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**The Efficiency of Implementing Classroom Management Strategies in
Raising Learners' Test Grades
The Case of Teachers and Learners of English at Mahdjoub Abd El-Rahman
Secondary School-Guelma-**

**A Dissertation Submitted to the Department of English in Partial Fulfilment of the
Requirements for the Master Degree in Anglophone Language, Literatures and
Civilisations**

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DEDICATION

This work is dedicated to:

My parents, who educated me on the good principles; to be honest, kind and respectful

My brothers: Mouhssine Amine, Hamza and Labib Abd El-Mounaim

My husband and his parents

And all my friends

Marwa

DEDICATION

This work is dedicated to:

My parents, who educated me on the good principles; to be honest, kind and respectful

My brothers and sisters: Souad, Dalila, Ibrahim, Mouna, and Ramzi

My husband and his parents

And all my friends

Samah

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ABSTRACT

The present study investigates the nature of classroom management strategies and their use in teaching English as a Foreign Language, and the ways they influence learners' results. It attempts to specify the reasons of the research problem which are mainly related to teachers' lack of training in classroom management, the ineffective use of classroom management strategies, and pupils' individual differences. The study hypothesizes that the appropriate implementation of classroom management strategies may affect learners' marks in the English tests. For this purpose, three research tools have been used, the first and the most important one was a checklist for classroom observation conducted in Mahdjoub Abd El-Rahman Secondary school to report teachers' teaching strategies. The second tool was an analysis of the marks' sheets to check the extent of achievement in different classes when teachers apply distinct classroom management strategies. Additionally, a questionnaire has been administered for teachers of English in order to know their views and attitudes towards the implementation of classroom management strategies. The findings show that the appropriate use of classroom management strategies can help learners achieve better results in the English tests; thus, the research hypothesis has been confirmed. The study suggests some useful instructional teaching strategies that would foster learners' test achievement, either by incorporating the different classroom management strategies within the classroom setting, or by raising teachers' awareness of their effective implementation.

LIST OF ABBREVIATIONS

A/E: Assessment or Evaluation

CM: Classroom Management

CMS: Classroom Management Strategies

CRTs: Criterion- Referenced Tests

EFL: English as a Foreign Language

ICTs: Information Communication Technology

IELTS: International English Language Testing System

IETS: International English Testing Services

NRTs: Norm- Referenced Tests

Para: Paragraph

TOEFL: Test of English as a Foreign Language

TOS: Table of Specification

VS: Versus

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GENERAL INTRODUCTION

1. Statement of the Problem
2. Aims of the Study
3. Research Hypothesis
4. Research Questions
5. Research Methodology and Design
 - 5.1 Research Method
 - 5.2 Population of the Study
 - 5.3 Data Gathering Tools
6. Structure of the Dissertation

GENERAL INTRODUCTION

Classroom management is an essential requirement of the classroom learning environment. It is one of the most challenging aspects of teaching and most difficult skills to master. Effective CM is necessary for all teachers, yet a well-managed classroom can provide a push for students to be involved in the learning process. This need for efficiency in managing classrooms has encouraged many experts, scholars and instructors to develop a variety of methods, approaches, strategies, and teaching techniques that may help tutors in the implementation of tasks, the organization of the classes, and the satisfaction of their students' needs.

1. Statement of the Problem

The majority of Algerian secondary school teachers always come across some difficulties while doing their job due to various factors that may inhibit learners' success. The most influential factors are: the ineffective use of classroom management strategies, the lack of teacher training in the appropriate implementation of these strategies, and pupils' individual differences. In this respect, a research is required to highlight the teachers' ways of implementing various CMS, and their role in affecting the students' results and grades in the tests of English.

2. Aim of the Study

The objective of the present study is to investigate the extent to which teachers are implementing CMS in teaching English as a Foreign Language, as well as to explore the effect of CMS on learners' results.

3. Research Hypothesis

It was recognized in various research studies that the most important aim of CMS is to involve the learners in the learning process, in order to engender a dynamic atmosphere where the learners are active and independent actors in classrooms.

However, many problems and difficulties can face the teachers and students in the classroom. This has led the researchers of the current study to formulate the following hypothesis:

If classroom management strategies are implemented appropriately by teachers, this **would** affect learners' marks in the English tests.

4. Research Questions

It is important for teachers or language teaching specialists to make a careful selection of the most effective and appropriate strategies while delivering their courses. Thus, they should vary their strategies taking into consideration students' individual needs and differences. Accordingly, this research attempts to answer the following questions:

1. Are teachers aware of the most important CMS and the ways they are used?
2. How do Algerian secondary school teachers implement CMS?
3. Do CMS influence pupils' test results positively or negatively?

5. Research Methodology and Design

5.1. Research Method

The methodology design of the present study is a mixture of qualitative and quantitative tools of research. This choice is due to time constraints; nevertheless, it values objectivity through the discovery of facts and truths aiming at confirming or disconfirming the stated hypothesis via three different data collection procedures: a classroom observation and a questionnaire for teachers, and an analysis of students' test marks.

5.2. Population of the Study

The current study is a case study of one of the secondary schools in an Algerian context, exactly in Magh mouliYahiya city in Guelma, namely MahdjoubAbdEl-Rahman secondary school. Although the population of secondary schools in the region of Guelma is large, it is hard to investigate the topic of the present research in various secondary schools due the administrative decisions and to the roles of the researchers as non-participant researchers in the context of secondary education.

5.3. DataCollecting Tools

This research is conducted on the basis of two research tools in addition to evaluating pupils' exam marks. The first source of data is a classroom observation of four teachers of English in their classes to see whether they implement CMS or not. The second tool is a questionnaire for teachers of English which will be given to secondary school teachers from various schools in Guelma, and even for University teachers who have been teaching in middle or secondary schools. The questionnaire has been administered to know teachers' views and attitudes towards using CMS and their efficiency in affecting students' grades. Finally, the data which will be gathered from these two means of research will be compared with the learners' test results in order to arrive at reliable conclusions.

6. Structure of the Dissertation

The dissertation is divided into three chapters. Firstly, the first chapter is devoted to "classroom management strategies". It includes a general introduction, a background, a set of definitions for classroom management; its theories; and the importance of CM. Besides, it deals with CMS classifications and types, and the teacher's role in managing the classroom. Secondly, the second chapter deals with the main procedures of testing and evaluation by offering basic terminology in this field, and tackling the main scoring procedures which are used by teachers to assess their students' performance. Finally,

chapter three is concerned with data analysis, findings, and pedagogical implementations. It provides the analysis of the classroom observation data and teachers' questionnaire results. It also presents the analysis of pupils' marks, and tries to suggest some pedagogical recommendations which can improve the use of CMS in EFL classrooms; so that, they would enhance learners' achievement.

CHAPTER ONE: CLASSROOM MANAGEMENT STRATEGIES

Introduction

1.1 Background of Classroom Management

1.2 Definitions of Classroom Management

1.3 Classroom Management Theories

1.4 Classroom Management Strategies

1.5 The Classification of Classroom Management Strategies

1.6 The Importance of Classroom Management Strategies

1.7 Teachers' Role in the Classroom

Conclusion

Introduction

CM as a subfield of education management, is one of the factors affecting the process of education and training, and plays an essential role in shaping the structure of schooling, teaching manner, building character and the mental, emotional, educational and training progression of students. Therefore, the current chapter deals with this essential subfield, and is divided into two parts. The first part starts with an introduction, CM background as well as its definitions and theories. The second part discusses CMS relevance by highlighting the different types and classifications of CMS and its importance. The chapter ends with a consideration of the teachers' role in the classroom.

1.1 Background of Classroom Management

CM is an important aspect in educational psychology. It embodies teachers' pedagogical knowledge and is often found as a constituent of taxonomies and theoretical frameworks. According to Tavares (1996), CM is a topic of major interest to school administrators, tutors, and the general public. Similarly, Doyle (1986) has stated that the study of CM has "moved from relative obscurity to a prominent place in research on teaching" and has "achieved considerable maturity in a relatively short time" (p. 392). This shows, in a way or another, the huge researches and reports held vis-à-vis CM throughout history.

Regardless to this widespread interest, the systematic study of CM is moderately new. Contemporary CM research was largely influenced by the studies of Jacob Kounin and his colleagues during the 1970s and early 1980s. The focus in those early years was mainly on establishing and maintaining order, controlling students' behaviour, designing effective instruction, distributing and collecting equipments, and enforcing safety in classes. Jones et.al (1996); therefore, have asserted that CM is using an authoritarian or punitive approach that represses disorderly behaviour, but it does not foster

students' progress or permit the acquisition of more sophisticated styles of learning such as critical thinking and reflection.

Substantial research during the 1970s also served as impetus for examining CM. For instance, Marzano (2003) has reported that Kounin compared teachers' managerial behaviours in smoothly working classrooms with teachers from classrooms that had high degrees of carelessness and recurrent interruptions. Based on annotations of videotapes of teachers in both sorts of classrooms, Kounin has identified a set of teacher behaviours that corresponded to extremely managed classes. He has concluded by developing regular lesson features including: withitness, smoothness, momentum, overlapping, and group alerting. These characteristics describe effective classroom managers who are aware of student behaviours and to overlap more than one classroom assignment at a time.

Additionally, the 1976 Brophy and Evertson's book entitled *Learning from Teaching: A Developmental Perspective* is a report of results for a study conducted on elementary and junior high school teachers. The study is a comparison between exceptional teachers and average teachers. The first group consists of 30 teachers whose pupils constantly show surprising academic gains; whereas, the comparison group includes 38 teachers whose performance was more archetypal. Corresponding to Kounin's research findings, Brophy and Everston (1976) have summed up their results stating that:

“Probably the most important point to bear in mind is that almost all surveys of teacher effectiveness report that classroom management skills are of primary importance in determining teaching success, whether it is measured by student learning or by ratings. Thus, management skills are crucial and fundamental. A

teacher who is grossly inadequate in classroom management skills is probably not going to accomplish much” (p. 27)

Kounin's initiative sets the preliminaries for research in the area of managing and organizing classrooms. He has identified numerous characteristics of CM that were regularly linked to good learners' behaviour. For instance, at the Research and Development Centre for Teacher Education at the University of Texas at Austin, a series of studies have been conducted to find out how teachers react to disruptive behaviours. According to Emmer (1980), these studies concentrated on the beginning of the school year to discover how active teachers are in establishing and sustaining their management structures, and to identify causes of management problems in classes of less effective teachers.

The first descriptive study has been conducted in eight elementary schools which contain 28 teachers with different levels of experience. The subsequent year, 51 junior high school mathematics and English tutors took part in the study, with two of their class sections visited regularly by an observer. The data gathered in both studies includes detailed descriptive narratives of classroom tasks and activities, measures of students' engagement, rankings of particular teachers' behaviour and policies, ratings of disruptive and unsuitable students' behaviour, and logs of class time usage.

At the end of each study, measures of students' accomplishment and behaviour have been used to identify assemblies of very effective and less effective classroom managers. The third and fourth studies examined the impact of training on CM methods based on findings of the first two researches. Emmer (1984) has reported the findings of these studies claiming that:

“In the latter two studies, the interventions occurred at the beginning of the school year and resulted in

improved teacher behaviour in many, but not all, management areas and also in more appropriate student behaviour in experimental group classes as compared to control group classes” (p. 17)

By the 1990s, CM has been developed beyond a set of educational systems due to the emergence of bilingual classes and students with disabilities. It became “a complex process in which an environment is constructed in an on-going, reciprocal manner” (p.34), as it has been defined by Alder (1996). Accordingly, Schneider (1996) has stated that CM, in accordance with this progress, contains conversation between teachers and students, consideration on past and present experiences, and an examination of how one’s behaviour affects others in the environment.

1.2 Definitions of Classroom Management

CM is a cardinal feature of the total educational process. It contains all the steps through which interaction between the instructor and the learners takes place. The term CM has been defined differently by various educators throughout history. In most general terms, CM refers to the actions and strategies that teachers use to maintain order, engage students, or elicit their cooperation.

On the one hand, CM has been defined by Martin, Yin and Baldwin (1998) as a broader and comprehensive construct that describes all teachers’ efforts to oversee a multitude of activities in the classroom including learning, social interaction, and students’ behaviours. Likewise, Evertson and Weinstein (2006) have described CM as “the actions teachers take to create an environment that supports and facilitates both academic and social-emotional learning” (p. 4-5). This definition focuses on the responsibility of the tutor and relates the use of CMS to multiple learning objectives. Brophy (2006) has presented a similar definition: “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). Both definitions stress the importance of actions taken by the teacher to simplify learning among the students.

On the other hand, the conceptualization of CM has been stretched by delineating both the complexity of the setting in which the strategies and procedures are enacted, as well as, the scope of the teachers’ goals in carrying out management behaviours. For example, Tan, Parsons, Hinson and Sardo-Brown (2003) have viewed CM as all those essential activities which are highly necessary not only to create, but also to maintain a supportive and orderly atmosphere. It includes planning and preparation of teaching and learning materials, organization of the materials, decoration of the classroom, creation of expectation, and establishment and enforcement of rules and routines in the classroom. Similarly, Krause et.al (2003) has believed that CM is concerned with behaviour, and can also be defined as planning, organizing and controlling the learners, learning processes, and classroom environment to create and maintain an effective learning experience. It relates to the ability of teachers in the creation of an atmosphere which can lead to student self-discipline, minimized behaviour problems and other disruptions on the part of students; and sets the tone for a more effective teaching.

Kean University (2009) research has asserted that:

“Classroom management, as applied to teaching, involves everything that a teacher must do to carry out his/her teaching objectives. It includes preparation of plans and materials, structuring of activities into time blocks, direct teaching of skills and subject matter, grouping of pupils to provide for the

most efficient use of teacher and pupil time, plans for transition periods--changing from one activity to another or from one place to another-- pupil involvement and motivation, and adequate control of pupil behaviour” (“Classroom Management”, para.1)

Following these delineations, CM is highly connected to the process of organizing and conducting a class, and includes all the necessary aspects that result in teachers’ goal achievement and students’ learning success.

1.3 Classroom Management Theories

Although the definitions of CM vary, almost all researchers and educators agreed upon the fact that CM is a multifaceted concept that encompasses a wide variety of skills and techniques that teachers use in order to maintain a classroom environment conducive to learning and to prevent students’ disruptive behaviour. Effective CM brings about a smooth-running classroom where learning can occur. Therefore, teachers need a plan to manage the learning environment by anticipating and inhibiting problems, facilitating appropriate behaviour, and addressing behavioural issues. This need led the ground for many approaches and styles for managing classrooms to emerge. Educationalists and psychologists proposed several classifications and names for CM theories and models for managing students’ behaviour in classes upon different CM aspects.

Burden (1995) has claimed that the degree of control that the teacher exercises upon his students and the classroom is the most appropriate organizer for CM. He has clustered CM approaches into three main categories, the Intervening Model, The Interacting Model, and The Guiding Model. According to him the intervening Model, or high teacher’s control, is based on the logical belief that students’ progress and development are the result of external conditions. The students’ behaviour is shaped by influences from the environment. Therefore; the teacher must control students’ behaviour, reinforce

appropriate behaviours, and act to snuff out disruptive behaviours. This model encompasses high-control approaches which offer ideas to properly structure the learning environment. Furthermore, the interacting model, or medium teacher's control, emphasizes the shared power and control between teachers and students.

