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English Department

**Exploring the different difficulties faced
by primary school English teachers in
managing their classrooms in Ain Defla**

**Dissertation Submitted to the Department of Foreign Languages in
Candidacy for the LMD Master in English Language and Communication**

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Dedication:

First at all, I want to thank Allah for everything he has Blessed me with. Thank you for opening doors of opportunity and knowledge.

I dedicate my Master thesis to the bravest beautiful woman my mom and to the greatest man my dad thank you for everything you do for me, thank you for guiding me, teaching me and keeping me safe, I love you .my dedication also goes to my lovely sisters Latifa, Siham and Nadjet, to my aunt Malika, and my friends Hayet and Sirine.

To my brothers Abdellah and Mohamed, to my lovely nephews: Islam, Moncef, Aymen and Mouaid. besides of not forgetting to thank Dr. Zahaf for her help and support during all four academic years.

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Benmbarek Yasmina

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First of all, I want to thank Allah for giving me the strength of never giving up. I dedicate this graduation and thank my small family, my mother, my father, my sister Randa and Manal, and my brother Abdullah Ali for all the support and efforts they gave me. Besides of not forgetting to thank Dr. Zahaf Fatima Zahra for her help and guidance during those four academic years.

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Abstract:

Classroom management poses a multi-faceted challenge for primary school English teachers, encompassing various difficulties and complexities that require expert navigation to foster a conducive learning environment. This study examines the complexities educators face in managing diverse student behaviors, responding to individual needs, maintaining discipline, and cultivating a positive classroom atmosphere. Thus, to work on the study the researchers have used the qualitative research method in which the tools to conduct the research, consist of the semi-structured interview and the classroom observation. With 5 teachers of English and 3rd year primary schools' students studying in the Mellazi Djillali, Ali Ibn Abi Talib, El Hachmi El Arbi, Ghanem El Djilali and Benmbarek Boualem Primary schools of both Ain Defla and Rouina.

Key words: classroom management, primary school English teachers, discipline, positive classroom atmosphere, classroom observation.

Résumé :

La gestion de la salle de classe pose un défi aux multiples facettes pour les enseignants d'anglais du primaire, englobant diverses difficultés et complexités qui nécessitent une navigation experte pour favoriser un apprentissage propice environnement. Cette étude examine les complexités auxquelles les éducateurs sont confrontés dans la gestion de divers comportements des élèves, en répondant aux besoins individuels, en maintenant la discipline et en cultivant une atmosphère de classe positive.

Ainsi pour travailler sur l'étude les chercheurs ont utilisé la méthode de recherche qualitative dans laquelle les outils, La recherche consiste en un entretien semi-structuré et l'observation en classe. Avec 5 Les professeurs d'anglais et les élèves des écoles primaires de 3ème année étudient dans le Mellazi Djillali, Ali Ibn Abi Talib, El Hachmi El Arbi, Ghanem El Djilali et Benmbarek Boualem Écoles primaires d'Ain Defla et de Rouina.

Les Mots clés : gestion de la salle de classe, professeurs de la langue anglaise à l'école primaire, discipline, atmosphère positive de la salle de classe, observation de la salle de classe.

الملخص:

تشكل إدارة الفصول الدراسية تحديًا متعدد الأوجه لمعلمي اللغة الإنجليزية في المدارس الابتدائية، بما في ذلك صعوبات وتوقعات مختلفة تتطلب ملاحظة خبراء لتعزيز التعلم المناسب. تدرس هذه الدراسة التعقيدات التي يواجهها المعلمون في إدارة سلوكيات الطلاب المتنوعة، والاستجابة للاحتياجات الفردية، والحفاظ على التخصص، وتنمية جو الفصل الدراسي الإيجابي. وبالتالي للعمل على الدراسة، استخدم الباحثون طريقة البحث النوعي التي تستخدم فيها الأدوات لإجراء البحث يتكون من مقابلة شبه منظمة وملاحظة الفصل الدراسي. مع 5 مدرسو اللغة الانجليزية وتلاميذ الصف الثالث ابتدائي يدرسون في ملازي الجيلالي، علي بن أبي طالب، الهاشمي العربي وغانم الجيلالي وبن مبارك بوعلام افي كل من عين الدفلى والروينة.

الكلمات المفتاحية : إدارة الفصول الدراسية، معلمو اللغة الإنجليزية في المدارس الابتدائية، الانضباط، الجو الإيجابي للفصول الدراسية، مراقبة الفصل الدراسي.

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Chapter 1: The introductory chapter

1.1. The background of the study:

English plays a pivotal role in the contemporary world, acting as a unifying force across cultures, regions, and sectors. Serving as a global lingual franc, it facilitates seamless communication on a worldwide scale, enabling individuals from diverse linguistic backgrounds to engage and cooperate effectively. Beyond basic interaction, proficiency in English unlocks economic prospects, as many multinational corporations and industries prioritize it.

Additionally, the ability to access extensive repositories of knowledge, scientific breakthroughs, and cultural heritage often hinges on a command of the English language. Its prevalence in education, diplomacy, and technology underscores its essential role in navigating the intricacies of our interconnected global landscape. Therefore, the Algerian education system's decision to introduce English at the primary level aims to provide the Algerian children with the opportunity to learn an additional language, enhancing their knowledge, cognitive abilities, develop their linguistic competencies and communication skills in the English language.

However, the status of the usage of the English language is still not clear; the Algerian people still prefer the usage of the French language rather than the English language and do not give the English 15 its worth not accepting the fact that English is way better than French(Nordquist ,2020), (Futurelearn,2023),(Varthana,2023) Came to defend the English language by providing multiple studies talking about the importance and benefits of the inclusion of the English language in the primary schools.

