



Sudan University of Science and Technology

College of Graduate Studies

College of Education



**Investigating the Effect of Classroom Management on
Enhancing EFL Pupils' Grammatical Performance**

(A Case Study of Some Sudanese Secondary Schools Pupils and Teachers
at Bahri Locality)

تقصي تأثير إدارة الفصل الدراسي في تحسين الأداء
النحوي لطلاب اللغة الإنجليزية كلغة أجنبية
(دراسة حالة بعض معلمي وطلاب المرحلة الثانوية في محلية بحري)

*A Thesis Submitted in Fulfillment of The Requirements for The PhD Degree
in Education (ELT)*

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Dedication

To my family and friends

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Abstract

The study aims at investigating the effect of classroom management on enhancing EFL Pupils grammatical performance, Khartoum State (Bahri Locality). The descriptive analytical approach and experimental approach are used for the study. Tools are used to for data collection: a questionnaire which was distributed to a sample consisting of 100 English language teachers who have been teaching at secondary school level (third class). The other tool was a test which was divided in to pre-test and post-test that were answered by third class students. This sample consisting of 341third class students (boys and girls) from Bahri Locality. The tests included some grammatical lessons; pronouns, comparison (adjectives), modal verbs, demonstrative pronouns, tenses, passive voice and relative pronouns. The data were analyzed by using SPSS programme. The finding of the study are :most English language teachers are aware of classroom management, classroom management influences EFL students' grammatical performance, classroom management enhances positively students' grammatical performance. The most important recommendations which are concluded by the study are: teachers should be trained not only about their subject but also about classroom management, the relationship between teachers and students has to be the strong medium so as to achieve teaching and learning process.

Abstract (Arabic Version)

المستخلص

هدفت الدراسة إلى التعرف على أثر إدارة الفصل في تحسين الأداء النحوي لطلاب اللغة الإنجليزية كلغة أجنبية بولاية الخرطوم (محلية بحري). تم استخدام المنهج الوصفي التحليلي للدراسة. تستخدم في أدوات جمع البيانات: استبيان وزع على عينة مكونة من 100 معلم لغة إنجليزية كانوا يدرسون في المرحلة الثانوية (الصف الثالث) ، والأداة الأخرى عبارة عن اختبار تم تقسيمه إلى اختبار قبلي وبعدي. أجاب عليها طلاب الصف الثالث. تتكون هذه العينة من ح-خ 341 طالب وطالبة من الصف الثالث (بنين وبنات) من محلية بحري. تضمنت الاختبارات بعض الدروس النحوية. الضمير، المقارنة (الصفات)، الأفعال الوسيطة، الضمائر الإيضاحية ، الأزمنة، الصوت المبني للمجهول والضمائر النسبية، تم تحليل البيانات باستخدام برنامج SPSS. النتائج التي توصلت إليها الدراسة هي: أن معظم معلمي اللغة الإنجليزية على دراية بإدارة الفصول الدراسية ، وإدارة الفصول الدراسية تؤثر على الأداء النحوي لطلاب اللغة الإنجليزية كلغة أجنبية ، وإدارة الفصل الدراسي تعزز الأداء النحوي للطلاب بشكل إيجابي. أهم التوصيات التي خلصت إليها الدراسة هي: ينبغي تدريب المعلمين ليس فقط على مادتهم ولكن أيضًا حول إدارة الفصل الدراسي ، و ينبغي كذلك أن تكون العلاقة بين المعلمين والطلاب هي الوسيلة القوية لتحقيق عملية التدريس والتعلم.

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CHAPTER ONE

INTRODUCTION

CHAPTER ONE

INTRODUCTION

1.0 Overview

Classroom management is the care of teaching and learning process. Inside the Schools. Teacher is the pillars of using preparing, adapting and reaching the maximum level of benefiting from classroom management in teaching as well as learning.

1.1 Background

EFL students' academic performance is affected by classroom environment and relationship between the teacher and learners. Effective classroom management sets the stage for teaching and learning.

It sets a tone in the classroom that captures students' attention as a necessity for effective teaching and learning (Marzano, 2008, P:87)Effective teaching and learning can't take place in a poorly managed classroom.

If students are disorderly and disrespectful, and no apparent rules and procedures guide behaviour, chaos becomes the norm. In these situations, both teachers and students suffer. Teachers struggle to teach, and students most likely learn much less than they should.

In contrast, well-managed classrooms provide an environment in which teaching and learning can flourish. But a well-managed classroom doesn't just appear out of nowhere. It takes a good deal of effort to create and the person who is most responsible for creating it is the teacher. Effective teaching and learning can't happen in a class that is not well managed.

Students tend to be disorderly, disrespectful and do not follow rules and procedures in a classroom that is poorly managed and this affects

student's performance. This is because the teachers struggle to deliver instructions but students do not learn well. Teachers are not able to teach in such classes as students are not interested in learning. According to (Bassey,2012,P:136),the wider view of classroom management shows increased engagement, reduction in inappropriate and disruptive behaviours, promotion of student responsibility for academic work and improved students' academic performance. In effect, discipline, control and the consequences become authoritative or punitive approaches to classroom management. These have become much smaller part of the term classroom management. Thus, classroom management denotes much more than any of these words (Charlie, 2006, P: 102). As put by (Williams,2008,P:206), classroom management involves how the teacher works, how the class works, how the teacher and students work together and how teaching and learning take place. Teachers who use classroom management techniques that have been proven to be effective manage their classrooms better and positively affect student achievement and behaviours. Teachers should be aware of student characteristics and needs for a good classroom management (Marzano, 2003, PP: 98-101) which increases student participation and achievement and therefore promote academic performance (Emmer &Stough, 2001, P: 71). Since students' individual characteristics and needs are different from one another, teachers should be flexible and to adapt their teaching based on student abilities, previous information levels and learning paces. Although teachers sometimes undertake educational adaptations to meet the different needs of typically developing students in their classrooms, they may tend to behave differently when it comes to students diagnosed as special needs students. It is known that teachers may tend to regard the differences of special needs students as a source of problems rather than as a dimension in regulating

teaching or as the basis for adaptation(Cook, Cameron & Tankersley, 2007,P:163).

1.2 Statement of the Problem

Unconducive learning environment in the secondary schools has posed serious problems to students' grammatical performance. Effective classroom management has been discussed extensively at educational workshops with efforts aimed at bringing lasting solution to the problem of students' poor grammatical performance encountered by EFL in secondary schools. Some students in the secondary schools lack confidence to participate in classroom interaction. Some of them do not follow teacher's speech while dealing with their lesson in the class. This study tries to find out the effect of classroom management on enhancing EFL students' grammatical performance.

1.3 Objectives of the study

This study aims at

1. Finding out to what extent secondary school teachers are aware of classroom management strategies.
2. To investigate how classroom management influences EFL students grammatical performance.
3. To identify the effect of classroom management on enhancing students grammatical performance.

1.4 Study Questions

This study is set out to find answers to the following questions;

1. To what extent are secondary school teachers aware of the importance of classroom management?
2. What is the influence of classroom management on EFL students' grammatical performance?

3. To what degree does classroom management enhance students' grammatical performance?

1.5 Study Hypotheses

1. Secondary school teachers are not aware of classroom management strategies.
2. Classroom management influences EFL student's grammatical performance.
3. Classroom management enhances positively student's grammatical performance.

1.6 The Significance of the Study

This study aims to benefit teachers as well as learners so as to improve learners' performance through classroom management. Also it is hoped that finding and recommendation arrived at by the researcher might be useful to the teachers, and who are interest to draw their attention to the effect and importance of classroom management in EFL teaching and learning success.

1.7 Limits of the study

This study is limited to be conducted in secondary schools in Khartoum State (Bahri locality 2020-2021) . The study sample includes both teachers and learners from the locality, selected out of a greater population.

1.8 Population of the study

The population of the study will be teachers and students of secondary level. The selection of the sample is based their appropriateness of conducting a survey among secondary school level. The appropriateness of the study population refers mainly to its suitability for the attainment of the objectives of the study.

1.9 Methodology of the study

This study will adopt the descriptive analytical method as well as the experimental one, aiming to gather information about the effects of classroom management on students' grammatical performance. The study will use a questionnaire (for teachers) and a test (for students) for data collection from secondary schools. Then it will be analyzed with the (SPSS) programmer.

1.10 Definitions of Terms

SSS: Sudan Secondary School

SPSS: Statistical Package for Social Sciences

TET: Teacher Effectiveness Training

SLD: second Language development

FLD: Foreign Language development

ELTCQ :English Language teaching creativity quotient

CLIL: content and language integrated learning

CHAPTER TWO

LITERATURE REVIEW AND PREVIOUS STUDIES

2.0 Introduction

The Classroom management refers to the wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during a class. When classroom-management strategies are executed effectively, teachers minimize the behaviours that impede learning for both individual students and groups of students, while maximizing the behaviours that facilitate or enhance learning. Generally, effective teachers tend to display strong classroom-management skills, while the hallmark of the inexperienced or less effective teacher is a disorderly classroom filled with students who are not working or paying attention.

2.1 Classroom management

Management refers to the issues of supervision, refereeing, facilitating, and even academic discipline and accordingly, classroom management is “the actions teachers take to create an environment that supports and facilitates both academic and social emotional learning” (Everstone & Weinstein, 2006:p13-22). A more comprehensive definition for classroom management considers classroom management as a Meta-Skill that is the integration of cognitive perceptions, self-regulation skills, and interpersonal relationships with students and colleagues (Tal, 2010:p143). In addition classroom management is perceived as a cyclical process that includes advanced planning, implementation, assessment during implementation, and final evaluation that takes into account factors related to children and their environment, intended to bring about progress in the activities carried out for the learning and emotional well-being of the children in the class (Tal, 2010:p146).

The individual who is referred to the office loses learning time, and the teacher who stops the instruction to respond to disruptions takes away learning time from all students (Freiberg et al. 1995:p 37). Conversely, in an effectively managed classroom, more time is allocated to learning activities and students spend their time actively involved in particular learning tasks and they also learn how to manage themselves through classroom management (Wilks, 1996:P13). For example, self-monitoring provides an opportunity for students to control their own behaviour by using behaviourist strategies, and in doing so to enhance their competence and power. Teachers can assist students in the collection and recording of data on their behaviour so that students receive social reinforcement and praise for accurate recording and improvement. Having tried a considerable amount of approaches, researchers start to deal with teachers' feelings or perceptions about their ability to teach and orchestrate the classroom. Research on self-referent thought cautions that possessing knowledge and skills is not adequate for efficacious teaching (Raudenbush et al.1992). Bandura's (1977; 1986) self-efficacy approach to human behaviour has made a great contribution to the area of teaching and learning.

2.1.1 Definitions of Classroom management

Classroom Management is a term teachers use to describe the process of ensuring that classroom lessons run smoothly without disruptive behaviour from students compromising the delivery of instruction. The term also implies the prevention of disruptive behaviour preemptively, as well as effectively responding to it after it happens.

According to Martin and Sas (2010, p: 1125)“Classroom management entails“an umbrella of definitions that include learning interactions, learning and the behaviour of students.

Doyle(1986, p: 392) explains order in classroom simply means that " within acceptable limits the students are following the programme of actions necessary for a particular classroom event to be realized in the situation" .

Akin-little (2003.p:228) define classroom management as:

“ a set of procedures that, if followed should help the teacher maintain order in the classroom and involve both antecedent and consequent procedures that can be combined to provide a comprehensive approach to classroom management”. So varied procedures can be helpful for the teachers in their task”.

Effective classroom management and positive classroom climate construction are essential goals for all teachers. Doyle (1986, p: 396) contends that “classroom teaching has two major task structures organized around the problems of (a) learning and (b) order”.

Oliver and Reschy (2007, P:153) noted that "classroom management is a factor that influences academic performance". Classroom management refers to preventing disruptive behaviour so as to improve academic performance.

It is a difficult aspect of teaching for many teachers. Problems in this area causes some to leave teaching. In 1981, the US National Educational Association reported that 36% of teachers said they would probably not go into teaching if they had to decide again. A major reason was negative student attitudes and discipline Glickman, Carl D (1986:P197)

Classroom management is crucial in classrooms because it supports the proper execution of curriculum development, developing best teaching practices, and putting them into action. Classroom management can be explained as the actions and directions that teachers use to create a successful learning environment; indeed, having a positive impact on students achieving, given learning requirements and goals (Soheili,

Alizadeh, Murphy, Bajestani, Ferguson and Dreikurs, 2005, P: 24). In an effort to ensure all students receive the best education it would seem beneficial for educator programmes to spend more time and effort in ensuring educators and instructors are well versed in classroom management.

Teachers do not focus on learning classroom management, because higher education programmes do not put an emphasis on the teacher attaining classroom management; indeed, the focus is on creating a conducive learning atmosphere for the students (Eisenman, Edwards, and Cushman,2015,P:77). Some tools enable teachers to have the resources available to properly and successfully educate upcoming generations, and ensure future successes as a nation. According to Moskowitz& Hayman (1976, P:283), once a teacher loses control of their classroom, it becomes increasingly more difficult for them to regain that control. Also, research from Berliner (1988, P:309) and Brophy& Good (1986, P:328) shows that the time a teacher must take to correct misbehaviour caused by poor classroom management skills results in a lower rate of academic engagement in the classroom. From the student's perspective, effective classroom management involves clear communication of behavioural and academic expectations as well as a cooperative learning environment.

Classroom management is intended to provide students with more opportunities to learn all of the things that a teacher does to organize students, space, time, and materials so that students' learning can take place.

Students should be able to carry out their maximum potential, which allows students to develop appropriate behaviour patterns. Teachers must deal with unexpected events and have the ability to control student behaviour, using effective classroom management strategies. Effective classroom management and positive classroom

climate construction are essential goals for all teachers. Everything a teacher does has implications for classroom management, including creating the setting, decorating the room, arranging the chairs, speaking to children and handling their responses, putting routines in place (and then executing, modifying, and reinstituting them), developing rules, and communicating those rules to the students. These are all aspects of classroom management. Learning is work of the head and work of the heart. A climate of fear can handicap all of the goals of higher learning. Children often learn first for the teacher, to please the teacher and to obtain the teacher's pleasure in their learning, more than they learn for the intrinsic value they attach to the subject matter or tasks. Especially in the elementary school the teacher is very important for the children. Teachers are mostly experts in the subjects they teach, but very often teachers have problems with discipline. (Wiseman and Hunt 2008:P6) list important statistics. Beginning almost forty years ago, from 1968 to now, discipline was identified as the most important problem that teachers face. It is important that teachers have an in-depth understanding of the subjects that they teach. But the knowledge of subject matter alone is not sufficient to ensure that teachers will be effective and that students will be successful in their learning. Walker (2009, p: 122) states “the best teachers don’t simply teach content, they teach people”.

To be effective, teachers also must have an understanding of their students’ interests and styles of learning. (Aldermann, 2004, p. 15)notes

“The knowledge base of motivation is so extensive that the crucial factor is making the best choice for a particular problem. If we have not learned the extensive motivational knowledge base, then our choices are limited”

The backbone of the educational system in schools is classroom management.

Classroom management is an important issue in education for school teachers, university lecturer, school leader, system administrator and the public as users of school. Student's characteristics, teachers efficacy, environmental situations and the standard of achievement of the student are influential factors in classroom management (Baker,Lang & Lawson 2002, Fawler & Sarapli 2010 ; Kaya & Donmez 2009,p:16).

Classroom management is when a teacher exhibits complete control over their classroom through a series of strategies and techniques that encourage positive student behaviour. The practice of effective classroom management turns our classroom into the optimum learning environment for students to engage with their studies and work to the best of their ability.

Establishing effective classroom management takes time, and differs from teacher to teacher based on their personality and preferred teaching style, as well as being dependent on subject and age group. There are many different types of classroom management, just as there are many different approaches to pedagogy.

2.1.2 Importance of Classroom Management

One of the main goals of education is to promote life-long learning. Thus, education should be able to motivate individuals to continue learning throughout their lives even outside the classroom. So, as teachers, we should be striving to enhance the development of life-long learning among our students. There is evidence in education literature that supports the idea that classroom management plays a key role in helping teachers to achieve optimal learning in their classrooms. In light of this, it is important for teachers to assess the importance of effective management of students' classroom behaviour.(Kyriacu2001 ,P:74)

"Classroom is of the most suitable in learning and teaching. Thus the general climate of the classroom is most significant in an interaction because it affects positively or negatively on students motivation towards acquiring knowledge. The physical conditions of the classroom, the visual aids, and the general atmosphere of the classroom are very effective in increasing students motivation in grasping knowledge."

"Good classroom management is essential for teachers to deal with students who chronically misbehave .But such students also benefit from specific suggestions from teachers on how to cope with their conflicts and frustrations. This also helps them gain insights about their behaviour."

To do appropriate analysis, it is essential to look at the importance of classroom management to the teacher, the student, and the rest of the stakeholders of education. This way you will be able to understand the trickle-down benefits of effective management of the classroom from the teacher to the entire society.

2.1.3 Classroom Management Approaches

Classroom management is a multifaceted concept and views about classroom management styles can be categorized in various ways. Writers categorize different classroom management approaches basing on the different aspects of classroom management. Nevertheless, most generally degree of teacher-control over classroom issues and students is taken as the organizer for classification by researchers.

Burden (1995:p117) stated that "the most useful organizer for classroom management is the degree of control that teacher exerts on the students and the classroom". A continuum showing a range of low to high teacher control illustrates the educational views. Burden grouped the different classroom management approaches under three main headings:

1. The intervening model which consists of high control approaches includes behaviour modification, assertive discipline, positive discipline, and behaviourism and punishment.
2. The interacting model which are medium-control approaches include logical consequences, cooperative discipline, positive classroom discipline, noncorrosive discipline, discipline with dignity, and judicious discipline.
3. The guiding model which can also be called as low-control approaches include congruent communication, group management, discipline as self-control, teaching with love and logic, inner discipline and from discipline to community.

Like Burden, considering the degree of teacher control as an organizer for their categorization, Wolfgang and Glickman (1986:p92) proposed a model to classroom interaction and discipline. Their model in which classroom management strategies are classified as interventionist, non-interventionist, or interactionalist illustrates a continuum. According to this model, interventionist teachers -at one end of this continuum- believe that students learn appropriate behaviours primarily when their behaviours are reinforced by teacher-generated rewards and punishments. Consequently, they contend that teachers should exercise a high degree of control over classroom activities. At the other extreme, non-interventionist teachers believe that students have an inner drive that needs to find its expression in the real world. As a result, non-interventionists suggest that students should be allowed to exert significant influence in the classroom and that teachers should be less involved in adjusting student behaviours. In the middle, interactionalist teachers believe that students learn appropriate behaviours as a result of encountering the outside world of people and objects. Therefore, interactionalists suggest that students and teachers should share responsibility for classroom management. Wolfgang and Glickman (1986:p95) believe that “teachers will act according to all three models of

discipline, but one model usually predominates in beliefs and actions". Thus; the application of these various theories emphasizes teacher behaviours that reflect the matching degrees of power possessed by student and teacher (Martin & Baldwin, 1993:p114). In addition, Rogers and Freiberg (1994:p41) identified two approaches based on the locus of control in the classroom as organizer; teacher- and student-centered approaches. Similar to the classification of Wolfgang and Glickman (1986:p102), these two approaches are the opposite ends of a continuum; and it is difficult to say that a teacher has just student-centered approach or teacher-centered.

However, these classes are useful to discover which orientation is dominant on teacher's classroom management approach. Traditional classrooms can be called as teacher-centered classrooms that are directly affected by the principles of behaviourist approach emerged from the work of Skinner. The child is often viewed as the recipient of knowledge and teacher has the control over the students and subject matter. As a result of behavioural approach to instruction, teachers prefer behavioural classroom management techniques consistent with their way of instruction. The behavioural model requires strong intrusion and management techniques on the part of the teacher (Garrett, 2005:p86). Traditionally, student behaviour management has heavily depended on behaviourism theory, which is primarily based on rewards and punishments as reinforcement. Behaviourism mainly focuses on modifying individual behaviour to lead the student to build positive behaviour in the classroom. Behaviourism essentially forces external controls over the student to shape his or her behaviours in a desirable way (Lerner, 2003:p108). Teacher is the dominant person in the classroom and has the responsibility of all ongoing issues in the classroom; from students' motivation to misbehaviours. Teacher exerts control over students. Teacher's job is to mediate the

environment where possible, and by incorporating a reward and punishment approach to redirect the student's behaviour when needed. In these teacher-centered classrooms students are passive learners and compliance is valued rather than initiative (Freiberg, 1999:p101). From the perspective of behaviourism, teachers can easily reach the conclusion that student misbehaviours can be decreased by rewards or punishments. Some educators, however, have criticized behaviourism because of the passive role of the learner while the teacher is in control; for instance, students always sit and wait for teacher directions. Many educators contend that a fundamental deficiency in behaviourism lies in the lack of learners' initiative within the learning process (Freiberg, 1999:p104). According to Rogers and Freiberg (1994:P302)“the child-centered classroom management model started from criticizing the perspective of behaviourism, a teacher-centered classroom discipline strategy. The child-centered theory places the learner at the center of classroom management models”. This approach is derived from cognitive learning theory that emphasizes a child's capacity to lead his or her own learning and thinking, developing self-automaticity (Lerner, 2003:P77). Cognitive learning theorists perceive the learning as process. Thus, they are concerned more about individual differences than individual academic outcomes. Current classrooms are more student-centered (learning-centered) since educators recently have been affected by the principles of cognitive theory and constructivism which emphasize the importance of learners' construction of knowledge. According to new principles, student learning is most effective in student-centered classrooms where students are encouraged to develop their own meaning. Constructivist teachers encourage and accept student autonomy, allow student responses to drive lessons, shift instructional strategies, and alter content (Brooks & Brooks, 1993:P106). (Leinhardt, 1992: P112) asserts that interactive instructional approaches

bring about “powerful changes in the dynamics of the classroom. While students’ role changes from passive recipient of knowledge to active participant in construction of the knowledge; for teachers, the role is to facilitate rather than to directly control all aspects of the learning process, to serve as a resource person, to coach, to give feedback, to provide the needed assistance (Brophy, 1999:P98; Larrivee, 1999:103). Willower, Eidell and Hoy (cited in Garrett, 2005, p. 56) described two kinds of teachers as a custodial and a humanistic educator. While the educator with custodial orientation is likely to be high controlling, employing highly impersonal relationships with students and has a major focus on the maintenance of order, the educator with more humanistic orientation is likely to maintain a classroom climate that supports active interaction and communication, close personal relationships, mutual respect, positive attitudes, as well as student self-discipline. When these two teacher models are considered in terms of learning environments, a humanistic teacher is needed in new classrooms since a custodial teacher will display behaviours contradictory to the principles of social constructivist learning environment. Current conceptions of learning that emphasize students’ active construction of knowledge, including how to regulate their behaviour and interact socially with the others; do not fit with conceptions of management such as behavioural control, compliance, and obedience (McCaslin& Good 1992:P73). Therefore, shift in educational settings; teachers’ and students’ roles and classroom environments necessitate a change in classroom management techniques. In learning-centered classrooms, teachers recognize the importance of explicitly integrating management and instructional strategies to attain broader and more challenging learning goals for all students. Some researchers propose that teachers implement more student-centered classroom management techniques to help accomplish their goal

The purpose of classroom management in student-centered classrooms is for teachers to actively engage students in learning, encourage self-regulation, and build community. (Evertson& Neal, 2006:90). Teachers release their over-control on the students and learning environment in order for creating democratic learning communities where the students feel themselves safe and improve their social skills. Teachers share their leadership with the students and students are responsible for their behaviours in classes that student-centered classroom management is present. Classroom management can and should do more than elicit predictable obedience; indeed it can and should be one vehicle for the enhancement of student self-understanding, self-evaluation, and the internalization of self-control (McCaslin& Good, 1992:P81).

