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Option: Linguistics

The Impact of Teachers' Self- Reflection Development on Classroom Management Strategies:

**The Case of Teachers at the Department of Letters and English Language,
University 8 Mai 1945 -Guelma-**

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Dedication

This work is dedicated to

The one who has played both roles, my precious Mother

My Father's Soul

My husband Souhaib

My sister Halima, Her husband Halim, and their little princesses Assil,

Meriem and Maram.

My uncle Tayeb for his encouragement, care and support.

My dear friends Inssaf , Amira, Amina, Selma, Amani , Katia , Sawsen , Mouna,

Chahinez.

Fayza

Dedication

This humble work is dedicated to:

The most powerful woman I have ever seen my cherished mother for all of the love and support that she has given me even in times of stress, struggle and exhaustion she always finds time to lift me up

My dear father for the love, compassion and care that has greatly assisted me in carrying out my academic career

My beloved sister whose words can never do justice to, for all of the love and support that tirelessly grants me

My precious brothers Nabil and Halim for their infinite encouragement

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Abstract

Within the formal setting of learning, teachers assume the responsibility of providing the necessary amount of knowledge, creating a positive environment in which learning can be achieved in an effective way and inspiring their learners in various manners. In this regard, teachers who continuously revise their teaching practices might improve their teaching skills progressively; especially in terms of classroom management strategies. Accordingly, this research study tends to examine whether teachers, at the English department of 8 Mai 1945, at Guelma University, are self-reflective or not. This study attempts to discover the relationship between the two variables by hypothesizing that if teachers are highly self-reflective then their classrooms would be well managed. To confirm this hypothesis, a quantitative descriptive method that aims at compiling valuable data from teachers' questionnaire is used. Teachers' questionnaire was distributed to (40) teachers out of the whole English Department teaching staff of 8 Mai 1945 Guelma University. The findings of the present study revealed that teachers at the English department are highly self-reflective; the results obtained from the questionnaire strongly insinuate the positive relation between teachers' self-reflection and classroom management strategies. For this reason, we advocate the importance of developing teachers' self-reflection and integrating it in their teaching to improve their general professional practice.

Keywords: Self-Reflection, Classroom Management.

List of Abbreviations

AC: Abstract Conceptualization

AE: Active Experimentation

CM: Classroom Management

CMD: Classroom Management and Discipline

CMS: Classroom Management Strategies

CE: Concrete Experience

EFL: English as a Foreign Language

RO: Reflective Observation

List of Tables

Table 3.1: Field of Specialty	44
Table 3. 2: Pre-University Teaching Experience.....	45
Table 3.3: Years of Experience.....	45
Table 3. 4: Teachers’ Self-Judgment at the Beginning of their Teaching Experience.....	46
Table 3. 5: Classroom Management Training.....	47
Table 3. 6: The Important Elements of Classroom Management	47
Table 3. 7: The Difficult Element of Classroom Management.....	48
Table 3. 8: The Impact of Classroom Management Problems on Students’ Learning Outcomes.....	49
Table 3. 9: Awareness about Classroom Management Strategies.....	49
Table 3.10: Classroom Management Strategies.....	50
Table 3. 11: The Importance of Classroom Management	51
Table 3.12: Teachers’ Self-Perception as being Reflective Teachers.....	52
Table 3. 13: The Process of Self-Reflection.....	53
Table 3.14: The Importance of Integrating self-Reflection in Teaching.....	54
Table 3.15: The Role of Self-Reflection in Improving Teachers’ Classroom and Professional Practice.....	55
Table 3. 16: The Impact of Teachers’ Self -Reflection on Classroom Management Strategies.....	55

List of Figures

Figure 1.1 The Pro-social Classroom: A Model of Teacher Social and Emotional Competence and Classroom and Student Outcomes.....	20
Figure 2.1 Kolb’s Experiential Learning Cycle Model	32
Figure 2.2 Gibbs’ Reflective Cycle	34

CONTENTS

DEDICATION.....	i
ACKNOWLEDGEMENTS.....	ii
ABSTRACT.....	iii
LIST OF ABBREVIATIONS.....	iv
LIST OF TABLES.....	v
LIST OF FIGURES.....	vi
TABLE OF CONTENTS	vii
GENERAL INTRODUCTION.....	1
1.Statement of the Problem.....	1
2.Aims of the Study.....	2
3.Research Hypothesis.....	2
4.Reaserch Methodology and Design.....	3
4.1.Research Method.....	3
4.2.Population of the Study.....	3
4.3.Data Gathering Tools.....	3
5. Structure of the Dissertation.....	4
CHAPTER ONE: Classroom Management Strategies	
Introduction.....	5
1.1.Classroom Management Background.....	5
1.2.Classroom Management Definition.....	7
1.3. Classroom Management Elements.....	8
1.3.1.Managing Space and Time.....	8
1.3.2.Student Behavior.....	10
1.3.3. Instructional Strategies.....	11

1.4. Classroom Management Theories.....	12
1.4.1. B.F. Skinner’s Operant Conditioning.....	13
1.4.2. William Glasser’s Choice Theory.....	13
1.4.3. Froyen and Everson’s School wide and Classroom Management	14
1.5. Classroom Management Strategies	16
1.6. Teacher’s Role in the Classroom.....	18
1.7. Factors Affecting Classroom Management.....	20
1.8. Classroom Management Importance.....	22
Conclusion.....	24

CHAPTER TWO: Teachers’ Self-Reflection

Introduction	25
2.1. Definition of Reflection.....	25
2.2. Self-Reflection and Self-Assessment.....	27
2.3. Reflective Practice	28
2.4. Reflective Practice in Teaching Foreign Language.....	29
2.5. Types of Reflective Practice.....	30
2.5.1. Reflection- in- Action.....	30
2.5.2. Reflection- on -Action	31
2.6. Models of Reflection.....	31
2.6.1. Kolb Experimental Learning Cycle Model.....	32
2.6. 2. Gibbs Reflective Cycle	33
2.7. Processes of Self –Reflection.....	35
2.7.1. Journals.....	35
2.7.2. Portfolios.....	36
2.7.3. Lesson Reports.....	36

2.7.4. Peer Observation.....	37
2.8. The Importance of Self- Reflection.....	38
2.9. The Impact of Teachers’ Self – Reflection on Classroom Management.....	39
Conclusion	41
CHAPTER THREE: FIELD INVESTIGATION	
Introduction.....	42
3.1. Teachers’ Questionnaire.....	42
3.1.1. Research Method and Design.....	42
3.1.2. Population and Sample of the Study.....	42
3.1.3. Description of Teachers’ Questionnaire.....	43
3.1.4. Administration of Teachers’ Questionnaire.....	44
3.1.5. Data Analysis and Interpretation.....	44
3.1.5.1. Analysis of Results and Findings.....	44
3.1.5.2. Summary of Results and Findings from Teachers’ Questionnaire.....	56
Conclusion.....	58
GENERAL CONCLUSION	59
1- Concluding Remarks	59
2- Pedagogical Implications	59
3- Research Perspectives and Limitations.....	61
REFERENCES.....	62
APPENDICES	
Appendix 1: Teachers’ Questionnaire	
French Summary	
Arabic Summary	

General Introduction

To cope with the constant changes in the educational settings, teachers have adopted different roles other than the typical ones; from the only source of knowledge to guiders, assistants and facilitators. This shift in teachers' roles has become a must mainly for EFL teachers; as they are responsible for creating suitable and effective environment where learners can acquire the necessary skills and reach an acceptable level of performance in the foreign language.

Accordingly, classroom context is of a paramount importance and most teachers consider it to be the most critical aspect of their profession. Hence, in an effective classroom context, teachers are expected to show high level of professionalism to adjust students' attitudes toward learning in order to achieve fruitful learning outcomes.

Nevertheless, well managed classroom entails a thorough planning and critical evaluation that may involve reflection. Therefore, teachers' self-reflection may reinforce their teaching skills, experience and facilitate their teaching practice. In this respect, developing teachers' self- reflection plays a central role in detecting areas of potential problems and figuring out ways to avoid them; and most importantly creating a positive learning context that can help both teachers and learners achieve most of course objectives. Thus, a positive relationship between teachers' self-reflection and classroom management strategies is implied.

1. Statement of the Problem

The environment in which learning takes place is of a significant importance and sustaining its stability requires lots of efforts, patience and will. Relatively, English language Department teachers at 8 Mai 1945, Guelma University attempt to manage their classrooms effectively because of its major influence on their students' achievements. Teachers find it extremely challenging to maintain the harmony in the classroom, presumably because they are not well aware of the significant role of self-reflection; and this

lack of awareness regarding such concepts may lead to a chaotic context that hinders students' learning. It is widely accepted that, self- reflection enables teachers to locate problems and find out their proper solutions. In this respect, a research is required in order to highlight the impact of teachers' self-reflection development on classroom management strategies.

Hence, this research addresses the following main questions:

- 1- Are teachers of English Department at Guelma University aware of self- reflection as an influential factor on teaching skills?
- 2- To what extent teachers of the English Department at Guelma University self-reflect on their teaching skills and practices?

2. Aim of the Study

Teachers' self-reflection as a concept has gained a wide acceptance in the educational settings especially in relation to classroom management. Thus, the present study aims at investigating whether teachers of English Department at Guelma University are self-reflective or not , and if they are then how their self-reflection development impact classroom management strategies. In other words, the aim of conducting such research is to raise teachers' awareness toward self-reflection and highlight how being self-reflective may help them improve their teaching practice ; mainly creating a well managed classroom through which they can realize their lesson plans and achieve course objectives; which in turn results in satisfying students' needs.

3. Research Hypothesis

At this phase of the study, it is presupposed that developing teachers' self-reflection might have an impact on improving the implementation of classroom management strategies. However, unreflective teachers may not be effective classroom managers which may ultimately lead to a chaotic learning environment.

Therefore this research hypothesizes that:

H1: If teachers develop self-reflection, the implementation of classroom management strategies would be improved.

The null hypothesis implies that there is no relation between teachers' self-reflection and classroom management strategies; therefore, we hypothesize that:

H0: If teachers do not develop self-reflection, the implementation of classroom management strategies would be improved.

4. Research Methodology and Design

4.1. Research Method

This study is proceeded through Descriptive Quantitative Research Method, which aims at confirming the research hypothesis, using the valuable data gathered from the questionnaire administered to English Department teachers at Guelma University.

4.2. Population of the Study

The sample of this study consists of English language teachers at 8 Mai 1945 -Guelma University. The first reason behind choosing university teachers as a population of this study is that teaching outcomes would have a direct influence on the learning ones ,in addition to ;raising their awareness towards the impact of self-reflection on classromm management strategies and the overall professional development.

4.3. Data Gathering Tools

This research is conducted through administering teachers' questionnaire; considering the fact that, questionnaires would provide the necessary information for answering the research questions and confirming its hypothesis. Therefore, (40) questionnaires were administered to English Department teachers at Guelma University .

5. Structure of the Dissertation

The present dissertation contains two major parts; theoretical and practical. The theoretical part encompasses the first two chapters which state the literature review relevant to the research variables; classroom management and self-reflection. However, the practical one includes chapter three that is devoted to the field investigation. The first chapter deals with the main concepts of classroom management strategies, the core elements that it is based on; in addition to the main established theories and its importance in the teaching/learning process. Furthermore, it discusses the main factors that affect classroom management. The second chapter is concerned with teachers' self-reflection, its definitions and processes. In addition to what constitute reflective practice and its application in foreign language classrooms. Moreover, it discusses the most known models related to self-reflection, and highlights its importance and impact on classroom management strategies. The third chapter is entirely devoted to the practical part of the study; which entails a clear description of teachers' questionnaire, analyzes and interprets the results gathered, and provides a conclusion with some pedagogical implications and recommendations for further research as well as research perspectives and limitations.

CHAPTER ONE: Classroom Management Strategies

Introduction.....5

1.1.Classroom Management Background.....5

1.2.Classroom Management Definition.....7

1.3. Classroom Management Elements.....8

1.3.1.Managing Space and Time.....8

1.3.2.Student Behavior.....10

1.3.3. Instructional Strategies.....11

1.4.Classroom Management Theories.....12

1.4.1. B.F. Skinner’s Operant Conditioning.....13

1.4.2.William Glasser’s Choice Theory.....13

1.4.3.Froyen and Everson’s School wide and Classroom Management14

1.5.Classroom Management Strategies16

1.6.Teacher’s Role in the Classroom.....18

1.7.Factors Affecting Classroom Management.....20

1.8. Classroom Management Importance.....22

Conclusion.....24

Introduction

Student's achievement is heavily dependent on the context of learning. Teachers are considered as one of most influential factors that have a great and direct impact on student's academic achievement. Hence, they are required to develop certain teaching skills that can help them be more professional. One of these skills is to acquire sufficient knowledge on how to effectively manage their classrooms, because of its huge influence on the teaching-learning process. In this regard, several studies were conducted in order to shed light on the importance of classroom management, covering various aspects of the classroom context.

