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Exploring the Impact of Routine-Based Classroom Management Techniques on Young EFL Learners' Engagement

The case of Fifth Year Primary School EFL Learners in Mila

A Dissertation Submitted in Partial Fulfillment for the Requirement of the Master Degree in
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Presented by: Supervisor: Dr. Fouzia Bennacer

1) Manar BENZAID
2) Ranya KADJA

Board of Examiners:
Chairwoman: Dr. Atma Souad
Supervisor: Dr. Fouzia Bennacer
Examiner: Dr. Yamina Bennane

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Dedication

First and foremost,

To God -the most gracious the most merciful- who was my only refuge and my constant source of patience, strength, guidance and light in the moments of fear, silence, and weariness. This journey would have never been possible without God's divine grace and endless mercy.

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Dedication

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Abstract

Engaging pupils in English language learning is the major concern of EFL teachers where learners' motivation and attention are highly influenced by classroom management. Classroom routines gained the interest of teachers who aim to provide a calm atmosphere with high motivation to learn. This study aims to explore and understand the influence of classroom routine techniques on the engagement of fifth-year primary school EFL students located in Mila. To reach this aim two questions are posed: (1) How do routine-based classroom management techniques affect the engagement of young EFL learners? (2) In what ways do routine-based techniques contribute to the development of positive classroom environment and student engagement in young EFL learners? In response to these questions, a triangulation of research tools was employed involving an interview curried out with ten primary school EFL teachers, and observation in five primary schools in Mila. The study's results demonstrated that classroom routines help both teachers maintain order and students to boost their behavioral and emotional engagement. The overall agreements among teachers were that the consistent use of classroom routines creates a sense of predictability, aid in reducing disruptive behaviors, and fosters interest in learning the language. The study ends with some recommendations for teachers and for further research.

Keywords: Student engagement, classroom routines, young EFL learners, EFL teachers, consistent routines.

List of Abbreviations

EFL: English as a foreign language

CM: Classroom management

RT: Routine techniques

SLA: Second language acquisition

5 PS: Fifth year of primary school

ZPD: Zone of proximal development

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General Introduction

1. Background to the Study

Effective teaching stands as the primary goal for educators within the classroom setting. Nevertheless, students come to school with a great diversity of personal backgrounds, individual interests, and intellectual capabilities. Meeting their diverse needs and engaging them in meaningful learning experiences requires both professional expertise and attentive pedagogical approaches. Teachers employ different tasks or roles to promote learners' achievement and foster their involvement. These roles extend beyond traditional instruction, encompassing functions such as facilitating learning processes, objectively observing student interactions, actively promoting educational engagement, and maintaining constructive classroom control. Among these roles, behaving as a manager is the major task in which the teacher focuses on to provide the appropriate learning environment. As is known, teachers who are able to engage students in this learning are those who have a management plan that begins before the students arrive.

The concept of classroom management has been interpreted differently by various educators over time. In the most general terms, classroom management refers to the actions and strategies employed by teachers to maintain order (Doyle, 1986). Martin, Yin, and Baldwin (1998) defined the concept of classroom management as a multifaceted construct that describes all the efforts made by the teacher to oversee a multitude of activities in the classroom, including learning, social interaction, and student behavior. Furthermore, classroom management constitutes three broad dimensions: personality, teaching, and discipline (Martin & Baldwin, 1992).

Classroom management is strongly related to the teaching-learning process because it needs serious work from both teachers and learners. Besides, it is one of the essential conditions for effective teaching and productive learning. In other words, it is more than just controlling students' behavior; it involves teaching pupils the ways and means to manage their own behaviors in a classroom setting by creating an effective learning environment to maximize pupils' learning opportunities. An effectively managed classroom lays the groundwork for enhancing student engagement and motivation, thus enabling teachers to concentrate on delivering high-quality instruction. Hunt et al. (2009) emphasized that well-managed classrooms contribute positively to student engagement and achievement, particularly when classroom rules are clear and functional. Similarly, Quintero and Ramírez (2011) identified successful classroom management techniques in EFL contexts, which are essential for creating a productive atmosphere where students feel motivated to participate actively, like techniques that involve students in interactive and communicative activities, where they take responsibility for their learning. Additionally, effective classroom management not only creates productive atmosphere but also offer assistance diminishing students' boredom by keeping up their active participation; Skinner and Belmont (1993) illustrated that educator behaviors that advance engagement has corresponding impacts, keeping students attentive and decreasing boredom all through the school year. Similarly, Brophy (1987) contended that well-managed classrooms motivate students by joining engaging exercises and decreasing monotony. Teachers must continuously assess the effectiveness of their strategies and make adjustments based on the evolving needs of their students. This reflective practice ensures that classroom management approaches remain relevant and responsive, ultimately contributing to a dynamic and inclusive learning environment. Techniques such as regular self-assessment, soliciting student feedback, and analyzing classroom

dynamics have been identified by researchers as effective ways to refine management strategies. For instance, Marzano et al. (2003) advocated for using formative observations to understand student engagement levels, while Stronge et al. (2011) emphasized the role of teacher-led discussions to pinpoint challenges and opportunities for improvement.

2. Statement of the Problem

For young EFL learners, fostering engagement and motivation is crucial to learn and acquire the language. However, many teachers face challenges in maintaining this goal due to distraction, lack of attention, and inconsistent learning environments. In this vein, most existing research sheds light on the flexibility of routines and the importance of changing them to prevent boredom and maintain student interest. However, the benefits of consistent routines on fostering sustained engagement, motivation, and attention in young EFL learners have not been adequately explored. Moreover, the relation between classroom routines and the engagement of young EFL learners has received minimal scholarly attention, despite the fact that this group of students is especially responses to structured and predictable learning environment. This lack creates a gap for teachers, leaving them with limited guidance on how stability in routine-based classroom management can influence students' motivation, participation, and overall learning experience. Specifically, young EFL learners, who are more sensitive to structured environments that support their attention and motivation may benefit from routine-based techniques that reduce boredom and improve their engagement. In this regard, the present dissertation endeavors to investigate the effect of routine-based classroom management techniques on young EFL learners' engagement.

3. Aim of the Study

The aim of this study is to investigate the relationship between routine-based classroom management techniques and the level of engagement exhibited by young learners in EFL settings. It seeks to explore whether maintaining the same routines enhances students' engagement and provides a stable foundation for language development, or it limits engagement by reducing novelty in the classroom

4. Research Questions

This research seeks to answer the following questions:

1_ How do routine-based classroom management techniques affect the engagement of young EFL learners?

2_ In what ways do routine-based techniques contribute to the development of a positive classroom environment and student engagement in young EFL learners?

5. Hypothesis

Routine based classroom management has a significant positive impact on student engagement (behavioral, emotional, and cognitive) in EFL classes.

6. Methodology

This study uses the qualitative approach to arrive at a deep understanding of the impacts of routine-based classroom management techniques on young EFL learners' engagement. In this research, triangulation of research tools will be used which are; the interview and classroom observation. One the one hand, the interview will be addressed to primary school teachers to elicit their perceptions about using routine techniques in their classroom management. On the other hand, an observation checklist will be used to

observe the students' engagement with different kinds of classroom management techniques.

7. Structure of the Study

The present dissertation consists of two chapters. The first chapter, the theoretical part, is entitled Classroom Management and Young EFL Learners' Engagement, it contains two main sections. The first section stands for Young EFL Learners' Engagement. It provides a definition of engagement in general, and then a definition of student's engagement, types of engagement, the importance of students' engagement, factors influencing engagement in learning, this section ends with students' engagement strategies. The second section is entitled routines classroom management, it covers definition of classroom management, the role of classroom management in education, EFL classroom management strategies, then organizing the physical design of the classroom, moving to consistent routines, types of classroom routines and their techniques, teaching routines, challenges in implementing routines, and finally the section ends with classroom routines and student engagement.

The second chapter, the practical part, describes the methodology followed in conducting the research work, the research instruments adopted, and an analysis and discussion of the results obtained from the data collection tools.

Chapter One: EFL Learners' Engagement and Classroom Management

Introduction

For young language learners, engagement in structured learning environment is essential for their academic and linguistic development. Creating well managed classrooms using effective techniques serves as the foundation for their overall learning experience. One of the strategies to maintain a supportive learning environment is the implementation of routine.

This theoretical chapter consists of two main sections; The first section goes into detail about young EFL learners' engagement, starting with the definition of engagement in general then the engagement for young EFL learners and moving on to discuss types of engagement, factors influencing engagement, strategies to improve learners' engagement, and the importance of students' engagement in learning. the second section is about routine classroom management. It starts with an overview about classroom management then the definition of routine in classroom management provided by many researchers. Moreover, it introduces the different routine techniques inside the classroom, the types of routine, teaching routines, the importance of implementing routines, the difficulties affecting routines, and the impacts of routine techniques on young EFL learners' engagement.

Section One: Young EFL Learners' Engagement

1.1.1   Definition of Engagement

Engagement is considered as one of the most effective strategies for enhancing the learning process and promotes the correlation between teachers and students in the classroom. Elliot and Tudge (2012) stated that engagement refers to the degree of quality of students' involvement in classroom activities (as cited in Tu, 2021, p.02). Similarly, Appleton et al.

(2001) and Hu and Kuh (2001) emphasized that engagement involves the effort students invest in educational tasks, which contributes to both motivation and academic performance. Furthermore, engagement is a multifaceted concept that encompasses both active student behaviors, such as participation and effort, and meaningful interactions within the academic environment, including positive relationships with teachers and peers (Carvalho, 2020; Rangvid, 2016). Additionally, engagement involves a range of activities that foster interest, focus, and attention, all of which are essential for acquiring new knowledge or skills (Carvalho, 2020).

1.1.2   Definition of Student's Engagement

Student engagement is a multifaceted concept that has garnered significant attention in educational research due to its profound impact on learning outcomes. Student engagement, as explained by Bomia (1997), refers to student's motivation, drive, and intrinsic desire to actively take part in and achieve success throughout the learning process (cited in Fletcher, 2007). Moreover, Zhou (2010) described student engagement as the extent to which students invest both physical and psychological effort in their academic experiences. In other words, fostering student engagement requires significant effort, as learners must be both mentally and physically prepared to actively participate in classroom activities and work toward achieving learning goals. Similarly, Trowler (2010) viewed student engagement as students' involvement in meaningful educational activities both inside and outside the classroom, which contribute to measurable academic outcomes. This means that engagement occurs when students interact with their instructors and peers in classroom tasks to accomplish specific learning objectives. Furthermore, Taylor, Hunter, Melton, and Goodwin (2011) emphasized that student engagement is characterized by the way students express their opinions and

behaviors, which stem from the various teaching methods and techniques implemented by educators in the classroom.

1.1.3   The Importance of Students' Engagement

Students' engagement is increasingly recognized as a crucial factor in tackling issues such as poor academic performance, boredom, feelings of isolation, and high dropout rates. Students who are engaged tend to excel on standardized tests and are less likely to leave school prematurely. The factors that promote student engagement and minimize apathy play a vital role in fostering a safe, supportive, and innovative school environment and culture (Martin and Torres, 2016).

