

Investigating The Impact of Implementing EFL Classrooms Management at PortSudan Locality Primary and Secondary Stages

(Teachers' Perspectives)

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Abstract

The aims of this research are: To explore the great role played by the professional teacher in classroom management. To identify the various areas of effective classroom management. To find out the great benefits of controlling English lessons through achieving teaching goals. To encourage learners to control themselves in classroom English lessons. The study adopted the descriptive analytical method. The instrument to collect the data; the questionnaire for the English teachers and experts of English Language. The sample of the study consists of (51) EFL teachers and experts in Port Sudan locality. The research has come with the following findings: Pupils who response to their teachers' questions; indicate active interaction, besides Encouraging the students' interaction would develop their achievement. Good treatment given by teachers to their pupils is the best way to control and manage the classroom. Disruptive behaviors from learners during lessons; disturb classroom management. Current classroom activities don't increase the pupils' talent. Some of managements followed by the teachers don't take into account individual differences. Intensive activities delivered to pupils can provide them with capacity building and self-learning. Using appropriate questions and examples to pupils; increase their motivation. Teachers are able to train their pupils to make decision. Tacky classroom management make pupils learning less enthusiastic. Pupils like being involved in classroom activities. Good professional and well-trained teacher can manage classroom lessons better. Bad school environment has negative impact on classroom management. Based on these findings, the study recommends for: EFL teachers should manage and control their lessons by building good relationship and rapport with their learners. Moreover, EFL learners should response to their teachers' questions; to indicate active interaction. EFL classroom must have better environment to reflect positive impact on classroom management. Recent classroom activities should increase the pupils' talent. EFL teachers must take into account individual differences while managing their classroom.

المستخلص

أهداف هذا البحث هي : استكشاف الدور الكبير الذي يقوم به المعلم المؤهل في إدارة الفصل و معرفة المجالات المختلفة للإدارة الفعالة في الفصول الدراسية . ومعرفة الفوائد العظيمة للتحكم في دروس اللغة الانجليزية لتحقيق أهداف التدريس .لتشجيع المتعلمين على السيطرة على انفسهم في دروس اللغة الإنجليزية في الفصول الدراسية. اعتمدت هذه الدراسة المنهج الوصفي التحليلي وكانت أداة جمع البيانات استبيان لمعلمي وخبراء اللغة الانجليزية . تكونت عينة الدراسة من (51) معلم وخبيراً في اللغة الانجليزية كلغة أجنبية في محلية بور تسودان . جاء البحث بالنتائج الرئيسية التالية : التلاميذ الذين يستجيبون لأسئلة معلمهم يشير إلى أن هناك تفاعلاً نشطاً . هذا إلى جانب تشجيع الطلاب ليكونوا أكثر تفاعلاً و انجازاً. كما أن المعاملة الجيدة التي يقدمها المعلم لتلاميذه هي أفضل طريقة للتحكم في الفصل وإدارته ونجد أن عدم انضباط التلاميذ أثناء الدرس يسبب خلافاً في إدارة الفصل. الأنشطة الصفية الحالية لا تزيد من موهبة التلاميذ. بعض الإدارات التي يتبعها المعلمون لا تراعي الفروق الفردية بين التلاميذ. الأنشطة المكثفة للتلاميذ يمكن أن توفر لهم بناء القدرات و التعلم الذاتي. استخدام الأسئلة و الأمثلة المناسبة للتلاميذ يزيد تفاعلهم في الدرس. يستطيع المعلمون تدريب تلاميذهم على اتخاذ القرار المناسب. إن إدارة الفصل الدراسي الضعيفة تجعل التلاميذ أقل حماساً للتعلم. يجب على التلاميذ المشاركة في الأنشطة الصفية. يستطيع المعلم المؤهل جيداً إدارة الفصل بشكل أفضل. البيئة المدرسية السيئة لها تأثير سلبي على إدارة الفصل الدراسي. بناء على النتائج المذكورة أعلاه توصي الدراسة بما يلي : يجب علي معلمي اللغة الانجليزية كلغة أجنبية إدارة دروسهم والتحكم فيها من خلال بناء علاقة جيدة وحميمة مع التلاميذ . علاوة على ذلك يجب على التلاميذ الرد على أسئلة معلمهم ، للإشارة إلى التفاعل النشط . ويجب أن يكون لفصل اللغة الانجليزية كلغة أجنبية بيئة أفضل لعكس التأثير الإيجابي علي الفصول الدراسية. ينبغي للأنشطة الصفية الفعالة أن تزيد من موهبة التلاميذ يجب على معلمي اللغة الإنجليزية كلغة أجنبية أن يأخذوا في الاعتبار الفروق الفردية أثناء إدارة الفصل الدراسي.