This chapter is then devoted to introduce a brief literature review and provide various definitions of classroom management; in addition it discusses different relevant elements as how to manage time, space and students' behavior. Moreover, it highlights the major theories related to classroom management, different teacher's roles, factors affecting classroom management and its importance in the teaching – learning context.

1.1. Classroom Management Background

Classroom management (CM), a critical aspect in the field of educational psychology, is perceived as one of most influential factors that impact both teacher's classroom performance and learners' achievements. Accordingly, CM has received a wide literature (books, researches...etc) regarding its nature, strategies, techniques, and theories.

Bagley (1907) produced a book entitled *Classroom Management: its principles and techniques*; in which he addressed teachers and students providing them with a set of guidelines on how to properly use teaching techniques that are based on some psychological principles. Bagley's work is based on four different sources which are: observations of successful teachers, textbooks on classroom management and teaching, his experience as a teacher and general psychological principles. For him, observations of successful teachers can provide valuable information regarding classroom management. Textbooks on classroom management

and teaching offer certain guidelines that direct teachers to efficient management. In addition, his experience as a teacher and general psychological principles assist him in creating in depth inside concerning classroom management and its necessary principles.

The theorist Jacob Kounian published his famous book *Discipline and Group Management in Classrooms* (1970), aiming to bring a change to the previous researchers' ideas; that are based on the idea that teachers' role is only teaching their students. He conducted his research on behavior problems in classrooms and its consequences; in order to show the importance of combining both teaching and discipline together. He also emphasized teacher's role in regaining students' attention through different techniques, and maintaining the stability of the environment which lead to successful teaching – learning process.

Wang, Heartel and Walberg (1993) conducted a study aimed at investigating the elements that heavily influence the learning process. The results clearly showed that CM plays a major role in the field of education. Also it is considered as one of the most influential factors among many others that may affect students' achievement, and overall the fruitfulness of the learning process (p.3-4).

Recently, Simonsen et al. (2008) conducted a study aimed at reviewing the literature of CM using evidence-based practices, and CM practices were found accordant with the criteria the research based on. Which are: **1-**evaluated using sound experimental design and methodology, **2-** demonstrated to be effective, **3-** supported by at least three empirical studies published by peer-refereed journals. Moreover, the strategies were classified into five characteristics of effective CM : **1-** maximize structure and predictability, **2-** post, teach, review, monitor and reinforce expectations, **3-** actively engage students in observable ways, **4-** use a continuum of strategies to acknowledge appropriate behavior, and **5-** use a continuum of strategies to respond to inappropriate behavior (p.354-357).

There are many other studies and works related to CM in addition to what is previously mentioned, the rich literature tackled this subject from different perspectives. However, all of them aim to produce techniques and strategies for teachers to appropriately manage their classes or show the psychological state of students and how to deal with the different behaviors. This explains the paramount importance of classroom management and its influence on the teaching-learning process.

1.2. Classroom Management Definitions

The concept of classroom management (CM) has long been considered as an important aspect in the field of educational psychology. As pointed out by Everston and Weinstein (2006), the concept of classroom management has been the subject of many important studies that have been conducted by scholars like Jacob Kounin (1970), Jere Brophy (1988; 1999), Walter Doyle (1986), and Marilyn Wastson and Laura Ecken (2003). These scholars define classroom management by linking it to the instructor's role; that is, to make the learning process easy in its suitable place, and help learners develop their social and moral growth (p.4). Similarly, Duke (1979) referred to classroom management as rules and techniques that are enacted in order to guarantee the stability of the environment in which learning takes place, and preserve the proper progress of education by providing solutions to everything that stands as an obstacle in the learning teaching process .

Another important definition of the term has been initiated by Brophy (2006), who argued that “classroom management refers to actions taken to create and maintain a learning environment conducive to successful instruction (arranging the physical environment, establishing rules and procedures, maintaining students' attention to lessons and engagement in activities)” (p. 17). This definition clarifies the importance of the efforts that a teacher makes in order to facilitate the teaching - learning process; such as using different strategies that can be effective for his classroom.

Moreover, (Emmer & Gerwels 2005; Jones & Jones, 2004) state that CM is a crucial proficiency that every teacher must have in order to provide better learning outcomes to his students. It is considered as a recycling procedure, because some elements in the classroom are dynamic, and require much more efforts to change some of them when it is needed; such as tools, approaches... teacher sees it important to change for better outcomes (as cited in Sadik and Akbulut, 2014, p.208).

According to Nagler (2016), CM is meant to increase the probability that students will learn everything the teacher sets as objectives; through his management that handles almost everything related to classroom, starting by managing his students' behavior, their placement, time and his plans. In addition to the usage of other functional strategies that show how to control things in exceptional events (p .163).

Based on all the previous definitions, we can conclude that the concept of classroom management is very important. It may affect any aspect in the instructional process. Classroom management is highly associated with teacher's role; as a responsible for ensuring an effective learning process in its suitable place that must be well managed taking into consideration the different elements of CM ; so that, students can be involved in their own learning process.

1.3. Classroom Management Elements

Both experienced and inexperienced teachers face many problems while managing their classes, especially when it comes to managing time, students' behaviors or instructional strategies.

1.3.1. Managing Space and Time

Mcleod (1940) argued that one of the most important elements that influence learning is the appropriate management of time and place, because it provides comfortable and positive environment for both learners and teachers (p.3).

1.3.1.1. Setting up the Classroom (Space)

It is a teacher's job to create a positive environment in which successful learning can be achieved. Anderson (1991) maintained that teachers establish that environment through tampering various elements; among which is the physical environment, including furniture and seating arrangements, etc. The latter can be arranged in various manners to preserve the attractiveness of the learning context (p.37). Accordingly, McLeod (1940) summarized some important notes that all teachers must take into consideration when it comes to space management; as setting up an appropriate environment that makes students relaxed and motivated to learn, think about the physical arrangement for both ordinary and special tasks and build "traffic patterns" that allows students' movement and avoids interruption. In addition to selecting the audio-visual equipments that may be used (p.5-19). Briefly speaking, it is the teachers' role to organize their classroom space in a way that suits their objectives.

1.3.1.2. Time Management

"Time management is process of managing the time according to the need and requirement of work and activities in order to utilize save and do not waste the time for an effective organizational progress and success" (Sahito et al ., 2016,p.43). This means that, time regarding classroom practices persists to have an important value, due to its major effect on the happenings in the learning context. Thus, successful time management may yield to fruitful learning experience.

However, there are many situations that may lead to a loss of time, and interrupt students' learning; such as "daily administrative tasks ... those non instructional tasks such as taking Attendance, collecting students' work, and preparing and organizing materials ..."(Macleod ,p.34). For this purpose, teachers ought to think profoundly concerning these things at the beginning of the year, and establish a system that includes time instructions and can help them gain more time for the benefits of their learners (p. 43).

Due to the demanding nature of teaching practice, managing teacher's time appropriately is crucial, because it can greatly ease the pressure. Allocating time for each task inside or outside the classroom can maintain the order of things. Dividing the time between lesson's preparation, students' evaluation supplied by feedback and parents' meetings, the teacher would feel relaxed and more comfortable in his class and have much more time for his students (Mcleod, 1940, p.44-57).

Therefore, appropriate use of space and time has a significant role for learners to achieve academic objectives and make the classroom climate positive for both teachers and students. Yet, managing space and time is not an easy task and there are many problems that can hinder it as it is mentioned above.

1.3.2. Student Behavior

The way students behave in the classroom may have a significant impact on both their learning and teachers' performance. For Parsonson, disruptive behavior may disturb the positive energy in classrooms and turn it into a stressed hostile environment. It also hinders the flow of lessons that leads to deviating from the set of learning objectives. In this context, behavior problems transform the classroom into a sterile learning context because the emphasis would shift its original purpose from improving the academic achievements of the learner to trying to settle misbehavior and restore order (2012, p.16).

Fisher (1930) discussed the strategies that regulate student's behavior; the first strategy entails providing a positive classroom climate. Such objective can be accomplished via building a positive relationship with students which should be based on mutual respect and understanding. Furthermore, it is necessary for the teacher to open the channels of communication with students and reveal parts of their personality as individuals, and be concerned with the student's needs and feelings. Then, it is the teacher's duty to encourage cooperative work among the students which will enhance their social skills and turn the

classroom into a community (p.62-69). Moreover, the second strategy consists of providing students with standers, rules and procedures related to classroom management; especially the behavioral management of students that should be rational and should not contradict human nature ... then teach it to them (p.74-84).

However, the third one is concerned with teaching students self-control and avoiding misbehaviors or what is known as reinforcement theory that strengthens favorable behaviors - the positive type of reinforcement- and avoids unfavorable ones - the negative type of reinforcement- or the total absence of reinforcement for certain behaviors - called extinction- (p. 94-107). Furthermore, the last strategy focuses on what is called the backup system; that is based on teacher's intervention to correct student's behaviors whenever the prevention system failed. Yet, the backup system cannot work alone and needs cooperation with the reinforcement system to get new strategies based on both intervention and prevention in order to balance between teachers- students relationship and students self control (p.109-111).

To sum up, managing students' behavior is of a paramount importance; however, it can easily ruin the classroom climate and disrupt teachers' practice .This means that, teachers would derive from their objectives and shift their attention, energy and time to settle the misbehaved actions and this interruption may have negative consequences on students' achievement.

1.3.3. Instructional Strategies

The selection and usage of instructional strategies are up to the teacher to do. As mentioned by Hoover (1946), there are many strategies that can be used; however, they differ from one another in students' number "whole class, small group, pairs, and individuals" (p.126). That is to say, teachers should choose the right strategy that suits better their student's level, time they have and develop learners' acquaintances.

The whole class strategies include lecture strategy; which must be well planned by choosing

the right topic and taking into account problems that may occur; such as time management and students' engagement. The other strategy is debate; which requires a well planned classroom where teachers must control their students conduct, and check whether they respect the debate rules or not. The whole class strategies are considered as the most preferable strategies by many teachers; as they do not consume much time and efforts (p.127-145).

On the other hand, Small group strategies include cooperative and collaborative learning strategies in which teacher forms groups of different levels and genders and provides them with tasks to do. These strategies can be good as they give learners a chance to complete certain tasks in short time and promote learning in groups, as it can be bad in terms of the responsibility good students in such tasks hold (p.146-156).

Working in pairs strategies and working as an individual are two different strategies. The first one is used in order to boost peer and cooperative learning, it can be a random pair, a mentor pair or students partnerships. However, in the second one students are required to work alone in order to make them confident, it can be reached in many ways such as independent seatwork (p.164-181).

All in all, managing classroom elements time, space, students' behavior and instructional strategies is not an easy task that teachers should accomplish. It consumes their time and efforts.

However, the results deserve these efforts due to the fact that management of these elements helps students achieve better learning outcomes. In other words, it makes it easier for both teachers to teach and learners to learn because of the organized and relaxed environment. Furthermore, it assists teachers in choosing the right instructional strategy that suits their students' needs.

1.4. Classroom Management Theories

It is highly accepted that CM revolves around teacher roles, responsibilities and commitments for creating a suitable and fruitful environment for learning to take place. In other

terms, almost all the theories concerned with CM are teacher centered for the sake of offering the theoretical framework that guides their professional practice.

1.4.1. B .F. Skinner’s Operant Conditioning

Although Skinner study of Operant Conditioning was not meant for managing classrooms; its principles gave insights to find solutions related to classroom management issues. It assisted in the understanding of human behavior and indicated that behaviors can be changed by reinforcements or punishments (Praveen& Alex, 2018, p.8093).

“The task of education is to build a repertoire of behavior that will eventually have reinforcing consequences in the daily and professional life of the student” (Skinner, 1986, p.572). This means that, education is accountable for regulating student’s behavioral changes that will have a major impact on other aspects in his life. Thus, enacting Skinner’s theory on classroom management may be helpful in regulating students’ behavior; in a way that each student must be punished if he does not respect classroom laws and produces unfavorable behavior. In order to bring change to his behavior from disruptive to a favorable one, he must be rewarded for his favorable behavior.

