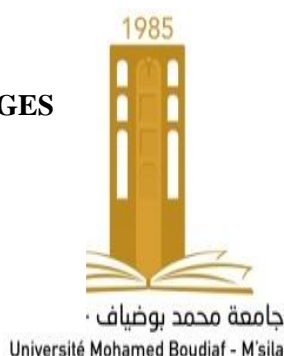


People's Democratic Republic of Algeria
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FACULTY OF LETTERS AND LANGUAGES

DEPARTMENT OF ENGLISH

N°:.....



DOMAIN: FOREIGN LANGUAGES

STREAM: ENGLISH LANGUAGE

BRANCH: LINGUISTICS

**Investigating English Teachers' Classroom Management
Techniques towards of middle school learners Discipline Problems**
The case of middle school teachers in M'sila

*Dissertation Submitted to the Department of English in Partial Fulfillment of
the Requirements for the Degree of Master*

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2022 / 2023

DEDICATION

Thanks to God first.

I dedicate this work to I dedicate my graduation to those who supported me throughout my life.

To the soul of my father Ben mami I make your wish come truth I wished you were present to share this day with me you are always in my heart. Lord makes you in the highest paradise.

To my mother Zaidi Kheira who played two roles the role of the father after his loss and the role of my mother. My support and strength words cannot describe you. Without your encouragement I would not have reached what I'm.

To my wonderful sisters Aida and Karima the ones who were always the source of love and guidance.

To my brothers Abd el Hamid , Youssef, Othmane, Soulymane who encouraged me all times.

To the little ones of the house Rayane, Sohaib, Malak, Saif el eddine, Sanad.

To my best friend in the world Oukali Imane who provided me with support and guidance, thanks for being always present when I fell lost to complete this work.

To my friends Marwa, Hala, Lydia, Riahana, Imane.

ACKNOWLEDGEMENTS

I would like to express my deepest gratitude to my supervisor “Mr.Refice Nouredine” for his great help with this dissertation. I’ am grateful to his valuable observations, comments, and suggestions.

Acknowledgements go also to all teachers for their corporation who devoted necessary time to express their views and respond to the questionnaire.

The Abstract

The current research paper is intended to Investigating English Teachers' Classroom Management Techniques towards of middle school learners Discipline Problems. The current study is based on general hypothesis which runs as follow: if the teachers establishes effective classroom management techniques discipline problems will be reduced. An investigation was undertaken to help building this study with a sample of thirty EFL teachers with different ages and genders. To collect the necessary data we designed a questionnaire which was analyzed qualitatively and quantitatively. The results reveal that most EFL teachers encounter discipline problems inside the classrooms. Moreover, it shows that disruptive actions have a negative impact on learners' educational achievement. The findings indicated that there are serious reasons behind learners' maladaptive behaviors that can be reduced through the use of different and varied effect classroom techniques.

LIST OF ABBREVIATIONS

EFL: English as a Foreign Language.

CM: Classroom Management.

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Classroom Management Techniques and Discipline Problems

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General Introduction

1. Back Ground of the Study

In many EFL classes teachers are struggling to control their students' misconducts that hamper the teaching-learning process. One of the most serious problems facing teachers today's classes is the lack of discipline (Marzano, Marzano and Pickering, 2003). Therefore, teachers should establish a well-managed classroom and maintain discipline. Classroom management refers to how things are generally done in classroom, while classroom discipline focuses specifically on controlling the students' behavior. (Walters and Frei, 2007).

The concept of classroom management differs from one author to another. It has been viewed as the teacher own personal toolkit of procedures, actions and tasks that they employ to maintain order in their classrooms and ensure that their students are working safely and efficiently. (Groves, 2009). It also refers to all those vital actions that are crucial to establish and preserve a welcoming environment. Preparing as well as organizing teaching and learning materials, setting exceptions and norms, enforcing routines and rules inside the classroom are all part of classroom management. (Tan, Parsons, Hinson and Sardo-Brown, 2003). Additionally, this term also incorporates with the various techniques used to prevent discipline problems in classrooms.

Controlling discipline problems nowadays is seen as necessity due their negative impact on teaching and learning. Managing disciplinary situation inside the classroom has a great importance in establishing a positive learning environment. (kyoriacou, 1990). Seeman (2000), managing discipline problems is an art. The process in which each teacher sees disruptive behavior may hamper the development of that kind of art for not all classroom situations can be referred to as discipline problems. So, teachers should have a clear idea about what kind of behaviors are considered as misbehaviors and what are not. Accordingly, there are number of classroom management techniques that can be implemented for the sake of reducing the increasing rate of EFL disciplinary problems.

2. Statement of the Problem

Teachers are suffering from an increasing intensity in discipline problems which opened the gate way for them to adopt and develop various classroom management techniques that helps

them to manage the classroom setting, to maintain discipline and to inhibit the students' disruptive behaviors.

3. Research Questions

Q1.What are the discipline problems often encountered by teachers in classes?

Q2.How can discipline problems affect classroom management?

Q3.What are the classroom management techniques used by teachers to overcome discipline problems?

Q4.To what extent can classroom management techniques reduce discipline problems?

4. Research Hypothesis

Based on the above research questions this hypothesis is proposed:

If the teacher establishes effective classroom management techniques, discipline problems will be reduced.

5. The Aims of the Study

The aim of this research paper is to identify teachers' perceptions towards disruptive behavior in EFL classes by looking for its main causes and consequences. It also intends to find out how discipline problems can affect the students' and teachers' progress. The focus then will be on presenting the possible solutions that includes different classroom management techniques that will help teachers to manage the classroom setting and treat disruptive behaviors.

6. Significance of the Study

The current study is significance as it is expected to provide teachers with new techniques that may be useful in building efficient and effective classroom environment. It also gives teachers a better understanding of disciplinary problems and offers new recommendations and suggestions to eliminate the increasing rate of disciplinary problems inside the classroom using different techniques.

7. Research Methodology

To fulfill the purpose of this study, an exploratory design is followed. A questionnaire is designed and delivered to thirty teachers in M'sila middle schools that were selected randomly. This questionnaire is attempted to gather data from the teachers' point of view about the

increasing rate of EFL discipline problems and how it affects their classroom environment. It also highlights their experience in dealing with disruptive behaviors using varied classroom management techniques.

8. Structure of the Study

This dissertation consists of two chapters; The first chapter is the theoretical one that is divided into two sections. The first section deals with the classroom management, its definition and importance. Additionally, it is concerned with the main components of classroom management and the theories of it. The teacher roles are also mentioned in this section.

The second section is devoted to the discipline problems of EFL learners. It deals with the definition of discipline and its types as well as the techniques for better classroom discipline. It also copes with the types of discipline problems made by learners and their effect on both teachers and learners. Finally, this section tackled a number of classroom management techniques used to deal with the students' misbehaviors.

The second chapter is the experimental part of this study, in which the data was collected using a questionnaire for EFL teachers in M'sila Middle schools. Then the data has been analyzed and discussed.

Lastly, suggestions and recommendations are provided for better classroom environment that decreases the amount of disruptive behaviors.

Chapter One:
Classroom Management Techniques
And Discipline Problems

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Section one: Classroom Management

Introduction

For effective teaching-learning processes the teacher should establish what is called classroom management. Classroom management plays an important part in the educational psychology. It is the process of creating and maintaining successful, conducive, collaborative and effective learning environment. It contributes to the students' social and moral development and as well as it helps to build a solid instructional programme and a climate of mutual respect and caring among students and teachers. In this section researchers will shed the light and have an insights to what classroom management is, its validity, the main theories of CM, the components of CM and as well the role of teachers in CM.

1. Classroom Management Definition

Classroom management has been defined in many different ways. According to Doyle (1986) "In most general terms classroom management refers to the actions and strategies teachers utilize to maintain order." (As cited in Yaşar, 2008, P.9) .In the same vein, Proctor stated that (1977, P. 03)"Classroom management is a set of teaching behaviors by which the teacher establishes and maintains order in the classroom." Similarly, Emmer and Stough (2001) believed that "Definitions of classroom management vary, but usually include actions taken by the teacher to establish order, engage students, or elicit their cooperation." (P.103).According to the previous definitions classroom management is the process of establishing the order task in which the teacher could achieve class control and prevent disruptive behaviors as result effective teaching and learning experience could be maintained. In this regard Savage (2009) said that "Teachers cannot deliver instruction unless there is order in the classroom and good teaching facilitates good order. For example, beginning teachers are frequently advised to plan and deliver exciting lessons as a means of preventing misbehavior." (P.92)

Roth (2014) stressed that"Great classroom management is an art from where the artist (teacher) blends relationships, routines, procedures, and instructional techniques into a masterpiece that translates into a happy, functioning classroom where students have a clear picture of expectations, routines, and a strong desire to please their teacher." (P.5).This clarifies that classroom management is the procedure that includes building friendly relationship with learners and create calm and safe learning environment, so as to boost the learners to perform

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better and to attain high academic achievements and to accomplish the general educational goals. Simply put, Classroom management generally deals with how to maintain the learners' discipline in the classroom.

Brophy (2006) discuss that classroom management describes the procedures used to establish and maintain a learning environment that is conducive to effective teaching (e.g., setting up the physical environment, establishing rules and procedures, and ensuring that the students are paying attention to lessons and participating in activities). That is to say classroom management entails the enforcement of rules, the preparation of materials and the organization of learners so that the teacher can improve the students' positive behavior and to ensure that classroom lessons are running smoothly.

2. The Importance of Classroom Management

Classroom management is the gate way to pursued efficient and effective learning and teaching process it is important since it has greater influence on both teachers and students. In the light of this Emmer and Strong (2001) stated that "The ability of teachers to organize classrooms and manage the behavior of their students is critical to achieving positive educational outcomes." (P. 09). That is to say the ability to control the students' behavior allows the students to develop appropriate behavior patterns and promote high academic learning experience. In the same vein Berliner (1986) argued that "Teachers who have Problems with behaviors management and classroom discipline are frequently ineffective in the classrooms." (P. 05).

Classroom management helps teachers to establish safe climate that requires the adaptation of rules and the development of routines this dynamic process is necessary for maintaining a successful learning environment in which the students will be able to please and obtain the teacher's pleasure in the learning field. More so, good classroom management helps teachers to direct their various efforts toward a definite purpose as well as organize their priorities and pursued their goals this latter will affect the use of time so that the teacher will be able to make transitions and interruptions as short and orderly as possible. Additionally, Classroom management ensures the engagement of students in the learning process this will highly increase the students' self-confidence and impacts their academic success.

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Briefly, classroom management helps to create and maintain an orderly environment in the classroom that supports social and emotional development.

3. Classroom Management Theories

After going through several studies theorists offered many explanations of how classes are managed, and therefore it is distinct that components or dimensions of classroom management cannot be restricted to certain theory. In this context, Tauber (2007) stated that "First teachers must select a specific theory of classroom management. Second, they must understand the theory well enough to apply it effectively as a corrective strategy." (P. 137). That is to say, teachers should have background knowledge about the different theories in order to opt the right instructional style that mitigate behavioral issues and make good instruction possible.

3.1. Skinner's Theory

Skinner is the father of behavioral modification in the classroom; His work was based on the idea of reward and punishment that is now commonly referred to as 'operant conditioning'. According to Skinner (1974, P.181) "Everything we know about operant conditioning is relevant to making behavior more or less likely to occur upon a given occasion. This is the traditional field of rewards and punishment but much sharper distinctions can be made in taking advantage of what we know about contingencies of reinforcement." In other word, Skinner believed that students' behavior would be reshaped through the use of reinforcement. Thus, when the student adheres to the rules of the classroom that means he is producing a favorable behavior which should be reinforced with a reward. On the other hand, when the student disobeys the rule that means the behavior is unfavorable which should be reinforced with a punishment or ignorance. Therefore, rewards and punishments produce desirable outcomes.

Basically, positive reinforcement occurs when desirable behaviors are produced by the students and are rewarded by the teacher. Whereas, negative reinforcement occur when undesirable behaviors are projected by the students and punished by the teacher. In sum, behaviors that are rewarded would be repeated and those that were not would be avoided.

3.2. Glasser's Theory

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Glasser developed a theory known as the Choice Theory, also called the Control theory, which is based on idea of all behaviors are chosen. Teachers cannot control the behavior of their students just by telling them what to do but they can play a critical role in helping students to make a choice. Therefore, leading to positive behavioral changes(Glasser 2001). According to him, behavior is related to personal choices and the teacher should encourage students to be responsible for their own decisions and to facilitate the making of good decisions. To illustrate this Hangenback (2011) denoted that "But I also want to help a lot of children – for more that I can reach in my own classroom – learn to take responsibility for their behavior choices, as well as teach the social skills needed to achieve this potential." (P. 09).

It is necessary to shed the light on the importance of Glasser theory since it helps learners to achieve success using appropriate behavioral choices.

3.3. Kounin' s Theory

Jacob Kounin is an educational theorist who focused on the teacher's ability to affect the students' behavior through instructional management. The main focus of his theory is that teachers have to be organized, prepared, and use proactive behavioral management combined with high student involvement with the goal of leading to a more effective classroom while minimizing disruptive behavior. Kounin summarized that good classroom management is based on the behavior of teachers not on the behavior of students. Thus, He mentioned a number of teachers' behaviors that can produce students learning that are: with-it ness, overlapping, smoothness and momentum, group altering, accountability, seatwork variety and challenge.

With-it ness: teacher's awareness of what is going on in all parts of the classroom at all time. However, what is most importantly to kounin is that the students are perceiving that the teacher knows what is going on even though he is not.

Overlapping: teacher's ability to attend two or more issues at the same time. (Multi-tasking). Kounin stated that students are more likely to stay on task if they perceive that the teacher is aware of what they are doing and can help them when needed.

Smoothness and Momentum: teachers' ability to move through a lesson smoothly without being diverted or interrupting student seatwork.

Group altering: teachers' ability to keep members of class alert and attentive.

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Accountability: teachers' ability to continually monitor student performance during a lesson and require students to show work and recite material individually or as a group.

Seatwork Variety and Challenge: teachers' ability to have plans or procedures that are necessary to create high levels of student involvement so teaching and learning can take place.

3.4. Maslow's Theory

Maslow's Hierarchy relates learning with motivation. According to him in order for students to succeed in the classroom they must be motivated to learn. Hierarchy suggests that people are motivated to fulfill basic needs before moving on to other more advanced needs. Hence, he developed what is known by levels of Maslow's Hierarchy of needs that are psychological needs, safety needs, belonging and love needs, self-esteem needs, self-actualization needs and self-transcendence needs.

As matter of fact, each level must be met in order to move onto any other levels in the hierarchy. Starting with the Physiological needs that includes the basic necessities of life (food, water and shelter) once physiological needs are met, students will then move to the safety needs; Students need to feel safe in the environment in which they are learning in order to reach the third level of the hierarchy. At this level, students will want to feel a sense of belonging with other people in their environment. After reaching the first, the second and the third levels students will need to fulfill the esteem needs that would be reached by recognition and achievement as result the students will feel confident in their ability to learn. At the fifth level, the student will seek to reach the needs of achieving their learning goals. If the students met all the previous needs, now they will be motivated through self-transcendence. At this level the students can improve their learning experience.

3.5. Canter's Theory

Lee and Marlene Canter developed Assertive Discipline model to classroom management that is also called the "take-control" approach to teaching. The main aim of this theory is that no student should ever prevent a teacher from teaching or keep another student from learning. In order to achieve this aim teachers must behave assertively not aggressively. Thus, the teacher should formalize effective class rules of behaviors, attend closely to student's needs and establish a sense of mutual trust and respect. This latter will help the teachers to create an effective learning environment and the students to develop appropriate behaviors.