Nevertheless, certain basic classroom management principles such as clarifying what students are expected at the beginning, or careful planning of activities before the lesson, appear to apply across all potential instructional approaches (Brophy, 1999:P129). On the other hand, another basic principle that management system needs to support instructional system should not be forgotten. In a social constructivist learning environment that emphasizes promotion of self-regulated and active learning, higher order thinking and construction of knowledge, a management approach that orients students towards compliance and passivity will be an impediment for achievement of the learning outcomes. The development of personal identity is developed when classrooms are organized as places where students feel they belong and where they have a sense of ownership. Students spend considerable time in classrooms during an academic year; so it must be a place where they feel comfortable in order for it to be an environment that is conducive to learning. Also feelings of ownership and personal identity are enhanced by allowing

students to participate in decision-making about the use of the space, the grouping of desks, and room decorations (Savage, 1999:P85).

Classroom Management and its significance managing student behaviour has always been a primary concern of teachers for student misbehaviours have interfered with a positive learning environment (Shin & Koh, 2007:P224). From the beginning of teaching experience, teachers commonly express their concern about controlling the students and creating a disciplined environment in order to create a proper atmosphere for learning.

Classroom management has changed from describing discipline practices and behavioural interventions to serving as a more holistic view of teachers' actions in orchestrating supportive learning environments and building community.

For learning to be achieved, order must be provided in the classrooms beforehand; so these two tasks are said to be indivisible. This relationship between classroom management and student learning makes the issue of classroom management of critical importance.

Principles discovered by Kounin point out effective classroom managers succeed not so much because they are good at handling disruption when it occurs, but because they are good at maximizing the time students spend engaging in tasks. They are good at preventing interruption from happening in the first place. Their focus is not on prevention of misbehaviour and disruption as such but on creating an efficient learning environment, preparing and teaching high-quality lessons, and selecting and monitoring student performance followed by supportive feedback.

As well management and instruction are closely interrelated since instruction is involved in much of the activity that would typically be described as classroom management; such as classroom routines for activities. Successful classroom managers increase the time students engaged in academic activities; they also maximize their students' opportunities to learn academic content, and these result in superior performance on achievement tests (Brophy, 1982:P167) supports Kounin's argument about proactive classroom management by stating that being proactive in behaviour management from the start is much easier and more productive than reacting when misbehaviours after occurrence.

Like many educators, supported that classroom management is a powerful dimension of teacher effectiveness. Effective student behaviour management has always been an essential issue in the mind of most educators. Thus, effective classroom management plays a significant role for constructive educational environments for both learners and educators.(Martin and Yin ,1997:P188)

To provide clarity about what classroom management is – and is not – Martin, Yin, and Baldwin (1998:P139) offered that although often used in the same meaning, the terms classroom management and discipline are not synonymous. Discipline classically refers to the structures and rules for student behaviour and attempts to guarantee that students obey those rules. “Classroom management, on the other hand, is a broader, umbrella term describing teacher efforts to watch over a multitude of activities in the classroom including learning, social interaction, and student behaviour” (Martin, Yin, & Baldwin, 1998, p.1).

The instructional management dimension is based on the daily routines of the classroom and allocation of materials. The people management dimension is centered on how the teacher perceives the

students and how they view their relationship with the students. The final dimension, behaviour management, is somewhat similar to the concept of classroom discipline but differs in that it focuses on a teacher's pre-planned methods of preventing misbehaviour, rather than simply on their reaction to it once it occurs." (Martin, Yin, & Baldwin, 1998, p.2)

2.1.3.1 The self-discipline approach

The self-discipline approach is built on the premise that students can be trusted to evaluate and change their actions, so their behaviours are beneficial and appropriate to self and to the class as a whole. The approach views classroom management as a function of the teacher's ability to build and establish working teacher-student relationships. In a word, advocates argue that teachers need to recognize the dignity of students and that they must exhibit the attitudinal qualities of realness, trust, acceptance, and empathy. This approach represents the most democratic view of classroom management

Reality therapy developed by William Glasser (1986:P231), reality therapy is "a strategy that helps students take the responsibility for examining and solving their own problems". Glasser believes that "students are rational beings and can control their behaviour if they wish". Furthermore, Glasser suggests that students often must be assisted in making good choices rather than bad choices. Indeed, he feels that students must be guided so that they become responsible individuals able to satisfy their needs in the world. That is to say, they must be guided toward reality. It is the teacher's job to provide the needed guidance so that students make good choices. The teacher must help students examine their behaviours in light of their benefit to self and to the class. If a behaviour is found inappropriate, the individual student must be assisted in devising a realistic, written plan for changing the inappropriate behaviour.

Classroom meetings are essential elements in addressing problems in the Glasser model. Students sit in a close circle and discuss classroom situations and problems. The teacher's role is to provide background information as needed by the group and to give opinions sparingly. Classroom rules, consequences, and procedures are developed at such meetings, and all students are expected to participate in their formation. All students are expected to observe the agreed-upon rules and consequences. The rules are flexible, however, and could be changed with another meeting as the situation changes.

2.1.4 Perceptions of Classroom Management

The majority of teachers agreed that classroom management is not only a problem during lessons, but that it is, in fact, becoming more difficult for several reasons. And the reasons that the teacher's classroom management is becoming more difficult and what strategies they use to tackle problems. The belief that it is a complex societal issue that involves teachers and parents, community members, and students. One of the teachers said that the problem was a complex one because it could happen even to an experienced teacher who had not had any previous difficulties. While puzzled, the teachers offered several reasons why they believed classroom management problems are becoming increasingly serious.

First, many teachers complained about class size, saying that 40 students in one class is too large a number to manage, and they had strong opinions about the need for smaller classes. The teachers also mentioned that large classes consist of many different types of problems, students who tend to cause management difficulties anyway. Teachers reported that some students have trouble at home, making them emotionally and psychologically unstable. Several teachers mentioned that this type of

diversity among the student population was reflected in differences among the communities where the students live. Teachers said students in some school districts were easier to teach than others, reflecting the students' and their parents' socioeconomic status. For example, some students come to school with the concept that no matter how boring schoolwork might be, they need to sit and listen to the teacher, whereas other students do not have this mindset. Some teachers clearly felt that there is very little they can do to influence this factor.

2.1.5 Classroom arrangement

Class arrangement refers to a layout of the physical setup of chairs, tables, materials in a school classroom. In most countries, this arrangement is often chosen by paid, professional teacher with the assistance of a seating chart. Deciding upon classroom arrangement is typically done at the beginning of a school year as a part of classroom management. The decision to change the classroom environment is thought to affect the student engagement, focus and participation. McVetta, Rod W. (1978, P: 99).

Classroom arrangement is a big factor for managing classes as it involves organizing the positioning of the students and the teacher. Arranging a classroom means the teacher becomes the facilitator and can organize the tables and chairs into rows, circles, horseshoes and separate tables' formation. Circles and horseshoes formation has great advantages, for example for students to interact as they can have eye contact with all individuals in the classroom. Orderly rows are more likely to be used in testing environments and separate tables for group work such as debate. As for the teacher, their position also has to be considered whether they are standing, sitting, walking around the room. All this can either make

students feel intimidated or relaxed and teachers to be very aware of what to do.

2.1.5.1 Arrangement patterns

Classroom arrangements can follow different patterns according to Kemboja (2018,P:8135) such as:

1. Traditional (students facing the instructor)
2. Stadium Seating (or Angled Rows with Desks Touching)
3. Modified U (or Horseshoe)
4. Groups (or Pods, Teams)
5. Combination (desks in various positions)
6. Roundtable (students and instructors facing the centre).

2.1.5.1.1 Seating

Things that play important roles in the student's day are environment of the school building and the classroom.

Tanner (2000, p:309) found that "The one part of the educational system that society does not hold to a higher standard is the way schools are planned, designed and built".

He stated "bad school houses are silent killers of teaching and learning".

Hansen & Childs, 1998 p:17) found that "The students took more pride in their school environment, thus leading to more pride in their own schoolwork".

Herbert (1998 P:69) notes "two windowed walls in every classroom invite the outdoors inside" additionally she says "The school's skylights that bring in additional natural light into the hallways, which students can use as work area as needed.

Cookson, (2006) mentioned teachers create a logical classroom arrangement that embraced learning.

Harner (1974, p.5) concludes “The thermal environment also affected the retention of learning. Under ideal thermal conditions, students worked faster and produced a higher percentage of answers”.

Physical structure of a classroom refers to many elements such as lightening, seating arrangements, desks etc. When utilized effectively these elements advance learning environment that have positive effects on the environment that have positive effects on the teaching and learning process.

2.1.6 Classroom management purposes

Classroom management has two purposes. The first aim of classroom management is to establish a quiet and calm environment in the classroom so that the pupils can take part in meaningful learning in a subject. The second aim is that classroom management contributes to the pupils’ social and moral development, which means that it aims to develop the pupils academically and socially. The American researchers Strange et al (2011, P:72) state that “teachers have major influence on pupils’ learning, and use as the point of departure for their study the question of what makes a teacher ‘good’”. The findings in the study, which also relates the teachers’ teaching to pupils’ learning, is that the manner in which the teacher manages the class, and the teacher’s personal qualities and relations to the pupils, are the most important factors in the work on learning in school. They conclude that the crucial factor for improvement in school and for the pupils’ success is the teacher. This is supported by several research findings (Nordenbo et al, 2008; Hattie, 2009,p:16). Several studies also indicate that pupils in classes where the teacher has good control of the class and also shows care for the pupils have higher cognitive achievements and more positive attitudes to the subjects than pupils who do not have such teachers (Brekelmans et al, 2000; Brok et al, 2004,P:227).

Evertsen and Weinstein (2006, p.11) use the construct 'warm demanders' when they speak of teachers who are warm, attentive, caring and supportive and who also set demands on their pupils. Such teachers balance between supporting, challenging and demanding effort from their pupils.

2.1.7 Effective classroom behaviour management

Some interesting points which help effective classroom behaviour management. Merrett and Wheldell (1990,p:10) mention in their book *Positive Teaching in the Primary School* many interesting points which help effective classroom behaviour management. The main learning goals in the primary school are to help students read, write, and calculate. To have enough time for these subjects positive teaching gives tips to have a comfortable atmosphere. (Marrett & Wheldall, 1990, p. 11) "Positive teachers concern themselves with what children actually do rather than speculating about unconscious motives or processes which may be thought to underlie their pupils' behaviour". Observing the behaviour of the children is the only evidence the teacher has about what people can do or will do and about what they believe. When children are often out of their seats we may say they are hyperactive. That doesn't help to solve the problem. Such labels are often used as an excuse for doing nothing! Almost all classroom behaviour is learned. - Learning involves changes in behaviour. - Behaviour changes as a result of its consequences. Behaviours are also influenced by classroom contexts. In any situation, some behaviours are more appropriate than others. The teacher should look for a classroom management as a mean to an end that helps in teaching as well as in learning.

It is helpful to teach in proper way. According to(Merrett & Wheldall, 1990, p. 21)

"when we want to teach pupils to do something new, or to encourage them to behave in a certain way more frequently than they normally do, it is important that we ensure that they are positively reinforced every time they behave as we want them so."

When the young students have learned the new behaviour or behave as we want them to do regularly, then the teacher may maintain this behaviour more economically by reducing the frequency of reinforcement. Social reinforcement should always try to ensure that it is directed towards the behaviour rather than the person. The behaviour is inappropriate, not the person! The students get satisfaction from the fact that their work or behaviour is worthy of praise but the teacher should avoid the implication that the person is good or bad.

2.1.7.1 Classroom and behaviour

Classroom management is a term used by teachers to describe the process of ensuring that classroom lessons run smoothly despite disruptive behaviour by students. The term also implies the prevention of disruptive behaviour (Sprick, R.,2006,P:230).Regina M.Oliver, Joseph H. Wehby, Daniel J. Reshly (2011,p:16)

Classroom management is defined as a

"collection non-instructional classroom procedure, implemented by teachers in the classroom setting with all students for the purpose of teaching prosocial behaviour and preventing and reducing inappropriate behaviour".

According to Kounin (1970,p:74) “effective classroom managers were aware of student behaviours and activities at all times in order to prevent small issues from escalating ; a trait he termed “wittiness”

2.1.8 Importance of effective classroom management to the teacher

The five qualities of an effective classroom are security, open correspondence, common enjoying, share objectives and connectedness. (Zhang, 2010:P8)

Managing time in the classroom depends on knowing what needs to be done and when to do it. Time management is the process of organizing and planning how to divide time between specific activities. Good time management enables the teacher to achieve lesson objectives and to work smarter. It involves planning a lesson in such a way that teachers' activities and the activities of students is indicated teacher classroom time management also involves setting of instructional goals, planning of activities to be done in the class in order to teach a topic. Planning of activities expected to be done by the students in the classroom, making of time estimates for each of the activity set and set priorities Briton &Abraham, (2001, P:298).

Teachers communication skills in the classroom are usually defined as the transmission of a message that involves the shared understanding between the context in which the communication takes place (Tsui, 2003,p:218). Communication takes place through channels. Within the teaching profession, communication skills are applied in the teachers' classroom management.

Thomas & S. R. Walker, (1996, P:17) view teachers quality as" the right way of conveying unit of knowledge application and skills to the students". The right way includes knowledge of content, process, methods and means

of converging content. Teachers' quality also refers to the ability of the teacher to help, guide and counsel his or her student to achieve high grades. Martin & Baldwin (2004, P: 6) maintained that "a teacher is an effective class manager when he is able to help, guide and counsel his or her students to attain high education achievement".

Weinstein (1996 p.76)) explains "Teachers are good when they take the time to learn who their students are and what they are likewhen they laugh with their students and when they are both a friend and a responsible adult".

These features make a good teacher as well as a good classroom manager:

- Appearance.
- Maintain order.
- Strict and fair but not harsh.
- Rarely angry.
- Never insults students, never attacks their character.
- Never criticizes colleagues in public, especially not in front of students.
- Explain things, even if only a few need help.
- Fair, impartial.
- Hard working.
- Reliable, always there on time, rarely absent, meets deadlines. Marks homework promptly.
- Organized, well prepared.
- Motivates students, encourages them.
- Exciting. Makes lessons interesting.
- Models-teach ability.
- Creates an environment conducive to learning.
- Cares for the weak students.
- Stretches the bright student.

- Continually striving for improvement.
- Does not give up when there are problems. Stick ability.
- Willing to fail.
- Willing to experiment.
- Flexible.
- Starts strict, relaxes later in the year.
- Treats everyone with respect, including the caretaker and the cleaners.

2.1.8.1 Teachers and discipline

Teachers' classroom discipline is the ability of a teacher to help his students to submit themselves willingly to disciplinary influences in the classroom. It is the application of those influences which secure right conducts of the students in classroom without disturbances Martin & Baldwin (2004, P: 11). Again, Martin& Baldwin (2004, P: 15) concluded by saying that "when students are not distracted by negative influences in the class, effective learning and achievement will take place". According to Essien (2007, P: 109),

“ the usefulness of class discipline include the following; to create love for the lesson, to enable the students to have free will and free movement in the class, to check offences which are bad among students in the class and to train the character of the students in the school and in the classroom to enhance effective learning achievement”

Effective classroom management is the key to students' academic performance. However where effective classroom management was lacking, there is bound to be indiscipline in the class and teaching and learning would be disrupted or affected adversely. The provision of

functional education to the students has been a major concern to payment, educationists and individuals.

2.1.8.2 Observing in Classroom:

One important technique for learning about effective teaching at work in the classroom . This is a skill, however that needs to be developed in order to yield the best results. As education professors and authors, Michael Morehead and David Cropp (1994,p.2): suggest observation which is conducted by the pre-service teacher without the benefit of a prescribed structure may not assist in the development of a future teacher “ One needs to know that to look for, how to look for it, and how to be objective in one’s analysis.

2.1.8.3 Diversity in the classroom: Planning for diverse populations

Today’s teachers are experiencing more heterogeneous population in their classrooms than ever before. As a result they are expected to reach traditional skills to a nontraditional groups or students. In addition, teachers are also expected to diversify their instructional methods of ways that support students’ self-esteem, Knowledge of technology, and ethnic and language background (Eby & Herrel 2005, p.123).

Generally, teachers accommodate students by:

- 1) Determining background and prior knowledge.
- 2) Providing sufficient time for students to undertake and complete tasks.
- 3) Providing appropriate learning materials to ensure students success.

Mary Finocchiaro, (1977,p.15) asserts that: “Let me underscore again that more important and far reaching in effect than curricula, methods or

techniques, are the preparation of the classroom teacher. The heart of any successful program is the teacher”.

Reynolds, 1992, p.1) notes “there are few empirically demonstrated relationships between student outcomes and teacher actions. What empirically evidence is available does not necessarily generalize across subject matter, grade level students, or classroom culture.”

The students:-

Student is the mutual component with the teacher in teaching and learning process. For the contribution that he or she makes. W .Makay (1995,p.120) lists the following eight learner variable:

1. Age.
2. Motives.
3. Native skill.
4. Intelligence.
5. Auditory memory span.
6. Intention or readiness to learn.
7. Emotion.
8. Drive.

2.1.9 Importance of effective classroom management to the students

Student achievement is highly dependent on the effectiveness of their teachers in the classroom. There is evidence in the literature that justifies this view. For example, the research by Sanders and Horn (1994) found that students who spend a year under ineffective teachers gain only 14 percentile points while their counterparts who spend the same time under an effective teacher gain 52 percentile points in their achievement.

There are important issues that influence effective learning, such as effective instructional strategies and good classroom curriculum design, are all based and built on effective classroom management. Strategies for managing the classroom will always help and encourage us to establish a structure and smart goals for student behaviour and carrying out lessons in our class. With this, students will always know whether their behaviours and actions are in accordance with the established structure in the classroom.

Effective classroom and pupil behaviour management provide strategies for teachers to structure their classes and lessons such that pupil will have a roadmap to follow. This is always done with targets attached.

An appropriate classroom management strategy will help our students understand what is expected of them. In managing behaviour in the classroom, you and your students will always have to lay down rules, routines, and standards to govern behaviour. With this, the students know exactly what to do in various situations. There will be no confusion regarding the responsibilities of every student in the class. This is like the saying of Michael Mills below; “research suggests that all students are motivated to learn, as long as there are clear expectations, the tasks and activities have value, and the learning environment promotes intrinsic motivation (Wlodkowski & Ginsberg, 1995; Eccles & Wigfield, 1985; Feather, 1982; Kovalik& Olsen, 2005).

For instance, if there is a rule that everybody should remain in his/her seat when the bell is ringing, the students will know this and will wait for the teachers to tell them to go out for a break. With this, the students will end up taking a decision that is convenient for them. Thus, they will rush out while he /she may be trying to get their attention.

Good classroom management reduces disruptions in class. Thus, teachers try to predict all the possible disruptions and make plans to

manage them appropriately. When this is successful, it increases the time students spend on lesson activities rather than talking about the disruptive behaviour of their friends. This adds value to the efforts of students as they will learn much. With this, they are able to learn, understand, and pass relevant assessments to succeed in life.

2.1.9.1 Outcomes of effective management

Teachers who effectively manage their classrooms achieve two important outcomes:

- Increased student achievement.
- Increased student motivation.

Increased achievement: The relationship between management and achievement is well documented (Blumenfeld ,Pintrich , &Hamilton , 1987 ; Everston , 1987) . Purkey and Smith (1983) identified effective management as one of the four key characteristics of an effective school .Wang ,Haertel , and Walberg (1993:p. 262) , in a comprehensive review of the literature on factors influencing learning , conclude "effective classroom management has been shown to increase student engagement , decrease disruptive behaviours , and enhance use of instructional time , all of which results in improved student achievement ".in short , effective management is an essential ingredient of effective teaching .

Increased Motivation: order and safety are necessary to promote student motivation (Radd , 1998) . Brophy (1987p. 208) identified classroom management as an “essential precondition for motivating students”. Classroom management is a foundation the teacher builds on in creating motivated classrooms. In addition , by seeking student input on instructional and management issues, the teacher can promote student ownership and involvement, both of which positively influence student motivation (McLaughlin, 1994).

2.1.10 Classroom management and academic performance

The academic achievement of students of a particular classroom can be attributed to the teacher's ability to manage and control the classroom during instruction.

The poor academic performance of secondary school student in secondary schools has been of much concern to the government, parents, teachers, and even students themselves. But the quality of education not only depends on the teachers performing their duties, but also in the effective coordination of school's learning environment (Ajao 2001:P52).

Oliver and Reschy (2007:P169) noted that classroom management is a factor that influences academic performance. Classroom management refers to preventing disruptive behaviour so as to improve academic performance. Academic performances refer to the ability of students to study, remember facts and be able to communicate their knowledge verbally or through writing. Also academic performance refers to performance in tests and examination. (Cambridge University Reporter2003).

Oyria (2006:P96) reported that " the variable that measures the classroom learning environment as perceived by students actually predicts their attitude towards schooling and academic performance".The main skill area that is the focus of education system is the acquisition of academic skill in order to increase academic performance.

Walter (2009:PP168-171) noted that "the best teachers don't simply teach content, they teach people". A well-managed classroom that enhances effective teaching and learning shore-up student's academic performance. According to Fadipe (2000:P93), "academic performance takes into

cognizance both quality and quantity of internal and external results accomplish".

(Wang, et al, 2009:P118) conclude identifying classroom management as the most important factor, even above students' aptitude, affecting students' learning and academic performance.

Anderson (1999:P81) asserts that academic performance is enhanced by the instruction that teachers provide and teacher effectiveness. Whitehurst G (2006:P155) noted that "a teacher's instructional practice in the classroom is significant to student's academic performance".

(Canter, 2006:P71) proposed methods to be used for improving academic success for all students by establishing a positive learning environment. He believed that all of this could be accomplished by developing and maintaining relationship between the students and the teachers.

2.1.10.1 Interaction and academic performance

Wong (1998 P,86) commented in management strategy "students involved with their work especially with academic , even teacher led-instruction ; student 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". Martin and Sass (1992,P:1124) suggest that "encompasses teacher efforts to oversee the activities of the classroom including student achievement , student interaction and learning.

"

2.1.11 Classroom-management techniques

In practice, classroom-management techniques may appear deceptively simple, but successfully and seamlessly integrating them into the instruction of students typically requires a variety of sophisticated techniques and a significant amount of skill and experience. While the specific techniques used to manage classrooms and facilitate learning can vary widely in terminology, purpose, and execution, the general strategies described below are widely used by teachers:

- a. **Entry routine:** is a technique in which teachers establish a consistent, daily routine that begins as soon as students enter the classroom ,preparing learning materials, making seat assignments, passing in homework, or doing a brief physical “warm-up” activity would all be examples of entry routines. This technique can avoid the disorder and squandered time that can characterize the beginning of a class period.
- b. **Do now:** is a brief written activity that students are given as soon as they arrive in the classroom. This technique is intended to get students settled, focused, productive, and prepared for instruction as quickly as possible.
- c. **Tight transitions:** is a technique in which teachers establish transition routines that students learn and can execute quickly and repeatedly without much direction from a teacher. For example, a teacher might say “reading time,” and students will know that they are expected to stop what they are working on, put away their materials, get their books, and begin reading silently on their own. This technique helps to maximize instructional time by reducing the disarray and delay that might accompany transitions between activities.
- d. **Seat signals:** is a technique in which students use nonverbal signals while seated to indicate that they need something, such as a new

pencil, a restroom break, or help with a problem. This technique establishes expectations for appropriate communication and helps to minimize disruptions during class.