Although skinner’s theory was criticized by other scholars, it is also a widely used theory in almost all classrooms. Many teachers rely on reinforcement to modify their students’ inappropriate behaviors and promote the appropriate ones to facilitate their works and achieve better learning results.

1.4.2. William Glasser’s Choice Theory

According to Glasser (1998), choice theory indicates that people decide to behave in a certain way in order to satisfy the five basic needs that are survival, belonging, freedom, power, and fun (p .31). Frey and Wilhite (2005) also state that “the five basic human needs can provide a foundation to assist teachers with identifying the relevant function for challenging students’ behaviors” (p.158). It means that, the choice theory can offer great assistance in

identifying solutions related to classroom misconducts.

Instructors must verify if their students have met all their basic needs or not, because of their impact on students' classroom behavior. For example, if the survival need that includes food, shelter, etc, is not satisfied; students would not then feel secure. The same thing for the belonging need, if it is not satisfied students would not feel respected. Also the need for freedom must be satisfied or students would not feel independent, and if students do not satisfy their power need they will not feel worthy. In addition to the fun need that includes joy and pleasure, if it is not met students would not feel competent and confident, which will lead to unfavorable behaviors in classrooms (Frey & Wilhite, 2005, p.156-157).

Teachers can easily change their students' unfavorable behavior into a favorable one by helping them satisfying their needs first.

The teacher's ability to identify a function relevant to the student's challenging behavior can lead to the development of positive behavior supports that match the need the student is seeking to fulfill. Such support can be in the form of pro-social teaching activities, relationship interactions, and environmental structures that encourage students to replace challenging, counterproductive behaviors with more appropriate, need-satisfying behaviors (Frey & Wilhite, 2005, 158).

In short, Glasser's Choice theory (1998) can help teachers identify the challenging behaviors in their classrooms, noticing the unsatisfied needs of their students, and helping them meet their needs through different tasks in order to get better learning results.

1.4.3. Froyen and Iverson's School wide and Classroom Management

Froyen and Iverson (1999) claimed that appropriate classroom management may assist instructors in overcoming certain problems that may occur in classrooms. In addition, they

highlighted the influence that behavior may have on learners' accomplishments and the instructors' way of delivering their lectures. Therefore, their theory was initiated on three basic elements which are: Content Management, Conduct Management and Covenant Management (p. 47-75). To explain, Shamina & Mumthas (2018) suggested that content management focuses more on pedagogical management competencies, ranging and providing supplementary instructional activities (p.41). Furthermore, Froyen and Iverson (1999) claimed that "Content Management occurs when teachers manage space, materials, equipment, the movement of people and lessons that are part of a curriculum or program of studies." (p.128). That is to say, management of content is related to the organization of physical arrangement, supplies, plans, etc.

Froyen and Iverson (1999) assumed that "Conduct Management serves to socialize students to the classroom culture and deserves greater attention during the early months of the school year."(p.218). This means that, teachers control the conduct of their students, by using different strategies and techniques that are set at the beginning of the year, in order to preserve the management of their class. However, Covenant Management, as indicated by Shamina & Mumthas (2018), places a special emphasis on classroom context as a social system and the roles played by both the teacher and the student. The social interaction within this context involves the distinct views and perceptions, communication... etc (p.42). For the same concern, Froyen and Iverson (1999) also pointed out that "Covenant Management is concerned with releasing the students from teacher super-vision and encouraging individual responsibility" (p.256). That is, teachers' role is supporting their learners to work individually or collectively, and organizing them in order to avoid misbehaviors in classrooms. Thus, Froyen and Iverson ended up their research with three classroom management types: content management, conduct management and covenant management; in order to help teachers develop certain skills related to classroom management especially because of the obstacles

they face during their teaching process.

To sum up, the stated theories give more elaboration to classroom management. They help teachers determine CM techniques and adjust their basics, then use them in classrooms. Consequently, this makes classroom practices easier for teachers to perform, helps them play their roles appropriately and makes the learning process an enjoyable, satisfying thing in a positive atmosphere.

1.5. Classroom Management Strategies

According to (Korpershoek et al., 2014, p.11-12) classroom management strategies (CMS) “are tools that the teachers can use to help create such an environment, ranging from activities to improve teacher-students relationships to rules to regulate students’ behaviors”. That is to say, teachers provide as much as they can in order to effectively manage their classrooms, relying on different strategies that help them satisfy their objectives. As claimed by Mumtaz (2010), there are many different classroom management strategies, the most important ones are organization, communication, monitoring, lesson strategies and lesson delivery, and questioning (p.59).

The first strategy is concerned with organization. Mumtaz stated that “Organizing is the toughest battle in the classroom because teacher needs to be organized with many tasks in and out of class” (www.hawaii.edu; <http://www.ascd.org/>, as cited in Mumtaz, 2010, p.59). This statement elaborates the difficulties teachers face while organizing their classes because they are concerned with organizing everything related to classroom. He also mentioned that organization is concerned with all the concrete elements in classrooms; such as the organization of students’ arrangement, tools, lessons, and processes he uses.

The second strategy revolves around the notion of communication that can be perceived as an important way; by which a mutual respect can be maintained among all the participants in the classroom. Engaging in a genuine communication would create a fear free environment

where students can share their concerns (Anderson, 1991, p.42). Furthermore, Mumtaz distinguished between two types of communication which are sending skills (instructors influence that makes students learn how to speak appropriately), and receiving skills (instructors influence that makes students learn how to respect the speaker and listen to him appropriately) (p.60).

Moreover, the third strategy is monitoring which is defined as the recycling procedure that includes organized programs of checking how the process of classroom management is working, using different techniques; such as frequent control of classroom that prevent problem occurrence, introduce the rules to learners, and the results they may face if they encroach them (Mumtaz,2010,p. 61).

Last but not least, lesson strategies and lesson delivery is the strategy that “includes lesson preparation, lesson structure, lesson delivery and delivery strategies.”(Mumtaz, 2010, p. 61). In simpler terms, teachers are required to plan for their lessons by thinking how to organize and present them for their learners. The last strategy introduced by Mumtaz is questioning. He defined it as “...one of the most important devices of teaching. It is said that the success and efficiency of teaching depends more on skill and judgment with which we put questions than any other single circumstance.”(p.61). In other words, he emphasized its significance owing the fact that the success of the teaching-learning process relies on it. He also mentioned some purposes behind using questioning; as it allows instructor to get students’ attention, makes them interested, promotes their self-confidence if they provided the right answer, and teaches them how to effectively interact through questions and other techniques (p.61).

To sum up, the previous mentioned classroom management strategies: Organization, Communication, Monitoring, Lesson strategies and Lesson delivery, and Questioning are all important because all of them are inter-related and complementary to each other .Thus, ensure effective and collaborative classrooms that encourage teaching-learning process.

1.6. Teacher's Role in the Classroom

Teachers usually seek to establish suitable classroom atmosphere that encourages them and their students to abide with their prescribed roles appropriately. Thus, teachers tend to assume classroom responsibilities through playing several roles; as a result of the constant pedagogical changes. In this regard, Rindu & Ariyanti (2017), in their recent research found that English language teacher plays different roles during his educational mission (p.94).

1.6.1. The Teacher as a Controller

Teacher role as a controller may have a certain stigma attached to it; representing the teacher as an authoritative participant, whose duty is to strictly restore the order in the classroom (Renandya, 2012, p.67). In the same view, Rindu & Ariyanti also declared that it is up to the teacher to keep an eye on his students, either on their language use or on their behavior (p.94).

1.6.2. The Teacher as an Assessor

Assessment is a teacher's role that can generally be regarded as the process by which teachers can have an insight on their students' knowledge and capacities (Looney, Cumming, Van DerKleij&Harris, 2017, p.1). Rindu & Ariyanti further suggested that the teacher is accountable for the correction, discussion and evaluation of his learner mistakes (p.94).

1.6.3. The Teacher as an Organizer/Manager

Teacher as an organizer is probably considered as a critical role, because the success or failure of an activity heavily depends on proper organization and clear instruction (Brown, 2007, p.167). In the same context, Rindu & Ariyanti held that teachers are responsible for organizing everything related to their classes (p.95).

1.6.4. The Teacher as a Prompter/ Motivator

Teacher's role as a motivator is crucial because it raises students' motivation and alters their attitudes (Tambunan, 2018, p.148). In similar vein, Rindu & Ariyanti indicated that "the teacher is a prompter/motivator where he/she usually motivates the students by giving the

encouragement statement and does things that can attract the students' attention and rise up the students passion in study." (p.96). thus, motivating students is primarily a teacher's role.

1.6.5. The Teacher as a Participant

The teacher is considered as a participant alongside her/his students in the classroom context. As it is mentioned by Rindu & Ariyanti, teacher is a participant whenever he/ she allows his/her students to get engaged in a conversation (p.96). In simpler word, the role of teacher as a participant makes him in the same position with his students as long as he participate with them in certain activities such as discussions.

1.6.6. The Teacher as a Resource/Informer

This role indicates that teachers adopt a non directive approach. In a sense that, the teacher must be accessible and ready to offer his advice and knowledge each time a student seeks it (Brown, 2007, p.168). In similar point of view Rindu & Ariyanti argued that teachers are considered as information providers or a source of knowledge for their learners (p.97).

1.6.7. The Teacher as a Facilitator

The teacher may play the role of facilitator in order to ease the learning process. And he must be ready whenever his students need help. According to Rindu & Ariyanti, the teacher responsibility is to assist their students in the learning process and make it easy for them relying on different techniques (p.97).

1.6.8. The Teacher as a Guide

Teacher is responsible of showing his students the best directions that allow them to achieve better results. Rindu & Ariyanti maintained that "the teacher as a guide means that the teacher directs and keeps the students to the good things and directions." (p.98). That is to say, it is the teacher responsibility to guide his students to appropriate directions in order to increase their learning outcomes.

Simply put, teacher's responsibility in classrooms is more than the students'

responsibilities, as long as teachers are not just information providers but also they should be organizers of their classrooms; which obliged them to play different roles as well as to shift from one role to another as guiders, another time as motivators, or as controllers, etc.

1.7. Factors Affecting Classroom Management

It is widely accepted that, classroom management is subject to various factors which can impact its effectiveness.

1.7.1. Teacher Social and Emotional Competence

Teachers' behavioral changes are assumed to have significant impact on students. Jennings and Greenberg (2009) proposed a model to show the impact of teacher interactive and emotional skills on students'- teachers' relationship that influences classroom management. The model highlights how teachers develop their relationship with their students, taking into account their learners' feelings and needs. The transparency may encourage them to modify their inappropriate behaviors through introducing concepts; such as self-regulation and self-control. It illustrates also the social and emotional competence of teachers that may enable them to manage their classroom effectively, and how skillful they can appropriately implement social- emotional learning. Moreover, the model shows how these three points together form a productive atmosphere; where learning takes place which may lead to students' social and emotional development (p.493).

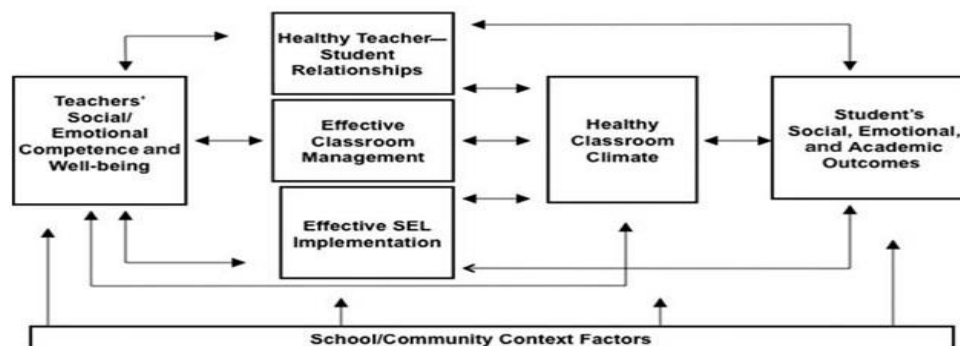


Figure 1.1. The pro-social classroom: A model of teacher social and emotional competence and classroom and student outcomes. Retrieved from (Jennings & Greenberg,2009, p.494).