A typical example is Albert's (1996) Cooperative Discipline which expands the leadership roles in the classroom from teachers to students. She has believed that educators and students have to work cooperatively in order to create a safe, orderly and inviting environment which is full of connectedness and belonging. Lastly, the guiding model, or low teacher's control, holds the belief that students are responsible for controlling their own behaviour and they are capable of making decisions. Along with Burden's (1995) claim, children have an inner potential, and opportunities to make decisions that enable personal growth. Thus, students must have a high degree of autonomy while the teachers are expected to exert a low degree of control.

Like Burden, considering the degree of teacher's control as an organizer, Wolfgang and Glickman (1995), have hypothesized a theoretical framework to classroom interaction and discipline. Their continuum is based on a blend of psychosomatic analyses to illustrate three main approaches conceptualized as interventionist, non-interventionist, and interactionalist.

According to Ritter and Hancock (2007), the interventionist approach is based on the idea that students' appropriate behaviour is the result of teachers' reinforcement. Hence, teachers' role under this model is to establish classroom rules and procedures, implement appropriate rewards and punishments, and control classroom events for the purpose of maintaining an orderly productive classroom. Witcher et.al (2008) has asserted that the interventionist theory emphasizes teacher-centred orientation and

teachers' propensity to control the learning situation by intervening to shape students' behaviour with consequences.

Among CM models associated with this approach is B.F Skinner's Behaviour Modification. Skinner's theory turns around the belief that students' behaviour can be shaped by consequences that follow their actions. Skinner (1974) has asserted that reinforcement increases desired behaviours and decreases undesirable behaviours. He has stated that when rewarding students for good behaviours and punishing wrong behaviours, they will understand how to behave in the classroom. Behaviours that were rewarded will be repeated and the punished ones will be avoided, thus, a well-behaved class will result.

Meanwhile, the non-interventionist theory is based on the work of Carl Rogers who has suggested that students have an inner drive that needs to find its expression in the real world. Consequently, Ritter and Hancock (2007) have claimed that students should be allowed to exert significant influence in the classroom, and teachers should be less involved in regulating student behaviours. Likewise, Witheret.al (2008) has assumed that students should be given the power to manage the class and teachers' power should be at a minimum level. In this respect, the non-interventionist style, unlike the interventionist approach, is likely linked to student-centred orientation and students' tendency to explore new ideas about their lives, their school work and their relation with others.

Accordingly, teacher's role using this approach is a facilitator who works to prompt students' moral behaviour and develop the sense of self-discipline. The major proponent of the non-interventionist theory is Harry Wong. In "How to be an Effective Teacher: The First Days of School" (1998), Wong has commented that in this management approach

“Students involved with their work, especially with academic, even teacher-led instruction; Students always know what is expected of them and they tend to be successful; there is very little time off task such as wasted, disruption, etc.; The classroom environment is work oriented along with being pleasant and relaxed” (p. 86).

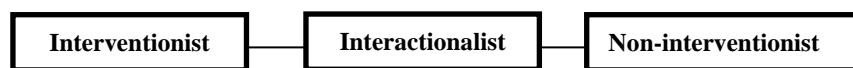
Moreover, Wong & Wong (1998) have suggested that teachers have to explain all classroom rules, procedures, and consequences to students. They believe in teacher readiness, meeting students, seating plan, and immediate feedback. However, their main belief is that efficient CM generates a safe and productive learning atmosphere.

Additionally, the interactionist approach is a midway between the two first models. It seeks to employ the best features of interventionist and non-interventionist CM. According to Ritter and Hancock (2007), interactionists believe that students learn from interacting with peers in their environment which is a shared CMS. In other words, they have stressed the idea that students learn appropriate behaviours as a result of meeting with other individuals and objects. This theory suggests that students and teachers should share both power and responsibility for CM. Consequently, interactionists either prompt a shared CM environment, or adopt a combination of interventionist and non-interventionist approaches so as to foster students' outcomes. Teacher's role following this approach is a helper and collaborator. Although he allows students to control behaviour, at the same time he is protecting the interests of the group. Among psychologists who pioneered this approach is the theorist William Glasser. Glasser's (1997) beliefs were constructed in his Choice Theory. According to Strahan et al. (2005), William Glasser's basic proposition is that learners are in control of their own behaviour and choose whether to behave appropriately or not. Thus, Choice

Theory is designed to help learners in understanding the motivations behind their behaviour; so that, they learn to make better choices. It encourages discussion, reflection and even offering opportunities for students and teachers to understand each other's individual behavioural differences.

In summary, interventionists afford consequences for students' behaviour, but non-interventionists create learning environments that limit students' negative behaviour, and interactionalists manage their classes with a mixture of interventionist and noninterventionist best aspects. Each of these philosophies assures higher student outcomes.

Figure 1.1 Wolfgang and Glickman's Teacher Behaviour Continuum



1.4 Classroom Management Strategies

In any classroom, teachers may face a huge challenge in maintaining discipline, controlling, and sustaining their classes due to many factors that hinder the interaction with pupils. Thus, effective teaching necessitates a set of strategies to deal with the countless tasks and situations that take place in the classroom. The teacher's role is to guarantee students' comprehension, understanding, and that they are learning and applying the acquired knowledge so that to prevent poor behaviour.

As stated above, CM is about creating a positive and comfortable environment to engage students in the learning process. CMS are all techniques, procedures, and routines used by the teacher to create a safe, orderly, and favourable learning environment in order to control students' behaviour, to manage the learning activities, and to improve teacher-students relationships. An effective teacher should differentiate between the preventive strategies and the reactive CMS. Preventive strategies are used to

establish rules and procedures, whereas disciplinary intrusions like punishment and warning are regarded as reactive strategies.

Therefore, disruptive behaviour can be decreased and addressed when the teacher understands the reason for such behaviour, and evaluates how students perceive themselves and the surrounding world. Subsequently, the teacher can develop his own and unique plan to encourage positive behaviour and motivate students to develop their skills. Accordingly, teachers should build a positive connection with students, set up expectation, and have clearly defined consequences.

1.5 The Classification of Classroom Management Strategies

There are many CMS to effective CM that can be implemented in classrooms to guarantee effective classroom supervision. According to Mumtaz (2010) the most important and valid strategies to be used are: organization, communication, monitoring, lesson strategies and delivery, in addition to questioning.

For Mumtaz (2010), CM starts with the organization of the classroom. It is concerned with the physical appearance and the strategic arrangement of the class where consistent rules and procedures are used by the teacher to assure authority. Everston (2007) has claimed that “classroom management strategies and routines are used by teachers to maintain appropriate student behaviour, promote learning in a safe environment, and incorporate the managing of instruction, the individuals and their behaviours”. Moreover, a competent teacher is the one who has the ability to select and design coherent instructional goals that promote learning and control the physical environment.

According to Mumtaz (2010) communication is another significant strategy based on the verbal and nonverbal interaction. It is about the process of producing and receiving at the same time exchanging knowledge and information between teachers and pupils.

Hence, it is one of the most important components of CM where the teacher is expected to construct a friendly atmosphere based on respect, trust and admiration. He also has to be helpful and patient because whenever a good relationship is built between teachers and their students, this latter will accept his/her rules and procedures and the disciplinary actions that he/she follows.

In cases when the teacher feels that students are bored, he/she has to employ wittiness and humour to attract their attention and to create conditions conducive to learning. Teacher-learners interaction is characterized by the use of body language, eye contact, gestures, facial expressions...etc., and this will affect learners' participation in the classroom.

Since one aspect of learning is making both academic and social mistakes, the teacher's task is to select a monitoring period and plan a schedule for his/her intervention during the class day while or after the exercise, in order to handle grading disputes in the future via observing students' behaviour, record, compare and see their success. The teacher has also to select a set of suitable class rewards while assessing students' production to encourage them to stay on task and on their best behaviour.

For Mumtaz (2010), the fourth component of effective CM requires lesson strategies and delivery since it is an essential part of the teaching and learning processes. Hence, one of the challenging aspects for any teacher is how to decide, prepare and deliver his/her lectures. In fact, well-organised and fully developed lessons that show all the competences of the teacher (style, intelligence, and talents) will move smoothly and create equal opportunities. As a result, all students will be engaged in the classroom discussions.

The last strategy is questioning which plays an important role in CM since it represents a great deal of classroom talks. This instructional strategy shows whether students are

active and motivated during the lecture or not. This appears via their interaction with the teacher, their judgment, and the amount of questions they set in cases of ignorance or when they cannot read their teacher's mind. So, the teacher should generate questions that are clearly stated, and appropriate for the students' ability to engage them.

In conclusion, to be a proficient and effective teacher is not an easy task. Competent teachers need to have good professional and personal skills such as content knowledge, together with good planning, clear goals and communication, and good CM and organization. Besides, they need to show responsibility towards students' learning process regardless of their capacity to learn.

1.6 The Importance of Classroom Management Strategies

It is of Paramount importance for teachers to establish a managed classroom that suits the diversity of students' needs along with creating an appropriate atmosphere to make pupils comfortable in the classroom. Although, beginning teachers often encounter unpredictable students' behaviours and CM problems that they do not know how to handle, it is important for them to look beyond those interruptions and disturbance by implementing CMS that engender an inclusive classroom for all students.

Everston, Emmer, and Worshman (2000) have argued that "classroom management strategies enable the teacher to create well-planned lessons with developmentally appropriate activities in a positive learning environment" (p.85). This means that teachers use certain strategies to provide effective learning experiences and to appeal pupils since learners who are engaged in lessons will be able to register the information better and to apply their knowledge when it comes to test taking.

1.7 Teachers' Role in the Classroom

Teachers assume a certain number of roles to support school and students' success. Whether these roles are assigned formally or shared informally, they build the whole schools' capacity to improve. A teacher's role comprises more than simply standing in front of a classroom and lecturing. Actually, even if the teacher spends the majority of the day in the classroom, the actual teaching component is only part of the job.

An effective teacher understands that teaching involves wearing multiple hats to guarantee that the school day runs smoothly and all students receive a quality education. Brown, H.Douglas (2007) has mentioned that "teachers can play many roles in the course of teaching and this might facilitate the learning. Their ability to carry these out effectively will depend on a large extent on the rapport they establish with their students, and on their own level of knowledge and skills".

According to Harmer (2003), the teacher may play the role of a controller, an organizer, an assessor, a prompter, a participant, or a resource. Teachers as controllers are in complete charge of the classroom; what students do, and what they say and how they say it. Yet, they have to control accuracy practice, provide opportunity for all learners to participate in classroom tasks, and make sure that almost all errors and mistakes are corrected.

Teachers also play an important role when it comes to classroom organization. The success of many activities depends basically on good organization. According to Harmer (2003), giving instruction and setting up activities are of vital importance in this role. It involves giving the students information, defining the work forms, grouping the learners, and organizing teaching material. Furthermore, a major part of a teachers' job is to assess learners' output. He has assumed this role to see how well students are

performing and how well they performed. Doing so, feedback and correction of errors have to be organized and carried out.

Another role played by teachers is as a prompter when they encourage students to participate in classroom activities, help them to think creatively, and guide them to find out solutions to the classroom issues. Moreover; from time to time; teachers tend to participate in certain classroom events. This involvement improves the learning atmosphere and encourages learners to perform better; however, teachers have to be careful not to dominate the group and overtake the activity.

Above and beyond, the most common role a teacher plays in the classroom is a resource. The teacher must be ready to offer help if needed or provide learners with whatever knowledge they lack when performing communicative activities. In general, Harmer (2003) has asserted that “All roles, after all, aim to facilitate the student’s progress in some way or other” (p.57). So, teachers should be aware of the different roles they can adopt, and know when and how to use them.

Conclusion

CM is considered as an important area which involves many issues that are still debated by many scholars. This chapter has provided a short discussion about some interesting points that are related to the topic of CMS, and their importance in the teaching and learning processes. It sets up the theoretical basis for the whole study starting from a general background about CM, moving to the different definitions that were introduced by famous scholars. Then, it highlights CM theories and models to maintain a classroom environment conducive to learning. Additionally, much more interest has been given to CMS and teachers’ roles in managing students’ behaviour.

CHAPTER TWO: LANGUAGE TESTING

Introduction

2.1 Testing, assessment, and evaluation

2.2 Assessment Vs Evaluation

2.3 Types of Tests

2.4 Test Qualities

2.5 Test Construction

2.5.1 Basic Principles for Constructing a Test

2.6. Test Scoring

Conclusion

Introduction

During the last few decades, the field of foreign language teaching and learning has seen an immense interest in testing and evaluation. However, most of teachers still face difficulties in assessing their students' performance due to many factors such as: time constraints, classroom conditions, learning styles and strategies, and the nature of the subject matter being studied. Therefore, this chapter tackles the main terms and concepts in the field of evaluation by making a clear cut between the concepts: testing, assessment, and evaluation. It also tries to raise readers' awareness of the types of tests, and the qualities or principles of designing good tests. The chapter ends up with a discussion of the main steps of test construction and the scoring procedures.

2.1 Testing, assessment, and evaluation

Recent studies have shown that teaching instruction, teacher training, and curriculum reform have seen great changes in order to meet teachers' demands, will, ability, and preparation. In addition, to help students build constant learning skills, and to promote future performance and learning outcomes. Accordingly, teachers tend to implement distinct processes such as: testing, assessment, and evaluation for the purpose of attaining these goals. However, the three concepts are often used interchangeably by practitioners, and it is the teachers' task to understand the goals, concepts, and principles of language testing, evaluation, and assessment. According to Barrow and McGee (1979) "A test is a specific tool or procedure or a technique used to obtain responses from the students in order to gain information which provides the basis to make judgment or evaluation regarding some characteristics such as fitness, skill, knowledge and values" (p.3). In other words, it is a mean by which the teacher measures a particular characteristic of an individual's performance. Therefore, a test should provide an opportunity for pupils to show how well they can perform in a given task. In practical

settings, a test may be administered orally, on a paper, or on a computer. A test may be called a tool; a question, a set of questions, an examination which is used to measure a particular characteristic of an individual or a group of individuals. It is a technique which provides information regarding individuals' ability, knowledge, performance and achievement.

Brown (2003) has asserted that a test is "a method of measuring person's ability, knowledge, or performance in a given domain" (p.3). In this respect, a test is an instrument used to determine students' ability to complete tasks or demonstrate mastery of a skill or knowledge.

As stated in Assessment Reform Group (2002) "Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go, and how best to get there" (p.2). It is the process of documenting knowledge, skills, attitudes and beliefs, usually in measurable terms. An assessment instrument may be any method or procedure, formal or informal, for producing information about pupils, for example, a written test paper, an interview schedule, a measurement task using equipment, or a class quiz.

According to Barrow and McGee (1979) evaluation refers to the process of arriving at judgments about abstract entities such as programs, curricula, organizations, and institutions. It is concerned with the application of its findings and implies some judgment of the effectiveness, desirability of a product, process or progress in terms of carefully defined and agreed upon objectives or values. It is also used to support long term improvement in renewal of programs, syllabuses, and teaching-learning with the fundamental goal of improving student's learning and teacher's effectiveness in relation to student's progress.

