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**Problematic Students' Behavior and its Effect on the  
EFL Learning Process -the case study of third year**

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## **Declaration**

We declare that this thesis entitled : **Problematic students' behavior and its effect on the EFL learning process- the case study of third year**, is our own to the limits of our knowledge, supervised by Dr. Tayeb Bouazid, has not been submitted before to any other institution, university or degree. This work is to be carried out and completed at Mohamed Boudiaf University M'sila, Algeria, and all the sources that we have used or quoted have been indicated and acknowledged by means of complete resources.

Signature :

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Date : July 2021

## **Abstract**

Misbehaviour has a great effect on learners' achievements and also affects the teaching learning process. The aim of this study was to identify the negative impact of EFL students' misbehaviours on teaching/ learning processes. This study is quantitative and qualitative whereby questionnaires were completed by EFL third-year license students and English teachers at Mohamed boudiaf/ M'sila University, and the gathered data is analyzed. the results indicated that there is a negative interference of misbehaviours on learning and teaching processes. The impact of misbehaving on classmates included: loss of concentration, loss of self-esteem and incidence of psychological injuries, and the impact of misbehaving on teachers included: thought of changing the courier and feeling of unavailability of teaching well. The study made recommendations for teachers on how to improve the situation.

## **Dedications**

To our beloved ones, who are alive or those who passed away  
they may rest in peace.

Marwa

Fatima

## Acknowledgements

Although all the obstacles, Allah almighty gave us the ability to finish this work,

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# **General Introduction**

Disruptive behavior in EFL classes is a very serious problem that obstructs the process of teaching and learning. Teaching process is a method in which the knowledge of Teachers is transferred to their students. It can be developed through different Systems Among elf teachers, especially at University, face many Problems that are affected by many factors such as; disruptive Actions like talking in turn, aggressive responses, making nonverbal noise, clowning.....etc.

## **1.Problem Statement**

This misbehavior behavior is considered as one of the main factors with a big effect in education, because it occurs for different causes. The researchers to date have tended to focus on this big problem.. Disruptive behavior is a wide world phenomenon that complicates the task of teaching and prevents students from enjoying the process of learning. Waguespack and Moore (1993) stated that children Exhibit problems in the classroom is a fact of day-to-day school Existence (p. 153).

## **2. Aims and Objectives**

The specific objective of this study,is to identifying both teachers and learners perceptions towards disruptive behaviour in EFL classes by looking for its main causes and effects.In addition, it attempts to present the possible solutions, including techniques and procedures that can be used to deal with misbehaviour in EFL classroom in appropriate ways.

### **3. Research Questions :**

The present research attempt to answer the following questions:

- A .What are the major causes behind disruptive behaviour in EFL classes?
- B . What are the major effects of disruptive behavior in EFL classes?
- C. What are the possible solutions that can be used to reduce disruptive behavior in EFL classes?

According to these questions ,we hypothesise that:a better understanding of classroom misconduct will enable both teachers and learners to change their behavior for a positive classroom atmosphere.

### **4. Research Methodology :**

In order to meet the purposes of this study, descriptive,analytical,quantitative and qualitative methodologies were conducted in which the tools used are- questionnaires which are designed and delivered for both teachers and students of third year university of m'sila.

### **5. Chapter Division :**

Our work is divided into three chapters.Chapter one deals with disruptive behaviour,its definitioun,kinds and effects,and causes of classroom disruptive behaviours.It also treats its types including immature,inattentive and miscellaneous behaviours.In addiotion ,it sheds some light on teachers' perceptions to disruptive problems and how to treat instances of miusbehaviour in class.

Chapter two is devoted to research Methodology and design and the analysis of both teachers' and students' questionnaires with an overview to results findings.

Chapter three displays the different negative effects of misbehaviour and treats the impact of students' behaviour on the learning process in the light of the results obtained.

### **6. Significance of the study**

The study reveals the different misbehaviour acts teachers suffer from during the whole school year. Hence it is very significant in terms of treatment and finding solutions to this common problem. This concerns all educators and the sphere of education.

## **Chapter one : Disruptive behavior in classroom**

### **1. Definition:**

Disruptive and inappropriate behavior are actions that interfere with the instructional, administrative of the college. And it considered as one of the factors with a big effect on education. Nelson (1998) indicates that “disruptive students are in every classroom so teachers re supposed to omit these behaviors from the Classroom in order to maintain an effective classroom management” (p.4).

Disruptive behavior in classroom is a concern for teachers and students alike. Effectiveness of learning can be enhanced if this type of behavior id identified and strategies are devised to counteract it. Concerned teachers often gather in their own institutions and or in conferences to examine troublesome classroom behaviors and to generate strategies for their reduction.

Student misbehavior can be defined as a student’s action or interaction that disrupts or distracts the flow of the learning processes. That is any behavior that is inappropriate in the classroom can be termed as students’ misbehavior. There are different definitions to students’ disruptive behavior, Kyriacou defines student misbehavior as, any behavior that undermines the teacher’s ability to establish and maintain effective learning experience in the classroom (2009, p. 121).

B.F. Skinner suggested a method to guide the policy practice in managing disruptive behaviors in the classroom, he introduced the concept of reinforcement/operant conditioning. In simple words, skinner believed that a desirable learning outcome is possible if we can change the learners behavior .In addition to skinner's behaviorist theory ,the researcher Albert Bandura explains the gap between behaviourism and cognitivism.

Bandura's social learning theory explains how students learn in social environments by observing and imitating the behaviour of others. He believed that, learning could be

not fully explained simply through reinforcement, but the presence of others was also an influence

## **1.2 Causes of Classroom Disruptive Behaviour:**

The literature presents an array of factors that may cause or be conducive to disruptive behavior (Steward, 2004). These factors or variables can be inherent in the individual (internal system) but also in the broader social context or external systems on which the individual operates.

### **1. Factor related to students**

Classroom may be influenced by many factors that cover the way of appearance of problem behavior :

#### **Age:**

Harmer (2009) stated that “the age of our students is a major factor in our decision about how and what to teach. People of different ages have different needs, competences, and cognitive skills” (p37)

#### **.Gender:**

Kaplan et al. (2002) stated that “boys tend to be more disruptive than girls, and also tend to manifest more aggressive modes of disruption”

#### **Motivation:**

Motivation is a starting point of any work in a certain course it directs student’s activity

and helps them to persist in study tasks through the school year. In the absence of motivation the student here cannot feel interested in the act of learning. Chambers (1999) states that the learner who does not participate in the process and activities within it does not learn... (p.8).

Also Lukes and Tara (2011) state that if students are not motivated toward learning this will make classroom disruption an attractive choice, and they will prefer to disrupt rather than learn.

**2. Factors related to the family:** The family is the most immediate and perhaps the most influential system affecting the individual (Walsh & Williams, 1997). Lack of parental guidance and dysfunctional families are continually emphasized as risk factors. Certain parents displayed violent and aggressive behavior towards their children and that is the biggest cause of disciplinary problems.

### **3. Factors related to school and classroom:**

In daily life situations students may face many problems inside the class and that effect on student's behavior and may raise disruption in classroom setting. For example in certain classes a huge number of students disrupt learning and teaching process. Also it's a hard task for the teacher to control all the large class because it raises stress and fatigue. Moreover the seating arrangement of the students is a significant issue, poor seating arrangement may enhance student to behave improperly. So by setting up the appropriate classes and school conditions a healthy climate will be created and this leads to effective teaching and learning process.

#### **4. Psychological factors**

Self-efficacy, anxiety, and low self-esteem are the main factors that raise disruptive behavior in classroom. Students need acceptance to develop positive attitude toward self, which is self-confidence, self-esteem that play a major role in the process of learning. Brown state that 'no successful cognitive or affective activity can be carried out without some degree of self-esteem , self-confidence, knowledge of your own self, and belief in your own capabilities for that activity'.

Students with a high self-esteem encourage more in the process of learning and achieving their goals. In addition students with the low self-esteem will directly lead to disciplinary problems like stress and trustless and that may disengagement in classroom.