1.7.2. Motivation

The importance of motivation is undeniable in this regard. Andermen et al. (2011) conducted a research in which they claimed that students realize how important their teacher's roles in establishing an appropriate atmosphere for learning, and upgrading their performance are. The study highlighted the importance of teachers'- students' relationship that is based on teachers' understanding of their needs inside and outside the classroom. In addition to the manner by which the teacher deals with unsupported behavior. Moreover, the teacher is supposed to be mindful about the happenings inside his classroom. The previous scholars revealed that the discussed points contribute in motivating learners and increased their attachment to learning (as cited in Postholm, 2013, p.395).

1.7.3. Students Centered Vs Teachers Centered

Individual-centered classroom management approaches dedicate special attention to the learners' psychological aspect, analyze their behavior in particular manners and focus on the shared feelings between learners themselves and their teacher. Hence, learners develop a sense of self-discipline. (Freiberg & Lamb, 2009, p.104). However, the teacher-centered classroom hinders learners' possibilities to take a role and share some responsibilities with their teacher. This means that, teachers are active participants while students are not (Serin, 2018, p.164) .

1.7.4. Lack of Knowledge on Classroom Management

Teachers have different prospective regarding how to appropriately manage students' behaviors. In this respect, Roache and Lewis (2011) conducted a study in which they elaborated those different views about classroom management and how their behavioral changes can impact their students. Moreover, teachers tend to resort to punishments alongside aggressive attitudes for the sake of correcting disruptive behaviors. The teachers' aggressive behavior can be explained by their lack of knowledge regarding how to manage these disruptive behaviors appropriately. Simply put, we can say that a sufficient knowledge about CM provides

guidelines on how to manage a misbehaved class in an organized manner.

1.7.5. Multicultural Classroom

For the analysis of classroom management in multicultural classrooms, Pane (2010) highlighted the importance of accepting and tolerating the differences among teachers. She drew attention to the necessity of including students' personal conditions in order to facilitate and ease the learning process. She also pointed out the importance of Lave and Wenger's (1991) theory which introduced the need for communication between the teacher and his/her students. Hence, the learning atmosphere would be much more productive if the process of exchange is taken by both sides; guider and learner (p.14).

1.8. Classroom Management Importance

It is widely assumed that classroom management is an extremely influential element that affects significantly students' learning. In this respect, Sanchez Solarte (2011) maintained that "if the environment is conducive to learning the very nature of teaching is lost."(p.1). In other words, it is the teacher's responsibility to effectively manage his classroom. The efficacy of managing the classroom entails a successful control over the students' behaviors, their placement, the techniques used, and managing all the different aspects involved in the context to achieve better learning outcomes.

Brophy (1982) stated that:

Recent research makes it very clear that successful classroom management involves not merely responding effectively when problems occur but preventing problems from occurring very frequently at all. In turn, this Prevention is accomplished primarily by good planning, curriculum pacing, and instruction that keeps student profitably engaged in appropriate academic activities (p.2-3).

This view stresses the fact that effective classroom management provides a great assistance for teachers to overcome certain problems that can prevent them from achieving their objective.

Henson & Chambers (2003) argued that teachers must learn how to effectively manage their classrooms because students' physical attendance and their mental state are not the only factors that may influence their learning, but also the manner by which classrooms are regulated can greatly impact their academic achievements, and enhance their performance. Thus, CM is perceived as one of the most influential factors in the learning - teaching process (as cited in Kaya & Selvitopu, 2019, p .410). Elsewhere, Mitchell & Bradshaw conducted a study in which they stated that CM strategies are used in order to create the suitable atmosphere for learning. Making students feel relaxed and achieve an active interaction, providing the appropriate and positive context requires the teacher to control, and minimize disruptive behaviors in order to ensure learners' engagement in the lesson and improve their level (2013,p.600).

In simpler words, CM is concerned with establishing the appropriate conditions that encourage learning, promote good behaviors and minimize disruptive ones. In addition to maintaining mutual respect among students themselves and their teacher. Consequently, this may promote a spirit of competition among learners accounting for better results in terms of student's academic achievements.

Conclusion

In conclusion, classroom management as a concept has a very important role in the teaching - learning process. For this reason, it can only be achieved successfully if teachers implement effective classroom management strategies, for instance the organization strategy revolves around almost every element in classroom such as students' arrangement, tools, and lessons. Moreover, the communication strategy encourages students' – teachers' mutual respect. In addition to lesson strategy that is related to teachers' preparation of their lessons, and lesson delivery which entails to the presentation of those lessons. Thus, the effective implementation of these strategies would enhance learners' academic achievement and promote teachers' professional development.

CHAPTER TWO: Teachers’ Self-Reflection

- Introduction25
 - 2.1. Definition of Reflection.....25
 - 2.2. Self-Reflection and Self-Assessment.....27
 - 2.3. Reflective Practice28
 - 2.4. Reflective Practice in Teaching Foreign Language.....29
 - 2.5. Types of Reflective Practice.....30
 - 2.5.1. Reflection- in- Action.....30
 - 2.5.2. Reflection- on -Action31
 - 2.6. Models of Reflection.....31
 - 2.6.1. Kolb Experimental Learning Cycle Model.....32
 - 2.6. 2. Gibbs Reflective Cycle33
 - 2.7. Processes of Self –Reflection35
 - 2.7.1. Journals.....35
 - 2.7.2. Portfolios.....36
 - 2.7.3. Lesson Reports.....36
 - 2.7.4. Peer Observation.....37
 - 2.8. The Importance of Self- Reflection.....38
 - 2.9. The Impact of Teachers’ Self – Reflection on Classroom Management.....39
- Conclusion41

Introduction

It is highly accepted that teaching is an extremely demanding profession and assuming the responsibility of shaping successful prospective teachers is by no means easy. Thus, in higher education teachers have an essential role in determining the quality of the educational systems because of their direct influence on learners. Accordingly, it is necessary for teachers to construct the sufficient knowledge of what are the requirements an effective teacher should acquire, and identify the degree to which their behavioral changes can impact the classroom atmosphere. In fact, teaching a foreign language in particular is full of challenges especially if teachers' aim is achieving professional development.

In this regard, one of the challenging skills a teacher needs to master is self-reflection; a concept which gained much attention in the literature because of its contributions in upgrading teachers' performance and their professional and personal growth. Therefore, this chapter is devoted to the discussion of various definitions of self-reflection provided by different scholars. In addition, it discusses self-reflection and self-assessment highlighting the main differences between them, stating a clear understanding about what constitutes a reflective practice and brings to focus its importance and impact on classroom management strategies.

2. 1 . Definition of Reflection

Educational systems have undergone significant shifts concerning various methods, techniques and strategies. It is widely assumed that, reflection may have contributed in some of these changes. Dewey (1910, p. 6) was the first who introduced the term, he referred to it as an “active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it”. In other terms, reflection is a continuous and critical thought about the beliefs and knowledge acquired, based on reasonable and factual evidences.

Elsewhere, he also pointed out that reflection indicates a complex mental process full of uncertainty, skepticism, and challenges which provoke a sense of curiosity, enabling the practitioner to identify the necessary adjustments to be made and resolve ambiguities. In a sense that, certain problems interreges the human mind pushing it to reflect upon certain experiences in order to find out the suitable solutions for specific incidents (1933, p.12).

Moreover, Amulaya (2011, p.1) suggested that reflection is an:

Active process of witnessing one's own experience in order to take a closer look at it... This can be done in the midst of an activity or as an activity in itself. The key to reflection is learning how to take perspective on one's own actions and experience .In other words, to examine that experience rather than just living it.

This view stresses the fact that, reflection revolves around the notion of making use of the experience instead of simply going through it. Essentially, it emphasizes the value that should be given to the experience.

Another important definition provided by (Malatji & Wadesango, 2014, p.382) who confined that self-reflection can contribute in improving teacher's practice in several ways because initially it is based on the notion of learning from experience. This means that, it is important for teachers to reflect on their own experiences for the sake of enhancing their practice. In addition, Dewey (1910, p. 2-3) further suggested that: "reflection involves not simply a sequence of ideas, but a consequence a consecutive ordering in such a way that each determines the next as its proper outcome". According to this view, each reflective thought is a platform to another because of their successive nature.

Furthermore, Schön (1983) claimed that reflection is a process in which an individual attempts to extract meaning from "some puzzling or troubling or interesting phenomenon while simultaneously reflecting on the understandings which have been implicit in his action,

understandings which he surfaces, criticizes, restructures, and embodies in further action” (p.50).

Reflection is a process directed towards a given end; thus, it is an intentional and a pre-planned activity of the mind. In this regard, Moon (2005, p.1) believed that : “reflection is a form of mental processing that we use to purpose ... it is applied to gain a better understanding of ... ideas ... knowledge and possibly emotions that we already possess.’’. In other words, reflection entails a re-examination of a pre-existing knowledge and emotions; in order to have a clear image of the incident and reach the pre-determined objectives. Moreover, Clarà (2015, p.6) maintained that reflection is a natural and factual thinking. It is regarded as a mental process that assigns meaning and consistency to an ambiguous situation.

Based on all the previous definitions, we can conclude that the concept of reflection is central in acquiring new knowledge and establishing new beliefs. It indicates the capacity of the human mind to think, examine, and analyze the experiences that the individual goes through to learn and develop a systematic reaction to probable consequences. Generally speaking, reflection is perceived as an ongoing process of self- discovery that offers the opportunity for self- improvement.

2. 2 . Self-Reflection Vs Self-Assessment

Individuals can acquire new knowledge and learn from their own experiences through various processes. Self-reflection and self-assessment are considered then as the two main processes to do so. However, they share similar perspectives but the end of each differs greatly. Self-reflection is basically a process that entails taking a pause and reflects upon a previous personal experience; where the ultimate objective to be reached is highlighting the obstacles that occur frequently in different events. In simple terms, the purpose of reflective thinking is reaching a closure or conclusion regarding the reason why certain problems happen. Besides, in order to reflect upon certain experiences several processes are to be used;

for instance, reflective journals, portfolios, and peer observation (Dejarlais & Smith, 2011, p.3).

Self-assessment on the other hand is a process of self-evaluation following specific criteria to compare between the present level of performance and the desired one. It also promotes professional growth (Rosse & Bruce, 2007, p.2). Furthermore, it is regarded as a process used to examine and evaluate one's own performance; aiming at detecting area of strengths and weaknesses and seeks to enhance it. In addition, it is regarded as a common procedure used to enhance learning with unique standards of assessment. In general, both processes are useful and of an equal importance. They both articulate the notion of "learning from experience"; however, they have distinct purposes, different triggers, and each has its own steps to be followed (Dejarlais & Smith, 2011, p.3).

2.3 . Reflective Practice

Teachers tend to think a lot about their practice, students' needs, lesson plans and what went well and what did not. In this regard, Zeichner (1996, p. 207) articulated the notion that "there is no such thing as an unreflective teacher" (as cited in Weatherby-fall, 2015, p.69). This statement elaborates that teachers are naturally reflective practitioners, because teaching as a profession requires them to think carefully about the decisions they make every single day. In this context, Larrivee stated that: "unless teachers develop the practice of critical reflection, they stay trapped in unexamined judgments, interpretations, assumptions, and expectations. Approaching teaching as a reflective practitioner involves fusing personal beliefs and values into a professional identity" (2000, p.293).

Similarly , Reagan and Osborn (2002, p. 22) asserted that: "reflective practice can be understood as a cyclical process, moving from reflection-for-practice through reflection-in-practice and on to reflection-on-practice which then leads on to new reflection-for-practice". This point of view brings to focus the cyclical nature of self-reflection and its consistency.

Furthermore, Dewey believed that teachers' self-reflection refers to their tendency to criticize their own professional practice and ask themselves why they opted for certain strategies rather than others. In addition to the capacity of assessing the choices that serve best the interest of the learner; he also held that reflective teachers tend to be more ambitious and engage in the ongoing process of learning for the sake of their professional growth (1933, p.15) .

In short, teachers tend to reflect upon their experiences in their attempt to solve a problematic event and eventually transform it into a learning opportunity; as indicated by Dewey "we do not learn from experience we learn from reflecting on experience" (1933, p.78). Basically, reflective practice in teaching takes place when teachers encounter a problem while instructing which does not land itself to an easy solution.

2. 4 . Reflective Practice in Teaching Foreign Language

Teaching a foreign language is a difficult task to perform .Especially, in the face of the constant challenges that keep getting in the way of the objectives that teachers aspire to reach. Teachers find it extremely difficult to meet students' needs, sustaining the improvement of their academic achievement and assisting them in building the various competences a foreign language demands (Saylag, 2012, p.3849). Accordingly, self-reflection is regarded as a mean to assist teachers in their quest to achieve the prescribed objectives; as it may offer possible solutions to overcome certain obstacles a language teacher comes across every single day.