- e. Props :is the act of publicly recognizing and praising students who have done something good, such as answering a difficult question or helping a peer. Props are done by the entire class and are typically a short movement or spoken phrase. The technique is intended to establish a group culture in which learning accomplishments and positive actions are socially valued and rewarded.
- f. Nonverbal intervention: is when teachers establish eye contact or make gestures that let students know they are off-task, not paying attention, or misbehaving. The technique helps teachers efficiently and silently manages student behaviour without disrupting a lesson.
- g. Positive group correction: is a quick, affirming verbal reminder that lets a group of students know what they should be doing. Related techniques are anonymous individual correction, a verbal reminder that is directed at an anonymous student. Private individual correction, a reminder given to an individual student as discretely as possible; and Lightning-quick public correction, a quick, positive reminder that tells an individual student what to do instead of what not to do.
- h. Do it again: is used when students do not perform a basic task correctly, and the teacher asks them to do it again the correct way. This technique establishes and reinforces consistent expectations for quality work.

2.1.11.1 General preventive techniques

The role of the teacher is not to grade a student and to control but the main role of the teacher is to help every student reach the highest possible

level of achievement. Effective classroom management must be aligned with instructional goals and activities.

2.1.11.2 Some techniques in the classrooms

Igbinoba and Marvelous (2015) report that “There are several management techniques that have proven successful in the classroom. There of the major techniques are binders / notebooks, note-taking and homework policies. All three have worked independently to increase student motivation, success and confidence in the classroom. While there are many other techniques that are highly effective .

In the school teachers and other personnel need to be aware of all factors that relate to behavioral problems among the students. To prevent these problems in the classroom teachers must have awareness of these factors.

Many people point to the student’s home environment (child abuse, neglect, divorce ...), social pressure, violence in the media, and other factors, outside the school.

Looking at these factors, they are beyond the scope of the classroom teacher.

Referring to a research by Mayer (1995) and his colleagues that appear to contribute to the occurrence of problem behavior. These are factors that the administrator and teachers can control and address. School-related factors include the school’s discipline policy, the school’s norms and students for acceptable behavior, administrative support of teachers, and mutual staff support.

As for classroom-related factors that teachers can change or modify to reduce problem behavior.

Los Angeles county office of education suggests that:-

Teachers can make difference by:

- Reducing the use of punitive methods of control.
- Addressing students' academic failure experiences.
- Teaching students critical social skills.
- Providing clear rules for student conduct.
- Appropriately using behavior management procedures by delivering consequences consistently, reinforcing positive behaviors, and using consequences that are suitable for individual students due to their distinctive learning histories.
- Respecting and understanding ethnic / cultural differences.
- Supporting students' involvement in academic and after school activities.
- Assessing support in developing and enforcing discipline standards.

2.1.12 Classroom management and motivation

Motivation is the energy that givesbehaviour direction and focus. A motivated student may have better results in the school. There is a relation between motivation and learning. Motivation gives direction and helps the student choose a particular behaviour.

Motivation gives an inner drive that focuses behaviour on a particular goal or task and causes individual to be persistent in trying to achieve the goal or complete the task successfully. Therefore, it is very important to motivate students to learn.It is important that teachers have an in-dept under student of the subject that they teach. But the knowledge of the subject matter alone is not sufficient to ensure that teachers will be effective and that students will be successful in their learning. To be effective, teachers also must have an understanding of their students' interest and styles of learning. According to (Alderman, 2004, p.15)

"the knowledge base of motivation is so extensive that the crucial factor is making the best choice for a particular problem. If we have not learned the extensive motivational knowledge base, then our choices are limited".

2.1.11.2 Motivation: From extrinsic to intrinsic

The issue about how much to emphasize cooperative or individualistic goal structures relates to conception of motivation. Sharan (1990,P203) has argued that "cooperative learning increases learning partly because it causes motivational orientation to move from the external to internal". In other words, when students cooperate over learning tasks, they become more interested in learning for its own sake rather than for external rewards. Thus students engage in learning for intrinsic satisfaction and become less dependent on praise from teachers or other authorities. The internal motivation is more powerful than the external, resulting in increased learning rates and retention of information and skills.

The frame of reference of the cooperative learning community is a direct challenge to the principles which many schools have used to guide their use of tests and rewards to students for achievement.

Unquestionably, one of the fundamental purposes of general education is to increase internal motivation to learn and to encourage students to generate learning for the sheer satisfaction in growing. If cooperative learning procedures (among others) succeed partly because they contribute to this goal , then the testing and reward structures that prevail in most school environments may actually retard learning.

2.1.11.3 Teacher as a motivator

A teacher's job is to develop skills and make these instruments come to life as a coherent whole to make music. (Wiseman and Hunt , 2008:P11)

mentioned " humor is also very important . The teacher should be self deprecating and not take him –or herself too seriously."(C,Lasser,1999,P47) asserts that teachers have a duty to encourage students to perform since real motivation to learn lies within them".Related to that, (Wiseman and Hunt 2008 p.14) stated

“the best teacher can do some believe, is to establish conditions for learning which are as attractive and stimulating as possible and that match learning tasks to student abilities and interests. When these conditions have been established, students will be motivated. It may be the conditions then that create the motivation, not the teacher”.

Moreover; motivation to achieve in school is directly related to whether or not students attribute their school success to their own efforts , rather than to those of others or to factors beyond their control (Coleman et al 1996 ; Nowicki& Strickland 1973 ; Reid and Croucher 1980) .

Clearly , academic success and motivation are closely linked to students’ perception of themselves , as well as what they believe is and is not possible in classrooms. According to Harmer(1996: p.3) motivation is “a drive that encourage somebody to pursue a course of action if we perceive a goal (that is, something we wish to achieve) and if that goal is sufficiently attractive, we will be strongly motivated to do whatever is necessary to reach that goal”.Scrivener (1996 : p.63)emphasizes that saying “the strength of their motivation will be a factor in determining how seriously they approach work, how much time they set aside for it, how hard they push themselves.”

In general Harman (2004,p:15) notes “strongly motivated students with long-term goals are probably easier to teach than those who have no such

goals. For such students short-term goals will often provide the only motivation they feel" .

2.1.12 Classroom management strategies

According to Skinner's operant conditioning of learning (1961,P:384) , positive and negative reinforcement influences voluntary behaviour. Skinner's work has influenced two fields, education and psychology. He believed that positive reinforcement was more effective than punishment when trying to change and establish behaviours. Through his work, Skinner identified five main obstacles to learning. They are the fear of failure, the task is too and complicated, the task direction, clarity in the direction is lacking and there is little or no positive reinforcement. (Frisoli, 2008: P140)

Principals and other administrators play an important role in establishing effective discipline throughout the school. They lead in creating a vision for the organization, develop a philosophy of positive discipline, and establish an overall orderly environment through reasoned rules and policies. It's up to the leaders of the school to support teachers and model respectful human interaction. They provide positive reinforcement, as well as punishment, and intervene in a supportive and corrective manner when needed"

Research conducted by Corney et al (2009 : P213), found that teachers can improve their overall classroom environment in addition to increasing positive interaction with students by effectively implementing positive reinforcement, including praise.

Merrit and Whedell (1990 , p.21) asserts

"when we want to teach pupils to do something new, or to encourage them to behave in a certain way more frequently than they normally do, it is important that we ensure that they are positively reinforced every time they behave as we want them to".

2.1.12.1 Reinforcement

According to Witzel and Mercer (2003, p.89) "The area of behaviour intervention in classrooms receives more attention than many other aspects of schooling".

Witzel and Mercer (2003 P. 88) note that "The most controversial issues in behaviour management have been the use of rewards to motivate and teach students to follow classrooms rules and routines and to complete academic assignments."

2.1.12.2 Praise

Lam, Yim and Ng (2008: p13), pointed out that student' individual and cultural differences, as well as the different condition under which prior praise has been given to them influences the effectiveness of teachers' use of praise. According to Conroy, Sutherland, Snyder, Al Hendawi, and Solid Films (2009p.18) "Creating a positive and engaging classroom atmosphere is one of the most powerful tools teachers can use to encourage children's learning and prevent problem behaviour from occurring.

(Kohn, 1993,p.97) notes that "The aim of praise and reward is to enhance performance, promote appropriate behaviour or positive values and help the individual feel good about themselves. Lavoie (2006 : p.119) argues that

"If a student becomes expectant of praise from a teacher and it is not delivered then the student may become fearful and think that their work is not good enough when in fact it may be fine".

2.1.12.3 Reward

Related to the title Kohn (1993, p.53) states that "rewards can also be punishing when a student expects a reward but never actually receives the reward". Kohn, (1999, pp.121-122) notes "praise and reward enhance

performance in learning and achievement by giving positive comments on a student's work". Praise and reward can promote appropriate behaviour or positive values by offering a reward when the desired behaviour or value is demonstrated. Praise and reward make the student feel good about themselves because the goal which was aimed for was reached.

According to Brophy&Good(2000,p.1) “ praise and reward rupture relationships between the teacher and student and amongst students. A relationship between a teacher and student should consist of respect for the student as an individual, listening to what the student has to say, and avoiding malicious criticism among other similar characteristics”.

2.1.12.4 Punishment

Managing student's behaviour is clearly a complex process. Teachers must be multi-skilled, talented and able to deal with range of behaviour. Different behaviour management strategies were used in classroom. One of the strategies was corporal punishment. But, it was not allowed to be used or became the last resort in many countries all around the world. Therefore, corporal punishment has been replaced by alternative form of discipline, which ranges from detention, extra written work, time out, removal of privileges, behaviour contracts or agreement, in-school suspension and community service to exclusion and expulsion. (Youth law, 2003 as cited in Krause, Bochner, & Duchesne, 2003).

Plato said “Do not train students to learning by force and harshness, but direct them to it by what amuses their mind so that you may be better able to discover with accuracy the peculiar bent of the genius of each.”

2.1.12.5 Reward and punishment

Classroom management poses bigger challenges today than it was in the past where traditional approach of reward (s) and punishment (s) were common in African schools (Scott ,1996:P237) the present classroom management is geared towards realizing learning achievement (Kraus ,

2003: pp. 64-69) and this is why teachers employ strategies like praise, motivation, reward and so on.

2.1.12.6 Modeling

Modelling or correcting? The teacher presents examples of language forms so that students can hear them; however, they do not evoke a student response; or, secondly the teacher provides a corrective representation of a student utterance.

2.1.12.7 Teachers as a model

According to Helmke, (2012, p.225) "when teachers present a topic with enthusiasm, suggesting that it is interesting, important, or worthwhile, students are likely to adopt the same attitude. Effective teachers convey their enthusiasm with sincere statements of the value they place on a topic or activity." After each lesson a teacher can write in a notebook about what happened. Teachers may also describe their own reactions and feelings and those they observed on the part of students.

2.1.13 Dealing with mistakes

Learning and mistakes go alongside each other. The importance is that errors are natural parts of the learning process. The teacher should not shame or blame students when they make mistakes. According to Hattie (2012, p.26) "an optimal classroom climate for learning is one that generates a climate in which it is understood that it is okay to make mistakes because mistakes are the essence of learning". Expert teachers create a classroom climate that welcome admission of errors; they achieve this by developing a climate of trust between teacher and student, and between student and student. The climate is one in which learning is cool, worth engaging in, and everyone-teachers and student is involved in the

process of learning". There are many techniques according to Layne, , Hastie, (2015,p:314).

2.1.14 Training for Efficiency:

There are also methods for training the students for more efficient co-operation and "positive inter dependence". Simple hand signals can be used to get the attention of busy groups. One of the common procedures is to teach the students that when the instructors raise their hands, anyone who notices is to give their attention to the instructor and raise their hands also. Other students notice and raise their hand, and soon the entire instructional group is attending. This type of procedures is nice because it works while avoiding shouting above the hubbub of the busy partnerships and teaches the students to participate in the management process.(Johnson and Johnson,2008, P: 34)

Also for tasks which it is appropriate, pretest may be given. An example might be a list of words to learn to spell. After the pretest a number of tasks might be given to help the students study the words. Then an interval might be provided for the students to tutor one another, followed by a poster. Each group would calculate their gain-scores (the number correct on the posttest minus the number correct on the pretest)giving all members a stake in everyone's learning. Also cooperative learning aside, the procedure makes clear that it is learning as expressed in gain that is the purpose of the exercise. When posttests only are used, it is not clear whether anyone has actually learned.

2.1.14.1 Teacher effectiveness training (TET)

Conceived by Dr. Thomas Gordon (1974:P101), stresses the establishment of positive working relationships between teachers and students. Gordon believes that teachers can reduce disruptive student

behaviours by apply and reflect: Teachers should always stress student responsibility. Emphasize that good behaviours result from good choices.

According to Gordon, the key to teacher effectiveness training is to identify who owns the problem when one develops in the learning environment: teacher or student. If the teacher is blocked from reaching the instructional goals by the student's actions, then the teacher owns the problem. For example, if students continuously talk as the teacher tries to teach, the teacher owns the problem because he or she is kept from reaching the goal of teaching. On the other hand, if the teacher feels annoyed by a student's behaviour or if the teacher wishes a student would change his or her behaviour, the problem likely belongs to the student. The student who says he or she hates the teacher or hates the subject has a problem.

The teacher should listen carefully and become a counselor and supporter for the student who should be encouraged to express his or her views. As such, the teacher should reflect back only the student's point of view and help the student find his or her own problem solution. The teacher's function is not to give or impose solutions to students' problems. The teacher's role is to help students develop this ability by allowing them to make their own decisions and to grow from the results of those decisions, whatever they may be. It means giving students a sense of power in their own lives and offering them opportunities to make decisions, take responsibility for their actions, and learn from their successes and mistakes.

Punishment and rewards are often arbitrary and inconsistent. These teachers are lax in discipline, set few limits, and more or less let students do what they want. "Backbone teachers" provide the support and structure necessary for students to behave creatively, cooperatively, and responsibly, which leads to inner discipline. They use rules that are clear and simple,

with consequences that are reasonable, simple, valuable, and purposeful. Students have freedom to pursue opportunities and solve problems within established limits.

2.1.14.2 Training of teachers

Moreau (1987,P:112) in South Africa, asserts that extra training of teachers influences pupil learning outcomes positively. Extra training improves teacher performance by sharpening both their technical skills and their instructional competence.

Emmer and Stough (2001,PP:219-223) recommend that, teacher training programmers should provide content and supervised experience related to classroom organization and behaviour management.

Teaching is not controlling, but rather working with the students to learn, grow, and succeed together, by having strong student –teacher relationship with student, classroom will be a place for each member to express their feeling and work together.

2.1.14.3 To be effective at teaching

Some educators claim that good teaching cannot be defined because the criteria differ forever instructional situation and every teacher. They conceive good teaching as being so complex and creative that it defies analysis. There can be no doubt that teaching is a complex task yet educators usually find it relatively easy to list the characteristics of a good teacher. Although they may differ about the relative importance of these characteristics,rare, do they disagree on the characteristics to be included in such a list.

Teachers might like to make their own list of characteristics to compare with the lists of criteria produced by educational researchers as a result of extensive studies of what teachers do in the classroom.

Elizabeth raised the points that researchers have found that feelings are seldom acknowledged verbally in the classroom (Amidon and Hough 1967:P103). But it is important that teachers should not ignore the significant emotional content of what pupils are saying and doing any more than they would ignore important cognitive statement.

Additionally, she claims,” The teachers' task is to promote interest and learning. Success in promoting interest is communicated to the teacher by numbers of non-verbal cues. Lively, interested pupils usually sit with head slightly forward and turned toward the teacher. Their eyes are wide open and a few of them will sometimes be obviously waited for a chance to speak. On the other hand, bored pupils slouch and turn slightly away the teacher. Their faces are expressionless and their eyelids may be partially closed. Some pupils may be fidgeting, running their fingers through their hair or furtively, communicating with each other. It is important to monitor your class for these signs when you are teaching. It will help you to anticipate when a change of activity or a break is required and important element in classroom control (Kounin 1970:PP52-71).

Classroom management is an intergraded task that needs to be shared with many parts. Teachers and parents must work mutually towards the educational process in general. “Parents and families are the first and most important teachers. If families teach a love of learning, it can make all the difference in the world to our children”. Richard W Riley, U.S secretary of Education.

Parents should be informed about what the student has done and will do. Some parents do not know how to help but do want to be shown how they can help.

Epstein (1986,p:210) found that 80% of the parents would spend more time helping their child if they were shown how. Not all parents or caregivers can help with homework to the degree that would be most beneficial.

Involving parents or caregivers may also develop negative side. So, to help in doing homework, it can have both positive and negative effects.

Salend and Gajria (1995) summarized them as:

Positive effects:

- Can increase academic achievement.
- Can improve students' attitude toward school.
- Encourage students to learn outside the classroom.
- Promote good study habits.
- Involve parents in the educational process.

Negative effects:

- Can promote negative attitude.
- Faster academic burnout.
- Can provide opportunity for cheating.
- Decrease leisure time.
- Confuse parents, bringing disharmony into the home.
- Create more work for teachers.
- Increase the differences between low-and high achieving students.

2.1.14.4 Parents-teacher meeting

Regular parents-teacher meetings (one or more) are an essential building block of home-school communication. Moles (1996,p:21) points out that: “parent-teacher conference are successful when teachers and the school system create a climate that invites collaboration with parents”.

Creating this involves efforts and planning. Thus, parent-teacher conference can reinforce the idea of working as a team and help a teacher as well as a student.

A student's learning flourishes through mutual partnership respect, support, and inter dependence among the home, school and community. Teacher-parent relationships can be the most critical component affecting the student's learning. Thus, it is most important to get to know the family and share the accomplishment and improvement of the student.

2.1.15 Relationship between teachers and students

According to Robert J' Marzano and Jan S Marzano (2003, p:212) "Don't leave relationships to chance , Teachers –student relationships provide an essential formation for effective classroom management is a key to high student achievement". Teachers-student relationship should not be left to chance or dictated by the personalities of those involved. Teachers can influence the dynamic of the classroom and build strong teacher-student relationship that will support student learning.

Gordon (1996,p,35)explains “Projection occurs when an individual attributes his or her own attitudes or feelings to another person .”Sustaining expectation effects occur when teachers expect student to continue act or perform according to previously established patterns and may disregard contradictory evidence of change " (Rubie : Daviest et al 2006; P430).

2.1.15.1 Improving good rapport

Developing good rapport with students, as teachers, professors, and future educators, is essential for the student's ability to learn. Studies actually show that good rapport is less often seen in the university setting. This is likely due to a child's growth; children are more likely to display disobedience and dissonance. Gillaspay et al (2017:P78) state that

“results showed a positive correlation between rapport scores and final grades such that rapport at each of the time points during the semester predicted final course grade. Those students for whom rapport decreased across the semester showed significantly lower final grades than students for whom rapport remained stable or increased”.

Positive rapport has been proven to stimulate a student’s willingness to become more engaged in the classroom. If a teacher throws worksheets at the students to finish on his or her own, there is no good rapport. A study conducted by (Sointu,2016:P105) talks about how student strengths are often associated with how they connect with their teachers. It is also evident that how a student performs in the classroom is directly correlated with their perception of the teacher. “Strengths were also indirectly associated with academic achievement via student-teacher relationships” (Sointu, 2016:P123).

There is a fine line between having good rapport with students and students abusing rapport.(Linsin,2011:P201) states that “making personal connections—through humor, kindness, likeability, and more—is a powerful way to influence behaviour. It can also be astonishingly rewarding. (Prindiville 1967 P:3) assessed that

“learning begins in the person and is fostered through the human element in the pupil-teacher relationship. When the student experiences a sense of security, he begins to grow”.

It is very important for teachers to remain impartial with students that are proving to be more challenging so as not to come across negatively. If teachers fail to do so, consequences for students can be dire.

Students may even resent their teacher due to these negative impacts, even if unintentional.

Higher achieving boys and girls have the great rapport with their teachers because they are more likely to actively participate in class and answer questions. On the other hand, the lower achieving students tend to have poor rapport with their teachers. (Altermatt, 1998:P179) indicated that “teacher bias, as it has typically been defined, is evident in classrooms in which teachers call on students of one sex more frequently than would be expected by chance given the relative proportion of boys and girls in the classroom of interest.

2.1.16 Cooperative or competitive goals structures

Some developer organize teams to compete against one other while others emphasize cooperative goals and minimize team competition. Johnson and Johnson (1989, P:102) have argued that the evidence favours cooperative goal-structure while Slavin (1983,P:48) argues that competition between teams benefits learning. The fundamental question is whether students are oriented toward competing with one another or with a goal.

2.1.17 Classroom rules

It is truism that no one has taught at school for more than 10 minutes without recognizing the need for rules to govern the classroom. All experienced teachers have a set of rules, which are usually characterized by the following:

1. They are brief, both in the way each one is written and in the total number of rules.
2. They are usually positive.
3. They are relevant and reasonable.
4. They are clear and are usually behaviourally stated.
5. They are capable of being enforced in a firm, fair and consistent manner.

The pedagogical implication of L1 use in L2 classroom among a number of professional in the field of second language acquisition, there appears to be an increasing conviction that the first language (L1) has a necessary and role in the second and foreign language classroom. Cultural identify classroom management are some of the pedagogical uses of (L1) in classroom.

2.1.18 skills of classroom management

Few of the most important skills the teacher needs to acquire are the special details towards their eye contact, gesture, and the voice, as it is can determine the outcome of the class. It is essential for the teacher to always have good eye contact technique which will help in a number of ways including, to ensure that students comprehend their instructions and to maintain discipline in the classroom. The use of gesture can add visual interest to the students and also helps increase the pace of the lesson, being only some of its usefulness. When it comes to the voice, the teacher needs to have great clarity, range and projection otherwise it will be difficult for the whole class to understand. This is the most important because it gives the immediate teacher and student interaction.

One of the most difficult and important skills to have is; to maintain the discipline to problematic behaviours in the right way. There are many reasons for a student to act out, it could be a family problem or low self-esteem or even lack of respect for the teacher. It's found that to counter some of these behaviours. The teacher has to be the role model, which means arriving to class prepared and punctual and making sure.

Classroom management is important for all the different ways it can alter a classroom to be able to use it to its best potential alongside any aspects that could occur in the classroom and how to deal with them first hand.

2.1.19 Significant skills for classroom management

Giving instructions clearly and successfully is a skill. Instructions should revolve around using simple language, being consistent, using visual clues and rechecking the instructions.

The use of simple language is to instruct the students in the language level that is lower than that being taught, Consistency in using the same set of words over and over again to familiarize them, but very important to keep in mind that beginners might need to be taught new vocabulary first to be able to understand. Anything visual will help students learning a new language, the use of gestures, picture or demonstrating on the whiteboard. Building rapport is very important between teacher and student. A teacher should always be aware of their attitude when entering a classroom.

The teacher also needs to give individual attention and know all their students' name, this will make the students feel like the teacher cares and eases them. It is also an advantage when monitoring and observing students' progress. It is good to learn when is the right time for a teacher to talk as the objective is for

2.1.20 Classroom climate

Classroom climate include the social climate, the emotional and the physical aspect of the classroom. The classroom climate influences student growth andbehaviour. A positive classroom climate feels safe, respectful, welcoming and supportive of student learning. For a good classroom climate it is also important to promote positive relationships. Meeting mutual needs to be interested in something a person has to see a use. Meeting mutual of needs is a first component of a positive approach. Meeting mutual needs creates a good partnership between the teacher and the student. Students and their classmates should recognize that they work together with the teacher

in a team. **Changing counter-productive Feelings** The feelings of teachers are so important for their daily work because a teacher's attitude is very important in the classroom. A positive attitude is fundamental because it is a prerequisite for all other techniques in the class. Ciaccio (2004, p. 21) says, "a positive attitude is fundamental because it is a prerequisite for all the other techniques." Teachers do often ignore the internal obstacles. They only look on the external ones. But when we have more control over the internal obstacles, we can often find better ways to cope with the external ones. Therefore it is important to deepen your self-knowledge through introspective exercise. It is important to change counterproductive feelings and to look for positives, develop empathy, and alter your goal.