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4. The Core Elements of Classroom Management

4.1. The Physical Design of the Classroom

The physical environment pertains to everything from classroom arrangements, the board's usage and the way the materials in the room are arranged. Good classroom environment can affect the students' performance, attentiveness and responsiveness in the classroom. As put by Garrett (2014) "The first component of the process of classroom management is the physical design of the classroom." (P. 13). In fact, the physical environment should be formed at the beginning of the school year; when establishing the seating arrangement some crucial factors must be taken into consideration. For instance, a good physical setting should increase the students' participation and engagement in the lesson and facilitate the teacher's movement inside the classroom. (Marzano 2007).

There are some common seating arrangements that the teacher may use for his students. In this respect, Jonson (2002) suggested the following types of seating:

Linear rows: In this seating arrangement the students' chairs and table are arranged in rows and the teacher's desk is situated in front of the classroom. Interestingly, this seating arrangement is helpful to implement with all the class and to minimize disruptions. In the light of this Wannarka and Ruhl (2008) indicated that "Evidence supports the idea that students display higher levels of appropriate behavior during individual tasks when they are seated in rows, with disruptive students benefiting the most." (P.89)

Hollow circles: This seating pattern encourages discussion and conversations among students. In the same line of thought, Jonson (2002, P.32) claimed that "Many teachers like to arrange desks in hollow circles or squares (U shapes) to promote whole-class discussion." This arrangement is useful to build confidence, self-esteem, and resilience.

Squares and clusters or groups: This type of physical position is highly effective since it allows students to interact with one another. Jonson (2002) proposed that "Cluster arrangements are useful for group discussions, cooperative learning, team games and contests, and various small group tasks." (P.32)

According to Wannarka and Ruhl (2008, P.93) "There is no single classroom seating arrangement that promotes positive behavioral and academic outcomes for all tasks, because the available research clearly indicates that the nature (i.e., interactive versus independent) of

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the task should dictate the arrangement." As matter of fact, all types of seating arrangements are considered effective since they help the teacher to have control over the class and to minimize disruptive behavior.

4.2. Teacher-Learner Relationship

One of the main components of classroom management is developing a positive student-teacher relationship. Notably, creating a positive relationship between the teacher and the student requires the teachers to know and understand the students' needs as individuals, treat them with respect, value and advise them, provide structure and be consistent. This latter will help the students to achieve social and emotional development. According to Vallverdú and Casacuberta (2009, P.423) "The perception of the emotional climate is related to building positive interpersonal relationships (teacher-learner), and consequently, to promote a positive socio-emotional climate." Hence, this kind of relationship provides a great deal of security, pleasure, motivation and comfort in classroom settings.

4.3. Classroom Discipline

Discipline plays a major role in the teaching-learning process. The goal of using discipline is to ensure routines are maintained, school rules are enforced, and the students are in a safe learning environment.

According to Savage (2009, P.03) "One of the key components in achieving a successful and productive classroom is management and discipline." As noted, establishing discipline is regarded as one of the most difficult tasks that novices and even experienced teachers struggle to attain it .In this respect Wong (2014) claimed that "Simply put, effective teachers manage their classrooms with procedures and . This process often takes care of many of the concerns surrounding classroom discipline. In contrast, ineffective teachers only attempt to discipline their students with threats and punishment rather than laying a foundation with effective procedures for the learning environment." (As cited in Walters and Frei ,2007, p.13). That is to say for a well discipline environment the teacher should adopt a number of well-organized procedures and should undertake strict strategies. Hence, punishment and threats are considered useless and ineffective.

It is crystal clear that without discipline teaching and learning cannot be accomplished. In the light of this Lewis (1999,P.155) claimed that "without the order provided by effective

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classroom discipline there is very little opportunity for teachers to instruct students in language skills, number skills, art, music, or whatever."

5. Teacher roles in classroom management

The most prominent way that leads to the enhancement of classroom management is the effective performance of the teacher roles that vary according to the teaching approaches used and on the teachers' and learners' preferred learning styles and learning needs. According to Harmer (1990) the teacher should perform five main roles that are: controller, prompter, participant, resource and tutor.

5.1. Controller

Effective teaching and learning cannot take place in a poorly controlled classroom. Therefore, the teacher should carefully control the whole classroom. Controlled teachers should take registers, tell the students things, organize drills and as well establish and enforce behavioral guidelines. Controlling the students help teachers to make sure that instruction are proceed efficiently and to minimize disturbances. According to Harmer (1990, P.58) "There are times when acting as a controller makes sense such as when announcements need to be made, when order has to be restored, when explanations are given, or when the teacher is leading a question and answer session. Indeed in many educational contexts this is the most common teacher role. Many teachers fail to go beyond it since controlling is the role they are used to and are most comfortable with. Yet this is a pity because by sticking tone mode of behavior we deny ourselves and the students many other possibilities and modes of learning which are good not only for learning itself, but also for our students' enjoyment of that learning."

5.2. Prompter

Students can sometimes lose the thread or become unsure how to proceed; the prompter in this regard can guide the students in a supportive way. This will prompt learners to be order and respectful. Harmer (1990, P.60) indicated that "When we prompt, we need to do it sensitively

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and encouragingly but, above all, with discretion. If we are too adamant, we risk taking initiative away from the student. If on the other hand, we are too retiring, we may not supply the right amount of encouragement."

5.3.Participant

It is the teacher duty to make the learning environment enjoyable. Therefore, it is advisable for him to participate in the learning activities and discussions. In this respect Harmer (1990, P.61) proposed that "There are good reasons why we might want to take part in a discussion, for example. It means that we can liven things up from the inside instead of always having to prompt or organize from outside the group. When it goes well, students enjoy having the teacher with them, and for the teacher, participating is often more enjoyable than acting as a resource."

5.4. Resource

Teacher is considered the first resource for their students they need to be always available to help them and offer them more information when needed. He can also encourage the students to work from other resource materials in order to help them to become more independent in their learning. To illustrate this, Harmer(1990, P.61) argued that:" When we are acting as a resource we will want to be helpful and available, but at the same time we have to resist the urge to spoon-feed our students so that they become over-reliant on us."

5.5. Tutor

According to Harmer 1990 acting like a tutor is the process of combining the roles of prompt and resource. In this situation the teacher is expected to guide and direct his learners to accomplish their learning activities. Accordingly, Harmer (1990, P.62) stated that "It is essential for us to act as tutors from time to time, however difficult this may be. In this more personal contact the learners have a real chance to feel supported and helped, and the general class atmosphere is greatly enhanced as a result."

To sum up, a successful classroom management depends on the teacher capacity to perform various roles. Hence, he should control, organize, assess and prompt the class well.

Conclusion

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For successful classroom management the teacher should focus on every important detail starting from designing adequate classroom atmosphere that includes organizing the classroom seating, building effective relationships with learners and establishing a well-disciplined classroom. Equally important the teacher is required to have background knowledge about the different theories of classroom management in order to select the appropriate one that suits all the learners' needs. Moreover, the teacher should play various roles in order to manage the whole classroom. All in all, a well-managed classroom helps the students to attain high academic achievements and teachers to forbid the disruptive behaviors.

Section two: Discipline Problems

Introduction

The goal behind the classroom discipline is to employ all the different techniques and procedures that help teachers to create the right social and physical atmosphere and to reduce the wrong behaviour that can prevent learning practices. Hence, good and effective learning and teaching process is established. Unfortunately, the students discipline problems and their

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malicious behaviours impede and hinder the teaching process which will lead to the retreating of the educational achievement.

In this section we will throw more light on the definition of discipline and on the types of classroom discipline which includes preventive, supportive and corrective discipline. The literature in this section also contains the types of discipline problems made by learners and the causes that stand behind such attitudes and behaviours. It also elicits some of classroom management techniques used by teachers in order to manage and prohibit disruptive behaviours.

1. The Definition of Discipline

Discipline is a broad term that is closely related to classroom, it shows the extent to which students behave in acceptable ways, as they become involved in the task of learning. According to the Cambridge International Dictionary of English (1995, P.390) the word discipline means "the training which produces obedience or self-control, often in the form of rules and punishments if these are broken, or the obedience or self control produced by this training." Adams (1974, P.21) pointed out " "the word 'discipline' is originally related to the Latin words disco ('to learn') and disciplina ('learning'), having to do with education."

In fact discipline is the process of developing desirable behavior and self control. Thus, effective teaching-learning process could be maintained. In the light of this Sheaffer (2006, P. 21-22) argued that "discipline is meant to develop a child's behavior, especially in matters of conduct. It is meant to teach child self-control and focusing on what is we want the child to learn and what the child is capable of learning." In the same vein Rogers (2002, P. 40) stated that "discipline in the classroom can be described as the order necessary to enable teaching and learning proceed effectively. All classrooms must have discipline." The term discipline also refers to numbers of manners displayed by learners according to certain norms and standards. In fact when the learner disobeys these norms and standards teachers tend to use punishment to maintain discipline which was seen by Cummings (2000, P.02) as the last resort way as he stated that "Discipline is "to teach" students self-control, not "to punish." In fact, punishment as a form of discipline to gain control is a last resort. Our goal is to establish a community of learners who feel bonded and connected; such a community exhibits self-discipline and perseverance and takes responsibility for learning."

2. Types of Classroom Discipline

2.1. Preventive Discipline

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It is the process of establishing classroom rules and setting expectations in order to promote the students' positive behavior and to prompt misbehaviors. Kottkamp (2005, P.02) defined this term as "Preventive discipline: is the part of the discipline plan that removes factors from the classroom that will promote misbehavior. This part is essential for the teacher to teach the students exactly how they want the student to behave within the classroom. Every part in the classroom should be clear and concise so as to not confuse the students." Sommerville (2007, P. 291) added that "preventive discipline is "any action taken by management to encourage employees to follow standards and rules in an effort to prevent infraction." In other word, preventive discipline works on producing desirable behaviors. Therefore, teachers are expected to set a classroom rules, verbalize the consequences of disruptive behavior and then provide positive reinforcement for the sake of following the classroom rules.

2.2. Supportive Discipline

In this type the teacher is expected to identify the signs of restlessness and respond immediately to the students who become disengaged in the learning task. In fact when the learner disobeys the established classroom rules the teacher should offer suggestions and options for correcting misbehaviors before a consequence occur. Supportive discipline can take various forms such as reminders, redirection and nonverbal communication.

2.3. Corrective Discipline

The teacher may opt for a corrective discipline strategy when the learner make infractions Glanz (2009, P. 132) proposed that "your corrective technique should be neither intimidating nor harshly punitive, but instead only what is necessary to stop misbehavior and redirect it positively." To put it differently, the measures taking by the teachers to correct the students' misbehaviors differ from case to another.

3. Techniques for Better Classroom Discipline

The main axiom of classroom discipline is to control the classroom system that will feed the teaching –learning process and in order to achieve this goal teachers have to adopt different systems and techniques.

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3.1. Positive Discipline

Positive discipline works on the basis of preventing and reducing the students' disruptive behavior. Teachers use positive discipline in order to teach the students how to make good choices and how to develop their behaviors. According to Felix (2011, P. 172) "positive discipline processes are attempt to create climates in which student gain confidence in their abilities to make good choices and develop trust towards one another and the teacher." That is to say, the role of positive discipline technique does not exclusive on preventing misbehaviors only but also it encourages the students to become responsible, respectful and resourceful members in their classroom. Shaeffer (2006, P. 86-87) suggested some positive discipline tips:

- Be sure of yourself; do not make a miscall.
- Point out the positive.
- Interact respectfully with students.
- Communicate your expectations.

3.2. Assertive Discipline

Assertive discipline is systematic and structured approach that requires the adaptation of systematic rules, producers and organization that helps teacher to run a classroom in which he is in charge. In this method the teacher should give clear and firm direction that is expected to be followed by the students as a result positive reinforcement occurs. on contrary, if it is not followed undesirable behavior will met a negative consequence. In the same line of thoughts Wolfgang (1998) (as cited in Felix 2011) argued that "Assertive discipline expects the teacher to anticipate that students will break rules, this is a part of the job of teaching- it will occur, so plan ahead. Planning permits the teacher to be proactive with concrete actions they might take to be positively supportive when students behave appropriately." (P. 154) Malmgren, Trezeck, and Paul (2005, P.36) proposed four essential components of assertive discipline:

- A set of consistent, firm and fair rules.
- A predetermined set of positive consequences for adhering to the rules.
- A prearranged set of negative consequences to be applied when rules are not followed.
- A plan to implement the model with the learners.

3.3. Monitoring Discipline

Marzano (2003 as cited in Boynton and Boynton 2005, p. 35) defined monitoring as "withintness...remaining 'with it '(aware of what is happening in all parts of the classroom at

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all time) by continuously scanning the classroom, even, when working with small groups or individual." That is to say, the teacher has to be aware about what is going on inside the classroom in order to discover patterns contributing to disciplinary problems. Thus, controlling the students' behaviors. This idea was clearly supported by Boynton and Boynton (2005, P. 34) they stated that "developing monitor skills is crucial to success of your classroom discipline plan. The ability to effectively monitor your students' behaviors is one of the most powerful discipline tools available to you, as well as one of the best ways to prevent classroom discipline problems from growing."

3.4. Modelling Discipline

Modeling is seen as instructional strategy that aims at changing the students' behaviors. The teacher can make effective intervention by consciously exhibits specific behavior or skill that will be imitated by the students and reinforced and recognized by the teacher this is referred to as " modeling". Johnson (2011, P. 18) stated that "beyond the standard techniques we often teach, such as modeling the appropriate behavior and implementing consistent classroom procedures, often times the discipline procedures that work in classrooms stand in opposition to what students read in their education textbooks."

4. Types of Discipline Problems

Teachers always suffer from discipline problems or what is called as students' misbehavior. According to Sprick (2006, P. 01) "discipline problems in school have always been and continue to be leading frustration for teachers." All types of discipline problems are consider as threat to the learning – teaching process as they make the classroom management as a challenging task for teachers who will be unable to control the classroom setting.

4.1. The Use of Cell Phones for Interruption

It is crystal clear that teachers permit the use of cell phones inside the classroom for educational purposes or for the students who have special needs (medical reasons). However, most of students use their cell phones as a source of entrainment instead of being engaged in the learning task and thus, they are more likely to lose their concentration and miss the teacher'

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explanation. As matter of fact, students are using cell phones only for the sake of generating noise inside the classroom as they answer phones calls during the sessions, make the phones rings and send joking messages to each other and start laughing. In this respect Muschla, Muschla & Muschla (2010, P.372) argued that "Cell phones can be a distraction in class as students quietly send messages to each other, access games, or surf the internet." In the same vein, Garcia and Roman (2012) stated that "Another reason to forbid mobile phones at school is that they are used to send and receive text messages or to chat with finds and that implies a lack of attention to what the teacher is explaining, which can make the teacher angry and what is worst, they won't understand the topic the teacher is talking about." (p.160)

It is worth mentioning that when the phone rings during the session, it results the loose of class flow and the waste of time and make the other learners disengaged from the learning task. In this respect Gilory (2004, P.56) declared that "it happens during an important part of a lecture or discussion, just when a critical point is being made, and suddenly, "the teachable moment" is lost." Therefore, it is necessary to shed the light on the importance of prohibiting the use of cell phones inside the classroom and in case of emergency students must take the teachers' permission to use their cell phones.