1.2. Statement of the problem:

The decision to replace French with English as the primary foreign language in Algerian education, starting from primary schools and extending to universities, represents a significant shift in the country's linguistic landscape. This change is driven by the growing global importance of English as a lingual franca and its impact on individual and societal development in the modern world.

The inclusion of English in the educational system offers students the opportunity to acquire valuable communication skills that will enable them to navigate a multicultural world with confidence. Moreover, this decision has the potential to enhance cultural exchange between Algeria and English-speaking nations, fostering global understanding and expanding future prospects for students.

However, this change has not been universally embraced. Some individuals express resistance due to the historical and cultural ties with the French language, as well as concerns about the potential impact on the quality of education and student comprehension. They are apprehensive about disrupting the established educational system. On the other hand, proponents of the change believe that it could contribute to improving the quality of education and learning in Algeria by utilizing modern and advanced educational resource for English language instruction, and providing adequate resources and appropriate training for teachers, this transition could serve as a powerful catalyst for enhancing the quality of the educational system in Algeria. Ultimately, this change could increase the chances of success and development for future generations.

1.3. The rationale of the study:

The English language has become a noticeable phenomenon, widely used across various fields around the world, such language has gained a popularity that made it become a global language (Mammeri et El ,2018) utilized and learn among all races of the world. This fashionable and world spread of the English language, has prompted the Algerian government to introduce English language instruction in primary schools as a new educational initiative in 2022 to help ameliorate the Algerian educational system. However, this integration has encountered various challenges, including a shortage of qualified English teachers, inadequate educational resources and methodologies, and cultural and linguistic obstacles associated with learning a second language in a multilingual setting. Furthermore, there is limited literature available on the topic of teaching English at the primary level.

1.4. The research questions:

This study is guided by the following research questions:

- what are the challenges that primary school teachers face to manage their classroom?
- what are the strategies that primary school teachers use to support students in creating a suitable classroom environment?

1.5. The research aims:

The most important Goal of our study is to:

- the study explores the difficulties facing primary school teachers of English in managing classrooms.
- The study looks at the strategies that primary school teachers implement to achieve a good classroom management.

1.6. The research objectives:

To achieve the previous aims, we will be using a data collection consisting of:

which will be given to 5 English teachers of the primary school to get a better insight on the challenges they face and the strategies the teachers used to overcome the challenges

Classroom observation: We will go to assist one session with the primary school pupils to see their attitudes and behavior during the lesson.

1.7. The structure of the thesis:

The following study contained five chapters; the first chapter consisting of the introduction; in which the researchers are presenting the background of the study, the rationale of the study, the statement of the problem, the research question, aims and objectives of the study.

The second chapter consists of the literature review; that contains 11 titles.

The third chapter consists of the methodology chapter; where the researchers are presenting the research methodology, consisting of the qualitative research, the data collection method; where the researcher are planning to use the semi-structured interviews and the focus groups, the data analysis; in which the researchers will be using the qualitative thematic analysis. The ethical consideration.

The chapter four consists of discussion of the findings in relation to the research question and the literature review.

The chapter five consisting of the summary of the main research findings, the key limitations, the implications of the study, the contributions of the study and the recommendations for further research.

Chapter two: Literature Review

2.1. Introduction

In this chapter we will be exploring the difficulties teachers face when managing their classroom.

Thus, to explore those difficulties we are planning on giving a clear view about the role of teachers in educating the young learners, some effective teaching strategies for young learners, The benefits of teaching English in primary schools in Algeria, the importance of teaching English, the Strategies teachers use to overcome the problems they face in managing the classroom, Primary school teachers handle disruptive behavior in the classrooms, The role of the classroom management ,the way primary school teachers improve their classroom, Encourage student participation in the classroom, the challenge's that face teachers in primary school in primary school teachers identify students' individual learning needs, the relationship between classroom management and teachers.

2.2. Status of English in Algeria:

According to Merriam et El (2018) Algeria is considered to be the largest country in Africa.

Known for her language Franca, Algeria has been using the French language ever since its colonization.

However, with the English language gaining popularity and its spread among countries of the world, the Algerian government decided to switch from the utilization of the French to the utilization of the English language. (1)

2.3. Definition of Education:

According to Oxford dictionary 10d (2015) "education is the leaching or the training of people to improve then knowledge and develop their skills. For example, primary secondary and Hie education. In addition to SHIMAHARA et El (2024), Education entails the systematic process of imparting knowledge,

honing skills, and fostering learning, primarily within formal institutions such as schools and universities. (2)

2.4. Definition of teachers:

According to Cambridge dictionary (2024) teachers are people that are employed in schools, colleges and universities, generally everywhere there is an education and there are lessons to be taught there is a teacher whom their role is to cover a major subject of responsibilities starting from the lesson plan to the delivery of the students' exams. (3)

2.5. Definition of Young learners:

Young learners, as defined by category English education (2022) are those persons whom are often considered to be children from the first year of formal schooling, generally 1st year primary schools, whom usually start their scholarship at five or six years old, up to around eleven or twelve years old and they which can be characterized by their unique ways of thinking, learning, and interacting with the world. (4)

2.6. The role of teachers in education young learners:

A study conducted by Honeywell (2019) show that Teachers play a multifaceted and pivotal role in the education of young learners, extending beyond simply imparting knowledge and learning. They are charged with shaping not only the mind of their pupils but also their character. Through their guidance, teachers provide pupils with the basic skills, values and critical attitudes the pupils will be needing in their future careers. They serve as role models for the community, they inspire and influence young minds, and they foster connection that provides stability and support, especially for students facing hardship. Despite the challenges, teachers maintain positivity, showing compassion, understanding and appreciation for their students, their overall academic path achievements. (5)