#### **5. Factors related to teacher:**

Student behavior in classroom is influenced also by the teacher himself, and it can be seen as the result of teacher behavior. Kyriakou(2009.P.24).state that all teachers need to be aware of how their behavior can serve to hinder rather than facilitate good discipline in the classroom.

Teacher behavior can be a reason for classroom misbehavior for example being rude, blaming, punishment, ignoring...etc. 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 behavior create an atmosphere that leads to disrespect and classroom violence because of using overly harsh and punitive discipline strategies ,students will be more likely to misbehave.

To manage learner's disruptive behavior, a teacher must first understand it in context. This understanding is requires solid background knowledge of student development, the reason why learners behave and misbehave and which type of disruptive behavior occur in classroom .the teacher must Furth more realize that the more risk factors are present, the greater the chances of behavioral problems (maree,2003:73). This allows teachers to be proactive in their management of the various types of disruptive behavior. Overall, disruptive behavior in the classroom cannot always be blamed only on students, very often, this conduct can be attributed to poor methods of instruction or failure to involve students into learning. Finally teachers, should remember there are ways of influencing the behavior of students without the use of coercive power.

### **1.3 Disruptive behavior as perceived By...**

- **B.F.Skinner**

B.F skinner his work is based upon the idea of that learning is a function of change in overt behavior. According to skinner, changes in behavior are a result of individual's responses to events, or stimuli that occur in their environment. The key to skinner's theory is reinforcement, or anything that strengthens the desired response. He believed that the best ways to understand behavior is to look at the causes of an action and its consequences, he called this approach operant conditioning.

- **Albert Bandura**

Operant conditioning can be used to explain a wide variety of behaviors from the process of learning to addiction and language acquisition. (Bandura, 1977) in his social

learning theory, suggest that humans can learn automatically through observation rather than through personal experience. He added two important ideas

1. Mediating process occurs between stimuli and responses

2. behavior is learned from the environment through the process of observational Learning. Unlike skinner, banduras social learning theory is able to explain many more complex social behavior, such as (gender roles, moral behavior) than models of learning based on simple reinforcement.

- **Rudolph dreikurs**

In the late 1960s, Rudolph dreikurs introduced a new concept to the classroom: that all students feel a need to belong, and when that's need isn't met, they may turn to mistaken goals. His approach was to develop a respectful democratic classroom, involving student in all classroom activities, giving adequate attention to all, and showing respect to students. He pushed for open discussion when it comes to misbehavior, using a positive manner to find a solution rather than a consequence or punishment.

This theory places mutual respect between teachers and students, aiming to help students understand why they misbehave. Lee canter developed a system in the 1970s "Assertive discipline", focus on classroom management. The canters found that the majority of teachers were having difficulty controlling disruptive behavior in their classroom. They also found that many teachers were lacking appropriate training in classroom management. This method teaches that the teacher has a "right «to decide what is best for his or her students. Using a positive behavior management model that focus on cooperative, rather than authoritarian methods, to gain positive classroom behavior.

- **Glasser's Theory**

Glasser's choice theory (1998) suggest that almost all behavior is chosen, and we drive by genetics to satisfy five basic needs (survival, freedom, fun, power and love "belonging"). He believe that we can control our own behavior and all behavior is total behavior, and is made up four component: acting, thinking, feeling and physiology. Also Jacob kounin who is knowing as a classroom management theorist, he influenced by Glasser, Jacob believe that teachers need to be attentive to all aspects of the classroom. He discovered the fact that if students think that the teacher is aware of what is going on within classroom they are not likely to misbehave.

- **Harry Wong**

As the previous mentioned theorist, Harry Wong focuses heavily on establishing "routines», those things that happen repeatedly in a classroom that students can come to expect, and "procedures", the way students carry out routine. He shows hat by establishing solid procedures and routines, learners are less likely to exhibit problems.

Disruptive behavior is a problem that frequently takes place in our classes, this negative behaviors can results from different factors that can be teachers, students and classroom environment that may gratefully affect language teaching and learning process.

#### **1.4.Types of misbehavior**

There are many classification to the types of misbehavior

**Behavior that disturbs the others:** it is a behavior that makes injuries for others such as hurting, harrassing them or making fun of them..

**Needless talk:** chatting during instructional time about matters unrelated to the lesson.

**Moving about the room:** getting up and moving around without permission, congregating in parts of the room.

**Making noise:** singing, rocking chair, clowing.

#### **1.4.2. Behaviors that interfere with a student's learning:**

- **Verbal and physical aggression:** including attacking classmates, speaking foul language, teasing classmates and threatening them. This misbehaviors would elicit negative emotions.
- **Stealing:** taking things that belong to others, copying homework

#### **1.4.3. Immature behaviors**

An immature behaviour is simply a behavior that comes from someone who only thinks of himself, in another words they are self-centered, self-absorbed, uncaring and always feel they are better and different. Some immature behavior are worse than others, some are unquestionably obnoxious, others peg you as being emotionally young but aren't that harmful. Students with immature behaviour want everything set up to suit them and never considered the effect on other people, they seek to control the environment to fulfill their desires includes: talking during lectures, being late, eating or drinking noisy without care about others.

#### **1.4.4. Inattentive behaviors:**

Inattentive behaviour is an important variable associated with student's behavior at school, through which the effect of learning experience is mediated to

influence learning outcome. Students with inattentive behavior are more likely to show the following characteristics in a way that disrupts classroom activities: an apparent inability to pay close attention to a task, packing books and materials before class is over, acting bored, difficulties in a focusing on activities or tasks are giving the impression of not listening while other people are talking (nall, 2018).

#### **1.4.5. Miscellaneous behaviors**

This behavior including many things of different kinds. It's a lack of responsibility in the expected role of students, this includes cheating being academically dishonest or duplicitous in their dealings with other..

#### **1.5. The occurrence of disruptive problems:**

Misbehavior is usually occur when there is a mismatch between the school and student needs, it was suggested that having caring teachers who are willing to cater for student needs might be one of the helpful means to deal with student misbehavior.

Overall the disruptive behavior in the classroom cannot always be blamed only on students, very often this conduct can be attributed to poor methods of instruction or failure to involve students into learning, however there are teachers who is very strict, do not taking into consideration the level of their pupils, showing favoritism or prejudice like demonstrating preferential treatment to certain individual and favors girls over boys. Also the way information is presented play a major role in in teaching process, this category of misbehavior includes:

- **Presenting boring lectures:** e.g. lacking enthusiasm and variety when delivering information, presenting information without nonverbal immediacy.

- **Information overload:** e.g. Assigning too much work, failing to pace lectures appropriately, having unrealistic expectations and asking too much of students.
- **Information underload:** e.g. Having a negative personal appearance, making the course too easy, and not knowing the subject or not being able to answer student's questions.
- So in this certain moments of misbehavior, led and provoke the students to be disruptive in the classroom and this will complicate the enjoyment of education process.

### **1.6. Teachers perception about disruptive problems:**

How teachers perceive the behavior of students has always been one of the main curiosities and there are many studies about the perceived behavior of students as problematic or normal. One of the important issue that teachers have about the behavior of the students in the classroom, and whether such behaviors of the students. in case they are perceived by the teachers as problematic are related to the burnout states of the teachers, burnout is a syndrome that effect boredom and consumption of the energy of a person (Friedman, 1991), including emotional request and stress resulting from the teachers encounter with physically; emotionally and cognitively challenging conditions and reducing the capacity of the teacher to deal with such conditions when together with people.

It consists of three dimensions: emotional exhaustion (EE), depersonalization (DP) and personal accomplishment (PA) (Goddard, O Brien, & Godard; 2006). Although the experienced teachers perceive students problematic behaviors as less problematic than

novice teacher, problem behavior is one of the factors effecting both experienced and novice teacher's burnout levels (Giallo & little, 2003).