2.2 Assessment vs. Evaluation

Assessment is frequently confused and confounded with evaluation. Nevertheless, educators use these two distinct processes to help students build lifelong learning skills. Assessment provides feedback on knowledge, skills, attitudes, and work products for the purpose of elevating future performances and learning outcomes. However, Evaluation determines the level of quality of a performance or outcome and enables decision-making based on the level of quality demonstrated.

Assessment is widely recognized as an ongoing process aimed at understanding and improving student learning. It looks at how the level of quality of a performance or outcome could be improved in the future via including strengths that should be sustained. Assessment as an interactive process between students and teachers, its primary goal is to inform teachers about how well their students are learning what they are teaching. Thus, the assessment process is not concerned with the level of quality; but only with how to improve the level of quality.

Conversely, evaluation is recognized as a more scientific process aimed at determining what can be known about performance capabilities and how these are best measured. It focuses on grades that may reflect classroom components other than course content and mastery level. These could include discussion, cooperation, attendance, and verbal ability. Hence, the evaluation process emphasizes only on the actual level of quality with no interest in why that level was attained.

Evaluation and assessment are similar in that they both involve specifying criteria and collecting data and information. In most academic environments, they are different in purpose, setting criteria, control of the process, and response. The table below summarizes the areas of difference between assessment and evaluation.

Table 2.1: Dimension of Difference between Assessment and Evaluation (from Apple and Krumsieg1998: 7)

Dimension	Assessment	Evaluation
Timing	Formative	Summative
Focus of Measurement	Process-Oriented	Product-Oriented
Relationship Between Administrator and Recipient	Reflective	Perceptive
Findings and Uses	Diagnostic	Judgemental
Modifiability of Criteria, Measures	Flexible	Fixed
Standards of Measurement	Absolute	Comparative
Relation Between Objects of A/E	Cooperative	Competitive

Although the terms assessment and evaluation are often used interchangeably, in actuality they are two parts of the same process. They are complementary and necessary in education in the sense that assessment is the process of gathering evidence of what the student can do, while, evaluation is the process that follows this collection of data, including analysis and reflection, as well as decisions based on the data.

2.3 Types of Tests

Tests are a tool of checking learners' knowledge and comprehension. They are the main instrument used to evaluate learning by most educational institutions. Teachers set and mark tests for the purpose of assessing, evaluating as well as preparing the students for the exams. Although it may seem that all tests are the same, different types of tests exist and each has a different purpose and style. They are often categorized according to the type of information

they provide. The most common and frequently used tests are: Proficiency test, Achievement test, Diagnostic test, and Placement test.

Hughes (2003) has explained that proficiency tests are designed to measure pupils' ability in a language; regardless of any training they may have had in that language. They examine the overall ability not only one sequence or single skill in the language; this means that they assesses learners' level in relation to general standards. Typical examples of such tests are: the American Test of English as a Foreign Language (TOEFL) and the Cambridge (IELTS), which are mandatory for foreign-language speakers seeking admission to English-speaking universities. Such tests are used by many educational bodies and institutions; they aim to provide a general picture of candidates' ability to apply what they know. Then, the institutional bodies pick up the participants whose performance is good enough to cope with the institution's demands.

In contrast to proficiency tests, achievement tests are directly related to classroom lessons, units or even the whole curriculum. They are used for the purpose of analysing the extent to which students have acquired language features that have already been taught. In this respect, they offer information about the quality of learners' performance in the different courses of a unit. Hughes (2003) has claimed that achievement tests' primary role is to determine whether the course goals have been met or not, and if the essential skills and knowledge are acquired by the end of a period of instruction. So, it is related directly to the achievement of language course goals.

Further, Brown (2003) has described diagnostic test type as a kind of tests that is used to point out the areas of weaknesses and strengths in the test takers' performance. It is primarily designed to assess the students' knowledge in particular areas before a course of study is begun. Hughes (2003) has stressed the idea that such tests diagnose specific aspects of language via eliciting a detailed set of information about what learners have to work on in the

future. What is obtained from such tests will help teachers to make the appropriate decisions regarding students' learning, as well as, to help the learners become aware of their errors and how to manage them using effective strategies.

Lastly, Hughes (2003) has stated that placement tests, as their name suggests, are used by test-makers in order to sort new students into teaching groups of the same level. They analyse learners' general standards and check their language level, so as to provide the needed information about them. The information provided will aid educators to place the learners at the stage of the teaching program most appropriate to their abilities, thus, to assign them to classes at different levels.

2.4 Test Qualities

A test is not a procedure that is done in a chaotic manner. There are some qualities that are practical and analysed in a good test. In fact, whether the test is diagnostic or achievement test, the characteristic features described here are basically the same. According to Bachman and Palmer (1996), the test effectiveness can be determined by considering the measurement qualities of a good test such as: reliability, validity, practicality, discrimination, and authenticity.

Reliability is one of the most important qualities of a test. It has to do with the consistency of an examinee's performance on the test. For Brown (2003), a reliable test is a test which measures accurately and consistently what has been learned. The results of reliable tests should be consistent in order to ensure that approximately the same scores are obtained even if the test is taken another day, with diverse groups, and by different teachers. A test with poor reliability; however, might provide different scores for the test-takers. Thus, it is illogical to yield any substantive actions on the basis of that test results.

Additionally, Bachman and Palmer (1996) have claimed that reliability is confirmed when different markers make the same judgments about a task, or when one marker makes

consistent judgments about a particular assignment at different occasions. Nevertheless, test reliability is affected by many factors that can contribute to the lowering of the test dependability especially: the conditions under which the test is administered, students' poor motivation to take the test, and any errors of measurement and scoring.

Validity is arguably the most complex criterion of an effective test. Gronlund (1998) has defined validity as "the extent to which inferences made from assessment results are appropriate, meaningful, and useful in terms of purpose of the assessment" (p.226). Simply put, validity refers to the truthfulness and appropriateness of the test results. Like reliability, there are many factors that affect the validity of test scores. Some factors are in the test itself such as: the use of ambiguous statements in the test items, or the insertion of inappropriate test items for measuring a particular outcome. Others are related to administrative problems like: the conditions under which the test is held, and the time constraints to complete the test. Furthermore, the factors related to test-takers as test anxiety of the students and physical and psychological state of the pupil.

There are several ways to estimate the validity of a test. For Brown (2003), validity is broken down into three types. Each type of test validity is related to the kind of evidence that would count towards demonstrating that a test was valid. These three types are: Criterion-oriented validity, Content validity, and Construct validity.

Firstly, Brown has clarified that Criterion-related validity is used to predict learners' current or future performance, and the extent to which pupils' results are reflecting their real-world performance. A test has criterion-related validity if it is useful for predicting a person's behaviour in a specified situation. When considering criterion-oriented validity, the teacher is interested in the relationship between a particular test and a criterion to which he wishes to make predictions about.

Secondly, Cronbugh and Meehl (1955) claim that content validity refers to the extent to which the measurement system is related to the objectives and their sampling, in other words, it refers to the connections between the test items and the subject-related tasks. Thus, when the items in the test constitute a representative sample of the total course content to be tested, the test can be said to have content validity.

Lastly, Messick (1989) has identified construct validity as “an integrated evaluative judgment of the degree to which empirical evidence and theoretical rationales support the adequacy and appropriateness of inferences and actions based on test scores” (p.13) . So that, construct validity seeks agreement between a theoretical concept and a specific measuring device or procedure.

A good test should also be relatively authentic. Bachman and Palmer (1996) have seen authenticity as a critical quality of language tests. They have defined it as “the degree of correspondence of the characteristics of a given language test task to the features of a target language task” (p.23). They also suggest that authenticity may contribute to examinees’ perception of test significance, and that this significance may aid to promote a positive response to the test, thereby helping test-takers to perform at their best. Moreover, Brown (2003) has stated that authenticity may be shown in the natural language of the test, in the contextualization of items, in meaningful test topics for learners, and in real-world tasks.

The last major principle of language testing is practicality. It is mostly defined as the relationship between the resources that will be required in the design, development and use of the test and the resources which will be available for these activities. Practicality is a matter of the extent to which the demands of the particular test specification can be met within the limits of existing resources. Brown (2003) has provided four elements of a practical test. The first element is that the test should be economical from preparation, administration and scoring point of view. The second consideration is to provide appropriate time limits to take

the test. The third component is that the test should be easy to administer. The last constituent is to offer the suitable and sufficient time for interpretation and application of test scores.

2.5 Test Construction

Designing tests is an important part of judging students' comprehension of course content and their level of proficiency in applying what they are learning. Many teacher-made tests often suffer from insufficient and inappropriate planning. They often jump into the classroom and publicize to students that they are having a test or construct the test haphazardly. Basically, while designing a test the teacher should take into consideration many aspects before deciding about the test tasks. Whether the teacher uses frequent evaluations such as quizzes or infrequent evaluations like midterm and final exams, a careful design is required to assure more standardized results.

2.6 Basic Principles for Constructing a Test

Test construction is built upon a set of scientific and practical rules that are applied before, during, and after each task. It provides the teacher with exact and practical information about the knowledge retained by his student in order to assure that the test is valid, reliable, standardized, and objective. According to Choudhury (2015), the test maker should follow four main steps to create a test which are: planning the test, preparing the test, try out the test, and evaluating the test.

Choudhury (2015) has stated that one of the most important aspects of testing is the process of planning. A well designed test is a supporting tool for students in the learning process, in contrast to a poorly designed one. Thus, the teacher should create an outline for the subject matter content to be used as the basis for the test, as well as, to clarify the learning outcomes to be measured. In an attempt to ensure the validity of the test, a table of specification is required while designing a test.

In accordance with, John Izard (2005) has stated that:

“The TOS or the test Blueprint is a specification of what the test should cover rather than a description of what the curriculum covers. A test Blueprint should include the test title, the fundamental purpose of the test, the aspects of the curriculum covered by the test, an indication of the students for whom the test will be used in the test”
(p.32)

This means that it is used to help teachers frame the decision making process of test construction and improve the validity of teachers’ evaluations.

Table 2.2: Test blueprint for basic statistics (from John Izard, 2005: 34)

Content	Objectives			
	Recall of facts	Computational Skills	Understanding	Total
Frequency distributions	2 items	-	4 items	6
Means	2 items	4 items	2 items	8
Variances	2 items	4 items	2 items	8
Correlation	4 items	4 items	12 items	20
Relative standing	4 items	-	8 items	12
Total	14	12	28	54

Once the test is planned, the next step is the preparation which is the most important task in the test construction. The teacher should write the test items according to rules of construction for the type(s) chosen, in addition to TOS. Thus, the test items must be in accordance with the performance described in the specific learning outcomes. In other words, when the items are constructed on the basis of TOS, this shows that they are relevant to the instructional objectives including: knowledge, understanding, and content. The test items should not be

ambiguous, rather clear items should be employed with appropriate vocabulary and sentence structure.

After preparing the test, Choudhury (2015) has asserted that the teacher is asked to check out and confirm the validity of the test. Consequently, the process of trying out the test will help to identify the difficulty, ambiguity, and the efficiency of the test. The task of trying out the test includes two main functions: the administration of the test and scoring the test. Administration means controlling fairly the final test, while scoring is to score the answer scripts obtained while administering the test.

The last step is the evaluation. Evaluating the test is significant to determine its quality, its validity, and reliability, as well as its usefulness in the general atmosphere of the classroom. Choudhury has explained that this process of evaluating a test involves a set of tasks such as: analysing the items, determining the test validity, reliability, in addition to test usability. Accordingly, the reason behind analysing the items is to find out answers for many questions concerning the appropriateness, relevance, effectiveness of the multiple choices of items. Consequently, evaluation is used to increase the skill in test construction and improve the class- discussion.

The test maker evaluates his test to determine to what extent the test is valid and whether it measures what is intended to be assessed or not. Another goal is estimated by the teacher to indicate the extent to which the test is consistent; so that, to assure that the results can be generalized and are reliable. Hence, trying out and evaluating the test are processes that indicate the appropriateness of the constructed test in general classroom conditions.

To sum up, test construction is an important step that guarantees the validity, reliability, and the objectivity of any test. Since, without a well-designed and detailed plan, the test will present unclear, dissatisfied, and unsuccessful information and results.

2.7 Test Scoring

Scoring a test is the most important aspect for the examining process. It is a piece of information that reflects the performance of an examinee on a given test. Thissen (2001) has defined test scoring as “a summary of evidence contained in an examinee’s responses to the items of a test that are related to the construct or constructs being measured” (p.1). Basically, the main concern of scoring a test is the ease by which it can be done. Weigle (2002) has emphasized this claim uttering: “the scoring procedures are critical because the score is ultimately what will be used in making decisions and inferences about writers” (p.108)

Scores can be done question-by-question or all questions at a time. Then, those scores can be interpreted into grades, A, B, C, D, E and F, percentage: 10%, 20%, 30%, and 40% or coded in what is called BAND. In this system, certain criteria are used to determine those who will be in Excellent, Very Good categories etc. an example of a band system is the one given by the International English Testing Services (IETS) and the one provided by Teaching English as a Foreign Language (TOEFL) test.

Teachers are in charge of selecting the appropriate scoring method that fit the scored test in order to assure feasible and tedious results. In this respect, a variety of test scores is used to report and interpret students’ test performance. Tests are interpreted on the basis of two major types of test scores which are norm-referenced tests (NRT) and criterion-referenced tests (CRT).

According to Swanson (1982), norm-referenced tests are designed to examine individual performance in relation to the performance of a representative group. However, Criterion-referenced tests document individual performance in relation to a domain of information or specific set of skills. Swezey (1981) has claimed that a test is criterion-referenced if the scoring is based on absolute rather than relative standards, its primary use is to measure mastery of specific skills or tasks, and the test items are based on known

performance objectives associated with the tasks of interest. Brown (2013) has asserted that these tests are distinguished most clearly in terms of the ways scores are interpreted, the purposes of the tests, levels of specificity, the distributions of scores, the structures of the tests, and what students have to know in advance.

Firstly, the ways scores are interpreted differ in that NRT are designed to compare the performances of students to one another in relative terms; while CRT are built to identify the amount or percent of the material each examinee knows or can do in absolute terms. Secondly, the purposes of the tests also differ with NRT primarily designed to spread examinees' general abilities so examinees' performances can be compared to each other, while CRT are designed to assess the amount of material that the examinees know or can do (usually expressed in percentages). Thirdly, Levels of specificity are necessarily different with NRTs tending to measure very general language abilities (for proficiency or placement purposes), while CRT usually focus on specific, well-defined language knowledge or skills (for diagnostic or achievement purposes).

Fourthly, the distributions of scores vary in that, NRT scores are normally distributed while CRT scores would produce quite different distributions at different times in the learning process. Fifthly, the structure of the tests also differ with NRT tending to have many items with a few long subtests (e.g., listening, grammar, reading, etc.) each of which has diverse item content, while CRT are typically built around numerous, short subtests that contain well-defined and similar items in each.

Lastly, what students have to know in advance of the test differs in that, for NRT, security is usually an important issue because we do not want examinees to know the content of the test items, while for CRT, we teach the content of the course and want the students to study that content, so we tell them what to study, and we test that content. If they know the content, they should succeed.