2.7. The importance of teaching English:

In today's globalized world, English is becoming the most commonly used language in several fields, such as international commerce, inter-state businesses, trades and world communication (Manjula, 2018), Making the teaching such a crucial component to add in the Algerian educational system. (6)

2.8. Definition of EFL:

According to Nordquist (2020) English as a Foreign Language (EFL) is the term used to describe the study of English by non-native speakers in countries where English is not the dominant language. This is not to be confused with English as a Second Language also called English as an Additional Language which is the practice of learning English in a predominantly English-speaking country. In addition to another definition given by Gibhard (2006), who claims that EFL is the teaching of English for students whom their country's first language is not English . (7) (8)

2.9. Some Effective teaching strategies for young learners include:

According to Renard et al (2023) there are several strategies that a teacher can use when teaching which are: (9)

2.9.1. Direct instructions:

Is considered as one of the most used strategies during classes, where the teacher's role is to deliver his lesson in an easy and amplified mane to the pupils whom role will be restricted only to listen to their teacher's instructions.

2.9.2. Provide a scaffolding:

It is a method referred to how young learners are able to learn through the help of partners such as: parents, classmates, teachers...etc. whom are more knowledgeable than the pupil himself.

2.9.3. Building lessons around activities:

When teachers provide activities that last from five to ten minutes the pupil will be able to develop his four skills such as: listening, speaking, reading and writing

2.9.4. Independent practice:

When pupils are put in front of a task where they have to react fast without taking the time to think through each step, they will doing achieve their tasks in such automatic manner that they will be able to use their four skills without them noticing it.

2.10.The benefits of teaching English in primary schools in Algeria:

According to Benchana (2020) there are three benefits of teaching the English language in primary schools in Algeria which are:

2.10.1. Holistic Development:

Teaching English in primary schools has numerous benefits for children's holistic development. It helps enhance their cognitive abilities, emotional intelligence, social skills.

2.10.2. Enhanced Learning:

Participating in outdoor activities in green spaces provides a unique educational experience as it promotes increased cooperation among children.

2.10.3. Global Competitiveness:

Introducing English at the primary level in Algeria can help Algerian students prepare for future global interactions and be more competitive on a global scale.

2.10.4. Diversification from French:

provides students with a broader range of language abilities and cultural immersion, offering an alternative to the historically dominant French language in the educational system. This diversification allows students to expand their linguistic skills and gain exposure to different cultures.

2.11. The Strategies teachers use to overcome the problems they face in managing the classroom:

A study conducted by Sager (n.d) says that when the teachers are educating their pupils, they will be using various strategies to overcome classroom management challenges effectively, which those strategies include: (10)

2.11.1. Visual Schedules:

When the pupils are constantly reminded of daily events it will help the teacher reduce disruptions.

2.11.2. Catch-Up Work Organization:

When the teacher provides an easy way for absent pupils to catch up on their missed work it will help those pupils to maintain continuity in their tasks and lessons

2.11.3. Early Finisher Activities:

Offering extension work for early finishers prevents disruptions and keeps all students engaged

2.11.4. Job Cards:

Assigning specific roles in group work fosters leadership skills and cooperation among learners.

Controlled Voice Levels: Using tools like tap lights to indicate voice levels helps manage classroom noise levels effectively.

2.12. Primary school teachers handle disruptive behavior in the classroom:

According to Elementary school (n.d) teachers can deal with disruptive behavior by setting rules. Setting rules helps prevent disruptive behavior and allows you to react effectively in the moment. They can prevent disruptive behavior by reinforcing positive actions, maintaining positive interactions with students and parents, and planning Effective organization and implementation of behavior management strategies. It is important to set clear expectations, handle disruptions calmly, listen carefully to students' concerns, set appropriate boundaries, and seek additional support when necessary. “Teachers must prioritize the well-being of individual students, de-escalate situations, and ensure safety while managing disruptive behavior in the classroom. (11)

2.13. Definition of classroom management:

According to Leustig (2019) the classroom management is defined as being a set of rules and procedures and skills that a teacher uses to ensure his firm control over his classroom to ensure the well delivery of his lessons without any unwanted distraction or any disruptive behavior from the part of the learners. (12)

2.14. The role of the classroom management:

According to the Future learn (2023), Classroom management is important for students and teachers alike. For a student, a well-managed classroom may lead to fewer behavior problems and better engagement and harmony. For teachers, successful classroom management can set them up to deliver their lessons effectively and prevent stress. Effective classroom management involves creating an organized space and routines, promoting positive relationships, and setting clear expectations. Modern approaches to classroom management also prioritize mental health, inclusion, and student empowerment.

Thus, enhancing the overall learning experience and supporting in their educational endeavor. (13)

2.15. The way primary school teachers improve their classroom management skills:

According to the Jhanjhariya (2023), any elementary school teacher's teacher wanting to improve his classroom management skills can:

- Communicate behavior expectations clearly and enforce rules consistently.
- Creating a positive classroom environment by modeling desired behavior.
- Use positive reinforcement and celebrate student achievements.
- Develop time management skills and have a visual schedule
- Implement strategies for smooth transition between activities.
- Build positive relationships with students by showing interest in their lives.
- Be vigilant to identify potential problems early.
- Communicate effectively with students, parents, and colleagues.
- Search for professional development opportunities for continuous improvement. These strategies help create an attractive and organized learning environment. (14)
-

2.16. Encourage pupils' participation in the classroom:

Classroom management (2024) states that when a teacher wants to encourage student to participation more in the classroom, the teachers should consider these following strategies: (15)

2.16.1. Create a safe environment:

This can be achieved by establishing guidelines for respectful communication.

