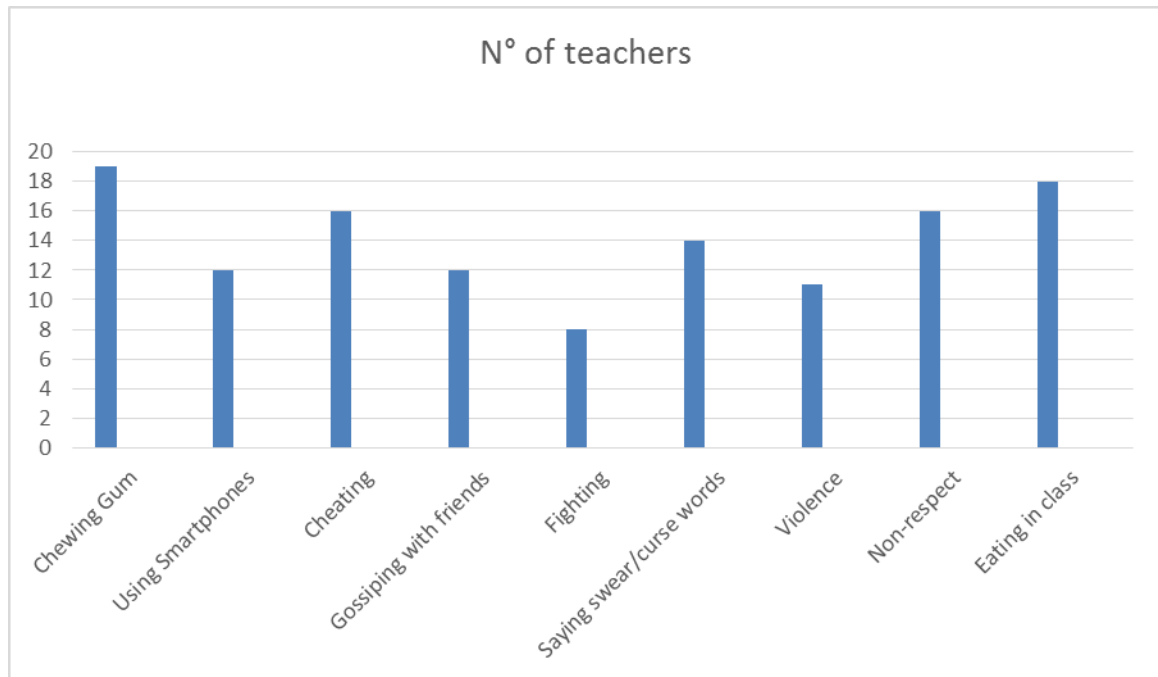


Figure 9: Common disruptive behaviors

Figure nine (9) shows that chewing gum is the most annoying behavior nineteen ((19) teachers), followed by eating in class, then cheating and non-respect ((16) teachers), this is followed by, saying swear/curse words ((14) teachers), using smartphones and gossiping with friends ((12) teachers), violence ((11) teachers), and lastly, fighting ((8) teachers).

Item 12: Do you think that managing disruptive behavior in class is a shared responsibility?

