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Teachers' Perceptions of the Role of Classroom Management in Enhancing Pupils' Motivation

A case study of second year pupils at Saad Ben Abi Wakas secondary

School of Ouenza in Tebessa

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Dedications

In the name of Allah the most merciful and beneficial

This work is dedicated to:

My parents who instilled in me the values that made me into what I am today.

My father, who has been my model for hard work, persistence, and personal sacrifices

My heartfelt gratitude to my beloved mother, who patiently tolerated all my misgivings with a smile and stood by me in times of despair, her prayers, moral support and kind words were of great inspiration during my piece of research.

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Abstract

The teaching and learning processes face many obstacles and difficulties in secondary school. The difficulties that teachers encounter such: lack of effective classrooms as well as pupils' motivation. We always wonder about how teachers motivate pupils by using effective classroom management. Thus, to highlight this problem, the present study aims at investigating the teachers' perception of classroom management that may enhance pupils' motivation for second year pupils. In order to check this, we hypothesized that the teachers play an important role in increasing pupils' motivation, if they use workable strategies. Also if teachers motivate the pupils, they will improve their levels and if teachers use flexible techniques, they enhance pupils' motivation and encourage their desire to succeed. This study focused particularly on some strategies and techniques that should be implemented by the teacher in order to create a productive and successful learning environment. This dissertation was mainly written with teachers of English and pupils of second year level where the relied method is the descriptive method.

To verify the validity of these hypotheses, two questionnaires have designed as a research tool. They were given to (40) pupils and (5) teachers at Saad Ben Abi Wakas secondary school during the academic year 2017-2018. The results from analysing both questionnaires reveal that the use of management strategies and techniques inside the class enhances the pupils' motivation. Eventually; this study recommends to teachers some techniques and activities that may serve their task and be helpful for the process of learning.

Key words: Classroom management, motivation.

ملخص

تواجه عملية التعليم والتعلم العديد من العقبات والصعوبات في الثانوية. فالصعوبات التي يواجهها المدرسون هي: عدم وجود فصول دراسية فعالة ، وكذلك تحفيز التلاميذ. نتساءل دائماً عن كيفية تحفيز المعلمين للتلاميذ عن طريق استخدام الإدارة الفعالة للفصول الدراسية. ومن أجل تسليط الضوء على هذه المشكلة ، تهدف الدراسة الحالية إلى التحقق من إدراك المعلمين لإدارة الفصل الدراسي الذي يعزز تحفيز تلاميذ السنة الثانية. ومن أجل التحقق من هذه العلاقة ، افترضنا أن المعلمين يلعبون دوراً هاماً في زيادة حافز التلاميذ ، إذا استخدموا استراتيجيات قابلة للتطبيق. كذلك إذا قام المعلمون بتحفيز المتعلم ، فسوف يحسنون مستوياتهم وإذا استخدم المعلمون أساليب مرنة ، فإنهم يعززون تحفيز التلاميذ ويشجعون رغبتهم في النجاح. ركزت هذه الدراسة بشكل خاص على بعض الاستراتيجيات والتقنيات التي يجب على الأستاذ تنفيذها من أجل خلق بيئة تعليمية منتجة وناجحة. تم إجراء هذه الرسالة بشكل أساسي على مدرسي اللغة الإنجليزية والتلاميذ مستوى السنة الثانية حيث اعتمدنا على المنهج الوصفي.

للتحقق من صحة هذه الفرضيات ، قمنا بتصميم استبيانين كأداة بحث. وقد تم منحهم ل (40) تلميذاً و (5) مدرسين في ثانوية سعد بن أبي وقاص خلال العام الدراسي 2017-2018. وتكشف نتائج تحليل كلا الاستبيانين أن استخدام استراتيجيات الإدارة وتقنياتها داخل الفصل يعزز من تحفيز التلاميذ. وفي النهاية؛ تهدف هذه الدراسة إلى التوصية للمعلمين ببعض التقنيات والأنشطة التي قد تخدم إرادتهم وتكون مفيدة في عملية التعلم.

الكلمات المفتاحية: إدارة الفصل ، التحفيز .

List of Abbreviations and Acronyms

C.M.: Classroom management

%: Percentage

EFL: English Foreign language

CBA: Competency Based Approach

Q: Question

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General Introduction

Teaching effectively is one of the main goals that the teacher wants to achieve inside the classroom, and classroom management is measured to be one of the most challenging problems for teachers today, it is considered one of the conditions of effective teaching and productive learning. Teachers use different strategies to promote pupils' accomplishment and to increase their motivation by the use of the flexible techniques. Thus teachers can perceive the classroom management.

The pupils' motivation is enhanced or reduced depending on several classroom elements, and classroom management is one of these factors. So, to get motivation inside the class, both teacher and pupil must be interested and encouraged to learn through comfortable learning environment.

1. Statement of the problem:

Teaching is becoming gradually hard. Many teachers decide to discontinue teaching due to the various classroom obstacles which confuse their performance. Non- managed classroom is an issue that exists in different classes of the Algerian secondary schools. That is why the subject under study was chosen out of an interest in the domain of motivation since we noticed that pupils seem to be not effective in classroom, and teachers also encounter difficulties to manage the class and complain about pupils' motivation.

Through this research, we intend to undertake the present study in order to discover whether teachers' perception of classroom management is the main reason behind pupils' motivation or not. In addition, we will determine some techniques that would empower teachers and pupils achieving the expected objectives.

2. The Aims of the study:

Realizing the need of pupils nowadays and working toward their achievement is a goal that the majority of teachers and researchers are focusing on. The aim behind this study is to investigate and develop teachers' perceptions of classroom management that enhance pupils' motivation and to what extend it can help pupils improve their levels.

3. Research Questions:

This research attempts to answer the following questions:

1-What are the workable strategies teachers use to motivate their pupils?

2-Does motivation contribute to pupils' success?

3-What are the flexible techniques teachers used for classroom management?

4. Research Hypotheses:

To answer the previous questions we assume that:

1-If teachers use different strategies pupils' motivation will increase.

2-If teachers motivate the learner they will improve their levels.

3-Teachers who use flexible techniques will enhance Motivation and encourage their desire to success.

5. Research Methodology:

Our work is a descriptive research that focuses on the qualitative method. The used instrument in this present project is questionnaires for both teachers and pupils as a research tools for the data collection.

- **Population:**

The population chosen for this study is the second-year pupils of Saad Ben Abi Wakas secondary school in Ouenza (Tebessa). The reason behind choosing second year pupils in this research is first they are literary which means they can express ideas easily, could be more motivated to learn, they can understand questions and express serious problems that teachers must find appropriate ways to decrease them.

- **Participants:**

This research is carried out with second year pupils at Saad Ben Abi Wakas secondary school, the academic year 2017/2018. In administrating the questionnaire, we dealt with (40) pupils. Moreover, five teachers from the same secondary school have participated in this study when they take part in responding the designed questionnaire.

The results that will be obtained from this sample will be generalized, because it is preferable to work with sample and generalize the findings later on the whole population.

DataCollection Instruments:

In relation to the content of the research, we use two questionnaires, for both teachers and pupils of the same secondary school, due to the fact that they save time and efforts, the easiest way to collect data for speedy results, it covers all aspects of the topic and easy to analyze.

6. Structure of the dissertation:

The present study is divided into four chapters, the first chapter deals with the related literature review which contains two variables, classroom management and motivation, it aims to discover teachers' perception of classroom management and pupils motivation by using developed techniques to provides a better teachers perceptions for the classroom management. The second chapter sets out the situation analysis and research design it includes the research design which contains research approach, research type, and data collection instruments besides the institution situation and the description of the both questionnaires. Chapter three presents the results and analysis of both teachers and pupils' questionnaires which are teaching managed techniques and strategies represents an effective method that promotes pupils' motivation and pupils corporate with their teachers in applying those techniques and strategies in order to ameliorate their learning. Finally, chapter four is about the discussion of the results and different recommendations to improve pupils' motivation and to ameliorate the teachers' classroom management.

Introduction

Teaching effectively is the main concern of the teacher to lead his class improved, by using different techniques and strategies to promote the learner's performance and to increase the pupils' ability to learn, successful teaching and learning process can take place only if numerous conditions occur and one of these conditions is classroom management. This term is considered as a needed element for learning and teaching since it contains rules to organize the class and controls the learners behaviors at the same time, it refer to all the teacher behaviors and classrooms 'organization that lead to better learning .

In this chapter, we touch upon the concept of classroom management in enhancing the teaching /learning process, the approaches, importance and the role of the teacher in the class, the rules and procedures for effective classroom management, and also we tackle about the strategies. In addition to that, and finally we suggest some techniques to be used in the class.

1.1. Definition of Classroom Management

Successful teaching often depends on the ability of the teacher to manage the classroom. Classroom management is considered as essential part of the teaching and learning process. It refers to the rules, techniques and strategies teachers use to maintain a classroom environment that results in a pupils' learning success.

According to Oliver and Reschly (2007) "The ability of teachers to organize classrooms and manage the behavior of their student is a critical to achieving positive educational outcomes" (p.1).This means that classroom management is essential teaching skill .It's about all the strategies and techniques that teachers use inside the classroom to decrease pupils misbehavior and to produce a comfortable environment that encourage pupils' motivation.

Scrivener (2012) argues that "in order to help create the most engaging and useful learning, we need to learn new techniques, or perhaps relearn familiars ones. So that they are effective in a classroom" (p.3).Classroom management is a term applied for the whole process of successful teaching by using strategies and procedures in a suitable atmosphere, or environment to create promoted learning.

Moreover, as Tak and Shing (2008)demonstrated classroom management "In general it refers to teachers' actions which lead to the creation of a learning environment where

positive interpersonal interaction is promoted and effective learning is facilitated"(p.4).It means how the teacher work to ensure suitable atmosphere that enhance pupils' motivation.

Furthermore, Erwin (2004) stated that "Managing is first creating the conditions for students to be interested in learning or performing, and then providing the structures, strategies, and activities that will encourage quality learning and quality performance. "(p.5).

Erwin focused on the teacher's actions to create and implement a learning environment, this involves pupils' engagement and responsibility in the process of classroom management. Besides that, Martin, Yin, & Baldwin (1998) stated " Classroom management, on the other hand, is a broader, umbrella term describing teacher efforts to watch over a multitude of activities in the classroom including learning , social interaction , and student behavior"(p.4).

They mean that classroom management includes three dimensions:

Instructional management: monitoring seatwork, structuring daily routines, and allocating materials (Martin et al, 1998).

People management: what teachers believe about students as people and what teachers do to develop the teacher-student relationship (Martin et al, 1998).

Behavior management: preplanned means of preventing misbehavior rather than the teacher's reaction to it (Martin et al, 1998).

1.2. Classroom Management Approaches

The different aspects of classroom management categorize different classroom management approaches which are based on the degree of teacher control in the classroom. Burden (1995) identified that the most useful organizer for classroom management is the degree of control that teacher exerts on the students and the classroom. Burden mentioned the different classroom approaches as follow:

2.1 The Interventionist Approach

In the interventionist approach, the teacher is the most controller over classroom activities. Interventionists believe that students behaviors reinforced by teacher rewards and punishments. As Unal & Unal (2009, p.257) stated "the interventionist tends to take control of the situation by implementing immediately a disciplinary tactic to control behavior"

2.2 The Interactionist Approach

Interactionists focus on what the individual does to modify the external environment, as well as, what the environment does to shape the individual. It was corporation of both teacher and pupils to share responsibility for classroom management. According to Unal and Unal (2009, p.258) declared that the interactionist approach to classroom management strives to find solutions that are satisfactory to both the teacher and student, employing some of the same techniques as non-interventionists and interventionists.

2.3 The Non-Interventionist Approach

The non-interventionists suggest that students should take the responsibility to decrease behavior and manage the classroom, and the teacher is not involved in adjusting student behaviors. As Unal & Unal (2009) encourages “teacher to demonstrate empathy toward students, to devise compromises in an effort to provide opportunities for students to self- correct inappropriate behaviors and learn to manage their own behaviors” (p.257)

Interventionist	Interctionalist	Non-interventionist
Teacher has primary Responsibility for control	students and teachers share responsibility for control	students have primary responsibility for control
Teachers develop the rules	teachers develop the rules With some student input	students develop the rule with teacher guidance
Primary focus in on behaviour	initial focus in on behaviour, Followed by thoughts and Feelings	primary focus is on thoughts and feelings
Minor emphasis on individual Differences in students	moderate emphasis on individual differences in Students	major emphasis on individual differences in students
Teachers move quickly to Control behaviour	teacher allows some times for students to control Behaviour, but teacher protects Right of the group	teacher allows the time for students to control behaviour
Types of interventions are Rewards, punishments, Token economy	types of interventions are consequences and class meeting	types of interventions is non-verbal cues and individual conferences

Table 1. Classroom Management Models .Source: Wolfgang and Glickman (1986)

3. The Significance of Classroom Management

Effective use of classroom management techniques decreases disruptions inside the class in which pupils are engaged more in the learning process and that affect pupils' behavior, and also their achievements. According to Kedir (2015) "effective classroom management is knowing your students and respecting their cultural values is important because it allows the teacher to have an understanding of who the student is as an individual" (p. 27). So, effective classroom management is the major concern of teachers to maintain pupils' success. As Ferguson (1991) stated "if a teacher is ineffective the impact can affect a students' academic career for years. Increasing teacher quality can cause the greatest increase in student achievement".