2.16.2. Linking lessons to students' interests:

This is done by linking educational materials to students' daily and personal experiences.

2.16.3. Working in small groups:

These activities help encourage participation in discussions before presenting them to the whole class.

2.16.4. Appreciating efforts:

by recognizing students' efforts and praising them, regardless of their level to enhance their self-confidence.

2.16.5. Providing different ways to participate:

such as: written responses, creative projects, and digital platforms.

2.16.6. Promoting cooperative learning:

This is done by encouraging peer interaction, such as bilateral participation, and reducing the pressure of individual participation.

2.17. The challenges that face teachers in primary school in classroom management:

According to Teacher (2018) primary schools teachers face various challenges in classroom management, including: (16)

2.17.1. Time constraints:

You may have a lot of amazing ideas, but you must make sure that you have enough time to implement all your ideas.

2.17.2. Excessive noise, fatigue, ineffective communication, student discipline, and seating logistics:

Can all make it difficult to maintain a conducive learning environment. These obstacles can affect the quality of teaching and student achievement. It is important for teachers to address these challenges in order to create optimal learning conditions for their students.

2.18. Primary school teachers identify students' individual learning needs:

According to Varthana (2023) the primary school teachers identify students' individual learning needs. Where they take the time to get to know each student's strengths, interests, and preferred learning styles. By observing students, analyzing data, and engaging with them, teachers can tailor their instruction to meet their students' needs effectively. It's also important for teachers to recognize and accommodate diverse learning styles, such as visual, auditory, reading/writing, and kinesthetic/tactile, to create engaging and inclusive learning environments. When teachers know their students as individuals, they can provide personalized support, foster engagement, and promote a safe and supportive classroom atmosphere. (17)

2.19. The relationship between classroom management and teachers:

According to the Paradise (2024) the relationship between classroom management and building positive relationships with students is crucial for effective teaching. While they are distinct concepts, they work together to create a productive learning environment. Classroom management involves the strategies and techniques teachers use to maintain order, engage students, and facilitate learning. This includes things like proximity, wait time, routines, setting expectations, and scaffolding learning.

Effective classroom management prevents and addresses disruptive behavior, allowing more time for instruction. Building positive relationships with students is the foundation of classroom management.

When teachers take the time to get to know their students as individuals, understand their needs, and make them feel safe and comfortable, students are more likely to be engaged and well-behaved.

Relationship-building involves activities like one-on-one meetings, open communication, and incorporating humor. Research shows that classrooms with strong teacher-student relationships will result on a "protective effect" for students who struggle academically. Ultimately, classroom management and relationship-building work together to create the perfect environment for both students and teachers to learn and teach. (18)

2.20. Conclusion:

In conclusion, this chapter delves into the myriad challenges faced by primary school teachers in managing their classrooms effectively. From understanding the role of teachers in educating young learners to implementing strategies tailored to diverse learning needs, teachers encounter numerous obstacles. However, by employing effective classroom management techniques and utilizing various tools and strategies, educators can overcome these challenges and foster a dynamic learning environment that encourages student participation and facilitates meaningful learning experiences. Ultimately, the

relationship between classroom management and teachers plays a crucial role in shaping the educational journey of young learners and promoting their overall development

Chapter three: the methodology chapter

3.1. Introduction:

The present chapter aims to provide an overview of the methodological design of this study.

More specifically, it will include the research methods adopted to collect and analyses data, sampling and population, and the ethical considerations that are followed throughout the whole stages of the research.

3.2. Research approach:

A qualitative research method is adopted in our study. This method is defined as: "an inquiry process of understanding a social or human problem based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting" (Creswell,1994, p.1-2). Therefore, the research will look at a social phenomenon that occurs within a classroom setting. (19)

3.3. Population and sampling:

Sampling considered as an essential component in this study, in different words, "Sampling is the act, process, or technique of selecting a suitable sample, or a representative part of a population for the purpose of determining parameters or characteristics of the whole population" (Jopnes, 1955; Salant & Dillman, 1994). The population of this study are pupils and teachers of English in primary schools in Ain Defla. The sample for this research is purposive. A purposive sample is when the researcher "does not seek to sample research participants on a random basis" (Bryman, 2016, p.408). A purposive sample is not randomly selected because it is directly related to the research questions (Bryman, 2016). According to Bryman (2016), small samples are appropriate for qualitative research. Based on this, we

selected five teachers of third year primary schools situated in both Rouina city and Ain Defla. This research has carried out in the following schools: (20) (21)

School	Level	Location
Mellazi Djilali primary school	3rd year primary pupils	Aindefla
Ali Ibn Abi Talib primary school	3rd year primary school pupils	Aindefla
El Hachmi Al Arbi primary school	3rd year primary school pupils	Aindefla
Ghanem El Djilali primary school	3rd year primary school pupils	Rouina
Benbarek Boulem	3rd year primary school pupils	Rouina

3.4. Data collection:

Data collection plays a crucial step in research methodology. In this research, and in order to fulfill the research aims, two major tools are used for data collection which are, classroom observation and semi-structured interviews.

3.5. Classroom observation:

According to Matthew T. Hora and Joseph J. Ferrare classroom observation is " a method of directly observing teaching practice as it unfolds in real time, with the observer or analyst taking notes and/or coding instructional behaviors in the classroom or from videoed lessons». In other terms, classroom observation is a method to observe teacher's performance in their class and takes some notes. The main aim of this observation was to explore the interaction

that goes on inside the classroom among students and teachers and understand the main challenges teachers encounter during managing their classrooms and see which strategies followed by the teachers are best to overcome these challenges.