4.2. Cheating and Stealing

Cheating and stealing are considered the most frequent classroom disciplinary problems. Many learners tend to break the rules of their schools institutions as they take various forms of cheating and stealing which would make the teaching process difficult and ineffective. Accordingly, Steere (1988) said that "Thievery and cheating are possibly the most difficult behaviors that teachers periodically encounter. Both are touchy character problems. Dishonesty is not ethnocentric, not is it associated with any specific socioeconomic group. It is found in the wealthy, the poor, the educated, and the uneducated. Especially because dishonesty is a character problem, teachers and parents should be more concerned with correcting the child's character than with pushing his or her body or mind."(P. 140-141)

Notably, many learners opt for the easy ways to get good grades as they look for other learners' paper during an exam or they store the information in cell phones and so on these maladaptive behaviors increase the incredibility of assessment scores and make the students unwilling to develop their educational achievement. Stealing as well is serious problem that threatens the learning teaching process it involves stealing classmates' and teachers' things or

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even the school equipments. Teachers are ought to deal with stealing and cheating quickly, proactively and fairly.

4.3. Make Noise

Making noise is one of the misconducts that learners adopt inside the classroom. Excessive noise levels affect the quality of teaching and learning as it make several disorders in students hearing that make the following of the teacher instructions difficult, cause interruptions that drive others to distraction, impact the students performance as it has the potential to reduce their learning motivation and it can create a negative learning environment. As put by Race and Pickford (2007) "students holding side conversations, using mobile phone or MP3 players can be quite off putting for you and for other students." (p. 87)

Some students start showing their misbehavior by disruptive talking, top their pencils and move their tables and chairs...etc. This particular type of noise impacts negatively what is most important in EFL classroom which is the listening skill. In this regard Rudner, Sahlein, Ahlander, and Brannstrom(2020, P.06) argued that "children in these groups can have excellent speech recognition in quiet, but still experience unique challenges when listening to speech in noisy environments."

4.4. Aggression

In many school communities both teachers and students are being directed to aggression practice. In this concern Scruggs and Mastropieri (2010) said that "many of the students spoke aggressively to other students or teachers, refused to do school work, or acted aggressively toward others." Aggression is about using power to hurt others physically or verbally it can take various forms like humiliating others with bad words or hitting kicking and punching others. Several studies argue that aggression undermines the students' learning which would affect their academic achievement. In the light of this Mulu (2004, P. 09) stated that "this condition could have a negative impact on their motivation to learn, their value for education, and their career aspirations after school." In addition, the practice of this maladaptive behavior threatens the safety

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of the school community as it makes students and teachers feel uncomfortable of being inside the school and spread the feeling of conflict, fear and anxiety.

4.5. Bullying

Bullying is the most noticeable form of disruptive behavior practiced in schools. It is an intentional act carried out by group of students toward target victim it involves both verbal attacks such as names calling, threats, abuse...etc and physical attacks such as hitting, kicking...etc.

Students who have different ethnic groups, religions, skins, races, genders, ages and sizes are more likely to be victims of bullying. Peer harassment, peer victimization and bullying have contributed to a decline in classroom activities and school engagement, which tends to impact academic performance and achievement negatively. Nishina, Juvonen and Witkow (2005). Olweus (2003) also stated that school bullying can interfere with students' concentration in their studies, which can lead to failure and eventual drop out. That is to say due to the repeated practice of this malevolent behavior the students will suffer from fear, anxiety, and distress which will decrease their motivation and lose their confidence and self esteem. In addition, being in environment that contains bully threats makes the students lose the interest in attending school hence constant absenteeism will prevail. More so, victimization from bullying leads to mental health problems, school absenteeism and low self esteem. Farrington (2009)

5. Causes of Disciplinary Problems

It is noticeable that there are various intervening factors that lead to the contribution of the discipline problems. Therefore, the better understanding of main reasons of such behaviors could possibly help teachers to successfully reduce its occurrence.

5.1. Teachers

The teacher attitudes and actions might be the main cause behind discipline problems. As matter of fact, maladaptive behavior occurs when the teacher focus much more on particular

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students and ignore the other students as they do not praise all students, they are not interested in knowing all the students names and ignore to motivate the students who are not interested in the learning task. To put it differently, Stronge (2007, P. 45) stated that " Most teachers direct their attention and instruction more frequently to some students and ignore others. In the same sense, they provide more positive feedback to some while ignoring others. This type of teacher behavior increases the likelihood of student misbehavior." Thus, the teacher should give a great priority to know all the students needs, interests and the preferred learning styles in order to treat them all in fair and equal manner.

A further matter, it is the teacher responsibility to establish and create positive classroom atmosphere that encourages learners and fosters their learning process. However, there are certain teachers do not provide learners with instructions, rules and procedures and as well they do not prepare or plan their lessons such attitudes will give learners the opportunity to make disruptions. In the same line of thoughts, Garner (2007, P. 14-15) asserted that "teachers create discipline problems, when they enter classrooms poorly prepared, in adequately trained in areas such as disciplinary techniques learning styles and adolescent developmental statuses." In the same fashion, Harmer (1998, P. 4) stated that "the best activity in the world is a waste of time if students do not understand what it is they are supposed to do." So, teachers are ought to be consistent about what they are expecting from the students to do by giving clear instructions at the beginning of the school year in order to eliminate the students' misconducts.

Notably, the teacher character and personality influences the students' behavior since it is reflection to it. In this respect, Kyriacou (1998) suggested that "all teachers need to be aware of how their behavior conserves to hinder rather than facilitate good discipline in the classroom." That is to say the teacher' rude and harsh attitude can stimulate the students' behaviors and provoke them to make malicious and malevolent behaviors. Otherwise, the teacher' careful and friendly attitude will encourage the students to learn in calm and save environment that fosters learning and minimizes the amount of disruptions inside the class.

5.2. Parents

It is necessary to shed the light on another important reason behind discipline problems inside the classroom which is home life .Some of the disciplinary problems that most teachers

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are currently facing in their schools may be traced back to family that makes strong contribution to their children misbehaviors. Kafer (2004) believed that "failure of parents to discipline their children is a prime cause of discipline problems in schools." (As cited in Garner and Garner, 2008, p.13). Some students come from homes where parents are divorced they lack attention and care; so, they misbehave in classroom in order to attract attention. Other students lack guidance and regulation at home that will pave the way to their maladaptive behaviors. In this regard, Roffey (2013, P.9) stated that "Intrinsic factors, such as personality, attitude, motivation, impulsiveness and lack of respect, were all cited as the underlying reasons for bad behavior."

It is worth noting that, there are certain parents who value education and learning. This kind of parent likes to support their children by participating in school meetings and activities. However other parents do not appreciate and disrespects education and school environment. So, they impact their own children who will act in disrespect way toward the school community. In this regard Nomishan (2014) said that "parents who do not respond to teachers' and the schools' concern about their children unwanted behavior may not only be affirming such students' action but also be closing up an important avenue for teachers to find solutions to discipline problems."

5.3. Students

Students appear to be the main source of disruptions inside the classroom. Shrestha(2010, P.08) claimed that "By nature students will have had bad behaviors in general." Given the fact that, motivation is one of the aspects of the students' learning as it makes them all engaged in the class activities. However, when the course content lacks diversity the feeling of boredom appears which make the students feel less enthusiastic to engage in class activities this latter will urge them to make growing increase of disruptive behaviors in which they can feel active with. In this respect Hallam and Rogers stated that "children misbehave and play truant because they are bored and the national curriculum is failing to address their needs." (2008, P. 34). To put it differently, in designing the course content teachers should take into consideration the learners abilities , interests and styles which will certainly affect the students' attitudes either

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negatively or positively. Ultimately, if learners are not enjoying in the learning task the likelihood of disruptive behavior will be increased.

Many of the students' discipline behaviors are the result of emotional problems. The feelings of failure, frustration, anxiety and lack of acceptance among peers and teachers can increase the risk of misbehavior. Accordingly, Lewis (1991, P. 86) asserted that "When learners have emotional problems, this may cause them to misbehave. They may behave badly in class because they need special attention, want to be leaders, want to be left alone, or want to hurt others as they have been hurt." Thus, students with negative emotions are more likely to engage in negative behaviors.

Another point we would like to highlight is the relationship between discipline problems and overcrowded classes. It is merely that most of teachers cannot control the large number of the students which will make them frustrated and stressed and tired to work with all the class members. In the other hand, students will be unable to concentrate and become disengaged from the learning task which will certainly direct their attention toward disruptive behaviors. As put by Bentham (2002, P. 158) "teachers felt that overcrowded classrooms had negative effects on student behavior and learning." In the same vein, Rousmaniere (2005, P.190) claimed "an elementary teacher came to her complaining of overcrowded classrooms, increasing discipline problems." As results, teachers will be obliged to shift their focus from teaching to trying to manage the students' discipline issues.

6. The Effects of Discipline Problems on Learners and Teachers

The students' misconduct practices and negative attitudes inside the classroom have a great impact on both teachers and students. In this concern, Yahaya, Ramli, Hashim, Ibrahim, Rahman and Yahaya (2009, P.660) mentioned that "Students' misconduct in the classroom interferes with teaching and learning and is thought to be precursor to later school dropout and similar negative social outcomes."

As matter of fact, maladaptive behaviors can negatively affect the teaching process. Grossman (2004, P.12) asserted that "Nowadays many teachers find themselves in situations that require them to devote much of the energy they would normally expend on instructing students to making their students and classrooms as safe as possible." To put it differently, altering discipline problems will waste the teacher' time and efforts hence he/ she will naturally

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interrupt the lesson flow which will automatically waste the time that is supposed to be devoted to delivering lessons and presenting activities. In addition, when the teacher faces difficulty in managing the disruptive learner his/ her authority will be threatened. In this concern, Gray, Miller, and Noakes (1994, P.01) emphasized that "challenging behavior tends to be perceived as a direct and personal threat to the teacher's authority." which in return leads to the felling of stress and anxiety as well as it will interfere with the teacher ability to control the classroom setting.

In the other side, learners are also affected by their delinquent behavior such behaviors potentially affect not only the students who act this way but also their surroundings."Bad behavior spreads like a cancer; it is very difficult to contain it. One very badly behaved student impacts on a second one who is quite badly behaved, and those two impacts on two others, who are somewhat badly behaved. It spreads, so that even the very good students become somewhat unsettled. That creates a situation where you have low – level behavior." (Allcroft, Griffiths, Hobky, & Taylor, 2011, P. 59). In other word, students doing misconduct they either stimulate other learners who will behave in the same way or cause interruptions that interfere with other learners' perception, interaction and motivation. By this the students' academic achievement and performance will be retreated. Walker and O'Neill (1987, P.21) proposed that "disruptive actions can be associated with less academic engagement time, lower grades, and poor performance on standardized tests."The students' misconduct as well as creates uncomfortable and unsecure learning environment in which the learners will fell stressed and tensioned.

7. Classroom Management Techniques to Handle discipline Problems

7.1. Preventing Discipline Problems

It is merely that discipline problems have a negative impact on the teachers' performance and on the learners' academic success, and therefore recently much attention has been given to develop a different technique that aims at preventing discipline problems from occurrence at the first place. As put by Tuber (2007, P.126) " preventing discipline problems from occurring in the first place is the best way for students and teachers alike to handle classroom discipline."

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7.1.1. Establishing Rules and Producers

Establishing general classroom rules and procedures help teachers to maintain the class discipline. The classroom rules that are clearly defined help learners to know what is appropriate and what is not, to understand the consequence of the rule violation, As well as it assist them to self- manage their behaviors. Marzano (2005, P. 01) highlighted the importance of imposing classroom rules as he stated that "give students the structure they need and also help them feel that the classroom is a safe and predictable place." Effective teacher should not impose the rules directly but rather he should explain the reason behind such rules and helps students to know why it is essential for them to follow the rules .Also he is ought to set rules that are fair, reasonable and benefiting to everyone.

Teachers should involve the students in creating some classroom rules which will help them to be more likely to follow the rules, fell empowered by having more control over their educational community and take turn in classroom management. To illustrate this Garrett (2014) stated that "Although involving the students in the development of the rules can be time consuming, this process may allow students to feel more ownership over the rules, and, as a result, they will be more likely to follow them. Conversely, if you generate the rules yourself, you ensure that you have the exact set of rules you need to teach. It is possible to use a combination of both teacher- and student – generated rules. For example, you might hold a classroom meeting to discuss the importance of rules and to generate ideas from them. Then, you can guide the discussion so that it focuses on these rules that you want to highlight in your classroom." (P.32)

Maxom (2009, P.131) set the following procedures and rules that teachers may apply for effective classroom management:

- Students should not come late, but late comers must not make disruption.
- Each student must have his/her own material.
- Students must not misbehave in the classroom.
- Students are not allowed to smoke, to eat, nor to use mobiles.
- Students should not speak in the class unless they get the permission from the teacher.

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7.1.2. Building up Relationships

Relationship between teachers and students is the key for preventing discipline problems. In fact, Teacher should establish a relationship that stands on the basis of developing mutual respect and good report with the student. In this respect, Ofsted (2007, P.23) claimed that "The importance of mutual respect and rapport between teacher and pupils cannot be over-estimated...the importance of teachers commanding the respect of their pupils, not only by their ability to teach well, but also by the respect they show for pupils, and their genuine interest and curiosity about what pupils say, leading to a two-way passage of liking and respect in which pupils can flourish." Gaining the students trust is an excellent way that paves the way to enhance the students' positive attitudes toward lessons and classes. In the same line of thoughts, Tschannen-Moran indicated that "Without trust, students' energy is diverted toward self-protection and away from learning." (As cited in Stronge2007, p. 45) In the same sense "It is essential that you earn your students' trust early on in the year. A trusting classroom with mutual respect is a thriving classroom complete with active, engaging learning opportunities."(Meador, 2018)

Communicating with the students and knowing all their needs and interests will help the teacher to build a close relationship with them which will make them feel supported and encouraged. Hence, they will be more likely to engage in the learning activities and less likely to engage in behavioral problems. As put by Vitto (2003, P.11) "teachers convey love by communicating that they care, by listening, and by being compassionate, and they strive to establish personal and positive relationships that go beyond academics."

Equally important, the teacher should also support the students- students relationship as he help them to understand the importance of respect in group and advice them to accept the other learners' differences and opinions. "The importance of teachers being proactive in creating positive peer relationships in the classroom is restated and some strategies are suggested for doing so in the following areas: teaching social-emotional, conflict-resolution and problem solving skills; getting students to learn in groups; and creating a classroom climate of positive peer relationships." (Hue Ming-tak & Li Wai-shing 2008, P. 145).

Over all, developing classroom relations boost the students' good behaviors, create safe and comfortable learning environment and strengthen the academic performance.

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7.1.3. Motivating Learners and Fostering their Engagement

Students are more likely to behave well in class when they are motivated to learn. This in return, will help them to pay more attention on lessons and to feel more enthusiastic about learning. Motivation was defined by Tuan (2003) as the term used to describe the instruments that motivate and direct behavior. Therefore, students who are motivated would like to spend their amount of time and efforts in the learning activities which will eventually increase their interest in improving academic success. To put it differently, motivation directs behavior toward particular goal and increases the students' time on task. According to Stronge (2002, P.18) "teachers can effectively motivate most students by encouraging them to be responsible for their own learning, maintaining an organized classroom environment, setting high standards, assigning appropriate challenges, and providing reinforcement and encouragement during tasks."

Teacher can play a vital role in fostering learners' engagement within the lesson as they capture their interests by engaging them in learning activities, encourage participation and interaction and offer learners various opportunities to improve their academic performance. In the light of this, VanDe Weghe (2009, P.02) asserted that "thoughtful teachers search for teaching practices and classroom conditions that will initiate and sustain engagement while also affecting achievement and accomplishment." This latter, as result will help them to achieve successful teaching outcomes and to vanish the students' behavior.

7.2. Responding to Behavior Problems

It is merely that despite the teachers' efforts to forbid the occurrence of discipline problems but they still arise. Therefore, teachers should not ignore the occurrence of misbehavior but rather they should intervene to decrease disruptions and to control the students' behaviors.