Additionally, Students' engagement is seen as the bridge that links students with all the essential elements of their learning process, as Coates (2006) claimed "student engagement is concerned with the point of intersection between individuals and things that are critical for their learning" (p. 17). Coates (2006) also noted that highly engaged students take pleasure in their studies and are able to complete their tasks successfully, whereas disengaged students struggle to develop a meaningful connection with their academic work.

In brief, Student engagement plays a significant role in enhancing school success. It influences students' learning by impacting their participation, motivation, and active involvement. Consequently, students' academic achievement is closely tied to their level of involvement in the learning process.

1.1.4   Dimensions of EFL Students' Engagement

It is necessary to bear in mind the variety of types of engagement and how it influences educational results. Fredricks, Blumenfeld and Paris (2004) highlighted three

dimensions to student engagement which are behavioral engagement, cognitive engagement, and emotional engagement as mentioned below:

1.1.4.1 Behavioral Engagement

Behavioral engagement refers to the active participation and involvement of students in the learning process. It goes beyond simply being present in the classroom; it encompasses active listening, their adherence to classroom norms, effort, persistence, concentration, and participation in classroom activities (Fredricks, Blumenfeld, & Paris, 2004; Reeve, 2013; Tour, 2015). It primally includes observing pupils' active engagement in connection to school and class regulations and processes.

Further research emphasized the connection between behavioral engagement and positive academic outcomes, particularly in language context. According to Skinner and Belmont (1993), Students who are engaged behaviorally would typically comply with behavioral norms, such as attendance and involvement, and would demonstrate the absence of disruptive or negative behavior. This aligns with findings by Fredricks, Blumenfeld, and Paris (2004), who substantiated that behavioral engagement enhances not just academic results but also gives another positive face to a classroom climate as it reduces student disruptive behaviors. In general, behavioral engagement provides insight about how students behave during the learning process.

1.1.4.2 Cognitive Engagement

Fredricks, Blumenfeld, and Paris (2004) defined cognitive engagement as students' investment in learning and their willingness to exert the effort necessary to comprehend complex ideas and master difficult skills. It deals with the active involvement of pupils in the learning process and how these pupils control their own learning and develop deep-learning

approaches. This is similar to Chapman (2003), who added that it is characterized by curiosity, attention, and concentration, as well as the use of cognitive techniques to help pupils recall and apply the course materials efficiently.

Building on this foundation, Reeve (2013) underlined the importance of strategic learning approaches as elaboration, which allow students to form deeper connections with the contents rather than depending just on memorization. Furthermore, Marks (2000) reinforced the relevance of cognitive effort and attention, indicating that students' correct use of psychological resources is vital for mastering academic tasks and meeting educational goals. While Newmann et al. (1992) underscored that knowledge, skills, and competences require psychological commitment and intentional effort. Furthermore, cognitive engagement is closely related to motivating goals and self-regulated learning. Sharan and Than (2008) suggested that students should effectively structure their learning methodologies around their personal goals, especially for reaching outcomes in subjects like English that are considered difficult.

Moreover, cognitive engagement is intricately linked to motivational goals and self-regulated learning. Sharan and Than (2008), suggested that students must effectively arrange their learning approaches around their personal aspirations, particularly to achieve desired outcomes in challenging subjects such as English. Christenson et al. (2012) further emphasized that cognitive engagement is linked to the adoption of strategic learning methods and active self-regulation, which can manifest in behaviors like investing in learning, flexible problem-solving, and independent work styles. To create an optimal educational environment, it is imperative for both students and educators to establish effective learning strategies that foster cognitive engagement. Traditionally, cognitive engagement has been operationalized by

evaluating students' homework completion, attendance, participation in extracurricular activities, and observable interactions during classroom discussions (Appleton et al., 2006).

1.1.4.3 Emotional Engagement

Emotional engagement refers to the students' positive and negative feelings towards a certain subject or course, the value of the lessons, their classmates, teachers, or the learning environment (Fredricks, Blumenfeld, & Paris, 2004). Such engagement emphasizes how feelings of belonging in the classroom and interest, curiosity, or even enthusiasm could motivate students to engage in learning activities (Parsons, Richey, and Parsons, 2014). Lee (2014) hypothesized that emotional engagement indirectly impacts academic achievement through behavioral engagement. Equally, Reeve (2013) noted that students' emotions about school not only shape their attitudes but also drive their motivation and learning behaviors. simply, pupils who feel they belong to the school community and see learning as a valuable activity are likely to invest effort into their learning and enjoy success.

1.1.5   Factors That Affect Young EFL Students' Engagement

Students' engagement, especially for primary school learners, is influenced by a wide range of factors that can be both intrinsic and extrinsic. These factors significantly shape how actively students participate and express interest in learning activities. On the intrinsic side there are personal aspects such as motivation and boredom, while external elements include classroom environment and teacher learner relationship.

1.1.5.1 Teacher Learner Relationship

The relation between teachers and students is extremely important for optimizing students' academic engagement and overall learning experiences. According to Collie et al. (2016), the teacher-learner relationship can be defined as pupils' perception of having

"meaningful" and "helpful" interaction with their teachers, in which they receive encouragement and support in their learning journey. Numerous researchers highlight that teachers are key guides for pupils who are learning new language. For instance, Ang (2020) remarked that teachers play a fundamental role in influencing students' academic and personal development, serving as key role models from early childhood through adolescence. In the context of English as a foreign language EFL, the role of teachers becomes even more critical because learners look to them for the necessary input, guidance, and encouragement in developing language proficiency and use.

A positive teacher-learner relationship fosters a supportive atmosphere where students feel comfortable, have a willingness to make mistakes, practice the target language, and take active part in the class (Pianta et al., 2002). Beyond academic engagement, teacher-student relationships also provide a secure emotional foundation that supports students' personal and social development. For instance, Foo and Kutty (2023) found that students in primary schools, particularly in Year 3, demonstrate a greater sense of security, trust, and respect for their teachers, which enable them overcome barriers to establishing positive interpersonal relations with their peers (p.95). Younger pupils, particularly in their transition from preschool to primary school, tend to form stronger emotional bonds with their teachers, often perceiving them as close friends compared to older students. This emotional foundation allows students to be actively involved in their learning, which further boosts their engagement. However, a negative teacher learner relationship has detrimental effects on students' experiences and engagement. In primary schools, such relationship can undermine young learners' social connections and emotional involvement in learning especially when teachers follow excessive criticism and punishment (Mizokawa, 2013). Besides, Hamre and Pianta (2001) stated when students perceive teachers as either unsupportive or overly critical; they may experience anxiety, low self-esteem, and the fear of participating in classroom

activities. Such absence of support can create a stressful EFL environment, making the students hesitate in using the target language and develop the fear of making mistakes that may lead to avoidance behaviors, such as withdrawing from speaking activities or disengaging from lessons altogether (Dewaele et al., 2019; Mercer & Dörnyei, 2020).

The teacher-student relationships greatly influence the entire classroom atmosphere, and in turn, students' motivation to learn. Quill and Kahu (2022) stated that children are more likely to participate in activities, respect classroom rules, and feel comfortable enough to take intellectual risks when they feel cared for, which are needed for a productive and stimulating atmosphere. Moreover, in the context of teacher-student interactions during the process of learning a foreign language, the teacher's aid is necessary for anxiety reduction as well as for risk taking in communication. These relationships are important not only for emotional support, but also for nurturing students' academic motivation, which is necessary for the development of their linguistic and learning capabilities (Fredricks, 2004).

1.1.5.2 Parents Involvement

Parental involvement is defined in various ways. This is a position that Alias et al. (2023) supported by arguing that it is the active participation of parents in the education of their children both at home and school so as to facilitate and aid them while learning a foreign language. At home, parental involvement refers to some activities or strategies parents may adopt to enhance their children's engagement in learning. On the other hand, their involvement at school refers to their interest in school-related events, such as attending parent-teacher meetings.

The benefits of such involvement are evident. In fact, several decades of study have proven that there is a strong correlation between parental participation in their child's education and variety of academic and motivational successful outcomes. According to

Sumanti and Muljani's (2021) findings, academically successful children whose parents are more involved perform better because they are also motivated and have self-realized specific factors that boost motivation level. They offered significant insight into Vygotsky's (1978) idea that parental engagement is crucial to children's development within the Zone of Proximal Development (ZPD) wherein it is postulated that children can learn optimally with increasing support and guidance from the knowledgeable others. In other words, their parents can help to bridge the gap between what the child can achieve independently and what can be achieved with assistance. This corresponds well with the view that parental involvement creates a motivating learning environment for academic engagement.

However, parental involvement should be balanced because the over involvement in children's education may cause negative consequences on the overall academic process. Grolnick and Pomerantz (2009) argued that overcontrolling parents can undermine children's competence by not allowing them to develop problem solving skills independently. In the EFL context, if parents exhibit too much control, it might reduce students' intrinsic motivation to learn and practice English, as they may lack the opportunity to explore and learn autonomously. Wang and Sheikh-Khalil (2014) further highlighted that when parents overly involved with their involvement and put unrealistic expectations on their children, they may develop the fear of failure and making mistakes while using the language, ultimately affecting their engagement in learning.

1.1.5.3 Motivation

Motivation is universal key to engagement and productivity in any field. Dornyei (1998) said "the word motivation comes from the Latin verb movere meaning 'to move' ". It determines what moves a person to make certain choices, to engage in action, to expend effort and persist in action. He further explains motivation as the force behind people would doing

something, the effort they would put into achieving it, and for how long they would sustain this activity.

Deci and Ryan (1994) further expended on this term defining it as the process that initiate, guides, and maintains goal-oriented behaviors. They distinguished between two types of motivation: intrinsic and extrinsic. Intrinsic motivation is related to an internal desire to do something. An intrinsically motivated learner is driven by curiosity and enjoyment, which is crucial for the success of foreign language learners, as it influences how frequently they employ language-learning strategies (Oxford & Shearin, 1994). While extrinsic motivation is that behavior performed by individuals to obtain reward extrinsic to themselves like good grades, being praised by the teacher, or to avoid punishment (Deci & Ryan, 1994; p.275). "Learners who are extrinsically motivated engage in tasks not out of inherent interest but due to incentives present in their environment (Brumen, 2011, as cited in Abdulhamid, n.d., p. 17).

Motivation is the inner intrinsic calling and willingness to carry out a particular action or task. It is very important for students because it influences the engagement and persistence of learners in learning, and helps shape effort their readiness to invest in the process. As Dornyei (2001) would put it, "motivation provides the primary impetus to initiate learning a foreign language and later the driving force to sustain the long and often tedious learning process" (p. 117). In other words, motivation serves as both the starting point and the ongoing drive that keeps learners committed to achieving their language goals.

1.1.5.4 Classroom Environment

Classroom environment serves as the foundation of effective learning. It encompasses a set of interconnected factors that generate and enhance the learning process. According to Dorman et al. (2006), the classroom environment refers to the overall atmosphere, mood,

tone, or climate that defines a particular learning setting. Amiryousefi et al. (2019) highlight that this environment includes both physical and psychosocial aspects that shape students' motivation, engagement, and overall academic success. The physical aspects include factors such as classroom design, seating arrangement, lighting, and availability of needed resources. Meanwhile, the psychosocial aspects involve teacher learner relationship, peer interaction, and the emotional climate of the classroom, which they help in creating a sense of belonging and encourage participation.