Every teacher can try to change his or her negative emotions into positive ones. we may see the glass half empty rather than half full. Negative attitudes are learned and therefore they can be changed. According to (Ciaccio, 2004, p. 24). "thoughts help control feelings. Therefore, if you change your thinking, the state of your feelings may be altered" To develop empathy Ciaccio (2004,P:63) mentioned that it is important to learn to "walk in another's shoes". For teachers it is a good solution to understand the parents' position. Often parents have trouble with their child or in their parenting role. They don't need criticism, they need help with their children. "If you can put yourself in the parent's shoes and try to be as helpful as possible, everyone will benefit - the parents, the students, and you"

The educator who helps parents establishes a reputation for being helpful and can virtually eliminate parents as a source of discontent. In fact, parents might even be more willing to get involved and to give moral support for whatever the educator is trying to accomplish. Changing counterproductive feelings can help one to see

things more lucidly. Meditation can be a good way to see problems more clearly. To have successful school days it is important that teachers stand in front of their classes in a positive interaction between teachers and students. Negative thoughts contaminate the relationship; positive thoughts enrich the relationship.

Some research suggests that seating location is related to academic achievement and classroom participation and class arrangement has the ability to affect the communal environment within the room. Ismail, Kemboja (2018,P:8132)

2.1.21 Health and safety issues

Alongside other issues J Kamparithrises : some students have allergies that affect their ability to concentrate on schoolwork . Others may have a poor diet that leads to hypoglycemic-type behaviour marked by irritability and uncooperativeness. Some students may have other undetected medical conditions (such as poor vision or hearing , Tourette's disorder , and so on) that can influence their behaviour . Hill (1999,P:132) provides a more detailed discussion of health issues that can influence behaviour .

2.1.21.1 Safety in the classroom

In regard to safety issues , it is now well accepted that many students do not feel safe at school . violence , the threat of weapons , bullying and a sense of being emotionally abandoned in large impersonal high schools seriously affects the mental health of many of our most vulnerable students . DeVoe et al. (2002,P:113) report that between 1993 and 2001 the number of children who reported being bullied at school went from 5% to 8% . Snell ,MacKenzie , and Frey (2002,P:23) have reviewed multifaceted approaches to the problem of bullying in schools . Olweus and Limber (1999,P:87) have found substantial reductions in bullying and victimization

by using the bullying prevention programme in numerous setting around the globe .

2.1.22 Schools improvement

Schools faculties can also use models of teaching as an avenue to school improvement by learning sets of models that can increase the learning capacity of their students.

In recent school improvement project (Joyce , Murphy , Showers , and Murphy , 1989) argues, part of focus was on a middle school whose students had very poor histories of learning. Only 30 percent of the students achieved promotion at the end of the year before the project began. Scores on standard tests revealed that the average student in the school had gained only about 6 months achievement for each year in the school (10 months is average The school district had made a number of initiatives to alleviate the situation , including special programmes for " at risk " students , lowered class size , increased counseling services etc , all with no effect. However, as the teachers learned to use several models of teaching designed to increase cooperative activity, teach concepts, teach students to work inductively and to memorize information, the learning rates of students began to improve dramatically. By the end of the first year, 70 percent achieved the standard required for promotion, and 95 percent achieved promotion at the end of the second year. Judging from the standarized tests administered at the end of the second year, the average students in school were achieving at a normal rate.

Satisfaction from personal and professional growth and exploration should be reason enough for the teacher to set as a goal not one or two basic models to use for all purposes but a variety which he or she explores for the potential they hold for pupils and teachers alike. The world we hope to see is one in which children (and other students) will experience many models of teaching and learn to profit from them. As teachers

increase their repertoires, so will students increase theirs and become more powerful and multifaceted Learners. That is the reason of models of teaching. (McGraw Hill, 2001, PP.24-25)

2.1.23 Diversity in the classroom

Accommodating through standards: What students bring to our classroom strongly influences learning?

Learners' diversity presents both challenges and opportunities for the classroom teacher. The children we teach differ in significant ways including physical characteristics , interests , home life , intellectual abilities , learning capacities , motor abilities , social skills , aptitudes and talents , language skills , background experiences , ideals , attitudes , hopes , and dreams (Jarolimek , Foster and Kellough 2005:P17)

Today's classrooms are more diverse than any time (Khartoum) because of the significant changes in the ethnic makeup of students populations and the rise in the number of children with exceptionalities in our classroom. Nationwide , ethnic and racial diversity manifests itself in our classroom in a wide range of cultural traditions and languages. A central guidepost in education should be that all children , regardless of sex , social class , ethnic , racial or cultural characteristics , should have an equal opportunity in school , (Nakamura 2000:P18)

According to William J. Bannet(1987,P:127)" Schools that encourage academic achievement focus on the importance of scholastic success and on maintaining order and discipline."

"Students benefit academically when their teachers share ideas , cooperate in activities , and assist one another intellectual growth." (Muijs and Reynolds 2001,p.67) "The best way to learn a foreign language in school is to start early and to study it intensively over many years".

According to (Schlicter1986,P.37)"Teachers who set and communicate high expectation to all their students obtain greater academic

performance from those students than teachers who set low expectation."
Eggen P. & Kauchak (2004, P.53)

"Students in cooperative learning teams learn to work toward a common goal , help one another learn , gain self-esteem , take more responsibility for their own learning and come to respect and like their classmates."

There are a number of excellent texts that provide a wide range of ideas about , and methods for , dealing with issue of classroom behaviour management (Abbott Truth man 1990 ; Bauer and Sapona , 1991 ; Charles , 2002 ; Emmer , Evertson , Chement and Worsham , 1994 ; Evertson , Emmer , Chements , Worsham , 1994; Evertson , Emmer , Chements , Worsham , 1997 ; Jones and Johes , 2004 , Walker and Shea , 1999 ; Zirpoli and Melloy 2001).

2.1.24 Psychological foundations of education

(1968:PP178-179) , In most life situation learning is not much of a problem. Parents taught children and master workmen taught apprentices. Children and apprentices both learned, and those who taught felt little need for a grasp of learning theory.

Teaching was done by telling and showing how, complimenting the learner when he did well , and scolding or punishing him when he did poorly. A teacher simply taught the way he had been taught when he was a youth.

When schools were developed as special environments to facilitate learning, teaching ceased to be so simple a matter. The subjects taught in the school were different from the matters learned as part of routine life in a tribe or society. Mastering school subjects, whether the foreign languages, geometry, history, or something else, appeared to children as an entirely different sort of learning task from the task taken for granted in

everyday life. Often their relevance to the problems of daily living seemed unclear.

Ever since education became formalized in schools, teachers have been aware that learning in school is often highly inefficient. Materials to be learned may be presented to students' innumerable times without noticeable results. Many students appear uninterested. Many become rebellious and make serious trouble for teachers. Consequently classrooms often have seemed like battlegrounds in which teachers and students made war against each other. Such a state of affairs may come to be taken for granted by teachers, students and parents. Consequently, they all may consider it "natural" that youngest dislike school and try to resist school learning. Parent involvement helps children learn more effectively. Teachers who are successful at involving parents in their children's school work are successful because they work at it.

2.1.25.1 The key to classroom management educational leadership

Probably the most obvious way to communicate appropriate levels of cooperation is to take a personal interest in each student in the class. As Mc Combs and Whisler (1997) note all students appreciate personal attention from the teacher. Although busy teachers particularly those at the secondary level do not have the time for extensive interaction with all students. Some teachers actions can communicate personal interest and concern without taking up much time. Teachers can.

- Talk informally with students before, during and after class about their interest.
- Greet students outside of school. For instance at the store.
- Single out a few students each day in the (lunchroom) and talk with them.

- Be aware of and comment on important events in students' lives such as sports, drama...
- Compliment students on important achievement in and outside of school.
- Meet students at the door as they come into class; greet them by names.

2.1.25.2 The requirement for making an effective teacher

El fadil states “an effective teacher of EFL must have a good command of both spoken and written English. This is because a teacher of EFL is the students' model, especially as far as the spoken language is concerned”.
(p.6)

Stevens (1977,p.41) writes “ The command of English ought to be a make-or-break requirement, since the teacher without an adequate command of the language is probably wasting his own time and that all of this pupils, and he may be bruising their general enthusiasm as learners into the bargain”.

Hamadelnil (1995 , p.7) argues “ It is possible to recommend that all teachers of all levels must be fluent users of English. Moreover, they must possess complete control of, at least, the language they will be teaching for example the teacher must:

- i. Enunciate correctly all the vocabulary items he or she will be teaching.
- ii. Not make obvious grammatical errors.
- iii. Know the meaning of all the words he or she is teaching.
- iv. Know the communicative value of all the utterances in the texts he or she is teaching.
- v. Have confidence in his or her own competence in English.

H.Stern (1983 , p.419) recommends the inclusion of education in any training course for teachers of EFL.

2.1.25 Teacher's qualifications in Sudan

Teachers have to be trained and must be qualified in both classroom management and the subject that they are going to teach .according to Dr.Abdelrahman (2001,p:115) claims that

"the main tool that enables the educational establishment and the learning efforts to attain appropriate academic standard , is the teaching faculty . in fact , teaching is a serious responsibility therefore , it must be entrusted to qualified teachers so as to produce the desirable educational output".

2.2 Grammar

Chomsky (1928,p.11) writes “ Grammar is a device of some sorts of producing the sentence of the language under the analysis to which is” .

Celcemurcia(1983,p.17) pointed out that “the question of how and when to teach grammar depends on many variables . students need change over the course of several weeks , and a teacher should be sensitive to these changes” . Penny UR (1988,p.5) contents that “there should be a corpus planning for a grammatical lesson before rushing into teaching the grammatical item all at once” . Marrianecele Murcia (1988,P:7) states that the importance of grammatical knowledge .

- Integrating form , meaning and content in syllabus design .
- Selecting and preparing materials and classroom activities .
- Identifying and analyzing which students error to concentrate on at any given time .
- Selecting and sequencing the grammatical form to emphasize at any given time .
- Preparing appropriate and activities for the presentation or error correction .
- Answering students question about grammar .

According to Jossiejc (2007 , p.66) “ learners ability to write grammatical correct sentences is put into much concern especially in an education system which relies on written examination to measure the learners academic performance” .

Martha k . and Funk R (2010 p.1) state for those of you whose mother tongue is a language other than English , “you will have the opportunity to compare the underlying structure of your first language as you add the vocabulary and structure of English grammar to your language awareness” .

Making errors can help students to learn more as Little Wood (1992,p.132) states that “making errors during studying the second language can be considered as a means of building learners abilities the can learn something from making errors” .

Agreeing to the above mentioned Robert and Frieda (1972,p:154)

"learning English is not easy , language learners many have difficulties . The difficulties that are encountered by every student will vary according to his/her native language . Because of these , there will be errors that can be found in their learning ".

Spratt ,M.etal (2011,p.62) says “making mistakes plays an important and useful part in language because it allows learners to experiment with language and measure their success in communicating” .

Maoreover , James .C (1998:P109) mentions the induced errors that according to Stenson R (1983,p.256) saying “ They result more from the classroom situation than from either the students in complete competence in English grammar (interlingual errors) or first language interference (interlingual errors) “

2.2.1 Uses of grammar

Words (1995 ,p:5) : describes that grammar is used in different aspects to mean different matters , that is to say , it may come in a book form to mean the language rules or it may come as a subject which teachers teach at schools to their learners to utilize the language correctly or grammar may be regarded as an approach to describe and analyze the language .

Leech et .al(1982 ,p:5): confirms that “the term grammar is considered as the core of the language that relates the semantics with phonology”.

Podgorski (2008,p:4) : asserts“the grammar is considered to be an important part of a language and therefore taught in details using several different teaching methods” .

2.2.2 Grammar and written language

Thorns Bury (2004,P:8): says that "grammar in the recent days presented to the learners is basically based on written grammar" .

Rid out and Charke (1970 ,P:446):mentions that "the term grammar was derived from the Greek meaning (the science of letters)" . Leech et .al(1982 p:8)see that mastering grammar helps learners improving their style of writing.

2.2.3 Grammar in spoken language

Eyre’s (2000, P: 6): clarifies that "grammar is something which a language speakers need" . He shows that knowledge of grammar is divided into two types’ .implicit knowledge which enables speakers to form sentences in a grammatical way and explicit knowledge which enables speakers to identify and describe the errors.

Jespersen (1969,P:19): sees that

“the speaker of a language has different choices in using the language in expression his thoughts and feelings , while in the suppression some speakers may want to express something but they couldn’t and this will affect the impression of the listeners”

2.2.4 Types of grammar

Grammar is classified into many types that added to prescriptive grammar and descriptive grammar.

Yule (1996 p: 87) confirms that each adult speaker of a form of international linguistic knowledge this grammar is subconscious and is not the result of any teaching .A second linguistic etiquette which is the identification of the best structure to be used in a language. A third view of grammar involves the study of analysis the structure found in a language.

2.2.4.1 Prescriptive grammar

Yule (1996 ,P:91)says that the prescriptive grammar is to adopt the grammatical labels to categorize words in English sentences , it is a set of rules for the proper use of English.

Eyre's (2000,P:5-6)shows that the prescriptive grammar is considered traditional and old type , it tackles the language rules and it should be used by speakers in writing and speaking in correct way . He added that prescriptive grammar deals with structure or words as correct or incorrect. Prescriptive grammar focuses on the necessary areas of the language.

Kohli (1999,P:140) highlights that “prescriptive grammar attempts to perform the legislative function of the language and no need to neglect the language rules”. He added that the prescriptive grammar doesn't allow the neglecting of the language rules.

Fromkin and Rodman (1993,P: 13) state that “the prescriptive grammar attempts to legislate what the learners grammar should it prescribes ; it doesn't describe exceptincidentally”.

2.2.4.2 Descriptive grammar

Yule (1996 ,P:92) mentions that through the present century the descriptive grammar appeared when analysts collected samples of the language they are interested in and attempted to describe the regular structures of the language as it is used , not according to some view of how it should be used . He added that “the descriptive grammar approach is the basis of most modern attempts to characterize the structure of different language”. Fromkin and Rodman (1993 ,P:13) state that

“descriptive grammar describes the basic linguistic knowledge of the language . He added that the descriptive grammar deals with sounds , words , phrases and sentences of the language he also confirms that descriptive grammar of a language represents the unconscious linguistic knowledge or capacity of its speakers . it does not teach the rules of the language ; it describes the rules that are already known” .

Nordiques (2004 ,P:17) mentions that "descriptive grammar is essentially scientific theories that attempt to explain how language works" . The goal of the descriptive grammar is simply to state how language actually works .

2.2.4.3 Functional grammar

Wikipedia (2009:PP71-78) the free encyclopedia maintains that functional grammar is a model of grammar motivated by functions. .Kohli (1999 p:139) :states that “functional grammar is incidental grammar that acquired by language learners naturally . He added that grammar can be learnt via the learning process and can be learnt by limitation or consciously by deduction and observation” .

2.2.4.4 Formal grammar

Kohli (1999 p:141) maintained that the formal grammar deals terminology . it tackles the description and analysis of the language .Lapalombara (1976 p: 54) sees that it is not possible to separate between functional grammar and formal grammar because the two kinds deal with words and their groups .

2.2.4.5 Traditional grammar

Wikipedia (2009,P:98) the free encyclopedia maintains that traditional grammar , linguistically , is a theory of the structure of language based on ideas of western societies inherited from ancient Greek and Roman sources . The term is mainly used to distinguish these ideas from those of contemporary linguistics in the English-speaking world , at least , traditional grammar is still widely taught in schools .

Yule (1996 ,P: 89)mentions that “traditional grammar is concerned with using the parts of speech to label the grammatical categories of words in sentences use the traditional grammar widely in the classroom via giving definitions of the parts of speech” .Gith (1973,P:41) states that“the traditional grammar focus on the good arrangement of words and the relations between the words in a sentence” . He clarifies that traditional grammar tackles the syntactic organization of words in a sentence” .

2.2.6 Generative grammar

Nordiques (2006 ,P: 28) describes generative grammar as essentially one that projects one or more given sets of sentences makes up the language one is describing a process characterizing human language .

Chomsky (1997 ,P: 13) states that "generative grammar must precisely specify the rules of the grammar and their operating condition" .

He added that Generative grammar is a set of explicit rules . Yule (1996 p: 101) mentions that "Generative grammar is an attempt to produce a particular type of grammar" .

2.2.4.7Mental grammar

Forman (2000 ,P: 5) clarifies that descriptive grammar aims at revealing the mental grammar which represents the knowledge a speaker of language has .it does not attempt to describe speakers grammar should be .

Chomsky (1986 ,P:20) states that “all humans are born with the capacity for constructing a mental grammar given linguistic experience ; this capacity for language faculty” .

2.2.4.8Universal grammar

Fromkin and Roman (1993 ,P: 27) state that "universal grammar is concerned with universal linguistic that pertain to all parts of grammar , the ways in which these parts are related , and the forms of the rules . All these principles comprise universal grammar " . Nordiques (2006: 28) describes that universal grammar is the system of categories, operation and principles shared all human languages and considered to be innate.

“Grammar teaching has been one of the most controversial and least understand aspects of language teaching few teachers remain indifferent to grammar and many teachers become obsessed by it”.

2.2.5 Teaching Grammar

Grammar is language structure which is needed by the people to decide what the intended meaning of words and sentences. These systems include phonology (the sound of language), syntax (arrangements of words into larger units), morphology (structure and form of words), pragmatics, and semantics (meanings of language). All these systems are needed to

help students to develop their language skills' performance. (Yang, 2004,PP:103-107).

Grammar, as the frame of language, is essential to foreign language acquisition. It takes an important role in the linguistic. However, it still is taught traditionally, teachers teach the students through memorizing and repeating the rules. Obviously, students may feel bored of the traditional teaching model. Grammar- translation method is still widely used in Indonesian context. It required the students to study about grammar rules and vocabulary of the target language. This method is taught deductively; that is, teacher gave the grammar rules and examples, then learners memorized them, and then applied the rules to other examples (Crawford & Ostrom, 1995,P:43). In learning process, both teacher and students prefer using their own language to English, as the students have to be able to memorize and apply the rules. Therefore, many students from this kind of class are passive in using their English. They will find difficulty in using English to communicate, but they are good in doing grammar worksheet and translation. The teachers these days are trying to make their course more interesting, exciting, fun and effective. In grammar class, most teachers have come a long way in teaching grammar with fun strategies for a fact that grammar class can be very boring for the students, what they do usually listen the teacher explanation and do a lot of exercises during the class.

Traditional grammar classroom usually tends to be either inductive or deductive. In this kind of method, the class period is very short. The students do not have enough time for reflection and discussion. Sometimes they have no time for questioning and doing interaction, and they have only little opportunity for active learning. The class tends to teacher-centered.

This fact makes educators seek an effective and innovative approach to make their grammar class more attractive. (Michael, 2006) states “active

learning is when students do meaningful learning activities. It makes the students think about what they are doing. Therefore, it is student-centered learning environment which student activities are guided by the teacher". By following this active learning described (Hannafin, 2012:p117) find that student-centered learning approaches are better to guide the students to have deep learning approach. Like flipped learning which refers to a blended learning which supports students to attend and join activities in the class but they also have to manage their online autonomous-learning at home. It is obvious that flipped classroom is kind of students-centered active learning which can support grammar class become more active and fun.

Palmer (1971, PP: 7_8) states that:

"grammar is the link to make our communication with other people meaningful and understandable. He added we as humans spend a lot of our life listening; spelling reading and writing" .

Finnegan (1998, p:470) confirms that "all creatures have their own language to communicate, some of them make meaningful sounds to make links between sounds and meaning" .

Words (1995, p:5) states that "grammar helps learners to express their thoughts correctly either in speaking or writing" .

Kohli (1999 ,p:139) says that "grammar is regarded as a very important aspect in the field of language teaching" .

Alexander (1990,p:9) mentions that "grammar is the support system of communication and learning ; it helps learners communicate better using a language" . He added that "grammar explains the why and how of the language" . He states that"people cannot learn a language without studying and learning its grammar" .

Moore (2008,P:77), assessed two hundred and seventy students and nineteen grammar school teachers and conducted that “the relationship exist between some classroom management strategies and higher student’s performance scores in diverse elementary settings” (Weaver, Teaching 9)

“all teaching of grammar separate from the manipulation of sentences (should) be discontinued... since every specific attempt to prove that knowledge of grammar is useful has failed” .

Teaching grammar from post up to now divides teachers, lectures, researchers and other into two parts, each group argue to convince the other camp.

Some parents, administrators, politicians, researchers and teacher faithfully believe that students will learn grammar best through direct instruction, lectures, textbooks, and worksheets of practice exercises, with grammar totally removed from a relevant context.

On the other hand, some researchers and teachers believe that students learn grammar best by situating grammar instruction in the context of reading and writing.

Hartwell (1974, p:123) suggest that “the mastery of written language increases one’s awareness of language as language” .

2.2.5.1 Importance of Grammar Teaching

It is true that speakers of a language can speak and write it well without being consciously aware of its grammatical rules (Spratt et al., 2011:P237). However, this can be difficult if not impossible for adult learners of a foreign language. According to (Spratt, 2011:P159) “learning grammatical rules usually makes language learning easier, especially for adult learners, but not for young children”. This is why foreign language adult learners are usually taught grammar. In adult language classroom, teachers very often need to teach grammar to their students simply by making them aware of patterns and practicing them (i.e., inductively) or by teaching them grammatical rules and terms (i.e., deductively) (Spratt., 2011:P161). Highlighting the importance of grammar teaching, Larsen-Freeman (1991,p. 280)) stated that " grammar teaching enables “language students to use linguistic forms accurately, meaningfully, and appropriately”. Similarly, Azar (2007,p. 2) stated that one important aspect of grammar teaching is that it helps learners discover the nature of language and its patterns .That makes what we say, read, hear and write intelligible. A teacher who is a good manager of the classroom can find it easier to present grammar lessons which are related to their daily lives or even others. In fact, both teachers and students feel that grammar is an important aspect of language learning and teaching and that teaching grammar facilitates more effective language learning as (Saaristo,2015:P164) indicated. In English as a second/foreign language context, English grammar teaching is essential for learners to master the language (Zhang, 2009:P187) argued that “English language learners who lack grammatical competence can neither use English language accurately nor speak English language fluently”. Similarly, (Khansir& Farhad, 2016:P98) argued that English grammar teaching can help students of English to understand the language.

Grammar study plays a positive role in EFL learning. (Harmer,2003:P37) also revealed that teachers believe that grammar study is essential to master a foreign language. In the same track, (Peng,2017:P219) indicated that “grammar plays a very important role in language teaching and learning”. Peng also stated that "grammar cannot be neglected in English language teaching and learning". He added that "scholastic grammar should be considered as a key position in college English teaching and learning, claiming that for second language learning , it is hard to produce grammatically acceptable utterances in writing or communication without learning the grammar of a language .

2.2.5.2 Implicit grammar teaching

Implicit grammar teaching attempts to engage in meaning that focused on communication from which the learning of grammatical forms occurs naturally.

The aim of the explicit approach is teach grammar for communicative purpose, but to help learners develop a metalinguistic understanding of grammatical structures.

Widely, an implicit approach assumes that the teacher's role is to help the students use what they already know more effectively. As for explicit approach assumes it is the teacher's role to teach what the students do not know.

The implicit approach is one which suggests that students should be exposed to grammatical structures in a meaningful and comprehensible context in order that may acquire, as naturally as possible, the grammar of the target language. (scott,1999,p.779) An explicit approach to teaching grammar insists up on the value of deliberate study of a grammar rule, either by deductive analogy, in order to organize linguistic elements efficiently and accurately.

2.2.6 Deductive and inductive approach

The deductive approach- rule driven learning. A deductive approach starts with the presentation of the rule and to be followed by examples in which the rule applied.

2.2.6.1 Advantages of deductive approach

- it gets straight to the point and can therefore be time- saving
- it respects the intelligence and maturity of many.
- it confirms many students' expectations about classroom learning .
- it allows the teacher to deal with language points as they come up, rather than having to anticipate them.