The observation is based on a checklist which contained five (5) items, which are: classroom behavior, attention and engagement, classroom environment, tool and material responsibility and lastly interaction among students and teacher. (22)

3.6. Semi-structured interviews:

An interview is typically a face-to-face conversation between a researcher and a participant involving a transfer of information to the interviewer (Cresswell, 2012). The semi-structured interview is the second tool employed to collect the qualitative method in this research. Semi-structured interviews are designed to allow the researcher to address certain topics while allowing space for the interviewee to embellish or add information as needed (Creswell & Plano Clark, 2011). Including this method in this research will allow us to collect sufficient data that will play a significant part in answering the research questions and therefore, achieving the research aims. (23)

3.7. Data analysis procedures:

Marshall and Ross man (1999:150) describe data analysis as the process of bringing order, structure and meaning to the mass of collected data. It is described as messy, ambiguous and time-consuming, but also as a creative and fascinating process. The present study uses thematic analysis. Thematic analysis is “a method for identifying, analyzing, and reporting patterns (themes) within data” (Brain & Clarke,2006).

The transcripts from the observation and the semi-structured interviews were analyses using the qualitative thematic analysis method, using Brain and Clark (2006) model. The thematic analysis goes

through a process of coding in six linked stages which are: reading the material; and here the researcher familiarizes him/herself with the data. Coding the materials is the second step and here the researcher derives out as much codes as possible from the data. Elaborating many of the codes into themes is the third stage. identifying and evaluating the themes is a very important step that allows the researcher to organize the themes and sub-themes if available. The next step is examining possible connections between concepts if there are any. The sixth and last stage is writing up a final report (Bryan, 2016). (24)

3.8. Ethical considerations:

In every research that contains human participants, some ethical issues must be considered; hence we commit ourselves to work ethically, in particular:

- All the research participants were given a consent form to sign
- An information sheet was written to help the participants have a clear idea about the research Concerning the confidentiality of this study, we interviewed the teachers in charge of the third-year level in 05 different primary schools. The interview last about fifteen minutes, and it was recorded.
- the names of the participants were anonymized at all stages of data collection, data analysis and writing up findings.
- the interviews were recorded based on the permission we got from each participant
- the participants have the right to take a look at the transcripts so that they make sure that there are no changes have been brought to the original records.

- transcripts do not have the participants real name, and we used code -names instead. Each code-name starts with the same letter as the real name of the participant.

The 05 participants have the right to withdraw their participation in the research until the data are made anonymous. The procedures of withdrawal are clearly stated and explained in the informed consent.

- specifically, it was explained at which stage the participants had the right to withdraw or not.
- this study would not cause any physical harm to the participants.

Chapter four: findings and discussion

4.1. Introduction:

The research obtained the qualitative data from the interview and classroom observation was analyzed by the use of thematic analysis, to organized the research the researchers divided data analysis into two parts; the first one for the findings from the semi-structured interview, and the second one for the findings from the classroom observation.

4.2. Data analysis procedures:

❖ Part one

4.2.1. The analysis of the semi-structured interview

The researchers have conduct six interviews, they have present one interview as an example.

The researchers used thematic analysis in this study, Thematic analysis is “a method for identifying, analyzing and reporting patterns (themes) within data.

The researchers used qualitative thematic analysis method to analyzed the transcription of the observation and the semi-structured interview process which are: reading the materials, coding the materials, transforming the codes into themes, identifying the themes, describing the themes and the last one is writing the final report.

Table 01: presenting the answers of the interview with their codes.

Raw data	Codes
I have been teaching English in primary school for 9 months	Teaching English, primary school for 9 months.
The main challenges I encounter while working in multiple schools are: the high number of learners, the schedule and the community.	The challenges, the high number of learners, the schedule.
I motivate my learners by praising them and encourage them to not hesitate and they can make mistakes.	Motivate, learners, encourage, praising, mistakes.
I sometimes ignore them, sometimes I keep them busy by giving them extra tasks and involves them in the learning process.	Ignore them, extra tasks, learning process.
I highlight the misbehaves and warn not to happen again, I punish by giving extra homework.	Misbehaves, warn, punish, extra homework.
By pre planning the lesson and dividing the lesson into stages.	Pre planning the lesson, dividing the lesson.

.... what challenges?	Challenges.
By getting close to them and solving problem in front of other learners so they see I can help them.	Close to them, solving a problem, help them.
I recommend planning the lesson and managing your time effectively, keep your learners busy.	Planning the lesson managing time, learners.
I recommend planning the lesson and managing your time effectively, keep your learners busy.	Planning the lesson managing time, learners.
It is important because it helps with delivering the lesson, not wasting time and effort.	Delivering the lesson, wasting time.

Table 02: representing codes with their themes.

Codes:	Themes
Teaching English, primary school,9 months.	English experience
The challenges, the high number of learners, the schedule.	Teachers' challenges
Motivate, learners, encourage, praising, mistake	Positive environment
Ignore them, extra tasks, learning process.	Instructions giving
Misbehaves, warn, punish, extra homework.	Behavior management
Pre planning the lesson, dividing the lesson. Stages.	Teacher preparation
Close to them, solving a problem, help them,	Classroom Guidelines
Planning the lesson, managing time, learners.	Classroom management
Delivering the lesson, wasting time.	Teachers' obstacles.

4.2.2. Description of the themes from the interview:

Theme 01: Teachers' challenges:

Sometimes teachers have to face several challenges while giving his lesson, this starting from the run from different primary schools to the lack of time.