Amiryousefi et al. (2019) found a positive correlation between classroom environment and students' engagement. First, a supportive teacher students relationship encourages participation and the use of the language inside the classroom. when teachers listen to students, provide assistance, and create a welcoming atmosphere, students are more likely to focus on their learning. Second, when classroom atmosphere provides opportunities for pupils to communicate, collaborate, and provide emotional supports to one another, they become more engaged. in line with this, Obaki (2017) further strength that well-structured classroom environment not only impacts engagement but also motivation, and social interaction among classroom members. A secure and supportive learning environment gives opportunities for enjoying and allow students to feel comfortable, which in turn encourage them to explore materials, develop new ideas, and enhance their understanding of the world (p.2).

1.1.5.5 Boredom

Numerous researchers indicated that boredom is a significant factor influencing the effectiveness of foreign language learning. The Oxford dictionary (2025) defined boredom as "a Condition characterized by wandering attention, impaired physical and mental efficiency, and low levels of arousal. It is sometimes confused with physiological fatigue, but boredom is usually the result of lack of stimulation, motivation, and interest". According to Pawlak et al.

(2020, p.5), boredom is unpleasant psychological feelings or emotions that causes discomfort, disengagement, disinterest, an absence of meaning and purpose, and a perception pf time passing slowly. They further argued that it negatively impacts students' outcomes, especially in the field of second language acquisition SLA as is closely linked to students' motivation, learning process, and academic achievement. Bored students tend to disengage, ignore participation, and perceive tasks as unattractive. This disengagement negatively effects their willingness to take risks and use the language, which is considered a vital component of effective language acquisition.

Fisher (1993) suggested that boredom arises from both internal and external causes. Internal causes include personality traits, while external causes can be divided into task and environmental influences. Despite its negative consequences, boredom can have advantages in improving to quality of second language learning. According to Macklem (2015), negative emotions can help both teachers and students identify obstacles in the language process and even to adapt and adopt strategies to enhance motivation and encouraging them to reach their goals (as cited in Nieścioruk, 2024, p.152). In other words, boredom can promote learners to establish new, appropriate goals and pursue them with confidence, leading to a deeper understanding of their emotions and learning needs.

1.1.6 Students' Engagement Strategies

When students are actively engaged, they participate more in class and retain information more effectively, which enhances their learning experience. Their enjoyment of the learning process fosters greater knowledge acquisition, leading to a deeper understanding of the world. Engaged students exhibit curiosity, ask insightful questions, and relate their learning to real-life experiences, enriching both their education and personal development.

Furthermore, enhancing student engagement supports learning, improves retention, and contributes to academic achievement (Carini et al. 2006). The following strategies can significantly enhance students' engagement in the classroom.

Active learning strategies, including group discussions, problem-solving activities, and peer teaching, promotes student engagement more effectively than passive listening. Freeman et al. (2014) found that such approaches also enhance critical thinking, problem-solving skills, and knowledge retention, making them valuable in the learning process (as cited in Laal, M., & Ghodsi, S. M. 2012).

To implement active learning effectively, strategies like 'think-pair-share' can be used, where students first reflect on a question individually, discuss it with partner, and then share their insights with the class. Additionally, Socratic seminars serve as a powerful tool, encouraging critical thinking and discussion through student-led questioning (Prezi. n.d.).

Also, regular formative assessments, including quizzes, reflections, and low-stakes tests, allow students to track their progress effectively (Laal, M., & Ghodsi, S. M. 2012). Additionally, Hattie and Timperley (2007) emphasized that timely and specific feedback keeps students engaged and motivated by providing a clear understanding of their performance and areas for improvement. To further enhance motivation, feedback should address both effort and achievement, reinforcing students' progress while encouraging persistence.

Another strategy is integrating technology into classroom instruction, which can enhance student learning. Research by Taha and Abdulrahman (2023) highlighted that using technology effectively as a learning tool significantly boosts student engagement and performance. Similarly, James et al. (2024) found that incorporating gamified mobile applications led to notable improvements in student engagement, learning outcomes, and

information retention. Furthermore, Wang (2019) observed that technology-enriched classrooms offered more adaptable learning environments compared to traditional settings. These classrooms fostered "a safe and friendly environment" where learners could collaborate and develop understanding through shared discussions and resources (p. 142). Wang also noted that technology-driven classroom designs encourage deeper cognitive involvement and greater interactive participation (p. 145).

Furthermore, Smith and Taylor (2020) emphasized that fostering a sense of unity and collaboration, encapsulated in the principle of "we are all in the same boat together," is fundamental to cooperative learning (CL). This approach has been shown to enhance student learning and, consequently, improve academic performance.

According to their findings, this type of learning environment encourages students to actively and positively engage in the learning process. They also highlighted that cooperative learning methods are particularly effective for young learners. Compared to traditional approaches, cooperative strategies significantly enhance students' motivation, especially in terms of enjoyment, commitment, self-confidence, and external motivation.

Research by Ćirković-Miladinović and Dimitrijević (2020) indicated a connection between teachers' self-efficacy and their instructional practices. Their findings suggested that teachers' confidence in their teaching abilities influences the learning environment they establish and the experiences they provide for their students. Additionally, self-efficacy impacts teachers' attitudes toward teaching, their effectiveness in the classroom, their time management, and the level of criticism they direct at students.

Building on the idea that teachers' self-efficacy influences their classroom practices, teachers who engage actively in discussions, offer constructive feedback, and display

enthusiasm for their subject matter are more likely to cultivate higher levels of student engagement (Baker, 2010).

Additionally, setting clear expectations and routines is essential for young learners to understand what is required of them during English lessons. Providing clear instructions and maintaining consistent routines fosters a structured and predictable environment, which helps lower anxiety and supports a safe space for learning. A practical approach to this is to clearly outline the learning objective at the start of each lesson (Reed, 2012).

Section Two: Routine Classroom Management

1.2.1   Overview of Classroom Management

1.2.1.1 Definition of Classroom Management

Classroom management deals with the practices and behaviors that teachers follow in their teaching process which allows learners to learn. Brophy (2006) defined classroom management as the steps teachers entail to generate effective learning environment. It is the process of structuring, implementing, and maintaining activities that can be conducted inside the classroom to optimize students' learning outcomes and academic success (Good & Lavigne, 2017). Garrett (2014) agreed with them by defining the term classroom management as everything the teacher does inside the classroom, which can include seating arrangements, designing physical materials, managing time, and creating good timetable.

Stough and Montague (2015) provided another definition by claiming that classroom management is certainly concerned with the teacher ability to control and manage misbehaviors and provide positive atmosphere that enables all learners to grow emotionally and intellectually. While Cook-Harvey (2018) further asserts that it is not only about controlling behaviors but also linked to effective time management and planning. They

highlight that classroom management is about maintaining organized time structures that maximize instructional efficiency as cited in Ahmed & d. Plessis 2024).

1.2.1.2 The Role of Classroom Management in Education

Classroom management offers several advantages to the success of teaching and learning process. According to Ahmed & d. Plessis (2024), the benefits include increasing the academic learning as it offers an ideal learning environment which helps students feel satisfied and engaged. Besides, a well-structured classroom minimizes distractions, promotes students' engagement, and help teachers in delivering the lesson effectively.

One of the most important benefits of CM is its impact on the overall academic performance. Ahmed & d. Plessis (2024) found that it is significantly related to teacher preparation of lessons and their skills of control inside the classroom. Through classroom management, teachers can tailor their instruction and expectations according to unique needs, strengths, and challenges in order to provide individualized support. When teachers establish clear rules and techniques to provide a conductive environment, students are more likely to stay focused in their studies. Additionally, it reduces stress for both teachers and learners because a comfortable learning environment enhances students' motivation and participation in the classroom activities and makes them more likely to engage.

Moreover, classroom management has a crucial role in improving students' behavior and discipline. Discipline is a key factor in maintaining a positive learning atmosphere. When students follow rules, they give teachers the opportunity to focus on instructions and lesson delivery rather than behavior management. This in turn, enables teachers as well to get more time teaching and helps learners to be engaged.

1.2.2   EFL Classroom Management Strategies

Managing effective EFL classroom significantly depends on the strategies and techniques teachers implement in order to regulate pupils' behavior. In any classroom setting, teachers may face challenges in organizing their classes, establishing discipline, and controlling their learners. These challenges arise due to the individual differences among students in terms of needs, behaviors, and external influence. According to Holmes Parhusip et al 2021), effective classroom management involves a dynamic process in which teachers plan, organize, direct, supervise, and evaluate to cultivate a structured and supportive learning environment that facilitate the achievement of the educational goals (as cited in Khasinah et al., 2023). Similarly, McCreay (2013) highlights that classroom management involves various methods and strategies that is used by teacher to establish a conductive learning environment that supports students' success. To address these challenges effectively, teachers must adopt the most effective techniques that boost students' outcomes and ultimately facilitate the creation of a safe learning environment. different researchers have explored a variety of strategies to enhance EFL classroom management. Some of the most commonly emphasized techniques include organizing the physical classroom, using positive reinforcement, establishing rules and routines, delivering engaging instruction, and building positive relationships.

1.2.2.1 Organizing the Physical Design of the Classroom

Garett (2014) emphasized that the physical design of a classroom related to the way the classroom environment is structured to offer accessibility and functionality for both teachers and learners. This includes how students and teachers' position are located and location of materials used daily in the classroom which help in supporting both social emotional and academic learning. Similarly, Wahyuni, Akib, and Sujariati (2023) found that the physical design of an EFL classroom is the first component of effective learning

environment as it determines how to deal with distributive behaviors.in other words, a well-structured physical classroom layout enhances teacher and learner interaction, fosters students' engagement, and promote discipline while teaching English.

Fernandez, Huang, and Rinaldo (2011) argued that the physical layout of a classroom is more than an organizational or stylistic choice by the instructor; it impacts children learning, motivation, participation, and the relationship between students and teachers (as cited in Syaifullah, Munir, & Ariyani, 2022). For instance, when pupils are in order rows, the teacher typically can interact with the whole class at the same time. This structured arrangement helps learners engaging with each other even when working in pair or groups and helps teacher in handling and controlling the classroom as he wants. Furthermore, Garett (2014) found that the structured design of the classroom helps the teacher to move around freely and communicate effectively with both individual student and groups.

1.2.2.2 Using Positive Reinforcement

Positive reinforcement is a powerful strategy for effective EFL classroom management as it encourages students to engage in positive behaviors while fostering a supportive learning environment (Yousuf et al., 2023, p. 385). Teachers often use positive reinforcement to minimize disruptive behaviors inside the classroom and simultaneously for fostering the academic and personal development of their pupils. According to Oxford University Press ELT (2023), positive reinforcement influences a child's attitude toward learning and their overall classroom environment. Praise and encouragement as the key strategies for reinforcement as teacher can celebrate achievements, no matter how small, to maintain motivation. Similarly, Simplek12 Company (2023) emphasized that maintaining a supportive atmosphere in the classroom can be fostered by appreciating the efforts and progress of student. Even minor forms of reinforcement, such as verbal praise or symbolic

rewards can make all the difference to young learners. Kwiatkowska (2008) supported this view, highlighting that young EFL learners respond well to praise. She suggested that the use of verbal reinforcement by incorporating simple and familiar expressions of encouragement such as "bravo", "super" or "perfect". Besides the non-verbal reinforcement such as clapping, thumps up gesture, and a huge smile on a teacher's face will definitely reinforce kids' positive behaviors inside the classroom.