2.2.6.1.1 Disadvantages of deductive approach

- starting the lesson with a grammar presentation may be off. Putting for some students, or they may not be able to understand the concepts evolved.
- grammar explanation encourages a teacher- fronted transmission style classroom.
- explanation is seldom as memorable as other form , of presentation, such as demonstration.
- such an approach encourages the belief that learning a language is simply a case of knowing the rules.

2.2.6.2 The inductive approach- the rule- discovery path

An inductive approach involves the learners detecting, or noticing patterns and working out a 'rule' for themselves before they practice the language .

2.2.6.2.1 Advantages of inductive approach

- Rules learners discover for themselves are more likely to fit their existing mental structures than rules have been presented with.

- The mental effort involved ensures a greater degree of cognitive depth which again ensures greater memorability.
- Students are more actively involved in the learning process rather than being simply passive recipients.
- It is an approach which favours patterns- recognition and problem solving abilities, so it enhances challenge.
- If the problem solving is done collaboratively , and in the target language learners get chance for extra language practice.
- Working things out for themselves prepare students for greater self-reliance.

2.2.6.2.2 Disadvantages of inductive approach

- The time and energy spent in working out the rules may mislead students into the belief of rules are the objectives.
- Students may hypothesize the wrong rule or their version of rule may be either too broad or too narrow in its application
- It can place heavy demands on teachers in planning a lesson.
- An inductive approach frustrates students who by dint of their personal learning style or their past learning experience (or both) .

2.2.6.2.3 Flipped classroom in teaching grammar

A flipped classroom is first introduced by (Kara, 2015:P189) means as “the concept of a flipping the class in which material is usually studied in class done is now studied at home, and homework which is usually done at home now is done in class. It inverts sequence of the traditional class which has the content lecture in class followed by homework at home. Therefore, in flipped class the concepts are introduced in video tutorials at home and in-class time is used to work on activities related to that content. Face-to-face time can be used for problem solving and hands-on activities in a student-centered environment, which is the basis of this

teaching model(Nouri, 2016:P286).When a classroom is “flipped” time in class is used to discuss concepts, to clear up misunderstanding and to work on gaps in learning as well as the teacher is able to work more intensive with his or her students who need more supports and helps. The role of the teacher in the class is also to respond to questions, provide clarification as well as assist and support students. It obviously helps struggling students. However, students with higher ability also can take benefit of flipping the class model, since the teacher can give them more attention and the students are allowed to go deeper into their learning (Clark, 2016:P192). Therefore, by using flipped classroom, the teachers can develop a better relationship with their students, which possibly reduce students’ negative behaviours which can disturb classroom management. It also can be used to enhance student-student interaction, as they can help and discuss each other to learn without help and support from the teacher as the unique holder of knowledge (Jeff Mehring, 2016,P:237).Some scholars have conducted many studies about flipped classroom in some educational institutions; it is proven that flipped learning method is an effective method which is able to improve students’ grammar performance. First a study conducted by (Mason, Shuman, & Cook, 2013:P262), the result of the study suggested that the flipped learning strategy increased his students’ grammatical performance in their speaking and writing skills. While, (Fraga& Harmon, 2014:PP116-119)found in his students’ self-report data both the control and experimental groups said that the students were comfort to learn in flipped learning class.However, the experimental groups got better achievement in their study (Smith-Lock, Leitao, Lambert, & Nickels, 2013:p97)also supported that applying the flipped learning strategy improved students’ grammatical performance. Further, (Mattis, 2015:P281)said that his students preferred flipped classroom to

traditional grammar classroom for learning grammar. context, Bishop & Veleger conducted a study to observe students' perception on the implementation of the flipped classroom in senior high school (Bishop & Verleger, 2013:p119). that applying the flipped classroom model contributed in improving the students' writing competency. The second study in Indonesian context conducted by (Proctor & Marks, 2013:p203)who observed English teachers' perceived benefits and challenges of flipped classroom implementation. From their study, it was found positive responses from the English teachers to the flipped classroom methodology, since it gives some benefits such as: active learning facilitation, developing collaborative team work development , autonomous learning simulation, and classroom interaction.

2.2.7 Researchers and grammar in the classroom

The knowledge of grammar has been considered as the successful element for students who are studying English as a foreign language.

In Greek and Latin times , the study of a language was the study of the grammar . Grammar was very important area in the academic world . As Bastogne (1994 P:117) says that “effective communication in a language would be seriously impaired without an ability to put grammar to use in a variety of situation”. He argues that grammatical knowledge is a most important for successful communication .

Noonan (1991: P104) : also supports that “grammar exists to enable us to mean , and without grammar it is impossible to communicate beyond a very rudimentary level” .

Scott Thornburystates(2003 :p.1) “Grammar is partly the study of what forms (or structures) are possible in a language.Traditionally , grammar has been concerned almost exclusively with analysis at the level of the sentence. Thus a grammar is a description of the rules that govern how a

language's sentences are formed. Grammar attempts to explain why the sentences are acceptable". He adds

“grammar is conventionally seen as a study of the syntax and morphology of sentences . put another way,it is the study of linguistic chains and slots . That is , it is the study both of the way words are chained together in a particular order , and also of what of words can slot into any one link in the chain.” (1999, p:2)

These grammatical categories – subjects , objects , adverbial , tenses aspect and modality – are just some of the ways which grammar is used to fine-tune the meanings we wish to express , and for which words on their own are barely adequate . It follows that in the learning a new language learners need to see how the forms of the language match the range of meanings both representational and interpersonal –that they need to express and understand.

2.2.8 Grammar and learning

Until recently , the grammar presented to learners of English has been based entirely on written grammar . This accounts for the often stilted style of many traditional course book dialogues . For only recently that spoken grammar has been closely studied and that arguments have been advanced in favour of teaching it . One problem with this shift of focus is that spoken English often has strong regional and idiomatic features . These may be difficult for the learner to understand , and also inappropriate for use in the kinds of contexts in which many learners will be operating most learner of English as a foreign language will be using English to communicate with another non- native speakers . For the purposes of mutual intelligibility for the best model of English for this type of learner may be a kind of neutral English without market regional or cultural features , or without strong bias to either spoken or written made .

Other views about grammar:

“there is no doubt that a knowledge . implicit or explicit of grammatical rules is essential for the mastery of language.”

(penny Ur , a teacher trainer , and author of grammar practice activities) .

“the effect of grammar teaching ... appear to be peripheral and fragile”

(Stephen Krashen , an influential , if controversial , applied linguistic)

‘A sound knowledge of grammar is essential if pupils are going to use English’

(Tom Hutchinson , a course book writer)

‘Grammar is not very important : the majority of languages have a very complex grammar . English has little grammar and consequently it is not very important to understand it’

(From the publicity of a London language school)

‘ Grammar is not the basis of language acquisition , and the balance of linguistic research clearly invalidates any view to the contrary’

(MichaelLewis , a popular writer on teaching methods)

The role of interaction in naturalistic language development Chomsky (1965,P:93) argued the input served merely as a trigger to operate the language acquisition device . “Furthermore , he argued that the input was degenerate and could not , therefore , explain how the child came to acquire linguistic competence . However , in the seventies this view of language development was challenged . First it was shown that the speech addressed to children was in fact extremely well-formed .Secondly , studies were conducted to show that certain feature of this speech helped FLD More recently it has also been hypothesized that input is important to naturalistic SLD (Second Language Development) and that the route that learners follow when acquiring grammatical competence grows out of the interaction they take part in”.

2.3 Previous Studies

2.3.1 International studies

2.3.1.1 This is entitled The effect of training on teachers' knowledge of effective classroom management strategies in Jos Metropolis by Katrina A Korb , Grace Selzing-Musa and Swanta Blessing Skinner – Bonta **(2016)**

The researchers examined a single group with pre-posttest design. The purpose of the study was to determine the effectiveness of in-service training on teachers' knowledge of effective classroom management strategies. Twenty teachers from Jos Metropolis participated. A single group pre-posttest design was used , with a one- day training on classroom management techniques as the independent variable and number of strategies that teachers suggest as effective for managing student behaviour as the dependent variable.

An open-ended structured interview was used to measure the dependent variable. The study found that the number of strategies that teachers believe are effective for classroom management, was significantly higher after the training, indicating that the training was effective in improving teachers' knowledge about classroom management. Specifically, the number of proactive strategies that teachers believed were effective for classroom management significantly, increased after training

2.3.1.2 This is entitled Exploring classroom management tactics to help improve the academic achievement of elementary school students by Darci Borden (2013)

Darci conducted that a lack of classroom management affects both the teacher and the students. Studies show that some forms of intervention make a positive impact on teacher, students, and the whole school climate. Also there a need of the teacher's personality to connect with each student in the classroom in order to make student feel comfortable and welcome. It has been found that teachers who have a lack of classroom management

skills tend to react to disruptions in the classroom rather than preparing and planning for them. Emmer, Everston and Anderson (as cited in Marzano, 2003) indicated that if the classroom management training is set up for teachers at the beginning of the year it resulted in improving teacher and students behaviour during the school year.

2.3.1.3 This is entitled Designing Classroom to maximize student achievement by SapnaCheryan, Saianna A.Zieglar, Victoria C.Plaut, and Andrew N.Meltzoff (2014)

They concluded for students to learn of their full potential, scientific evidence suggest that the classroom environment must be of minimum structural quality contain cues signaling that all students are valued learners. Of course, the redesign of classroom must be considered within a context of a set of larger factors that promote educational attainment, such as curriculum development and teacher training. Nonetheless, plethora of scientific evidence suggests that student learning and achievement is deeply affected by the environment in which this learning occurs. Improving student learning, achievement and motivation requires attending to both the structural and symbolic features in the classroom .The study found that the building structural facilities profoundly influence learning . Inadequate lighting , noise , low air quality and deficient heating in the classroom are significantly related to the worse students' achievement .

2.3.1.4 This is entitled The classroom management approach in the grammar practice class. ByAnisFirdatulRochma, SutrisaWibawa&Basikin (2020) Universitas Negeri Yogyakarta Indonesia

This study has been done in addition to giving the rules as well as learning objectives and expectations are clearly informed. By confirming the rules, procedures and consequences to the students the instructor is likely to carry on productive and effective grammar learning environment. The observation checklist was adopted . It seeks to comprehensively

disclose the systems, techniques, and structures formulated by the grammar instructor to improve the students' grammatical knowledge. The grammar practice class conducted by English Department at a university in Indonesia is indicated to employ one of the approaches of the classroom management that is assertive discipline. As one of the classroom management approaches the assertive discipline allows the teachers to specify the classroom rules and expectations. So the teachers are also able to give some consequences for the students for their disruptive behaviour in the grammar practice class.

From the analysis process, it is revealed that the instructor of grammar practice calss seem to have the capability to create as organized learning environment. Moreover, there is a strong emphasize on group works with the grammar tasks and exercises on modules as well as classroom organization being regulated to accommodate it. Furthermore, the grammar practice is carried out efficiently based on the students'' needs.

2.3.1.5 This is entitled Grammar Teaching in the EFL Classroom

Conducted by EilenAskeland – Department of Foreign languages – University of Bergan 2013

An examination of how grammar is presented to the pupils and how they are required to work with grammar has been conducted on tasks provide in textbooks (Norway). The researcher concluded that the over presentation of written tasks and tasks on which the pupils work alone indicates a need for more communicative tasks, in which the pupils have the chance to combine grammar practice with language use. This might help them overcome the inert knowledge problem, and help them to bridge the gap between what they know about grammar and what they are able to perform in real life language use. The researcher found that there is a need for grammar practice in discourse, both in writing and oral interaction, so

that the pupils increase their ability to focus both on the meaning and at the same time write or speak English correctly as well as appropriately.

The conclusion of this study is that the importance of the English teacher to have an awareness of the textbooks they use and the grammar tasks provided in these.

2.3.1.6 This is entitled Exploring Teachers knowledge of classroom management and control . by Abraham Ayebo and Charles Assuah North Dakota state University , Fargo , USA (2017) .Department of Education , University of Education – Ghana .

The significance of the study to the classroom practice is that knowing how to manage the classroom is one of the most important traits of quality instruction . Therefore it is important that teachers .both new and verteran – find the best way to manage their classroom in order to create a serene atmosphere for quality learning to take place .

The researchers used a questionnaire distributed to 72 participants (teachers).

About responding to the question to what extent do teachers hold various conception, namely rule-based , dominance and nurturance conception (teachers establish and maintain classroom control ?

The responses from the total sample of subject to each item on the managing students . The item with the highest mean for the entire group was the rule-based conception that teachers need to be consistent with rules and consequence . The finding indicated the generally strong agreement among the subjects on items reflecting conceptions taught in the class .

Among the nurturance conception responses . The subject most strongly agreed with the items , treating students in a warm personal manner makes them want to behave well . and students will listen to teachers they like .

Score on the dominance conception responses showed that the subjects highly favoured the statement teachers must exert their authority from the beginning .

2.3.2 Regional studies :

2.3.2.1 This is entitled effective role that classroom management strategies play in enhancing students' learning by Ali Akbari & Bozorgmanesh (2015)

A research on Drawing upon Iranian high school teachers.

Conducting the survey including 123 female students, it was found that Iranian teachers apply classroom management strategies of organizing, teaching, management, teacher-student relationship and teacher punishment _rewards with varying degrees. They concluded that, a positive relationship between teachers' assertiveness and students' performance was approved. The finding led to implications for in-service training programme for EFL teachers. This goes alongside within a conducive learning environment students know what to do, what is expected of them, and how to succeed. (Sanfors, Emmer, & Clements, 1983)

Besides, it is shown that students have more academic achievement in a well-managed classroom environment. (Griffith 2002 , Wang & Watkins 1998)(Black & William ,2009, P-9) state, practice in a classroom is formative to the extent that evidence about student achievement is elicited, interpreted, and used by teachers, learners or their peers to make decisions about the next steps in instruction that are likely to be better, or better founded, than the decisions they would have taken in the absence of the evidence that was elicited. Weinstein and Wodfolk (1981, P384) state that, the visual appearance of the classroom can be conceptualized as non-verbal statement about the teacher who has structured this learning environment.

2.3.2.2 This is entitled Role of reinforcement or punishment in learning English language. A study at secondary level in Southern Punjab-Pakistan

by Dr. Abdulkhaliq – Malik Shahid Rassol Douna & Mohammed Ahsan.
Department of English _ Ghazi University (2016)

The study focused on motivation and punishment referring to Slogan in Pakistan says “Mar Nahi Payar” which indicates the process of learning would be focusing on payar (love, instigation, and motivation) avoiding the concept of punishment negative reinforcement.

The study researcher used structural questionnaire. The questionnaire consists of five main questions relating to the study. Each question has six sub questions. Research selected the public and private schools, 150 students studying 10th class were the population of the study. The findings are that the participant responses favored the statement love serves as motivational force in learning English language. Also participants are in favor of the instructor’s dominant role. The researcher concluded that the majority of participants are in favor of learning through motivation. Now it is necessary for the educationist to educate the learner through new techniques of learning. Participants are in favor of that teacher should be kind in classroom. In the light of the study it is noted from the participant’s responses that they are in favor teacher’s role. It is concluded that teacher can enhance the learning process. Also the participants are in favor of mild punishment. Results show that performance of the learners increase in the atmosphere of check and balance.

2.3.2.3 This is entitled Learning Environment and academic performance secondary school students in external examinations. by M.M. Duruji, D. Azuh Oviasogie University of Nigeria

In his study: the quality of infrastructure and learning environmental condition has strong bearing to academic performance among students. Learning infrastructure include the building, furniture, equipment, classroom, library or that contribute to a positive learning environment and quality education for both schools and students.

The study revealed that in schools combined influence of deteriorating conditions, pressures on teaching facilities and learning environment deficiencies impair on the quality teaching and learning and the overall performance of students in general.

- interview
- observation
- using documented materials from school records.

2.3.3 Local studies

2.3.3.1 This is entitled The effect of classroom environment on achievement in English as foreign language. A case study of secondary school students in Gezira State. By Abdelmajeed A. Umar (2017), the researcher divided his population into two parts experimental group and control group. It is important here to mention that the former group has good environment in their classroom likes rooms, tables, walls, coloured chalks and so on. Whereas the later (control group) has poor environment. The study has focused on reading, writing, listening, vocabulary, and grammar. The result obviously explained that the experimental group student scores are higher in all parts of the study and the students of the experimental group did better than the other group.

The researcher concluded that one can easily conclude that classroom environment determines the level of student performance in English.

Conversely, unfavorable condition which include small classroom, size, inappropriate ventilation, high classroom temperature, shortage of textbooks and lack of advance technical teaching aids, coupled with inappropriate desk and seating arrangement seem to have negative impact on the control group students' achievement in English.

2.3.3.2 This entitled Role of Motivation in Enhancing Creativity in English Classes, by Remaz Mohamed Albasher– December-2018

The present study was carried out in an attempt to investigate the relationship among EFL teachers' creativity, classroom management strategies, and learners' improvement. To achieve the objective of the research, a group of 60 male and female learners, between the ages of 9 and 14 from basic schools in Khartoum were selected. To obtain the required data, the following questionnaires were utilized: English Language Teaching Creativity Quotient (ELTCQ) Questionnaire, Classroom management questionnaire, and Final exam. The results of correlation analyses revealed that there was a great link between EFL teachers' creativity and classroom management strategies. Moreover, a positive medium relationship between EFL teacher's classroom management and their EFL learners' improvement was observed.

2.3.3.3 This entitled The Efficacy of Content and Language Integrated Learning (CLIL) on Classroom Perspective. Conducted by Basheer Farah Attahir, Tariq; Mohamed Ali Adam, Abdulgadir –March-2020

The aim of this study is to investigate teacher's perception towards achieving classroom interaction in the teaching of both language and content and the research sample was students chosen from International Schools in Khartoum. The study employed the questionnaire as a mean for data collection. The results show the role of content teacher methodological approach on enhancing classroom interaction that helps the teaching and learning process run smoothly and it can increase learners' communicative ability. It tells how the students have interaction among them and how the teacher makes interaction with the whole class. The study also explains that, the rise of engagement levels is due to type of instructional methods used to a maximum degree of engaging. The study recommended that instructor should engage students in class activities, therefore higher

engagement causes better education of content, language learning, and skills development.

2.3.3.4This entitled" Attitudes of English Language Learners towards Classroom Interaction Patterns",byHalaSalih Mohammed NurUniversity of Khartoum, 2017

The aim of this study is to investigate the attitudes of Sudanese students towards classroom interaction patterns which are essential in the learning process of English language. In Sudan most of the schools use the Grammar Translation Method to teach English language and students are not given the opportunity for authentic language communication. Thus students develop poor learning habits and become very passive and classrooms become teacher centred with little or no interaction. A questionnaire was used to collect the data. The populations of the study were first year students and the sample size was 40 students. The SPSS (Statistical Packages for Social Sciences) was used in analyzing and describing the data. The results can be generalized that the Sudanese English language students have different attitudes (negative & positive) towards the interaction patterns and they also displayed both good and weak knowledge of the patterns. Not all the patterns were used in classroom during the lessons and the majority of the students preferred whole-class interaction to the other patterns.

Through the researcher's review of previous studies, a direct relationship with some studies and this current study is found and there are agreement and differences between them. For the points of agreement between the previous studies and the current study:

- 1- The descriptive approach is used for most of the previous studies which depends on the questionnaire as a main tool for data collocation and this has been done in this current study.
- 2- Most of the previous studies agreed with this current study in the type of sample taken (simple random sampling)

Also the researcher has found some differences as for Katrina A Krab, Grace Selzing and Swanta 2016 used a test for the group of teachers. As for Eilen Askeland 2013 the researcher focused on the importance of teacher's awareness of textbooks in EFL classroom than classroom management for helping the students in learning grammar.

Some benefits of previous studies in the current study:

1/the researcher benefits from the scientific methodology used by previous studies in formulating the study problem, writing hypotheses and addressing the results and recommendations.

2/ from previous studies the method of selecting the research community and its samples, and review the study are variables.

3/ See the tools that were used in the previous studies in order to take advantage of that in designing the research tools.

4/ comparing the results of the current study with the results of previous studies related to the aspects of the study such as:

- 1- Teachers who use and apply optimal techniques of classroom management can help the students to get maximum benefits in their academic performance.
- 2- Students can learn better, in encouraging environment and without bore as a result of good managing of the classroom.

2.4. The Summary of the Chapter

Some different views and results of relevant studies in the field of the importance of classroom management to improve and enhance the students' academic performance have been reviewed by the researcher. This chapter illustrated various scientific activities to the current research. The previous literature and relevant studies are considered the background for the current research.

CHAPTER THREE

METHODOLOGY

3.0 Introduction:

This chapter aims to review the preliminary procedures before data analysis (data cleaning), the response rate of the sample members, in addition to analyzing the basic data in the study sample, descriptive analysis, and reliability analysis to find the internal consistency of the data, calculate the averages, standard deviation and correlation of variables, and to reveal the nature of the relationship between the study variables and testing the hypotheses that were developed in the previous stages of the research before using the comparison analysis in the hypothesis testing process.

3.1 Research Design and Methods

This chapter includes a detailed description of the research methodology that was utilized in the study. The chapter is organized into several sections that provide a framework within which to describe the research procedures, the researcher has used the descriptive analytical method and (SPSS) for the analysis. This kind of research is defined by Kothari (2004:PP3.4) as " descriptive research includes survey and fact finding enquiries of different kinds. The major purpose of descriptive research is description of affairs as it exists at present". In addition, he states that "the researcher has no control over the variable, he can only report what has happened or what is happening". The researcher thinks this method is appropriate for this study.

3.2 Study area

The population which is used in this study is chosen from different English language teachers and students at secondary schools.

3.3 Study population

The study population constitutes teachers at secondary schools who teach English as foreign language (E F L) in Khartoum State -Bahri Locality, in public schools, and students of English language at secondary schools.

3.4. Sample size

The sample size was calculated according to the following equation:

$$n = \frac{Z^2 \alpha/2 Pq}{e^2} \quad (1 - 3)$$

Where:

n: sample size.

$Z^2 \alpha/2$: Square of the tabular value of Z at 95% confidence level = (1.96)²

P: Ratio of availability of the measured characteristic (Small and medium-sized companies).

q: The percentage of the property's lack of availability.

1. Questionnaire:

Where the study population estimated (1284) teachers at secondary schools who have been teaching English as foreign language (E F L) in Khartoum state- Bahri Locality, in public schools, by applying the above data in the equation, The researcher obtains the sample size at a confidence degree of 95% = 107(12.0% of population), where the researcher

distributed (107) questionnaires to the study population to verify the study hypotheses and questions in all the proposed axes.

2. Test (Pre-test and Post-test)

Where the study population estimated (3000) students at(third class) secondary schools who have studied English as foreign language (E F L) in Khartoum state- Bahri Locality, in public schools, by applying the above data in the equation, the researcher obtains the sample size at a confidence degree of 95% = 341students (11.0% of population).

3.5. Tools of data collection

3.5.1 Primary data

1. A questionnaire that filled by teachers at secondary schools who teach English as foreign language (E F L) in Khartoum state- Bahri Locality.
2. Tests will be taken by EFL students at (third class) secondary schools in Khartoum State- Bahri Locality.

3.5.2 Secondary data

This data was collected from books, articles, previous studies and internet sources.

3.6 Data analysis

The data was analyzed by Statistical Package for Social Sciences (SPSS) version 25, the simple test (chi-square), mean, and standard variation.

3.7 Time frame

This study was carried out during the period of October 2020 until December, 2020.