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5.1 Findings:

1-More than half of the responders (58.9%) agree that, current classroom activities do not increase the pupils' talent.

2-More than half of the responders (68.7%) agreed that, some of managements followed by the teachers do not take into account individual differences.

3-The majority of the responders (82.4%) confirmed that, intensive activities delivered to pupils can provide them with capacity building and self- learning.

4-(88.3%)of responders, the majority have agreed that. pupils who response to their teacher's question, indicate active interaction.

5-(90.4%) absolute majority of the samples claimed that, encouraging the students' interaction develop their achievements.

6-The majority of answers (84.4%) have agreed that, good treatment given by teachers to their pupils is the best way to control and manage the classroom.

7-The majority of the responders (78.4%) confirmed that, using appropriate questions and examples to pupils, increase their motivation.

8- The majority of the samples (78.5%) claimed that teachers are able to train their pupils to make decision.

9-Tacky classroom management make pupils' learning less enthusiastic, has (84.3%) this meant the majority of responders have confirmed this finding.

10-Most of answers (74.5%) indicate that, pupils like being involved in classroom activities.

The majority of responders, (84.3%) have confirmed that good professional and well trained teacher can manage classroom lessons better.

11-Bad school environment has negative impact on classroom management. Has scored (84.3%).

12-Absolute majority of the answers (88.2%) have confirmed that, disruptive behaviors from learners during lessons, disturb classroom management.

5.2 Recommendations:

Based on the findings of the study, the recommendations are as follows:

- 1- Recent classroom activities should increase the pupils' talent.
- 2- EFL teachers must take into account individual differences while managing their classroom.
- 3- EFL teachers have to deliver intensive activities to pupils to; provide them with capacity building and self-learning.
- 4- EFL learners should response to their teachers' questions; to indicate active interaction.
- 5—
EFL teachers must encourage the students' interaction; to develop their achievement.
- 6- **EFL** Teachers should manage and control their lessons by building good relationship and rapport with learners.
- 7— **EFL** teachers have to use appropriate questions and examples to pupils; to increase their motivation.
- 8- **EFL** teachers should be able to train their pupils to make decisions.
- 9— **EFL** classroom must be well managed; to not defect learning and make pupils less enthusiastic.
- 10- EFL learners have to be encouraged from their teachers; to involve in classroom activities. Also teachers should discuss pupils' strengths and weaknesses to consider

best possible areas of program focus.

11- EFL teachers should be good professional and well trained

to manage and consider lessons variables better.

12- EFL classroom must have better environment to reflect positive impact on classroom management.

13- EFL learners have to manage their behaviors during lesson so as not to disturb classroom management.

5.3 Summary & Suggestions:

This last chapter presents the findings and relate them to the research focal problems. Also explains useful recommendations for EFL teachers and learners to follow. Finally, the researcher suggested some further studies on classroom management that may be needed in future such as:

-The Importance of Effective Classroom Management in Teaching EFL Learners.

- Impact of the environment in Managing EFL Teaching & Learning Process.

Creativity of EFL Teachers in Classroom Management to Motivate EFL Learners.