In short, when a child's environment becomes a positive atmosphere that takes notice to their positive behavior the child is more likely to be physically and mentally present in the classroom (Rumfola, 2017, p. 22).

1.2.2.3 Establishing Rules and Routines

Classroom management depends on creating clear rules and routines because they create a structured learning environment and reduce behavioral disruptions (Garrett, 2014, p. 3). While Rules define the overall expected conduct in the classroom, routines provide specific step by step procedures taken inside the classroom to meet specific goal. According to Garret (2014), one of the key challenges faced by teachers in classroom management is failing to set clear rules and routines. Classroom rules are aimed to prevent some type of misbehavior while routines ensure that classroom activities are completed smoothly and effectively. When students understand what is expected of them through routines, they are more likely to exhibit positive behaviors and take ownership of their learning. Furthermore, he found that routines not only foster students' autonomy but help in the creation of well managed classroom environment.

1.2.2.4 Using of Engaging and Motivating Instructions

Effective classroom management needs engaging and motivating instructions because they play crucial role in maintaining pupils' focus and reducing unacceptable behaviors. A well-structured lesson plans ensure that each activity is organized, keeping children involved, and give less opportunities for misbehaviors. When lessons are engaging and motivating, pupils focus only on completing tasks rather than conducting bad behaviors. Garett (2014) emphasized that to effectively deliver a lesson, the teacher must understand the various management tasks that must be completed before, during, and after the lesson in order to implement engaging and motivating instruction. This suggests that well planned lessons not only encourage students but also motivate them and enhance their learning abilities by making them concentrated with the lesson only which fosters a productive and well managed environment.

1.2.2.5 Building Positive Relationships

Creating positive relationships is fundamental to establishing effective classroom environment. These relations can exist between teachers and students and as well among students themselves. Teachers can enhance both classroom management and academic achievement by actively building strong relationships with their students. According to Emmer and Stough (2001), this strategy promotes an environment of trust and respect, which is vital for effective learning. Similarly, Marzano and Marzano (2003) argued that the generation of a supportive and conducive learning environment is facilitated by the establishment of positive relationships between teachers and their pupils. This is in line with Garett's (2014) results, which showed that teachers who have positive relationships with their pupils are more likely to follow rules and procedures and are less opposed to disciplinary punishments. Furthermore, Yousuf et al., (2023) found that the good collaboration or the relation between students helps in conducting positive learning environment. In other words,

the encouragement of collaboration and team works in a classroom setting is significantly essential as the interaction helps students develop critical communication and teamwork skills necessary for future success. This kind of positive relationship facilitates the work of teacher as he can focus only on enhancing students' competences.

1.2.3 Understanding Routine-Based Techniques

1.2.3.1 Definition of Routine in Classroom Management

The Cambridge dictionary (Cambridge University Press and assessment, n.d.) defined the word routine as "the usual set of activities or way of doing things". According to Salmon (2010) routines are the repeated and predictable series of actions that occurs daily. He further explains them as the simple steps that the classroom community follows to organize the students' and teachers' participation.

Building on this, Lemov (2021) provides a more detailed explanation by stating that routines are sequences of recurring tasks or actions, such as entering the classroom, that are designed and taught by the teacher. These routines are practiced by students until they become automatic to ensure smooth classroom management (as cited in Australian Education Research Organization, (2023). Similarly, Kosier (1998) defines routines as a structured actions that facilitate daily classroom processes, including starting a class period, taking attendance, or turning in coursework.

In this regard, Lakha (2023) explains that classroom management routines are the established techniques, rules, and procedures used in the classroom to help students learn effectively and efficiently, providing structure and clarity so that both teachers and students know what to expect during a class period. In other words, they are the techniques that encompass all systematic and intentional routines that teachers use regularly inside the classroom to control behaviors.

1.2.3.2 Importance of Implementing Routines

Effective classroom management relies on various elements, with daily routines being essential for promoting successful teaching and learning. These routines not only maintain order and optimize instructional time but also remain a key priority for educators. Studies have shown that well-established routines can foster children's social and emotional development, enhance cognitive growth, and reduce behavioral challenges, while also boosting student motivation, engagement, and teacher retention rates (Lester, Allanson, & Notar, 2017).

Implementing classroom routines can increase student confidence and comfort levels since learners know what is expected of them in different situations. Set routines are especially helpful when working with young learners and teens that need extra support in regulating their behavior. Routines also encourage students to take responsibility for how their classroom functions. In other words, routines ensure both the teacher and the students are accountable for creating a class environment that runs smoothly and efficiently, thereby maximizing everyone's opportunities to learn. To equitably share responsibility for class routines, teachers can assign students long- or short-term classroom roles, or students may volunteer to take on certain jobs (U.S. Department of State. (n.d)).

In brief, implementing and maintaining clear, effective routines is essential for every classroom setting regardless of grade level. With the right classroom routine, students will feel more relaxed, engaged, and connected to their learning.

1.2.4 Consistent Routines

Routines serve as the cornerstone of effective classroom management as they provide structured learning environment. However, several scholars emphasized the importance of

implying consistent routines rather than frequently changing them to manage behaviors effectively. Willingham (2009) argued that routines are most successful when applied consistently because they assist learners to feel familiar with their learning environment, which in turn enhances their learning process. Similarly, Blake (2022) discovered that consistency in routines minimizes cognitive load by eliminating the needs for students to continuously make decisions about basic classroom procedures, such as where to sit or what to do at the beginning of a lesson. Furthermore, Levings (2020) highlighted that the inconsistent application of rules and changing routines can lead to increased misbehavior. In order to promote such consistency, some researchers shed the lights on the benefits of looping classes, through which teachers teach the same group of students across various years. Such atmosphere enables teachers to remain continuity and consistency of routines from one year to the next by reducing the need to reestablish expectations and fostering deeper familiarity with classroom routine techniques (Mertens et al., 2016 and Nitecki, 2017). Through the consistent implementation and upholding of classroom routines, teachers can create a structured and predictable learning environment that promotes positive behavior and academic success. They provide students with clear expectations and help them develop a sense of responsibility and self-discipline. As Dix (2017) noted "Your classroom routines are the cogs at the center of your classroom practice. Deftly performed they deeply affect the behavior of the class. Miss them out and everything appears unplanned, improvised and wobbly. Your core routines are touch points for the lesson that all students recognize and expect. They might address common behavioral issues, calm proceedings when things get chaotic or refocus everyone on the learning in an instant" (p.75).

1.2.5   Types of Classroom Routines

Classroom routines do not have to be limited to the beginning or end of the school day. They serve multiple purposes such as facilitating transitions, capturing students' attention, or managing various classroom activities. According to Emmer and Gerwels (2006), teachers can adopt different classroom routines based on their specific needs to organize and control their classroom environment.

Scholars have proposed various classifications of classroom routines. One widely recognized framework is provided by Garret (2014), who divided them into three broad categories; movement routines, lesson-running routines, and general procedures. Movement routines consist of clear step-by-step procedures for entering, exiting, and moving within the classroom such as following a set of processes to ask for permission to leave the classroom, using the restroom, or sharpening pencils without disrupting the flow of the lesson. Such routines not only regulate movement but also boost engagement, foster community, and provide opportunities for cooperative learning. Lesson running routines, on the other hands, are repetitive procedures that organize and simplify regular classroom tasks such as collecting and correcting assignments, distributing materials, and managing transitions between activities. They play a critical role in maintaining instructional flow and include specific procedures to ensure that each student is aware of the expectations for various tasks like requesting teacher's assistance, organizing individual tasks, and how to keep them focused. Lastly, general procedures cover a wide range of essential classroom tasks that help maintain the overall organization and the smooth of the classroom. These routines include tasks like taking attendance, updating the calendar, and cleaning whiteboards or the students' desk (Garrett, 2014, pp. 35–36).

Alternatively, Leinhardt, Weidman, and Hammond (1987) provided an alternative classification as they stated that each routine can be coded as management, support, and

exchange routines (P. 143). Management routines refer to procedures related to organization, discipline, and movement such as hanging up coats, lining up, or minimizing interruptions. These routines remain classroom structured where there is less whole class movement and the failure to implement them can lead to disorder. Support routines outline the necessary actions and behaviors needed to facilitate the teaching and learning process such as handing out materials, preparing resources, and specifying how tasks should be taken. When these routines fail, it can create an impression that the teacher is disorganized or that students are facing difficulties which lead to wasting time and disrupted learning. Finally, exchange routines involve the interaction that occur between the teacher and students or among peers to encourage communication, teamwork, and social interaction through activities like group work and discussions.

In general, although the classification of routines varies across models but they all highlight the central role of routines in fostering a structured, efficient, and supportive learning environment.

1.2.6 Classroom Routines Techniques

To implement effective routines, teachers adopt specific techniques that structure daily activities, guide students' behavior, and sustain classroom focus. These techniques form the practical application of routine types such as management, support, and exchange routines (Leinhardt, Weidman, & Hammond, 1987). Those techniques can be illustrated in the following:

a) **Hand signals**: Classroom hand signals offer a powerful technique for maintaining control during lessons without verbal interruption. As Breisacher (2022) explained that hand signal help teacher manage classroom silently without unnecessary distribution over routine questions. Similarly, lee (2024) expended on this point by

emphasizing that this technique is more than just a tool for controlling noise, it can allow teachers handle multiple students' needs quickly and effectively while preserving lesson continuity. For EFL students, hand signals work when they are simple especially for those who struggle with using the language as they can understand them even if they do not understand the accompanying words. For instance, a student may raise one finger for answering the question, two fingers for going to bathroom, three fingers for borrowing a pencil, and crossed finger if they want to ask question. A clenched fist can indicate "I'm finished with the task" so the teacher can monitor progress without stopping instruction. Teachers also can use some signals to communicate with their students non verbally for a smooth flow in the classroom. For example, a finger over lips means "quiet", forming a circle with fingers indicates "Voice level zero", and raising a hand to get students' attention (Lee 2024).

  b)   **Call and respond techniques:** According to Angela X (2024), call and respond techniques are a strong component of classroom management routines because they represent an effective strategy to get students' attention easily. This strategy involves the teacher giving verbal cues to which students respond in unison for creating an engaging way to manage transitions and refocus attention. She further explained that this approach encourages the establishment of predictable routines as the regular use of verbal cues helps students have a sense of security, organization, and confidence in their learning. Establishing such consistency fosters stability which reduces anxiety and increases students' interaction. More importantly, call and respond techniques foster listening skills by training pupils to respond quickly and attentively. Furthermore, these routines make the learning fun by adding an element of playfulness that enhances motivation and engagement. Cleaver (2024) emphasized the importance of teaching such routines during the very first weeks of school

and using them consistently throughout the year to build routine and familiarity. These cues can include:

-Teacher says "Class, class," and the students respond "Yes, yes."