7.2.1. Low Profile Intervention

It is the anticipation of the problem before it gets out of hand. Therefore, the more teachers react to disruption when it begins the more likely it will escalate. McNamara (1998,

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P.132) stated that "Management in the classroom should be as discreet, unobtrusive, and smooth as possible. Confrontations and public encounters should be avoided...This is much more effective than rapidly escalating a minor problem." In the same vein, Savage and Savage (2010, P.157) indicated that " When misbehavior is minor, the best responses are those that are low profile and no coercive." Subsequently, the teacher can use the technique of non verbal cues such as body postures, hand signals or eye contact with the student who is doing troubles to indicate to him/her that they need to stop misbehaving and to draw back on the task. In this regard, U.S. Department of State (2003, P.11) mentioned that "When a student does something to disturb the class, the teacher should continue with the lesson while reacting calmly and non-verbally. This can be making eye contact with the disruptive student, standing near the student, making calming gestures, or all of these things simultaneously."Likewise, this technique will help teachers to quickly stop misbehaviors without disrupting the class flow and to ensure that the rest of the class did not notice which will surely preserve the dignity of the disruptive student and give him/her the opportunity to correct their own behavior.

As matter of fact, not all learners understand the teacher ' non verbal messages in this case the teacher can proceed to low -profile verbal responses which include speaking in quite tone, use the students' names in sentence and walk in proximity to them. More so, the teacher can use the technique of rule reminder by pointing out the classroom rules that are being broken. Chadha (2004, P.35) stated that "This is a reminder not a reprimand. It may be directed to the whole class at once. It may be directed to one or two students. The teacher does not need to approach the student when using this step."

7.2.2. Direct Intervention

In fact not all time low profile intervention works. Therefore, direct intervention can be used as an optional technique. Teacher can give the disruptive student reprimands in a quiet and private manner in order to not embrace him/her in front of their classmates. " Reprimands can help to reduce inappropriate behavior." (Abramowitz & O'Leary, 1990; Acker & O'Leary, 1987, as cited in Rathvon, 2008, P.110). In the same sense, Bowen, Jenson and Clark (2003, P.60) mentioned that "Reprimands should be delivered when near the student, not from a distance. It is unnecessary and unkind to publicly embarrass and humiliate students."

As noted, when the learner is given direction for their misbehavior they tend to react negatively and argue loudly with the teacher. This latter as result, will escalate the problem and

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worsen the situation. Smith, Crockett and Griffin (2012) stated that "Avoid arguing. Students need to understand that rules are not something to be negotiated and that they cannot argue their way of compliance."(P.172)In this concern, the teacher is advised to avoid arguing with disruptive learners and continue the lesson without giving attention to the learners giving him take-up time. In this context, Roger (2007, P.136) indicated that "'Take-up time' refers to the time a teacher gives a student to respond to corrective discipline. It also includes the idea of 'face saving', co-operation, expectation and trust." A further matter, when the student takes the charge of correcting his malicious behavior the teacher should in return provide him with positive reinforcement. In the light of this, Westwood (2004, P. 74) asserted that "Reinforcement must be given immediately after the desired behavior is shown."

7.2.3. Utilizing Related and Reasonable Behavior Consequences

Teachers can address behavioral problems by making the students aware about the reasonable consequences of their discipline issues that range from rules violations. In this concern, Englander (1986, P.101) claimed that "students must realize that there are consequences to all behavior and that rule violations are not to be ignored." To put it differently, listing the logical consequences of the students' acts will assist teachers to discourage the occurrence of discipline problems and learners to take the responsibility of their behaviors. Forton and Poter (2003, P.80) indicated that "in addition to stopping the misbehavior, logical consequences can help children see the connections between their behavior and the effect it has on others."

7.2.4. Consulting Parents

Parents can take a major part in addressing and reducing discipline problems. Therefore, it is advisable for the teacher to consult parents when the students' misconduct arises repeatedly. Accordingly, Duffy (2021, P.57) insisted on "making parents aware of the situation and invite their help in resolving it. Another reason to bring parents into a discussion about classroom management is that all the other strategies have been tried and have failed."In other word, when the students' misconduct could have a greater risk on the class community teachers should involve parents to stop their children malicious behavior. The involvement of parents too, can

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boost good behavior amongst school children and reduce absenteeism. (Sapungan & Sapungan, 2014; Malukeke, 2014). Therefore, parents' consultation is seen as a useful technique that aims to assist school authorities to resolve disciplinary problems inside the classroom.

Conclusion

Discipline problems are distracting to teaching and the learning process. Learners might perform them in several ways that include cheating, stealing, aggression, bullying...etc. The students' misconduct issues arise due to teachers', families' and students' issues. Those problems can be easily eliminated if teachers implement effective classroom management techniques that are considered as the key for them to have safe and comfortable classroom environment that encourages and support learning and teaching.

Chapter Two:
Research Methodology and Results
Discussion

Introduction

This chapter represents the empirical part of the whole work; the entire goal of this current study is to investigate English teachers' classroom management techniques towards of Middle Schools learners discipline problems in M'sila. This chapter includes research design and methodology, the data collection analysis and the type of the questionnaire provided to teachers.

According to the questionnaire, teachers are expected to provide us with the types and the consequences of disciplinary problems they face inside the classroom and their experiences and techniques to deal with these antisocial behaviors. Another section is devoted to the most important part of the study which is the data analysis of the questionnaire and the interpretations of the obtained results.

1.1. Research Method

Based on the nature of the study, an exploratory research method was adopted in order to have insightful information into the problem under study and to gain familiarity with the types of disciplinary problems that the teachers face inside the classroom and the classroom management techniques used to prevent them. Besides, the data is gathered quantitatively and qualitatively based on the research tool which is questionnaire. The questionnaire is addressed to the teachers of middle school in M'sila.

1.2. Setting and Participants

1.2.1. The Sample

The population of this study is the teachers of middle schools in M'sila area. The total number of participants is thirty that are selected randomly.

1.2.2. The Setting

This study took place at M'sila middle schools. It was conducted during the period from February to June of the academic year 2022/2023.

1.3. Research Tools

During this research, a questionnaire was used to gather information from teachers about their management techniques towards the increasing rate of EFL learners' discipline problems.

1.4. Data Collection Procedure

The present research study was carried during the second semester of the academic year 2022/2023. For reliable and valid data, a questionnaire was delivered to middle school teachers at M'sila.

1.5. Teachers' Questionnaire

The questionnaire is designed for middle school teachers in M'sila. It attempts to reveal the teachers' management techniques towards the increasing rate of EFL learners' discipline problems. In this questionnaire, we asked teachers to illustrate some of the types of disciplinary problems they face and the techniques used to eliminate them.

1.5.1. Description of teachers' Questionnaire

The teachers' questionnaire consists of four sections which include different questions with different types; closed and open-ended questions. Closed questions were asked to choose « yes » or « no » questions or to select the right and appropriate answers, while in open ended questions the teachers were asked to give their justifications, their explanations and suggestions.

The first section is designed for the sake of gathering general information about the teachers' gender, their experience in teaching English language at Middle school and what makes teaching English in Middle school difficult. The second section is done to know whether the teachers are facing disciplinary problems inside the classroom or not and how it can make learning ineffective. The third section is devoted to investigate the types and the consequences and the techniques of misbehavior. The fourth section is dedicated to the teachers' recommendations, suggestions, treatments/solutions and how to handle EFL learners' disciplinary problems.

CHAPTER TWO RESEARCH METHDOLOGY AND RESULTS DISCUSSION

1.5.2. The analysis of the Teachers Questionnaire

Section One

Gender

Teachers gender	Number	Percentage
Male	7	23 %
Female	23	77%
Total	30	100%

Table: Teachers' gender.

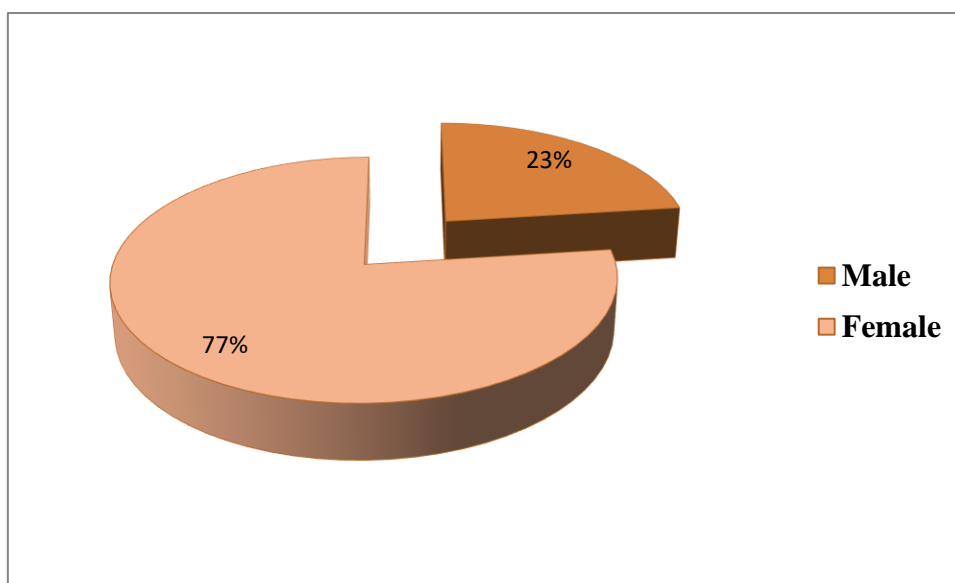


Figure: Teachers' gender.

Analysis and Discussion:

From the table and the graph above, we noticed that more than the half who answered the questionnaire were females (77%), whereas only (23%) were males. This may suggest that female prefer study foreign languages rather than male, for that there are considerable number of female teachers.

CHAPTER TWO RESEARCH METHODOLOGY AND RESULTS DISCUSSION

Q1/- How long have you been teaching English at Middle school?

	Number	Percentage
[1- 10] years	24	80%
[10-15] years	3	10%
more than 15 years	3	10%
Total	30	100%

Table 01: Teachers' experience in teaching English.

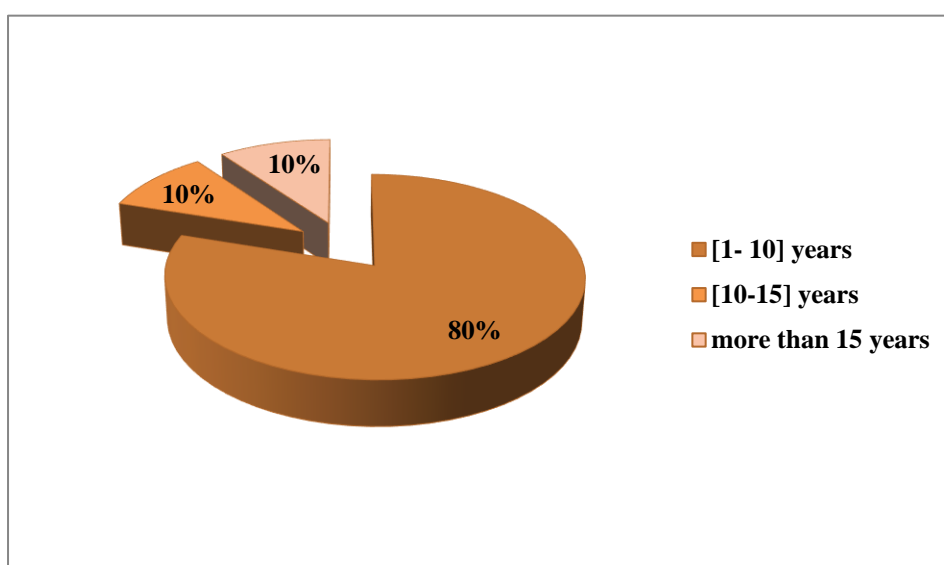


Figure 01: Teachers' experience in teaching English.

Analysis and Discussion:

The table and the figure above show that (80%) of the teachers have an experience of [1-10] years while (10%) of the teachers have an experience of [10-15], meanwhile experienced teachers with the rate of (10%) have more than 15 years of experience. Consequently, we notice that Middle schools in M'sila have teachers with different experiences from novice to experienced teachers.

Q2/- Is teaching at in Middle school:

Easy	Demanding	Difficult	Total
3	22	5	30
10%	73%	17%	100%

Table 02: Teachers' opinion about teaching at middle school.

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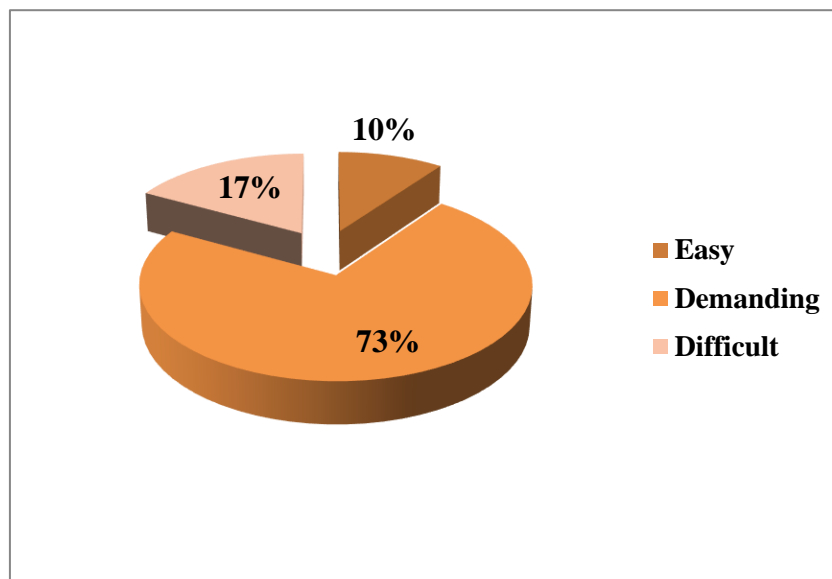


Figure 02: Teachers' opinion about teaching at middle school.

Analysis and Discussion:

By asking this question we aim to know whether teaching English at Middle school is difficult or not. From the results shown in the table and the graph above, most of the teachers with the rate of (73%) find teaching English at Middle school demanding, meanwhile (17%) find it difficult. The rest of the teachers with the rate of (10%) find it easy.

Q3/-According to you, what makes it difficult?

Crowded classes	Lack of class management	Undisciplined students	Total
19	4	7	30
64%	13 %	23%	100%

Table 03: The causes that makes teaching English difficult.

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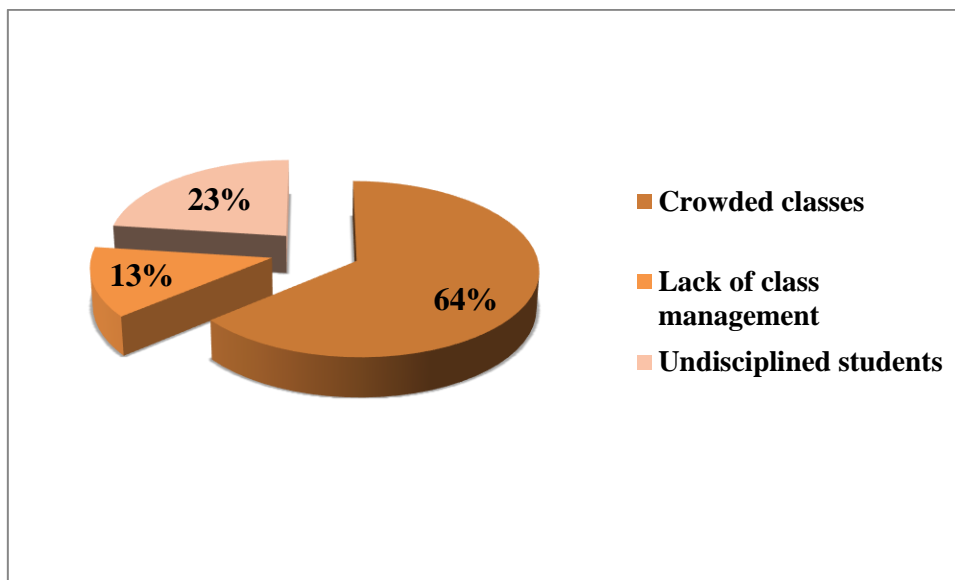


Figure 03: The causes that makes teaching English difficult.