In fact teachers stated that they spend more time overcoming the problematic behaviors exhibited by students in class (Wheldall & Merritt, 1998; little, 2005) is an indication that the problem behavior of the students may result in burnout among such teachers. Not only the problematic student behavior, but also their not rely teachers to cope with stressful classroom environments.

In addition to that, teachers use various techniques to overcome such students behaviors perceived as problem behavior displayed their classes, some of the methods applied by the teacher for this purpose include receiving help from a more experienced teachers (Arbuckle & little, 2004), sending the student to another personal in the school, talking to student about the reasons of such a behavior and cooperating with the family of the student.

### **1.7. How to treat misbehavior in the class ?**

Effective learning needs a control classroom environment, good teacher-pupil relationship, and peer collaboration. According to many researchers they agree that the major problem in the classes is a lack of student discipline, this last is so crucial, it's basic to everything else in the classroom and is the one thing that makes or breaks teachers when teaching in class. From some problems that teachers face related to misbehavior, it can be said that if the teacher does not have appropriate teaching strategies to handle those kind of disruptive behavior in class, the teacher cannot deliver the lesson successfully. To ensure the best educational experience possible, teachers must master the art of classroom discipline.

## ***1. Teacher's strategies in handling student's misbehavior:***

Here is the following table present the student's misbehavior and teachers strategies:

NO.	Learners behavior	Teachers strategy
1	Talking out of turn: Making noise Calling out friends name	Direct language, reward punishment and conduct face to face meeting
2	a- playing	Solve the problem quickly
3	a-drinking	Pre-empting
4	a-clowning	Used direct language
5	Being verbally aggressive: a-teasing classmate	Direct language and solve problem quickly

From the table above the teacher applies some strategies that are describing

below:

**a. Used direct language:** teachers used direct language in some misbehavior which were done by the students, such as dealt with the personal stuff, talking out of turn...etc. This strategy is used because the teacher could directly tell the students that what they did could disturb the teaching and learning process, in addition Walters theory is in line with this strategies, he said that the student exactly what teacher want to see, or the behavior do not want to see in the best way when resolving the problem, therefore directly reminding the students to behave nicely in the classroom is one of the most strategies which was used by the teacher.

**b. Reward and punishment:** if reminding the student's misbehavior is not enough, the one which the teacher could do is giving punishment, the teacher wanted the students to pay attention on the lesson instead of being busy with themselves and disturbing their friends,

that is why the teacher gave punishment to make the students aware, and to avoid same mistakes again.

**c. Deal with the problem quickly:** in order to remind the students that they misbehaved, the teacher often gave a code and reminded the students easy by saying” stay focus”, It means that the teacher responded the student misbehavior quickly, in order the student behave nicely again. It was done when the student teasing classmates or playing and if the teacher do not act quickly, the other students would join their mates.

**d. Pre- emptying:** pre-emptying means that the teacher monitors the learning activities and sustains students’ academic engagement, when they faced problem during the lesson, so that misbehavior can be avoided. Also It can be in classroom contract between the teacher and the student before class begins.

From the explanation above, it is very significant to know the variety of student’s misbehavior in class, it also important for teachers to know the appropriate strategies related handling all types of disruptive behavior.

According to Carl Rogers’s theory of personality which focus on a self- concept or a person perception (1959) ,each individual desiring to become the best person they can become, his theories based of personality development on humanistic psychology and theories of subjective experience. Rogers believe that everyone exist in a constantly changing world of experience that they are at the center of a person reacts to changes in their phenomenal field , which includes external objects and people as well as internal thought and emotions. Rogers believed that all behaviors is motivated by self-actualizing tendencies, which drive a person to achieve at their highest level, as a result of their interactions with the environment and others, an individual forms a structure of the self or

self-concept, fluid conceptual pattern of concept and values related to the self. If a person has a positive self-concept, they tend to feel good about who they are and often see the world as a safe and positive place.

## **CHAPTER TWO:**

### **Part One: 2.2.1. Research Methodology and Design**

#### **2.1. Introduction**

The present chapter is mainly devoted to descriptive and analytical phase of the study. In order to answer the research questions, along with the literature review which has been conducted before, a qualitative and quantitative research methodology have been selected. For this purpose we have used to questionnaire-one for teachers and one for students. This chapter encompasses two parts: the first part presents the research methodology selected and adopted to collect relevant data. The second part displays the findings, their analysis and discussion.

#### **2.2. Research Design**

The actual study aims at unveiling the truth about disruptive behaviours practised in class. The research tries to find out the possible solutions to this social phenomenon.

#### **2.3. The Sample Population**

This investigation has required the contribution of both teachers and students. Third Year students of English Linguistics at Mohamed Boudiaf University of M'sila, and their EFL teachers.

##### **2.3.1. Teachers' Profile**

The ten teachers to whom the questionnaire was addressed comprise two males and eight females, they work in Mohamed Boudiaf university in M'sila, some teachers have

"doctorate degree" in English and others have "magister degree" with an average experience in teaching.

### **2.3.2. Students' Profile**

The twenty-two informants were third year students from the university of M'sila, selected randomly.

## **2.4. Instrumentation**

The main data collection instruments employed in this research study were: students' questionnaire and teachers' questionnaires.

### **2.4.1. Students' Questionnaire**

Questionnaires allow researchers to collect data that students could report about themselves, such as their perspectives and attitudes towards classroom instructions and activities. This information is not usually obtained from production data alone (Mackey & Gass 2005).

The questionnaire is distributed in the university of M'sila, and administered to Third Year students. The questionnaire contains five sections-. The first one treats students' profile-section 2 deals with the causes of misbehaviour and it comprises six questions.The third section comprises two questions,the fourth one five questions and the last section takes the form of Likert Scale and includes eleven options.

### **2.4.2. Teachers' Questionnaire**

The questionnaire consists of both close-ended and open-ended questions to gather

quantitative and qualitative data. Teachers' questionnaire consists of three sections- Section one is related to teachers' profile, section two which is composed of six questions treats the causes of misbehaviour and the last section comprises four questions and it suggests solution to the problem of misbehaviour in the class.

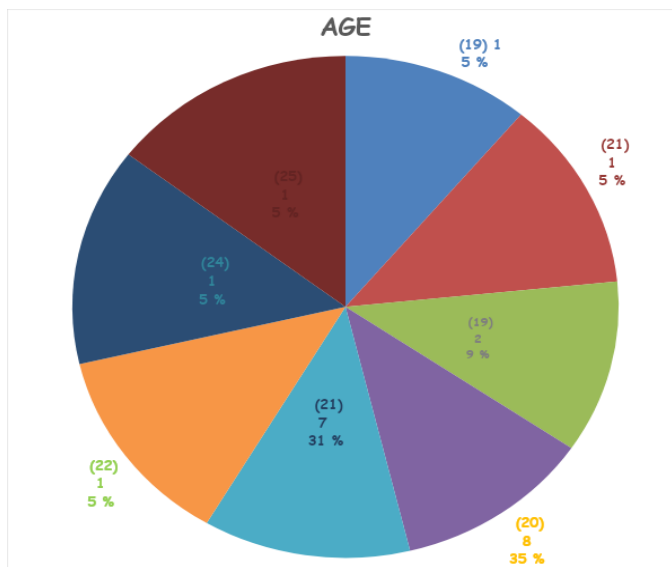
## Results Analysis of Questionnaires.