Conclusion

Testing, assessment and evaluation are crucial aspects in language learning and teaching. Researchers have carried different views and definitions regarding the dimension of difference between the already mentioned processes. This chapter has attempted to expend a clear delineation about test types as well as the major qualities that shape a good test. Besides, a special emphasis was given to the main steps of test construction. The chapter ends up with a detailed description of test scoring by covering its definition, aim and the different types of test scores.

CHAPTER THREE: FIELD INVESTIGATION

Introduction

3.1 Research Methodology and Tools

3.2 Classroom Observation Finding and comments

3.3 Analysis of the Marks Sheet

3.4 Analysis of Teachers Questionnaire

3.5 Discussion of the Questionnaire Findings

Conclusion

Introduction

This chapter is devoted to data analysis and the discussion of the results which were obtained during the field of investigation. Three data collection tools have been used to check the hypothesis and to answer the research questions which were formulated at the beginning of the study. They are namely: a classroom observation, a questionnaire for secondary school teachers of English, and an analysis of learners' grades in the tests of English in secondary school. The data is going to be analyzed and discussed qualitatively and quantitatively in order to arrive at reliable conclusions.

3.1 Research Methodology and Tools

The current research paper follows some procedures of qualitative and quantitative methods. It is based on the use of three research tools: a classroom observation, a questionnaire for teachers, and an analysis of students' marks or grades in the tests of English. Firstly, the classroom observation has been conducted in secondary school classes of Mahdjoub Abd El-Rahman secondary school that is located in City Yahiya Magh mouli Guelma. Its main purpose is to report the teachers' teaching strategies and the classroom environment through the use of a checklist. The latter contains five columns which contain the five effective management strategies the investigators would like to observe. While conducting this kind of observation, unexpected obstacles were faced, such as the small number of classrooms in the school, administrative problems to have the permission to assist with teachers, as well as, the limited number of activities being observed. Another difficulty was the teachers' refusal of being observed by their ex-students.

The second tool of research which has been used to gather data is a questionnaire for teachers. The sample of the questionnaire consists of teachers of English from various secondary schools in Guelma, and even for University teachers who have been teaching in

middle or secondary schools. Its main aim is to gain a deep understanding of the different CMS used by teachers, and their influence on students' test scores. It tries to probe teachers' appreciation of CMS; if they are aware of it or not, and to know about the different strategies they implement in classroom practices. Additionally, it explores teachers' reception of training in CM before teaching and how important they consider managing students' behaviour. More importantly, the questionnaire examines the relationship between CMS usage and pupils' test achievements. Accordingly, teachers' answers of the questionnaire would provide numerous comments and suggestions that help in improving and refining CMS; so that, it contributes in enhancing learners' achievements.

The questionnaire is largely conceptualized on the basis of both the literature review in the theoretical part and the classroom observation of the present research. It contains 17 questions which are grouped into three sections. Section one is allocated to elicit the background information of the participants, section two is designed to explore the efficiency of CMS, and section three is assigned to investigate the role of CMS in increasing pupils' test grades. This questionnaire encompasses various types of questions. Some questions are closed questions that consist of different alternatives from which teachers are supposed to select the appropriate answer(s). Moreover, there are questions that are to be answered by "yes" or "no", in addition to a question which requires teachers to complete it using numbers from 1 to 3 following a scale of an order of priority. The questionnaire ends with open-ended questions by which the informants are asked to provide suggestions or further alternatives.

The third data collection procedure which has been used in the current study is the marks' sheets of the four teachers of English in Mahdjoub Abd El-Rahman secondary school, who were already observed. Due to the fact that the researchers were non-participant observers, they were not able to administer a test with the learners in the secondary school. The only

possibility was to scrutinize the marks' sheets in order to check the learners' achievement in different classes when teachers apply distinct CMS.

3.2 Classroom Observation Findings and Comments

As a pre-observation planning, the non-participant observers have decided about the settings of the observation, and an initial meeting was held with the instructors. The purpose behind this pre-observation phase is to have a general idea about the class size, students' level, the branch, as well as, teachers' teaching styles, goals, objectives, and the lesson plans. Meanwhile, at the beginning of the observation sessions, every teacher has tried to inform his/her students that they will be observed by non-participant observers, so that they should be polite and respectful.

The classroom observation was conducted with all teachers of English in Mahdjoub Abd El-Rahman Secondary school. Hence, they were labeled successively as teacher A, teacher B, teacher C, and teacher D throughout the analysis of the findings which will be discussed in the paragraphs below.

Teacher A

Teacher A has an experience of 10 years in teaching English as a foreign language. Her class started at 9:00 A.m., and most of the students came on time. The class size was about 33 to 37 students in each class. The classroom atmosphere was pleasant and impressive where the students were seating in a well- managed manner that shows classroom organization. The teacher was moving freely inside the classroom and making eye contact with all the students. She called the students by their first names; thus, there is a good rapport with her students, as well as, respectful teacher-students relationships.

In the case of disruptive behaviour, the teacher succeeds in detecting it early before it would become a serious problem. She used a wide variety of verbal and physical reactions either by calling the student's name or by a direct warning expression. Despite the limited number of active students in her class, she attempted to engage and involve her students as much as she could. Additionally, she always tended to use body language in order to attract her students' attention. She was using both the white board and the textbook to explain the content of the lesson, and to deal with various tasks and activities.

The teacher employed various strategies in checking her students' comprehension and in monitoring their performance. She often provided verbal feedback, or moved around the pupils to check their written products. She sometimes implemented the strategy of questioning where some students were highly motivated and volunteered to answer her questions; however, other students were directly asked by the teacher to answer the questions. Furthermore, she was always checking out whether her students have copied the right answers and the necessary information on their copybooks or not before moving to the next activity.

Teacher B

Teacher B is about 30 years of experience. While attending with her, the observation was taking place with second and third year students from the literary and the scientific branches, and there were from 28 to 35 pupils per a class. However, the teacher did not use any CMS since the pupils were seating randomly and were copying their home works in other subject matter, besides playing with their phones. Conversely, the instructor was always trying to attract the pupils' attention, but she failed in doing so. Consequently, the teacher's classes were so noisy and not well-organized.

Actually, there was no apparent lesson plan and it appeared that teacher's main goal is to deliver the lecture rather than appealing students' attention. It was also noticed that the

teacher was using the Arabic language almost the time. Thus, the most important ideas were poorly defined and communicated, and the pupils spent most of their time looking confused. In addition to that, it was observed that the teacher most of the time she was reading from the phone and when she wrote on the board, her back was toward the pupils. Consequently, private discussions were taking place during the class period this shows that students were not interested neither with the teacher nor the lecture. In cases where the teacher interfered to stop any disruptive behaviour, rough verbal exchanges took place with her students.

Teacher C

The observation took place in four first year scientific classes and a second year literary classes. The classroom environment was very welcoming and appealing where colorful posters and pictures were displayed on the walls. However, there were a large number of pupils. The teacher was happy and cheerful with all her students, and she never had to yell at them for committing mistakes. Throughout the observation sessions with this teacher, it was noticed that she built respectful relationships with her students via showing interest in students' individual differences. Consequently, she was successful in setting limits and maintaining control and authority over the class.

The time of the whole session was about 45 minutes. The procedures of time management which were used by the teacher were organized in different parts. The first one was the introduction to the lesson which took 10 minutes. The teacher in these minutes warmed up the lesson by giving general ideas and illustrations using some techniques of engaging students such as: body language, tone, eye contact, and sound. Then, activity one and two seized 15 minutes, and activity three seized 15 minutes. The most prevalent student activities observed were independent seatwork, student writing, student reading, and student discussion. By the end of the session, the teacher devoted 5 minutes to give feedback and questions. Meanwhile,

the instructor asked the students to write the answers on the white board, and she stopped the one who was writing the answer to pronounce each word loudly.

The teacher was monitoring her students carefully and consistently by frequent checking of their books, copybooks, and home work. On the one hand, she tended to provide the active students individual acknowledgements, verbal praise, and rewards. On the other hand, she punished the noisy and lazy students. However, it was generally noticed that almost the students were hard workers who were exchanging ideas and checking their answers with each other. Despite the average level of the class, the teacher selected appropriate topics that would fit the students. She also used to repeat new vocabulary to improve the students' pronunciation

Teacher D

The last teacher was an experienced one of 32 years. The observed classes with teacher D were first and second year scientific branch classes, where a number of students from 16 to 35 per each class was found. The classroom environment was sale and boring because the pupils were slumping in their seats, neither boys nor girls were wearing the uniform, and extra discussions always took place. As a result, the classrooms were noisy, full of disruptive behaviour, and no organization was noticed.

As a matter of fact, most of the observed sessions in the classrooms were having the same characteristics: disorder, lack of organization, and the lack of control. Nevertheless, the teacher was always trying to maintain discipline with no success. As far as the teacher's personality is concerned, it can be said that during the observation, it was the main cause of these dilemma faced in most of the classrooms. The teacher was unable to set limits with his students, and the phenomenon was progressing as a result of that teacher's sense of humor.

The instructor was using the English, French, and the Arabic languages frequently. There was a little indication of students' interest in the course which showed that the students' listening comprehension was poor. The teacher consumed a lot of time speaking, which shows that there was no balance between teacher talk time and students talk time. Consequently, the students spent a lot of time just listening and there was no production.

Actually the teacher, as was noted during all the four observations, was not following the lesson plan, because there was no variation in activities, even any simplifications or explanations. Almost in all the sessions, the teacher was depending on the textbook, and there was a repetition of tasks without any feedback or intervention. It was also observed that the teacher sometimes initiated discussions in extraneous topics about his years of experience, his childhood, his family...etc. On one occasion, it was noted that the teacher asked his students to do a homework that would be counted as an evaluation mark.

After observing the four secondary school teachers of English, it was concluded that two teachers (A,C) were trying to create a conducive teaching and learning atmosphere by using different methods and helpful materials like the white board, simple language, eye contact, and body movement. It was also noticed that both teachers were using brainstorming to evaluate the previous knowledge before the announcement of a new course. Moreover, students were monitored by the teachers' immediate feedback and additional help to low level students in the case of difficulty. Indeed, CMS were implemented successfully by the teacher A and teacher C.

In contrast, the other two teachers (B, D) were facing a great difficulty in managing their classes. As it was observed, they depended on punishment in controlling their students' behaviour; they were also delivering the lessons chaotically where no lesson plan was followed, no time management, no achievement of objectives and goals. As a result, they did not implement CMS effectively and appropriately.

3.3 Analysis of the Marks Sheets

The Marks sheet is an official certificate which is designed to report students' progress after a period of instruction in a given subject matter. Its aim is to evaluate students' performance, and to classify them into levels in accordance to the obtained results. In the present study, the gathered marks sheets consist of 12 lists of students' names including their marks of evaluation, a test, and an exam of the second semester. However, it was noticed that the class evaluation marks were higher than the students' real performance in the test and exam. Consequently, what will be analyzed are the exam marks because they would help in revealing the learners' accurate level in English.

Each teacher handles the marks of three observed classes to be analyzed respectively. Thus, the aim of this examination is to check out whether the followed CMS and procedures have an impact on learners' achievement in the exam of English test or not. Since the main aim of the current study is to investigate the impact of teachers' use of CMS on learners' test grades, a quantitative analysis of the marks that the pupils got in the exam of English was done.

Table 3.1 Students' Exam Marks Classifications

Teachers Students' level	Teacher A	Teacher B	Teacher C	Teacher D
Low (0-9)	07.23	08.18	08	07.63
Average (10-13)	11.24	11.34	10.75	11.23
High (14- 20)	09.76	05.25	14.95	04.93
Total Average	09.41	08.26	11.23	07.93

As it is shown in the table above, the pupils' marks were classified into three levels. The low level consists of marks between (0-9), the average level covers the pupils' marks from (10-13), while the high level was devoted to marks between (14 -20). It is necessary to mention that the already observed teachers have taught several classes. So that, the pupils' marks in all the classes were analyzed together and categorized in the previously mentioned levels, for the purpose of arriving at representative and reliable findings.

The findings which are displayed in the table above indicate that the pupils who were taught by the four teachers achieved differently as it is shown in the total average of each teacher. To illustrate, the total average of achievement of the teacher C is higher than the teacher A. however, these two teachers have a better class average than the teacher B and teacher D.

On one hand, it was noticed during the classroom observation that the four teachers followed different CMS. On the other hand, their marks' sheets showed distinct average levels of their classes. Accordingly, there must be a correlation between the findings of these two data collection procedures. It can be said that during the classroom observation, the teachers A and C have proved to use various CMS; likewise, their pupils have achieved better results in the exam of English. If there are compared with the pupils of teacher B and D. Since, these last two teachers used inappropriate CMS; their students also took low grades.

To conclude, the findings of the classroom observation and the analysis of the marks' sheets are extremely correlated, because students' grades are a result of the teachers' use of CMS. In other words, all the actions, strategies, procedures, and methods which are used by the teacher inside the classroom will affect learners' real performance in tests and exams.

3.4 Analysis of Teachers' Questionnaire

Section One: General Information

Question One

Table 3.2

Teachers' Gender

	Number	Percentage
Male	10	40%
Female	15	60%
Total	25	100%

Among twenty five respondents, ten are males and fifteen are females. This shows that the number of female teachers at the department of English and the secondary schools where the questionnaire was administered is higher than the number of males. This distinction may imply different uses of CMS.

Question Two

Table 3.3

Years of Teaching English

	Number	Percentage
One to five years	7	28%
Five to ten years	5	20%
Ten to twenty years	6	24%
Twenty to thirty years	7	28%
Total	25	100%

As indicated in the table above, 28% of teachers have been exerting teaching for one to five years and for twenty one to thirty years respectively. Besides, 20% of them were teaching

for six to ten years, and 24% of teachers experienced teaching from eleven to twenty years. The obtained results imply that the majority of teachers have a considerable experience in teaching English.

Question Three

Table 3.4

Teaching Levels

	Number	Percentage
Middle	5	20%
Secondary	8	32%
University	17	68%
Middle+Secondary+University	5	20%
Secondary+University	25	100%

According to the results shown in the table above, all the teachers were teaching in both secondary schools and the university. In addition, 20% of them exerted teaching in the middle, secondary, and university levels. Consequently, the information obtained from the informants will help in providing meticulous answers and feasible results, since the majority of them have taught in secondary schools.

Question Four

Table 3.5

Training in Classroom Management

	Number	Percentage
Yes	12	48%
No	13	52%
Total	25	100%

Concerning teachers' reception of training in CM, 52% of them have claimed that they did not receive any kind of training before their teaching experience. This implies that the

majority of them were not trained to use CMS. Conversely, 48% of them have received training in CM before teaching. In this respect, there is an approximate balance between the number of teachers who have received the training and those who have not the chance to experience it. This is mainly due to the fact that new teachers received this kind of training before they started to work.

Section Two: The Efficiency of Classroom Management Strategies

Question Five

Table 3.6

The Importance of Managing Students' Behaviour

	Number	percentage
Not at all	0	0%
Very little	0	0%
A little	0	0%
A lot	9	36%
A very great deal	16	64%
Total	25	100%

The results reported in the table above have revealed that 36% of teachers opted for the option “a lot” to express the importance of managing students’ behaviour. 64% of them argued that managing learners’ behaviour is of “a very great deal”. As a result, the respondents were aware of the significance of controlling students’ discipline.