Simmons and Schuette (1988) maintained that teachers' self-reflection is an intentional process by which instructions, decisions, and other aspects in the classroom context are regulated carefully. Basically, it means that the teacher ought to reflect on the outcomes; and on that basis, initiates the reforms and changes necessary for a better decision making next time (as cited in Quesada, 2011, p.8).

EFL teachers face several problems in classroom context; however, it is a context full of situations that can provide lots of information regarding teacher's performance; which are

gathered through reflection (Quesada, 2011, p.9). That is to say, reflection can be employed as a tool by which practitioners can compile the data needed for assessing their professional practice. Similarly, Nunez & Tellez (2015, p.67) argued that teachers' self-reflection in EFL classrooms should be directed towards a thorough evaluation starting with the teacher him/herself, the approaches, materials and the probable impact of his/her behavior on learners' achievements. These examinations that a teacher makes may yield to personal and professional improvements in terms of questioning their own performance and make the necessary adjustments.

In this regard, Pickett (1996 as cited in Narasaki, 2017, p. 249) noted that: "the practitioner who reflects on the tacit understandings and assumptions s/he holds and subjects them to scrutiny in order to achieve deeper understanding of instructor/student roles, motivations and behaviors". Essentially, the purpose of reflective practice is gaining an in-depth vision; which may bring changes to teachers' approaches, methods, beliefs, and instructions in foreign language classroom. This notion is highly important in order to create a positive and motivated environment for learning, enabling learners to reach the desired performance and take part in their own learning process.

2.5. Types of Reflective Practice

2.5.1. Reflection-in-Action

Teaching can be considered as a process of inquiry where the teacher questions his/her own performance within the educational setting. This process entails the firm integration of the theoretical conceptualizations and practice. In this regard, Schon claimed that: "practice is a kind of research... a transaction with the situation in which knowing and doing is inseparable" (1983, p. 65). Mainly, he believed that reflection-in-action indicates the active examination of ideas and actions in a particular event. It also refers to what he described as "*thinking on feet*" while teaching (1987, p.79). That is to say, reflection-in-action mainly

refers to the process of discovering professional knowledge, practices and experiences during teaching. Simply, Schon believed that reflection-in-action is a conscious process by which professional conceptualizations are built based on logic to serve a given purpose. It takes place in the middle of a given situation.

2.5.2. Reflection- on-Action

Reflection-on-Action is a posterior process; this means that, when the experience is already dealt with, reflection occurs. Sellars (2013, p.4) assumed that: “reflection-on-action does have some... characteristics, specifically that the reflective process is undertaken after the event, problem or situation that initiated the process”. Furthermore, Van Manen (1997) also shared the same view regarding the process where he claimed that :“...reflection is not introspective but retrospective. Reflection on lived experience is always re-collective; it is reflection on experience that is already passed or lived through”. This means that, the process can be briefly explained in terms of looking back and gather major details of the incident (as cited in Sloan & Bowe, 2013, p.11). A different view presented by Schon (1983, p.68) who considered reflection-on-action as the manner by which knowledge is constructed from the ambiguous and chaotic nature of the context; in which the situation has occurred through an active analysis of the experience post its occurrence.

All the previous definitions indicate that reflection-on-action takes place post the teaching experience; i.e., when the teacher is completely detached from the context through reflecting on the undergone experience. Thus, the teacher can think more logically and objectively about it with the predetermined objective of improvement in mind.

2.6. Models of Reflection

Various models have been developed with the purpose of directing teachers towards an in-depth thinking about their actions.

2.6.1. Kolb Experimental Learning Cycle Model

For Kolb (2015), learning is perceived as a procedure by which ideas are constructed and constantly altered or reshaped by experience (p.37). In similar vein, Wain (2017) believed that Kolb's Model focuses on the idea of 'experiential learning' to emphasize the importance of experience in shaping learning (p.663). That is, knowledge is a product of learning and learning is shaped by experience. It is important to note that, the model is developed on the basis of experiential learning theory. In addition, it is heavily employed in education for the fact that it helps individuals to think about practical experiences and theoretical conceptualizations (Heyler, 2015, p.18). In other terms, emotions can also be integrated as mental processes, by which certain concepts are constructed. She also pointed out that: "Kolb suggests that... as practitioners stop, think, reflect and consider they ask themselves questions such as "How can I use this information?" and "How will it help with my daily work tasks and enhance my work role?"(p.18). That is to say; new perspectives are tested in order to find out their proper future applications.

Furthermore, the model presents Kolb's theory of experiential learning style in a four steps cycle. Every step indicates a distinct learning style, an effective learning is more likely to take place by following all the stages in this model as stated by McLeod (2010, p.2).

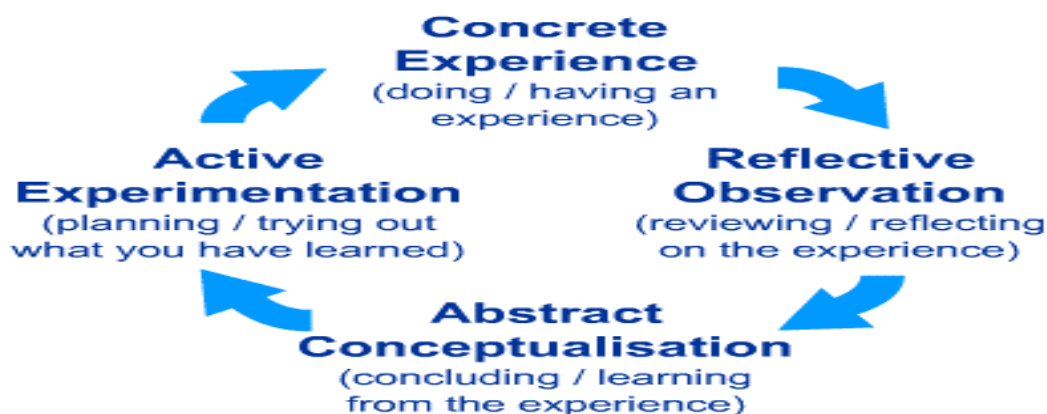


Figure 2.1 Kolb's Experiential Learning Cycle Model Retrieved from McLeod, S. A. (2010, p.1).

Kolb summed up the cycle as follows “...immediate concrete experience is the basis for observation and reflection. These observations are assimilated into a “theory” from which new implications or hypotheses serve as guides in acting ...new experience” (2015, p.32). This means that, the vital phase of this model is the concrete experience that a practitioner goes through. However, the second phase is more concerned with observation, reflection and gathering the necessary data, in order for the practitioner to generate an abstract understanding about the experience; which constitutes the third phase. That is, the practitioner constructs assumptions, theories, and deduces the links in order to make sense out of the event. Finally, the practitioner ought to enact these conceptualizations in real-world situation and employ them in other possible situations.

Briefly put, “Experiential Learning Theory Learning Model portrays two dialectically related modes of grasping experience: Concrete Experience (CE) and Abstract Conceptualization (AC). In addition to two dialectically modes of transforming experience: Reflective Observation (RO) and Active Experimentation (AE)” (2015, p.51). Therefore, learning is a result of the interaction between these modes. Hence, the theory perhaps presents an appealing model of learning for higher educators as it believes in the individual’s ability to progressively learn, develop and hold the positive ideology that is necessary for higher educators (p.52).

2.6.2. Gibbs Reflective Cycle

Gibbs model is considered as a more detailed version of Kolb’s model. As indicated by Chen et al. (2018) it is made of six stages “there are six stages in Gibbs’s model, as shown in from these series of interactive questions, faculty of higher education is encouraged to think and analyze their activities or experience systematically” (p.764). In simpler terms, these six stages that the individual goes through in the process of self-reflection consist of several questions. During each stage the questions make the practitioners think and examine their

actions to construct a more comprehensive image of what actually happened. In the first stage, a full description of the incident is required; for instance, a teacher may ask him/herself one of the prescribed questions in the model (what happened?) and relive the details of the experience. The second stage is about the feelings that took over the individual whilst experiencing the event. Moreover, the third stage is concerned with how the practitioner thinks more objectively in order to conduct a thorough evaluation of what is believed that it went well or not, allowing him/her to reflect. The fourth stage is all about analyzing the new data gathered from reflection in order to gain a better understanding of the situation. After tackling the previous stages a conclusion is to be reached about further modifications to assure improvements. Finally, in the fifth stage the practitioner is ought to conduct a personal action plan on what is to be done differently in similar anticipated events on the basis of learning from the experience he /she went through (Gibbs, 2013, p.49).

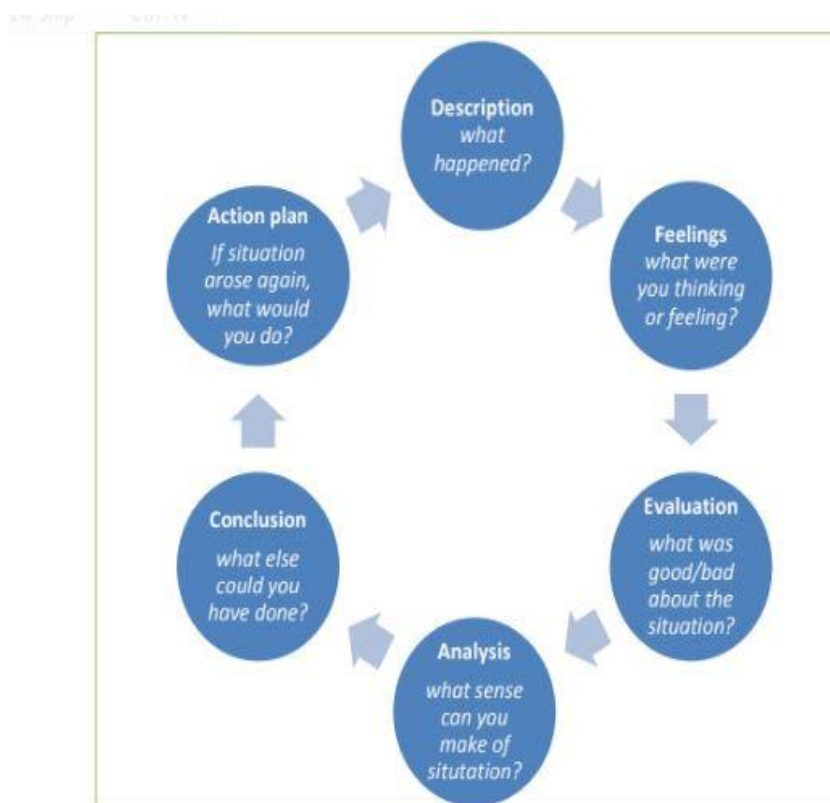


Figure 2.2 Gibbs' Reflective Cycle Retrieved from Wain, A. (2017, p.661).

2.7. Processes of Self-Reflection

The educational context is rich of experiences and situations that one needs to make use of and transform them into learning opportunities; for the sake of enhancing his /her professional practice. Richards & Lockhart (1996, p.6) have maintained that: “In every lesson and in every classroom events occur which the teacher can use to develop a deeper understanding of teaching.” It is highly assumed that ,every incident in the educational setting can be turned into a learning experience and can be used to gain an in depth insight of what is happening in the classroom, what can be avoided, and what needs to be improved. Investigating classroom practices can be done using several processes; including keeping journals, portfolios, peer observation, and lesson reports etc.

2.7.1. Journals

It is perceived that journals are a teacher’s own written documentation of a teaching experience or practice. Krol (1996) declared that keeping journals is a strategy that promotes reflection. It is considered as a means by which a successful dialogue between the teacher and his students can take place (as cited in Lindroth, 2014, p.2). It means that, reflective journals offer the opportunity for instructors and students to sustain a channel of an active communication.

Reflective journals have been regarded as an important strategy that fosters reflective thinking (Kok & Chabeli, 2002, p.36).This clearly indicates that reflective journals promote reflective practice. Moreover, Goker (2016, p.63) also added that the reflective practice which is framed by journals writing offers the instructor guidance and opportunity to assume the full responsibility over his/her own learning. Besides that, the majority of the tasks that are preceded based on the data collected from the journals would consequently be inspired from experiential learning theory and of a reflective nature.

All in all, journal writing is a process that permits the teacher to document or record his/her teaching experience; in order to have clear understandings and learn from it. It also promotes autonomy, reflection, and serves as an effective channel of dialogue between the teacher and his/her students.