Effective classroom management paves the way for the teacher to engage the pupils in learning. And help him to create an organized classroom environment with fewer behavior problems because "the fundamental task of classroom management is to create an exclusive, supportive, and caring environment" (Rothstein & Trumbull, 2008, p.2). Also classroom management is important because it is one of aspects of effective teaching. Effective teaching will take place when a positive learning environment has been created. Of course this relies on a good bond between the students and the teacher which can be built with a proper management of the first day of class. (Essays, UK, 2013).

Classroom management is also a good way to get off to a right start with students. First day of class is the best time to make rules and to put learners on the right path of the process of learning. (Essays, UK). Pressman (2008) declared "classroom management is profoundly important. A well managed classroom allows the instructor to teach and ensures that the students will have a good day" (p.27).

In addition, Marzano (2003) states that "effective teaching and learning cannot take place in a poorly managed class" (p.6). So teachers will suffer, if they do not establish control. Finally, Hassan (2015) states that "it is important and to consider the importance of maintaining order in effective classroom management. This has become necessary because establishing and maintaining order is central to what educators do" (p.13). So, effective classroom management led to superior Learning.

4. Teachers' Role in Classroom Management

Teachers play a very crucial role in their classrooms to support pupils' success. Scrivener (2005), declared that "certain organizational skills and techniques in managing multitude of tasks and situations that can occur at any time in the classroom"(p79). Teachers have to invest a great deal of time and effort in creating it.

Teachers are also presented as leaders who influence their students, and who need "self-confidence, self respect, status, and a controlled professional life and classroom environment" (Lemlech, 1999, p.xiv). Also Khatri (2012) states that "during a class the teacher needs to manage the activities and the learners in the class-room in different ways, the different kinds of behaviors are called "teacher role"(p17). Teachers' role is to prepare lessons, manage and control the classroom and work closely to pupils.

Furthermore, Pressman (2008, p19) "students are happiest when they feel safe and protected. It is the teacher job to establish a safe and secure classroom environment". Teachers must be aware of pupils' performance in the moments of the class

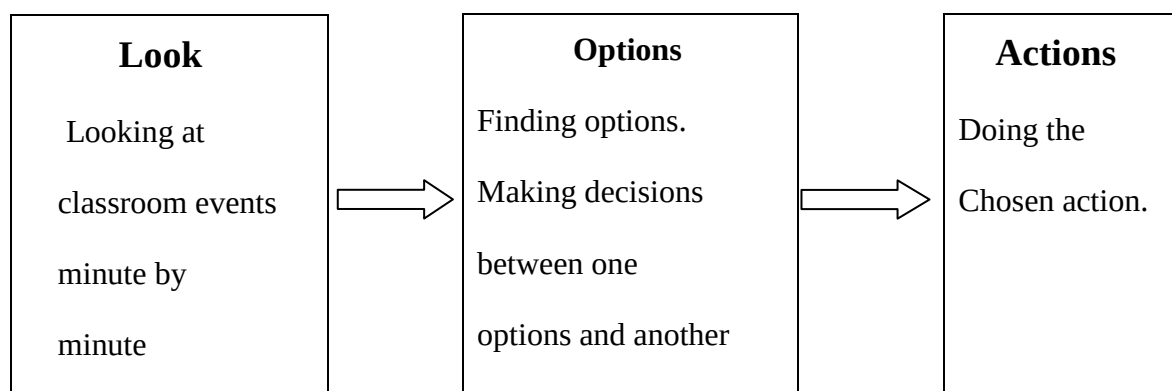


Table1.1 Basic skills of Classroom Management (Scrivener, 2005 p.80)

As it can be observed, (Spratt et al.2005p.146) defines teachers' role in the classroom as:

-Planner set up and organizes the lesson in details before teaching it, so that it has various activities for the different learners in the class.

-Informers gives the learners detailed information about the language or about an activity.

-Manager controls the environment, be aware of pupils performance and sets up rules and routines for behavior.

-**Monitor** walks around the class introducing rules during individual, pairs and group work activities, to enhance pupils learning.

-**Involver** makes sure all the learners are taking part in the activities.

-**Parent/Friend** comforts learners when they are upset or unhappy.

-**Diagnostician** is able to recognize the cause of learners' difficulties.

-**Resource** can be used by learners for help and advice.

In the following table is possible to have the teacher' role during the class

Role	The Teacher
1. Planner	Prepares and think through the lesson in detail before teaching it so that it has variety and there are appropriate activities for the different learners in the class.
2. Informer	Gives pupils detailed information about an activity.
3. Manager	Organizes the learning space, makes sure everything in the classroom is running smoothly and sets up rules and routines (i.e. things which are done regularly) for behavior.
4. Monitor	Walks around the classroom during individual, pairs and group work activities, checking learning.
5. Involver	Makes sure all the learners are taking part in the activities.
6. parent/Friend	Comfort learners when they are upset or unhappy.
7. Diagnostician	Is able to recognize the cause of learners' difficulties.
8. Resource	Can be used by learners for help and advice.

Table1.3. Teachers' Roles adopted from spratt, pulverness, and williams (p.145).

5. Rules and Procedures for Effective Classroom Management

Rules and procedures vary from class to another and it is specified to the teacher characteristics. These rules and procedures must be explained to pupils and show that they help them in the learning process consequently they accept it. They need to be simple, posted to all pupils to follow. As Marzano (2007) said “rules identify expectations or standards regarding students’ behavior “(118). Maintaining discipline and effective learning are not an easy task. Teachers should set rules from the beginning. Oliver & Reschly (2007) declared that teachers must be aware of the students’ negative or positive behaviors and must prepare the right feedback for each behavior (p.7) this means that teachers must set rules and procedures from the beginning to control pupils’ behavior which allow to effective learning.

McLeod et al (2003) states that “standards, rules, and procedures teach students what they need to learn to function successfully in a classroom community“(p.75) following instructions lead pupils to perform better in their learning. Marzano et al asserts that “the most effective classroom managers don’t simply impose rules and procedures on students; rather, they engage students in the design of the rules and procedures“(p.26).

5.1. Classroom Rules

According to Smith & Laslett (2002, p.3) there are four rules of effective classroom management. That could be used by a teacher

5.1.1. Rule one: get them in

According to this rule, the teacher is supposed to make a fast start that avoids any problem which can arise in the class within the lesson. Teachers should not be pre-occupied with setting up displays, distributing materials or searching for equipment. Since those unproductive activities are of great disruptive impact on themselves.

Greeting

Teachers should arrive to class before pupils and receiving the class which make pupils feel comfortable and provide relaxed learning environment. And check that materials are available and supply necessary instructions on the board.

Seating

Although the layout of the class is organized according to the kind of lesson, age of pupils, and nature of instruction. It is crucial for teachers to decide where pupils should sit.

The one who comes first will take the first place and the same for others. And this helps teachers to memorize individual's names.

Starting

Before starting the lesson the teacher should break the ice by using reinforcement of pupils' background. He should recapitulate the previous work to pave the way for new learning, while attending for late comers, and this stage is called "warming-up" which takes four to five minutes and by this teacher creates a calm and positive learning environment.

5.1.2. Rule two: get them out

This rule concerns the idea that teachers must plan the end of the lesson carefully, since it is the most appropriate time of pupils' trouble which spoils the relationship between teacher and pupils. In this case the teacher is in need for concluding the lesson and dismissing the class.

Concluding

After stopping the lesson, the teacher should give a warning to pupils, because it is difficult to conclude in a noisy and chaotic atmosphere e.g.: pupils collect books and gathering materials. The teacher should leave time for revision or summarize what has been covered during the lesson.

Dismissing

It depends on the age of the pupils, for young children the teacher may use expressions such as "arms folded, sitting up straight" and the same could be provocative for adult learners. So for both, some instructions need to be accomplished.

5.1.3. Rule three: get on with it

"It" in this content refers to the main part of the lesson, its content and the manner of its presentation. The teacher's ability to "get on with it" controls the learner's self-esteem and confidence in a subject area.

Content

Teachers should not be surprised from difficulties in learning if the lesson is above the ability of the learner. And materials should be chosen according to pupils' ability. So the content of the lesson should be varied according to the activity individual, pair or group work, in which the learning will be more interesting and not boring.

Manner

Teacher should maintain discipline and create good relationship with pupils, the effective teacher is skilled in preventing disruption before it happens.

5.1.4. Rule four: get on with them

Good relationship could be created between teacher and pupils only by providing trust and respect. And to do that teacher need to be aware of each child as an individual and the class as a whole. And this can be achieved by; knowing who is who and controlling of what is going on.

Who's who?

The first and the important task the teacher needs to know in order to be aware of the individual differences is that learning names , once a child' s name is known ,discipline is immediately easier.

What's going on?

The teacher may use strategies such as mobility and marking ; arranging the pupils on one large table help the teacher to observe the weakness and enable him to move around the whole class.

5.2. Classroom Procedures

Teachers work hard to find procedures that facilitate the learning process and that take time to teach during the first day and the week of school. According to Tak & Shing (2008, p.53) procedures refers to the classroom routines which call for specific behavior at particular times on particular tasks. The following situations require teachers to specify special procedures for pupils to follow:

- *Students arrival at and departure from the classroom.
- *Proper arrangements for a fire drill.
- *Harding in homework and class work.
- *Early completion of class work.

McLeod, fisher, and Hoover (2003, p.76) describe procedures as“they are accustomed way of getting things. They are the routines that are necessary for the operation ofthe classroom" its about how teacher do things to facilitate the work in the classroom and promote learning.

This table illustrates the organization of teachers' procedures:

Categories	Procedures for
Use of room and school areas.	*Students desk and storage areas. *Learning centers. *Distribution, collection, and storage of materials. *Teacher desk and storage areas. *Drinking fountain, bathroom, and pencil sharpener. *Office, library, cafeteria, and playground.
Beginning and ending of class or school	*Taking attendance and collecting homework. *Tardy and early-dismissal students. *Sponge activities. *Storage and distribution of materials.
Whole-class and small-group instruction	*Interaction. *Signaling for attention. *Movement within the classroom. *Materials.
Transition	*Time between subject areas or classes. *Unexpected free time. *Controlling noise levels and talking.
Students works	*Paper headings. *Incomplete, late, or missing assignments. *Posting assignments. *Collecting work. *Due dates and times. *Checking work (both students and teachers). *Turning in paper. *Keeping track of what work is turned in and what isn't. *Returning student work. *What to do when finished. *Getting help when the teacher is busy.

Miscellaneous	*Disaster drills. *Emergency situations (e.g. sick and injured students).
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Table 1.4. Categories of procedures (Fisher, 2003, p.78) (Adapted from “Classroom procedures checklist” by the American Federation of teachers).

6. Goals of Classroom Management

The goal of classroom management refers to the techniques used to create a positive learning environment. Tak and Shing (2008, p.64) stated that the goal of classroom management is not to control students but to prepare them to become self-disciplined. Teachers should teach their pupils to be more disciplined. Everston and Weinstein (2006 as cited in Garrett, 2014, p; 2) focused that classroom management has two goals: creating an environment for academic learning and creating environment for social-emotional learning. The first goal is about what the pupils need in order to be comfortable and to feel with safety in their classrooms. The positive environment could let pupils interact easily in the lesson and communicate effectively without any fear of receiving negative expressions or to be embarrassed.

Whereas, the second goal speaks about promoting pupils about the sense of responsibility and self regulation in maintain classroom management by permitting pupils in helping their teachers and cooperating in managing the class in which they feel responsible for their behavior as Metzger (2012) declared that “students viewed as young citizens who must learn to make decisions and accept responsibility for their actions“(p.1). So the goal of classroom management is to maintain positive, productive learning environment and encourage self-management, self-control, and responsibility.

7. Strategies of Classroom Management

Arrangement of class space is crucial when dealing with disruptive pupils and important to consider for all pupils. So implementing a few basic classroom management strategies can help teachers to organize time and use the resources effectively. The teacher can use different strategies according to the type of the activity; McLeod et al (2003) divided the instructional strategies into four strategies which are:

7.1. Whole Class Grouping Strategy

Whole class strategy requires less preparation time and instruction time. Whole group instruction takes one plan where addressing small groups of pupils takes multiple plans. This includes the ability to keep the whole-class focus in which all pupils are attentive and makes them feel secure but sometimes it is not effective to let pupils express themselves, it is not suitable for communicative language teaching activities.

7.2. Small Group Strategy

One of the most significant strategies in teaching is to divide the whole class into groups to work together; this strategy provides much time and space. It paves the way to different opinions and enhances the sense of cooperation and negotiation between pupils, but it can be noisy and time consumed. Pupils in groups can perform activities such as role play.

7.3. Working in Pairs

The pair work is a classroom activity in which the whole class is divided into pairs. It encourages the pupils to practice language together by performing activities such as information gap activities and writing dialogues ...etc; but pair work may affect the classroom environment negatively by noise and discipline problems.