Question Six

Table 3.7

Specific Disciplinary Strategies that Reinforce Appropriate Behaviour and Provide Solutions to Disruptive Attitude

	Number	Percentage
Yes	25	100%
No	0	0%
Total	25	100%

The table above shows that all the teachers use specific disciplinary strategies that reinforce appropriate behaviour, and provide solutions to disruptive attitude. This reflects the teachers' awareness of the different strategies they may use to manage their classes.

The different strategies provided by the participants can be summarized in the following points:

-“Punishment”

-“Talking to students, listening to them, and supporting them psychologically”

- “Establishing a code of ethics at the beginning of the year approved by both teacher and students”

-“Attract learners' attention through proposing authentic topics and/or by treating each topic from their point of interest”

-“Teachers need to be tough and linear at the same time and students' behaviour should be controlled severely if it is not acceptable so as it will not be repeated and the some attitudes can be passed without punishment i.e. gestures”

Question Seven

Table 3.8

The Most Effective Classroom Management Strategy

	Number	Percentage
Organization	4	16%
Communication	9	36%
Monitoring	0	0%
Lesson strategies and delivery	6	24%
Questioning	0	0%
Organization+ communication +Lesson strategies and delivery	6	24%
Total	25	100%

Concerning the most effective CMS, 36% of teachers chose communication, and 24% of them selected lesson strategies and delivery; however, only 16% of them decided on the choice of organization. In addition to the compound choice of organization, communication, and lesson delivery and strategies which represented 24% of the total percentage. As far as monitoring and questioning are concerned, none (0%) of them opted for those two strategies. This indicates either teachers' ignorance or lack of awareness of the effectiveness of those methods.

The following justifications were provided by teachers for their choice of the different strategies: teachers who opt for communication have claimed that when they communicate they can transmit the adequate information and discipline. Communication gives teachers the possibility to interact with their students and enable them to express and improve their abilities and enrich their knowledge. It also helps encouraging group work and group discussion, getting students engaged and involved in the lesson.

Moreover, teachers who opt for lesson strategies and delivery have declared that students generally respect teachers who show that they know what they are doing. This is why they consider the method of presenting the lesson as the core feature that can attract students' attention to the course. However, teachers who have select organization asserted that the organization of the classroom is very important in which it encompasses teachers' control and authority in the classroom and students' submission to their teacher's instruction.

Lastly, teachers who opt for the compound choice have stressed that organization, communication and lesson strategies and delivery are the best way to improve students' skills. They have also claimed that those strategies are the most effective ones because they rise students' attention and keep them attentive.

Question Eight

Table 3.9

Rewards and Punishment as a Source of Controlling Students' Behaviour

	Number	Percentage
Yes	25	100%
No	0	0%
Total	25	100%

As indicated in the table above, all teachers asserted that rewards and punishment could be a source of controlling students' behaviour. This result reflects teachers' consciousness and awareness of reinforcement as an effective way to control learners' discipline.

Question Nine

Table 3.10

Teachers' Awareness of Classroom Management Strategies

	Number	percentage
Highly aware	7	28%
Aware	10	40%
Not aware	8	32%
Total	25	100%

The results mentioned in the table above suggest that 40% of participants claimed that teachers are aware of CMS. Furthermore, 28% of them stated that teachers are highly aware of CMS. This denotes that almost teachers are conscious of the different methods used in managing classrooms. Nevertheless, the remaining 32% of the informants suggested that teachers are not aware of the importance of classroom management strategies. This is due to the fact that the majority of secondary school teachers of English face difficulties in managing their students' behaviour.

Question Ten

Table3.11

The Integration of ICTs in the Classroom

	Number	Percentage
Always	12	12%
Usually	0	0%
Often	8	32%
Sometimes	7	28%
Rarely	5	20%
Never	2	8%
Total	25	100%

Concerning teachers' integration of ICTs' in their classes, 32% of the participants clarified that they often use them to present their lessons, while 28% of them asserted that they use ICTs' from time to time. This means that the majority of teachers are aware of the importance of ICTs'. Moreover, 20% of teachers argued that they rarely integrate the different technologies in their classes; whereas, only 8% of them assumed that they did never use them in their classrooms. Besides, none of them have said it is a usual case, this shows teachers' inappropriate applications of ICT in presenting their lessons.

Section Three: Increasing Pupils' Test Grades through Classroom Management Strategies

Question Eleven

Table 3.12

Indicating Priorities to Achieve Better Results in English Exams

	Number	Percentage
Comprehension- text exploration- written expression	5	20%
Text exploration- written expression–comprehension	8	32%
Written expression -text exploration- comprehension	12	48%
Total	25	100%

According to the results stated above, five teachers who represent 20 percent from the population thought that the students should concentrate on comprehension more than text exploration, which is in turn more necessary than written expression for helping students to achieve better results in the tests of English. Whereas, 32 % of them claimed that text exploration is the first aspect to concentrate on to achieve better results followed by written expression, and then comprehension comes at the end. While, the majority of teachers 48%

assumed that students have to concentrate on written expression more than both text exploration and comprehension. Therefore, teachers' views were different but they all decided that students should concentrate on the three test compositions respectively regardless to their order.

Question Twelve

Table 3.13

Teachers' Opinions about Classroom Management Strategies that Affect Learners' Achievement

	Number	Percentage
Yes	23	92%
No	2	8%
Total	25	100%

From the data provided in the table above, 92% of teachers agreed that learners' success is influenced by CMS, while only 8% of them related it to other factors that may influence pupils' achievements.

On one hand, teachers who respond by "yes" have emphasized the fact that a well-managed classroom will certainly have a positive impact on learners. They have also suggested that good and efficient teaching strategies are portrayed in the students' performance and grades; hence, learners' achievement is influenced by everything the teacher does in the classroom.

On the other hand, teachers who respond by "no" have justified their choice claiming that there are other factors that can affect learners' achievement like teacher's personality, being aware of students needs and supporting students learning.

Question Thirteen

Table 3.14

Maintaining Students' Attention to Teachers' Instructions Will Improve their Written Product during the Test of English

	Number	Percentage
Maybe	5	20%
To some extent	14	56%
Not really	6	24%
Total	25	100%

Among the teachers who filled in the questionnaire, 56% viewed that maintaining students' attention to teachers' instructions on the task may improve their written product during the test of English. Whereas, 24% of them said that attracting learners' attention to the teachers' instructions about the task does not really help in improving their writing. The remaining 20% of respondents asserted that improving students' written products during the test of English is to some extent related to maintaining their attention to the provided task instructions. As a result, the vast majority of teachers agreed upon the fact that attracting students' attention to their guidelines on the activities will help them improve their performance during the test of English.

Question Fourteen

Table 3.15

Teachers' Attitudes about Enhancing Pupils' Test Marks using Verbal/Written Feedback

	Number	Percentage
Totally agree	12	48%
Partially agree	0	0%
Agree	5	20%
Neither agree nor disagree	8	32%
Partially disagree	0	0%
Disagree	0	0%
Totally disagree	0	0%
Total	25	100%

The findings which are displayed in the table above show that the vast majority of informants 48% totally agreed that teachers' verbal/written feedback inside the classroom is useful for enhancing pupils' test marks. Likewise, 20% of them confirmed that pupils' test marks could be enhanced through teachers' feedback. However, 32% of the participants preferred to remain neutral by which they neither agreed nor disagreed about this question.

Question Fifteen

Table 3.16

Teachers' opinion of Students' Preparation for the Evaluation and its Impact on Their Grades

	Number	Percentage
Not at all	4	16%
A little	5	20%
A lot	16	64%
Total	25	100%

The results reported in the table above reveal that the majority of teachers 64% assumed that students' grades will be affected whenever they are forewarned about the date of the evaluation. Whereas, 20% of them claimed that it will have just a little effect on their scores. The remaining 16% of teachers; however, asserted that it will not have any effect at all.

Question Sixteen

80% of teachers have answered this question and provided the following advice to improve classroom management:

- the number of pupils should be limited.
- building good relationships with students
- making teaching interesting
- giving effective praise upon students' performance of desirable behaviour or accomplishment
- calling students with their first names

- teachers personality: a patient, relaxed, and cheerful teacher who make the students love her/him consequently, they make academic progress
- practice, feedback and the repetition of important patterns (key words/ dialogues)
- involving parents in the teaching-learning process
- teachers cooperation to handle difficult situations

Question Seventeen

The last question in the last section aims at shedding light on the different factors that can influence learners' test results. The proposed suggestions varied enormously from one teacher to another, but the majority of teachers who answered this questionnaire agreed on the following features as necessary factors for enhancing students' achievement.

Teachers should create a safe and comfortable learning environment in order to assure students' readiness and willingness for learning. Likewise, they should raise their learners' autonomy and self-assessment via giving home works and daily preparation. Teachers also have to use encouragements and rewards taking into consideration pupils' physical and social status especially if they are teenagers. Consequently, teachers' role is to ameliorate students' capacities by the use of fruitful and helpful projects and researches.

3.5 Discussion of the Questionnaire Findings

The analysis of the teachers' questionnaire reveals a consensus among teachers about the importance of CMS in relation to pupils' test grades. In the first section which is concerned with general information, the findings showed that the majority of the participants were exerting teaching for a long period of time in different teaching levels. This section also demonstrates that 52 % of teachers who have answered the questionnaire have received training in CM before their teaching experience.

The section that discusses the efficiency of CMS demonstrates that almost teachers were aware of the importance of managing and controlling students' behaviour using specific

disciplinary strategies. Such findings are very helpful and useful because they proved teachers' awareness and competence. In relation to the most effective CMS, the results showed that teachers vary in their selection of methods and procedures since they opted for more than one strategy to manage their classes.

As far as reinforcement is concerned, all teachers 100% assured that rewards and punishments are a source of controlling students' behaviour. Such an outcome is very encouraging; and the teacher has to get students more motivated and interested using rewards more than punishment. However, the previous results did not reflect teachers' consciousness of CMS in the sense that only 40% of them claimed to be aware about them.

The analysis of the last section was dedicated to the impact of CMS on learners' test grades. The majority of teachers 92% approved that learners' achievement is influenced by the appropriate use of CMS. Nevertheless, teachers' responses differed concerning whether maintaining students' attention to the task instruction improve their writing or not. This section also reveals that 48% of participants agreed upon the fact that teachers' feedback enhances pupils' test scores. Similarly, the teachers supported the claim that students' preparation for the evaluation will highly affect pupils' marks.

Conclusion

According to the interpretation and analysis of the findings of the research tools that have been used in this study, a significant positive linear correlation exists between teachers' implementation of CMS and pupils' test grades. It was clearly shown that there is a great fit between the remarks taken from the classroom observation and the results of the analysis of marks sheets and teachers' questionnaire. Interestingly, since the study falls in the context of teaching and learning English as a foreign language, testing the degree of impact of CMS on learners' achievement is found to be of paramount importance.

GENERAL CONCLUSION

This study aims at investigating the impact of the effective implementation of CMS on learners' achievement. The findings of this research were highly recognizable and helpful in establishing the relationship between the independent and the dependent variables. In other words, there is an effect of the independent variable which is the effective implementation of CMS on the dependent variable which is related to learners' test scores. More precisely, it is asserted that the appropriate employment of CMS affects learners' marks in the English tests positively; nevertheless, the inadequate use of CMS results in learners' low achievement.

The first research question that was asked at the beginning of the study is related to teachers' awareness of CMS and the ways of implementing them. To answer this question, it can be said that according to the findings of the classroom observation and the questionnaire for teachers, there is a lack of using CMS inside the Algerian secondary school class. Some teachers were also unaware of the appropriate techniques of implementing them. As far as the third research question is concerned, the analysis of the students' marks revealed that the students whose teachers implement effective CMS, achieved better than the students whose teachers cannot succeed in managing their classes.

Pedagogical Recommendations:

The following recommendations are suggested to help the educator analyze critical information about CMS, techniques, and practices. It is the researchers' hope that these recommendations may assist in reviewing a variety of CM approaches, creating a well-organized classrooms. Overall, it is important for teachers to give some responsibilities to their students by engaging them in the process of teaching and learning, and considering them as participants in the process rather than recipients. So that, the students will follow the classroom rules and have frequent, positive and constructive interaction in the class.

Teachers should make their classrooms interesting and stimulating through challenging lessons; so that, their students will be interested in finding out what comes next. Accordingly, teachers should design different learning activities in the classroom with the intention that the students are engaged and do not find extra time for making disturbance. Teachers should also encourage the students to ask questions and participate in the process of education.

Teachers should deliver clear expectations and consequences, and make sure that students are learning and understanding clearly what is expected from them. Additionally, they should use students' progress record to give remedial classes to students with weak grades, and not just to rank and monitor their students' performance. Besides, a wide variety of verbal and physical reactions should be used by the teacher to prevent students' misbehaviour.

The establishment and maintenance of safe and supportive classroom will contribute to high quality student achievement. Consequently, it is important to highlight the role of the school administration to equip teachers with multiple learning resources and materials so as to incline students towards learning. Furthermore, teachers should seek collaboration with experienced teachers and specialists to expend their perceptions towards classroom issues before difficult problems become entrenched.

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Teacher 8: A

Limiting	Organization	Communication	Monitoring	Lesson strategies and Delivery	Questioning
5-16	<ul style="list-style-type: none"> - Walk around - Tries to maintain central - Some disruptive behaviours (detected early before becoming a serious one) 	<ul style="list-style-type: none"> - A limited number of students who are active, motivated. - Respectful relationships between the teacher and her students. - The teacher is patient. - A remarkable interaction. 	<ul style="list-style-type: none"> - The use of feedback. - Teacher intervention - she redirects inappropriate behaviour - - she constantly monitors the class while teaching. - Asks for the participation of all the students in the same time 	<ul style="list-style-type: none"> - Simplification - using the board - depends on the text-book. - A detailed explanation - less attempt to cover a large amount of the content - self-instructions before any activity. 	<ul style="list-style-type: none"> - Set questions to be answered. - engage every student's attention before giving any directions, to assure that student are prepared to answer specific questions before, during the activity
9-10	<ul style="list-style-type: none"> - Tries to set limits using a variety of verbal and physical reactions to students' mis-behaviour. 				
15-16	<ul style="list-style-type: none"> - A Fragmented time management. 				

Teacher B:

Sl. No.	Observation	Communication	Monitoring	Lesson strategies and delivery	Questioning
7-9	<ul style="list-style-type: none"> - Noisy class. - The teacher is not able to maintain control. - Disruptive behavior. - No organized seating (Random) - No appropriate atmosphere. - She walks around. - No uniforms. - No time management. - Less attempt to set rules and control behaviour. 	<ul style="list-style-type: none"> - The use of translation. - No interaction. - Each student is busy by doing something that is totally out of the module (using phones...) - No respect between the teacher and the students. - impolite answers (insult, rudeness). - Random participation. 	<ul style="list-style-type: none"> - Less direction. - Feedback from time to time, yet it is not sufficient at all. - Neglecting smaller mistakes (1/31, pronunciation...) - She is not aware about the individual differences. 	<ul style="list-style-type: none"> - The use of the white board. - No use of text-book (the use of phone). - The lecture was transmitted from Per mobile. - No variation in materials except checking dictionary. - No use of ICT. 	<ul style="list-style-type: none"> - Neither she asks questions nor the students answer. - All the questions are about other topics being feedback, sport...
10-12					
13, 16					
14-15					
16-17					
18-9					

Teacher: C.