- Exerpt01:<< teach at 2 schools>>
- Exerpt 02:<<I teach at 3 schools>>
- Exerpt03:<<The high number of learners>>
- Exerpt 04:<< the schedule and the commuting>>
- Exerpt 05 :<< Not being able to manage the time>>
- Exerpt 06 :<< Been too tired to explain sometimes>>

Theme 02: teachers' technics:

Teachers are expected to provide different strategies to their classes in order to make learning fun and effective.

- Exerpt 07: <<flashcards, songs, games like cross words, puzzle game>>
- Exerpt 08:<< I sing a little song.>>
- Exerpt 09:<< visual aids, quizzes, card games.>>
- Exerpt 10: << keep the learners busy.>>

- Exerpt 11:<< I try to convince them that I am their friend. >>

Theme 03: Classroom management importance:

When classrooms are well-managed, it can be easier for teachers to deliver their lessons effectively.

- Exerpt 12 :<< managing a classroom.>>
- Exerpt 13:<< keeping control over the students.>>
- Exerpt 14: <<more power and control over the classroom.>>
- Exerpt 15:<<delivering the lesson. >>
- Exerpt 16:<< students benefit from the information provided.>>

Theme 04: Positive environment

The teacher should create positive environment to make student feel safe, Engaged, caring and supportive.

- Exerpt 17:<< getting close to the pupils.>>
- Exerpt 18: <<create a relaxing and comfortable study.>>
- Exerpt 19: <<students are welcomed to answer and participate. >>
- Exerpt 20:<< learners see I can help them. >>
- Exerpt 21:<<create positive atmosphere. >>
- Exerpt 22:<<work comfortable. >>

Theme 05: Motivation:

The teacher should encourage and motivates her learners to provide the Effort and energy that a learner needs to achieve the task.

- Exerpt 23:<<offer gifts>>.
- Exerpt 24:<<motivated to learn. >>
- Exerpt 25:<<praising the learners... >>
- Exerpt 26:<<encourage them. >>

❖ Part two:

4.2.3.The analysis of classroom observation

Table 01: Presenting the raw data with their codes

Raw data	Codes
Note: we have observe that pupils can be more intens about joining disscusions and sharing their thoughts, especially when the leason in presented in an engaging way, here, pupils willing to be more ambitions.	Joining discussions, engaging way, pupils willing, ambitious.
Note: they kept Interrupting their classmates and did not give their full attention to them	Interrupting their classmates, did not give their full attention to them.

<p>Note: The teacher used games to grab students' attention during lesson in which this made the lesson more entertaining and enjoyable to students.</p>	<p>The teacher used games, during lesson.</p>
<p>Note: yes, they did return any items they borrowed and kept their belongings organized but under the teacher's guidelines a reminder</p>	<p>Return any items, borrowed and kept them belongings organized, under the teacher's guidelines and reminders.</p>
<p>Note: By that, the teacher did her best to encourage her students to share their ideas and thoughts more comfortably and to make sure that everyone got an opportunity to participate</p>	<p>The teacher, encourage, share their ideas and thoughts, comfortably, everyone got an opportunity to participate.</p>
<p>Note: there were some pupils who did not pay attention during the whole lesson</p>	<p>Some pupils, did not pay attention, the whole lesson.</p>
<p>Note: the classroom we have attended seemed to be a bit old, the chairs, tables and window seemed to be there for ages</p>	<p>The classroom, a bit old, the chairs, tables and window seemed to be there for ages.</p>
<p>Note: few pupils got shy when the teacher asked them to answer</p>	<p>Few pupils, shy, the teacher asked them to answer.</p>
<p>Note: the teacher worked hard to provide different strategies to the pupils in order to make them understand the lesson.</p>	<p>The teacher, provide different strategies, to make them understand the lesson.</p>

<p>Note: they mostly did not create an inclusive atmosphere in the classroom, we happened to witness one of the students mocking and making fun of his classmate while reading on the board.</p>	<p>They mostly did not create an inclusive atmosphere, one of the students</p>
<p>Note: we have remarked that few pupils struggled in returning borrowed items as well as keeping their belongings organized.</p>	<p>Few pupils, struggled in returning borrowed items, keeping their belongings organized.</p>
<p>Note: we noted that the teacher has only used English while explaining the lesson, in which some pupils seemed confusing the whole session because they are not familiar with the language.</p>	<p>The teacher, only used English, explaining the lesson, some pupils seemed confusing the whole session, not familiar with the language.</p>
<p>Note: the majority of pupils were excited to join discussions and share their ideas and opinions but in a noisy manner in which the teacher did not seem to be fond of it, then, she started yelling at them to return to their places and get their attention but she failed despite raising her voice</p>	<p>The majority of pupils, excited to join discussions, in a noisy manner, the teacher did not seem to be fond of it, yelling, to get their attention, she failed despite raising her voice.</p>
<p>Note: we have observed that there was a student sitting nearby us and he was writing on the table with a pen, then, his friend who</p>	<p>A student, writing on the table with a pen, his friend, noticed, he started doing the same exact thing,</p>

<p>was sitting next to him noticed what he was doing and then he started doing the same exact thing as if it was fun</p>	
<p>Note: there were certain number of pupils seemed to be frightened about being criticized by the teacher due to their lack of behavior</p>	<p>Frightened about being criticized, due to their lack of behavior.</p>
<p>Note: we have noticed that during groups activities, there were few pupils purposely isolated their peers, in which this made them feeling left out.</p>	<p>During groups activities, few pupils purposely isolated their peers, feeling left out.</p>
<p>Note: we observed that there was a pupil who seemed really exhausted, and was barely focusing during the lesson and ended up falling asleep on his table</p>	<p>A pupil, really exhausted, barely focusing , ended up falling asleep on his table.</p>
<p>Note: the classroom we have attended was a bit messy and disorganized, there were papers scattered all around the classroom, even, the tables, window and the desk of the teacher had scratches on</p>	<p>The classroom, a bit messy and disorganized, papers scattered, the tables, window and the desk of the teacher had scratches on.</p>