### Part Two : 2.2.2.Students' Questionnaire :

#### Section 01 :

Total	MALES		FEMALES					
22	02		20					
AGE	19	21	19	20	21	22	24	25
RATE	01	01	02	08	07	01	01	01
PER%	05%	05%	09%	35%	31%	05%	05%	05%

**Table one: students 'profile.**



**Fig 01 : Students' Profile**

The participants in the student's questionnaire are 22 students,

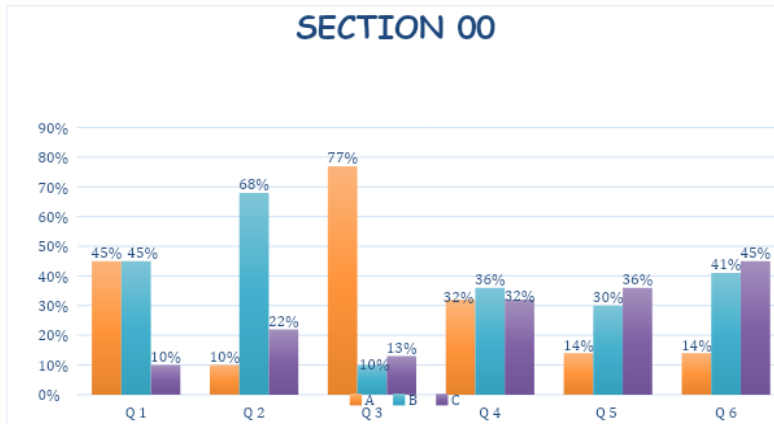
Two of them are males with a rate of 9%, and all the rest (20 students) are females with a rate of 91% .

#### Section 02:

Choices /Questions	a		b		c	
Do you think that misbehavior can mainly occur because of	10	45%	10	45%	02	10%
How often does a misbehaving act happen in your English class	02	10%	15	68%	05	22%
How do you feel when other pupils openly misbehave in class	17	77%	02	10%	03	13%

What is the psychological factor that causes misbehavior	07	32%	08	36%	07	32%
What are the pupils social factors leading to classroom disruption	03	14%	11	50%	08	36%
Do pupils misbehave in class mainly because of	03	14%	09	41%	10	45%

Table two: cause of misbehavior



**Fig 02:** Table two: cause of misbehavior.

This table shows that 45% of the participants think that misbehavior can mainly occur because of unfavorable learning classroom environment, and 45% because of the huge number of pupils in one class, while 10% of them think that the students seating arrangement is the main cause of misbehaving. 68% of English students confess that misbehaving act some Times happens in the classroom and that means, that English classroom are not empty from misbehaviors.

The majority of students with a rate of 77% feel bothered when other pupils only misbehave in class and the minority with a rate of 23% feel happy or does not feel bothered at all. For 36% of the participants, lack of self-pride is the psychological factor that causes misbehavior; while 32% of them think that is reffered to feeling inferior, and the rest (32% of them) misbehavior is reffered to the difficulty to cope with Circumstances.

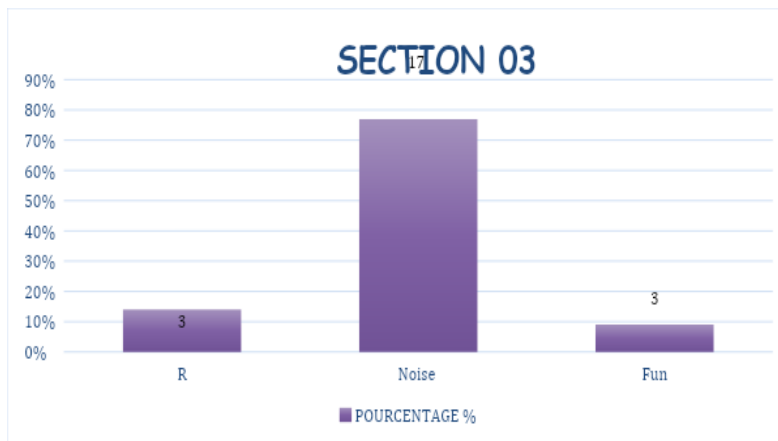
According to what is mentioned in the questionnaire, 50% of students think that family problems is the main social factor that leads to classroom disruption, and the other 50% is divided between poverty with 14% and peers neglect with 36%.

At last , 45% of students bet that pupils misbehave in class mainly because of teachers’ classroom mismanagement, 41% think that is mainly because of teachers’ lack of mastery to his subject, and teachers gentles and leniency is the main cause for 14% of students .

**Section 03:**

Types of misbehavior that disturb students in the class	score	Per%
Rudeness and cheating	03	14%
Making noise in the class	17	77%
Making fun of students who make mistaken answers	02	09%

**Table Three:** types of misbehavior that disturb students in the classroom.



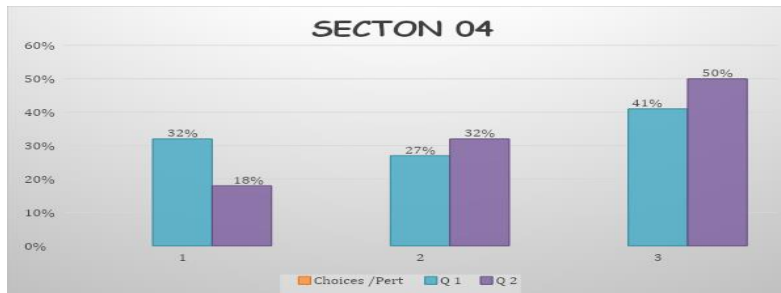
**Figure 03:** types of misbehavior that disturb students.

Three types of misbehaviors that disturb students in the classroom, are rudeness and cheating with a rate of 14% ,making noise in the classroom with a rate of 77%, and making fun of students who make mistaken answers.

Choices / questions	01	02	03
What is an immature behavior	07 32%	06 27%	09 41%

What is an inattentive behavior	04	18%	07	32%	11	50%
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**Table four:** what is an immature and inattentive behavior?



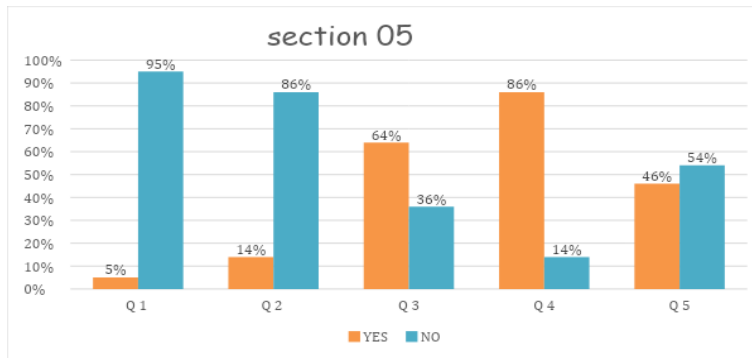
**Fig 04:** what is an immature and inattentive behavior?

An immature behavior for 32% of students is a behavior done by a conscious mature enough person, for 27% is a childish responsible behavior act, and for 41% is unethical act of discipline. An inattentive behavior for 18% is an unconscious act peevishly done as being unprepared, for 32%, is an act done on purpose as sleeping in the class, and for 50% it is knowing as unethical but students do it.

**Section 04:**

Choices /Questions	YES	Per %	NO	Per %
Do you like it when someone talks during the lectures	01	05%	21	95%
Is it ethical for learners to always run after grades and neglect their studies	03	14%	19	86%
Is it normal when some students ask the teachers if such and such points will be on the test or exam	14	64%	08	36%
Is cheating a kind of misbehavior	19	86%	03	14%
Does misbehavior affect your motivation to learn english	10	46%	12	54%

Table five: on the merits of misbehaving acts.



**Fig 05: on the merits of misbehaving acts.**

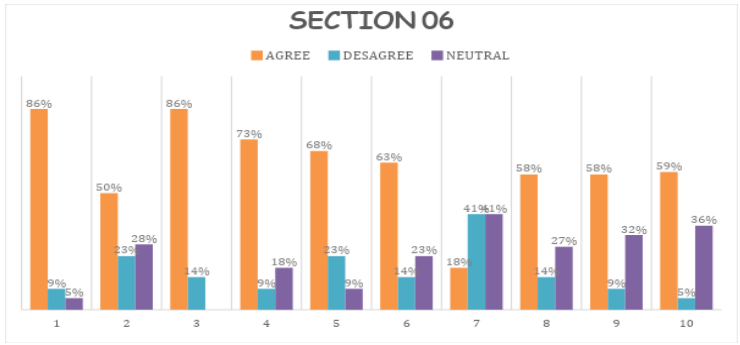
The majority of students with a rate of 95% do not like it when someone talks during the lectures, 86% of the participants bet that it is unethical for learners to always run after grades and neglect their studies. For 64% of English class students, it is normal when someone asks the teachers if such and such points will be on the test or exam. And 86% of students, heating is a kind of misbehavior, 54% said that misbehavior does not affect their motivation to learn English while 46% of them are affected.