2.7.2. Portfolios

Portfolios are a set of documents which contain a detailed description of the instructor's strengths and accomplishments as indicated by Seldin (1991) who identified teacher's portfolios as an accurate description of a teacher's capacities. It is mainly a set of records that indicates the quality of the teachers professional performance (as cited in Bastidas, 1996, p.25). Teachers may also opt for e-portfolios for their accessibility and practicality. E-portfolios are simply a collection of digitalized documents which serve as a concrete proof of learning that demonstrates personal growth and success (Beethman, 2005, p.3). In simpler terms, e-portfolios present a digitalized version that documents the teaching experience and displays the progress achieved. Similarly, e-portfolios are crucial in constructing lifelong skills; since they promote self-evaluation and self-reflection (Fuglík, 2013, p.9).

Teachers' portfolios have various advantages as stated by Bokiev et al. (2017, p.442-443) who believed that portfolios capture the impression instructors have towards their occupation, and demonstrate how innovative and successful they can be. In addition, they encourage practitioners to self-assess. Based on the previous views, portfolios are of great importance in teaching, due to the fact that they promote teachers' self-reflection and personal/professional growth.

2.7.3. Lesson Reports

Lesson reports are perceived as an organized record that offers instructors the opportunity to give a detailed description of how the lesson was delivered and received. This record basically contains the main features of a lesson, as noted by Richards & Lockhart (1996) who

clarified that “a lesson report is a structured inventory or list which enables teachers to describe their recollections of the main features of a lesson.” (p.9). This means that, lesson reports display teachers’ reflections on specific elements of the lesson.

A lesson plan is a mere description of what an instructor means to do in a lesson; whereas a lesson report is a description or a documentation of the ongoing events in the classroom based on the teacher’s own perspective. It is a simple process which provides the teacher with insights on what happened, time division, and how successful was the lesson; in order to regulate and enhance the teaching practice (p.9).

For a lesson report to be successful and effective, Richards & Lockhart (1996) suggested that it must be written by group of teachers; in order to precise the objectives to be met and aligned with the content of a specific subject matter. Hence, few steps were recommended to prepare an efficient lesson report.

1. A profound identification of the theoretical frame work underlying the subject matter and the available resources is required.
2. Make a form of a lesson report and use it frequently to capture the procedures adopted throughout the course.
3. Meet on regularly with colleagues to discuss the lesson reports and on that basis deduce the necessary adjustments on the strategies and techniques used (p.9).

2.7.4. Peer Observation

Observation is regarded as a tool of investigating classroom practices used to compile data about teaching instead of evaluating it (Richard & Lockhart, 1996, p.12). In this regard, peer observation means a joint observation where the observer attempts to perceive the class from the teacher’s perspectives “with a positive non-judgmental attitude” (Tosriadi et al., 2018, p.152).

Elsewhere they also contended that peer observation presents teachers with an extremely useful feedback concerning their practice (2018, p.155). That is to say, the feedback provided by the observer can enhance the teacher's teaching skills. In a sense that, the involvement of teachers in peer observation permits them to acquire in-depth insights, because it allows the teacher to identify certain problems which he himself is unable to notice (Cakir, 2010, p.2-4).

On the light of what is said above, Cosh (1999, p.25) contended that: "peer observation is not carried out in order to judge the teaching of others, but to encourage self-reflection and self-awareness about our own teaching". Seemingly, Tzotzou (2014, p.15) believed that counting on peer observation enables EFL teachers to be conscious about the selection of the proper teaching techniques, and offers the chance to share their ideas, materials, and methodologies used for the purpose of managing an effective classroom.

2.8. The Importance of Self-Reflection

It is highly accepted that self-reflection persists to play a pivotal role in the field of professional education (Walsh & Mann, 2017, p.351). It is regarded as an extremely important technique in professional learning settings because individuals learn better from their own experiences rather than formal instructing. Consequently, self-reflection leads to both personal and professional development (Mathew et al., 2017, p.126). Simply put, personal experiences are the basis for effective learning. Ur (1991, p.6) claimed that the most solid basis of learning is personal and professional experiences that teachers undergo on a daily basis in classroom. Moreover, lessons are better understood by the teacher himself through the repetitive delivery, and his /her performance is accurately evaluated. Therefore, self-reflection is considered as an essential element for a successful learning (Hadiya, 2017, p .944).

Furthermore, self-reflection has gained much recognition in the educational sphere. Dewey (1933) once noted that teachers who do not engage in the process of reflection get caught in a vicious cycle of repetitive practice (routine); which may develop in teachers an

attitude of laziness and lack of enthusiasm. Nevertheless, if teachers involve reflection in their practice they can have the opportunity to renew their professional practice with each experience they go through (Farell, 2018, p.2). Elsewhere, Hadiya maintained that reflective practice motivates instructors to have profound insights about their learners' learning styles, needs and capacities. It is presumed that, reflective teachers usually tend to shape reflective learners. In other words, teachers' self-reflection can motivate learners to reflect on, and assume the responsibility of improving their learning (2017, p.945).

2.9. The Impact of Teachers' Self-Reflection on Classroom Management

Classroom management and discipline (CMD) is often perceived as one of the most critical aspects in the educational sphere; where teachers tend to face various difficulties concerning how to effectively manage their classrooms. This makes them feel less equipped to handle the complex /unstable nature of classroom environment (Bilač & Miljković, 2017, p.13). Therefore, several researches have been conducted for the sake of confirming the assumption that teachers' self-reflection can impact certain teaching skills and strategies and most importantly classroom management.

Ahmed and Al-khalili (2013, p.60) discussed the impact of teachers' self-reflection on developing certain teaching skills. The study required a training that lasted a whole semester followed by a questionnaire. Moreover, the data compiled from this research indicated that reflective teaching was an effective approach, which contributed in developing certain teaching skills and strategies such as: lesson planning, adapting new materials, classroom management and assessment.

Furthermore, Sammakjend and Marzban (2016, p.88) conducted a comparative study of experienced and novice female/male EFL university teachers in Iran. The study sought to examine the attitudes of teachers regarding self-reflection and classroom management. Data were gathered using two questionnaires and a couple of teachers' diaries. The results

indicated that the participants had a common level of awareness regarding the process of self-reflection; however, they applied it in slightly different manner when it came to their classroom management.

Mathew (2012) argued that building learners English skills is extremely difficult. Therefore, teachers ought to continuously self-reflect on their classrooms in order to have a clear insight on their learners' growth (p.205). This paper examines a self-reflection that requires a certain level of willingness on behalf of teachers to modify their beliefs and enhance given skills; whenever it is necessary for an efficient classroom management.

Accordingly, we can deduce that teachers 'self-reflection development and improvements in implementing classroom management strategies are intensively related. This emphasizes the importance of integrating meaningful reflection in teaching for its recognizable correlation with positive instructional outcomes.

Conclusion

To conclude, teaching as a profession requires its practitioners to be constantly reflective. It is then important to structure the process in order to guarantee its effectiveness regarding Classroom practices. Classroom management has always been challenging for teachers because of its unstable nature. Therefore, failing to effectively manage the classroom can greatly impact learners' achievements. For this reason, the integration of reflection in professional practice may lead to a meaningful teaching/learning experience. Moreover, the existing relationship between reflective practice and professional improvement makes it difficult if not impossible to effectively manage the classroom without being engaged in the process of self-reflection.

CHAPTER THREE: FIELD INVESTIGATION

Introduction.....	42
3.1. Teachers' Questionnaire.....	42
3.1.1. Research Method and Design.....	42
3.1.2. Population and Sample of the Study.....	42
3.1.3. Description of Teachers' Questionnaire.....	43
3.1.4. Administration of Teachers' Questionnaire.....	44
3.1.5. Data Analysis and Interpretation.....	44
3.1.5.1. Analysis of Results and Findings.....	44
3.1.5.2. Summary of Results and Findings from Teachers' Questionnaire.....	56
Conclusion.....	58

Introduction

This chapter is intended for the purpose of analyzing teachers' questionnaire. Basically, it aims at revealing to what extent teachers at the English Department of 8 Mai 1945 Guelma University are self-reflective, and if so, how it can impact their Classroom Management Strategies. Therefore, the findings gathered from this study would enable us to answer the research questions. This part of the dissertation includes an interpretation of the data collected from (20) teachers. Besides, a general conclusion and some suggested pedagogical implications; in addition to limitations that have restricted this research are also provided.

3.1. Teachers' Questionnaire

3.1.1. Research Method and Design

The present study follows a Descriptive Statistical Method to identify, analyze and describe factors related to teachers' self reflection, classroom management strategies and to explore the relation between them by looking for the impact teachers' self-reflection has on classroom management strategies. Thus, a quantitative research is adopted to analyze the variables in order to obtain results via analyzing numerical data (Apuke, 2017, p.41). Moreover, it aims at gathering information, testing hypothesis and /or answering research questions. So forth, the research tool used in this research is a questionnaire assigned for English Department teachers at Guelma University.

3.1.2. Population and Sample of the Study

The present study involves teachers at the Department of English, 8 Mai 1945 Guelma University. The reason behind choosing university teachers as a population is that they are dealing with advanced learners who are self-reliant and can claim their needs. Consequently, teachers have to be ready for any sudden unplanned classroom issues their students' claim for during the course. Moreover, they need to provide the sufficient knowledge about the requirements that good classroom managers possess. Therefore, teachers need to be self-

reflective to be able to overcome such teaching requirements. Therefore, the questionnaire aims at discovering whether teachers at the English Department are self-reflective or not, and attempts to investigate the relationship between teachers' self-reflection and classroom management strategies.

3.1.3. Description of Teachers' Questionnaire

This questionnaire is mainly composed of (19) questions, arranged in sequence from general to specific and organized in three major sections. As far as the questions are concerned, various types are included from "closed questions" answered by 'Yes' or 'No' to "closed-ended" questions; in which the participants are required to pick the suitable answer from the predetermined answers, and "open-ended" questions where teachers are required to express their understandings regarding the subject matter in hand. Moreover, the participants are asked to justify their answers for the purpose of gaining an in-depth understanding.

Section One: General Information (Q1 to Q4).

This section includes four (04) questions for the purpose of compiling general information regarding teachers' experience in teaching English at the University; such as how long have they been teaching in higher education and the field they are specialized in.

Section Two: Classroom Management (Q5 to Q12).

This section elicits teachers' perception of the critical elements in classroom management, and the extent to which it influences students' academic achievements. More to the point, it explores teachers' awareness regarding the diverse classroom management strategies that are needed to create a suitable learning environment/context.

Section Three: Teachers' Self-Reflection and its Impact on Classroom Management Strategies (Q13 to Q19).

The ultimate objective to be reached from this section is to investigate teachers' awareness regarding the concept of self-reflection and to what extent they believe that integrating it in the teaching practice is important. Eventually, this section seeks to explore the relationship found between Teachers' Self-Reflection and Classroom Management Strategies.

3.1.4. Administration of Teachers' Questionnaire

The questionnaire was administered to (40) participants on August 9th till 15th 2020; via e-mails due to some exceptional circumstances. However, only (20) teachers answered the questionnaire and sent it back during this period, and because of time limitation, we have not accounted for those that were received later.

3.1.5. Data Analysis and Interpretation

3.1.5.1. Analysis of Results and Findings from Teachers' Questionnaire

Section One: General Information

Question One: Are you a teacher of?

Table 3.1

Field of Specialty

	Number	Percentage
Linguistics	8	40%
Literature	7	35%
Civilization	5	25%
Total	20	100%

According to the results displayed in Table 3.1, the majority of teachers (40%) who responded the questionnaire are teachers of linguistics. While, (35%) represented teachers of literature and only (25%) are civilization teachers .

Question Two: Have you had any pre-University teaching experience?

Table 3.2

Pre-University Teaching Experience

	Number	Percentage
Yes	10	50%
No	10	50%
Total	20	100%

As shown in Table 3.2 above, (50%) of the participants have had a pre-University teaching experience, this means that they are more familiar with classroom issues and problems and then may be more self-reflective and ready to solve them as they have experienced various educational contexts, learners' levels and needs and then were subject to different teaching/learning requirements. However, the other (50%) of teachers have directly started teaching at the University level; which means that they have dealt with advanced learners who can claim for their needs and who are aware of their wants and lacks and then can help teachers know about what goes well and what does not.

Question Three: How long have you been teaching at the University?