7.4. Working as an Individual

Individual learning is very crucial in promoting pupils' responsibility of working on their own in class. It helps teachers to evaluate the individual, this activity is more comfortable and enhances the learner self-reliance but it consumes time.

8. Classroom Management Techniques

Teachers think about using techniques to take control of the class and to prevent troubles from appearance only when they face problems during their class. So their main objective is to be respected by their pupils, and making a good and respectful contact with pupils.

8.1. Different Classroom Layouts

Teachers should keep in their minds that they should break the daily routines of the class by changing the layout from time to time to be more attractive place for study. The arrangement of the classroom has a direct impact on what teachers can do and how they do; the traditional classroom layout may be helpful for teacher's fronted explanation. The

organization of the classroom is of great importance since it facilitate learning, Smith and Laslett (1993) stated that although arrangements will vary according to the type of lesson, age of pupils and nature of activity, it is important that initially teachers decide where children should sit, this traditional way of organization limited student interaction and made group activities more challenging.

Furthermore, Scrivener (2012) declared that “I always work in the same room with the same layout. Feels a little boring, wonder if a shake -up would wake my class up a little“(p.7). This means that the same routine of class could make the class bored. He listed in his book such techniques, which are the most useful for the class:

8.1.1. Semi-Circle or Shape U: allows learners to communicate with each other and use the eye contact easily.

8.1.2. One Large Table: is putting all tables together that form one large table.

8.1.3. Full Circle: it is very known layout which enable and help pupils to see each other.

8.1.4. No Tables: it gives more space in the room and allows you to practice more.

8.2. Setting up the Room for Specific Activities

The majority of the time students deal with the same activities in the same setting ,and this is not a good manner to do that ,as a result teachers need to create layouts of seating and desks that encourage the communication between the whole class ,like the layout of swimming pool could be organized for social interaction and conversational activities ,the activities of meeting ,presentations and oral report backs it more useful to be done in a layout of boardroom. (Scrivener, 2012)

8.3. Varying Teacher Position

The most known setting of the teacher is always in the centre stage in front of his pupils. However, he is not restricted only by one place; he may change his position around the class from time to time to be more active and has an effective role in the class, also to feel closer to the pupils and more comfortable generally. In contrast to that, Gower, Philips and Walters (2008) point out that “too much movement from the teacher might distract students“(p.25)

8.4. Gestures and Facial Expressions

Teachers should use the body language in the classroom to give a complete data about the learning process, using gestures could attract the learner's attention and reduce misunderstanding and this technique facilitate the recognition of information.

8.5. Giving Feedback, Encouragement and Praise:

Adams & Ray stated that "teachers should reinforce positive behavior using acknowledgment ,praise ,and appropriate rewards" (p.5). Teachers should give positive feedback that encourage pupils' learning ,and as a source of support ,a guide to monitoring and a bridge to reach the desired learning accomplishment ,and also motivate pupils to work.

8.6. Learners Names

It is important to learn student names in the start of the course. Knowing students' names helps to build a more comfortable atmosphere in the class , shows teachers' interest in their students as individuals and help to manage the class easier and faster" (Gower, Philips & Walters, 2008, p19). The first step to establish appropriate relationship with pupils is to learn their name which implies to pupils that their teacher cares about them. However, in large size classes teachers find difficulties that are why they use seating charts, name cards, name learning game, use introductions...etc.

8.7. Materials, Equipment and Technology

The most known teaching tools used by teachers to enhance pupil's engagement in the learning process are: board, handouts, computers, visual aids, CD players ...etc.

Board: more useful and more organized.

Handouts: are used for supplementary exercises and home works Scrivener (2012) stated that handouts used for further reading on what has been studied in class, often as a resource for revision.

Computers: an important part of contemporary classroom management is to do with successful use of computers and high-tech digital equipment since teachers want to use new technology (Scrivener, 2012)

8.8. Interpersonal Relationship in the Classroom

In any classroom, there are two kinds of relationships: teacher-pupil and pupil-pupil in which the class looks like a home, they will perform well in the class to achieve success.

8.8.1. Teacher-Pupil Relationship

Teachers create a suitable relationship with trust in order to have a good learning atmosphere as Marzano (2007, p.9) stated “teacher-student relationships should not be left to chance or dictated by the personalities of those involved. Teachers can influence the dynamics of their classrooms and build strong teacher-student relationship that will support student learning“.Stronge (2007) cited that “Another key to preventing negative behavior is the relationship between the teacher and students” (p.45)

8.8.2. Pupil-Pupil Relationship

The teacher must guide their pupils to respect each other by working in pairs or groups. Johnson (1981) stated that “Constructive student-student relationships are probably an absolute necessity for maximal achievement” (p.5) since that relation built a positive environment and reduces disruption.

Conclusion

Teachers should make an extreme effort to manage effectively their classrooms by having the skills and experiences needed in this domain since classroom management has a great impact on the field of education. It is about creating a positive classroom environment, active engagement and raising motivation. Pupils cannot be successful without order and discipline, creating classroom management is to create the right conditions for effective learning by using practical techniques that help in making the teaching process more enjoyable and more motivated for pupils to give more.

Introduction

Motivation is the main issue that teachers do in order to develop pupils' ability of learning. It's one of the most important causes of pupils' success or failure. Motivation is the force that causes pupils to behave in a particular way and it provides reasons to work in the best way and paves the pupils forward the desired goal. Pupils' motivation could appear in their participation, involvement in the activities and in their performance in the learning process. So it is fundamental in learning in the sense that it controls the pupil's behavior. Harmer (2001) defines motivation as "some kind of drive which pushes someone to do things in order to achieve something"(p.51). Learners want to learn in order to attain some goals.

In this chapter, we will try to define the concept of motivation and the different types of motivation. Also its importance in learning and we will try to identify the strategies for motivating learners.

1.2.1. Definition of Motivation

Motivation is a simple term to understand but a complex term to define. It's a complicated concept since it encompasses of interests, need, curiosity or desire to achieve. Gorman (2004) declared that "in many ways the study of motivation is the study of psychology itself. It is concerned with explaining all forms of behavior, from why you have decided to study psychology, to why some people take up bungee-jumping"(p.1). Also Long et al (2011) said that "the word "Motivation" has its origins in the Latin word for "move". In other words Brophy (2010) stated that "motivation is an internal state that arouses, directs, and maintains behavior. As much when we study motivation, we focus on how and why people initiate actions directed towards specific goals "(p.3.4). So motivation is concerned with people's needs to achieve the desired goals.

In other hand, Brown (2000) comments "in the cognitive view about motivation that includes some factors such as the need for exploration, activity, stimulation, knowledge, and ego enhancement "(p.160. 161). Here Brown want to shed light on what pupils need to do to become motivated ; they must be active , motivate themselves, and find the way that makes them work. Pritchard and Ashwood (2008) difined the concept of motivation as follow "the word motivation sometimes used to describe how hard someone is willing to work to accomplish something"(p.6). Dornyei (2001) demonstrates that the term "motivation" was a convenient way of talking about a concept which is generally seen as a very important human

characteristic but which is also immensely complex“(p.6). To sum up motivation is the desire to realize something; this realization makes pupils able to reach any aim.

1.2.2. Types of Motivation

Motivation is divided into two major and familiar types: extrinsic and intrinsic motivation.

1.2.2.1. Intrinsic Motivation

It's a personal desire to reach the goal, so pupils learn to achieve their needs and interests. As Long et al (2011) stated “is where someone is engaged in the activity for its own sake _ the task itself is sufficiently engaging and satisfying that the pupil is motivated to complete it“(p.112)

1.2.2.2. Extrinsic Motivation

It's about the external factors that influence the pupils and stimulate them to do something obligatory in order to gain positive reward. According to Long et al (2011) extrinsic motivation “is when someone is motivated to complete the activity because there is some form of external reward or consequence to doing so“(p.112)

1.2.3. Importance of Motivation

Khatri (2012) declared that “motivation is the key factor for learning the language and equally important for classroom management as well ”(p.36). Pupils will be enthusiastic in teaching learning process by motivation, so they will be pushed to study and reach the goal. In other words there is a desire or stimulus that drives them in the learning process. According to Brown (2001) “motivation is one of the influential factors in English learning. Motivation is a factor of high or low of the goal ”(p.75)

1.2.4. Theories of Motivation

Numerous studies showed various explanations to clarify the concept of motivation, over the past decades since it is a vast and complicated subject. So many theories are appeared and differentiated from one theory to another.

a-The Behaviouristic Approach

This perspective was influenced by Pavlov (classical conditioning), and mainly by B.F. Skinner (operant conditioning). They noted that reward acts as reinforce in individuals. So they see that all of our actions have roots in our efforts. Brophy (2010) found that

“behaviorists later shifted from drives or needs to focus on reinforcement as the primary mechanism for establishing and maintaining behavior pattern) (p.3). It means that different reinforcement lead to different interests and abilities and also different habits to act in certain ways. As a result the behaviorist theory sees motivation in term of anticipation of reward.

b-The Cognitive Approach

In contrast to the behaviorist theory, the cognitive approach views that motivation “centers on individuals making decisions about their own actions ”(williams & burden, 1997, p.119). That is to say that, the goal of cognitive approach is to change overt behavior by manipulating cognitive process, so pupils will take more responsibility toward their behavior.

C-Attribution Theory

It was developed by Bernard Weiner. . As Salvin (2006) stated “it looks for justifications for success and failure”. Also Dornyei (2001) stated that “the individuals’ explanations (or causal attributions) of why past success and failure have occurred have consequences on the person’s motivation to initiate future actions ”(p.10). It means that we try to make sense of our behavior and others behavior by searching for explanations and causes. And its goal is to understand persons’ explications to their success or failure in achieving a given task

D-Expectancy Theory

The expectancy value theory was influenced by many psychologists by 1950’s, the theory main focus is “on the belief that people’s efforts achieve their goals depending on their expectations of reward “(Salvin, 2006, p.325). This means that learners will consider or expect positive relation between efforts, performance and reward to have a motivational goals or benefits.

E-Self Determination Theory

This theory was developed by Edward Deci and Richard Ryan. As Dornyei (2001) declared, the main motivational components in this theory are intrinsic motivation and extrinsic one, human motives would be within self-determination and controlled forms of motivation.

F-Goal Setting Theory

This theory states that goal setting is essentially linked to task performance. Edwin Locke put the goal setting theory in 1960’s. It is supposed that when making decisions about performing a given task requires setting goals on the part of the learners. Goal setting has an

impact on motivation since it provides learners with chance to situate their own “learning goals” that enhance their “ego-involvement” and help them “perform” well in a specific activity.

J-Abraham Maslow Hierarchy of Needs

It is proposed by Abraham Maslow. He later completes the idea to include his observations of humans’ innate curiosity. Human behavior is goal directed. Motivation cause goal-directed behavior. The needs of individuals serve as a driving force in human behavior. Therefore, a manager must understand the “hierarchy of needs”

H-Herzberg’s Motivation- Hygiene Theory

The Herzberg’s motivational theory is given by Frederick Herzberg. He studied how the work environment affect the worker, his idea of motivation is that, if a person is satisfied, he will work harder.

1.2.5. Strategies for Motivating Learners

According to Dunbar (2004, p 41-60) show "Eight strategies for classroom management for monitoring students”

***Strategy One:** create an effective learning environment students will recognize and follow the classroom routine earlier and more easily you are prepared

***Strategy Two:** communicate how to do daily activities, by providing classroom procedures also, teach and model procedures until they are routine

***Strategy Three:** Create a motivational environment

- Give clear directions

- Ask the students to repeat the directions

- Set clear behavior expectations and consistently reinforce expectations

***Strategy Four:** Make every minute count

- Plan each lesson in advance

- Write learning objectives, examples, problems.....etc

- Be prepared with an emergency lesson or activity

***Strategy Five:** Keep everyone engaged

- Ask questions, wait three or five seconds then call on students
- Praise correct answers

***Strategy Six:** Teach life skills and good learning habits

These skills enable students to become mature, confident, and successful adult

- Teach an individual lesson on unit on study skills
- Demonstrate memory techniques such as flashcards use of repetition

***Strategy Seven:** Be creative

- Search the internet to find recourses as pictures, maps....etc
- Find out what national professional organizations might have the materials.

According to Kenyon (2008) there are some strategies that help teachers to monitor their classes are:

- Hold and communicate high behavioral expectations
- Make clear to students the consequences of misbehavior
- Monitor classroom activities and give students feedback and reinforcement, importance regarding their behavior
- Make use of humor when suitable to stimulate learners' interest or reduce classroom tension
- Make use of cooperative learning groups as appropriate as it can.

Conclusion

This chapter was devoted to know the different conceptual definitions of motivation, its importance, and its types the intrinsic and the extrinsic one. Furthermore, give a clear image about the theories of motivation to clarify the concept of motivation, carried out numerous studies that showed various explanations. Since motivation has been called the neglected part of language teaching, teachers often forget that motivation represents the spirit of the class. In addition to that, we mention various motivational strategies that the teacher uses to motivate their pupils.

Introduction

The previous chapter, have tackled the literature review that is related to teachers' perception of classroom management and motivation. This chapter includes situation analysis and research design of the work, it shed lights on the research design that involves qualitative approach and case study. And the research situation which includes location, number of teachers, pupils and the educational framework. After that; the sample which contains teachers and pupils of Sad Ben Abi Wakas secondary school. Finally, the chapter deals with the data collection Method which includes the questionnaire of both teachers and pupils, the aim and the description of the questionnaire.