<h3>Organization</h3>	<h3>Communication</h3>	<h3>Monitoring</h3>	<h3>Lesson Strategies and Delivery</h3>	<h3>Questioning</h3>
<p>10-12</p> <ul style="list-style-type: none">- The teacher is successful in setting limits- walls around	<ul style="list-style-type: none">- A respectful relationship between teachers and students- A remarkable interaction and participation.	<ul style="list-style-type: none">- Frequent and careful monitoring- checking home work.	<ul style="list-style-type: none">- using text book- using the board- The lesson starts with an introduction to motivate learners.	<ul style="list-style-type: none">- Almost the addressed questions were answered by the students.
<p>16-17</p> <ul style="list-style-type: none">- A well arranged seating- she is able to maintain control	<ul style="list-style-type: none">- All the students are addressed- The use of gestures- Oral communication- all the students have the chance to participate & to express themselves	<ul style="list-style-type: none">- frequent checking of books, copy.- looks just from the beginning.- verbal, praise.- teacher's intervention	<ul style="list-style-type: none">- explanation of vocabulary and grammar.- Keep attention on the schedule	<ul style="list-style-type: none">- she is asking questions that raise the learners' curiosity
<p>14-16</p> <ul style="list-style-type: none">- A well time management	<ul style="list-style-type: none">- she gives a short verbal instructions- Appropriate atmosphere	<ul style="list-style-type: none">- She redirects inappropriate behaviours.	<ul style="list-style-type: none">- diversity of activities	<ul style="list-style-type: none">- questions are addressed before, during, and after
<p>8-9</p>				

Teachers:

	Organization	Communication	Monitoring	Lesson Strategies and Delivery	Questioning
9-10	- Noisy class. - A lot of disruptive behaviours.	- Few participation - 3/4 active students	- The teacher uses feedback from time to time.	- Textbook - Blackboard	- Encourages questions but
8-10	- walk in the class	- The teacher attempts to use gesture while explaining.	- Teacher intervention.	- Tries to explain, simplify, and exemplify.	No interaction (students are not motivated)
14-15	- No time management	- No respect	- No reward/	- No variation in activities	
16-17	- am arranged seating.	- No respect	No punishment	- Individual works	
10-11	- No balance between the number of students	- The use of the Arabic, French, and the English languages.			
14-15	- No uniforms.				
	- students' authority.				

Teacher A:

القسم 1 1 1

الرقم	اللقب	الاسم	مراقبتهم	تعبيراتهم	فرض	اختبار	المعدل/20	الحاصل	الملاحظة
1	اومطور	محمد تقي الدين	8,00	9,00	6,00	8,00	6,20	18,60	
2	بزازي	هشام	9,00	9,00	6,00	8,00	6,40	19,20	
3	بن حمادة	حورية	12,00	10,00	11,50	15,00	9,70	29,10	
4	بن نخلة	صلوح	11,00	11,00	6,00	3,00	6,20	18,60	
5	بوجاهم	مسعود سيف الدين	11,00	10,00	9,50	11,00	8,30	24,90	
6	بوزيدي	تيماء	12,00	12,00	12,00	22,00	11,60	34,80	
7	بوغازي	صلاح الدين	14,00	14,00	15,00	18,00	12,20	36,60	
8	بوقرة	اسماء	8,00	7,00	6,50	5,00	5,30	15,90	
9	جفال	سلمى	9,00	9,00	6,00	11,00	7,00	21,00	
10	رمضاتي	وهيبة	9,00	8,00	8,50	6,00	6,30	18,90	
11	رياتي	حصام	13,00	13,00	13,50	22,00	12,30	36,90	
12	زغودي	سامي	9,00	9,00	8,00	9,00	7,00	21,00	
13	زغودي	كوتر	13,00	12,00	12,00	25,00	12,40	37,20	
14	زعلي	سناء	8,00	7,00	6,00	9,00	6,00	18,00	
15	زغراوي	فاية	11,00	10,00	10,00	11,00	8,40	25,20	
16	سعيدني	زوميساء	10,00	9,00	7,00	14,00	8,00	24,00	
17	سلماجي	عبد الكريم	9,00	9,00	6,00	8,00	6,40	19,20	
18	شيعاوي	بثينة	9,00	8,00	6,00	4,00	5,40	16,20	
19	صويح	مريم	11,00	11,00	12,50	13,00	9,50	28,50	
20	طالب	عماد	10,00	9,00	10,00	10,00	7,80	23,40	
21	طواهرية	امير	11,00	11,00	8,00	11,00	8,20	24,60	
22	طيبة	ليانة	13,00	12,00	11,00	17,00	10,60	31,80	
23	عمر	صهيب جاسم	9,00	9,00	8,50	11,00	7,50	22,50	
24	قريني	الكرم	11,00	9,00	9,50	12,00	8,30	24,90	
25	قواسمة	زيان	11,00	10,00	14,50	18,00	10,70	32,10	
26	قيراطي	بشرى	10,00	9,00	11,00	12,00	8,40	25,20	
27	قيراطي	ضياء الدين	9,00	10,00	8,50	11,00	7,70	23,10	
28	كبابسة	نجيبة	14,00	14,00	14,50	20,00	12,50	37,50	
29	محبوب	خولة	9,00	8,00	6,00	7,00	6,00	18,00	
30	مساعدي	رمزي	8,00	7,00	8,00	7,00	6,00	18,00	
31	مزيد	املي	11,00	9,00	8,50	10,00	7,70	23,10	
32	تشة	تسيح	16,00	16,00	16,00	24,00	14,40	43,20	
33	نيقري	ريهام	9,00	9,00	8,00	6,00	6,40	19,20	
34	هنناوي	صوفيا تنيلة	16,00	15,00	13,00	24,00	13,60	40,80	
35	نخان	ياسمين	10,00	10,00	5,00	12,00	7,40	22,20	
36	قيصلي	نورة	9,00	8,00	5,50	8,00	6,10	18,30	
37	قيصلي	سورية	10,00	9,00	7,00	11,00	7,40	22,20	

9,20 10,03 10,59

8,41

معدل القسم

Teacher A:

القسم 3 أ ب 1

الرقم	اللقب	الاسم	مراقبتهم	تعبير/تط	فرض	اختبار	المعدل/20	الحاصل	الملاحظة
1	ياضح	صلاح الدين	9,00	8,00	5,50	9,00	6,30	12,60	
2	براهيمية	نور الهدى	9,00	8,00	6,50	4,00	5,50	11,00	
3	بن حسان	الجمعي	9,00	8,00	6,00	10,00	6,60	13,20	
4	بن ظافر	عبد الرؤوف	12,00	13,00	10,00	17,00	10,40	20,80	
5	بوزاوي	خولة	12,00	11,00	9,00	20,00	10,40	20,80	
6	يوسنة	زينب	11,00	10,00	7,00	11,00	7,80	15,60	
7	يوعشة	نسرين	8,00	7,00	7,00	14,00	7,20	14,40	
8	يوعشة	إيمان	11,00	10,00	7,00	10,00	7,60	15,20	
9	توية	حمزة	8,00	7,00	4,50	11,00	6,10	12,20	
10	جفوط	وفاء	8,00	7,00	5,50	12,00	6,50	13,00	
11	حلمي	سعيدة	11,00	9,00	6,50	12,00	7,70	15,40	
12	حزام	مروة	12,00	11,00	9,00	14,00	9,20	18,40	
13	حزام	حسام	11,00	10,00	8,50	10,00	7,90	15,80	
14	حضري	ندى	12,00	12,00	8,00	16,00	9,60	19,20	
15	حفيان	زهية	9,00	9,00	7,00	17,00	8,40	16,80	
16	حمروني	لطوم	9,00	9,00	5,50	8,00	6,30	12,60	
17	حمري	إناس	9,00	9,00	5,50	4,00	5,50	11,00	
18	زغدودي	راضية	8,00	7,00	4,50	8,00	5,50	11,00	
19	تعاينة	فاطمة الزهراء	7,00	7,00	6,00	7,00	5,40	10,80	
20	عتوري	تنيا	7,00	7,00	6,00	8,00	5,60	11,20	
21	عبيزي	احلام	8,00	7,00	5,50	12,00	6,50	13,00	
22	عتامنية	مروة	8,00	8,00	5,00	10,00	6,20	12,40	
23	عطوة	مروة	8,00	7,00	6,00	12,00	6,60	13,20	
24	عطوي	جيهان	8,00	7,00	5,50	12,00	6,50	13,00	
25	عليوي	مروة	8,00	7,00	5,50	9,00	5,90	11,80	
26	عناقة	رمزي	7,00	7,00	7,50	10,00	6,30	12,60	
27	عيسوي	تيماء	12,00	11,00	10,00	13,00	9,20	18,40	
28	قصقات	يتينة	10,00	9,00	7,50	13,00	7,90	15,80	
29	ايتيم	جميلة	8,00	7,00	3,00	9,00	5,40	10,80	
30	ماضي	صبرينة	9,00	8,00	4,50	7,00	5,70	11,40	
31	مقع	اينة	9,00	8,00	4,50	11,00	6,50	13,00	
32	مرزوقي	مهدي	12,00	12,00	8,50	20,00	10,50	21,00	
33	مصطفوي	مروة	9,00	8,00	6,00	11,00	6,80	13,60	
34	معاقه	هاني	11,00	11,00	7,00	16,00	9,00	18,00	
35	نايلي	يتينة	9,00	9,00	7,00	13,00	7,60	15,20	
36	هني	وردة	7,00	7,00	4,50	10,00	5,70	11,40	
37	يحيوي	مريم	7,00	7,00	4,50	3,00	4,30	8,60	
			9,24	8,62	6,39				
			7,08		معدل القسم				

Teacher: A

القسم 1 أ 2

الرقم	اللقب	الاسم	مراقبتهم	تعبير لقط	فرض	اختبار	المعدل/20	الحاصل	الملاحظة
1	بزازي	أيمن	9,00	8,00	9,00	11,00	7,40	14,80	
2	بكوش	رفيدة	12,00	11,00	14,50	16,00	10,70	21,40	
3	بلحواس	محمد	9,00	9,00	8,00	5,00	6,20	12,40	
4	بن عيدة	يسمة	9,00	9,00	7,00	6,00	6,20	12,40	
5	بن يوب	ندى	10,00	10,00	10,00	11,00	8,20	16,40	
6	بوجندرة	إبراهيم خليل	9,00	8,00	6,00	9,00	6,40	12,80	
7	بوعامين	مهدي	14,00	14,00	14,50	21,00	12,70	25,40	
8	بوغاري	عمار	9,00	9,00	9,00	10,00	7,40	14,80	
9	بوكروطة	ليانة	13,00	13,00	10,00	13,00	9,80	19,60	
10	حمادة	محمد	9,00	9,00	9,00	12,00	7,80	15,60	
11	حراس	علاء الدين	10,00	9,00	10,00	15,00	8,80	17,60	
12	حميري	فاتح	10,00	9,00	7,00	10,00	7,20	14,40	
13	رجيمي	روميضاء	8,00	7,00	8,50	4,00	5,50	11,00	
14	زروالي	جيهان	13,00	13,00	13,50	22,00	12,30	24,60	
15	زيغم	شيرة	12,00	12,00	12,50	13,00	9,90	19,80	
16	سحاقوية	امل	12,00	11,00	8,50	10,00	8,30	16,60	
17	سعيدتي	إلياس	10,00	9,00	9,00	9,00	7,40	14,80	
18	سعيدتي	يسرى	16,00	16,00	16,50	26,00	14,90	29,80	
19	عبد الرحيم	صفية	9,00	9,00	9,50	13,00	8,10	16,20	
20	عبد اللوي	اترف	7,00	7,00	5,00	5,00	4,80	9,60	
21	غياتي	تورهان	12,00	12,00	10,00	14,00	9,60	19,20	
22	غراري	يسرى	12,00	11,00	7,00	11,00	8,20	16,40	
23	لعماري	مروة	12,00	12,00	11,50	16,00	10,30	20,60	
24	ماضي	لميس	8,00	8,00	11,00	7,00	6,80	13,60	
25	ميروك	وسام	12,00	10,00	12,00	15,00	9,80	19,60	
26	محمود	تيماء	9,00	9,00	4,00	5,00	5,40	10,80	
27	مساعدي	أيمن	10,00	10,00	12,50	15,00	9,50	19,00	
28	متيند	ميساء	9,00	10,00	7,00	7,00	6,60	13,20	
29	منلوي	إلياس	11,00	9,00	11,00	15,00	9,20	18,40	
30	نقايفي	حدة	9,00	9,00	8,00	14,00	8,00	16,00	
31	نكاع	إيمان	11,00	10,00	11,50	17,00	9,90	19,80	
32	هنداوي	عبد الرحيم	12,00	11,00	11,00	19,00	10,60	21,20	
33	حدادي	عبد الحميد	9,00	9,00	11,50	8,00	7,50	15,00	

معدل القسم 8,52

9,85 10,06 10,48

Teacher: B

الاسم 1 ع 9

الرقم	اللقب	الاسم	مراقبة	تعبير/نقط	فرض	اختبار	المعدل/20	الحاصل	الملاحظة	
1	بختاتو	عليه	16,00	16,50	17,00	29,00	15,70	31,40		
2	بومعزة	ماجدة	16,00	16,50	17,50	27,00	15,40	30,80		
3	جعيط	اية	10,00	10,50	17,50	16,00	10,80	21,60		
4	حصلاوي	محمد يزيد	14,00	14,50	17,00	25,00	14,10	28,20		
5	خراتنية	هالة	10,00	10,50	19,50	0,00	8,00	16,00		
6	خضراوي	عبير	11,00	11,50	12,50	24,00	11,80	23,60		
7	دخاظة	سيف الدين	12,00	12,50	15,50	32,00	14,40	28,80		
8	سالمي	عصام	17,00	17,50	18,50	32,00	17,00	34,00		
9	سريدي	ريحانة	10,00	10,50	16,50	15,00	10,40	20,80		
10	شعبي	رجاء	16,00	16,50	17,50	31,00	16,20	32,40		
11	توايية	إلهام	16,00	16,50	18,50	28,00	15,80	31,60		
12	عبدوي	حمزة	10,00	10,50	18,50	10,00	9,80	19,60		
13	عبد	تهيناز	11,00	11,50	10,00	18,00	10,10	20,20		
14	عتماتي	منال	18,00	18,50	18,50	29,00	16,80	33,60		
15	عقون	رحيل	10,00	10,50	14,50	26,00	12,20	24,40		
16	فراحتية	خير الدين	10,00	10,50	13,50	15,00	9,80	19,60		
17	قرانة	مروة	13,00	13,50	16,50	30,00	14,60	29,20		
18	قرقي	بسمه	18,00	18,50	16,00	30,00	16,50	33,00		
19	قرنين	توقي	10,00	10,50	16,50	10,00	9,40	18,80		
20	قروج	سارة	13,00	13,50	17,00	23,00	13,30	26,60		
21	قيوم	عبد الكريم	11,00	11,50	19,50	22,00	12,80	25,60		
22	كريبس	عبد الرحمن	10,00	10,50	17,50	19,00	11,40	22,80		
23	لعراية	محمد امين	10,00	10,50	15,50	18,00	10,80	21,60		
24	محمداتني	يشري	10,00	10,50	15,00	18,00	10,70	21,40		
25	مرعي	صابرين	19,00	19,50	19,50	30,00	17,60	35,20		
26	معيزي	بتينة	10,00	10,50	17,50	17,00	11,00	22,00		
27	منجل	يسرى	10,00	10,50	5,50	12,00	7,60	15,20		
28	موردي	ملاك	13,00	13,50	14,50	18,00	11,80	23,60		
29	موتارة	هبة	16,00	16,50	16,00	28,00	15,30	30,60		
30	ناتقي	ايمان	10,00	10,50	14,50	17,00	10,40	20,80		
31	مغسول	سكينة	10,00	10,50	9,00	18,00	9,50	19,00		
			12,61	13,08	15,89					
			معدل القسم							