Table 3.3

Years of Teaching Experience

	Number	Percentage
1-5 years	3	15%
5-10 years	11	55%
Above 10 years	6	30%
Total	20	100%

The research data indicate that the majority of teachers (55%) have a University teaching experience that varies from 5 to 10 years. While (30%) have more than 10 years experience; which can be interpreted as the majority of teachers are experienced and expected to be more

professionally developed mainly in relation to classroom management issues. (15%) of teachers are regarded as relatively new and less experienced; as they have been instructors for less than five years. However, this does not imply that they are less responsible and committed.

Question Four: How could you judge yourself at the beginnings of your teaching experience?

Table 3.4

Teachers' self-Judgement at the Beginnings of their Teaching Experience

	Number	Percentage
Well prepared	9	45%
Somehow prepared	11	55 %
Not prepared	0	0%
Total	20	100%

As it is shown in the table 3.4 the majority (55%) of teachers assessed their performance at the beginnings of their teaching experience as somehow prepared; due to the fact that, they did not receive any pre -teaching training program. Consequently, we can say that our sample teachers have the necessary knowledge background and lack practice; which is not enough for having effective teachers; i.e., they need training. Moreover, teaching at higher levels is by no means easy; especially at its beginnings because of many psychological obstacles as anxiety, stress; as well as, some administrative requirements and instructions as meetings, exams, etc. In addition, (45%) said that they were well prepared and this is related to their self confidence, self-efficacy and formal experience in teaching at other levels.

Section Two: Classroom Management (CM)

Question Five:

Have you ever received any training regarding how to effectively manage your classroom?

Table 3.5

Classroom Management Training

	Number	Percentage
Yes	6	30 %
No	14	70%
Total	20	100%

According to the findings presented in Table 3.5, the vast majority of teachers (70%) declared that they have not received any form of training when it comes to effective classroom management. (30%) of them claimed that they received a sort of training in managing their classes in a form of a module, training and programs organized by the Ministry of National Education and Higher Education. These results show that teachers have a varied level of professional development because all of them did not have equal training opportunities.

Question Six: Which CM element you find more important?

Table 3.6

The Important Elements of Classroom Management

	Number	Percentage
Time and space	6	30%
Student's behaviour	3	15%
Instructional strategies	11	55%
Total	20	100%

The results obtained showed that for (55%) of teachers, 'instructional strategies' is the element that receives more attention and considered as the most important one. They claimed that it is the basis of a teaching – learning process because the best choice of the instructional strategy results in helping both of them -teachers and students- achieve course objectives. However, other teachers (30%) chose space and time as the important elements to manage;

considering that time is an influential factor in educational settings because it is a critical factor for teachers to manage. Whereas, only (15%) opted for behavior due to the possible negative effects it may have on students' outcomes and general classroom atmosphere. To sum up, teachers ensure that all CM elements are important but 'instructional strategies' is the most critical one. In addition, other elements were suggested by the participants as follows:

- Students' assessment.
- Students' attention.
- Students understanding and participation.
- Materials.

Question Seven: Which CM element you find more difficult?

Table 3.7

The Difficult Element of Classroom Management

	Number	Percentage
Time	13	65%
Student 's behaviour	5	25%
Instructional strategies	2	10%
Total	20	100%

As displayed in Table 3.8 the majority of teachers (65%) opted for 'time' as the difficult element to manage because of the extensive exercises teachers must do inside and outside classrooms; such as content selection, lesson preparation, students' evaluation, etc . However, (25%) of our participants chose behavior; assuming that it is very hard to sustain the stability of students' behaviors in classrooms regardless of what strategy is implemented. While only (10%) opted for instructional strategies because it may be difficult to decide about what strategy suits better their students' level, course time, classroom activities, etc. These results imply that teachers' face several difficulties while managing their classes; however, time is the most difficult element that is really challenging to manage.

Question Eight: Do you think that problems of CM influence students' learning outcomes?

Table 3.8

The Impact of CM Problems on Students' Learning Outcomes

	Number	Percentage
Yes	20	100 %
No	00	0 %
Total	20	100%

According to Table 3.8, the whole population (100%) agreed that problems of CM can influence students' learning outcomes at a high extent. Thus, teachers supported this claim by giving the following justifications that we have summarized as follows:

- If there is something wrong in CM it will surely affect students' learning and thus they will not be able to positively interact.
- If there is no control over behavior there is absolutely no chance to implement classroom management strategies due to time constraints.
- The more adequate management strategies are the more successful the teaching and learning experiences would be.

Question Nine: Are you aware of classroom management strategies?

Table 3.9

Awareness about Classroom Management Strategies

	Number	Percentage
Yes	20	100 %
No	0	0 %

As Table 3.9 shows, a consensus by (100%) is reached concerning teachers' awareness about classroom management strategies. This indicates that, it is very necessary and important for teachers to have a good command of CM strategies and to be aware of their implementation in the classroom. Consequently, they count for each CM strategy, its

importance in achieving effective CM context and how to fulfill students' needs and course objectives through such strategy. So forth, teachers are highly aware of the crucial role CM strategies may have in facilitating their teaching tasks.

Question Ten: If yes, what CM strategies do you use?

Table 3.10

Classroom Management Strategies

	Number	Percentage
Organization	0	0%
Communication	2	10%
Monitoring	0	0%
Lesson strategy	0	0%
Lesson deliver	0	0%
Questioning	0	0%
All the above	18	90%
Total	20	100%

The data analysis of teachers' answers indicates that the overwhelming majority of them (90%) opted for all the above mentioned strategies as being equally important and then they make use of all of them to achieve good CM. This implies that they are inter-related and complementary to each other in order to ensure effective and collaborative classrooms. However, only (10%) opted for communication as the most used strategy; claiming that it is an important way by which a mutual respect can be maintained between teachers and students in order to create a positive learning atmosphere and reach good learning outcomes.

Question Eleven: What strategies do you rely on to maintain students' behavior in the classroom?

Different answers were provided concerning this open question, they are summarized as follows:

- Assessment and evaluation.

- Monitoring using rewards.
- Communication.
- Warning.
- Reward and punishment.
- Defining rules.

Accordingly, the majority of teachers agreed that students' misbehaviors are usually source of anxiety, disruption and have a negative influence on the whole teaching-learning process; thus, they usually treat it via warnings or by using specific assessment techniques.

Question Twelve: In your opinion, how important classroom management is for effective learning?

Table 3.11

Classroom Management Importance

	Number	Percentage
Very important	17	85%
Important	3	15%
Somehow important	0	0%
Not really important	0	0%
Not important at all	0	0%
Total	20	100%

The results opted from this question Table 3.11 indicate that classroom management is crucial for having good teaching-learning circumstances. As a proof, the overwhelming majority of the population (85%) stated that it is very important and (15%) claimed that CM is important. In addition, none of the participants opted for the other options: somehow important, not really and not important at all. This clearly indicates that classroom management is a critical aspect in teaching and that teachers count for each CM element carefully trying to create the best and suitable teaching-learning conditions inside the classroom; aiming at facilitating their teaching instructions, tasks, their students' classroom

needs, activities, behaviors and problems. To conclude to the impact good classroom management can have; on the one hand, on their teaching process; and on the other hand, on students' general learning outcomes.

Section Three: Teachers' Self-Reflection and its Impact on Classroom Management

Question Thirteen: According to you what is teachers' self-reflection?

The answers provided by the informants indicate that teachers perceived the concept of 'self-reflection' as self-criticism and judgment for the sake of improvement. That is to say, thinking thoroughly about their teaching and evaluate it in comparison with their students' outcomes. The definitions provided were extremely accurate in relation to the definitions provided by various scholars; for instance, Dewey (1910, p.6) who introduced the term as a continuous critical thought about the beliefs, knowledge and practice.

These are some definition provided by the informants:

- Self-reflection involves reviewing lesson plans or teaching strategies and questioning oneself regarding the decisions made every single day.
- A process that revolves around thinking about the best ways of teaching overall including: how to plan lesson, deliver it, how to make use of your skills as a teacher, and the best practices you can rely on to make the entire process go smoothly.
- When teachers think about and evaluate their performance.
- Analyzing one's own teaching bright and dark sides, being ones judge with no partiality.

Question Fourteen: Do you consider yourself a reflective teacher?

Table 3.12

Teachers' self -Perception as being a Reflective Teacher

	Number	Percentage
Yes	20	100 %
No	0	0 %

The data obtained show that all the informants (100%) ensure that they are reflective teachers; which explain that they self-assess the results of their teaching in a regular manner, and they always check, judge, modify and do the necessary changes in terms of the teaching strategies used; then, measure the extent to which they are effective.

In addition to other justifications summed up as follows:

- Whenever I opt for new technique I reflect and assess the experience that I have gone through.
- I always reflect on my performance in the classroom to indicate the problems and try to figure out ways to improve the results of my teaching.
- At the end of each session or term I tend to ask myself a set of questions and the answers I reach improve my practice.
- I always assess the results of my teaching and professional progress.

Question Fifteen: Which of the following processes you rely on while self-reflecting?

Table 3.13

Processes of Self-Reflection

	Number	Percentage
Lesson report	8	40%
Peer observation	6	30%
Journals	5	25%
portfolios	1	5%
Total	20	100%

As it is shown in Table 3.15, (40%) of teachers chose lesson reports; which implies that they are the most favorable reflective process as they require a detailed description of delivery and reception of the lesson and how successful it was. (30%) opted for peer observation which is also widely accepted among teachers; through involving “a positive non judgmental attitude” from the peer observer in order to gain different insights (Tosriadi et al., 2018,

p.152). Furthermore (25%) selected journals which are considered as a very effective strategy that can be used to do self-reflection. However, only (5%) chose portfolios because they are somehow impractical (consume time).

Teachers' justifications could be summed up as follows:

- Journals and portfolios are considered as impractical because they take lot of time.
- Lesson reports and peer observation confirm how complete the work is and allow the instructor to discover the gaps in the delivery of the lesson and assess the performance from different angles.
- Taking notes while instructing was another choice offered by the informants.

Question Sixteen: According to you, how important is the integration of self-reflection in teaching?

Table 3. 14

The Importance of Integrating Self-Reflection in Teaching

	Number	Percentage
Very important	17	85%
Important	3	15 %
Somehow important	0	0%
Not really important	0	0%
Not important at all	0	0%
Total	20	100%

The results obtained revealed that the majority (85%) of teachers believed that integrating self-reflection is highly important; which may correlate to their high intention to achieve good teaching-learning outcomes. Besides, they confirm that they self-reflect using different techniques where lesson reports and peer observation are the most commonly used ones. In addition, (15%) ensured that it is somehow important which may reflect their focus on other techniques rather than self-reflection without ignoring the role it can have in improving their

teaching profession. Accordingly, the integration of such process in teaching is pivotal due to certain positive effects that it can bring to teaching and learning as well. For instance, renewing the practice, personal -professional development and inspiring learners to engage in the process of reflection.

Question Seventeen: Do you agree that self-reflection can help in improving teachers’ classroom management and then their professional practice?

Table 3. 15

The Role of Self-Reflection in Improving Teachers’ Classroom and Professional Practice

	Number	Percentage
Strongly agree	14	70%
Agree	6	30%
Neutral	0	0%
Disagree	0	0%
Total	20	100%

As it is displayed in Table 3.15, the majority of teachers (70%) strongly agree that self-reflection can improve teachers’ classroom management and then their professional practice. In addition, (30%) also agreed about the importance of self-reflection in improving teachers’ CM and professional practice. This indicates that, self-reflection introduces positive adjustments to the teaching practice and enhances certain teaching skills. Likewise, the ongoing process of self-evaluation and criticism ensures better decision making regarding classroom management daily practices. Simply put, reflection contributes in improving teachers’ classroom management specifically and consequently their professional practice.

Question Eighteen: Do you believe that self-reflection may impact teachers’ classroom management strategies?

Table 3.16

The Impact of Teachers’ Self-Reflection on Classroom Management Strategies

	Number	Percentage
Yes	20	100 %
No	0	0 %
Total	20	100%

All of the participants (100%) claimed that self-reflection may impact classroom management strategies; the reason why all teachers agreed with the statement is that reflective teaching permits the teacher to detect any problem regarding classroom management and alters it. Moreover, even if the teacher is under different conditions, past experiences are always helpful in making the practice easier, active and productive. So forth, teachers state that a self-reflective teacher is always ready for any necessary changes in terms of lesson plans, course organization, content selection, time division as well as classroom management strategies.