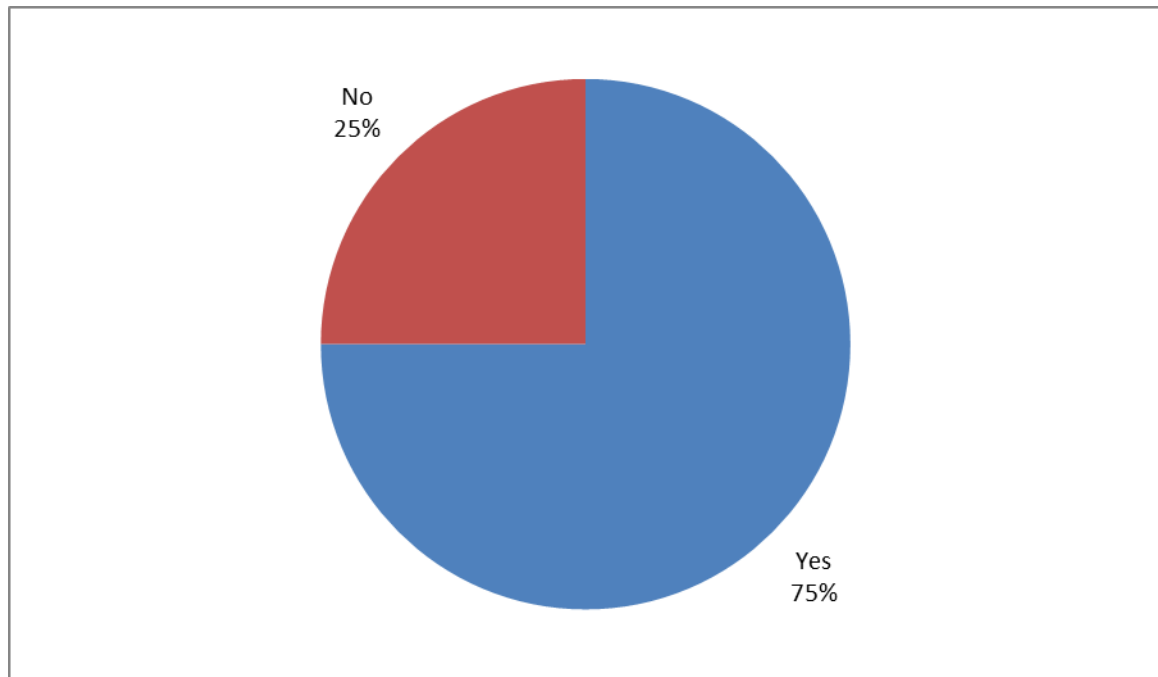


Figure 10: Disruptive management and responsibility

Seventy five (75%) of teachers view that managing disruptive behavior is a shared responsibility, whereas; (25%) do not.

Item 13: Do you believe that training to cope with disruptive behaviors:

A- Fourteen (14) see that it is Very important

B- Four (04) Important

C- One (01) Not Important

D- One (01) Teacher had no answer

Item	NB	%
A	14	70
B	04	20
C	01	5
D	01	5

Table 5: Training to cope with disruptive behavior

The table above shows that fourteen (14) teachers believe that training to cope with disruptive behavior is very important, whereas four (04) teachers see it as important, one (01) teacher considers it as not important, while another one (01) doesn't know.

Item 14: Did you receive any training on how to deal with disruptive behavior?