Analysis and Discussion:

From observing the table and the figure above (64%) of the teachers agree that crowded classes make teaching English difficult while (23%) of the teachers claim that lack of class management is the cause behind making English difficult to teach. Other teachers with the rate of (13%) related the difficulty with the problem of undisciplined students.

Section Two: On Disciplinary Problems and antisocial behaviors

Q4/-- Do you face disciplinary problems in your classes?

/	Number	Percentage
Yes	25	84%
No	5	16%
Total	30	100%

Table 04: Teachers' perception about facing the disciplinary problems in their classes.

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DISCUSSION**

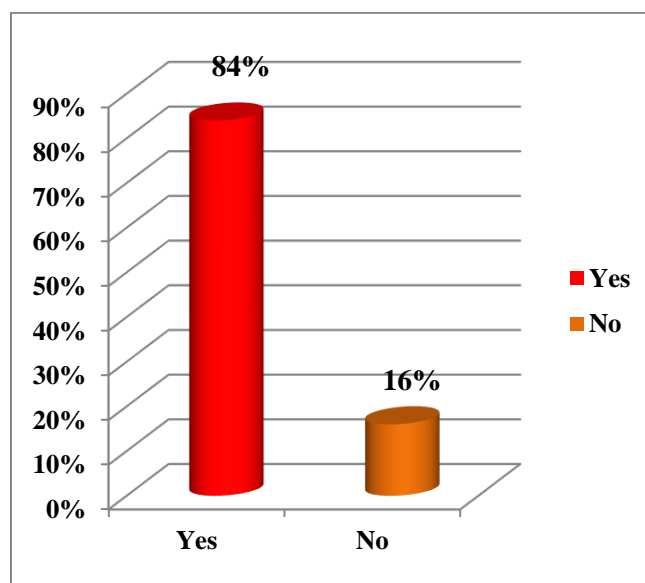


Figure 04: Teachers' perception about facing the disciplinary problems in their classes.

Analysis and Discussion:

The aim behind this question is to check whether the teachers are facing disciplinary problems inside the classroom or not. As shown above, (84%) of the teachers said yes while (16%) of the teachers said no. This may suggest that crowded classes, the lack of class management and undisciplined students might be the reasons that make teachers face undisciplined problems in their classes.

Q5/-How much do these behaviors effect your teaching process negatively?

To a great extent	Somewhat	Very little	Not all	Total
3	15	11	1	30
10%	50%	37%	3 %	100%

Table 05: Teachers' perception about the negative effect that misbehavior has on their teaching process.

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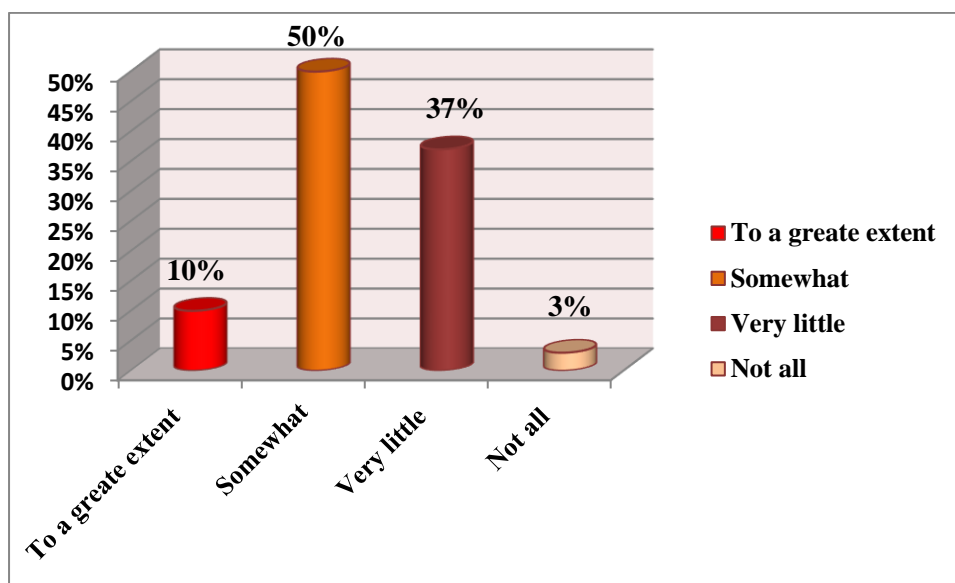


Figure 05: Teachers' perception about the negative effect that misbehavior has on their teaching process.

Analysis and Discussion:

The results revealed that half of the teachers (50%) find misbehaviors can somewhat affect the teaching process negatively while eleven (11) representing (37%) claim that it can very little affect the teaching process. Three (3) of the teachers (10%) declare that to a great extent these misbehaviors can affect the teaching process. By contrast only one person representing the rate of (3%) said that it does not affect it. Consequently, we notice that the majority of teachers are struggling inside the classrooms because of the students' undisciplined problems.

Q6/- Disobeying teachers' orders, directions and instructions make learning ineffective. Do you agree or disagree?

Agree	Strongly agree	Unsure	Disagree	Strongly disagree	Total
18	10	1	1	0	30
60%	34 %	3 %	3%	0%	100%

Table 06: Teachers' perception about disobeying teachers' orders, directions and instructions make learning ineffective.

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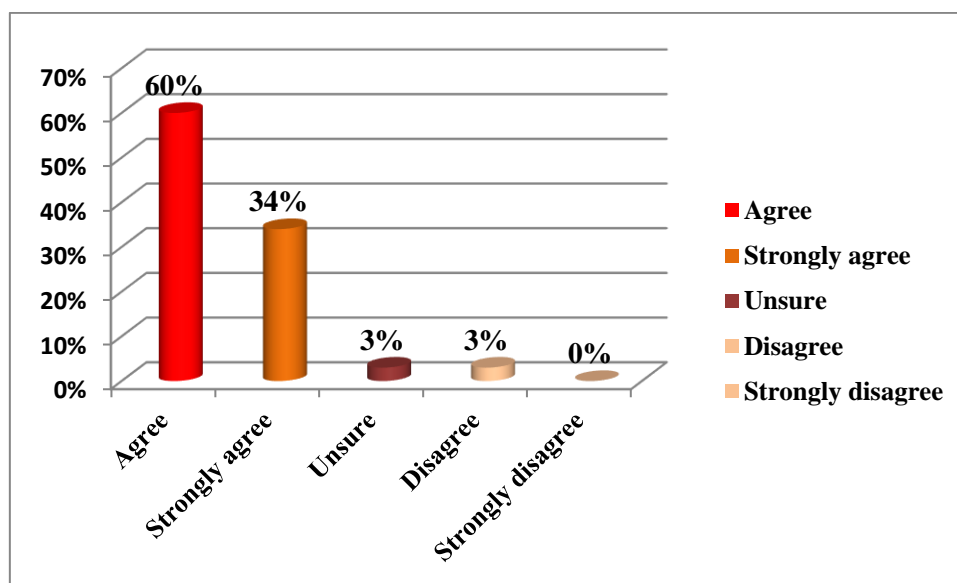


Figure 06: Teachers' perception about disobeying teachers' orders, directions and instructions make learning ineffective.

Analysis and Discussion:

This question was about investigating the issue of whether disobeying teachers' orders, directions and instructions make learning ineffective. From observing figure (07) and table (07) it is noticeable that the majority of the teachers eighteen (18) with the rate of (60%) agree on it while ten teachers representing (34%) strongly agree on it. (3%)of the teachers were unsure about whether disobeying teachers' orders, directions and instructions make learning ineffective meanwhile the other (3%) totally disagree.

Q7/-Select the most frequent misbehaviors you face in your class?

\	Number	Percentage
Bullying	1	3%
Cheating	4	13%
Theft	0	0%
Disruptive talking	25	84%
Aggression	0	0%
Total	30	100%

Table 07: The most frequent misbehavior that the teachers face in class.

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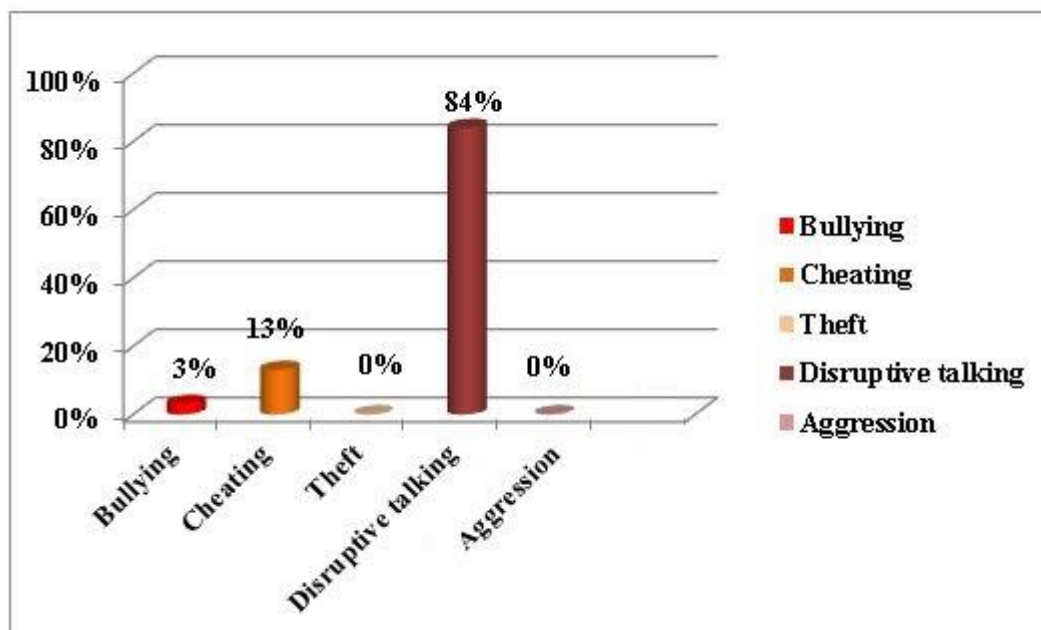


Figure 07: The most frequent misbehavior that the teachers face in class.

Analysis and Discussion:

Disruptive talking was found to be the most frequent misbehavior the teachers face in class followed by cheating (13%) and bullying (3%).

Section Three: Types, consequences and techniques of misbehavior

1/-Cheating

Q8/- Does cheating affect your teaching process?

/	Number	Percentage
Yes	23	77%
No	7	23%
Total	30	100%

Table 08: Teachers' perception about the effect of cheating on their teaching process.

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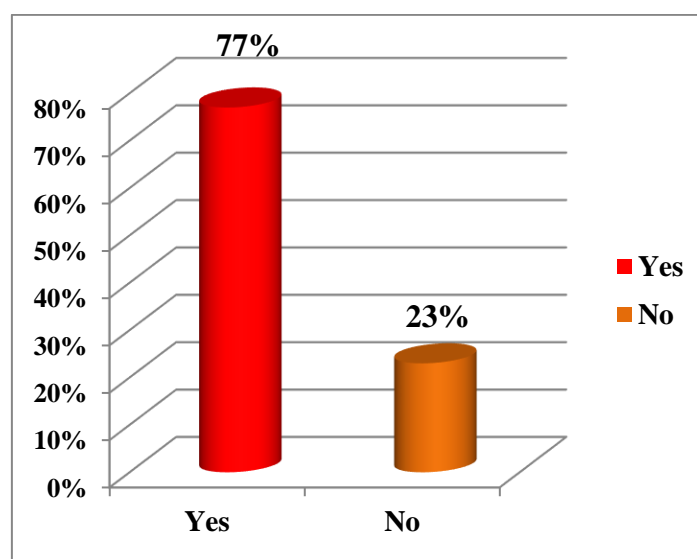


Figure 08: Teachers' perception about the effect of cheating on their teaching process.

Analysis and Discussion:

Data obtained from table (09) and figure (09) reveals that twenty three teachers with the rate of (77%) see that cheating can affect the teaching process. However, seven teachers representing (23%) see that cheating does not affect the teaching process.

Q9/- many pupils try to cheat in tests and exams. What consequences does cheating have on going assessment?

Table 09: The consequences of cheating ongoing assessment.

Invalid results	The possibility of getting zero on their assessment	Gain a bad reputation	Lack of competition and creativity among students	Total
8	5	3	14	30
27%	16 %	10%	47%	100%

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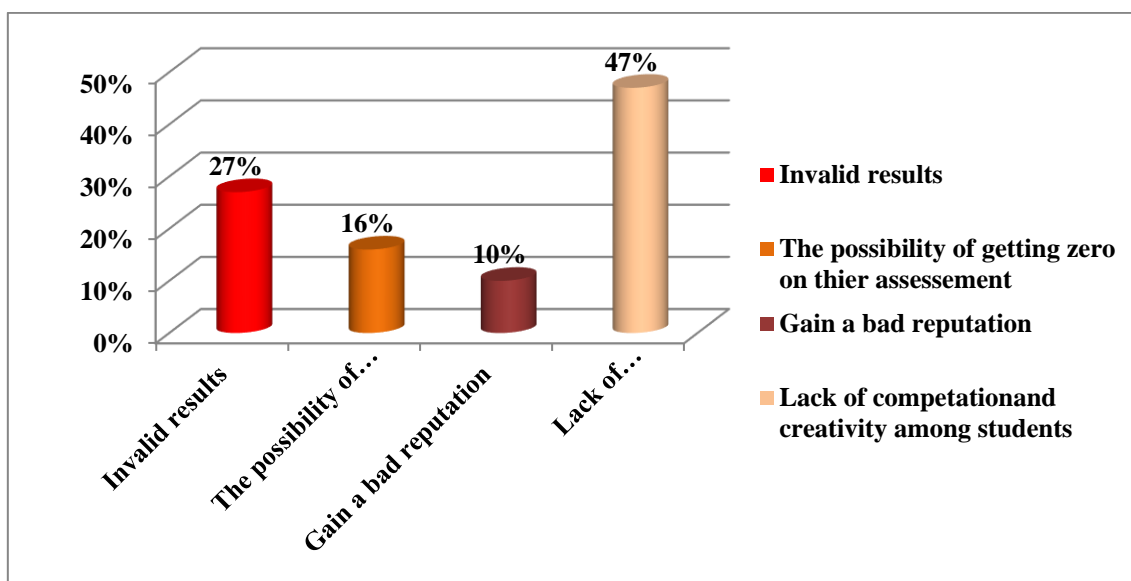


Figure 09: The consequences of cheating ongoing assessment.

Analysis and Discussion:

The table above shows that the majority of teachers fourteen (47%) find that the lack of competition and creativity among the students is the main consequence of cheating on ongoing assessment. Eight teachers (27%) have answered that invalid results is also a consequence of cheating. The rest of them five teachers (16%) answered with the possibility of getting zero while only three teachers (10%) picked gain a bad reputation. Consequently it can be concluded that most of teachers cannot control the students who cheat. Therefore, the cheating issue had an undesirable consequence on them and as well hinder their teaching process.

Q10/- What are the classroom management techniques do you apply to prevent cheating?

	Number	Percentage
Making different version of the assessment	2	6 %
Switching up seating on the test day	5	17%
walking around the room during the test	15	50%
prohibiting the use of cell phones	8	27 %
Total	30	100%

Table 10: Teachers' techniques used to prevent cheating.