-Teacher says "One, two, three, eyes on me," and the students respond "One, two, eyes on you."

-Teacher says "Are you ready, kids?" and students respond "Aye Aye, Captain!"

-Teacher says "Hands on top," and students respond "Everybody stop!" (They place their hands on their heads).

c) **Countdown techniques**: initiating a countdown is highly effective strategy used to facilitate smooth transitions and capture students' attention. In primary school setting, when classroom becomes disruptive starting a countdown gives students a moment to adjust their behavior and staying calm and attentive with the teacher (New Directions, 2019). Dix (2017) highlighted that as students learn to associate the countdown with activities, it becomes an automatic and efficient part of the classroom routine. For example, a teacher might say, "Eyes on the teacher…5…," followed by "Take out your textbook…4…," and so on, guiding the students through each step of the task while maintaining order. Eventually, students will anticipate the next task and start preparing themselves as soon as the countdown begins. Teachers can also use countdowns to quiet the class and gain immediate attention, saying, "In 3… 2… 1… we're starting!" This technique allows for smooth transitions, minimizes disruptions, and helps students understand expectations clearly without the teacher needing to raise their voice.

d) **Voice level techniques**: According to Cleaver (2024) voice level is one technique of routines and procedures that teachers can implement to manage their classrooms. It

controls how students communicate and helps them identify the volume they should use during different activities. As Cleaver (2024) suggested, for partner work students can use level 2 voices, which stand for moderate speaking tone while for independent work l level voice 1 is appropriate which corresponds to a whisper or soft voice. For testing or quiet activities level 0 voice is recommended as it indicates complete silence. These techniques can be better reinforced and fully implemented by using posters or note cards, which keep students aware about the rules and know how to manage their behaviors more effectively.

e) **Only when near technique**: it is a support routine used by teachers to guide students in seeking assistance during independent or group work tasks. This routine requires students to first consult a partner or apply "the three before me" rule, which is a technique where students seek to got help from peers, resources, or worked examples before asking the teacher. If assistance is not adequate, they mark the question and continue working until the teacher is closed by. This routine promotes self-reliance, problem-solving, and minimizes disruptions during instructional time (Archer & Hughes, 2011).

f) **Green and Red card**: Is another effective support routine that enables students to gain assistance nonverbally during independent or group work. As Archer (2011) explained, each student keeps a two-sided card, green on one side and red on the other, on their desk. During tasks, the green card is displayed to indicate that the student is working independently and does not require help. When the students face difficulties, he can flip the card on the red side, which indicates that he wants the teacher's assistance. This allows teachers to quickly identify students in need of support without disrupting the rest of the class.

g) **Morning techniques:** According to Australian Education Research Organization (2023), teachers should include a set of procedures to maintain routines when students enter the classroom to maintain order. These procedures are:

-Teachers should position themselves where they can see all students as they prepare to enter and gather—usually just outside the classroom door.

-Teachers need to remind students of the expected behaviors for entering the classroom, including both school-wide rules and their own class-specific expectations.

-As students enter, teachers should actively monitor their behavior and reinforce the expectations through prompts, praise, or redirection as needed.

h) **Exit techniques:** as mentioned in the Australian Education Research Organization (2023) :

-Teachers should wrap up the final activity or task in a timely manner.

-They must ensure they have every student's full attention.

-Teachers should clearly restate the expectations for how students should finish the lesson.

-While students are wrapping up, teachers need to observe and support appropriate behavior.

-Finally, teachers should remind students of the expectations for leaving the classroom in an orderly and respectful manner.

1.2.7 Teaching Routines for Young Learners

Wong and Wong (2018) emphasized that the first two weeks of the schools are fundamental in building classroom routines and procedures. They asserted that when teachers explicitly teach students on how to responsibly follow procedures and classroom routines, a structured and positive environment can be established. When students know what to do and

what teachers are expected from them, they are more likely to develop self-discipline and focus on their learning. According to them, effectively teaching classroom routine requires systematic three steps, which teachers should follow to ensure students understand, practice, and internalize the expected behaviors.

The first step, after selecting which routines to implement, involves explicitly explaining each routine in details. Effective teachers identify the procedures or routines that best suit their classroom environment and clearly explain their importance to students (Wong and Wong, 2018). According to Bennet (2020), providing a well-defined explanation helps students connect routine to behavioral expectations and classroom norms. For example, explaining that answering questions without raising hands can lead to classroom disruptions by allowing students to recognize the significance of orderly participation.

The second step involves guided practice where students keep rehearsing procedures or instructions until they become habitual routines. As Lemov (2021) and Wong and Wong (2018) emphasized, Students require structured support to learn and practice each step of a routine, as routines must be taught, rehearsed and reinforced in order to be learned. Additionally, teachers can Check students' understanding by modelling a routine correctly and incorrectly, then asking them to identify the differences (Archer & Hughes, 2011). Mastering any behavior takes practice; the more students engage in practicing routines, the more automatic these behaviors become, allowing them to focus on their learning without unnecessary distractions. The Australian education research organization (2023) stressed that Teachers need to allow time for both students and themselves to become familiar with new routines. For example, if the teacher established a morning routine that includes greeting teacher when entering the class, organizing materials, and immediately focusing on the task, students should consistently practice them under the teacher's guidance.

The final step is reinforcement. Teachers should offer small praise, rewards, or constructive feedbacks to reinforce those who applied routines effectively while offering correcting those who needs reminders Wong and Wong (2009). Teachers can support students in understanding and successfully following classroom routines by providing specific praise and constructive feedback about expected behaviors. Routines can be displayed visually on the board or a poster to provide a reminder and a scaffold for students who need more time and ongoing guidance to learn and follow them. Teachers can also discuss what the routine 'looks like' and 'sounds like' with their students (Archer & Hughes, 2011).

In short, teaching classroom routines needs explanation, rehearsal, and reinforcement, all of which help in creating structured learning environment.

1.2.8   Classroom Routines Challenges

Establishing classroom routines can be challenging, but it is crucial for ensuring structure and stability for students. One significant challenge identified by (Editorial, 2024) is student resistance. Students may initially be hesitant to adjust to new routines, leading to disruptions. Furthermore, addressing diverse student needs can be difficult and complicate the development process, as a one-size-fits-all approach may not be effective for diverse learning styles.

Another common challenge is inconsistency in implementing routines, as teachers may struggle to enforce them regularly. If routines are not consistently enforced, students may become confused and less likely to follow them. However, Commitment to daily reinforcement and using visual aids can help maintain consistency (the weary educator, 2024).

Limited time also can impede the effective implementing of routines. Educators often juggle multiple responsibilities, making it challenging to dedicate sufficient time to develop

and refine classroom routines. Additionally, the pressure to cover academic content may leave little room for establishing and practicing routines, further complicating their integration into daily classroom activities (Editorial, 2024).

Overcoming these common challenges is essential for establishing stable and effective classroom environments.

1.2.9 Routines and Students' Engagement

Routines offer a clear understanding of classroom expectations by creating a consistent, structured, and predictable environment (AERO, 2021). As students grow and learn, they benefit from this sense of order and familiarity, which contributes to a stable and reassuring daily experience. For younger learners, routines support engagement and foster a sense of safety (Success by Design, 2022).

Additionally, researches showed that Routines help teachers to successfully guide learners' attention in two main ways. The first is through reducing the volume of information that brain needs to process and assess (Begeti, 2020; Fuster, 2008). Second, routines establish social expectations that encourage students to concentrate on the intended learning activities (Blakemore, 2018). Both factors work towards the same goal of making it more likely that students will stay focused and engage with the learning that the teacher has planned. Moreover, establishing routines can greatly ease the workload for teachers. They encourage students to take ownership of their learning, make intentional decisions about their educational paths, and manage their own progress, all of which support their development into independent and skilled learners (Novak, 2022).

Conclusion

The theoretical foundation of this study demonstrated the critical role of classroom routine techniques in fostering a structured and predictable learning environment by enhancing students' engagement in EFL context involving young learners. As a result, various studies have been conducted to explore how classroom routines affect classroom management and influence students' behavior and engagement. These studies highlighted that the consistent implementation of routines contribute to reduce classroom disruption, promote self-regulation among students, and create a more supportive atmosphere for learning. Moreover, this chapter also suggested that well-implemented routines not only minimize classroom disruption but also foster a sense of community and belonging among students, besides improving their capacity in participation. These techniques are especially relevant for young learners who needs clear expectations and predictable classroom procedures.

Chapter two: Field Study on Routine Implementation

Introduction

While the previous chapter explored the existing literature related to both variables, this chapter is dedicated to present the practical fieldwork of our research. It is divided into two main sections; the first section explains the research methodology adopted to conduct the study, including the research design, participant selection and description, data collection tools, and the procedures followed during the fieldwork. The second section is devoted to the analysis and interpretation of the qualitative data collected, focusing on the major findings that emerged from the observation and interview. This section also provides a discussion of the results in relation to the research questions and hypotheses. Finally, answers to the research questions will be provided.

Section One: Research Methodology

2.1.1   Methodology

One of the major obstacles in conducting research lies in choosing the most suitable research design. In this study, a qualitative approach was adopted to gather detailed information about engagement experiences and classroom management. According to Cresswell (2018), qualitative research is especially appropriate when the objectives is to gain a deeper understanding of "how" and "why" behind various behaviors and experiences in real life setting. This approach allows for a rich exploration of participants' perspectives, emotions, and practices by offering a comprehensive understanding of the phenomena under exploration.

To enhance the credibility and validity of the findings, triangulation of research tools was employed. On the one hand, a classroom observation involved direct insights in five

primary schools in Mila over a period of four weeks, with two sessions observed each week, with a total of eight sessions per class. On the other hand, interviews were carried out with English language teachers from various primary schools in Mila to gain deeper insights into their classroom management practices and experiences. Combining these two methods allowed the study to offset the limitations inherent in each individual tool and to produce a more comprehensive and reliable understanding of the impacts of routine classroom management techniques on students' engagement.

2.1.2 Research Tools

For the interview, the target population consists of all EFL teachers working in public primary schools in the city of Mila. From this population a purposive sample of ten teachers of English from nine different primary schools was selected. Teachers were chosen based on their accessibility and willingness to participate, with the aim of having knowledge about classroom routines for managing EFL classes and could offer insights into its impact on student engagement in EFL settings.

The interview consists of eleven (11) open ended questions aimed at exploring primary school EFL teachers' experiences and perceptions regarding the implementation of classroom routines as a strategy for managing their classrooms. The questions are designed to gather detailed responses about their opinion on using routines, how their introduce and adapt them, the challenges they face, and the overall effects of routines on managing the classroom and students' engagement, focus, motivation, and academic performance.

The interview was conducted in nine primary schools located in Mila and involved a total of 10 teachers. Seven interviews were conducted in English, while the remaining three were conducted in Arabic because of teachers' preferences. The data collection took place

over one week, from 10th to 17th of March. Each interview lasted between 10 to 15 minutes and was audio recorded on the smart phone with the teachers' permission.