Table 02: Presenting the codes with their themes.

codes	Themes
Joining discussions, engaging way, pupils willing, ambitious.	Thrilling for class activities.
Interrupting their classmates, did not give their full attention to them.	problems.
Interrupting their classmates, did not give their full attention to them.	problems.
The teacher used games, during lesson.	Teachers' technics.
Return any items, borrowed and kept their belongings organized, under the teacher's guidelines and reminders.	Responsible behavior.
The teacher, encourage, share their ideas and thoughts, comfortably, everyone got an opportunity to participate.	Positive environment.
Some pupils, did not pay attention, the whole lesson.	Focus issues.
The classroom, a bit old, the chairs, tables and window seemed to be there for ages.	Inappropriate conditions.
Some pupils, shy, the teacher asked them to answer.	Timid pupils.
The teacher, provide different strategies, to make them understand the lesson.	Creative teacher.

They mostly did not create an inclusive atmosphere, one of the students.	Inappropriate behavior.
Few pupils, struggled in returning borrowed items, keeping their belongings organized	Disorganized pupils.
The teacher, only used English, explaining the lesson, some pupils seemed confusing the whole session, not familiar with the language	Comprehension issues.
The majority of pupils, excited to join discussions, in a noisy manner, the teacher did not seem to be fond of it, yelling, to get their attention, she failed despite raising her voice.	Losing control.
A pupil, writing on the table with a pen, his friend, noticed, he started doing the same exact thing.	Peer impact.
Frightened about being criticized, due to their lack of behavior.	Fear of criticism.
During groups activities, few pupils purposely isolated their peers, feeling left out.	Teamwork issues.
A student, really exhausted, barely focusing, ended up falling asleep on his table.	Fatigue.
The classroom, a bit messy and disorganized, papers scattered, the tables, window and the desk teacher and scratches on.	Inappropriate environment.

4.2.4. Description of the themes:

Theme 01: thrilling for class activities

The learners enjoy to join discussions and share their thought and ideas with their classmate.

- Exerpt 1 :<< joining discussions >>
- Exerpt 2 <<: engaging way >>
- Exerpt 3 :<< pupils willing >>
- Exerpt 4: << ambitious>>

Theme 02: Problems

Certain learners get rude in classroom and this effects their attention

- Exerpt 5: << Interrupting their classmates >>
- Exerpt 6 :<< did not give their full attention to them. >>

Theme 03: teachers' technic

The teacher used games in classroom and make learners more interesting with the lesson

- Exerpt 7 :<< teacher used games >>
- Exerpt 8: <<during lesson >>

Theme 04: responsible behavior

The teacher should give rules and instructions, this helps the teacher control his classroom.

- Exerpt 09:<< return any items >>
- Exerpt 10: <<borrowed and kept their belongings organized>>
- Exerpt 11:<< under the teacher's guidelines and reminders >>

Theme 05: Positive environment

The teacher should encourage his learners by praising them and telling them everyone can do mistakes

- Exerpt 12: <<the teacher>>
- Exerpt 13: << encourage >>
- Exerpt 14 :<<share their ideas and thoughts >>
- Exerpt 15:<<comfortably >>
- Exerpt 16:<<everyone got an opportunity to participate >>

Theme 06: Focus issues

The are certain students who are out of the whole lesson

- Exerpt 17 :<<some pupils >>
- Exerpt 18: <<did not pay attention >>
- Exerpt 19:<<the whole lesson >>

Theme 07: inappropriate conditions

Classroom presentation facilitate learning process, this can help the teacher in classroom

- Exerpt 20: << the classroom >>
- Exerpt 21: << a bit old >>
- Exerpt 22 :<< the chairs >>
- Exerpt 23: <<tables and window seemed to be there for ages >>

Theme 08: Timid pupils

Certain learners are shy and this effect their study

- Exerpt 24: <<some pupils >>
- Exerpt 25: <<shy >>
- Exerpt 26: << the teacher asked them to answer >>

Theme 09: creative-teacher

To make learning more effective the teacher should provide his learners with different strategies

- Exerpt 27 :<<the teacher >>
- Exerpt 28 :<<provide different strategies >>
- Exerpt 29 :<< to make them understand the lesson >>

Theme 10: Inappropriate behavior

Some learners are rude, the teacher should set rules in order to manage his classroom

- Exerpt 30: <<they mostly did not create an inclusive >>
- Exerpt 31: <<one of the students >>

Theme 11: Disorganized pupils

Certain pupils are disorganized they do things randomly

- Exerpt 32: <<few pupils >>

- Exerpt 33: << struggled in returning borrowed items >>
- Exerpt 34 :<< keeping their belongings organized >>

Theme 12: comprehension issues

The teacher should use his body language to helps their students understand the lesson more

- Exerpt 35: << the teacher >>
- Exerpt 36: << only used English >>
- Exerpt 37:<<exploring the lesson> >
- Exerpt 38: << some pupils seemed confusing the whole session >>
- Exerpt 39 :<<not familiar with the language >>

Theme 13: Losing control

Some learners Interrupt their classmates while they are speaking

- Exerpt 40:<< the majority of pupils >>
- Exerpt 41:<<excited to join discussions >>
- Exerpt 42:<< in a noisy manner >>
- Exerpt 43: <<the the teacher did not seem to be fond of it> >
- Exerpt 44:<<yelling >>
- Exerpt 45: << to get their attention >>
- Exerpt 46: <<she failed despite raising her voice>>