2.1. Research Design

Research design or research methodology is a scientific or systematic process of collecting data about the research topic. Researchers use different criteria for solving the problem by using different types of the descriptive method. The researcher tries to find answers to his/her questions till the end of the research. As a result, the present project is made up of the following components:

2.1.1. Research Approach

Generally, there are three types of research approach which are: qualitative, quantitative, and mixed approach. The research approach chosen for this research is:

Qualitative Approach

It aims to investigate the experiences and attitudes of pupils. Burns and Grove (2003) describe a qualitative approach as, a systematic subjective approach used to describe life experiences and situations to give them meaning (p.19). Thus, qualitative approach used to evaluate opinions, attitudes and perspectives.

In this study, we use the qualitative research since it is the more appropriate for the nature of the present research to explore the perspectives of teachers towards classroom management in enhancing pupils' motivation. The gathered data will be analyzed by using the descriptive Method.

2.1.2. Research Type

The research type chosen for this work is the case study, which is an inquiry that investigates a phenomenon within real life situation. Thomas, Nelson, and Silverman (2015)

describe the case study as sort of descriptive research where the researcher aims to deeply understand a certain phenomenon or situation. Case study also divided into: exploratory, explanatory, and descriptive. In this type of research, we use the exploratory which goes well with teachers' perception of classroom management in motivating learners.

The case study is second year pupils of Saad Ben Abi Wakas secondary school, Ouenza (Tebessa). Where they are asked about teachers' perception of classroom management in enhancing their motivation.

2.2. Research Institution

The research was conducted at Saad Ben Abi Wakas secondary school at Ouenza, Tebessa. This institution was constructed in 01/09/1982. It is located in the province of Tebessa precisely in the new constructional city of Ouenza. The institution composed of (666) pupil, (233) of them boys and (230) are girls. It contains (48) teachers, six classes of first year, seven classes of second year and seven classes of third year. This institution has (22) class, six laboratories, one class informatics, and another for technology. Also it includes (10) administrative offices, room for archives, theatre, library, sports' room and stadium. In addition to the school furniture and the educational instruments, this was in 2017/2018 academic year.

2.3. Sample

As we mentioned before, in our study we work with both teachers and pupils of Saad Ben Abi Wakas secondary school, who help us in fulfilling the research by answering the questionnaires administered to them.

2.3.1. Sample One: Teachers

The chosen sample is five teachers of English at Saad Ben Abi Wakas secondary school. The teachers could predict and know the appropriate strategies for enhancing pupils' motivation. Their attitudes towards the use of classroom management may promote or stimulate pupils.

2.3.2. Sample Two: Pupils

The chosen sample was chosen randomly, from Saad Ben Abi Wakas secondary school. In order to test the validity of our hypothesis we dealt with second year literacy stream pupils. The whole population is (666) pupil and we have tested only (40) pupil of second year class.

2.4. Data Collection Methods

Data collection methods are methods that used to collect data for the case study project. In this case study we use the questionnaire which is a written set of questions that are given to people in order to collect facts or opinions about a research topic. A questionnaire may include open questions and closed ones.

The questionnaire in this study was submitted to both teachers and pupils of Saad Ben Abi Wakas secondary school at the end of the academic year 2018.

2.4.1.1. The Aim of Teachers' Questionnaire

This questionnaire is administered to five secondary school teachers of English. The main goal of this questionnaire is to find the different rules, techniques, and strategies that teachers use to create a well managed and organized classroom in order to promote the learning process and to motivate pupils of Saad Ben Abi Wakas secondary school.

2.4.1.2. Description of Teachers' Questionnaire:

The teachers' questionnaire consists of fourteen questions which were divided into three main parts. The questionnaire involves either closed questions, demands from teachers to choose "yes" or "no" answers, or to tick up the right answers from a group of choices, or open questions where teachers are requested to give their personal opinions and suggest explanations about this subject.

This questionnaire is divided into three parts: the first deals with general information, section one is about teachers' perception towards classroom management, and finally section two which talks about teachers' perception toward pupils' learning.

Section One, which deals with teachers' perception towards classroom management, it consists of six questions. The first question deals with teachers if they are experienced or novice. In question two deals about what teachers believe or mean by the term classroom management. In question three, which is related to the previous one in which teachers are asked to choose the terms that are close to classroom management, and in question four they asked if they present instructional rules to the class in the first day of school or the first week and if there are other suggestion they should add them. Question five is about how teachers respond to appropriate behavior and if they have extra suggestions they should add them. The question number six deals with the strategies teachers use to manage their classroom.

Section two, which encompasses of six questions which are about teachers' perception towards pupils' learning, they are closed questions. Question seven talks about the kind of teacher-pupil relationship. Question eight speaks about the effect of classroom management on pupils' learning. In the question nine tackles about if improved learning must have good managers. Question ten is about the different rules and strategies teachers use to enhance pupils' learning process. Then question eleven which deals with pupils if they feel comfortable during the class or not and finally question twelve, teachers are asked about the primary goal of classroom management.

2.4.1.3. Administration of Teachers' Questionnaire

We found difficulties in the administration of teachers' questionnaire since we were supposed to look for teachers and be aware of their program. Furthermore, when we give teachers questionnaires they asked us to turn back for the next week, so we lose a lot of time only searching for them. Even though we face problems with teachers in administering questionnaire but we got them back all.

The questionnaire has been directly administered to all teachers of Saad Ben Abi Wakas secondary school for the academic year 2018. It was administered to five teachers because they are the average teachers at the level of this school.

2.4.2.1. The Aim of Pupils' Questionnaire

This questionnaire was given to (40) second year pupils of Saad Ben Abi Wakas secondary school in Tebessa. All the questions were closed questions or to pick up the right answers from the choices. Simple language used to make easier for them to answer. The aim from this questionnaire was to check pupils views about classroom management and if it is helpful to their learning.

2.4.2.2. Description of Pupils' Questionnaire

The pupils' questionnaire consists of twelve questions, which is divided into three main parts. The pupils' questionnaire involves only closed questions, which answered by "yes" or "no", or to tick up the suitable answers from numbers of choices.

Part one general information, it encompasses three questions to obtain general information about (level, streaming, and if they like English as a foreign language).

Section one, which deals with the pupils' perception towards classroom management, it contains five questions in which they pick up only the right answer. The first question talks

about the following and participation of rules and procedures inside the class. The second question is about the use of different techniques and strategies by the teacher to ameliorate their motivation and then the sub question of the kind of layouts they prefer and the third speaks about the movement of the teacher around the classroom. Then question four which deals with the corporation of pupils with their teachers in managing classroom.

Section two, encompasses of four questions which deals with pupils' perception towards improved motivation. The first question deals with giving feedback, encouragement, and praise are one of their teacher's attitudes. In question six deals about remembering the pupils' name. While question seven is about the type of materials pupils think that can enhance their learning and in the last question which deals about the rate of improved motivation is high in well managed classroom.

2.4.2.3. Administration of Pupils' Questionnaire

Pupils' questionnaire administered in a good situations because pupils were so helpful and ready to answer the questions. We choose second year literacy pupils of Saad Ben Abi Wakas secondary school for the academic year 2018 (one class). We give identical instructions, before they complete the questionnaire and clarification after they respond. The questionnaire took nearly 20 minutes of their time so, we get them all in the same day.

Conclusion

This study was conducted at Saad Ben Abi Wakas secondary school in Tebessa. Participants were second year pupils at the same school. The current chapter started by providing an overview of the research design which include research approach , the research type , and the data collection method, as well as the research institution and the sample. Moreover, this chapter toolled up an obvious view about the aim and the description of both teachers and pupils' questionnaires. The study has two variables: independent variable which is enhancing pupils' motivation and the dependant variable which is teachers' perception of classroom management.

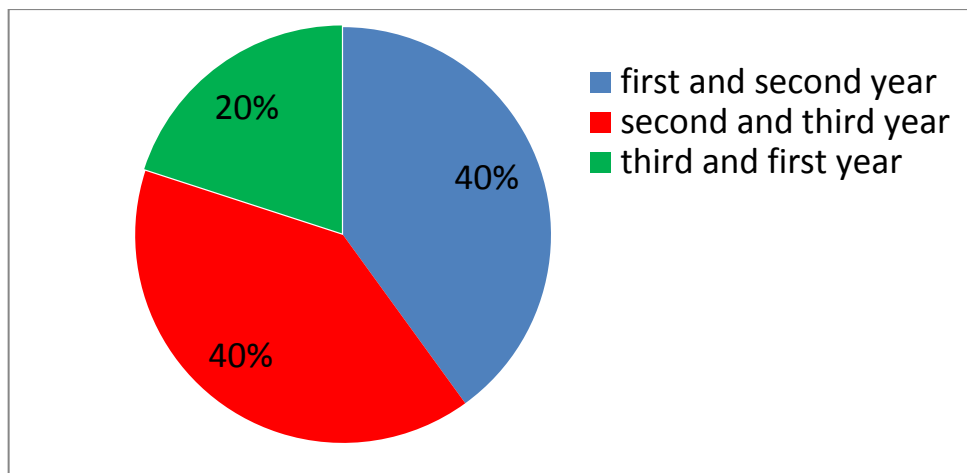
Introduction

This chapter is devoted to the analysis and explication of the results obtained through the procedures we have used in our research .It starts by results from teachers 'questionnaire, then the results from pupils 'questionnaire .Data will be treated in graphs, and information will be presented and analyzed according to the order of the questions in the questionnaire in form of short paragraphs.

3.1. Analysis of Teachers 'Questionnaire

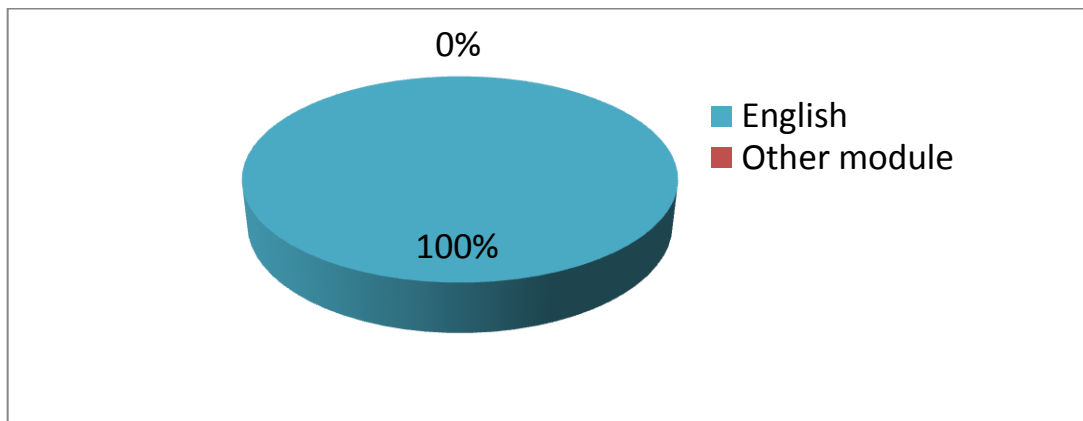
Background /General Information (Q1-Q2)

Q1: Which level do you teach?

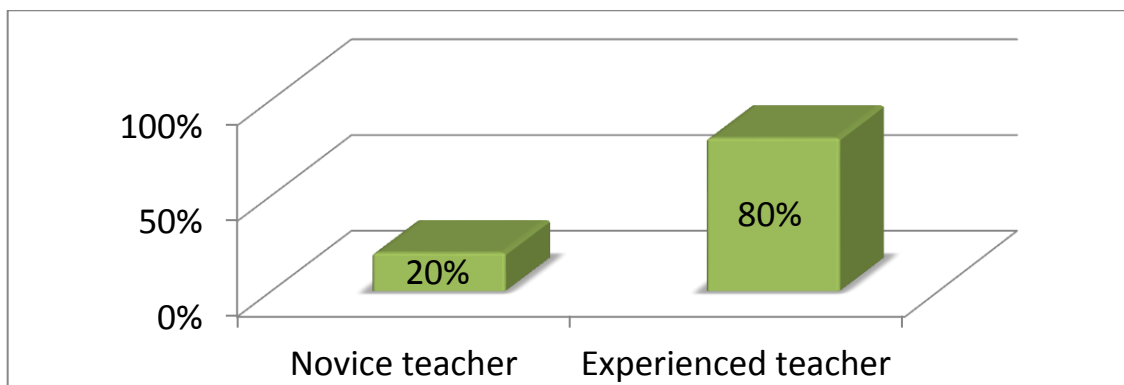


Graph1: The Teachers' Level of Teaching

According to this graph, we have noticed that (40%) of teachers teach first and second level at the same time. Also (40%)of them teach second and third year since generally third year is given to experienced teachers while the first and second years are left to novice ones. Finally, (20%) stated that they have third and first year. According to the teachers who have third and first years, the majority are third classes.

Q2: Which module do you teach?**Graph2: Teachers' Module of Teaching**

All of our questioned teachers have the same answer; all of them said that they taught English as a module since our sample is made of five teachers of English.