For the classroom observation, the population comprised of all fifth-year primary school students enrolled in public primary schools in Mila. From this population, a purposive sample was selected to suit the objectives of the research consisted of five fifth year EFL classrooms from five different primary schools, with each class containing between 32 to 38 students in each classroom. Students were selected based on their years of experience learning English, their familiarity with the language, and their exposure to establish classroom routines. This ensured that the participants had likely studied English with the same teacher and followed consistent classroom rules.

A structured observation checklist was designed as a data collection tool to systematically record classroom practices and student behaviors during each observation session. The checklist focused on three main areas: classroom management strategies, routine techniques, and students' behavior. Each item in the checklist was evaluated using "Yes" or "No" responses, with an additional column for comments to provide qualitative insights. Items under classroom management included the presence of clear rules, physical organization of the classroom, positive reinforcement techniques, and time management. The routine techniques section assessed practices such as entering and exiting routines, call-and-response cues, the use of hand signals, and strategies for gaining students' attention. Finally, the student behavior section captured aspects like engagement, smooth transitions, independence, on-task behavior, and reactions to routine changes.

The checklist ensured consistency across all observation sessions and facilitated a detailed, organized analysis of how routine-based classroom management influenced students' engagement in the EFL setting.

The classroom observation was conducted in five different primary schools located in Mila. In each school, a fifth-year primary school classroom which involves between to 32 to 38 students were observed over a period of four weeks. Two sessions were observed per week in each classroom, resulting in a total of eight sessions per school and thirty-two sessions overall. Observations were carried out discreetly to ensure minimal disruption to the classroom environment. Prior arrangements and permissions were obtained from school authorities and teachers. During each session, the observer sat quietly in the classroom, taking notes on the implementation of routines, student participation, attention, and general behavior.

Section two: Data Analysis and Interpretation

2.2.1   Analysis of Teachers' Interview

In order gain a deeper insight into the implementation of classroom routines as a classroom management strategy and their impacts on EFL pupils' engagement, a semi structured interview was carried out with primary school teachers. The purpose was to explore teachers' experience, the methods they employ to establish routines, the challenges they encounter, and the perceived effects on students' engagement, behavior, and academic performance. The following part presents the interview questions followed by an analysis of the teachers' responses.

Q.1/ How long have you been teaching young EFL learners?

The aim behind this question was to understand and to gain insights onto the teaching experience the participants have with young EFL learners, as experience often shapes the development and application of classroom management strategies, including routines. The data showed that the majority of teachers (90%) had relatively limited teaching experience. Specifically, 30% of the participants reported having three years of experience, 30% had two

years, and 30% had only one year of experience. Only one teacher, representing 10% of the sample, reported a more extended experience of six years. These results indicated that the sample largely consisted of early-career teachers, which may impact their level of familiarity, consistency, and effectiveness in implementing routine-based classroom management techniques within EFL classrooms.

Q.2/ How do you introduce and establish routines at the beginning of the school year? And which techniques have proven more effective?

This question sought to understand the methods employed by EFL teachers in introducing and establishing classroom routines, as well as the techniques they find most effective in maintaining them. The analysis of the teachers' responses revealed a shared understanding of the importance of introducing routines at the beginning of the school year, with all participants (100%) confirming this practice as essential for classroom management and student' engagement.

Moreover, among ten teachers 30% of teachers reported that they present classroom rules and expectations for the entire year, often including both punishments and rewards to reinforce desired behaviors. 40% emphasized the importance of introducing routines within the first week of the academic year, either orally or through direct instruction. Meanwhile, 30% indicated the use of visual aids, posters, and consistent practice to help students internalize routines, suggesting a multimodal approach to instruction. Several teachers noted that repetition and modeling were essential in helping students understand and follow routines, especially in the early weeks of the year. One teacher emphasized the use of visual reminders, while another stressed the role of reinforcement in maintaining expectations. Overall, the responses suggested that effective routine establishment depends on early

introduction, clear communication, and regular reinforcement through both verbal and visual methods.

Q.3/ How do routines contribute to maintaining discipline and structure in your class?

This question delt with teachers' opinions concerning the way routines create discipline and control behavior inside the classroom. Across interviews, all ten teachers (100%) highlighted that routines help students understand teachers' expectations, internalize classroom norms, and minimize behavioral disruptions. Their responses confirmed that when routines are well established within the first two weeks of the school year, they serve as a behavioral framework that reduces the need of repeating instructions and constant reminders.

However, three teachers further added that routines are more effective when implemented alongside with reinforcement strategies and when they are explicitly practiced, modeled, and positively reinforced. One illustrated that she uses five steps lesson opening routines that effectively help in creating structure environment and eliminate classroom chaos and reduced misbehavior from the beginning of each lesson. This analysis reflected the fact that routines are not merely procedures but are important strategic tool that create a calm and well managed environment.

Q.4/ Have you encountered challenges when implementing routines? What are these challenges? And how do you overcome them?

The aim behind this question was to investigate whether teachers face obstacles when implementing routines, and how they address these difficulties. All participants (100%) reported encountering difficulties, highlighting complexity of establishing routines in primary schools. The most frequently cited challenge, reported by 40% of teachers, was students' difficulty in retaining and consistently following routines, practically among young learners.

To address this, teachers emphasized the use of repetition, visual aids, and positive reinforcement. 30% of respondents identified low student engagement or passivity as a barrier, which they managed by employing motivational strategies such as praise and involvement in classroom activities. Additionally, time constraints were noted by 30% of participants, particularly in balancing routine implementation with curriculum requirements. Other less frequently mentioned challenges included large class sizes, student resistance, and learning disabilities.

Overall, despite the different challenges faced, the teachers demonstrated a proactive approach to overcome them through adaptation, the use of structured, individualized support, and the focus on creating a positive and engaging learning environment.

Q.5/ What classroom routines do you use to encourage students' engagement?

This question is directed at uncovering types of routines educators found effective in enhancing students' participation, enjoyment, and motivation. six teachers answered that they use support routines which relies on emotional supports such as cards, well done posters, gifts, emojis, and reward charts to encourage participation and motivate students to stay attentive and behave appropriately. Three teachers highlighted the importance of lesson running routines, which include the way students participate, ask questions, ask for help, and behave during interactive activities like games and competitions. They added that such structured routines contribute to a more dynamic and engaging environment. The rest two teachers reported using punitive routines by removing stars or favorite items as a consequence for misbehavior to keep them do more and avoid such acts in front of their peers.

Q.6/ Do routines influence students' focus and attention during lessons?

This question aimed to determine whether teachers perceive routines as beneficial in enhancing students focus and attention during classroom instruction. All ten teachers (100%) responded affirmatively, indicating a positive influence of routines on students' concentration. Although the question was closed-ended, several respondents provided additional insights, emphasizing that routines foster a structure and predictable learning environment.

Q.7/ Have you noticed a difference in engagement levels when routines are consistently followed versus when they are not?

This question aimed to explore educators' perceptions regarding the consistency and inconsistency of classroom routines and their observed impacts on students' engagement. From the responses of the ten teachers, it has been revealed at consistent implementation of classroom routines plays a significant role in both managing behavior and enhancing students' engagement. All teachers acknowledged that when routines are maintained regularly, learners tend to be more focused, responsive, and confident. Seven teachers (70%) gave a clear affirmative response while two teachers (20%) reflected on the differences between new and previous classes by observing that students who had been exposed to familiar routines with the same teacher in the previous year are more engaged and required less behavioral redirection from those who established routines at the beginning of the current school year. One teacher (10%) highlighted that consistent routines contribute to more effective time management, especially within the constraints of a 45 minutes lesson, by minimizing interruptions and behavioral issues. This indicated that consistency in routines has positive impact on students' engagement while inconsistency may lead to decreased focus and behavioral challenges.

Q.8/ Do you adjust or modify routines to ensure all students remain engaged, including those with lower motivation and language proficiency?

This question aimed to explore the teachers' flexibility in adapting classroom routines to meet diverse learners' needs. All ten teachers (100%) confirmed that they adapt and modify their routines to maintain students' engagement. Three teachers emphasized encouraging participation through interaction activities. While three others reported using visual aids, such as pictures ad flashcards, and occasional code-switching to enhance understanding. The remaining teachers also highlighted the importance of adapting routines to students' proficiency level in order to enhance students' motivation. These findings suggested that adapting routines is not an exception, but an essential component of managing an inclusive and engaging EFL classroom.

Q.9/ Have you observed any changes in students' attitudes towards English learning after implementing structured routines?

This question sought to explore whether the implementation of structured routines had a noticeable impact on students' attitudes toward learning English. All participants (100%) responded affirmatively, indicating a shared perception that the implementation of routines has led to a notable positive change in learners' deposition toward English language learning. Teachers reported observable improvement in students' confidence, engagement, and motivation, attributing these shifts to the sense of stability and clarity that routines provide.

Q.10/ In your experience, do students who have been taught through structured routines perform better academically compared to those who haven't?

This question aimed to investigate the perceived difference in academic performance between students who experienced routines and those who have not. Five teachers gave clear affirmative answers, stating that students with structured routines tend to perform better and achieve excellent marks. Three teachers expressed uncertainty due to their limited experience with teaching young EFL learners but they noticed a good performance in their current

classes. Only two teachers said that there is a big difference in performance and behavior between the classes they have taught over the past two years and the new classes this year. They explained that the noticeable improvement resulted from consistently applying the same routine with the group of students who were in 4PS last year and are now in 5PS while the new classes demonstrated lower levels of performance. This data showed that the majority of teachers believe structured routines positively influence students' academic outcomes.

Q.11/ Do you think routines foster a sense of community and belonging among students? Why or why not?

This question seeks to uncover whether classroom routines can create a sense of belonging among students. Nine teachers (90%) generally agreed that routines play a significant role in building a classroom community where all students feel included and valued. Based on their experience, they observed that routines help students by offering equal opportunities for participation, improving communication, and creating an environment where no student feels different or excluded regardless of their academic level or personality. Furthermore, two teachers added that routines give students more confidence and motivation when the teacher's personality ensures that the routines are implemented consistently. However, the remaining one teacher noted that although she observed a sense of community and belonging among her students, she was unsure whether it was directly related to routines or other factors due to her limited experience with teaching EFL pupils. So that, their answers suggest that when routines are consistently and thoughtfully followed, they support students' sense of belonging by promoting equality and stability.

2.2.1.1 Summary of the Interview Results

The data collected from the interview offered clear insights into the practical use of routines in EFL classes. Teachers expressed strong support for such techniques because they

noted that they have a role in guiding students' behavior and encouraging the motivation to learn, despite their limited teaching experience. They illustrated that introducing and teaching routine during the very first week of the school year helps reduce interruptions and provides a predictable, focused atmosphere for pupils.