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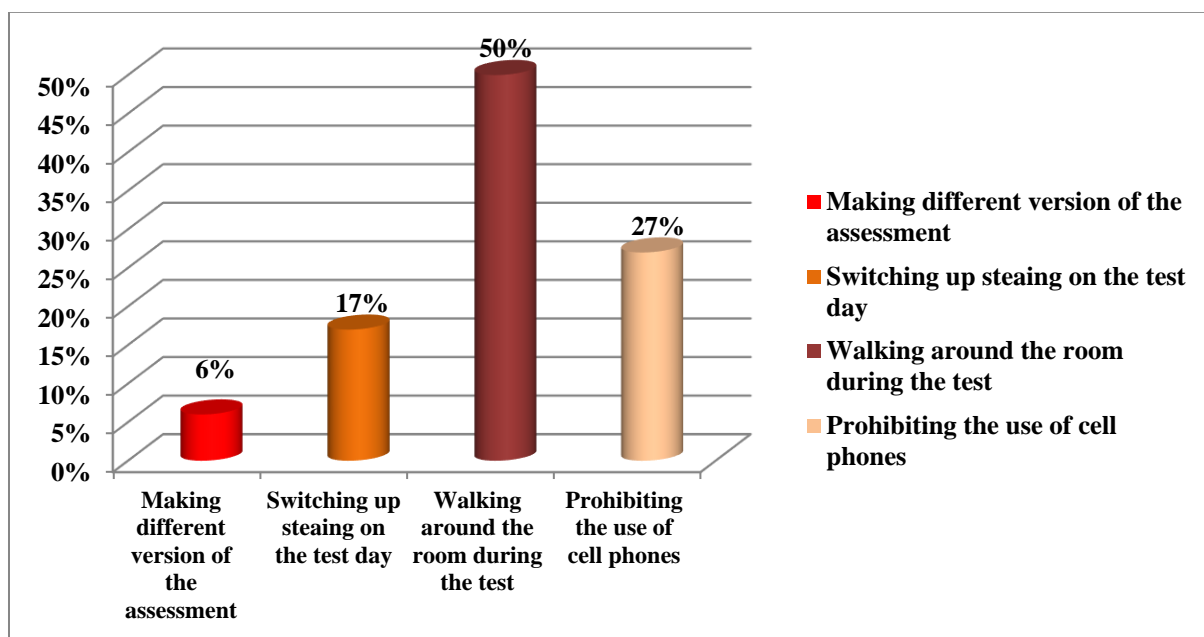


Figure 10: Teachers' techniques used to prevent cheating.

Analysis and Discussion:

Walking around the room during the test day is found to be the most effective classroom management technique that the teachers apply to prevent cheating followed by prohibiting the use of cell phones (27%), switching up seating on the test day (17%) and making different version of the assessment (6%). This might suggest that walking around the room during the test day is the most effective classroom management technique that help teachers to prevent cheating.

2/- Disruptive talking

Q11/- Many teachers complain about chatting and disruptive talking in class. As a teacher, does this annoy you and affect the way you teach?

/	Number	Percentage
Yes	26	87%
No	4	13 %
Total	30	100%

Table 11: Teachers' perception about the effect of chatting and disruptive talking on the way they teach.

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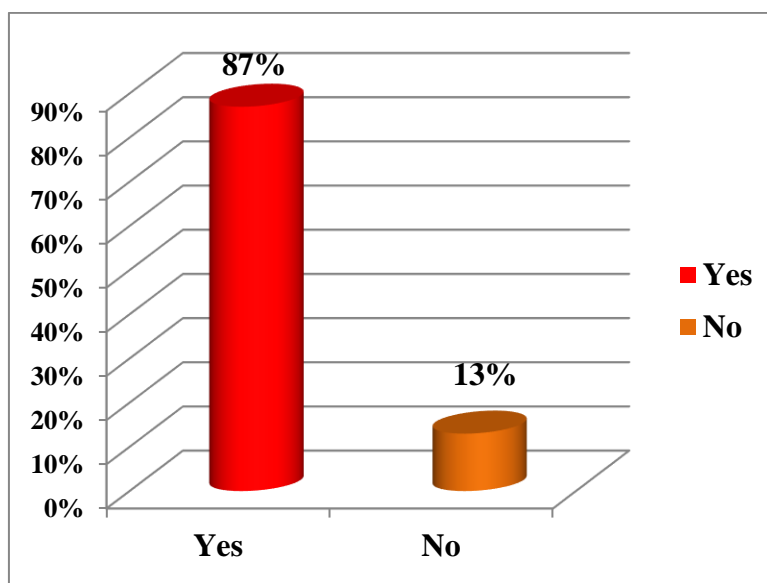


Figure 11: Teachers' perception about the effect of chatting and disruptive talking on the way they teach.

Analysis and Discussion:

According to the table and the figure above it is noticed that the majority of teachers representing (87%) said that disruptive talking annoy them and affect the way they teach. While, only four teachers representing (13%) said that it does not annoy them or affect the way they teach.

Q12/-What are the consequences of disruptive talk in class?

\	Number	Percentage
Arising the amount of noise inside the classroom	9	30%
Distracting others from learning	12	40%
Hinder the process of teaching	6	20%
Loss control over the classroom	3	10%
Total	30	100%

Table12: The consequences of disruptive talk in class.

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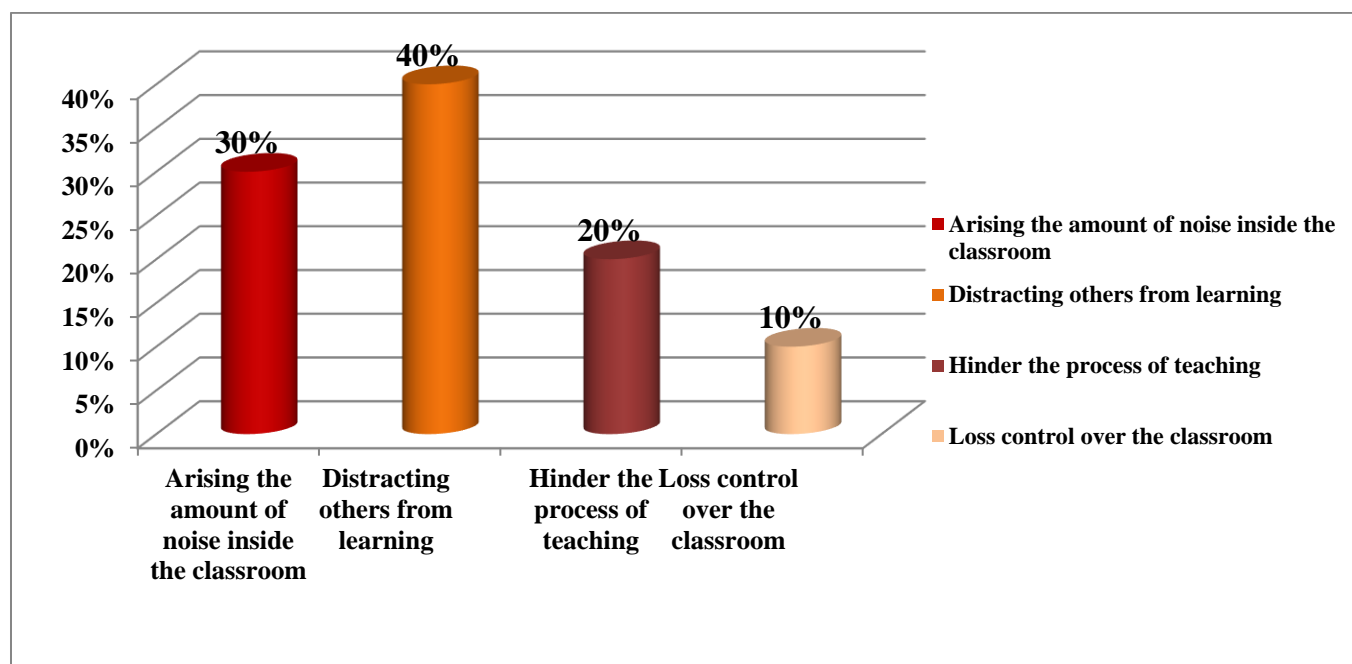


Figure 12: The consequences of disruptive talk in class.

Analysis and Discussion:

By this question, we aim to know the consequences of disruptive talk in the class. Twelve teachers with the rate of (40%) affirmed that the students' disruptive talking distract others from learning while nine teachers with the rate of (30%) picked arising the amount of noise inside the classroom. Six teachers representing (20%) choose hinder the process of teaching and the rest of three teachers representing (10%) ticked loss control over the classroom. Based on the teachers' answers, it could be said that the students' disruptive talking distract others from learning and arise the amount of noise as results the teaching-learning process is obstructed.

Q13/- As an effective classroom manager, how do you treat the problem of continuous disruptive talking in class?

\	Number	Percentage
Yell at students	5	17%
Use Non-verbal cues to quite them down	10	33%
engage the students in extra activities	15	50%
Total	30	100%

Table 13: Teachers' techniques used to treat the problem of continuous disruptive talking in class.

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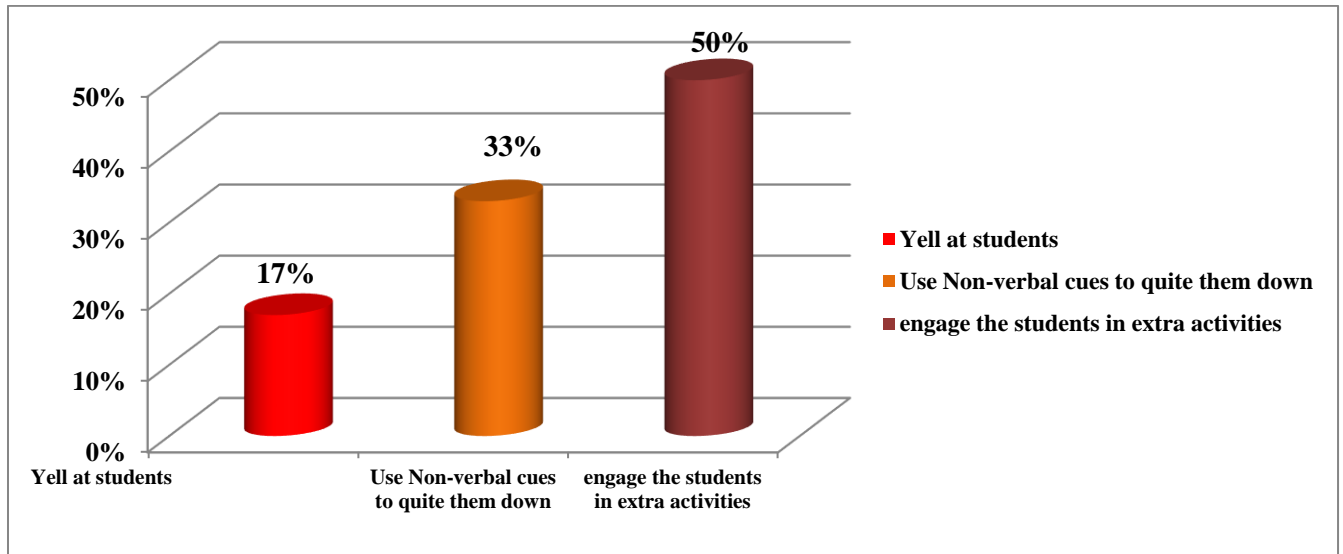


Figure 13: Teachers' techniques used to treat the problem of continuous disruptive talking in class.

Analysis and Discussion:

The given results shows that half of teachers representing (50%) use the technique of engaging the students in extra activities to treat the problem of continuous disruptive talking in class, meanwhile (33%) use the technique of non verbal cues to quite the down. The rest of teachers representing (17%) yell at students in order to prohibit disruptive talking. According to the results, the technique of engage the students in extra activities has a great impact on the students' continuous talking as it quite them down and prohibit them from talking .

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3/- Aggression

Q14/- Have you ever witnessed cases of aggression in your respective classes?

/	Number	Percentage
Yes	14	47%
No	16	53 %
Total	30	100%

Table 14: Teachers’ perception about any aggression cases in their respective classes.

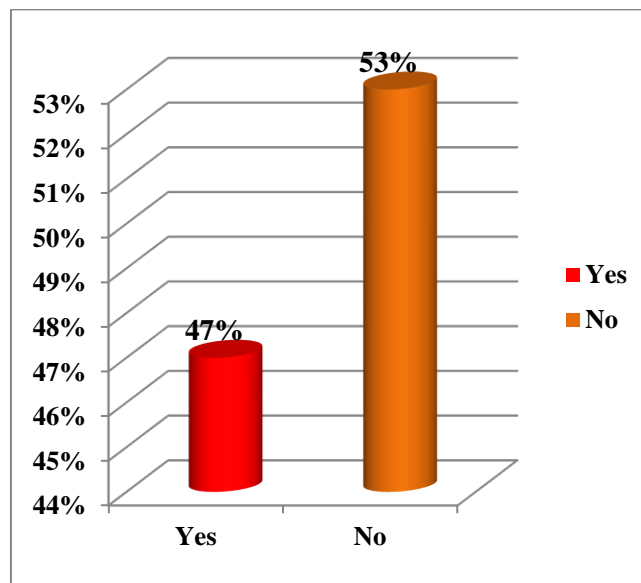


Figure 14: Teachers’ perception about any aggression cases in their respective classes.

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Analysis and Discussion:

Respondents were asked to answer the question of whether they have ever witness any kind of aggression inside their classrooms or not.(53%) of the teachers answer by no meanwhile (47 %) of them answer by yes.

Q15/- How do/does the aggressive behavior(s) impact the teaching- learning process?

\	Number	Percentage
Increase the level of stress and frustration	10	34%
Create the feeling of threatens among students and teachers	19	63%
Affect the physical health of the students	1	3 %
Total	30	100%

Table 15: The impact of aggressive behaviors on the teaching- learning process.

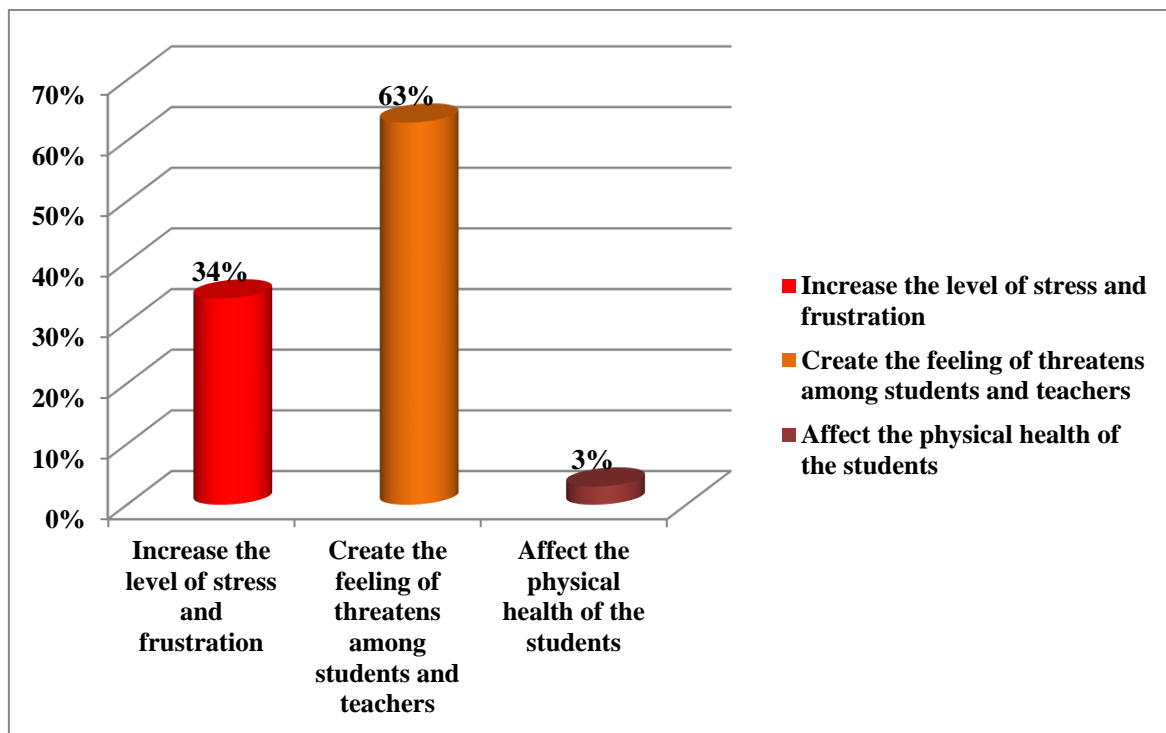


Figure 15: The impact of aggressive behaviors on the teaching- learning process.