3.8 Cleaning data

As far as validating, the data used in the analysis is concerned, before evaluating the psychometric properties of the various data, it is therefore necessary to describe and understand the descriptive statistics of the data. Whereas, the primary goal of using descriptive statistics for data is to ensure the accuracy of the data entry process. It measures the standard deviation of the respondents' responses and reveals the extent of data dispersion or lack thereof, or data cleaning that deals with discovering and removing errors and inconsistencies that occur during data entry in order to improve data quality. Dealing with lost data as data loss is a common and expected thing in the process of collecting and entering data due to lack of focus or misunderstanding of the respondents of the questions, or the lack of an answer to those questions. Failure to deal with this lost data can cause several problems. That is, the loss of a lot of data, i.e. leaving it unanswered by the respondent, generates many problems, meaning that it sometimes represents the bias of the respondent towards the specific question or forgetting the respondent to that question. The general rule in dealing with lost data is that it does not exceed 10% of the size of the questions. In addition, the questionnaire must be completely disposed of as unfit for analysis. Therefore, the average method is used to deal with it. If it falls below the acceptable limit, it will be deleted. And to make sure the missing data does not affect the results of the analysis.

3.9. Study scale

3.9.1 Questionnaire

The degree of possible responses to the paragraphs was measured to a five-point gradient according to the Likert scale, in the distribution of the weights of the answers of the sample members, which is distributed from

the highest weight for which he was given (5) scores and which represents in the answer field (strongly agree) to the lowest weight for him who was given a score of (1), which was represented in the answer field (strongly disagree), and there are three weights in between them. The purpose of this was to allow the sample members to choose the exact answer according to the discretion of the sample members. As shown in Table (3-1)

Table No. (3-1) approval rating scale

Degree of approval	relative weight	percentage	statistical significance
strongly agree	5	5 out of 80% or more	very high approval rating
Agree	4	from 70% to less than 80%	high degree of agreement
Neutral	3	from 50% to less than 70%	medium approval score
Disagree	2	20% to less than 50%	low agreement
strongly disagree	1	less than 20%	very low approval rating

Source: Prepared by the researcher from field study data 2020

Accordingly, the hypothetical mean of the study (3), and accordingly, if the mean of the statement is greater than the hypothesis mean, this indicates that the sample members agree to the statement.

3.9.2 Tests

Discretion of the sample members. As shown in Table (3-2)

Table No. (3-2) approval rating scale

Degree of approval	relative weight	percentage	statistical significance
Greater than or equal 22.5	6	6 out of 90% or more	Very high approval rating
Greater than or equal 20	5	5 out of 80% to less 90	Very high approval rating
Greater than or equal 17.5	4	from 70% to less than 80%	high degree of agreement
Greater than or equal 15	3	from 60% to less than 70%	medium approval score
Greater than or equal 12.5	2	from 50% to less than 60%	low agreement
less than 12.5	1	Less than 50%	Very low approval rating

Source: Prepared by the researcher from field study data 2020

Accordingly, the hypothetical mean of the study (3), and accordingly, if the mean of the statement is greater than the hypothesis mean, this indicates that the sample members agree to the statement.

3.10 Reliability and validity

Reliability

To investigate the importance of classroom management on enhancing EFL students' grammatical performance.

Table (3-3): Shows the correlation coefficient of items on the scale of investigating the importance of classroom management on enhancing EFL students' grammatical performance.

Hypotheses No (1)	NO	Cronbach's Alpha	Hypotheses No (2)	NO	Cronbach's Alpha	Hypotheses No (3)	NO	Cronbach's Alpha
Secondary school teachers are not aware of classroom of management strategies	1	0.640	classroom management influences EFL students' grammatical performance.	1	0.764	Classroom management enhances positively students' grammatical performance.	1	0.714
	2	0.689		2	0.627		2	0.758
	3	0.739		3	0.729		3	0.709
	4	0.629		4	0.664		4	0.784
	5	0.700		5	0.643		5	0.719
	6	0.636		6	0.647		6	0.690
	7	0.742		7	0.615		7	0.631
	8	0.618		8	0.716		8	0.674
	9	0.727		9	0.664		9	0.750
	10	0.634						
	11	0.639						

Source: Prepared by the researcher by SPSS, 2020

From the above table, it can be seen that the Cronbach's Alpha of all the items are statistically significant at the level of greater than (60.0%).

Validity

Identify the validity for the dimensions scores and the overall score of the scale of Investigating the Importance of Classroom Management on Enhancing EFL Students' Grammatical Performance. The researcher applied Cronbach's alpha and the spearman-brown formula to the data of the primary sample. This procedure yielded the results shown in the following table.

Table (3-4): Shows the Secondary school teachers are aware of classroom of management strategies.

Scale	Validity		
	N-Item	Alpha	R-value
Secondary school teachers are not aware of classroom of management strategies	11	0.846	0.920**
classroom management influences EFL students' grammatical performance	9	0.984	0.992**
Classroom management enhances positively students' grammatical performance	9	0.970	0.985**
Total Adjustment	29	0.933	0.966**
** sig (0.01)			

Source: Prepared by the researcher by SPSS, 2020

From the above table, it can be seen that the validity coefficient on the scale of Investigating the Importance of Classroom Management on Enhancing EFL Students' Grammatical Performance individuals is more than (0.40), which Emphasizes the suitability of this scale in its final draft to measure the adjustment in the Identify the level in the present study.

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSION

4-0 Interdiction:

In this topic the researcher deals with a precise description of the method and procedures that are followed in carrying out this study, and this includes a description of the study community, the method of preparing the tool represented in the questionnaire, the procedures that were taken to ensure its effectiveness and impact, the method followed to apply it, and the statistical treatments by which the data were analyzed and extract the results.

4-1 Data analysis

(A) Questionnaire

Firstly: demographic characteristics

1/ Gender

Table (4-1) the distribution of the study sample according to Gender

Variable		Frequency	Percent
Gender	male	61	61.0%
	female	39	39.0%
	Total	100	100.0%

Source: Prepared by the researcher by SPSS, 2020

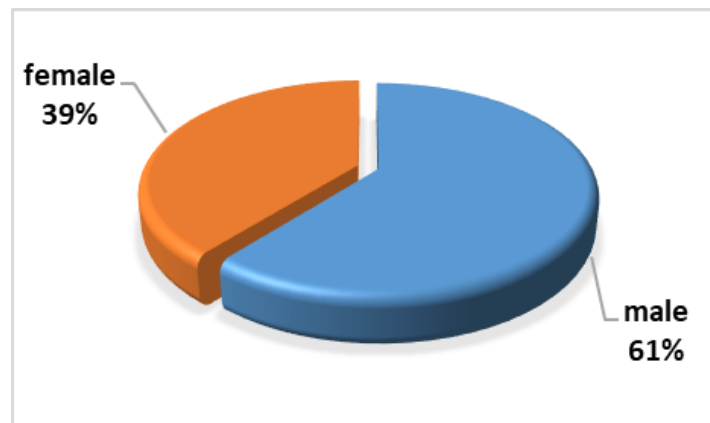


Figure (4-1) the distribution of the study sample according to Gender

Looking at the table and the figure (4-1), it is clear that the sample of the study is distributed according to the Gender; the majority of the participants are of the male a ratio 61.0%, and the lowest percentage among the participants from female 39.0%.

2/ Education level

Table (4-2) the distribution of the study sample according to the Educational level

Variable		Frequency	Percent
Education level	Bachelor	4	4.0%
	Higher Diploma	59	59.0%
	Masters	29	29.0%
	Doctorate	6	6.0%
	Others	2	2.0%
	Total	100	100.0%

Source: Prepared by the researcher by SPSS, 2020

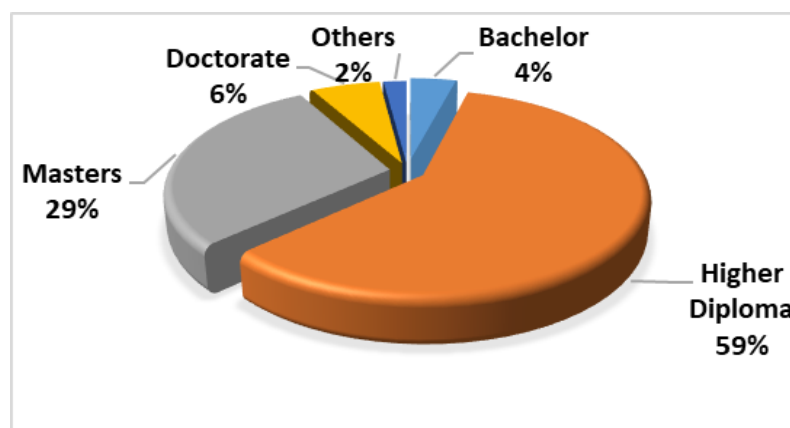


Figure (4-2) the distribution of the study sample according to the Educational level

Looking at the table and the figure (4-2), it is clear that the sample of the study is distributed according to the education level; the majority of the

participants are of the education level group with (higher diploma) a ratio 59.0%, the education level group with(masters) a ratio 29.0%, the educational level group with(doctorate) a ratio 6.0% , the education level group with(bachelor) a ratio 4.0% , and the lowest percentage among the participants from (others) 2.0%.

3/Profession. How long have you been working in this field:

Table (4-3) the distribution of the study sample according being working in this field

Variable		Frequency	Percent
Profession How long have you being working in this field	Less than one Year	8	8.0%
	1-5 Years	41	41.0%
	6-10 Years	17	17.0%
	11-15 Years	11	11.0%
	16-20 Years	8	8.0%
	above 20	15	15.0%
	Total	100	100.0%

Source: Prepared by the researcher by SPSS, 2020

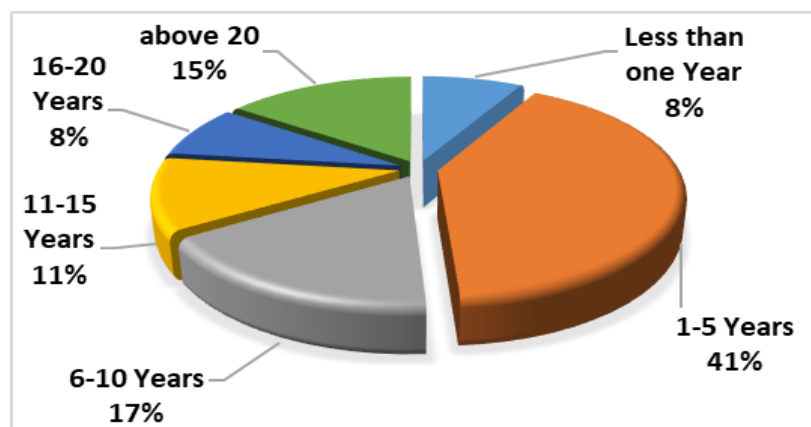


Figure (4-3) the distribution of the study sample according to being working in this field.

Looking at the table and the figure (4-3), it is observed that the sample of the study is distributed according to length of the duration in the stated field ; the majority of the participants are of the working at the area group with(1-5 years) a ratio 41.0%, the working at the area group with(6-10 years) a ratio 17.0% , the working at the area group with(above 20 years) a ratio 15.0% , the working at the area group with(above 20 years) a ratio 15.0% , the working at the area group with(11-15 years) a ratio 11.0%, and the lowest equal percentage among the participants from (16-20 years) and (less than one years) a ratio 8.0%.

Secondly:

Table (4-4) Comparisons between the means of the pre-test and the post-test

Question	Pretest		Posttest		Different mean	result
	Mean	SD	Mean	SD		
Pronouns	2.62	1.119	3.51	1.189	0.89	Medium
Comparison (adjectives)	2.24	1.369	3.56	1.247	1.32	High
Modal verbs	2.43	1.325	3.27	1.193	0.843	Medium
Demonstrative pronouns	2.46	1.188	3.41	1.113	0.957	Medium
Tenses	2.17	1.494	4.01	1.009	1.843	Very high
Passive voice	2.61	1.636	3.33	1.566	0.714	Medium
Relative pronouns	2.27	1.128	3.59	1.078	1.314	High

Source: Prepared by SPSS, 2021

Looking at table (4-4), it is stated that the results of the pre-test and post-test correction of pronouns in pre-test run as follows, the mean (2.63) and SD (1.119), while in post-test mean (3.50) and SD (1.189). There is a difference between the means of an intermediate level, comparison (adjectives) in pre-test the mean (2.26) and SD (1.396), while in post-test mean (3.54) and SD (1.286). There is a difference between the means to high level, modal verbs in pre-test the mean (2.43) and SD (1.325), while in post-test mean (3.27) and SD (1.193). There is a difference between the means of an intermediate level, demonstrative pronouns in pretest run as follows, the mean (2.46) and SD (1.188), while in posttest mean (3.41) and SD (1.113) There is a difference between the means of an intermediate level, Tenses in pre-test the mean (2.17) and SD (1.494), while in post-test

mean (4.01) and SD (1.009) There is a difference between the means to high level , passive voice in pre-test the mean (2.61) and SD (1.636), while in post-test mean (3.3 3) and SD (1.566). There is a difference between the means of an intermediate level, relative pronouns in pre-test the mean (2.27) and SD (1.128), while in post-test mean (3.59) and SD (1.078). There is a difference between the means to very high level.

1) Pre-test

Table (4.5) shows pronouns scores in the pretest

Pre-test Pronouns	Frequency	Percent	Cumulative Percent
less than50%	47	14%	14.0%
50% to less 60%	60	18%	32.0%
60% to less 70%	70	20%	52.0%
70% to less 80%	48	14%	66.0%
80% to less 90%	47	14%	80.0%
90% or more	69	20%	100.0%
Total	341	100.0%	

Source: Prepared by SPSS, 2021

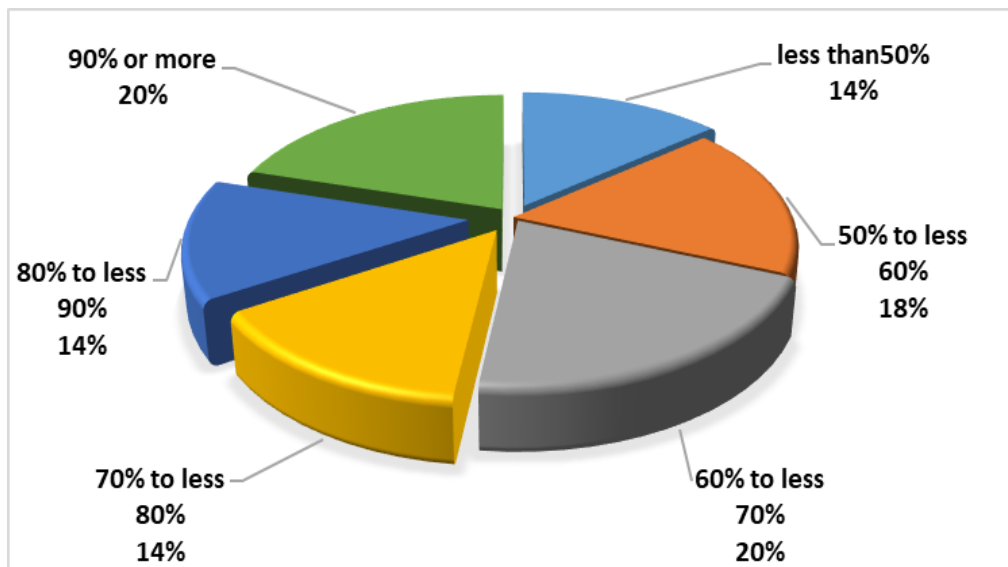


Figure (4-5) shows pronouns scores in the pretest

Looking at table and the figure (4-5), they display that the results of the test correction in the question of pronouns is more than 90% a ratio of 20%, and 80% to less 90% a ratio 14%, and 70% to less than 80% a ratio 14%, 60% to less than70% a ratio 20%, and 50% to less than 60% a ratio 18% , and Less than 50% a ratio 14%.

Table (4.6) shows comparison (adjectives) scores in the pre-test

Pre-test Comparison (adjectives)	Frequency	Percent	Cumulative Percent
less than50%	57	17.0%	17.0%
50% to less 60%	54	16.0%	33.0%
60% to less 70%	63	18.0%	51.0%
70% to less 80%	53	16.0%	67.0%
80% to less 90%	55	16.0%	83.0%
90% or more	59	17.0%	100.0%
Total	341	100.0%	

Source: Prepared by SPSS, 2021

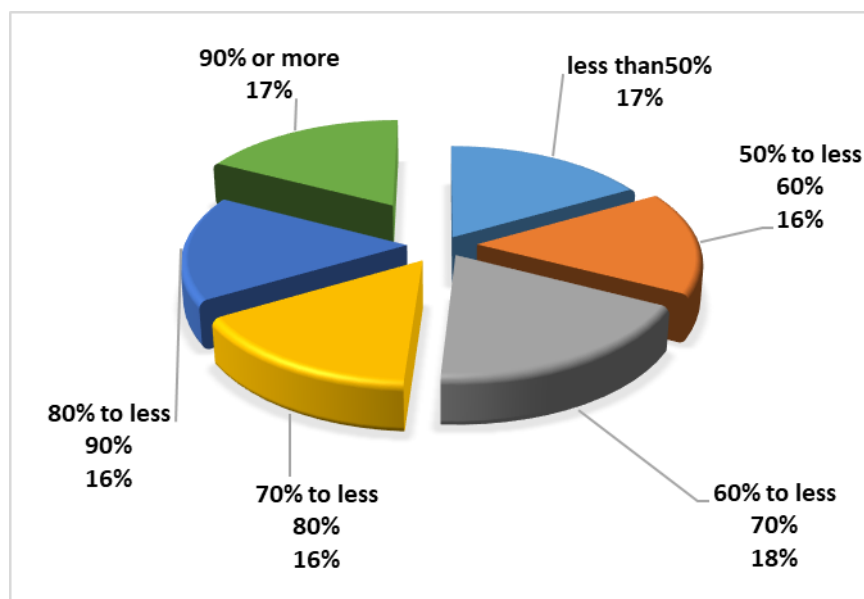


Figure (4-6) shows comparison (adjectives) scores in the pretest

Looking at the table and the figure (4-6), it is clear that the results of the test correction in the question of Comparison (adjectives) more 90% a ratio 17% , and 80% to less 90% a ratio 16% , and 70% to less than 80% a ratio 16% , 60% to less than 70% a ratio 18% , and 50% to less than 60% a ratio 16% , and Less than 50% a ratio 17% .

Table (4.7) shows modal verbs scores in the pre-test

Pre-test Modal verbs	Frequency	Percent	Cumulative Percent
less than50%	67	20.0%	20.0%
50% to less 60%	70	20.0%	40.0%
60% to less 70%	69	20.0%	60.0%
70% to less 80%	70	21.0%	81.0%
80% to less 90%	65	19.0%	100.0%
Total	341	100.0%	

Source: Prepared by SPSS, 2021

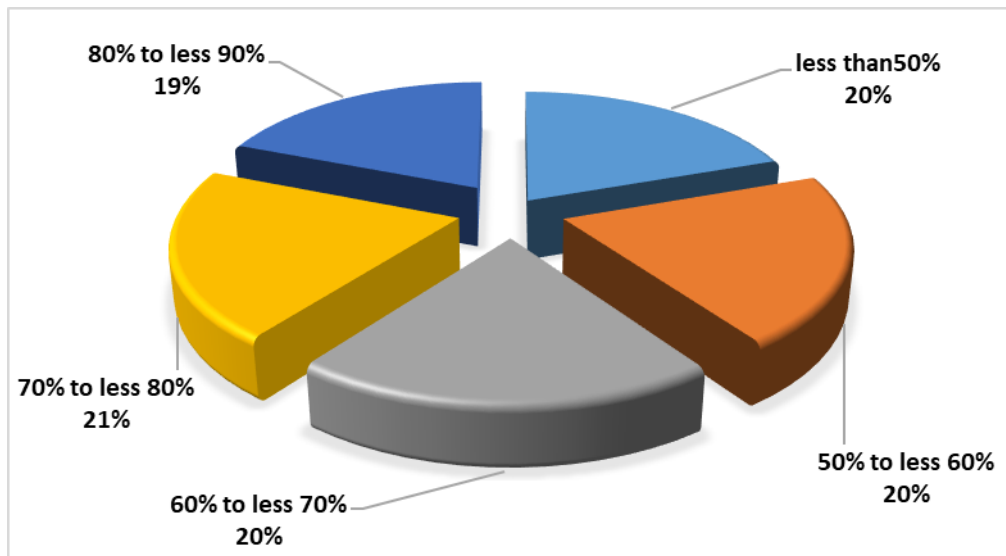


Figure (4-7) shows modal verbs scores in the pre-test

Looking at the table and the figure (4-7), it is observed that the results of the test correction in the question of modal verbs 80% to less 90% a ratio 19% , and 70% to less than 80% a ratio 21% , 60% to less than 70% a ratio 20% , and 50% to less than 60% a ratio 20% ,and Less than 50% a ratio 20% .

Table (4-8) shows demonstrative pronouns scores in the pre-test

Pre-test Demonstrative pronouns	Frequency	Percent	Cumulative Percent
less than50%	63	18.0%	18.0%
50% to less 60%	69	20.0%	38.0%
60% to less 70%	60	18.0%	56.0%
70% to less 80%	44	13.0%	69.0%
80% to less 90%	45	13.0%	82.0%
90% or more	60	18.0%	100.0%
Total	341	100.0%	

Source: Prepared by SPSS, 2021

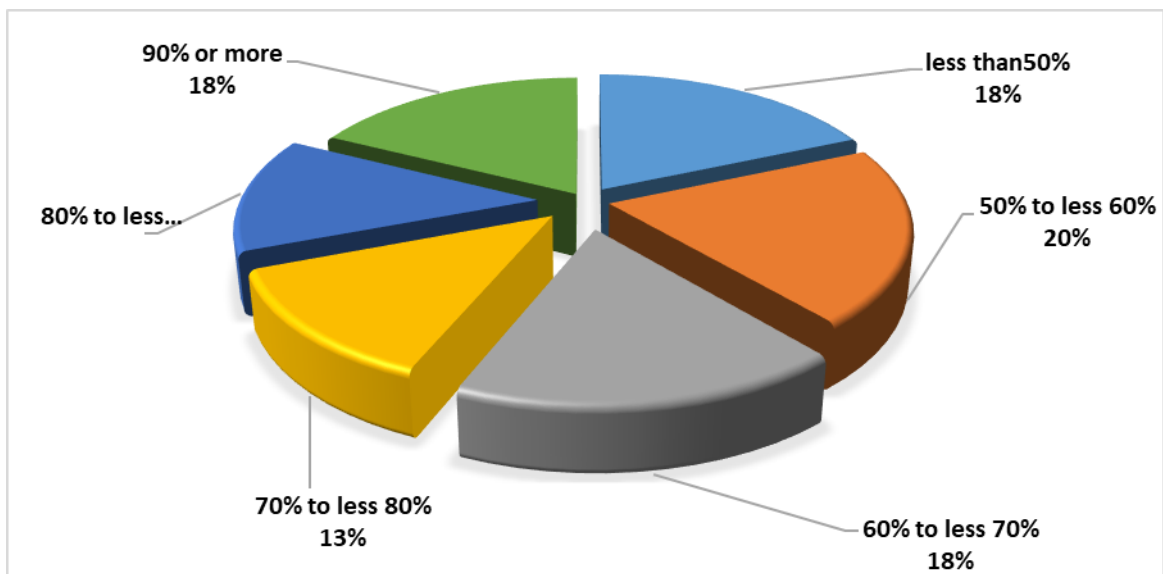


Figure (4-8) shows demonstrative pronouns scores in the pre-test

Looking at the table and the figure (4-8), it is illustrated that the results of the test correction in the question of demonstrative pronouns more 90% a ratio 18% , and 80% to less 90% a ratio 13% , and 70% to less than 80% a ratio 13% , 60% to less than70% a ratio 18% , and 50% to less than 60% a ratio 20% ,and Less than 50% a ratio 18% .