According to their responses the appropriate implementation of these routines relies on methods such as visual cues, repetition, encouragement with emotional intent, and carefully planned lessons. These routines went beyond basic procedures yet they were described as purposeful techniques for building a calm and well-organized environment. Additionally, teachers noted that well established routines gradually help students internalized classroom expectations, reducing the need for repeated instructions and reminders. They observed that the use of routines contributes to increased students' confidence and more positive attitudes toward learning English language, as students become more willing to use the language without the fear of making mistakes. Specifically, in looping classrooms teachers observed improvements in both academic performance and behavioral control because of the long time they experience with routine. Furthermore, teachers mentioned that the different types of routines, like lesson-running routines, movement routines, and support routines help in achieving the objective of lessons while also promoting consistency. When the application of routines was consistent, students exhibited an increased level of participation, motivation, and self-discipline. However, time management, class sizes, students' resistance, and learning disabilities were identified as key challenges by several teachers when working with routines. They addressed these obstacles by being reinforced regularly, and incorporated accessible visual aids to all students.

In summary, teachers' interview suggested that successfully implementing routines requires consistency, reinforcement, and well-organized techniques that take into account

individual learning needs and classroom dynamics. Teachers' responses indicated that routines are an effective strategy for managing behavior and fostering engagement.

2.2.2 Analysis of Classroom Observation

2.2.2.1 Analysis of Data Collected

After collecting the data through classroom observation, a comprehensive analysis of the findings from five different classes is provided. The analysis focuses on three main aspects: classroom management techniques used, routine techniques implemented, and the observed students' behavior. The data from each classroom is analyzed individually, offering insights into the effectiveness of the classroom routine techniques and their impact on students' engagement.

a) Statistics Gained from Class 1

The teacher in the first observed class has been teaching the same students for three years. The teacher scored 100% in classroom management strategies, indicating that all key practices mentioned in this category were successfully applied during the observation. This suggested a consistently and well-organized learning environment. Routines techniques were implemented at a moderate level 81.8%, reflecting that most of routines mentioned were implemented. In addition to these, the teacher also implemented other routines not explicitly mentioned in the observation grid, further contributing to the classroom's environment. Meanwhile, Students' behavior indicators were positive at 76.9%, suggesting that while the majority of students responded positively, there where areas where engagement or behavior could be improved.

b)   Statistics Gained from Class 2

The teacher in the second observed class has been teaching the same students for two years, classroom management strategies were observed 100% across all lessons. The teacher effectively implements all strategies outlined in the observation grid with focusing on using classroom routines as the main strategy. Routine techniques were observed in 81.8% in the classroom while 18.2% of routines listed in the grid were not implemented. Instead, the teacher used other techniques adapted to fit the classroom context. As a result of these techniques, 76.9% of students' behaviors listed in the grid were observed whereas only 23.1% were not.

c)   Statistics Gained from Class 3

The teacher in the third observed class applied 71,4% of classroom management strategies mentioned in the list were observed in all the eight, while the remaining strategies were not observed at all. In contrast, routine techniques were implemented only 18,2% of the instances, with 81.8% were not observed which indicates that the teacher did not rely on the use of routine techniques for managing the classroom. This lack may have negatively impacted students' engagement and behavior. As a result, only 38.5% of the expected students' behaviors identified in the grid were observed whereas 61.5% were not, with some instances of disruptive behaviors noted during sessions.

### d)   Statistics Gained from Class 4

The teacher in the fourth observed class demonstrated a moderate level in implementation CM strategies, with 50% the relevant indicators observed. This indicated a partial implementation of management strategies. In contrast, routine techniques were notably limited, with only 18,2% of relevant indicators demonstrated while 81,8% of them was not applied. Students' behavior was similarly mixed, with 30,8% behavioral indicators marked as positive.

e)   Statistics Gained from Class 5

In the fifth observed class, the teacher demonstrated minimal implementation across all observed items. CM strategies were present in only 12,5%, indicating a low use of essential practices such as clarity of rules and expectations, organization or time management. Routines techniques were similarly underutilized with just 9,1% of the indicators observed, suggesting almost an absence of structured procedures to guide students' behavior. Student behavioral engagement was also limited with only 15,4% of positive indicators recorded, highlighting a low level of engagement, focus, and self-regulation.

2.2.2.2 Comparison and Interpretation of Observation Results

Figure 1: comparison between the five primary schools
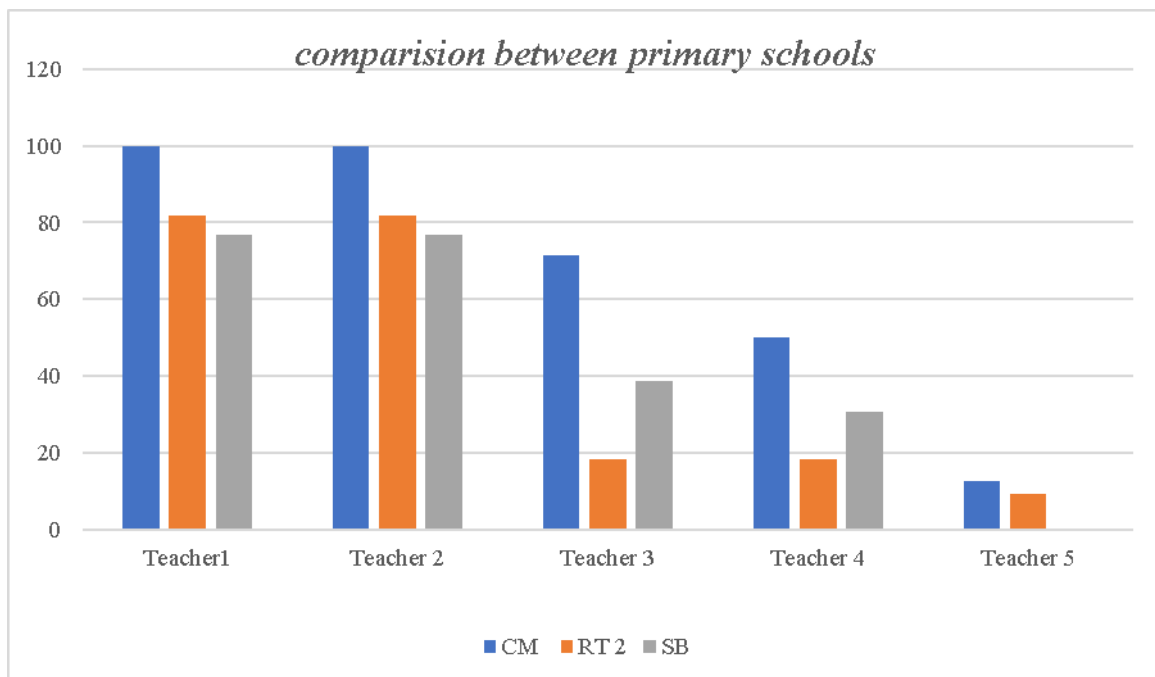
The observed five primary schools showed noticeable differences in the implementation of classroom management strategies, routine techniques, and students' behavior. Teachers in classrooms 1 and 2, who have been teaching the same students for two

years, showed the highest levels of effectiveness in classroom management strategies. Their practices were characterized by their focus on using of classroom routines alongside with positive teacher learner relationship and the creation of engaging instructions for organizing the classroom norms. Both teachers implemented 81,8% of routine techniques mentioned in the observation grid. In addition, they incorporated other lesson running routines, for instance, when the teacher wrote the name of the lesson, they know what to do as when she wrote "I learn to write" they bring their homework copybooks without reminding them and when she wrote "I write" one of students bring classroom copybooks. These techniques fostered students' autonomy and signaled a strong internalization of routines. As a result, their classrooms achieved 76,9% of observed positive students' behavioral engagement by showing independence and enjoyment among students. From this angle, it can be assumed that classroom routines are a strategy that fosters engagement and reduce behavioral issues by providing clear expectations and promoting self-regulation. Besides, the fact that these teachers worked with the same students for two years likely contributed that routines are well established and reinforced to get these results.

Conversely, teachers in classrooms 3 and 4 both exhibited lower levels in implementing of classroom management strategies. Teacher in classroom 3 concentrate only on time management and the organization of classroom setting while neglecting other important strategies listed in the observation grid. The limited use of classroom routines by Teacher 4 indicated less consistent and more reactive approach to managing the classroom. They both demonstrated minimal use of classroom routines with observing only 18,2% of items listed in the grid. This lack of reliance on routines shows only 30,8% of engagement of students' behavior. Henceforth, it can be claimed that while moderate use of management strategies can offer some behavioral support, the absence of routine-based practices

significantly undermines classroom consistency and student self-discipline and engagement in both cases.

Teacher in classroom 5 presented the weakest performance in all categories. Only 12,5% of CMS and 9,1% of routine techniques were implemented, which indicates a lack of both strategic and procedural structure. This minimal use of structured management affected students' behavior as they were not managed at all showing disrespect for their teacher, a lot of disruptive behavior, lack of engagement and focus. Only 15,4% of positive behavior were observed. From these findings, it can be suggested that the effectiveness of the procedural strategies depends on the teacher's ability to lead, connect with students, and create a respectful, structured environment. Without these traits routines alone may not succeed in promoting positive behavior or engagement.

2.2.3   Discussion of the Results

The objective of this research was to determine how classroom routine techniques influence classroom management and their overall effects on the engagement of young EFL learners, specifically fifth grade students, and contribute to the development of positive classroom environment. To address concerns raised by the study, researchers conducted teacher interviews and classroom observations in multiple fifth grade EFL settings. The results obtained from the analysis revealed a strong positive relation between the consistent application of routine-based classroom management techniques and increased young EFL students' engagement. The data confirmed this across multiple settings, although the impact appeared in varying degrees depending on the teachers' experience, consistency, and the ability to adapt routines.

The classroom observations offered detailed insights into the behavioral, emotional, and cognitive engagement of learners in classrooms where structured routines were

consistently implemented, such as structured entry and exit routines, attention signals, lesson-running routines, the positive reinforcement systems, and clearly defined rules all positively influenced learner's behavior by demonstrating a more focused student. Specifically, routines that involved positive reinforcement, differentiated participation strategies, and inclusive language were found to boost student's confidence and motivation. This effect was particularly evident among teachers who had worked with the same pupils over multiple academic years. In these settings, Students exhibited fewer off tasks behaviors, responded more quickly to teacher directions, and engaged more actively in classroom activities. However, not all routines had the same level of effectiveness. Classrooms with consistent routines were characterized by more relaxed and secure atmosphere; students appeared less anxious and more willing to participate. In contrast, classrooms where routines were absent or inconsistent experienced a higher level of disruptive behaviors and minimal participation. These findings confirmed prior research by Lester, Allanson, and Notar (2017) who stressed that routines foster pupils' social, behavioral, and emotional development, reduce behavioral challenges, and boosts students' motivation and engagement. Similarly, Blake (2022) found that consistency in routines manage the classroom.

Teachers' interviews further confirmed these findings. Educators highlighted that classroom routine techniques support students' focus and create a sense of community and belonging. From their perspectives, routines are not only used to maintain order but also to create an environment in which students feel secure and more willing to participate. Besides, several teachers confirmed that routines helped them to manage time more efficiently by allowing more instructional time and reduce behavioral disruption. In the context of language learning, routines give students the confidence to take risks and engage more fully in classroom activities. These results aligned with the findings of Novak (2022) and Lakha (2023), who explained separately that classroom management routine help students to learn

effectively, take ownership of their learning, and help teachers to provide structure and organized learning environment. Furthermore, teachers highlighted that continuity of routines over multiple academic years significantly enhance student' engagement and classroom control.