Section One: Teachers' perceptions towards classroom management (Q1-Q6)**Q1: Are you a novice or an experienced teacher?****Graph3: Teachers' Experiences**

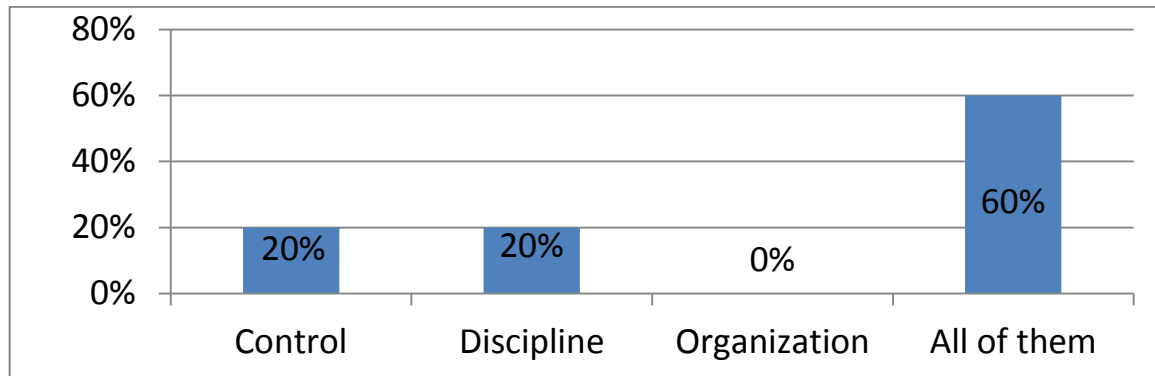
As illustrated above, almost all the teachers who answered the questionnaire are experienced (80%) which means that their answers are taken from their long experience. This will add more reliability to our research. Therefore, (20%) of them are novice ones.

Q2. What does the term classroom management mean for you?

Through this question, we reveal multiple perspectives and explanations provided by teachers about what is meant by classroom management. The majority of them give a clear explanation to this question. And (20%) of them did not answer this question. Therefore, all teachers have the same point of view about this term; they consider that the classroom

management is organizing pupils, space, time and material, by following specific rules and strategies to promote pupils' motivation.

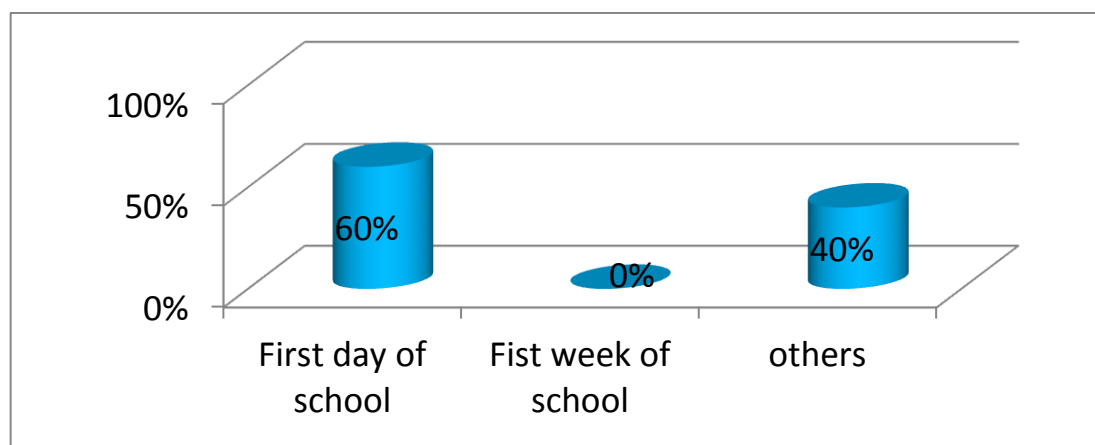
Q3: Which of the following terms are close to classroom management?



Graph4: The Perception of Classroom Management

As revealed from the graph above, we want to draw clear distinction between class management and the other terms that are used interchangeably; control, discipline, and organization. The majority (60%) of teachers affirmed that C.M. is related to all the proposed elements; they think that a well managed classroom involves all those sides. While one teacher (20%) opted for discipline which is the closest term because management is not about controlling students behaviors, its rather about maintaining discipline (McLeod et al, 2003, p. 62). Means the teacher should relate to situations not persons, and (20%) of them stand for control.

Q4: When are instructional rules introduced to the class?

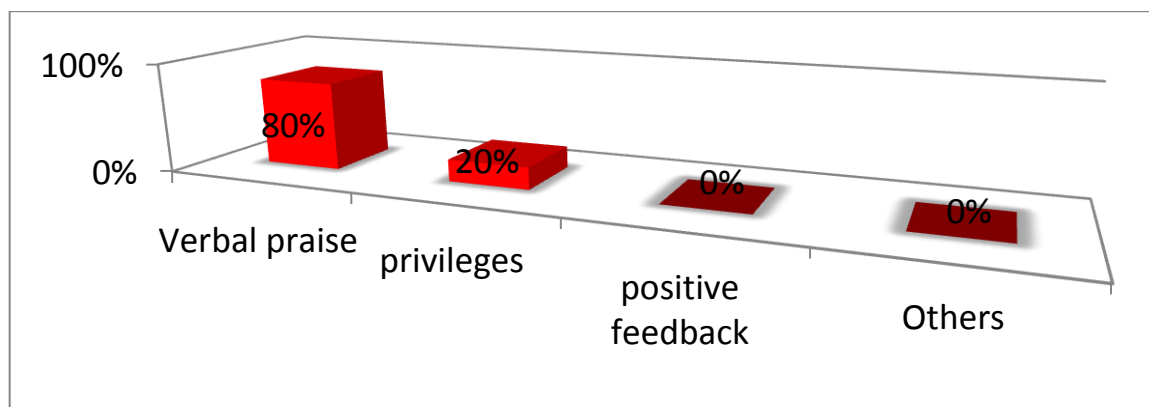


Graph5: Teachers' Introduction of Instructional Rules to the Class

Obviously from the graph, the majority of teachers (60%) present instructional rules to the class at the first day of school in order to give each his/her rights and avoid punishment,

and the famous examples of instructional rules at first day of school are: wearing the uniforms, respect the time not being late, respect the behavior inside the class, obligation of bringing all the needed materials and clean the board before the teacher comes...etc. While (40%) select "others", they said that they pose them each time when it is needed.

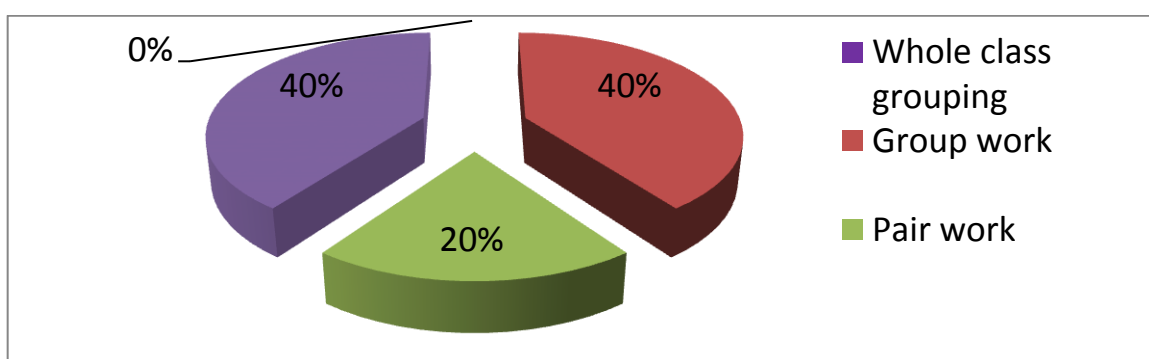
Q5: How do you respond to appropriate behavior?



Graph6: Teachers' Response to Appropriate Behavior

The majority of teachers (80%) answered that they respond to appropriate behavior by verbal praise because it was a form of positive reinforcement in order to enhance each pupil and the class as the whole since that verbal praise encourage pupils to speak and participate in the class and more precisely when the pupil answer correctly. While one teacher (20%) opted for privileges like extra marks because its the only way pupils convinced with.

Q6: Which of the following strategies you use in managing your classroom?



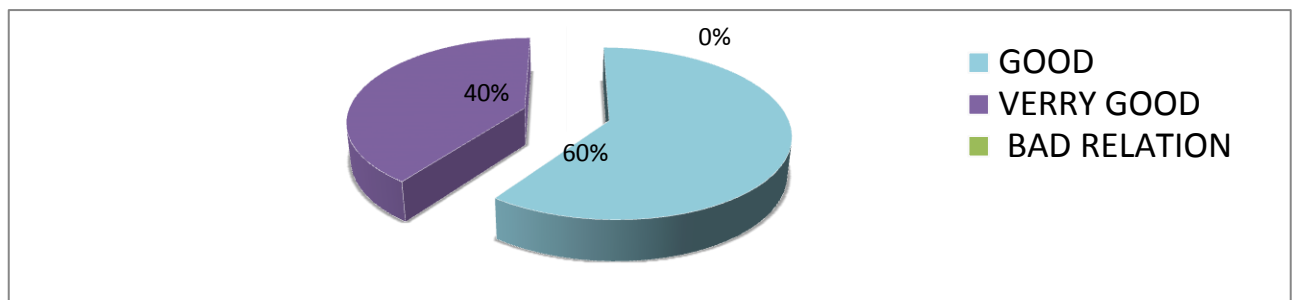
Graph7: Strategies Used in Managing Classroom

As it is visible here, (40%) of the participants affirmed that they use "group work strategy " because of the large number of pupils, " teaching a class of 30% pupils requires a whole range of management and organizational skills if sufficient order necessary for pupil learning is to be maintained " (Kyriacou,2007,p.54). And generally this strategy used in

“write it right” then each group presents his work to whole class .and (40%) of them use individual work to help them in evaluating pupils, but one of them said that she uses pair work to avoid noise and it was used in the activity of “think-pair-share” especially in dialogues, conversations, role play...etc.

Section Two: Teachers’ perceptions towards pupils’ motivation (Q7-Q12)

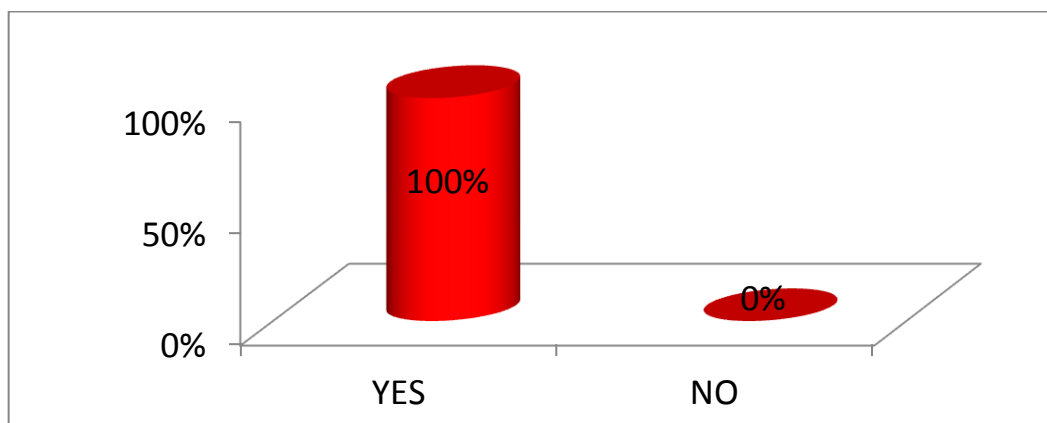
Q7: What kind of relationship do you make with your pupils?



Graph8: Teachers ’Relationship with Pupils

From the graph, we can notice that there is no bad relationship between the teachers and pupils. It is obvious that (60%) of the teachers said that their relationship with pupils is good, since they communicate with each other to create a suitable atmosphere that helps the motivation process. (40%) of them often said that they had a very good relationship because only well managers let pupils free to perform what they want with limits and this create a very good relationship.

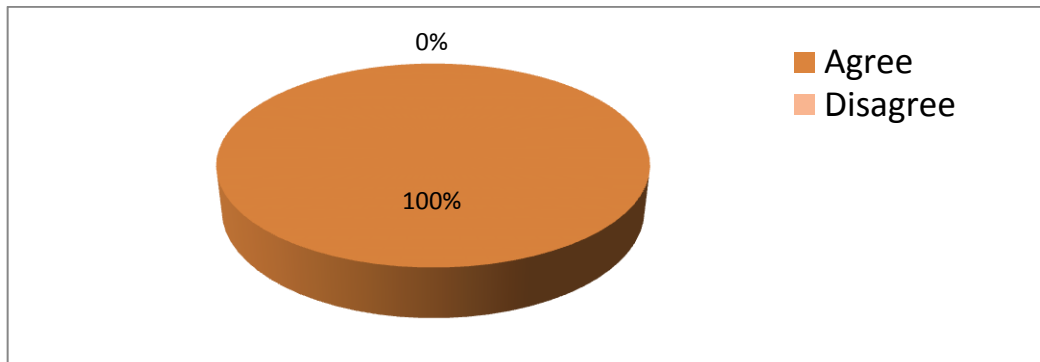
Q8: Do you think that pupils’ motivation could appear in non-managed classroom?