Theme 14: peer impact

Some pupils do like what their friends do, this can affect their behavior

- Exerpt 47: << A pupil >>
- Exerpt 48: << writing on the table with a pen>>
- Exerpt 49: < his friend >>
- Exerpt 50: <<noticed >>
- Exerpt 51: << he started doing the same exact thing >>

Theme 15: fear of criticism

Some pupil gets afraid to be criticized by the teacher

- Exerpt 52 :<<frightened about being criticized> >
- Exerpt 53: << due to their lack of behavior> >

Theme 16: teamwork issues

Some pupils have the problem of working in group or share their thoughts and ideas with their classmates

- Exerpt 54: << during groups activities >>
- Exerpt 55:<< few pupils purposely >>
- Exerpt 56: << isolated their peers >>
- Exerpt 57: << feeling left out >>

Theme 17: fatigue

Young learners are sensitive, so they get bored easily

- Exerpt 58: <<As student>>
- Exerpt 59: << really exhausted >>
- Exerpt 60: << barely focusing> >
- Exerpt 61: << ended up falling asleep on his table >>

Theme 18: Inappropriate environment

The learner find himself between messy classroom, this can destroy the ability of learning of the learners

- Exerpt 62: << the classroom> >
- Exerpt 63: << a bit messy and disorganized >>
- Exerpt 64: << papers scattered >>
- Exerpt 65: << the tables >>
- Exerpt 66: << window and the desk of the teacher had scratched on>>

4.3. Discussion of findings:

➤ **Here is a concise summary of the key findings from the search results:**

This empirical study examined the concerns and competencies related to classroom management among primary school teachers in Demirci, Turkey. The study employed two scales, the "Classroom Management Concerns Scale" and the "Classroom Management Competency Scale," to measure the

teachers' concerns and competencies. The study found significant differences in classroom management competencies based on professional seniority, with more experienced teachers demonstrating higher competencies in relationship management, instructional management, and time management. Additionally, significant differences were observed in relationship management based on academic fields and grade levels of teaching. No significant differences were found based on gender. The study also found a negative and weak correlation between communication concerns and behavior management. The findings were interpreted and practical recommendations were proposed for both academic and practical applications.

➤ **Based on the search results, the key findings of this study are:**

There were no statistically significant differences in classroom management concerns and competencies based on the gender of the primary school teachers in Demirci, Turkey.

The teachers' professional seniority was a significant factor, with more experienced teachers demonstrating higher competencies in relationship management, instructional management, and time management, as well as higher overall classroom management competency scores.

The teachers' academic backgrounds were related to significant differences in their relationship management competencies.

The grade levels taught by the participants were also associated with significant differences in their relationship management competencies.

The study found a negative and weak correlation between the teachers' communication concerns and their behavior management competencies.

In summary, the primary school teachers' classroom management competencies were influenced by their professional experience, academic backgrounds, and grade levels taught, but not by their gender. Additionally, there was an inverse relationship between their communication concerns and behavior

management abilities.

➤ **Here is a concise summary of the key findings and conclusions:**

The study's comprehensive investigation led to the development of pragmatic recommendations for both academic and practical applications. The primary goal of the study was to explore the classroom management approaches of primary school teachers in Demirci, Turkey.

Teachers' Classroom Management Approaches:

The study aimed to investigate the classroom management approaches of primary school teachers.

The findings were based on a Classroom Management Inventory (CMI) that categorized teachers' approaches as either student-centered or teacher-centered.

The results indicated that teachers predominantly used student-centered approaches, which aligns with the constructivist learning principles emphasized in the Turkish primary school curriculum.

Chapter five: the concluding chapter

5.1. Introduction:

This study focused on the main challenges that may be focused on primary English teachers, in this research we dealt with the challenges that faced English teachers in primary schools, some problems faced the researchers during the redaction of this study (the key limitations), besides of recommendations for English primary school teachers.

5.2. Summary of research findings:

Teaching is a hard job but also is a noble job, teaching is not about giving information only, the teacher is educator before a teacher. This study focuses on the main challenges that may face primary school English teachers, in this research the researchers found a result that is the teacher should know how to manage his or her classroom with a high number of the learners, when the teacher found himself or herself teach and educate more than 35 learners in one classroom so this can affect his or her way of teaching. Besides that, the findings have shown that the teacher have to use the appropriate teaching strategies that he or she used during the lesson, teaching English for children based on using different strategies.

5.3. The Implication if the study:

The findings revealed that the primary school teachers facing different difficulties in classroom management.

The difficulties included the large number of learners in the classroom, this allowed to decrease the desire of working for teachers and learning for learners, teachers should work hard and find useful

strategies in order to facilitate learning process, young children learn through games, it led to impressive and successful results.

5.4. The key limitations:

When the researchers work on their thesis, they have faced some obstacle that should be considered:

- luck of time is one of the main problems faced the researchers;
- The researchers found difficulties in collecting data and gathering information's.
- The researchers found conflicts of different views and personal issues.
- The researchers found some essential resources are not available while others are not free.

5.5. The recommendations:

Through the results obtained from the interview and classroom observations, the researchers state some suggestions and recommendations hopefully could be beneficial for primary school teachers:

- They have to create positive environment to study in order to make the learners feel safe and Comfortable.
- The teachers should motivate their learners by praising theme and encourage them to learn English Language.
- Teacher should bear in mind that not all pupils are the same; each one of them has / his own personal problem.
- Teacher must take some trainings which will help them ameliorate themselves.

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