**Section 05:**

Choices	agree		disagree		neutral	
Impact						
Disruptive talking annoys classmates	19	86%	02	09%	01	05%
Misbehavior incites the avoidance of work	11	50%	05	22%	06	28%
Talking without permission affects the teaching learning process		86%	03	14%	00	00%
Standing up or moving out without teachers permission disrupts learning	16	73%	02	09%	04	18%
Harassing classmates causes severe injury	15	68%	05	23%	02	09%
The over use of chewing gum in class disturbs classmates	14	63%	03	14%	05	23%
What is your reaction against people who eat or drink and make noise	04	18%	09	41%	09	41%
Sleeping in the class is an act of uncivility	13	59%	03	14%	06	27%
Students packing their books and material before the session ends is a foolish act	13	59%	02	09%	07	32%
Students coming late to class always cause disturbance to others	13	59%	01	05%	08	36%

**Table six: on the impact of student’s behaviors on the learning process.**

**Section six :**



**Fig 06: on the impact of student's behaviors on the learning process**

## 2.2.2. Analysis of Teacher's Questionnaire

### Section One: On teacher's Personal information:

#### 2.2. Part Two: Analysis of Teachers' Questionnaire

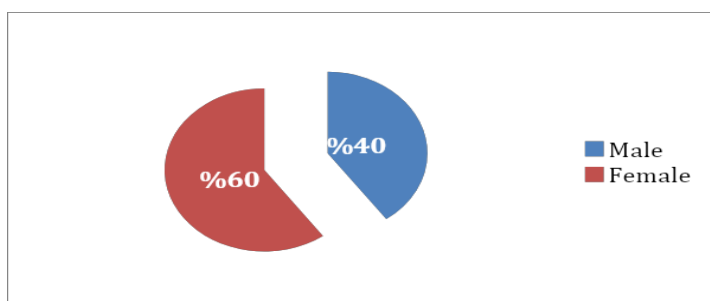
##### Section One: On teachers' identification

This section consists of three items related to teachers' background information. Gender, Age and experience.

##### Item 1: -On teachers' gender

	Number	Percentage
Male	4	40 %
Female	6	60 %

**Table 6 : Sample's Characteristics according to gender**



**Fig 07 : Sample's characteristics according to gender**

Table and fig represent the sample's characteristics according to gender. It is shown that the majority of the teachers (60%) were female; whereas, forty percent of the respondents were male.

##### Item : -On teachers' Age

AGE				
29	30 - 33	36--38	44	49
01	03	04	01	01
<b>Total</b>				10

**Table 7 : Teachers' Age**

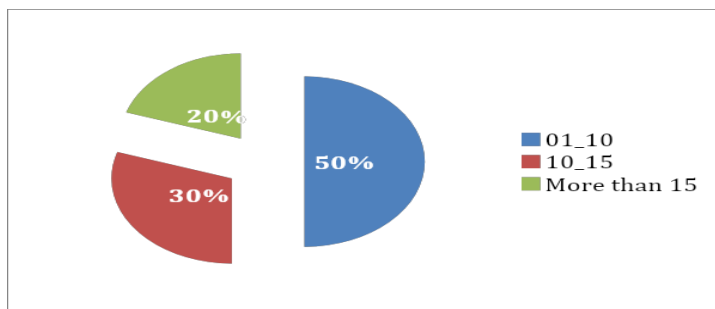
Teachers who participate in this study are aged from 29 to 49 years old

**Item 3: -On teachers' teaching experience**

The second question is concerned with the period teachers have been teaching English. Knowing the experience of our sample is very important factor.

Experience	Number	Percentage
1-10	5	50 %
10-15	3	30 %
More than 15+	2	20 %

**Table 08 : -On teaching experience**



**Fig 8 : Statistical representation on teaching experience**

As to the years of teaching experience, half of the teachers (50%) showed an experience of one to ten years whereas only 03 of the others representing 30 percent ranging from ten to fifteen, and 20 percent present more than fifteen years of experience.

**Section two: Teacher' views about the main causes and effects of misbehavior in EFL classrooms.**

**Q.1.What is misbehavior in class ?**

Definition of misbehaviour	Score	%
1. a behaviour that is not acceptable to other people	04/10	40%
2.a misconduct or a bad, improper, or rude behavior	03/10	30%
3.an ill conduct especially at educational institutions	03/10	30%
Total	10	100%

**Table 09: On the definitions of misbehavior**

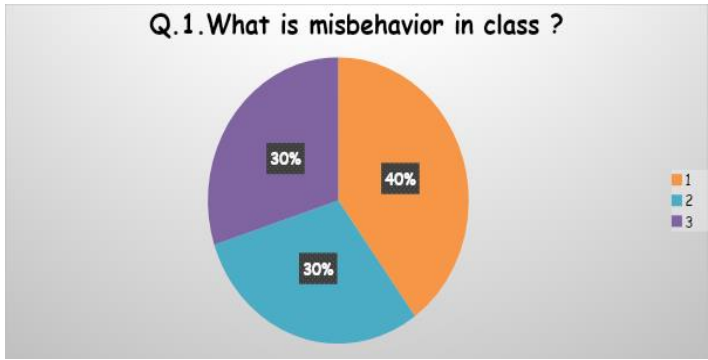


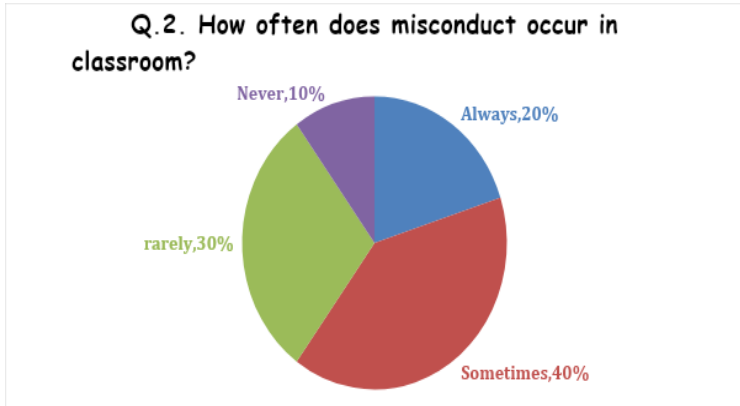
Fig 09: On the definition of misbehavior in class

The majority of teachers 40% defined with behaviour in class as a behaviour that is not acceptable by other people

**Q.2. How often does misconduct occur in classroom?**

Always	Nb	%	Sometimes	Nb	%	rarely	Nb	%	Never	Nb	%
02		20%	04		40%	03		30%	01		10%
<b>Total 10</b>											

**Table 10 : occurrence of misconduct in classroom.**

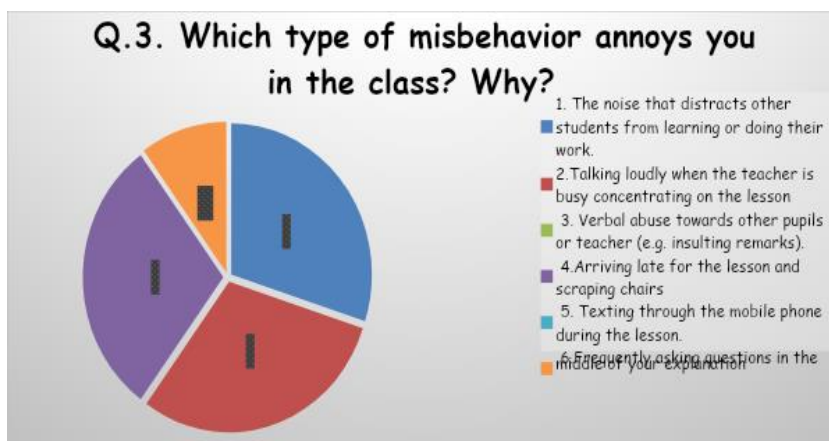


**Fig 10 : occurrence of misconduct in classroom.**

Misconduct occurs sometimes in classrooms, according to 40% of teachers, always for 20% of them, rarely for 30% and never happens for 10% of them.