Table (4-9) shows tenses scores in the pre-test

Pre-test Tenses	Frequency	Percent	Cumulative Percent
less than50%	50	15.0%	15.0%
50% to less 60%	45	13.0%	28.0%
60% to less 70%	62	18.0%	46.0%
70% to less 80%	60	18.0%	64.0%
80% to less 90%	59	17.0%	81.0%
90% or more	65	19.0%	100.0%
Total	341	100.0%	

Source: Prepared by SPSS, 2021

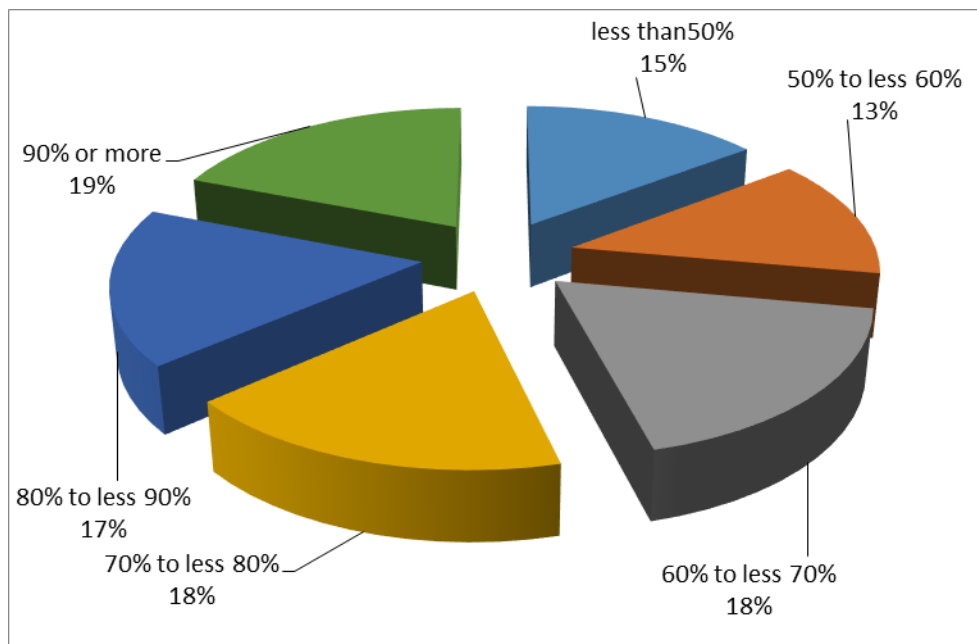


Figure (4-9) shows tenses scores in the pre-test

Looking at the table and the figure (4-9), it is stated that the results of the test correction in the question of tenses more 90% a ratio 19% , and 80% to less 90% a ratio 17% , and 70% to less than 80% a ratio 18% , 60% to less than 70% a ratio 18% , and 50% to less than 60% a ratio 13% ,and Less than 50% a ratio 15% .

Table (4-10) shows passive voice scores in the pre-test

Pre-test Passive voice	Frequency	Percent	Cumulative Percent
less than50%	60	18.0%	18.0%
50% to less 60%	62	18.0%	36.0%
60% to less 70%	64	19.0%	55.0%
70% to less 80%	53	15.0%	70.0%
80% to less 90%	55	16.0%	76.0%
90% or more	47	14.0%	100.0%
Total	341	100.0%	

Source: Prepared by SPSS, 2021

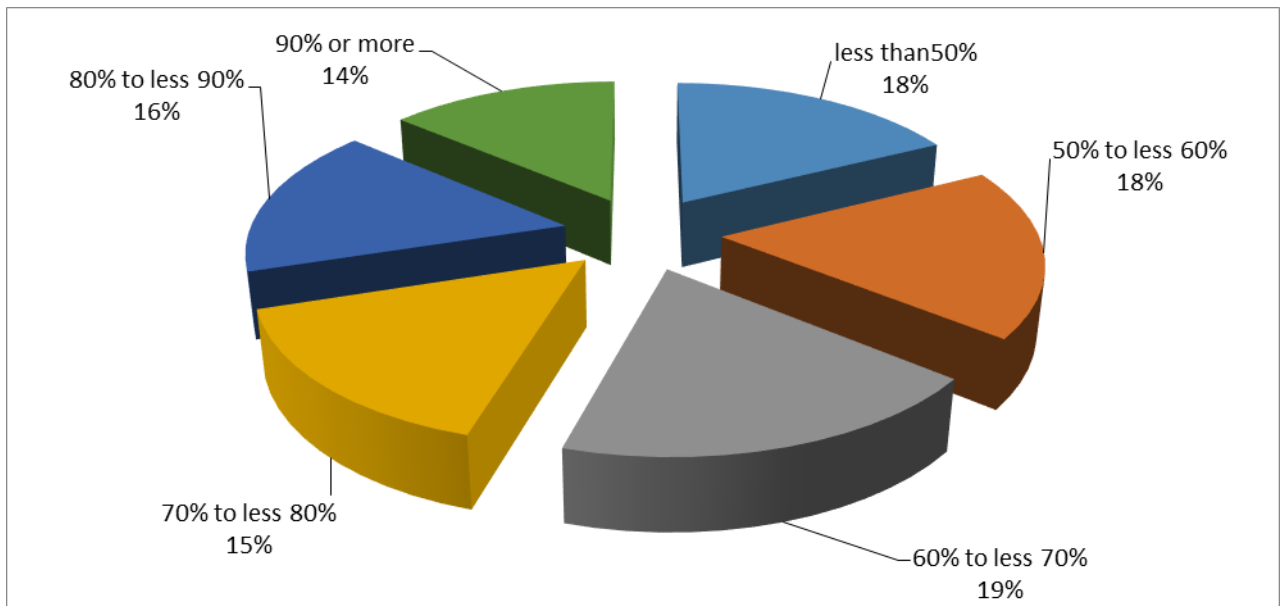


Figure (4-10) shows passive voice scores in the pre-test

Looking at the table and figure (4-10), it is illustrated that the results of the test correction in the question of passive voice are more than 90% a ratio of 14%, and 80% to less 90% a ratio 16%, and 70% to less than 80% a ratio 15%, 60% to less than 70% a ratio 19%, and 50% to less than 60% a ratio 18% , and Less than 50% a ratio 18% .

Table (4-11) shows relative pronouns scores in the pre-test

Pre-test Relative pronouns	Frequency	Percent	Cumulative Percent
less than50%	65	19.0%	19.0%
50% to less 60%	70	20.0%	39.0%
60% to less 70%	68	20.0%	59.0%
70% to less 80%	68	20.0%	79.0%
80% to less 90%	70	21.0%	100.0%
Total	341	100.0%	

Source: Prepared by SPSS, 2021

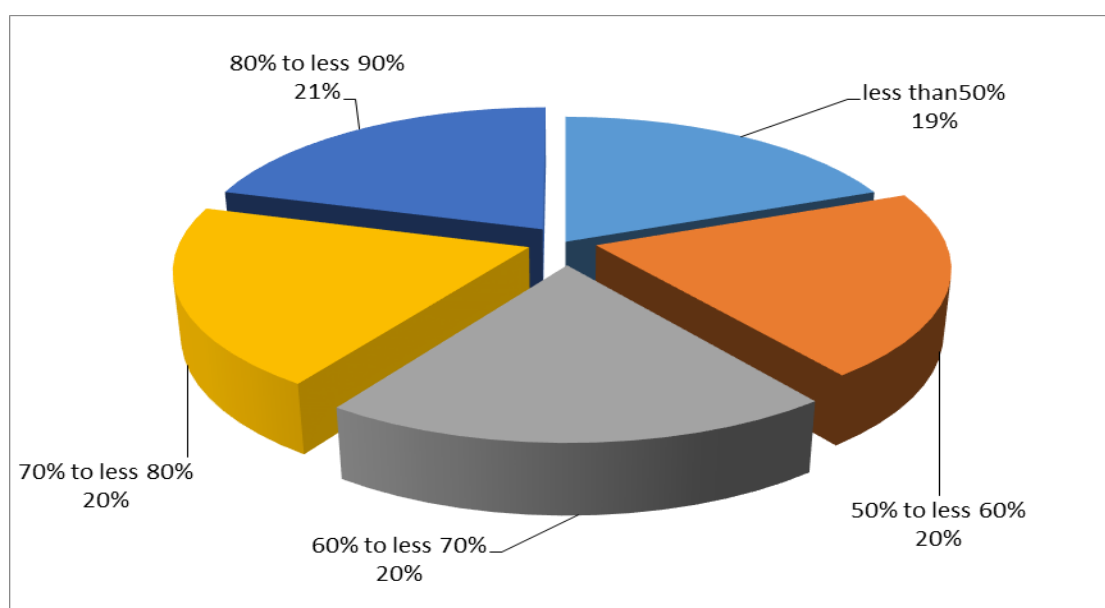


Figure (4-11) shows relative pronouns scores in the pre-test

Looking at the table and figure (4-11), it is clear that the results of the test correction in the question of relative pronouns is 80% to less 90% a ratio of 21%, and 70% to less than 80% a ratio 20%, 60% to less than 70% a ratio 20%, and 50% to less than 60% a ratio 20% , and Less than 50% a ratio 19%.

2) Post-test

Table (4.12) shows pronouns scores in the post-test

Post-test Pronouns	Frequency	Percent	Cumulative Percent
less than50%	60	17%	17%
50% to less 60%	60	18%	35%
60% to less 70%	56	16%	51%
70% to less 80%	60	18%	69%
80% to less 90%	52	15%	74%
90% or more	54	16%	100.0%
Total	341	100.0%	

Source: Prepared by SPSS, 2021

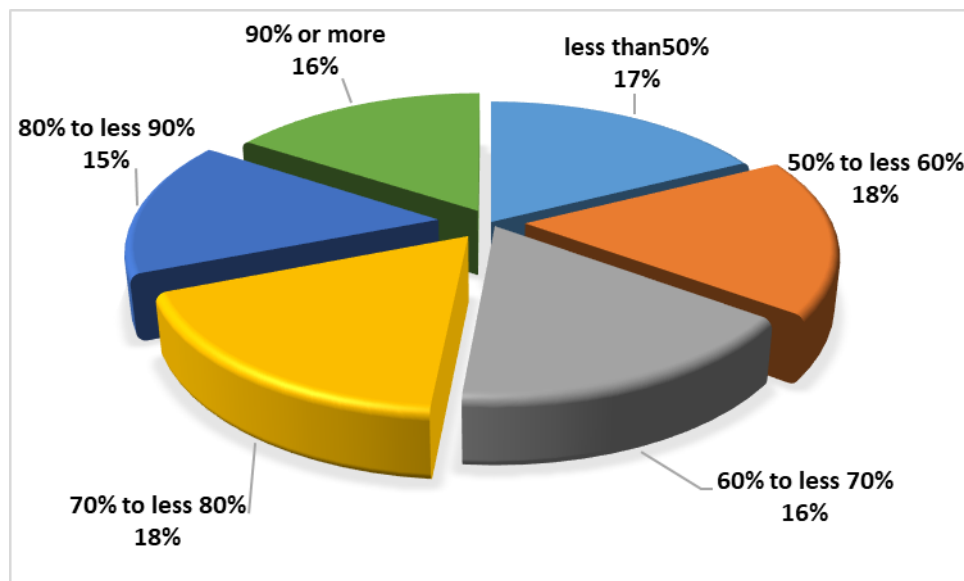


Figure (4-12) shows Pronouns scores in the post-test

Looking at the table and figure (4-12), it is observed that the results of the test correction in the question of pronouns is more than 90% a ratio of 16% , and 80% to less 90% a ratio 15% , and 70% to less than 80% a ratio 18% , 60% to less than 70% a ratio 16% , and 50% to less than 60% a ratio 18% , and Less than 50% a ratio 17% .

Table (4.13) shows comparison (adjectives) scores in the post-test

Post-test Comparison (adjectives)	Frequency	Percent	Cumulative Percent
less than 50%	55	17%	17%
50% to less 60%	49	15%	32%
60% to less 70%	50	15%	47%
70% to less 80%	68	20%	67%
80% to less 90%	50	15%	82%
90% or more	59	18%	100.0%
Total	341	100.0%	

Source: Prepared by SPSS, 2021

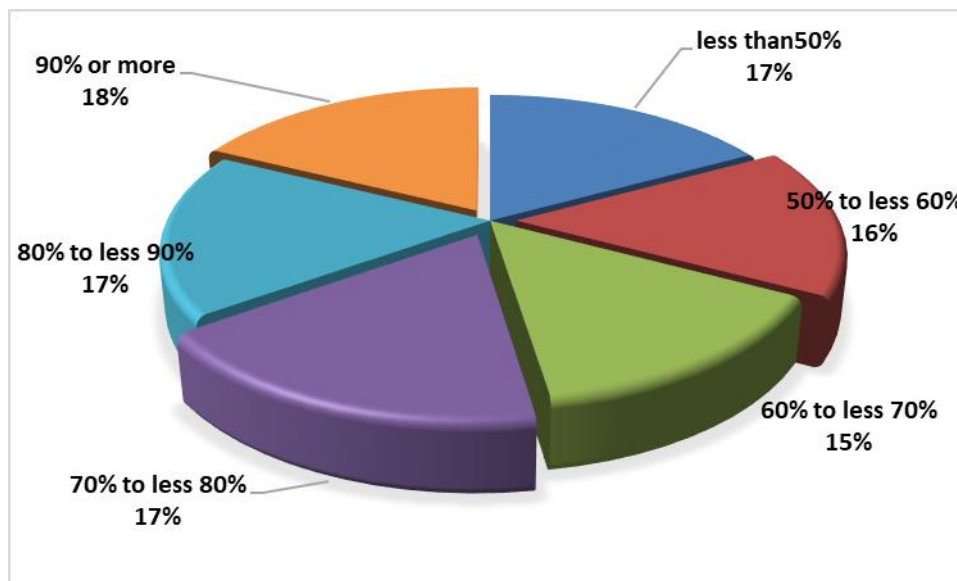


Figure (4-13) shows comparison (adjectives) scores in the post-test

Looking at the table and figure (4-13), it is noticed that the results of the test correction in the question of comparison (adjectives) is more than 90% a ratio of 18% , and 80% to less 90% a ratio 15% , and 70% to less than 80% a ratio 20% , 60% to less than 70% a ratio 15% , and 50% to less than 60% a ratio 15 , and Less than 50% a ratio 17% .

Table (4.14) shows modal verbs scores in the post-test

Post-test Modal verbs	Frequency	Percent	Cumulative Percent
less than50%	53	15%	15%
50% to less 60%	59	17%	32%
60% to less 70%	60	18%	50%
70% to less 80%	60	18%	68%
80% to less 90%	50	15%	83%
90% or more	59	17%	100.0%
Total	341	100.0%	

Source: Prepared by SPSS, 2021

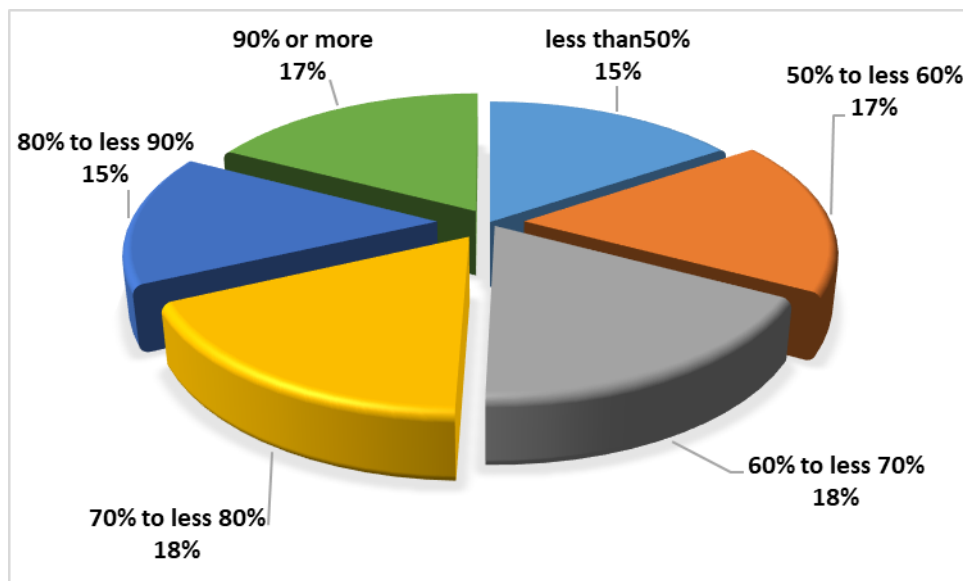


Figure (4-14) shows modal verbs scores in the post-test

Looking at the table and figure (4-14), it is clear that the results of the test correction in the question of modal verbs 90% or more a ratio 17%, 80% to less 90% a ratio 15%, and 70% to less than 80% a ratio 18%, 60% to less than 70% a ratio 18%, and 50% to less than 60% a ratio 17% , and Less than 50% a ratio 15% .

Table (4-15) shows demonstrative pronouns scores in the post-test

Post-test Demonstrative pronouns	Frequency	Percent	Cumulative Percent
less than50%	64	19%	19%
50% to less 60%	49	14%	33%
60% to less 70%	60	18%	51%
70% to less 80%	60	18%	69%
80% to less 90%	55	16%	85%
90% or more	53	15%	100.0%
Total	341	100.0%	

Source: Prepared by SPSS, 2021

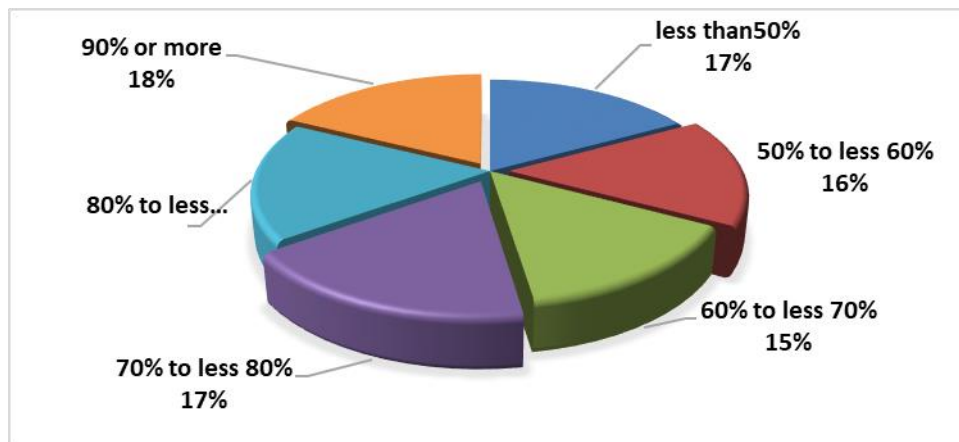


Figure (4-15) shows demonstrative pronouns scores in the post-test

Looking at the table and figure (4-15), it is illustrated that the results of the test correction in the question of demonstrative pronouns is more than 90% a ratio 15% , and 80% to less 90% a ratio of 16% , and 70% to less than 80% a ratio of 18% , 60% to less than 70% a ratio 18% , and 50% to less than 60% a ratio of 14% , and Less than 50% a ratio 19% .

Table (4-16) shows tenses scores in the post-test

Post-test Tenses	Frequency	Percent	Cumulative Percent
less than50%	72	21%	21%
60% to less 70%	73	21%	42%
70% to less 80%	67	20%	62%
80% to less 90%	74	22%	84%
90% or more	55	16%	100%
Total	341	100.0%	

Source: Prepared by SPSS, 2021

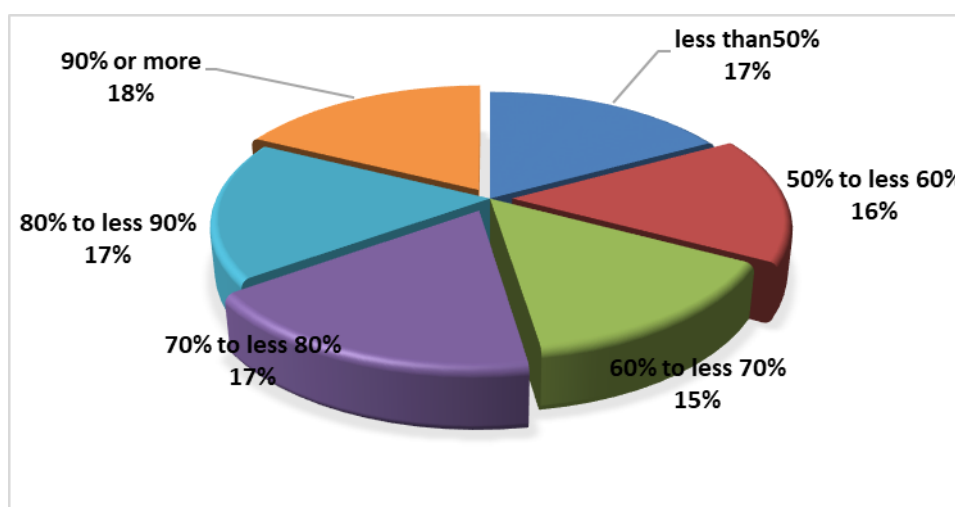


Figure (4-16) shows tenses scores in the post-test

Looking at the table and the figure (4-16), it is clear that the results of the test correction in the question of tenses is more than 90% a ratio of 16% , and 80% to less 90% a ratio of 22% , and 70% to less than 80% a ratio 20% , 60% to less than70% a ratio of 21% , ,and Less than 50% a ratio of 21% .

Table (4-17) shows passive voice scores in the post-test

Post-test Passive voice	Frequency	Percent	Cumulative Percent
less than50%	55	16%	16%
50% to less 60%	60	17%	33%
60% to less 70%	59	17%	50%
70% to less 80%	60	18%	68%
80% to less 90%	50	15%	83%
90% or more	57	17%	100%
Total	341	100.0%	

Source: Prepared by SPSS, 2021

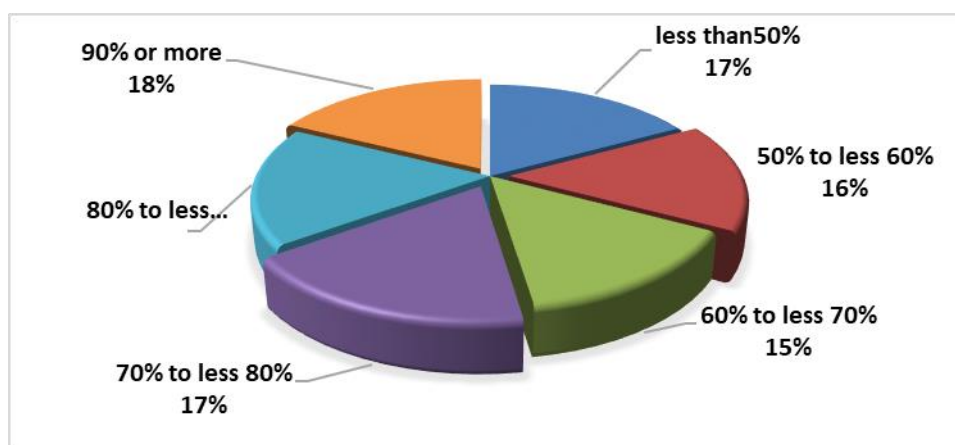


Figure (4-17) shows passive voice scores in the post-test

Looking at the table and figure (4-17), it is observed that the results of the test correction in the question of passive voice is more than 90% a ratio of 17% , and 80% to less 90% a ratio of 15% , and 70% to less than 80% a ratio of 18% , 60% to less than70% a ratio 17% , and 50% to less than 60% a ratio of 17% ,and Less than 50% a ratio of 16% .