- Among teachers
- Trained by inspectors
- Other resources

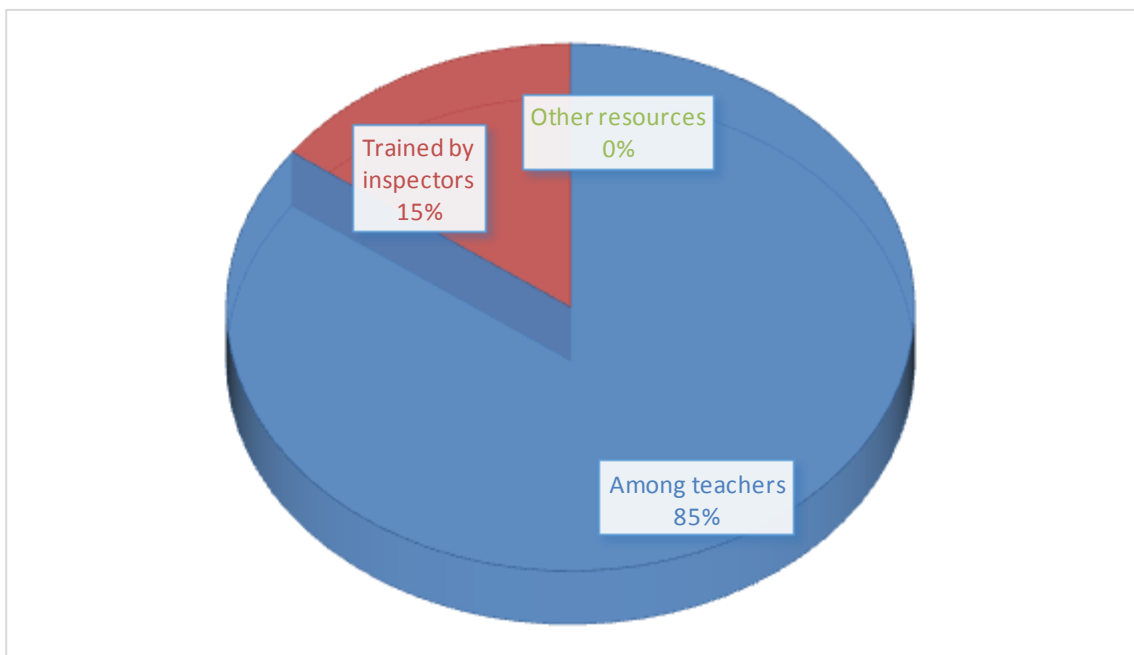


Figure 11: Sources of training

Many teachers were trained among themselves as the chart shows (85%), only (15%) were trained by inspectors.

Item15: Were you trained to deal with disruptive behavior?

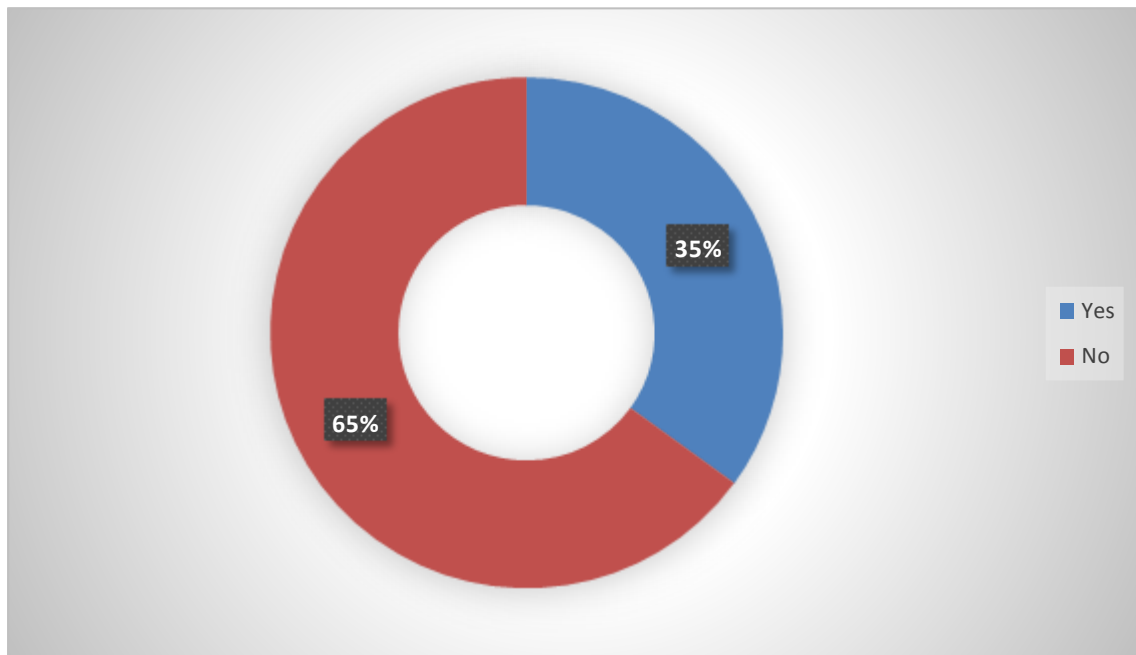


Figure 12: Training to deal with disruptive behavior

The majority were not trained to deal with disruptive behavior (65%), and just (35%) were trained before.

Item 16: How do you encourage your students' good behavior?