Q.3. Which type of misbehavior annoys you in the class? Why?	Nb	%
1. The noise that distracts other students from learning or doing their work. Justification:	3	30%
2. Talking loudly when the teacher is busy concentrating on the lesson Justification:	3	30%
3. Verbal abuse towards other pupils or teacher (e.g. insulting remarks). Justification:	0	0%
4. Arriving late for the lesson and scraping chairs Justification:	3	30%
5. Texting through the mobile phone during the lesson. Justification:	0	0%
6. Frequently asking questions in the middle of your explanation Justification:	1	10%
Total	10	100%

**Table 11:** Which type of misbehavior annoys you in the class? Why?



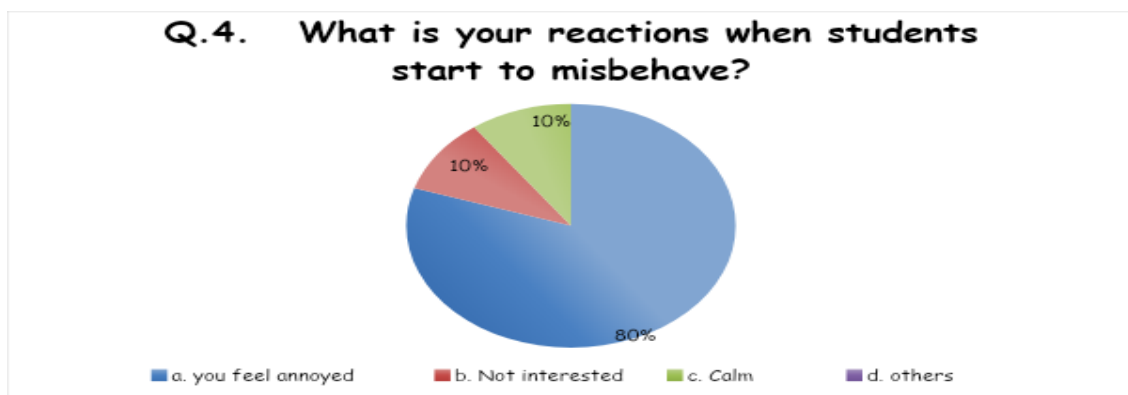
**Fig 11:** Which type of misbehavior annoys you in the class? Why?

Teachers are annoyed by some kinds of behaviour, 30% of them are annoyed

because of the noise that distracts other students from learning or doing their work, alking loudly when the teacher is busy concentrating on the lesson and arriving late for the lesson and scraping chairs, and only 10% of them are annoyed because of frequently asking questions in the middle of explanation.

Q.4. What is your reactions when students start to misbehave?	Nb	%
a. you feel annoyed	8	80%
b. Not interested	1	10%
c. Calm	1	10%
d. others	0	0%
TOTAL	10	100%

**Table 12 : Teachers’ reactions to students’ misbehaving.**

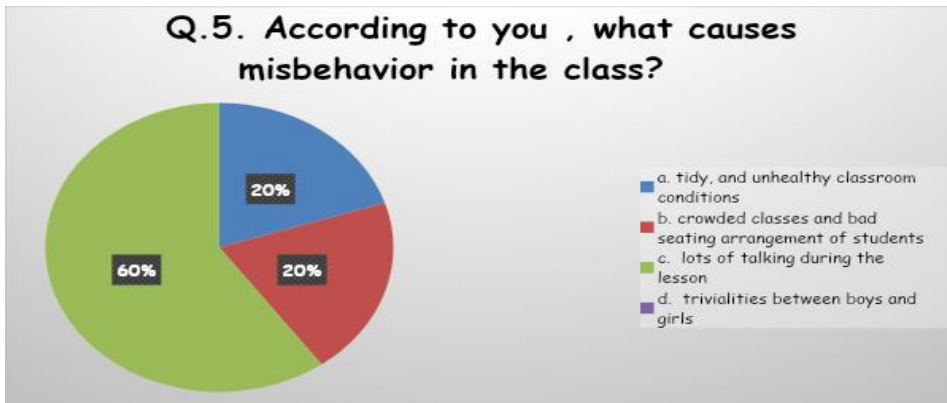


**Fig 12: Teachers’ reactions to students’ misbehaving.**

80% of teachers feel annoyed students start to misbehave, 10% are not interested and the other 10% are calm.

Q.5. According to you , what causes misbehavior in the class?	Nb	%
a. tidy, and unhealthy classroom conditions	2	20%
b. crowded classes and bad seating arrangement of students	2	20%
c. lots of talking during the lesson	6	60%
d. trivialities between boys and girls	0	0%
Total	10	100%

**Table 13 : Causes of misbehavior in the class.**

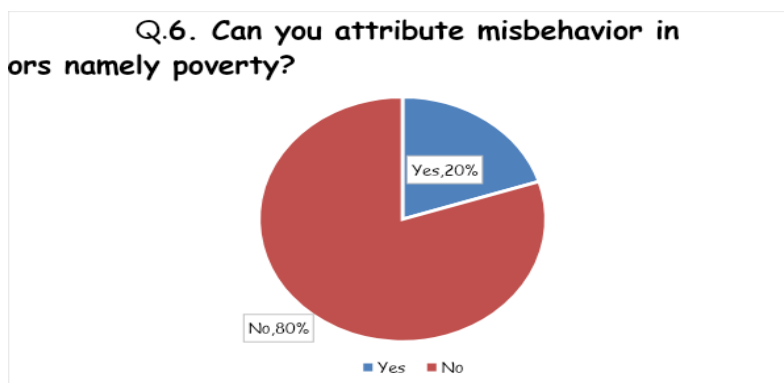


**Fig 13: Causes of misbehavior in the class.**

To 60% of teachers lots of talking during the lesson is what causes this behaviour in the class, but 20% of teachers in that tidy, and unhealthy classroom conditions added to Crowded classes in the bath seating arrangement of students are the main causes of this behaviour in the class.

<b>Q.6. Can you attribute misbehavior in class to social factors mainly poverty?</b>		
Options	Yes	No
Number	2	8
%	20%	80%

**Table 14 : Can poverty be attributed as a main factor to misbehaving ?**



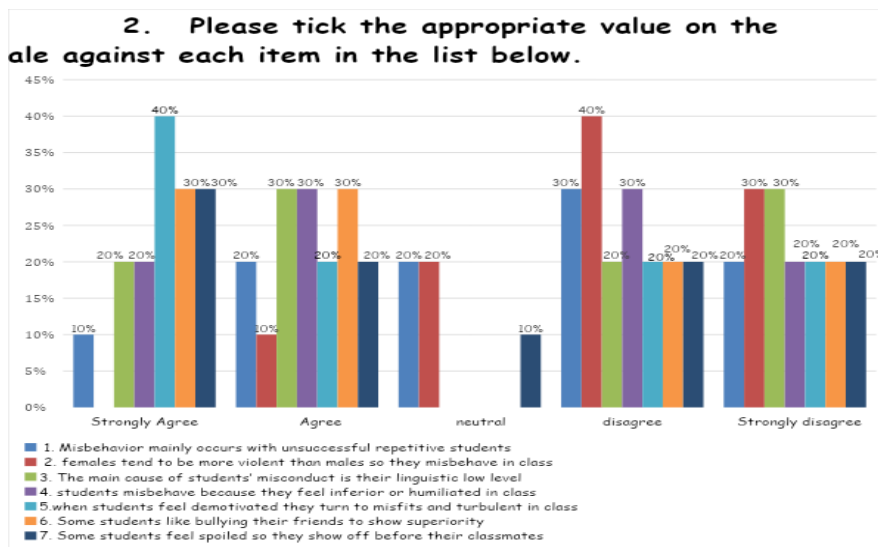
**Fig 14: Can poverty be attributed as a main factor to misbehaving ?**

Misbehaviour cannot be attributed to social factors mainly poverty for 80% of teachers, but for 20% of them it can be.