Teacher: B

المجموع 3 من 0

الرقم	اللقب	الاسم	مراقبتهم	تعبير/تظ	فرض	اختبار	المعدل/20	الحاصل	الملاحظة
1	بخوش	محمد حسام الدين	10,00	10,50	12,50	4,00	7,40	14,80	
2	بكوش	سعيدة	15,00	15,00	15,50	22,00	13,50	27,00	
3	بهلول	إكرام	10,00	10,50	12,50	4,50	7,50	15,00	
4	بودشيش	محمد الهادي	12,00	12,50	11,00	13,00	9,70	19,40	
5	بوزيت	نكري	10,00	10,50	16,50	11,00	9,60	19,20	
6	بوطهرة	إلياس	15,00	15,50	8,50	20,00	11,80	23,60	
7	بوكرديم	نجيب	10,00	10,50	7,00	8,50	7,20	14,40	
8	بومعيزة	أمل	10,00	10,50	16,50	10,00	9,40	18,80	
9	حمادة	إسماعيل	10,00	10,50	9,50	8,50	7,70	15,40	
10	حمادة	نوال	10,00	10,50	14,00	12,50	9,40	18,80	
11	زهوة	إيتمام	10,00	10,50	12,00	10,00	8,50	17,00	
12	سوداتي	راوية	10,00	10,50	14,50	10,00	9,00	18,00	
13	شعبان	زكرياء	16,00	16,50	13,00	10,00	11,10	22,20	
14	صالحى	بشرة عزيزة	10,00	10,50	11,00	18,00	9,90	19,80	
15	طايوش	يتري	10,00	10,50	8,50	8,00	7,40	14,80	
16	عتامنية	اترف	10,00	10,50	8,50	8,00	7,40	14,80	
17	عطوي	مروة	12,00	12,50	13,50	0,00	7,60	15,20	
18	صيري	نوال	13,00	13,50	14,50	24,00	13,00	26,00	
19	عوادي	مصطفى أمين	10,00	10,00	0,00	9,00	5,80	11,60	
20	غربي	خليل	10,00	10,50	7,50	5,00	6,60	13,20	
21	فارج	ياسمين	10,00	12,00	9,00	14,00	9,00	18,00	
22	قاسمي	نخبا	12,00	12,50	13,00	18,00	11,10	22,20	
23	قريشي	عقدة	10,00	10,50	13,00	6,00	7,90	15,80	
24	مالكي	رونق	10,00	10,50	15,50	0,00	7,20	14,40	
25	مجلدي	رحيمة	10,00	10,50	16,50	14,00	10,20	20,40	
26	مخاتفي	إسحاق	10,00	10,50	7,00	7,00	6,90	13,80	
27	مساعدة	يتري	12,00	12,50	7,00	12,00	8,70	17,40	
28	مساعدي	جمعي	11,00	11,50	0,00	15,50	7,60	15,20	
29	ملا	هاجر	10,00	10,50	16,50	7,00	8,80	17,60	
30	مناعي	نصير	10,00	10,50	13,00	9,00	8,50	17,00	
31	ناصر	فايزة	10,00	10,50	0,00	8,50	5,80	11,60	
32	نقايني	نويمة	10,50	11,00	7,00	6,00	6,90	13,80	
33	هانف	نجيبة	11,00	11,50	9,00	12,00	8,70	17,40	
34	عويسي	محمد هيثم	10,00	10,50	3,50	11,00	7,00	14,00	
35	بن مخلوف	مروة	10,00	10,50	0,00	5,00	5,10	10,20	
			10,84	11,36	10,19				

8,53

معدل القسم

Teacher: B.

القسم 2 لى 0

الرقم	اللقب	الاسم	مراقبة/كم	تعبير/نقط	فرض	اختبار	المعدل/20	الحاصل	الملاحظة
1	بنماحة	رائية	13,00	13,50	6,00	26,00	11,70	23,40	
2	بن رجم	رمزي	11,00	11,50	5,50	17,00	9,00	18,00	
3	بن صويلح	حميد	8,00	8,50	6,00	14,00	7,30	14,60	
4	بن عزلة	منال	8,00	8,50	5,50	13,00	7,00	14,00	
5	بوزاوي	ندى	8,00	8,50	7,50	14,00	7,60	15,20	
6	يوسلم	تمس الدين	8,00	8,50	4,50	10,00	6,20	12,40	
7	حقيظي	امل	15,00	16,50	6,00	21,00	11,70	23,40	
8	حمري	ايمان	10,00	10,50	4,50	12,00	7,40	14,80	
9	خراخية	بشرى	11,00	11,50	6,00	11,00	7,90	15,80	
10	خروبي	اكرم	17,00	17,50	8,00	11,00	10,70	21,40	
11	حصي	ندى	16,00	16,50	7,50	16,00	11,20	22,40	
12	ربايعة	جهاد	12,00	12,50	6,50	16,00	9,40	18,80	
13	زغودي	تيماء	8,00	8,50	5,50	25,00	9,40	18,80	
14	سعيدى	بثينة	10,00	11,00	7,00	22,00	10,00	20,00	
15	صبيحي	ايمان	8,00	8,50	6,50	16,00	7,80	15,60	
16	طابوش	ايمان	15,00	15,50	7,00	16,00	10,70	21,40	
17	طايبيية	سمية	10,00	10,50	5,50	13,00	7,80	15,60	
18	عداوي	بثينة	8,00	8,50	6,00	17,00	7,90	15,80	
19	عتماني	ريمة	8,00	8,50	5,00	13,00	6,90	13,80	
20	عليوي	عبد اللطيف	8,00	8,50	8,50	15,00	8,00	16,00	
21	عواطرة	صلاح الدين	8,00	8,50	5,50	12,00	6,80	13,60	
22	فرحي	بشرى	14,00	14,50	6,50	23,00	11,60	23,20	
23	فردى	هاجر	15,00	15,50	7,00	20,00	11,50	23,00	
24	لكحل	حمزة	11,00	11,50	7,00	10,00	7,90	15,80	
25	لكحل	منى	12,00	12,50	6,00	15,00	9,10	18,20	
26	محارفي	عبد التور	10,00	10,50	9,50	20,00	10,00	20,00	
27	مريضي	رامي	8,00	8,50	5,50	5,00	5,40	10,80	
28	معايشية	زهيرة	8,00	8,50	6,50	12,00	7,00	14,00	

6,36 11,20 10,64

معدل القسم 8,74

الرقم	اللقب	الاسم	مراقبه/م	تحرير/نقط	فرض	اختبار	المعدل/20	الحاصل	الملاحظة
1	أوجاتي	سليبييل	12,00	9,00	8,00	10,00	7,80	15,60	
2	اسكندر	سليمان	12,00	10,00	3,50	8,00	6,70	13,40	
3	بن ناصر	محمد علاء الدين	6,00	1,00	0,00	16,00	4,60	9,20	
4	بوجاهم	سمية	12,00	9,00	4,00	15,00	8,00	16,00	
5	بودقل	شاكرا	12,00	11,00	7,00	18,00	9,60	19,20	
6	بورزاوي	هيتم	12,00	10,00	4,50	5,00	6,30	12,60	
7	بوسطحة	محي الدين	12,00	12,00	7,00	20,00	10,20	20,40	
8	بومليط	امير	10,00	4,50	4,50	9,00	5,60	11,20	
9	بونار	عبد الرحمان	8,00	4,00	0,00	11,00	4,60	9,20	
10	توايمية	وداد	12,00	12,00	4,00	12,00	8,00	16,00	
11	جودي	محمد امين	12,00	12,00	10,50	20,00	10,90	21,80	
12	حومة	محمد هيتم	12,00	6,00	6,00	7,00	6,20	12,40	
13	خلايفية	ايناس	12,00	13,00	9,50	15,00	9,90	19,80	
14	رحمانية	سارة	13,00	10,00	8,50	12,00	8,70	17,40	
15	روايح	ايهاب	12,00	12,00	7,50	20,00	10,30	20,60	
16	زعيمة	زيان	14,00	12,00	11,00	24,00	12,20	24,40	
17	زعيمن	اتسواق	15,00	15,00	16,50	28,00	14,90	29,80	
18	سعاتية	رندة	12,00	11,00	5,00	6,00	6,80	13,60	
19	سعداوي	رائية	12,00	9,00	7,00	9,00	7,40	14,80	
20	سلامية	يحي	12,00	8,00	7,00	13,00	8,00	16,00	
21	تواينة	ندى	12,00	11,00	9,50	12,00	8,90	17,80	
22	عيدي	حضان	12,00	8,00	7,50	9,00	7,30	14,60	
23	عطافي	اميرة	12,00	7,00	4,00	3,00	5,20	10,40	
24	عياش	لييب عبد المنعم	15,00	14,00	14,00	29,00	14,40	28,80	
25	عيد	جيهان	12,00	8,00	7,00	7,00	6,80	13,60	
26	فاضل	واصل	17,00	15,00	17,50	35,00	16,90	33,80	
27	فايزي	نسرين	12,00	10,00	5,50	12,00	7,90	15,80	
28	فوناس	زيان	12,00	11,00	9,50	10,00	8,50	17,00	
29	فقايفية	فتح	12,00	11,00	7,50	13,00	8,70	17,40	
30	قمرى	اكرم	12,00	9,00	1,50	6,00	5,70	11,40	
31	محمداقني	ايمن	12,00	7,00	5,00	5,00	5,80	11,60	
32	مكموش	محمد وسيم	12,00	11,00	6,50	20,00	9,90	19,80	
33	يوتس	زيان سليبييل	12,00	9,00	7,00	8,00	7,20	14,40	
				7,06	9,74	12,06			

8,48

معدل القسم

الرقم	اللقب	الاسم	مراقبة/م	تعبير/نقط	فرض	اختبار	المعدل/20	الحاصل	الملاحظة
1	اولاد الشايب	زكي	11,00	8,00	6,50	10,00	7,10	14,20	
2	بجيري	هديل	12,00	11,00	11,50	12,00	9,30	18,60	
3	يزاز	احلام	12,00	12,00	10,00	17,00	10,20	20,40	
4	بن صالح	تيماء	12,00	11,00	12,00	17,00	10,40	20,80	
5	بن عقور	وحيدة	12,00	12,00	11,00	10,00	9,00	18,00	
6	بن يقس	إسراق	12,00	11,00	9,00	14,00	9,20	18,40	
7	بورازي	رقية	15,00	14,00	15,00	30,00	14,80	29,60	
8	بومعزة	نور هان	13,00	11,00	10,50	13,00	9,50	19,00	
9	حزام	فاطمة الزهراء	15,00	14,00	13,50	24,00	13,30	26,60	
10	حفصي	خولة	11,00	9,00	5,50	17,00	8,50	17,00	
11	حفصي	نور الإسلام	11,00	8,00	7,00	19,00	9,00	18,00	
12	خراخرية	اسلمة	11,00	8,00	5,00	2,00	5,20	10,40	
13	خرايفية	كريمة	15,00	14,00	17,00	26,00	14,40	28,80	
14	رمضاتي	سورية	18,00	15,00	19,00	35,00	17,40	34,80	
15	زغودي	تيماء	11,00	8,00	7,50	9,00	7,10	14,20	
16	زعلي	اسماء	14,00	12,00	14,00	14,00	10,80	21,60	
17	زناتش	هارون	10,00	8,00	6,00	11,00	7,00	14,00	
18	سكالي	وصال	14,00	14,00	14,00	30,00	14,40	28,80	
19	سمراتي	ايمى	10,00	10,00	4,00	10,00	6,80	13,60	
20	سناتي	ريمة	12,00	9,00	7,50	11,00	7,90	15,80	
21	تطبيبي	كوتر	12,00	11,00	11,50	21,00	11,10	22,20	
22	صالح صالح	يمرى	12,00	10,50	8,50	21,00	10,40	20,80	
23	صوثة	سوسن ماجدة	13,00	11,00	10,00	19,00	10,60	21,20	
24	عبدلوي	خليل	12,00	11,00	12,00	19,00	10,80	21,60	
25	غوتي	سفيان	11,00	9,00	4,50	6,00	6,10	12,20	
26	قلمى	حسام الدين	11,00	10,00	8,50	21,00	10,10	20,20	
27	قنوز	هارون عبد العزيز	8,00	2,00	6,50	9,00	5,10	10,20	
28	مخروف	وائل	11,00	10,00	8,50	6,00	7,10	14,20	
29	مزغيش	علي	12,00	11,00	9,00	12,00	8,80	17,60	
30	هنوري	سلسيل	14,00	14,00	11,50	26,00	13,10	26,20	
31	هناد	عبد التور	11,00	10,00	9,50	13,00	8,70	17,40	
32	حلاسي	نور الإسلام	8,00	2,00	7,00	16,00	6,60	13,20	
			12,06	10,33	9,77				

Teacher: C

القسم 2 لغ 0

الرقم	اللقب	الاسم	مراقبة	تعبير لفظ	فرض	اختبار	المعدل/20	الحاصل	الملاحظة
1	الوثام	مجدي احمد	12,00	10,00	11,00	18,00	10,20	20,40	
2	بزازي	تيماء	12,00	12,00	9,50	20,00	10,70	21,40	
3	بن شهرة	محمد رياض	12,00	14,00	15,00	13,50	10,90	21,80	
4	بوجريدة	هدى	15,00	15,00	16,00	25,00	14,20	28,40	
5	بونتميش	إسلام	11,00	11,00	10,00	18,00	10,00	20,00	
6	بوتن	نور هان	12,00	12,00	12,00	19,00	11,00	22,00	
7	حباسي	نور الهدى	15,00	16,00	10,00	30,00	14,20	28,40	
8	حضري	قادية	12,00	13,00	8,50	16,00	9,90	19,80	
9	حلاسي	يسرى	12,00	13,00	11,00	23,00	11,80	23,60	
10	حمداوي	حمدي كريم	13,00	13,00	10,50	22,00	11,70	23,40	
11	خمار	امل	13,00	13,00	11,00	19,00	11,20	22,40	
12	دراجي	نخلة	13,00	13,00	8,50	15,00	9,90	19,80	
13	درقالي	نبيلة	13,00	13,00	12,50	19,00	11,50	23,00	
14	ريمي	سهيل	12,00	12,00	8,00	17,00	9,80	19,60	
15	رمضاني	ليلى	13,00	12,00	9,00	17,00	10,20	20,40	
16	سوالمية	منى	15,00	16,00	12,00	25,00	13,60	27,20	
17	تشراري	حسني إسكندر	10,00	11,00	10,00	19,00	10,00	20,00	
18	صنصري	فاطمة الزهراء	12,00	12,00	10,00	15,00	9,80	19,60	
19	فقايقية	صابرين	12,00	12,00	10,50	20,00	10,90	21,80	
20	ملوكي	خديجة	12,00	11,00	6,50	10,00	7,90	15,80	
21	بن قيراط	روميضاء	8,00	8,00	5,50	10,00	6,30	12,60	
22	يحمدي	بثري	12,00	12,00	10,50	15,00	9,90	19,80	