We are ultimately able to respond to the research questions. Our data results indicated that routine-based classroom management techniques do affect the engagement of young EFL learners and contribute to the development of a positive classroom environment when routines are applied consistently and adjusted to meet students' need. While routines are not the only factor influencing students' engagement, the findings clearly show that their presence supports a productive learning atmosphere. Although the degree of routines' impact may vary based on teachers' consistency and responsiveness to students' need and classroom dynamic, their effective use has been shown to support higher level of students' engagement across behavioral, emotional, and cognitive domains. Based on these findings, we confirm that routine based classroom management techniques exert a significant positive impact on students' engagement in EFL settings.

Conclusion

This chapter primarily focused on the practical application of the research and explored the influence of routine-based classroom management techniques on young EFL settings. Based on the analysis and the interpretation of the data conducted from the teachers' interviews and the classroom observation, the study concluded that structured routines contribute significantly to create a well-managed and organized learning environment. Teachers emphasized the positive impact of implementing structured routines, while students demonstrated increased engagement and confidence. Overall, the findings suggested the

effectiveness of the routine-based techniques as a key component in enhancing young EFL students' engagement.

General Conclusion

The assumption that young EFL learners benefit more from routine-based management techniques than from traditional approaches was a commonly contested idea in educational discussions. The present dissertation delves deeply into this matter, by exploring the influence of classroom routine techniques on the engagement of fifth year primary school EFL students.

To achieve this aim, the present research addresses the following questions:

1.   How do routine-based classroom management techniques affect the engagement of young EFL learners?

2.   In what ways do these techniques contribute to the development of positive classroom environment and increase student engagement in young EFL learners?

The study employed a qualitative research approach by using teacher interviews and classroom observations to collect in depth data on the impact of routine-based classroom management techniques. The interview was conducted with ten primary school EFL teachers to uncover their experiences and techniques for implementing classroom routines. Then, observation was done in seven different EFL classrooms to observe students' behavior towards the use of routines.

This dissertation was divided into two chapters; the first chapter presented the theoretical foundations of the two variables in two sections. Section one included detailed discussion about students' engagement starting with the definition of engagement and student engagement, its importance, types, factors influencing engagement, and strategies. Section two was dedicated to the concept of classroom management definition, the role of classroom management in education, its strategies, then the definition of routines in classroom

management, their importance, consistent routines, types of classroom routines, techniques, teaching them, the challenges, and the relationship between routines and students engagement. While the second chapter, presented the field study on routine implantation including a detailed analysis and discussion as well as the interpretation of the results obtained from the teachers' interview and classroom observation in connection with research questions.

Regarding the key findings derived from the observation and interviews the majority of EFL teachers believe that classroom routines play a significant role in managing classrooms and improving engagement for young learners. Both teachers and students expressed positive attitudes towards working with classroom routines, as they help teachers manage the classroom and encourage students to have active participation and motivation.

However, the current research journey was paved with some obstacles that affected its completion and lowered the quality of the conclusion. These obstacles were related to the practical part. The interview was conducted with primary schools EFL teachers who had graduated over twenty years ago. Thus, it was very difficult to communicate in English with them, as there were some teachers who studied other fields and they did not understand didactic terminology. Besides, there were some teachers who refused to be interviewed because of the limited experience and lack of time.

On the basis of our findings, there are several recommendations for teachers and future studies that may help in better understanding routine-based classroom management techniques in EFL teaching and learning settings. Teachers on one hand are asked to:

- To encourage the consistent use of classroom routines to raise active participation and reduce confusion among young EFL learners.
- To continuously evaluate the effectiveness of classroom routine implemented.

- To develop a positive attitude toward the use of routines as a foundational strategy for enhancing students' engagement and behavior.

- To integrate simple English phrases and commands into daily routines to increase students exposure to the target language.

- To use visual aids and gestures to support EFL learners-understanding of routines.

- To establish and reinforce attention signals to maintain classroom order and quickly capture students' focus during transitions.

For further research:

- To examine how routines interact with other classroom management techniques such as reward systems, peer collaboration, and formative assessment practices.

- To investigate how pre-service teacher training programs prepare future educators with the knowledge and skills to implement routines effectively in EFL classrooms.

- The integration of routines as opportunities to teach and reinforce functional language in authentic context.

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Appendix 1

Interview Questions

University: Abd Elhafid Boussouf Mila

Department: Letters and Foreign Languages

Dear Teachers,

You are kindly asked to devote some of your valuable time to respond to the following questions, which aim to investigate your viewpoints regarding the impact of routine-based classroom management on the engagement of young EFL learners.

1. How long have you been teaching young EFL learners?

2. How do you introduce and establish routines at the beginning of the school year? And which techniques have proven more effective?

3. How do routines contribute to maintaining discipline and structure in your class?

4. Have you encountered challenges when implementing routines? What are these challenges? And how do you overcome them?

5. What classroom routines do you use to encourage student engagement?

6. Do routines influence students' focus and attention during lessons?

7. Have you noticed a difference in engagement levels when routines are consistently followed versus when they are not?

8. Do you adjust or modify routines to ensure all students remain engaged, including those with lower motivation or language proficiency?

9. Have you observed any changes in students' attitudes towards English learning after implementing structured routines?

10. In your experience, do students who have been taught through structured routines perform better academically compared to those who haven't?

11. Do you think routines foster a sense of community and belonging among students? Why or why not?

Appendix 2

Observation Checklist

School Name: ……………… **Grade Level**: ……………. **Teacher's Name:** …………

Number of Pupils: ……………… **Date of Observation**: ……………….

Lesson Topic: ……………………. **Duration of Observation** : ………………………….

Variables to be observed	Yes	No	Comments
Classroom management strategies: Clear classroom rules are established and visible. Classroom is physically organized to support learning. Teacher uses positive reinforcement (praise, rewards, etc.). Instruction is engaging and motivating for students. Teacher maintains positive interactions with students. Time is used efficiently; lessons start and end on time. Teacher implements established classroom routines.			
Routine techniques Students follow a clear entering routine (e.g., morning greetings, organizing materials).			

Students follow a clear exiting routine (e.g., wrapping up, clean-up, lining up).			
Students use hand signals for requests (e.g., bathroom, pencil, finished task).			
Call-and-response cues are used to gain attention.			
Teacher uses countdown technique to guide transitions or attention.			
Classroom voice levels are managed with a visual chart or verbal cues.			
Students use the green/red card system for help-seeking. Students follow the "only when near" technique to ask for help.			
Teacher reinforces routines with praise, correction, or reminders. Routines are applied consistently across the lesson. Routines are established and maintained in looping classes.			

Students' behavior:			
Students enter and exit the classroom in an orderly manner.			
Students follow routines without needing reminders.			
Students transition smoothly between activities.			
Students participate actively (e.g., raise hands, work in groups).			
Students respond positively to teacher's reinforcement strategies.			
Students show familiarity with the routines and follow them independently.			
Students stay on task and focus during activities.			
Students ask for help using the correct routine (e.g., signals, cards).			
Disruptive behavior (talking out of turn, moving around) is minimal.			

Students seem more engaged when routines are followed consistently.			
Students struggle when routines are changed. Students seem motivated and enjoyed with the learning environment.			

Résumé

L'engagement des élèves dans l'apprentissage de l'anglais est la préoccupation principale des enseignants d'anglais langue étrangère, la motivation et l'attention des apprenants étant fortement influencée par la gestion de la classe. Les routines de classe ont suscité l'intérêt des enseignants qui cherchent à créer une atmosphère calme avec une forte motivation d'apprentissage. Cette étude a pour but d'explorer et de comprendre l'influence des techniques de routine en classe sur l'engagement des élèves de cinquième année de l'école primaire EFL située à Mila. Pour atteindre cet objectif, deux questions sont posées : (1) Comment les techniques de gestion de classe basées sur la routine affectent-elles l'engagement des jeunes apprenants d'anglais langue étrangère ? (2) De quelle manière les techniques basées sur la routine contribuent-elles au développement d'un environnement de classe positif et à l'engagement des élèves chez les jeunes apprenants d'anglais langue étrangère ? Pour répondre à ces questions, une triangulation d'outils de recherche ont été utilisés, comprenant un entretien avec dix enseignants d'anglais langue étrangère de l'école primaire, et des observations dans cinq écoles primaires de Mila. Les résultats de l'étude ont démontré que les routines en classe aident à la fois les enseignants à maintenir l'ordre et les élèves à stimuler leur comportement et leur engagement émotionnel. Les enseignants s'accordent à dire que l'utilisation cohérente de routines en classe crée un sentiment de prévisibilité, aide à réduire les comportements perturbateurs et montre l'intérêt pour l'apprentissage de la langue.

Les mots clés : Engagement des étudiants, routines de classe, jeunes apprenants d'anglais langue étrangère, enseignants d'anglais langue étrangère, routines cohérentes.

الملخص

يعد إشراك التلاميذ في تعلم اللغة الإنجليزية في بيئة تمثل كل المعايير المطلوبة لتحقيق أهداف البرنامج أبرز التحديات التي تواجه معلمي اللغة الإنجليزية كلغة أجنبية، حيث تتأثر دافعية المتعلمين و انتباههم بدرجة كبيرة بأساليب التحكم في القسم. و في هذا السياق حظيت تقنيات روتين القسم باهتمام متزايد من قبل المعلمين، نظرا لدوره في توفير بيئة تعليمية هادئة و محفزة . لهذا الغرض تهدف هذه الدراسة إلى استكشاف و فهم تأثير أساليب التحكم في القسم القائمة على الروتين على مستوى تلاميذ الصف الخامس إبتدائي الذين يدرسون الله الإنجليزية كلغة أجنبية في ولاية ميلة. و لتحقيق هذا الهدف، طرح السؤالين التاليين: 1) كيف تؤثر أساليب التحكم القائمة على الروتين على تفاعل متعلمين اللغة الإنجليزية الصغار؟ 2) كيف تساهم هذه الأساليب في خلق بيئة إيجابية تعزز مشاركة التلاميذ؟. للإجابة على هذين السؤالين استخدمت مجموعة من أدوات البحث، شملت مقابلة مع عشرة معلمين يدرسون اللغة الإنجليزية في المدارس الإبتدائية، و ملاحظات في خمس مدارس إبتدائية في ولاية ميلة. أظهرت نتائج الدراسة انا أساليب الروتين المعتمدة في التحكم في القسم تساعد المعلمين على الحفاظ على النظام و تساعد الطلاب على تعزيز تفاعلهم السلوكي و العاطفي. إتفق المعلمون على أن الإستخدام المنتظم و المستمر لهذه الأساليب يولد شعورا بالاستقرار، و يقلل من السّلوكيات المشتتة و يعزّز إهتمام التلاميذ بتعلم اللغة. تختم هذه الدراسة ببعض الاقتراحات لفائدة الاساتذة و للمزيد من البحوث.

الكلمات المفتاحية: مشاركة التلاميذ، روتين القسم، طلاب اللغة الإنجليزية كلغة أجنبية، إدارة القسم، روتين منتظم