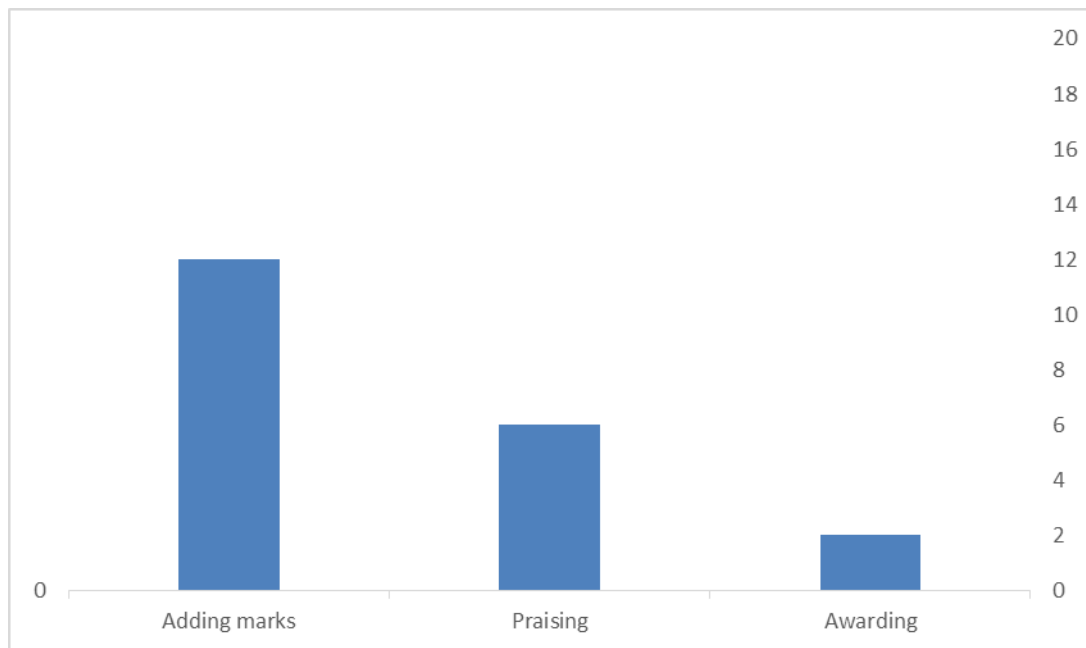


Figure 13: Encouraging good behavior

Teachers see that encouraging their students by giving them extra marks ((12) teachers), while (06) teachers believe that praising students encourages students to behave appropriately. Yet, only (02) teachers see that awarding is the best way to encourage their students.

6.2 Discussion

First of all, the analysis of teacher's questionnaire reveals that our sample is heterogeneous in terms of gender, (60%) of teachers are males, while (40%) of teachers are females, the majority of teachers graduated from the same university of Kasdi Merbah – Ouargla. The wide experience gap between teachers indicates their attitude towards classroom management. (35%) of teachers have Master degree, (65%) have 'Licence'. This is also reflected in the years of experience. Seven (07) teachers have two (02) years of experience, ten (10) teachers have three (03) years, while only three (03) teachers have fifteen and more years of experience. Many teachers view the role of teachers as classroom managers as an interaction between teachers and learners, while others argue that teachers must be leaders in their own ways. Only (15%) of teachers view the significance of teachers' role in classroom management, while (85%) view the significance teachers' role. (95%) of teachers see the importance of time management when preparing lessons. This correlates with (80%) who agree that well-planned lessons enable teachers to efficiently manage disruptive behavior. In the same token, insufficient lesson preparation leads to boredom and disinterest as (95%) see.

Crowdedness plays a major role in managing classroom, (90%) of teachers complain that their classrooms are crowded, this makes them difficult to manage. While (75%) of teachers are aware of common disruptive behavior. Many teachers recount behavior in their classroom, such as playing and chatting, eating chewing gum and seeds, messing with classroom objects, using smartphones, and saying swear words. (100%) of teachers expect disruptive behavior while preparing tasks or group activities. While (75%) of teachers agree that managing disruptive behavior is a shared responsibility, fourteen (14) out of twenty (20) strongly emphasize the importance of training to cope with disruptive behavior. The majority of teachers (65%) were not

trained to deal with disruptive behavior. This indicates the difficulty faced by the teachers to manage classroom effectively.

The majority of teachers motivate and encourage students by adding marks and praising them in order for learners to behave appropriately.