10,34 12,45 12,32

معدل القسم 10,70

Teacher 8 D

القسم 2 تر 0

الرقم	اللقب	الاسم	مراقبة	تعيين/تنظ	فرض	اختبار	المعدل/20	الحاصل	الملاحظة
1	تواتي	خولة	11,00	0,00	10,00	11,50	8,13	40,65	
2	خضراوي	تميم	13,00	0,00	13,00	20,00	11,50	57,50	
3	رحال	ضرار	13,00	0,00	13,00	7,00	8,25	41,25	
4	رواقية	زينب	12,00	0,00	11,00	15,00	9,50	47,50	
5	ريشي	محمد مهدي	10,00	0,00	6,00	13,50	7,38	36,90	
6	شعابنة	اسامة	12,00	0,00	13,00	16,50	10,38	51,90	
7	شوانبة	نور الهدى	13,00	0,00	11,00	9,00	8,25	41,25	
8	عدي	نهي	12,00	0,00	10,00	12,00	8,50	42,50	
9	عيش	محمد امين	11,00	0,00	7,00	11,00	7,25	36,25	
10	فرنان	بلال	10,00	0,00	7,00	13,00	7,50	37,50	
11	قنور	رابح	10,00	0,00	7,00	10,50	6,88	34,40	
12	كحيلة	احمد امين	11,00	0,00	8,00	10,00	7,25	36,25	
13	احمر	رائد	10,00	0,00	7,00	7,00	6,00	30,00	
14	لعابرية	سيد علي	10,00	0,00	7,00	5,00	5,50	27,50	
15	مشطي	شعيب	12,00	0,00	13,00	18,00	10,75	53,75	
16	مقلاتي	محمد	10,00	0,00	7,00	10,50	6,88	34,40	
			11,25		9,38				

8,11

معدل القسم

Teacher: D

القسم 3 لغ 0

الرقم	اللقب	الاسم	مراقبتهم	تعيين/نقط	فرض	اختبار	المعدل/20	الحاصل	الملاحظة
1	براعثة	هند	11,00	11,00	13,00	22,00	11,40	57,00	
2	برككي	إيمان	13,00	13,00	12,00	29,00	13,40	67,00	
3	بن قيراط	سناء	8,00	8,00	8,00	14,50	7,70	38,50	
4	بوسطيلة	بشرى	13,00	13,00	12,00	24,00	12,40	62,00	
5	بوعديلة	عائشة	11,00	11,00	10,00	23,00	11,00	55,00	
6	بوقرة	محمد	5,00	5,00	5,00	10,00	5,00	25,00	
7	توافق	زينب	11,00	11,00	10,00	21,00	10,60	53,00	
8	توي	نفيا ميرين	14,00	14,00	14,00	24,00	13,20	66,00	
9	جمطيط	نهلة	12,00	12,00	10,00	22,00	11,20	56,00	
10	جفوط	أمين	5,00	2,00	5,00	11,00	4,60	23,00	
11	حمزاوي	مروة	10,00	11,00	12,00	14,50	9,50	47,50	
12	دويدي	عير	11,00	11,00	10,50	11,00	8,70	43,50	
13	رمضاتي	تسيما	10,00	10,00	7,00	15,00	8,40	42,00	
14	زمتي	جيهان	10,00	10,00	10,50	19,00	9,90	49,50	
15	زيادة	محمد صديق	10,00	10,00	10,00	15,00	9,00	45,00	
16	سلامة	اترف	10,00	10,00	10,00	11,50	8,30	41,50	
17	شحات	تاقية	12,00	12,00	11,00	25,00	12,00	60,00	
18	شرايرية	بشرى	14,00	14,00	13,00	24,00	13,00	65,00	
19	شريط	ايمن	8,00	8,00	10,00	17,00	8,60	43,00	
20	شريف	ريمة	10,00	10,00	10,00	13,00	8,60	43,00	
21	شككطبة	امنة	9,00	8,00	11,00	16,00	8,80	44,00	
22	عثمانية	تجلاء	10,00	10,00	10,00	18,00	9,60	48,00	
23	عميرة	رندة	15,00	15,00	14,00	30,00	14,80	74,00	
24	عيسوي	تيفازاد	14,00	14,00	13,00	25,00	13,20	66,00	
25	عجتي	بسمة	13,00	13,00	13,50	24,50	12,80	64,00	
26	لعيانة	زيد	10,00	11,00	10,00	25,00	11,20	56,00	
27	لعمارية	بشرى	11,00	11,00	11,00	21,00	10,80	54,00	
28	معاقة	صفاء	11,00	11,00	11,00	18,00	10,20	51,00	
29	معاقة	مروة	11,00	11,00	10,00	13,00	9,00	45,00	
30	ورتسي	نوفال نزار	5,00	3,00	6,50	6,00	4,10	20,50	
31	مصداتي	خالد	0,00	0,00	0,00	0,00	0,00	0,00	
			10,23	10,10	10,10				

9,70

معدل القسم

Teacher = D

القسم 3 ألف 2

الرقم	اللقب	الاسم	مراقبتهم	تعيين/تط	فرض	اختبار	المعدل/20	الحاصل	الملاحظة
1	اومنور	مريم	10,00	8,00	6,00	14,00	7,60	22,80	
2	بزازي	حليمة	11,00	11,00	8,00	17,00	9,40	28,20	
3	بن احسن	سامية	10,00	9,00	7,50	16,00	8,50	25,50	
4	بن يوب	ادم	10,00	10,00	7,00	14,00	8,20	24,60	
5	بوزاوي	مريم	11,00	11,00	8,00	11,50	8,30	24,90	
6	بوشق	يوسف	10,00	7,00	5,00	14,00	7,20	21,60	
7	بوشريط	ايتسام	11,00	9,00	10,00	20,00	10,00	30,00	
8	بوظهرة	ايمان	10,00	10,00	8,00	16,00	8,80	26,40	
9	بوعينة	خولة	10,00	10,00	6,00	17,00	8,60	25,80	
10	بوغازي	سهام	12,00	12,00	10,00	14,00	9,60	28,80	
11	بوهزيلة	مريم	10,00	7,00	6,00	18,00	8,20	24,60	
12	تريكي	ايوب	11,00	9,00	7,00	10,50	7,50	22,50	
13	حمادة	سارة	10,00	8,00	7,00	18,00	8,60	25,80	
14	حمدي	مروة	11,00	8,00	7,00	9,50	7,10	21,30	
15	حيمري	ليلى	10,00	7,00	5,00	10,50	6,50	19,50	
16	خراخرية	نالية	13,50	12,50	12,00	21,00	11,80	35,40	
17	رحابلية	ايناس	13,00	12,00	10,00	15,50	10,10	30,30	
18	زغودي	بثري	10,00	7,00	7,00	15,50	7,90	23,70	
19	زغودي	سمية	10,00	5,00	7,00	14,50	7,30	21,90	
20	زمتي	نورهان	10,00	6,00	9,00	14,50	7,90	23,70	
21	سعدان	ايمان	10,00	6,00	7,00	12,00	7,00	21,00	
22	سعداوي	نعيمة	10,00	6,00	7,00	5,50	5,70	17,10	
23	سعدني	فاطمة الزهراء	11,00	10,00	8,00	16,00	9,00	27,00	
24	صوطة	اسامة	11,00	11,00	9,00	17,00	9,60	28,80	
25	عزائزية	حنيفة	10,00	6,00	6,00	4,50	5,30	15,90	
26	علاق	يثينة	14,00	13,50	13,00	18,00	11,70	35,10	
27	فوزاري	زينة	11,00	10,00	11,00	9,50	8,30	24,90	
28	قتقاتش	سارة	13,00	13,00	11,00	18,00	11,00	33,00	
29	كياشي	زينب	12,00	11,00	7,00	15,00	9,00	27,00	
30	كحل اللسان	ايمان	11,00	10,00	9,00	14,50	8,90	26,70	
31	لسود	ايليا	11,00	10,00	7,00	15,00	8,60	25,80	
32	محمدي	ياسمين	13,00	13,00	9,00	21,00	11,20	33,60	
33	مرتلة	منير	11,00	10,00	7,00	12,00	8,00	24,00	
34	مهال	عبد الفتحي	10,00	7,00	5,00	9,00	6,20	18,60	
35	هند	محمد الصالح	10,00	9,00	7,00	11,50	7,50	22,50	

7,87 9,26 10,90

8,46

معدل القسم

Questionnaire for Secondary School Teachers of English

This questionnaire aims at investigating the influence of the Efficiency of Teachers' Use of Classroom Management Strategies on Raising Learner's Test Grades .The findings would help us to confirm or reject our master hypothesis. The questionnaire won't be take long and is completely anonymous and confidential.

Would you please tick (/) the right answer or fill in with information where necessary.

Section One: General Information

Question 1: Gender

Male Female

Question 2: How long have you been teaching English?

One to five years

Six to ten years

Eleven to twenty years

Twenty one to thirty years

Question 3: In which levels have you experienced teaching?

Middle

Secondary

University

Question 4: Have you received training in Classroom Management before your teaching experience?

Yes No

Section Two: The Efficiency of Classroom Management Strategies

Question 5: How important do you consider managing students behaviour or discipline?

Not at all

Very little

A little

A lot

A very great deal

Question 6: Do you make use of specific disciplinary strategies that reinforce appropriate behaviour and provide solutions to disruptive attitude?

Yes No

If yes, what are they?

.....
.....

Question 7: Which classroom management strategy do you believe is the most effective?

Organization
Communication
Monitoring
Lesson strategies and delivery
Questioning

Justify your choice

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

Question 8: Can rewards and punishment be a source of controlling students' behaviour?

Yes No

Question 9: How could you evaluate teachers' awareness of Classroom Management Strategies?

Highly aware
Aware
Not aware

Question 10: How often do you integrate ICTs in your classroom?

Always	
Usually	
Often	
Sometimes	
Rarely	
Never	

Section Three: Increasing Pupils' Test Grades through Classroom Management Strategies

Question 11: Indicate your priorities by placing numbers from 1-3.

To achieve better results in English exams, students have to concentrate on:

Comprehension	<input type="text"/>
Text exploration	<input type="text"/>
Written expression	<input type="text"/>

Question 12: Do you think that learners' achievement is influenced by Classroom Management Strategies?

Yes	<input type="text"/>
No	<input type="text"/>

Justify

.....

.....

Question 13: Will maintaining students' attention to teachers' instructions on the task improve their written product during the test of English?

May be	<input type="text"/>
To some extent	<input type="text"/>
Not really	<input type="text"/>

Question 14: Do you agree that teacher's verbal / written feedback inside the classroom is useful for enhancing pupils test marks?

Totally agree	
Partially agree	
Agree	
Neither agree nor disagree	
Partially disagree	
Disagree	
Totally disagree	

Question 15: Do you think that students being forewarned that the evaluation would be handled on a certain date will have an effect on their grades?

Not at all

A little

A lot

Question 16: Based on your years of experience in education, could you please suggest any piece of advice about improving Classroom Management?

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

Question 17: Would you please mention other factors which can influence learners' test results?

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

Thank you for your time

We appreciate your opinions and ideas.

Résumé

La présente étude examine la nature des stratégies de gestion de classe et leur utilisation dans l'enseignement de l'anglais comme langue étrangère, ainsi que d'explorer les façons dont ils influencent les résultats des apprenants. Il tente de préciser les raisons du problème de recherche qui sont liés principalement de l'absence de formation à la gestion de classe, l'utilisation inefficace des stratégies de gestion de classe, et les différences individuelle des élèves. L'étude émet l'hypothèse que la mise en œuvre appropriée des stratégies de gestion de classe peut affecter les notes des apprenants dans les tests d'anglais. A cet effet, trois outils de recherche ont été utilisés, le premier et le plus important est une liste de contrôle pour l'observation en classe menée en Mahdjoub Abd El-Rahman pour signaler les stratégies d'enseignement des enseignants. Le second outil est une analyse des feuilles des marques des élèves pour vérifier le degré de la réalisation dans différentes classes lorsque les enseignants appliquent des distinctes stratégies de gestion de classe. En outre, un questionnaire a été administré pour les enseignants d'anglais afin connaître leurs points de vue et leurs attitudes envers la mise en œuvre et l'effet des stratégies de gestion de class. Les résultats montrent que l'utilisation appropriée des stratégies de gestion dans la classe peut aider les apprenants à obtenir de meilleurs résultats dans les tests d'anglais; ainsi, l'hypothèse de recherche a été confirmée. L'étude suggère quelques stratégies d'enseignement pédagogiques utiles qui favoriseraient les apprenants de la réalisation du test, soit en incorporant les différentes stratégies de gestion de classe au sein de classe, ou en augmentant la prise de conscience des enseignants de leur efficacité.

ملخص

الدراسة الحالية تبحث طبيعة استراتيجيات إدارة الفصول الدراسية واستخدامها في تدريس اللغة الإنجليزية كلغة أجنبية و كذلك استكشاف الطرق التي تؤثر على نتائج المتعلمين. كما تحاول هذه الدراسة تحديد أسباب مشكلة البحث التي ترتبط في المقام الأول بعدم وجود تدريب في إدارة الفصول الدراسية، الاستخدام الغير فعال لاستراتيجيات إدارة الصف، والفروق الفردية للتلاميذ. تفترض الدراسة أن التنفيذ الملائم لاستراتيجيات ادارة الفصول الدراسية قد تؤثر على علامات المتعلمين في اختبارات اللغة الإنجليزية.

لهذا الغرض، تم استخدام ثلاث وسائل بحث والمتمثلة في مايلي :اجراء بعض الملاحظات داخل ثانوية محبوب عبد الرحمن ب قالمة للاطلاع على مختلف الاستراتيجيات المستعملة من طرف الاساتذة . اضافة الى تحليل علامات التلاميذ للتحقق من درجة تأثير استراتيجيات المعلمين على درجة انجاز التلاميذ. إلى جانب توزيع استبيانات لمدرسي اللغة الإنجليزية في الطور الثانوي لمعرفة آرائهم ومواقفهم تجاه تنفيذ و تأثير استراتيجيات ادارة الفصول الدراسية.

اوضحت النتائج المتحصل عليها أن الاستخدام المناسب لاستراتيجيات ادارة الفصول الدراسية يمكن أن يساعد المتعلمين على تحقيق نتائج أفضل في اختبارات اللغة الإنجليزية. وبالتالي، تم تأكيد فرضية البحث. كما أشارت الدراسة إلى بعض استراتيجيات التدريس التعليمية المفيدة التي من شأنها تعزيز نتائج المتعلمين، إما من خلال دمج مختلف استراتيجيات إدارة الفصول الدراسية داخل الصف، أو من خلال رفع وعي المعلمين حول تطبيقها على نحو فعال.