Analysis and Discussion:

As it is clearly observed from this table and graph the impact that the aggressive behavior has on the teaching and learning process is creating the feeling of threatens among teachers and students as it is selected by (63%) nineteen teachers. Ten teachers representing

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(34%) picked increase the level of stress and frustration. Only one teacher representing (3%) said that aggressive behavior can affect the physical health of the students. Consequently we notice that practicing aggression inside the classroom has a serious impact on both teachers and students.

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DISCUSSION**

Q16/-what are the techniques do you use to eliminate aggression inside the classroom?

\	Number	Percentage
Avoiding confrontation among students	4	13%
Talk with the aggressive students privately	3	10%
Aware the students about the danger of practicing aggression inside the classroom	20	67%
Seek help from a psychiatrist	2	7%
Expel the aggressive student from school	1	3%
Total	30	100%

Table16: Teachers' techniques used to eliminate aggression inside the classroom.

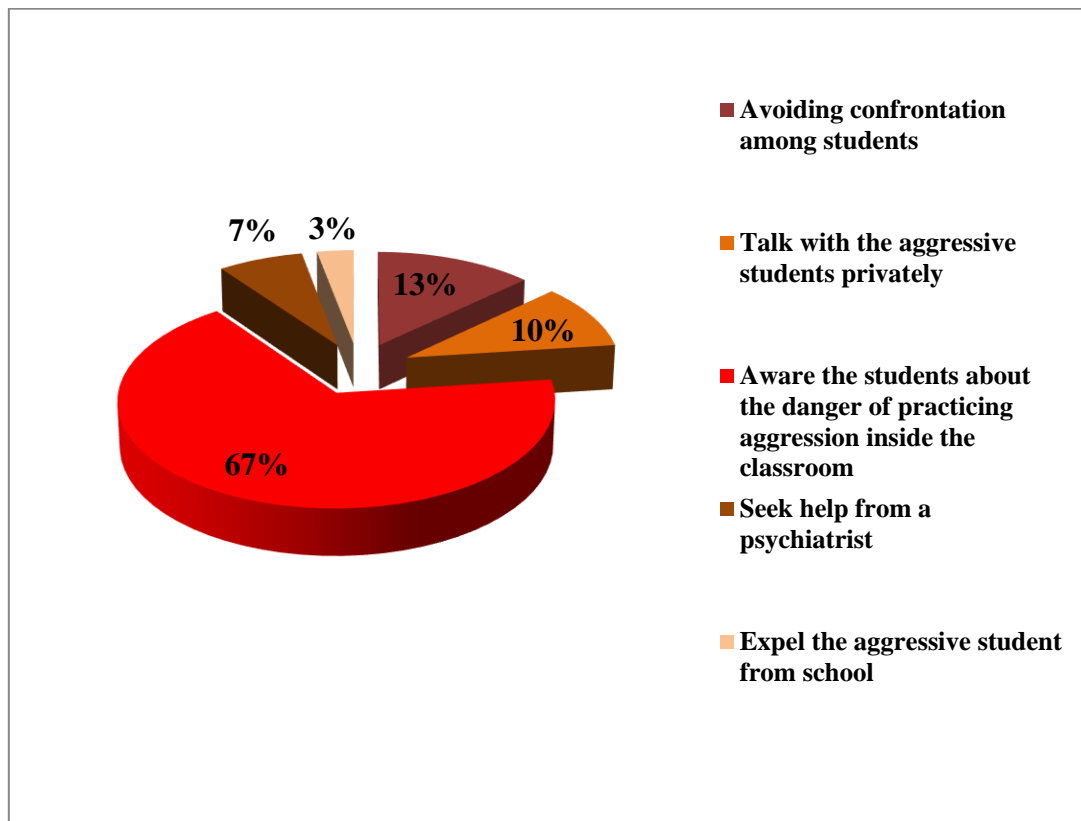


Figure16: Teachers' techniques used to eliminate aggression inside the classroom.

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Analysis and Discussion:

Concerning the opinion of the teachers about their techniques used to eliminate aggression inside the classroom the majority of respondents twenty representing (67%) choose aware the students about the danger of practicing aggression inside the classroom. Whereas four teachers representing (13%) select avoiding confrontation among students meanwhile (10%) of the teachers picked talk with the aggressive students privately. Two participants representing (7%) ticked seeking help from a psychiatrist. Only one teacher considers expelling the aggressive students from school is the solution. From this, we can retain that awareness campaigns about the danger of practicing aggression inside the classrooms is always beneficial as it helps in eliminating aggression.

4/- Bullying

Q17/- Are there cases of bullying in your classes?

/	Number	Percentage
Yes	24	80%
No	6	20%
Total	30	100%

Table 17: Teachers' perception about the bullying cases in their classes.

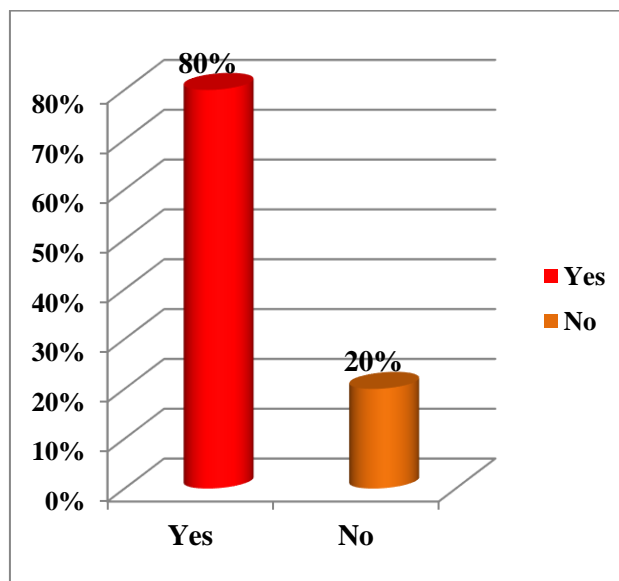


Figure17: Teachers' perception about the bullying cases in their classes.

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DISCUSSION**

Analysis and Discussion:

According to the statistics mentioned in the table and the graph below (80%) of the teachers faced a case of aggression while (20%) did not face any case of aggression.

Q18/- In what ways does bullying affect the students

Table 18: The effect of bullying on the students.

Depression	Earning lower grades	Anxiety	Dropping out of school	Total
7	9	11	3	30
23%	30%	37%	10%	100%

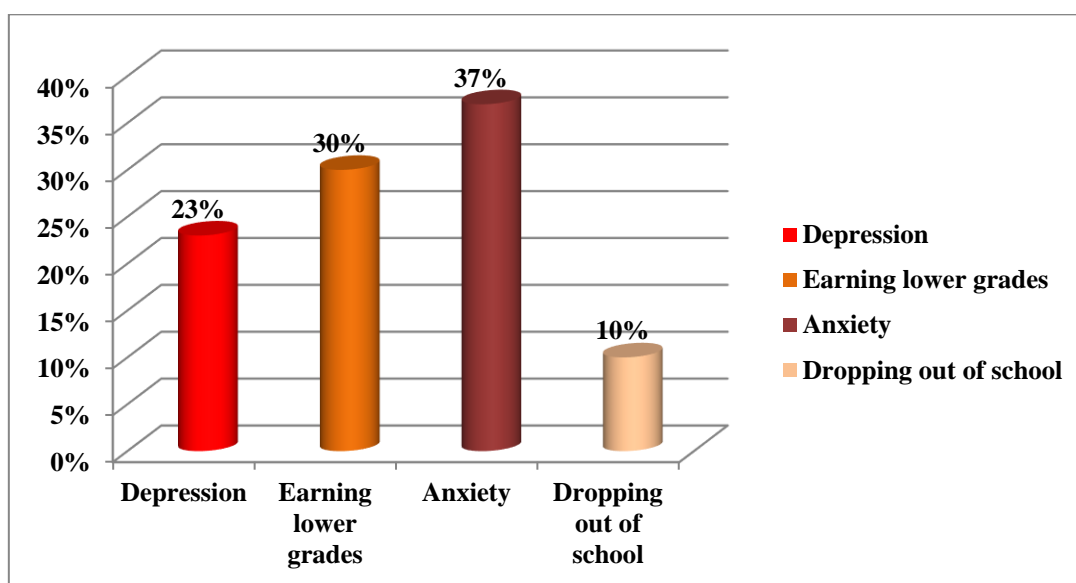


Figure 18: The effect of bullying on the students.

Analysis and Discussion:

From the results obtained in the table and graph below (37%) of the teachers found that bullying produces anxiety while (30%) of teachers claimed that earning a lower grade is the consequence of practicing aggression inside the classroom. Seven teachers representing (23%) said that aggression creates depression while only three teachers representing (10%) picked dropping out of school. Thus, aggression behavior raises a higher risk of anxiety.

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Q19/- How do you treat /deal with bullying?

\	Number	Percentage
Increase bulling awareness among students	6	20%
Encourage students to stand up against bullying	7	23 %
Speak with the bullied and the bully separately	9	30%
Maintain a friendly relationship among students	8	27%
Total	30	100%

Table 19: Teachers' techniques to deal with bullying.

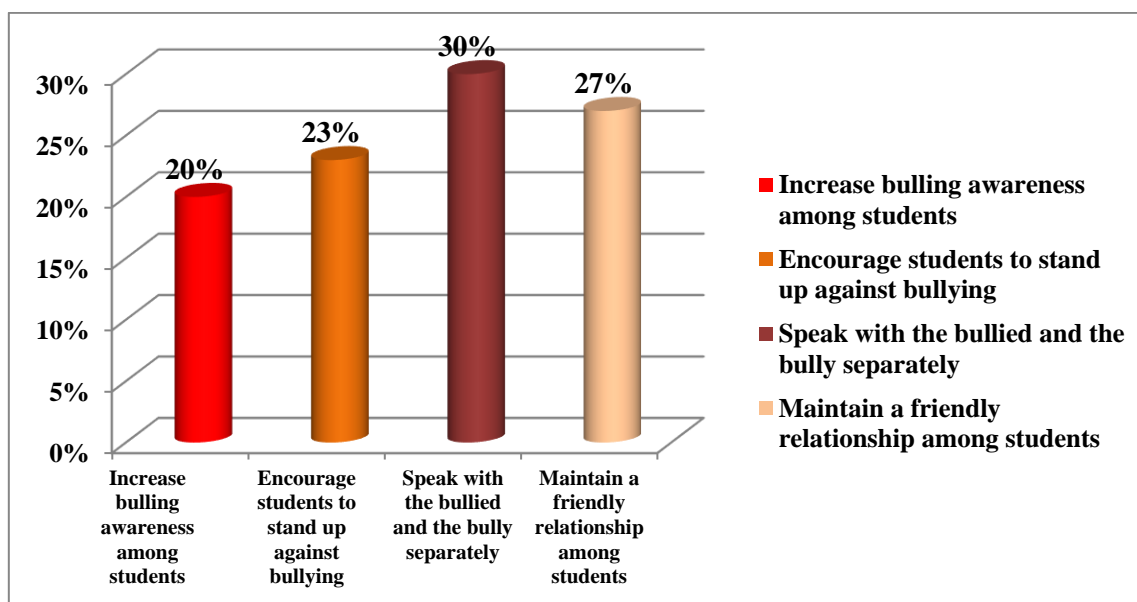


Figure19: Teachers' techniques to deal with bullying.

Analysis and Discussion:

As it is clearly observed from this table and graph teachers treat bullying by speak with the bullied and the bully separately as it is selected by (30%) of teachers.(27%) of participants declare that maintain a friendly relationship among students is the way how they treat bullying. Eight informants out of (30) select encourage students to stand up against bullying. While, increase bulling awareness among students was found to be rarely used as a way of treating bullying. Teachers rely on the techniques of speaking with the bullied and the bully separately

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since they are the most effective techniques that can eliminate and eradicate bullying inside schools.

5 /-Theft

Q20/- Have you face any case of theft in your classroom?

/	Number	Percentage
Yes	14	47%
No	16	53 %
Total	30	100%

Table 20: Teachers' perception about facing theft cases in their classrooms.

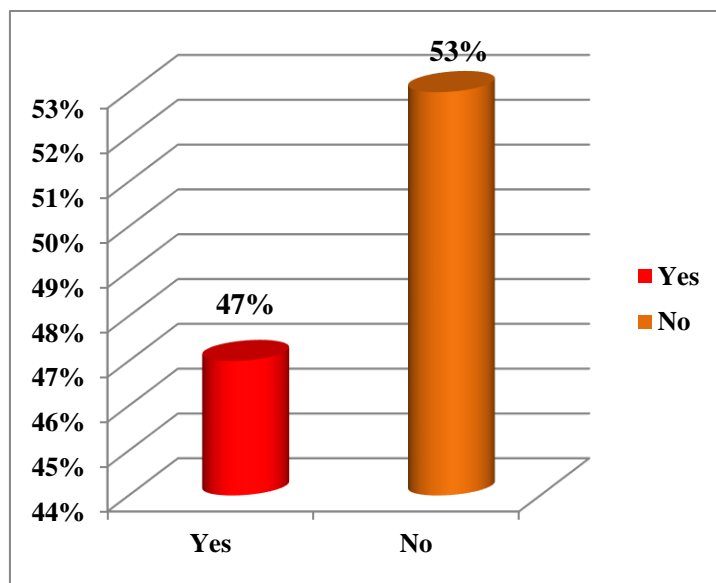


Figure 20: Teachers' perception about facing theft cases in their classrooms.

Analysis and Discussion:

As illustrated by the table and the graph below sixteen teachers with the rate of (53%) asserted that they did not face any kind of theft inside their classrooms. Contrariwise, fourteen teachers with the rate of (47%) declared that they did face theft case in their classes.

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Q21/-What are the effects of stealing?

\	Number	Percentage
Create conflict and distrust among students	4	13%
Lack of confidence among students	19	64%
The spread of misbehaviors	7	23%
Total	30	100%

Table 21: The effects of stealing inside the classroom.