Graph 9: Teacher Attitude Toward the Effect of Classroom Management on Pupils’ Motivation

Obviously, because in non- managed classroom motivation could not appear. And that was affirmed by all of the questioned teachers.

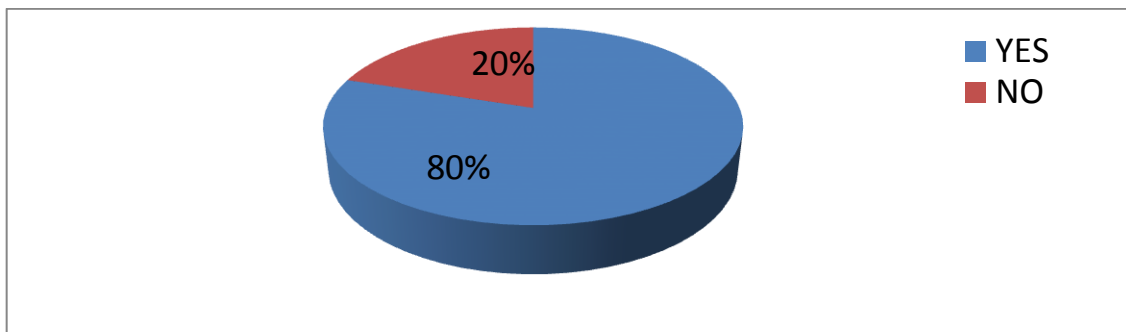
Q9: Improved motivation must have good managers. Where do you stand?



Graph 10: Teacher Attitude Toward the Relationship Between Improved Motivation and Good Management

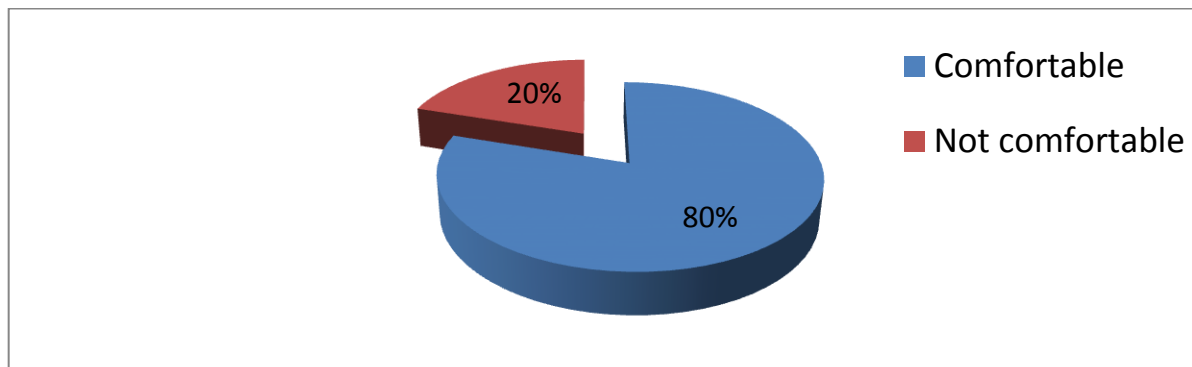
Classroom management is one of the main causes of improved motivation. (100%) of the asked teachers confirmed that there is a relationship between elements. We asked this question because good management was one reason for improved motivation.

Q10: Teacher use rules and strategies to enhance pupils' motivation process?

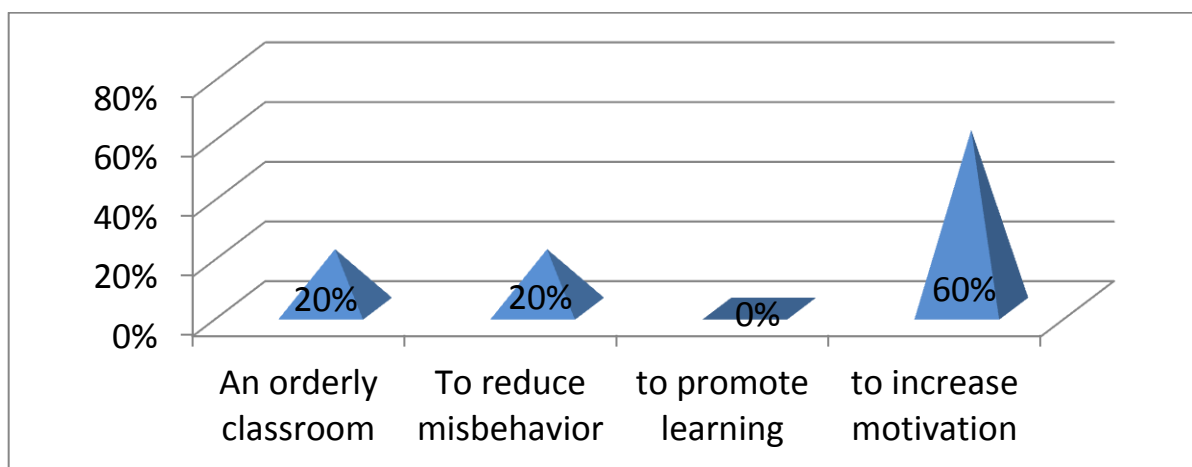


Graph11: Teachers' Use of Rules and Strategies in Enhancing Pupils' Motivation

The majority of the teachers (80%) in this sample opted for "yes", since the applied rules and strategies created a good C.M. Which promote pupils' motivation process. While (20%) of them affirm that they did not use rules and strategies, and this may refer that she/he was a novice one do not know yet the rules applied.

Q11: Do your pupils feel comfortable during your class?**Graph12: Pupils' Feeling during Class**

Through the statistics obtained, we find that (80%) of teachers argues that their pupils feel comfortable during their class because they deal with different activities that make pupils feel safe and secure, the well organized classroom. And the way they deal with pupils. Whereas, there is only one teacher who said that their pupils are not comfortable (20%) this due to her/his short experience.

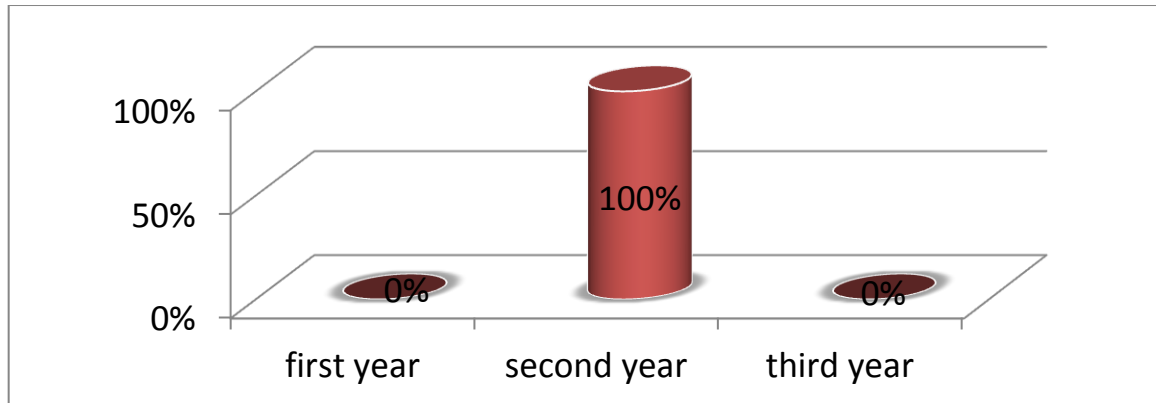
Q12: The primary goal of classroom management is?**Graph13: Goal of Classroom Management**

This question reveals that three teachers (60%) argue that the primary goal of C.M. is to increase motivation which means that the well-managed classroom engages pupils in the learning process and achieves their abilities. However, (20%) of teachers think that the goal of classroom management is to create an orderly classroom and that will be, by applying rules and procedures inside the class. Similarly, (20%) of them say that to reduce misbehavior by creating limits between the teacher and the pupil.

3.2. Analysis of Pupils 'Questionnaire

Background information (Q1-Q 3)

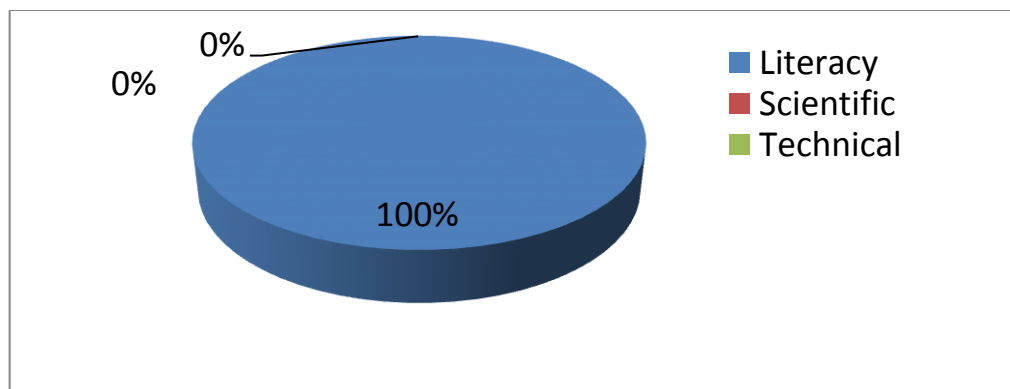
Q1: what is your level?



Graph14: Pupils' Level

As noticed above, all the participants (100%) of pupils 'questionnaire is second year of Sad Ben Abi Wakes secondary school. They were (40) pupils of the same class.

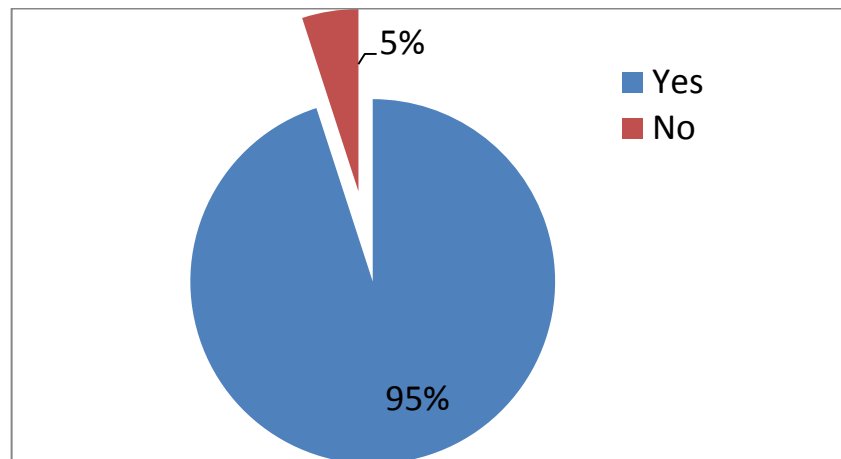
Q2: What is your streaming?



Graph15: Pupils 'Streaming

The result in the graph above shows that, all pupils 'streaming is literacy, since we gave the questionnaire just to one class from the whole secondary school.

Q3: Do you like English as a foreign language?

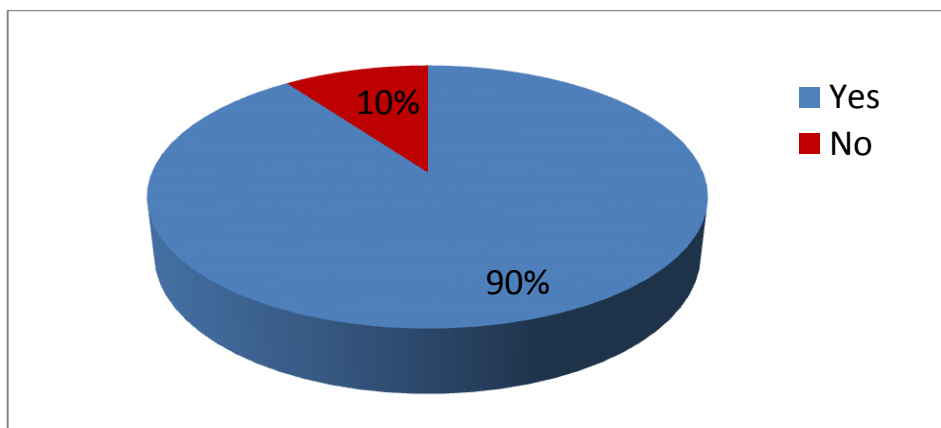


Graph16: Pupils' Feelings towards English as a foreign Language

The result shows that the majority of the pupils (95%) enjoyed the learning of EFL since its the language of the world. Whereas (5%) of them declare that they do not like the English language since it is not the mother tongue, they are forced to learn it that is why they have lack of interest toward English language.