7. General Conclusion

This study aims at exploring the role of teacher as a classroom manager. In this study we explored the different theoretical notions about different roles the teacher can play in classroom for an effective teaching. Another aim of the study is to find better solutions to classroom disruptive behavior and to equip teachers with better strategies on how to motivate and reward students and on how teachers better prepare lessons and instruct effectively. Our hypotheses were postulated that insufficient lesson preparation and instruction will ultimately lead to student's boredom and disinterest, and a good management skill by teachers leads to an effective teaching. This is a key to successful classroom that is without disruption.

It is incumbent on teachers as classroom managers to well organize their lessons. Motivating students is key to success. Intrinsic motivation is considered the most important as it stems from the student's will to succeed. Extrinsic motivation in the other hand relies upon external factors for students to succeed. Integrative motivation integrates the student or the learner to a part of community of learners. However, instrumental motivation takes the learning process as a tool to accomplish a certain goal.

In this study we found that the most teachers lack training to cope with disruptive behavior and only few of them have the chance to learn from other teachers. This in turn, leads to devastating results concerning classroom management. Teacher as a manager is more than a teacher or a facilitator of information, he is an organizer, and an instructor, and also organizes

groups/individuals to tasks and activities. Managing disruptive behavior is a shared responsibility not only among teachers, but also inspectors, administrators.

Results show that teachers complain about playing, chatting, and eating in the classroom, this in turn are very common disruptive behaviors among students that lead to an ineffective classroom environment for learning and for the teacher to teach.

8. Suggestions and Recommendations

The present study showed that teachers mostly complain about crowdedness and disruption in the classroom. We have gathered strategies and techniques to cope with such problems. Teachers lack good training on how to cope with classroom discipline, this in turn affects direct or indirectly the teaching learning process.

Concerning crowdedness, we do not have a magic wand to solve this problem as most secondary schools do not have the capacity or sufficient empty classrooms to decrease the number of students. But, we have resources to deal with classroom behavior through: books, magazines, videos, conferences, seminars.

9. Appendix

The questionnaire

Teachers' Questionnaire

Dear teachers,

We are conducting a research for the fulfillment of a Master degree in Linguistics, our research aims at investigating the role(s) of teachers as classroom managers. All responses will be strictly confidential, your cooperation is greatly appreciated.

Part One:

Personal information

1- Gender

- Male

- Female

2- Qualification:

- License

- Master

3- From which university or institute?

4- Years of experience.....

Part Two:

Role(s) of teacher and classroom management

1- What is classroom management for you as a teacher?

.....
.....
.....

2- Do you think that teachers play a significant role in classroom management?

Yes

No

3- Do you give much importance to time management when preparing your lesson?

Yes

No

- 4- Do you think that a well-planned lesson enables the teacher to manage time and deal with disruptive behavior effectively?
- Strongly agree
 - Agree
 - Disagree
 - Strongly disagree

5- What are some of techniques and strategies you use to attract your students' attention?

.....
.....
.....

6- Do you see that insufficient lesson preparation leads to boredom and disinterest?

- Yes - No

7- If the classroom happens to be crowded, would it be difficult for you to manage?

- Yes - No

Part three:

Dealing with disruptive behavior

8- Are you aware of the common disruptive behaviors that arise in your class?

- Aware
- Not aware
- To some extent

9- Please, tell us about some disruptive behaviors that you commonly notice in you class?

.....
.....
.....

10- Do you expect your student's disruptive behaviors when preparing classroom tasks like group work?

- Yes - No

11- Which disruptive behavior is more annoying for you?

- Chewing gum
- Using smartphones
- Cheating
- Gossiping with friends
- Fighting
- Saying swear/curse words
- Violence

- Non-respect
- Eating in the classroom

12- Do you think that managing disruptive behavior in class is a shared responsibility?

Yes No

13- Do you believe that training to cope with disruptive behavior is :

- Very important
- Important
- not important
- I do not know

14- Did you receive any training on how to deal with disruptive behavior?

- Among teachers
- trained by inspectors
- Other resources

15- Have you been trained to deal with disruptive behavior?

Yes No

16- How do you encourage your students' good behaviors?

- By adding marks
- By praising them
- By awarding them

Thank you for your participation.

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