Table (4-18) shows relative pronouns scores in the post-test

Post-test Relative pronouns	Frequency	Percent	Cumulative Percent
less than50%	58	17%	17%
50% to less 60%	54	16%	33%
60% to less 70%	50	15%	48%
70% to less 80%	60	17%	65%
80% to less 90%	59	17%	82%
90% or more	60	18%	100%
Total	341	100.0%	

Source: Prepared by SPSS, 2021

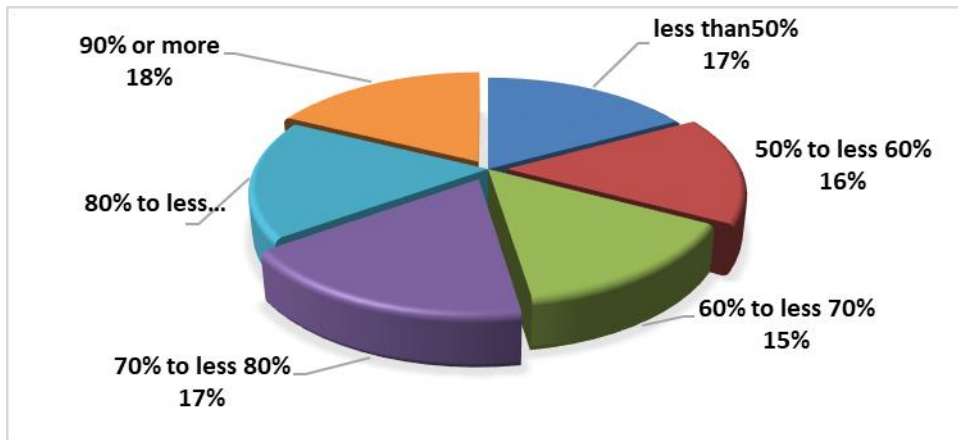


Figure (4-18) shows relative pronouns scores in the post-test

Looking at the table and figure (4-18), it is obviously stated that the results of the test correction in the question of relative pronouns turn out to be 90% or more , a ratio of 18% , 80% to less 90% a ratio of 17% , and 70% to less than 80% a ratio 17% , 60% to less than70% a ratio of 15% , and 50% to less than 60% a ratio 16% ,and Less than 50% a ratio of 17% .

4-2 The Questionnaire dimensions

First dimension

Presentation and interpretation of the results of the answer to the first question of the study, and it states, "To what extent are secondary school teachers aware of the importance of classroom management?" To answer this question, the researcher has calculated the arithmetic averages and standard deviations of the responses of the sample members on the first dimension (To what extent are secondary school teachers aware of the importance of classroom management), as shown in Table (4-19):

Table (4-19) The mean, standard deviation, and the items of phrases on the first dimension

No	Strongly agree	agree	neutral	disagree	strongly disagree	mean	Std. deviation	Percent
1	18	51	26	5	0	4.18	0.783	69.0%
2	31	40	13	15	1	4.15	1.058	71.0%
3	22	47	8	21	2	3.62	0.972	71.0%
4	23	50	13	13	1	4.19	0.971	73.0%
5	51	21	2	6	20	3.34	1.241	72.0%
6	21	65	10	4	0	3.97	0.688	76.0%
7	22	62	12	3	1	4.19	0.72	84.0%
8	37	53	6	2	2	3.79	0.808	91.0%
9	47	44	4	3	2	3.69	0.849	94.0%
10	50	39	4	1	6	3.54	0.717	89.0%
11	52	36	3	7	2	3.53	0.784	88.0%

Source: Prepared by the researcher by SPSS, 2020

The both phrases No (4,7) comes first among the expressions of the first dimension (to what extent are secondary school teachers aware of the importance of classroom management) mean (4.19) and a standard

deviation of (0.971,0.72), with a degree of response (acceptable), while the statement no (1) comes second among the expressions of the first dimension mean (4.18) and a standard deviation of (0.783),with a degree of response (acceptable), while the statement no (2) comes third among the expressions of the first dimension mean (4.15) and a standard deviation of (1.085),with a degree of response (acceptable), while the statement no (6) comes fourth among the expressions of the first dimension mean (3.97) and a standard deviation of (0.688),with a degree of response (acceptable), while the statement no (8) comes fifth among the expressions of the first dimension mean (3.79) and a standard deviation of (0.808),with a degree of response (acceptable), while the statement no (9) comes sixth among the expressions of the first dimension mean (3.69) and a standard deviation of (0.849),with a degree of response (acceptable),while the statement no (3) comes seventh among the expressions of the first dimension mean (3.62) and a standard deviation of (0.972),with a degree of response (acceptable),while the statement no (10) comes eighth among the expressions of the first dimension mean (3.54) and a standard deviation of (0.717),with a degree of response (acceptable),while the statement no (11) comes ninth among the expressions of the first dimension mean (3.53) and a standard deviation of (0.784),with a degree of response (acceptable),while the statement no (5) comes tenth among the expressions of the first dimension mean (3.34) and a standard deviation of (1.241),with a degree of response (acceptable).

Second dimension:

Presentation and interpretation of the results of the answer to the first question of the study which states, "To what extent are secondary school teachers aware of the importance of classroom management?" To answer this question, the researcher calculated the arithmetic averages and standard deviations of the responses of the sample members on the first dimension (To what extent are secondary school teachers aware of the importance of classroom management), as shown in Table (4-20):

Table (4-20) The mean, standard deviation, and the items of phrases on the Second dimension

No	Strongly agree	agree	neutral	disagree	strongly disagree	mean	Std. deviation	Percent
1	41	52	3	3	1	3.69	0.724	93.0%
2	26	42	21	8	3	4.21	1.018	68.0%
3	21	58	12	7	2	4.13	0.881	79.0%
4	26	57	12	5	0	3.96	0.772	83.0%
5	19	63	15	3	0	4.03	0.680	82.0%
6	23	59	14	4	0	4.01	0.680	82.0%
7	7	36	25	24	7	3.90	0.725	43.0%
8	3	32	11	33	20	4.38	1.197	35.0%
9	23	59	11	6	2	4.07	0.865	82.0%

Source: Prepared by the researcher by SPSS, 2020

phrase No (8) comes first among the expressions of the second dimension (to what extent are secondary school teachers aware of the importance of classroom management) mean (4.38) and a standard deviation of (1.197), with a degree of response (acceptable), while the statement no (2) comes second among the expressions of the second dimension mean (4.21) and a standard deviation of (1.018), with a

degree of response (acceptable), while the statement no (3) comes third among the expressions of the second dimension mean (4.13) and a standard deviation of (0.881),with a degree of response (acceptable), while the statement no (9) comes fourth among the expressions of the second dimension mean (4.07) and a standard deviation of (0.865),with a degree of response (acceptable), while the statement no (5) comes fifth among the expressions of the second dimension mean (4.03) and a standard deviation of (0.680),with a degree of response (acceptable), while the statement no (6) comes sixth among the expressions of the second dimension mean (4.01) and a standard deviation of (0.680),with a degree of response (acceptable),while the statement no (4) comes seventh among the expressions of the second dimension mean (3.96) and a standard deviation of (0.772),with a degree of response (acceptable),while the statement no (7) comes eighth among the expressions of the second dimension mean (3.90) and a standard deviation of (0.725),with a degree of response (acceptable),while the statement no (1) comes ninth among the expressions of the second dimension mean (3.69)and a standard deviation of (0.724),with a degree of response (acceptable).

Third dimension:

Presentation and interpretation of the results of the answer to the first question of the study, and it states, "To what extent are secondary school teachers aware of the importance of classroom management?" To answer this question, the researcher calculated the arithmetic averages and standard deviations of the responses of the sample members on the first dimension (To what extent are secondary school teachers aware of the importance of classroom management), as shown in Table (4-21):

Table (4-21) the mean, standard deviation, and the items of phrases on the Third dimension

N	Strongly Agree	Agree	neutral	Disagree	Strongly disagree	Mean	Std. Deviation	Percent
1	7	22	23	35	13	3.25	1.149	29.0%
2	19	53	17	11	0	4.20	0.876	72.0%
3	17	46	24	8	5	4.38	1.023	63.0%
4	13	33	25	20	9	3.79	1.175	46.0%
5	26	39	27	6	2	4.16	0.961	65.0%
6	37	45	15	3	4	3.84	0.788	82.0%
7	30	42	18	10	5	4.08	0.939	72.0%
8	38	42	12	5	6	3.84	0.825	80.0%
9	12	27	25	28	8	3.93	1.166	39.0%

Source: Prepared by the researcher by SPSS, 2020

phrase No (3) comes first among the expressions of the third dimension (what extent are secondary school teachers aware of the importance of classroom management) mean (4.38) and a standard deviation of (1.023), with a degree of response (acceptable), while the statement no (2) comes second among the expressions of the third dimension mean (4.20) and a standard deviation of (0.876), with a degree of

response (acceptable), while the statement no (5) comes third among the expressions of the third dimension mean (4.16) and a standard deviation of (0.961),with a degree of response (acceptable), while the statement no (7) comes fourth among the expressions of the third dimension mean (4.08) and a standard deviation of (0.939),with a degree of response (acceptable), while the statement no (9) comes fifth among the expressions of the third dimension mean (3.93) and a standard deviation of (11.66),with a degree of response (acceptable), while the both statements no (6,8) comes sixth among the expressions of the third dimension mean (3.84) and a standard deviation of (0.788,0.825),with a degree of response (acceptable),while the statement no (4) comes seventh among the expressions of the third dimension mean (3.79) and a standard deviation of (1.175),with a degree of response (acceptable),while the statement no (1) comes eighth among the expressions of the third dimension mean (3.25)and a standard deviation of (1.149),with a degree of response (acceptable).

4-3 Testing the Hypothesis:

To examine the hypothesis of the study, the multivariate analysis through was used to test the main and hypotheses in their null form, correlation Pearson, Chi-Square Test in statistically significant ($\alpha = 0.05$).

Hypotheses No (1):

Secondary school teachers are not aware of classroom of management strategies.

Table (4-22) display secondary school teachers are not aware of classroom of management strategies.

Item	Mean	Std. Deviation	Chi-Square	Df	Sig.
I choose various classroom management techniques to achieve the objectives of the lesson.	4.18	0.783	45.040 ^a	3	0.021
I Provide the motivating atmosphere in the classroom for the lesson.	4.15	1.058	47.800 ^b	4	0.000
I listen carefully to the questions addressed to me by the learners in the classroom.	3.62	0.972	60.100 ^b	4	0.070
I prefer dealing with horseshoe group to give time to STT	4.19	0.971	68.400 ^b	4	0.000
I prefer using various techniques of classroom management in teaching grammar.	3.34	1.241	13.300 ^b	4	0.010

I change the seating to mix between good and less level students when I teach grammar lessons.	3.97	0.688	91.280 ^a	3	0.000
I praise the students when they behave politely during the lesson.	4.19	0.720	124.100 ^b	4	0.000
Students are rewarded when they respond correctly.	3.79	0.808	111.100 ^b	4	0.000
I use groups in teaching English grammar.	3.69	0.849	108.700 ^b	4	0.000
I make small groups for weak students.	3.54	0.717	128.200 ^b	4	0.000
I tend to corporal punishment to control the students during the lessons.	3.53	0.784	133.700 ^b	4	0.000

Source: Prepared by the researcher by SPSS, 2020

Null hypothesis: Secondary school teachers are not aware of classroom of management strategies.

Alternative hypothesis: Secondary school teachers are aware of classroom management strategies.

It is clear from table (4-22) that the values of chi-square test, all values probability, are greater than 0.05, so the null hypothesis is rejected, while the alternative hypothesis which assumes that secondary school teachers are aware of classroom management strategies is accepted.

Hypotheses No (2):

Classroom management influences EFL students' grammatical performance.

Table (4-23) shows classroom management influences EFL students' grammatical performance.

Item	Mean	Std. Deviation	Chi-Square	Df	Asymp. Sig.
Arranging ability groups to link previous information with the new one, to increase the achievement of my students.	3.69	0.724	120.200 ^a	4	0.000
Self-correction of the grammatical rule expands students' grammatical performance.	4.21	1.018	47.700 ^a	4	0.000
Positive reinforcement of imaginative thinking of grammar promotes students' performance.	4.13	0.881	100.100 ^a	4	0.000
Providing positive environment facilitates students' understanding of the grammatical context.	3.96	0.772	63.760 ^b	3	0.000
Choosing task-based learning examples from the students' environment improves their understanding of grammar.	4.03	0.680	82.560 ^b	3	0.000

Proper lighting in the classroom maximizes the achievement of the students.	4.01	0.725	68.880 ^b	3	0.000
Helping the student to use group conference motivates him/her to improve in grammatical achievement.	3.90	1.070	32.061 ^c	4	0.000
Urging students to work in pairs to link the rule to previous rules helps them to participate positively.	4.38	1.197	34.485 ^c	4	0.000
Encouraging monitor while students doing their grammar tasks increase their interaction	4.07	0.865	106.300 ^a	4	0.000

Source: Prepared by the researcher by SPSS, 2020

null hypothesis: classroom management influences EFL students' grammatical performance

Alternative hypothesis: classroom management influences EFL students' grammatical performance

It is clear from table (4-23) that the values of chi-square test, all values probability, are greater than 0.05, so the null hypothesis is rejected and accept the alternative hypothesis, i.e. classroom management influences EFL students' grammatical performance.

Hypotheses No (3):

Classroom management enhances positively students' grammatical performance.

Table (4-24) display classroom management enhances positively students' grammatical performance.

Item	Mean	Std. Deviation	Chi-Square	Df	Asymp. Sig.
Positive relationship between the teacher and the students improves students learning of grammar.	3.25	1.149	22.800 ^a	4	0.000
Dealing with individual differences among students motivates them positively towards grammar lessons	4.20	0.876	43.200 ^b	3	0.000
Supporting praise leads to motivate students' towards learning English grammar.	4.38	1.023	53.500 ^a	4	0.000
Grouping the students during the lessons improves their participation in grammar lessons.	3.79	1.175	18.200 ^a	4	0.001
Rewarding the students maximize their grammatical performance.	4.19	0.961	48.300 ^a	4	0.000
A keen classroom manager enriches students' interaction grammar tasks.	3.84	0.788	45.120 ^b	3	0.000

Changing seating on-task improves grammatical performance.	4.08	0.939	23.520 ^b	3	0.000
A good classroom manager enriches students' performance.	3.84	0.825	45.520 ^b	3	0.000
Motivated teachers strengthen students' confidence.	3.93	1.166	17.300 ^a	4	0.002

Source: Prepared by the researcher by SPSS, 2020

null hypothesis: Classroom management enhances positively students' grammatical performance

Alternative hypothesis: Classroom management enhances positively students' grammatical performance It is clear from table (4-24) that the values of chi-square test, all values probability, are greater than 0.05, so the null hypothesis is rejected and accept the alternative hypothesis, i.e. Classroom management enhances positively students' grammatical performance.

4-4 The Summary of the Chapter:

This chapter has presented the analysis of data and discussion gathered from the two measuring instruments: questionnaire and test. The findings show :

- secondary school teachers are aware of classroom management strategies is accepted.
- classroom management influences EFL students' grammatical performance.
- Classroom management enhances positively students' grammatical performance.

The result of this analysis and discussion will be used in Chapter Five to provide answers for the research questions.

CHAPTER FIVE

FINDINGS, CONCLUSION, RECOMMENDATIONS AND SUGGESTION FOR FURTHER STUDIES

5.0. Summary of the study

- This chapter includes the findings, recommendations, in addition to conclusion of the study.

It is evident from the results of this study and from previous literature, that classroom management enhances EFL students' grammatical performance, teachers' awareness of classroom management is crucial for the process of teaching and learning, well managed classroom and good environment enhance students' grammatical performance.

The researcher studied the opinions and views to investigate the problem. He reviewed the related literature and the previous studies as conceptual, theoretical framework of the study.

The researcher used the descriptive, analytical method for the study, and he established a questionnaire and test (pre-test and post-test) as data gathering tools, the subject of the study is “to investigate the importance of classroom management on enhancing EFL students' grammatical”. EFL students of secondary schools – Bahri locality, then the researcher used the (SPSS) to analyze the data.

5.1 Findings

According to discussion of the results, the study approached the results that:

1. Secondary school teachers are aware of classroom of management strategies.

2. Classroom management influences EFL students' grammatical performance.
3. Classroom management enhances positively students' grammatical performance.

5.2 Recommendations

In the light of the results of this study, the researcher recommends the following:

1. Teachers should be trained not only about their subject but also about classroom management.
2. The relationship between teachers and students has to be of a friendly medium so as to achieve both the teaching and learning process.
3. Classroom management strategies should be used variously according to the situation of the teaching and learning matters.
4. Motivation, praise, rewards have to be here and now to make optimal atmosphere towards improving learning smoothly.
5. Beside good rapport, a teacher should be a reliable and encouraging model.

5.3 Suggestions for further studies:

In this study there are some aspects which are not sufficiently covered. Thus the researcher suggests the following areas :

1. The impact of sharing students in managing the classroom and choosing different arrangement while teaching grammar.
2. Examining the role of inside class and outside class activities on and enhancing students' performance.
3. The role of positive relationship between teachers and their students inside and outside the classroom towards positive classroom management.

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Appendix (A)

Questionnaire

Dear respondents,

I am a student at the Faculty of Graduate Studies the Sudan University of Science and Technology. I am currently conducting my data collection for my entitled “Investigating the Importance of Classroom Management on Enhancing EFL Students’ Grammatical Performance”. I hope you lend me a couple of minutes for answering the questionnaire.

Thanks.

Instruction: Choose and Tick (√) in the box the one that seems best for you from the alternative that are beneath each question .

Section A-socio demographic characteristics

1- Age

-15-25 - 26-35 -36-45 -46-55 -5-56 and above

2- Gender

-male female

3- Education level

- Bachelor - Higher Diploma -Masters - Doctorate

-Others

4- Profession How long have you being working at this area

- Less than one Year -1-5 Years - 6-10 Years

-11-15 Years -16-20 Years - above 20

5- Have you attained any training related to Classroom Management?

-Yes -No

Section B- to what extent are secondary school teachers aware of the importance of classroom management?

1- I deal with all students with clear standards?

- always - sometimes - often - rarely - never

2- I choose the most appropriate means to achieve the objectives of the lesson?

- always - sometimes - often - rarely - never

3- I Provide the right atmosphere for the lesson?

- always - sometimes - often - rarely - never

4- I listen to the questions addressed to him by the learners?

- always - sometimes - often - rarely - never

5- I Promote good communication skills among learners?

- always - sometimes - often - rarely - never

6-I choose the appropriate timing to guide the learners?

- always - sometimes - often - rarely - never

7- I take into account the class time?

- always - sometimes - often - rarely - never

8- I teach grammar lessons in the same environment I teach other lessons.

- always - sometimes - often - rarely - never

9- I always use one method of teaching grammar.

- always - sometimes - often - rarely - never

10- I change the seating of the students when I teach grammar lessons.

- always - sometimes - often - rarely - never

11- I praise the students when they behave well I during the lesson.

- always - sometimes - often - rarely - never

12- I reward the students when they respond correctly.

- always - sometimes - often - rarely - never

13- I use groups in teaching grammar.

- always - sometimes - often - rarely - never

14- I make small groups for weak students .

- always - sometimes - often - rarely - never

15- I use punishment to control the students during the lessons .

- always - sometimes - often - rarely - never

Section C- what is the influence of classroom management on EFL students' grammatical performance?

1- Linking previous information with the new, in the classroom increases the achievement of students.

- Strongly Agree - Agree - neutral - Disagree - Strongly disagree

2- Show suitable examples of the grammatical rule expands students performance.

- Strongly Agree - Agree - neutral - Disagree - Strongly disagree

3- Inculcating mental habits that lead to sound thinking and accurate observation while discussing examples?

- Strongly Agree - Agree - neutral - Disagree - Strongly disagree

4- Providing appropriate environment facilitate understanding the subject.

- Strongly Agree - Agree - neutral - Disagree - Strongly disagree

5- Choose examples from the student environment and cultures support their understanding .

- Strongly Agree - Agree - neutral - Disagree - Strongly disagree

6- Helping the student express his/ her ideas motivate them to improve academically

- Strongly Agree - Agree - neutral - Disagree - Strongly disagree

7- Urging students to link the rule to previous rules helps them to participate positively

- Strongly Agree - Agree - neutral - Disagree - Strongly disagree

Section D- to what extent does classroom management enhance students' grammatical performance?

1- Optimal classroom affect student's achievement.

- Strongly Agree - Agree - neutral - Disagree - Strongly disagree

2- Good environment in classroom remove the bore

- Strongly Agree - Agree - neutral - Disagree - Strongly disagree

3- Good relationship between a teacher and students improve students learning

- Strongly Agree - Agree - neutral - Disagree - Strongly disagree

4- Motivation increases positively students' performance.

- Strongly Agree - Agree - neutral - Disagree - Strongly disagree

5- Praise leads to motivate students' towards learning.

- Strongly Agree - Agree - neutral - Disagree - Strongly disagree

6- Grouping the students during the lessons improve their participation.

- Strongly Agree - Agree - neutral - Disagree - Strongly disagree

7- Rewarding the students maximize their achievement.

- Strongly Agree - Agree - neutral - Disagree - Strongly disagree

8- A good classroom manager enriches students' performance.

- Strongly Agree - Agree - neutral - Disagree - Strongly disagree

9- Motivated teachers strengthens students' confidence.

- Strongly Agree - Agree - neutral - Disagree - Strongly disagree



Appendix (B)



University of Sudan College of Graduate Studies Students' Test

Time: 45 minutes

Answer All the questions

(A) Draw a circle round the best alternative letter a,b or c .

- 1- My parents visited last week .
a. He b. him c. his
- 2- Take your pen . Don't take
a. She b. Her c. Hers
- 3- are friends
a. They b. Them c. Their
- 4- Gold is than silver .
a. Expensive b. most expensive c. more expensive
- 5- Ahmed is the student in the class .
a. Short b. Shorter c. Shortest
- 6- Eating kisra is than eating bread .
a. Good b. Better c. Best
- 7- Learning English is very
a. Easy b. Easier c. Easiest
- 8- You must..... That now .
a. Do b. doing c. are doing
- 9- The students do their homework yesterday .
a. Must b. Have to c. Had to
- 10- When I was nine I drive a car .
a. Can b. Could c. Will
- 11- Look children are playing .
a. This b. that c. these
- 12- test is very interesting .
a. This b. These c. Those
- 13- stars appear only at midnight .
a. This b. That c . Those

(B) put the verbs in brackets in their correct forms :

- 1- Monkeys (like) bananas .
- 2- Ahmed usually (drink) coffee .
- 3- If he (ask) me , I will tell him .
- 4- If I(be) him . I wouldn't buy that car .
- 5- They (watch)T.V. when the bell rang .
- 6- She just (receive) a letter from her father .
- 7-He (be) a good player , he always (play) football , but now he (play) tennis .
- 8-yesterday I _..... (visit) kassala .
- 9- Somia (write) an essay for half an hour. She hasn't finished yet .

(C) Change the following active sentences in to passive :

- 1- A: Mona has cooked okra .
B: Okraby Mona.
- 2- A: They broke the window .
B: The window by them .
- 3- A: The carpenter makes chairs .
B: Chairs by the carpenter .
- 4- A: Wars had destroyed many countries .
B: Many countries

Draw a circle round the best alternative letter a,b or c:

- 1- I saw a thief stole the shop.
a. who b. which c. whose
- 2- we visited my uncle house is so nice.
a. who b. which c. whose
- 3- Ahmed chased the cathad killed some hens.
a. who b. which c. whose
- 4- This is the town I live.
a. who b. when c. where

Thank you in advance for your cooperation

Appendix (C)

Name	Workplace
Prof. Sami Balla Sanhori	Sudan University of Science and Technology
Dr.Hilary Marino Pitia Laki	Sudan University of Science and Technology
Dr.Gaafar Eltegan Gaafar Dirdiri	International University of Africa - College of Languages
Dr.Abdelkarim Hassan Kakoum	Sudan University of Science and Technology
Dr.Alsadig Osman Mohamed	Sudan University of Science and Technology
Dr.Nagla Taha Bashrie	Sudan University of Science and Technology

Appendix (D)