Section One: Pupils' Perceptions towards Classroom Management (Q1-Q4)

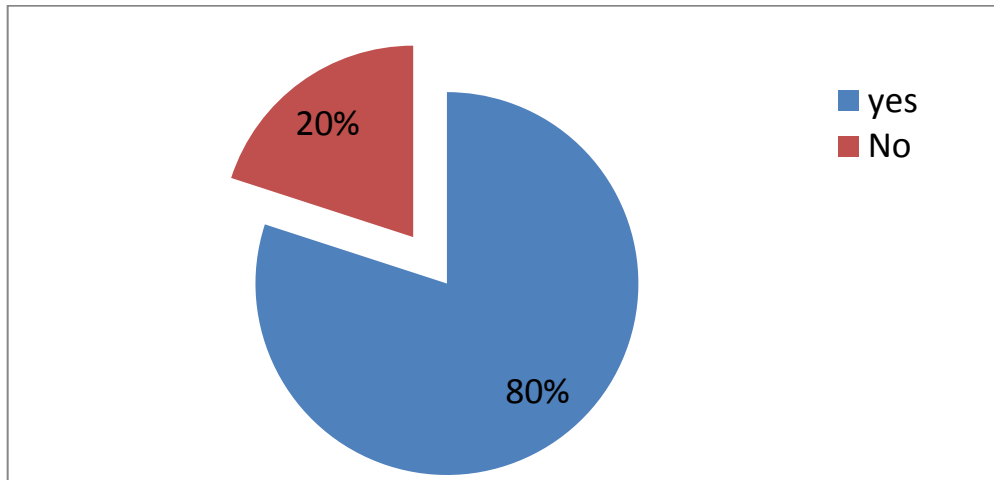
Q1: Do you follow and participate in the classroom management rules and procedures?



Graph17: Pupils' Participation in the Classroom Rules and Procedures

Through the statistics obtained, the majority of participants (90%) opted for "yes" to get better learning. While (10%) of them affirm that they did not follow and participate in the classroom management rules and procedures, and this may refer that they are chaotic pupils or less interested.

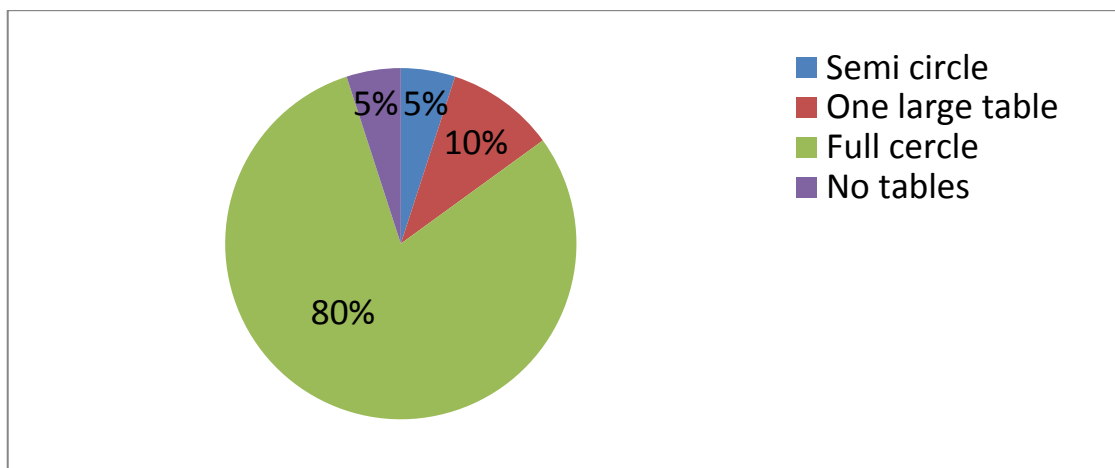
Q2: Does your teacher use different techniques and strategies to ameliorate your motivation?



Graph18: Pupils Views about Teachers' Use of Techniques and Strategies

By this question, we deduce that (80%) of pupils answered that their teacher use the different techniques and strategies inside the class since that facilitate the learning process and those strategies would enhance their motivation to learn. While the rest of the participants (20%) think that their teacher does not use any techniques or a strategy that is why they are not interested in ameliorating their learning.

2/1: And which kind of layouts do you prefer?

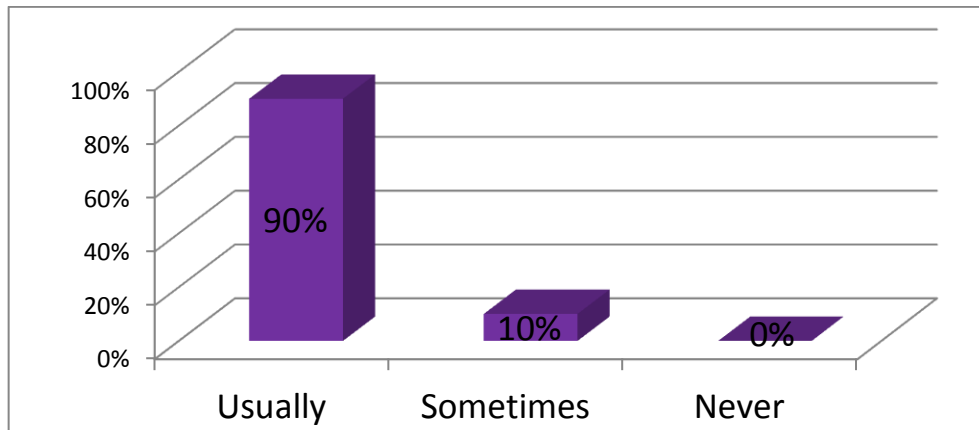


Graph19: The Pupil's Preference of Classroom Layouts

As the result shows, the majority of our participants (80%) prefer to study by using the technique of full circle. This means that they are extrovert in exchanging ideas. (10%) of them prefer to work in one large table, they want to learn in an orderly manner, while the rest of our

participants (5%) has been chosen semi- circle in order to see the teacher and other percentage of our study (5%) choose no tables since they prefer to be more comfortable.

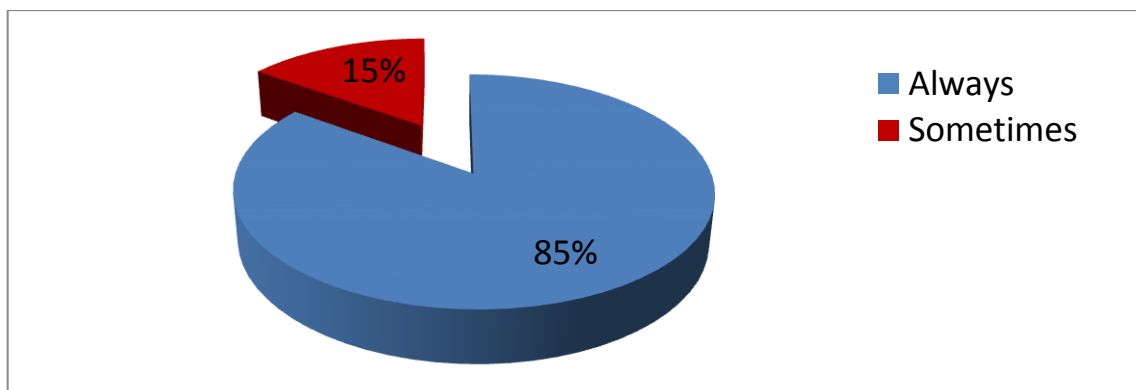
Q3: How often does your teacher move around the classroom?



Graph20: Teachers' Movement in the Classroom

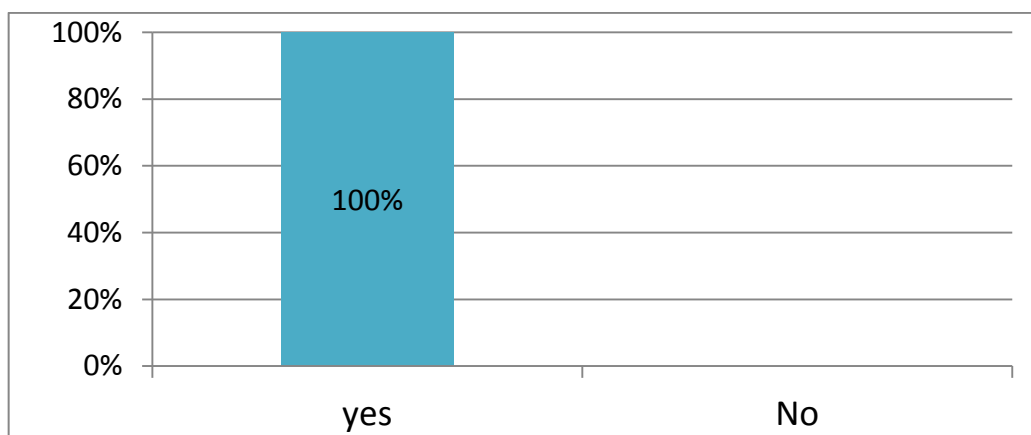
(90%) of our participants affirmed that their teacher “Usually” move around the classroom. Whereas(10%) of them select “Sometimes”, and this result reveals that the teacher is always controlling his/her pupils, which affect positively in the pupils’ motivation.

Q4: Do you corporate with your teacher to manage the classroom?

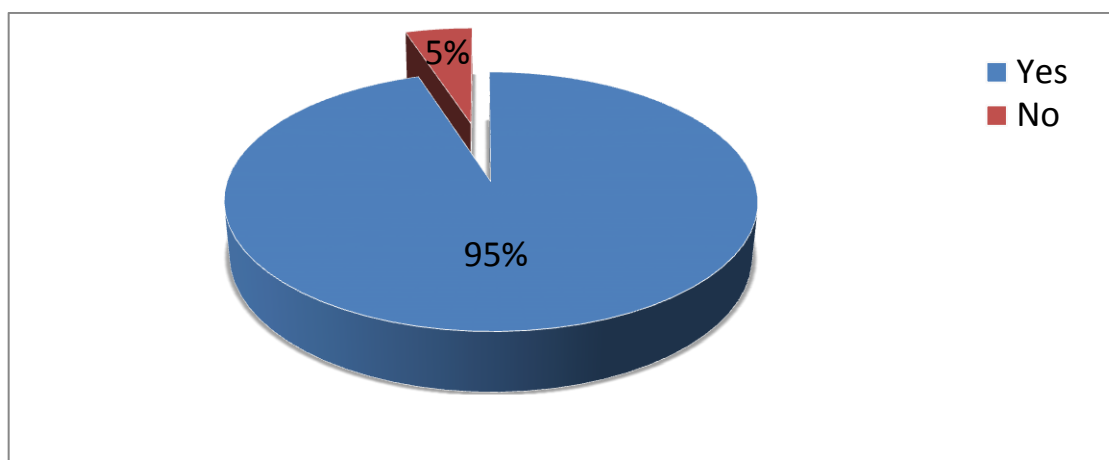


Graph21: Pupils Corporation in Managing Classroom

Obviously, from the graph above we notice that the whole participants (85%) affirmed that they always corporate with their teachers in managing classroom especially active pupils, they are interested in selecting the type of the activity to do not be bored, to engage themselves in the learning process especially with the new approach “CBA” and also in sharing and suggesting some activities. Whereas (15%) of them stand for “Sometimes” since they thought that they participate only when it is necessary and it was the teacher responsibility in doing everything.

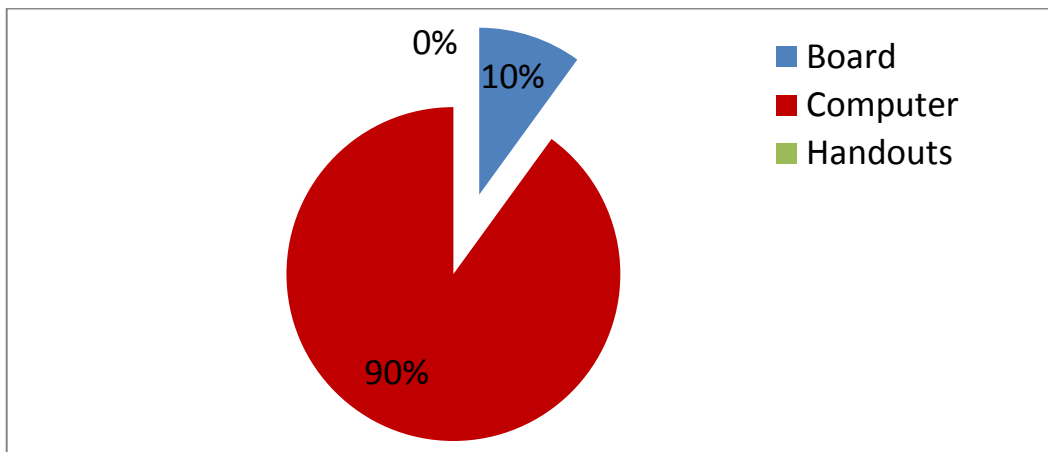
Section Two: Pupils' Perceptions Towards Motivation (Q5-Q8)**Q5: Giving feedback, encouragement and praise are one of your teacher's attitudes?****Graph22: Giving Feedback, Encouragement and Praise**

The result shows that all the teachers (100%) use feedback, encouragement and praise in the learning process since that motivate pupils and lead to better learning.

Q6: Does your teacher remember your name?**Graph23: Remembering the Pupils Names**

This question indicate that the majority of teachers (95%) remember the pupils' names and this enhance the pupils' motivation and strengthen the teacher- student relationship and this reduce misbehavior inside the class. While (5%) of them declared that their teachers do not remember their names and this create uncomfortable atmosphere.