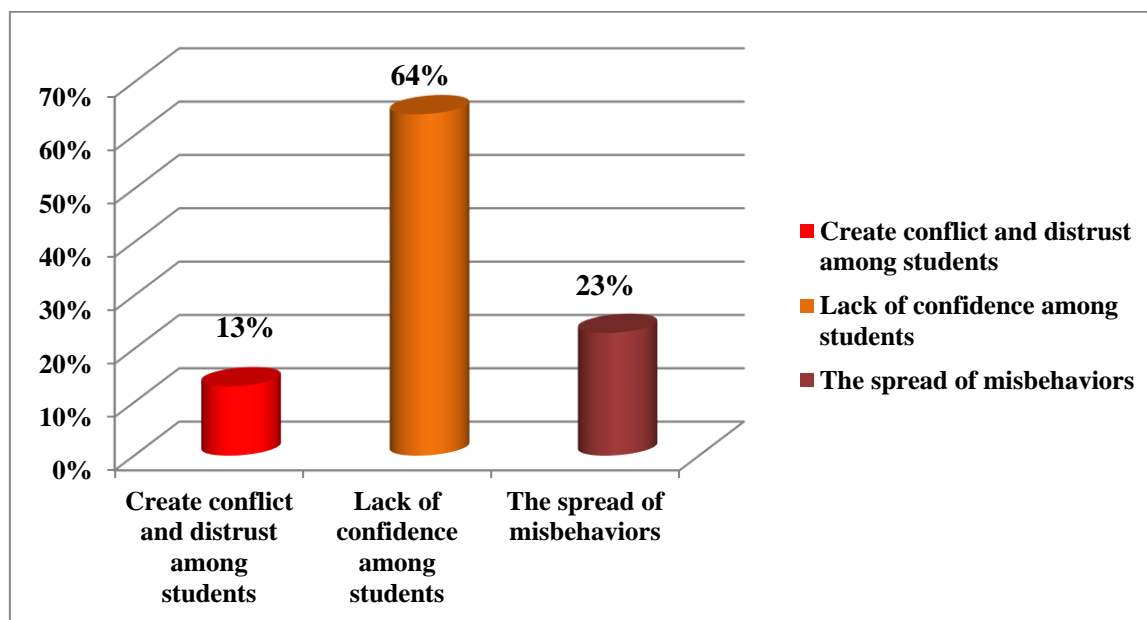


Figure 21: The effects of stealing inside the classroom.

Analysis and Discussion:

From the results obtained in the above graph we noticed that the highest number of respondents (64 %) assume that stealing creates lack of confidence among students. Whereas, (23%) of the respondents clearly asserted that stealing result the spread of misbehavior. The rest of the teachers (13%) argue that create conflict and distrust among students is the effect of stealing.

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Q22/-How can you manage student who steal?

\	Number	Percentage
Try to understand why students are stealing	18	60%
Do not accuse student who stole	7	23 %
Refer the students to the disciplinary council	5	17%
Total	30	100%

Table 22: The teachers' techniques used to manage the students who steal.

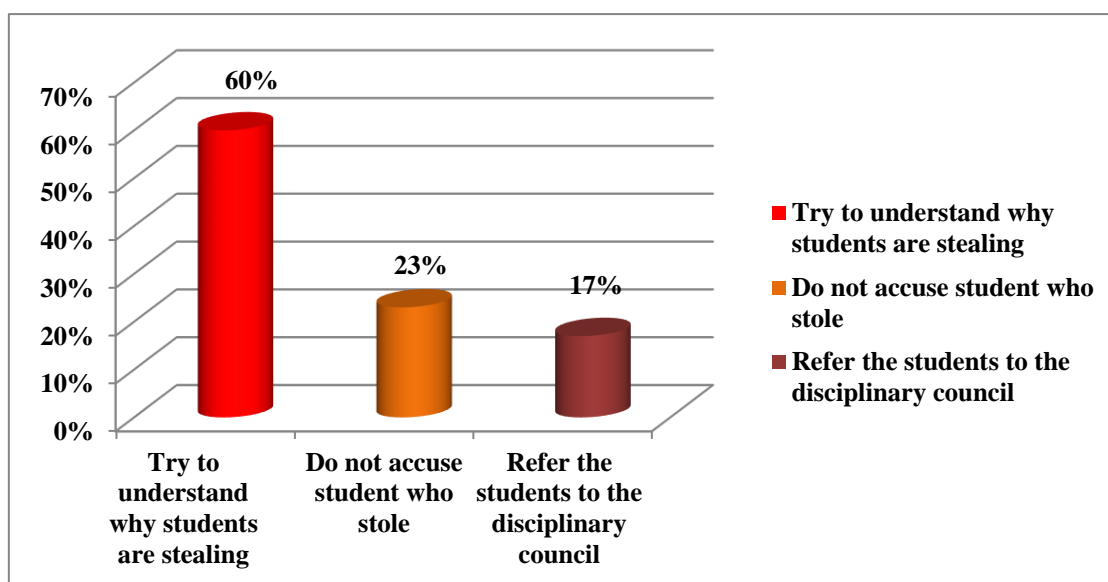


Figure22: The teachers' techniques used to manage the students who steal.

Analysis and Discussion:

This question investigates the ways in which the teachers manage the students who steal. As shown above try to understand why students are stealing (60%) was found to be the most used technique followed by do not accuse the student who stole (23%) and refer the students to the disciplinary council (17%). Therefore, one can notice that the use of trying to understand why students are stealing is the appropriate technique to manage the theft behavior inside classrooms.

Section Four: Further Suggestions.

Please add any other comments concerning teachers' management techniques towards the increasing rate of EFL learners' discipline problems-treatment/solutions and how to handle this problem from its root causes.

Teachers recommended that all teachers should use the technique of establishing clear rules and expectations for behavior in classroom that should be communicated to the students at the beginning of the school year or the semester and should be posted in the classroom. This will help students understand what is expected of them and what behavior is acceptable. Also, they suggested the use of positive reinforcement to encourage good behavior in the classroom which can include praise reward and positive feedback. When the students exhibit good behavior teachers should acknowledge and praise them. Moreover they recommended to Address discipline problems as soon as they arise since it will prevent them from escalating into more serious issues. They also suggested the use of effective communication technique to address discipline problems this can include active listening using non-judgmental language and speaking clearly and calmly. Besides, they suggested the solution of communicating with parents and seeking their input on how to address the issue.

Discussion of Teachers' Questionnaire

The purpose of the first section of the questionnaire is to determine general information about the informants. Therefore, the collected data provides us information about their gender whether are females or males, their teaching experience at Middle school and what makes teaching English difficult. The listed answers of this section denote that the majority of informants are females; there are twenty three females and seven males. Despite the fact that they are from different generations and have varied experience they find teaching English at Middle school difficult because of crowded classes and lack of classroom management.

The second section is devoted to disciplinary problems and antisocial behaviors. This section indicates that the majority of teachers face disciplinary problems in their classes and disruptive talking, cheating and bullying are the most frequent misbehavior that the teachers face inside classrooms. All most all teachers agree that disobeying teacher' orders, directions

CHAPTER TWO RESEARCH METHDOLOGY AND RESULTS DISCUSSION

and instructions make learning ineffective as well misbehaviors are somewhat affecting the teaching process negatively.

The third section deals with the types, consequences and techniques of misbehavior. It indicates that cheating affects the teaching-learning process as it result the lack of competition and creativity among students and make the assessment scores invalid. However teachers are using different techniques to treat this problem such as walk around the room during the test and prohibit the use of cell phones. Results show that both disruptive talking and absenteeism are considered misbehaviors that the students commit inside classroom. In one hand, disruptive talking has a negative consequence on class as it arise the amount of noise inside the classroom and distract others from learning. Therefore, teachers tend to engage the students in extra activities and use non verbal cues to quite them down. In the other hand, some of the respondents recognized that habitual absenteeism impacts the students' test scores in a negative way and also makes their academic performance retained. Most of teachers believe

that creates a positive classroom environment and motivate students are the best solutions to treat the issue absenteeism.

From the obtained results, we observe that most of teachers did not face any kind of aggression inside the classrooms, however since it increases the level of stress and frustration and creates the feeling of threatens among students and teachers they were ready to deal with it using different techniques such as aware the students about the danger of practicing aggression inside the classroom, avoiding confrontation among students and talk with the aggressive students privately. It is worth mentioning that practicing bullying inside classrooms causes depression and anxiety. Maintain friendly relationship among students and speak with the bully and the bullied separately were the most dominant technique used by teachers in order to reduce bullying. From the obtained results it is worth shading light on the effects that stealing have on students as it reduces the amount of confidence among students and encourages the spread of misbehavior. Most of teachers believe that those effects should be fought by number of classroom management techniques such as try to understand why students are stealing and do not accuse the student who stole.

The fourth section deals with the teachers' management techniques towards the increasing rate of EFL learners ' discipline problems-treatment/solutions and how to handle this problem from its root. All teachers recommended that classroom management techniques

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should include the use of both positive reinforcement and effective communication in order to address discipline problems.

Conclusion

This chapter represents the investigating part of the study. It focused on varied tools and procedures. From the presented questionnaire, we aim to collect valid and reliable date about the opinion and the experience of teachers about the classroom management techniques used to handle disruptive behavior. As it was predicated all teachers agree that they face various disciplinary problems inside the classroom. They had made clear idea about the serious impact that misbehavior has on students and teachers. They totally prefer to deal with disruptive behaviors using various techniques and methods.

General Conclusion

The classroom management techniques play a crucial role in the learning and teaching process since it pursued teachers to establish safe classroom climate that allow students to develop appropriate behavior patterns and promote high academic learning experience. It is observed that most of EFL classes are hampered by disciplinary problems and therefore, the current study tends to Investigating English Teachers' Classroom Management Techniques towards of middle school learners Discipline Problems. In addition it attempts to raise EFL students' and teachers' awareness about the serious impact of discipline issues on the educational environment.

This study started with a theoretical frame work that is mainly concerned with the definition of classroom management and its importance, the main theories of CM, the core element of CM and the teacher roles in CM. all the mentioned titles were tackled in the first section. The section dealt with the definition of discipline and its types, the types of discipline problems and the causes of it and finally the classroom management techniques used to eliminate disruptive behaviors. The second chapter is the investigation part of the work in which a questionnaire has been distributed to the teachers of middle school in M'sila area as data gathered tool to provide valid and reliable results. Based on our study the results revealed that most of EFL teachers encountered discipline problems inside the school community. Aggression, cheating, stealing, absenteeism, bullying and disruptive talking are the most disruptive practices that the teachers faced inside their classes. More so, it showed us that the teachers could inhabit these malicious behaviors using different techniques that seemed apparently as effective and efficient for them.

Hopefully, this study can contribute to the improvement of teaching and learning process despite the existence of disruptive behaviors. It also can open for further research to be conducted about developing new strategies and techniques to disturb discipline problems.

[SUGGESTIONS AND RECOMMENDATIONS]

Suggestions and Recommendations

After analyzing the results of the teachers' questionnaire, we tend to suggest some recommendations to teachers and learners. These recommendations and suggestions are listed below:

- Teachers should adopt various techniques to deal with discipline problems.
- Teachers should be aware of the different reasons of discipline problems in order to effectively exhibit them.
- Teachers are ought to establish a friendly atmosphere in which learning could be accomplished.
- Teachers should establish clear instruction and rules about the acceptable behaviors and the unacceptable ones at the beginning of the school year. Those rules should be respected by the learners.
- Learners should be aware about the serious effect of their behaviors which will make them less likely to engage in negative behaviors.
- Teachers are ought to take the learners' interest and needs in designing the courses in order to engage them all in the learning activities.

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Appendix

Teachers' Questionnaire

Dear Teachers,

This questionnaire aims at investigating *Teachers' classroom Management techniques towards the increasing rate of learners' disciplinary problems in Middle Schools in Msila.* Your participation in the survey is very important of study.

Thanks in advance for your help.

Please tick (✓) the corresponding box or give a complete answer.

Section One: General Information

Gender: Male Female

Q1/- How long have you been teaching English at Middle school?

a/- [1- 10] years b/- [10-15] years c/-more than 15 years

Q2/- Is teaching at in Middle schools

a/-Easy b/- Demanding c/-Difficult

Q3/-According to you, what makes it difficult?

a- crowded classes b- lack of class management c-undisciplined students

Others:

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

Section Two: On Disciplinary Problems and antisocial behaviors

Q4/-- Do you face disciplinary problems in your classes?

a/-Yes b/- No

Q5/-How much do these behaviors effect your teaching process negatively?

a/-Many b/- Few. c/ -None

[APPENDIX]

Q6/- Disobeying teachers' orders, directions and instructions make learning ineffective. Do you agree or disagree?

a/-Agree b/-Disagree

Q7/-Select the most frequent misbehaviors you face in your class?

a/-Bullying b/- Cheating c/- Theft

d/-Disruptive talking e/-Absenteeism f/- Aggression

Section Three: Types, consequences and techniques of misbehavior

1/-Cheating

Q8/- Does cheating affect your teaching process?

a/-Yes b/- No

Q9/- many pupils tryto cheat in tests and exams, what consequences does cheating have on your teaching and ongoing assessment?

a/-Invalid results

b/- The possibility of getting zero on their assessment

c/-Gain a bad reputation

d/-Lack of competition and creativity among students

Others.....
.....

Q10/- What are the classroom management techniques do you apply to prevent cheating?

a/-Making different version of the assessment

b/- walking around the room during the test

c/-Switching up seating on the test day

d/- prohibiting the use of cell phones

Others.....
.....

3/- Aggression

Q14/- Have you ever witnessed cases of aggression in your respective classes?

a/- Yes b/-No

Q15/- How do/does the aggressive behavior(s) impact the teaching- learning process?

a/-Increase the level of stress and frustration

b/-Create the feeling of threatens among students and teachers

c/-Affect the physical health of the students.

Others.....
.....

Q16/-what are the techniques do you use to eliminate aggression inside the classroom?

a/-Avoiding confrontation among students

b/Talk with the aggressive students privately

c/-Seek help from a psychiatrist

d/- Expel the aggressive student from school

e/- Aware the students about the danger of practicing aggression inside the classroom

Others.....
.....

4/- Bullying

Q17/- Are there cases of bullying in your classes?

a/-Yes b/- No

[APPENDIX]

Q18/- In what ways does bullying affect the students

- a/-Depression c/- Anxiety
b/-Earning lower grades d/- Dropping out of school

Others.....
.....

Q19/- How do you treat /deal with bullying?

- a/-Increase bulling awareness among students c/-Speak with the
bullied and the bully separately
b/-Encourage students to stand up against bullying d/-Maintain a friendly
relationship among students

Others.....
.....

5 /-Theft

Q20/- Have you face any case of theft in your classroom?

- a/- Yes b/- No

Q21/-What are the effects of stealing?

- a/-Create conflict and distrust among students
b/-Lack of confidence among students
c/-The spread of misbehaviors

Others.....
.....

Q22/-How can you manage student who steal?

- a/-Try to understand why students are stealing
b/-Do not accuse student who stole
c/- Refer the students to the disciplinary council

Others.....
.....

Section Four: Further Suggestions.

Please add any other comments concerning **teachers' management techniques towards the increasing rate of EFL learners ' discipline problems-treatment/solutions and how to handle this problem from its root causes.**

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Thanks for your Cooperation

الملخص

الهدف من هذه الدراسة هو اكتشاف تقنيات تسيير القسم التي تستعمل من طرف الأساتذة للحد من السلوك السيئ للتلاميذ. تستند الدراسة الحالية على فرضية عامة التي تعمل على النحو التالي: إذا استعمل الأستاذ تقنيات تسيير القسم فسيتم التقليل من مشاكل الانضباط. تم إجراء تحقيق استكشافي للمساعدة في بناء هذه الدراسة مع عينة من ثلاثين أستاذا من مختلف الأعمار و الأجناس. لجمع البيانات اللازمة قمنا بتصميم استبيان تم تحليله نوعيا و كميا. تظهر النتائج أن معظم أساتذة اللغة الإنجليزية يواجهون مشاكل في الانضباط داخل الأقسام. علاوة على ذلك يبين أنه أيضا التصرفات السيئة لها تأثير سلبي على التحصيل العلمي. تشير النتائج أيضا الى أن هنالك أسبابا جدية وراء سلوكيات التلاميذ الغير المهيأة والتي يمكن تقليلها من خلال الاستعمال المختلف و المتنوع لتقنيات تسيير القسم.