2. Please tick the appropriate value on the scale against each item in the list below.

	1		2		3		4		5		
	Strongly Agree		Agree		neutral		disagree		Strongly disagree		
	SA 1	%	A 2	%	N3	%	D 4	%	SD 5	%	
1. Misbehavior mainly occurs with unsuccessful repetitive students	01	10%	02	20%	02	20%	03	30%	02	20%	
2. females tend to be more violent than males so they misbehave in class	00	0%	01	10%	02	20%	04	40%	03	30%	
3. The main cause of students' misconduct is their linguistic low level	02	20%	03	30%	00	0%	02	20%	03	30%	
4. students misbehave because they feel inferior or humiliated in class	02	20%	03	30%	00	0%	03	30%	02	20%	
5. when students feel demotivated they turn to misfits and turbulent in class	04	40%	02	20%	00	0%	02	20%	02	20%	
6. Some students like bullying their friends to show superiority	03	30%	03	30%	00	0%	02	20%	02	20%	
7. Some students feel spoiled so they show off before their classmates	03	30%	02	20%	01	10%	02	20%	02	20%	
<b>TOTAL</b>							<b>10</b>				

Table 15: More about misbehaving in the classroom.



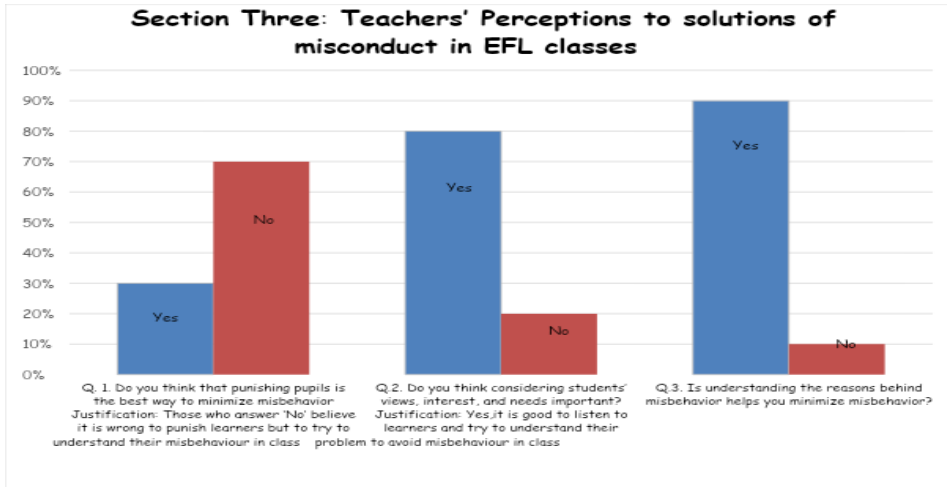
**Fig 15: More about misbehaving in the classroom.**

Between 50% and 60% of teachers agree and strongly agree that the main cause of students' misconduct refers to their linguistic low-level, feeling of inferiority and humiliation in class, absence of motivation, showing superiority on other students and showing off.

### **Section\_Three: Teachers' Perceptions to solutions of misconduct in EFL classes**

Questions	Yes	%	No	%
<b>Q. 1.</b> Do you think that punishing pupils is the best way to minimize misbehavior <u>Justification:</u> Those who answer 'No' believe it is wrong to punish learners but to try to understand their misbehaviour in class	03	30%	07	70%
<b>Q.2.</b> Do you think considering students' views, interest, and needs important? <u>Justification:</u> Yes, it is good to listen to learners and try to understand their problem to avoid misbehaviour in class	08	80%	02	20%
<b>Q.3.</b> Is understanding the reasons behind misbehavior helps you minimize misbehavior?	09	90%	01	10%
<b>Total</b>	<b>10</b>			

**Table 16: Teachers' perceptions to solutions of misconduct in EFL classes.**

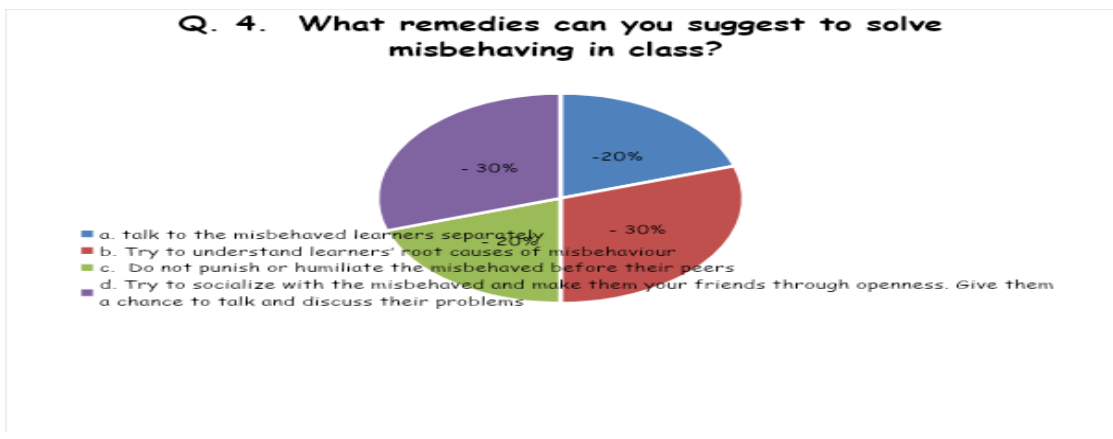


**Fig 16: Teachers' perceptions to solutions of misconduct in EFL classes.**

0% of teachers believe that the right is to understand students' misbehavior in class, not to punish them, 80% of them believe in students' views, interests and needs, and understanding the reasons behind misbehaviour helps 90% of teachers at M'sila university to minimise misconduct in class.

Q. 4. What remedies can you suggest to solve misbehaving in class?	Nb	%
a. talk to the misbehaved learners separately	2	20%
b. Try to understand learners' root causes of misbehaviour	3	30%
c. Do not punish or humiliate the misbehaved before their peers	2	20%
d. Try to socialize with the misbehaved and make them your friends through openness. Give them a chance to talk and discuss their problems	3	30%
	10	100%

**Table 17: Teachers' perceptions to solutions of misconduct in EFL classes.**



**Fig 17 : Remedies can solve solve misbehaving in class.**

To solve misbehaving in class, 60% of teachers suggest trying to understand learners' root causes of misbehaviour and to socialise with misbehaved and make them your friends through openness by giving the chance to talk and discuss their problems

## **Chapter three : the impact of students' behaviours on the learning process**

### **3.1 The impact of students' misbehavior on the learning process.**

The learning process should be done in the right way to achieve the objectives that should be achieved at the end of the course for that Stephen Krashen came up with five hypotheses of learning one of them is the effective filter hypothesis in which the learner can learn a language when he/she feels comfortable in the learning environment i.e. when he/she has a lower effective filter and in the country when he or she has a high effective filter. Inattentive behaviours such as sleeping during class, cutting class, acting bored or apathetic, not paying attention, being unprepared, packing books and materials before class is over, miscellaneous behaviours such as cheating and showing interests in grades more than learning, and undoubtedly students' misbehaviours negatively affect the learning process and that appears in many issues.

Wasting time is one of those effects instead of learning more and better by spending time in practicing and doing more activities time is spent on trying to manage the classroom.