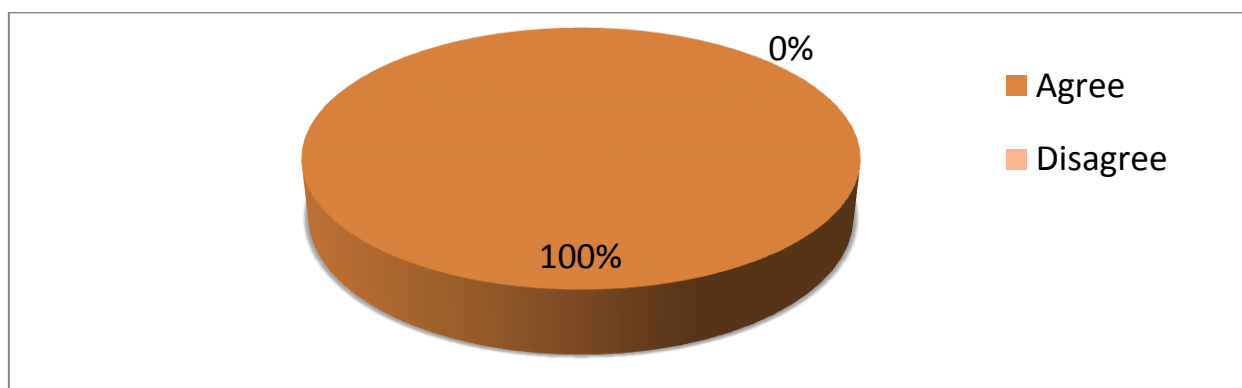
Q7: What type of materials you think that can enhance your motivation?



Graph24: The Materials that Can Enhance Pupils' Motivation

A glimpse at the above graph, we note that the majority of pupils (90%) opt computer since its the most used material by today's generation and this means that they prefer to use the technology in the learning process which lead to motivate them. While few percentage (10%) thought that the board is the most enhancing material in which the pupil can grasp and memorize.

Q8: The rate of improved motivation is high in well managed classroom?



Graph25: The Rate of Motivation in Well Managed Classroom

The whole participants (100%) agree that the rate of improved motivation is high in well managed classroom because by managing classroom the teacher control the class, involve pupils in the learning process, and create suitable atmosphere which enhance them to promote their motivation.

Conclusion

As we mentioned before, this chapter dealt with the different results we could conclude from pupils and teachers questionnaires that includes some questions which could help us discover the results we aim to find.

Introduction

In this chapter we will deal with the discussion of both pupils' and teachers' questionnaire. In addition to that we will suggest some recommendations and solutions to our research questions.

4.1. Discussion

In order to make a clear result to the findings and exploring the final conclusions and solutions we must make discussion of the two conducted questionnaires about teachers and pupils.

4.1.1. Discussion of Teachers' Questionnaire Results

From the analysis of teachers' questionnaire, we find that teaching management strategies represents an effective method that promotes and improves pupils' motivation and encourages them to learn and work harder, the analysis of the first part which is personal information. First, we have deduced that teachers teach different levels equally, but the percentage is focused more on second year (40%). Teachers' module of teaching is English since our sample is made up of five teachers of Saad Ben Abi Wakas secondary school.

The first section is concerned with teachers' perception towards classroom management, according to question number 01 we find that the majority of teachers (80%) are experienced which add more reliability to our research, while we find out only one teacher who is novice. In question two, we shed lights on the definition of CM, in which all the teachers explained their assumption about this concept, which is considered as organizing pupils, space, time and material, by following specific rules and strategies to promote pupils' motivation. In question three, this is related to the previous one. Three teachers indicate that CM is related to all the suggested elements. One of them find that Control is the closest term to CM and also one see that Discipline is the related concept to CM. We asked teachers in question four, when instructional rules introduced to the class. Three of them declared that they pose them in first day of school. While the two other teachers opted for "others", they said that they pose them each time when it is needed. Then in question five, four of teachers respond to appropriate behavior by verbal praise. Whereas, only one select privileges for example: extra marks. As well as the last question of this section, deals with the strategies used in managing their classrooms. When we ask this question, two teachers select the

"individual work " and two others select" group work " and only one of them opted for"pair work".

Concerning second section, which concerned with teachers' perception towards pupils' motivation; From question seven, we have deduce that two teachers affirm that they have very good relationship with their pupils, (60%) of them declare that they have good relationship, while no one opted for "bad relation". In question eight, we explicit that all the teachers argued that pupils' motivation could not appear in non- managed classroom. Also in question nine, all the teachers (100%) agreed about improved motivation must have good managers, because good management is one reason to promoted learning. Question ten, revealed different perspectives for example: four teachers argued that they use different rules and strategies in order to enhance pupils' motivation process. While one of them said "NO" since may be he / she does not know the applied rules yet or he/she has no self confidence. In question eleven, four teachers point out that their pupils feel comfortable during their classes since they act freely. Whereas, only one teacher said that he/she is not comfortable and this due to her/his short experience. Question twelve, we find that three teachers declared that the primary goal of CM is to increase motivation, while one said that to get an orderly classroom and the other teacher see that to reduce misbehavior.

4.1.2. Discussion of Pupils' Questionnaire Results

In addition to teachers' questionnaire, we need to discuss pupils' questionnaire through background information questions we can find that all the pupils' level is second year (40 pupils) of Saad Ben Abi Wakas secondary school. We have chosen one class. Their branch is "Literary" 38 of them like English as a foreign language. Finally, only two pupils do not enjoy learning English since they are forced to learn it that's why they are not interested.

The first section deals with pupils' perception towards classroom management. Related to question one, we find that 36 of asked pupils follow and participate in CM rules and procedures, while four of them denied that. We asked in question two, if teachers use different techniques and strategies to ameliorate pupils' motivation, 32 of pupils answered " yes" and only eight of them said " no" since they are not motivated and have less interest. In question two also we have sub question which deals with the kind of layouts pupils prefer, two opted for "semi-circle", four of them said "One large table" and 32 choose "Full circle" and finally two pupils select "No tables" . Through question three we deduce that 36 pupil said that their teachers usually move around the class, they want from their teachers to be more active. From

question four, we deduce that 34 pupils cooperate with their teacher to manage the class, while six of them said “sometimes” only when it is necessary.

In second section we asked also about giving feedback, encouragement and praise in question five, all of the pupils confirmed that their teachers use that to enhance and motivate them to lead to better learning. Question six dealt with remembering the pupils’ names, 38 of pupils affirm that their teachers remember their names, whereas two of them refuse that. We asked also about the material that can enhance their motivation, 36 of them opted for “Computer” since it is the better technological material, while four of them pick up for “Board” since this may lead to more grasp and memorization. Finally the last question, in which all pupils agree about the rate of improved motivation, is high in well managed classroom since that guide them by particular rules.

4.2. Recommendations

This present study discovered that managing classroom is an essential task that the teacher is concerned with, by using different techniques and strategies to motivate pupils to learn.

Related to the results of this research, we suggest that:

- Teachers should involve pupils in the learning environment to eliminate discipline problems inside the classroom.
- To motivate pupils, teachers should know pupils’ interests, challenges .
- Teachers should prepare themselves and also make an effective lesson plan to inspire pupils.
- It should be an interaction between the teacher and their pupils, and also by creating competition between pupils.
- Teachers should make assessment when it is necessary.
- Teachers guide them to get a successful teaching.
- Positive reinforcement and incentives to have encouraged pupils.
- Get them involved in the classroom by giving them responsibility .
- Get creative by using different materials like: visual aids, posters, and new technology.
- Plan for every class and know your pupils’ names.
- Encourage pupils to share their ideas even if they are incorrect.
- Use eye contact and move around the class as you teach.
- Give pupils praise, feedback, encouragement, and rewards.
- Give pupils opportunity to show their efforts.

- Give clear instructions and set concise goals for every lesson.
- Pupils should respect the teachers' procedures and keep classrooms clean and well organized.

Finally, it is hard for teachers to motivate pupils, it takes effort, patience and consistency so do not ever give up on them. If teachers have passion for teaching, pupils will show the passion for learning.

Conclusion

This concluding chapter presented the whole discussion of the obtained results through the questionnaires administered to both teachers and pupils of Saad Ben Abi Wakas secondary school –Tebessa-. In addition, it aimed at providing some remedial recommendations and instructional practices for future research regarding better motivation and well managed classroom.

General Conclusion

An effective teaching is not an easy task. It requires a variety of skills and experiences. One of these skills is to be an efficient classroom manager and play the different roles of the teacher. Therefore, with improved training and support, teachers will be in a position to deal with pupils' motivation. Nearly all researchers agree that classroom management is all the actions that a teacher does to organize learners, space, time, and materials.

Our research is conducted to investigate teachers' perceptions of classroom management that enhance pupils' motivation of second year at secondary school Sad Ben Abi Wakas Ouenza- Tebessa. Through the current study, our hypotheses are confirmed and our questions improves that the use of the different strategies and flexible techniques for the classroom management, pupils' motivation will increase and success. This fact is the result from the gathered information of the analysis of both teachers' and pupils' questionnaires.

Through the finding of the questionnaire, we noticed that classroom management is an essential part of the educational system that enables teachers to motivate their pupils as much as possible. Also, the result confirmed that teachers and pupils have positive perception towards classroom management and they are aware of the motivation process. We noticed also that teachers introduce instructional rules for the classroom from the first day of the school year. We affirmed that motivation appears only in well managed classroom and it was the main cause behind well managed classroom.

This work helps teachers to stimulate his or her use of the effective techniques that creates effective classroom management to promote pupils' motivation and to elicit a higher quality of pupil engagement in classroom activities.

All in all, a well managed classroom enhances pupils' motivation and encourages them to reach the desired goal of success.

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Appendix A

Teachers' Questionnaire

Dear Teachers,

The following questionnaire investigates the teachers' perception of classroom management in improving pupils motivation. It aims to discover the classroom management in achieving the learning.

Please have the kindness to provide us with the necessary answers to the following questions either by ticking the right boxes (✓) or by making full statement whenever necessary.

Thank you in advance for your cooperation

Background / General information

1- Which level do you teach?

First year ☐ second year ☐ third year ☐

2- Which module do you teach?

.....

Section one: teacher's perceptions toward classroom management

1-Are you:

A-Novice teacher ☐

B-Experienced teacher ☐

2-What does the term classroom management mean for you?

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

3-Which of the following terms are close to class management?

A- Control ☐

B- Discipline ☐

C- Organization ☐

D- All of them ☐

4-When are instructional rules introduced to the class?

A- The first day of school ☐

B- The first week of the school ☐

C- Others (please explain)

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

5-How do you respond to appropriate behavior?

A- Verbal praise ☐

B- privileges ☐

C- positive feedback ☐

Other suggestions

.....

6-which of the following strategies you use in managing your classroom?

A- whole class grouping ☐

B- Group work ☐

C- Pair work ☐

D-Individual work ☐

Section Two: Teacher's perceptions towards pupils' motivation

7-what kind of relationship do you make with your pupils?

A- Very good ☐

B- good ☐

C- Bad relation ☐

8-Do you think that pupils' motivation could appear in Non-Managed classroom?

Yes ☐ No ☐

9-Improved motivation must have good managers. Where do you stand?

A- Agree ☐

B-Disagree ☐

, And why if you disagree?

.....

10- Teachers use rules and strategies to enhance pupils' motivation process?

Yes ☐

No ☐

11-Do your pupils feel comfortable during your class?

A- Comfortable ☐

B- Not comfortable ☐

12-The primary goal of classroom management is?

A- An orderly classroom ☐

B- To reduce misbehavior ☐

C- To increase motivation ☐

D-To promote learning ☐

Thank you for your cooperation

Appendix B

Pupils' Questionnaire

Dear pupils ;

My master dissertation deals with the perception of teachers about classroom management in enhancing pupils' motivation. Its major aim is to provide us with the insights about the pupils' learning achievements in a well managed classroom.

I would be very thankful if you give us help

Please, read the statements carefully than answer them by selecting the appropriate answer.

Thank you for your cooperation

Background information

1-What is your level?

A-First year ☐

B-Second year ☐

C-Third year ☐

2-What is your streaming?

A-Literacy ☐

B-Scientific ☐

C-Technical ☐

3-Do you like English as a foreign language?

A-Yes ☐

B-No ☐

SECTION One: Pupils' perception towards classroom management

1-Do you follow and participate in the classroom management rules and procedures?

A-Yes ☐

B-No ☐

2- Does your teacher use different techniques and strategies to ameliorate your motivation?

A-Yes ☐

B-No ☐

- and which kind of layouts do you prefer?

A-Semi circle ☐

B-One large table ☐

C-Full circle ☐

D-No tables ☐

3-How often does your teacher move around the classroom?

A-Usually ☐

B-Sometimes ☐

C-Never ☐

4- Do you corporate with your teacher to manage the classroom?

A-Always ☐

B-Sometimes ☐

SECTION Two: Pupils 'perception towards motivation

5-Giving feedback, encouragement and praise are one of your teacher's attitudes?

A-Yes ☐

B-No ☐

6-Does your teacher remember your name?

A-Yes ☐

B-No ☐

7-What type of materials you think that can enhance your motivation?

A-Broad ☐

B-Computer☐

C-Handouts☐

8-The rate of improved motivation is high in well managed classroom?

A-Agree ☐

B-Disagree ☐

Thank you for your contribution