Question Nineteen:

This question allows teachers to express any further suggestions or remarks they wish to share about the research theme or any related issue. Surprisingly, only two (2) teachers, which represents (10%) from the whole sample, provided the following suggestions:

- Teachers should integrate technology or other tools and strategies to foster their Self-Reflection.
- Higher educators must be involved in action research for the sake of introducing concrete positive changes into the educational filed.

3.1.5.2. Summary of Results and Findings

In this chapter, the most important results and findings have been summarized from the data analyzed from teachers' questionnaire. Thus, the first section shows that the majority of the informants who answered the questionnaire are teachers of linguistics. Besides, most of

them are highly experienced since they have been teaching at the University level for more than 10 years.

Moreover, in the second section, teachers assume that ‘instructional strategies’ is the most important element of classroom management, because of its importance in ensuring better learning outcomes. In addition, teachers’ show a positive perception concerning the impact of classroom management problems on the learning process; believing that good classroom management helps students’ learn better; however, a negative classroom management may hinder both teachers’ and learners’ classroom tasks, duties and rights. Furthermore; it brings to focus the extent to which university teachers are aware of classroom management strategies and the role they have in maintaining a positive learning environment.

In the third section, all teachers have provided their own understandings of self-reflection and their answers were highly accurate. This result indicates that, they are well aware of self-reflection as a concept and as a process. More to the point, they consider themselves reflective practitioners because they reexamine and regularly assess their performance in class and out. Teachers use also different reflective processes according to their preferences. Consequently, the study revealed that, for teachers, lesson reports and peer observation are the two most preferable processes of reflection for the fact that they are direct, immediate and practical. Moreover, they offer a clear vision on how effective teaching took place in terms of different classroom factors as behavior, time, etc., based on the application of classroom management strategies. In addition, a conclusion is reached concerning the importance of integrating self-reflection in any teaching practice and mainly its role in improving the implementation of teachers’ classroom management strategies.

Conclusion

Relying on the data obtained from field investigation that is set forward in this third chapter, one can confirm the interconnectedness of self-reflection and classroom management in general and classroom management strategies in specific. Accordingly, English Department sample teachers of 8 Mai 1945-Guelma University- show a high awareness towards the process of self reflection and its importance in enhancing teaching tasks and more precisely classroom management related ones. The latter would enable them to be effective teachers and help them develop their professional competence and practice. That is to say, structured teachers' self-reflection would have a positive impact on classroom management strategies; which adequately answer the research question and confirm the research hypothesis.

General Conclusion

1. Concluding Remarks

Effective classroom management is regarded as an influential factor that may influence learners' achievements. In other words, the success of any learning experience depends on the stability of its learning environment. However, maintaining the order in the classroom is extremely challenging and takes a lot of time, effort and patience. Moreover, as it is revealed in the practical part of this study, teachers specifically reflective ones are expected to improve progressively their teaching practice; especially in their every day classroom dynamics. For this reason, it is vital for teachers to raise their awareness about the concept and its positive contributions in professional development.

2. Pedagogical Implications

In the light of the data gathered, this study confirms the strong relationship between teachers' self-reflection and improving the implementation of classroom management strategies. Therefore, the positive impact is unquestionable, and in order to enhance the teaching practice and ensure effective instruction, teachers ought to structure their reflection relying on several processes and techniques to establish order and foster such practice; such as journals, lesson reports and peer observation. Classroom management is never an easy task to perform, and chaos is inevitable; however, allowing such disruptions is not. For this reason, teachers should show their ability to fully control and manage these situations using various strategies because learners usually tend to avoid disruptive behaviors when they are in the presence of an attentive teacher. Also, they need to focus more on communication in the classroom to settle misbehaviors. In addition, punishments and/or warnings should fit the intensity of the misconduct committed to show justice and prevent any kind of resentment or any other attitude that may affect learning motivation or teacher-student relationship.

Moreover, teachers and especially higher education teachers often think that developing a classroom management plan (a plan that structures or outlines the management of different elements) is unneeded since they are dealing with advanced learners. However, they need to be aware of the fact that their learners are future foreign language teachers and thus their teachers stand as a source of great influence and aspiration for them- students. Consequently, they need to provide a good model of an effective teacher who is a good classroom manager and highly self-reflective. Besides, considering that training programs in the Algerian educational system are short-termed and offer only an initial preview of what is the genuine teaching experience, and what takes to be an effective teacher. Teachers have to raise students' awareness towards classroom management importance and the role self-reflection can play in improving it; via some classroom procedures, techniques, and practices; such as mentioning the exact time devoted to each part of the lesson or for doing a classroom task. Furthermore, teachers have to be wise in terms of how to solve behavior problems without affecting the whole classroom atmosphere or interrupting the flow of the course.

Furthermore, other implications that this study could suggest can be summed up as follows:

- Introducing concepts such as self-reflection for advanced learners may assist them in overcoming certain challenges by valuing the experiences they live rather than just passing through them.
- Professional development is directly linked to reflective practice; thus, reflective teaching is highly recommended for teachers who aspire to grow professionally.
- Effective classroom management ensures instruction of high quality; and specific training must be offered.
- Integrating technology in self-reflection may offer the practicality needed to accomplish the reflective practice more effectively.

3. Research Perspectives and Limitations

A research is a journey and challenges are inevitable. Thus, certain limitations have restricted this study in terms of the sample size which imposed a liability to generalize the results to other different levels or groups. Furthermore, time constraints and the psychological state of both the researches and the participants also posed an obstacle. Moreover, teachers were overwhelmed because of the huge amount of questionnaires and interviews received; which did not allow us to compile as much answers as needed. Most importantly , the exceptional circumstances represented in a global pandemic which prevented us from adding another investigation tool that requires asking teachers to provide their lessons reports and attend their classes to notice the effects of their reflection .In addition ,observing the necessary classroom management strategies used (time ,behavior, and instructional strategies) for four (04) weeks.

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APPENDICES

Appendix One

Teachers' Questionnaire

Dear Teachers,

This questionnaire is part of a research that investigates “The Impact of Teachers’ self-Reflection Development on Classroom Management Strategies”. Therefore, we would be grateful if you provide us with genuine answers because the collected data will serve as a reliable source to maintain the validity of this study. Please Tick (✓) for the appropriate box or fill in with information when necessary.

Thank you for your significant collaboration.

Fayza Hamaidi

Imane Kachi

Department of English language and Literature

University of 8 Mai 1945-Guelma-

2019/2020

Section One: General Information

1. Are you a teacher of ?

a- Linguistics b- Literature c- Civilization

2. Have you had any pre-University teaching experience?

Yes No

3. How long have you been teaching at the University?

1-5 years

5-10 years

Above 10 years

4. How could you judge yourself at the beginnings of your teaching experience?

Well prepared	<input type="checkbox"/>
Somehow prepared	<input type="checkbox"/>
Not prepared	<input type="checkbox"/>

- Please explain why?

.....
.....

Section Two: Classroom Management (CM)

5. Have you ever received any training regarding how to effectively manage your classroom?

Yes No

- If yes, please explain how it took place?

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

6. Which CM element you find more important?

Space and time	
Student behavior	
Instructional strategies	

- If there are others please name them.

.....
.....

7. Which CM element you find more difficult?

Space and time	
Student behavior	
Instructional strategies	

8. Do you think that problems of CM influence students' learning outcomes?

Yes No

- Please, explain how?

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

9. Are you aware of classroom management strategies?

Yes No

10. If yes, what CM strategies do you use?

Organization	
Communication	
Monitoring	
Lesson strategy and lesson delivery	
Questioning	
All the above	

- Please, justify.

.....

.....

.....

11. What strategies do you rely on to maintain students' behavior in the classroom?

.....

.....

.....

12. In your opinion, how much important classroom management is for effective learning?

Very important	
Important	
Some how important	
Not really important	
Not important at all	

Section Three: Teachers' self- Reflection and its Impact on Classroom Management

13. According to you what is teachers' self-Reflection?

.....

.....

.....

14. Do you consider yourself as a reflective teacher?

Yes

No

- Please, Justify.

.....

.....

15. Which of the following processes you rely on while reflecting?

Journals	
Portfolios	
Peer observation	
Lesson report	
Others (please name them)	

- Please, justify your choice.

.....

.....

.....

16. According to you, how much important is the integration of self – reflection in teaching?

Very important	
Somehow important	
Neutral	
Not really important	
Not important at all	

17. Do you agree that self -reflection can help in improving teachers’ classroom management and then their professional practice?

Strongly agree	
Agree	
Neutral	
Disagree	

18. Do you believe that self-Reflection may influence teachers’ Classroom Management Strategies?

Yes

No

- Please justify.

.....

.....

.....

19. If you have any further suggestions or any considerable remarks, please do not hesitate to add them.

.....

.....

Thank you for your significant contribution

Résumé

Dans le cadre formel de l'éducation, les enseignants assument la responsabilité de fournir la quantité nécessaire de connaissances, de créer un environnement positif dans lequel l'éducation peut être réalisé de manière efficace et d'inspirer leurs apprenants de diverses manières. À cet égard, les enseignants qui révisent continuellement leur propre pratique pourraient améliorer progressivement leurs compétences pédagogiques; notamment en termes de stratégies de gestion de classe. En conséquence, cette recherche tend à examiner si les enseignants du département d'anglais du 8 mai 1945, à l'Université de Guelma, sont autoréflexifs ou non. Il vise à analyser l'impact de la réflexion personnelle des enseignants sur les stratégies de gestion de la classe. Cette étude tente de découvrir la relation entre les deux variables en faisant l'hypothèse que si les enseignants sont très réfléchis, leurs classes seraient bien gérées. Pour confirmer cette hypothèse, une méthode descriptive quantitative visant à rassembler des données précieuses à partir du questionnaire destiné aux enseignants est utilisée. Le questionnaire destiné aux enseignants a été distribué à (40) enseignants de l'ensemble enseignants du département d'anglais de l'Université de Guelma du 8 mai 1945. Les résultats de la présente étude ont révélé que les enseignants du département d'Anglais sont très réfléchis; les résultats obtenus à partir du questionnaire insinuent fortement la corrélation positive entre la réflexion personnelles des enseignants et les stratégies de gestion de classe. Pour cette raison, nous prônons l'importance de développer la réflexion personnelles des enseignants et de l'intégrer dans leur enseignement pour améliorer leur pratique professionnelle générale.

Mots clés: Réflexion Personnelles , Gestion de Classe.

ملخص

ضمن الإطار الرسمي للتعلم يتحمل المعلمون مسؤولية توفير المقدار الضروري من المعرفة ، وخلق بيئة إيجابية يمكن من خلالها تحقيق التعليم بطريقة فعالة وإلهام المتعلمين بطرق مختلفة. في هذا الصدد، يمكن للمدرسين الذين يراجعون ممارساتهم الخاصة باستمرار تحسين مهاراتهم التدريسية بشكل تدريجي خاصة فيما يتعلق باستراتيجيات إدارة الفصل. وفقاً لذلك ، تميل هذه الدراسة البحثية إلى فحص ما إذا كان المعلمون في قسم اللغة الإنجليزية بجامعة 8 ماي 1945 قالمة ، ينتقدون أنفسهم أم لا. كما تهدف إلى تحليل تأثير التأمل الذاتي للمعلمين على استراتيجيات إدارة الفصل الدراسي و تحاول هذه الدراسة اكتشاف العلاقة بين المتغيرين من خلال الافتراض أنه إذا كان المعلمون شديدي التأمل الذاتي فإن فصولهم الدراسية ستدار بشكل جيد , لتأكيد هذه الفرضية تم استخدام طريقة وصفية كمية تهدف إلى تجميع البيانات القيمة من استبيان المعلمين ، تم توزيع استبيان المعلمين على (40) معلماً من جميع أعضاء هيئة التدريس بقسم اللغة الإنجليزية بجامعة 8 ماي 1945 قالمة وقد كشفت نتائج الدراسة الحالية أن المعلمين في قسم اللغة الإنجليزية ينتقدون أنفسهم بدرجة كبيرة و النتائج التي تم الحصول عليها من الاستبيان تدل بقوة على العلاقة الإيجابية بين الانعكاس الذاتي للمعلمين واستراتيجيات إدارة الفصل لهذا السبب ، ندعو إلى أهمية تطوير التأمل الذاتي للمعلمين وإدماجه في التدريس لتحسين ممارستهم المهنية العامة.

الكلمات المفتاحية :

انعكاس الذات , إدارة الفصول الدراسية