#### **3.1.1 Disruptive talking annoys classmates**

Who is the student who can focus during the lesson and get a full understanding of it in a noisy environment, someone talks to another, someone else asks nonsense questions without permission, and the other has a conversation with another student, etc? This, of course, is what makes an annoying atmosphere in the classroom and that leads to a bad affection on classmates.

‘No one likes to hear people speaking too loudly. It will affect the learning environment. The class is often distracted by this kind of noise. Also they will largely affect each student psychologically. I mean student may be annoyed by the noise. They will become more agitated, easy to lose their temper and become inattentive in class. It is fine if you make noise but you should not disturb others.’ student B8 says. ( the research article: Classroom Misbehaviour in the Eyes of Students:// A qualitative study 2012).

It is obvious that none of those students, who concentrate to understand what the teacher explains, can get an understanding in a noisy class or even to catch the words that the teacher says during the lesson, so the psychology of students will be damaged in this kind of atmosphere because the student is able to understand, motivate and create, but the noise does not let them listen to the teacher, i.e: they will have not been attentive anymore, they lose their temper quickly, there is no self-controlling, and then they will be agitated, the student B 08 finished his/her opinion by saying it is fine if you make noise, but you should not disturb others.

At last, in case of inability to control self and stop being noisy, he/she advised to make noise without disturbing others.i.e: having a quite conversation among student that does not affect other classmates.

The student A10 agrees B 08 by saying that it is acceptable if you chat in a low voice but the point is you chat louder and louder despite being asked stop. This is the most distracting behaviour which makes others unable to concentrate in class. Therefore, concentration during the course is subject to the clear air in the classroom.i.e: quite attentive students who behave well.

### **3.1.2 Behaviors incites the avoidance of work**

The question is: Are students unable to work without distractions from classmates? Or in other words, do misbehaviours interfere the level of EFL students? Any kind of Distraction in the classroom is considered as an essential factor of decline in the level of EFL students, and obviously that is referred to the avoidance of work which is incited by others' misbehaving. i.e: any distraction from others interferes the students concentration to get new knowledge and then that leads to the ignorance of work.

Some words from here in there, laughing out loud, or chewing gum can lead to a feeling of confusion and lack of concentration which push the EFL students to avoid working especially collective works.

### **3.1.3 Talking without Permission Affects the Teaching/ Learning process**

Many teachers, because of students' misbehaving, think of giving up especially those who are teaching for the first time. i.e: their first Steps in this career, and one of those teachers who thought of giving up Shankar Dhakal who writes the article titled surviving in difficult EFL classroom: teachers' perspective and coping Strategies, published in the journal of Nelta on May 2018.

In this article, it is reported by most of teachers that talking out of turn followed by non-attentiveness is the most common and disruptive problem behavior it is revealed that students create problems when they talk out of their turn, that is referred to chatting among students on irrelevant topics that distracts the lesson, calling out and making remarks on somebody or something without permission. So, talking without permission obstacles the teaching process whereas it was the blood of teachers even the quite and patient ones who

do not easily get angry, and it takes about 15-minutes to manage the classroom environment before teaching.

A participant, in the previous article mentioned that he felt like changing his job to something else, other than teaching, when his students created the problems in the classroom, that thinking to change the job is referred to the various problems created by students in the classroom which make the teachers journey of teaching troublesome.

Also students are affected by distractions of those students who sit at the back and make noise, steal, snore in the class, listen to music at a volume disruptive to others. Classmates are not the only ones who are negatively affected by noise but also the teachers, and that what makes the learning and teaching processes difficult. The student C10, Classroom Misbehaviour in the Eyes of Students: A qualitative study, page 03, 2012, explained: chatting will disturb teaching. If they chat very loudly or do not listen to the teacher, they and other students will miss some new knowledge.

Also the teacher may seem that you do not have motivation to learn which may think that you do not have motivation to learn which make him/ her unhappy. From one side, classmates will be interfered by loud chattings among other students by missing new knowledge that they cannot hear from the teachers' explaining and that refers to The Noisy atmosphere during the course. On the other hand, teachers who face such problem, will not be able to give all information and achieve the objectives of the course, and they will not be happy because they will think that their students do not have the desire and interesting in their modules, or they may think that their students see them as incapable teachers to teach very well.

So to make the learning/ teaching processes perfectly done, disruptive behaviors should be caught off because the mind, as Romanowski ( the same previos refrence) says, is not able to absorb any information until it has calmed down.

### **3.1.4 Standing up or Moving out without Teacher's permission**

**Permission Disrupts Learning :** If disrupting talking negatively affects the learning process, what should be about what is more than that, standing up or moving out without permission?If talking without permission during class confuse you and make you incapable of getting information because you cannot listen to the teacher in a noisy climate, standing up or movingout can stand as an obstacle in front of your attention whereas you cannot hear what have been said by the teacher or even see what is written in the board or what is mentioned in the slides or the posters.

According to the statistics, Students Misbehaviours in Turkish and English Primary Classrooms, Abbas Türnüklü and Maurice Galton,2001, inappropriate movements are classified in a second place after noisy or illicit talking with a rate of 27% in both classes, English in Turkishclassrooms.

It is disruptive to move out without permission and stand up as a mountain in front of your classmates, in that case you will boil their blood because they miss the information, and that is what will break the bridge that relates between you and them, and they will refuse to work collectively with youin case the teacher asks to do a collective work.

Collective works cannot be done by a group of students who are not quite agree because of the disrespecting between them and because of the disruption by some students.

### **3.1.5 Harassing Classmates Causes Severe Injury.**

Disrupting classmate during the course such as starting to talk to others during reading can affect the students who talks at the first place, and their classmates in the second place. In the article, written by Martha Beach, titled: Interrupting and Other 'Bad' Class Behaviours, Jeanne Williams, an edmonton-based psychologist, advises: 'I am worried because you won't get the same reading practice as everyone else and it distracts classmates'.

Harassing classmates really physically hurts such as pulling hair of a classmates sitting in front of the disruptor, or psychologically hurts as interrupting another one, he/ she answers, by criticizing his/ her outfit or laughing at him/ her if he/ she makes a mistake, and that can cause a severe injury by pushing the harrassed classmate to not be self-esteemed or let him/ her thinks about leaving school.

## **General conclusion**

For the sake of conducting in script of study about programmatic students behavior and its effect on the EFL learning process, mixed method was adopted in which the data is gathered was gathered and analyzed both quantitatively and qualitatively. Besides the choice of the methods adopted based on the nature of the subject to be treated, the aim of the study and the data collected. The case study of the research is 22 third year (LMD) EFL students at Mohamed Boudiaf university of M'sila was selected.

The main conclusion that can be reached after an analysis of the obtaining data is that misbehaving in class is not acceptable, it affects the learning process, it is referred to teachers' classroom mismanagement, lack of Mastery to his/ her subject, and to a social factors which is represented in family problems..

Based on current investigation, all of misbehavior's types, rudeness and cheating, making noise in the classroom and making fun of students who make mistaken answers are unethical childish acts that distract the learning process whereas they incite the avoidance of work.

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# APPENDICES

## Appendix A

Students' Questionnaire

Dear Students-

You are invited to participate in the Problematic students' behavior survey. The purpose of this questionnaire is to listen to you and read your feedback about the problem of discipline you've experienced. Please, take some moments to reflect on each question addressed and try to be as sincere as possible. Your answers will remain confidential and they will be only used in finding ways to remedy this problem through your own contribution.

**Section One: Background Information** -Please tick (v) in the appropriate box in each case:

1. What is your gender?

a. Male

b. Female

2. Age: ..... years old

3. Level of Instruction:.....

### **2. Section Two: On the Causes of misbehaviour**

1. Do you think that misbehaviour can mainly occur because of:

a. Unfavourable learning classroom environment.  b. The Huge number of pupils in one class

d. The students' seating arrangement

2. How often does a misbehaving act happen in your English class?

a. Always

b. Sometimes

c. Rarely

3. How do you feel when other pupils openly misbehave in class?

a. bothered

b. Happy

c. Not bothered

4. What is the Psychological Factor that causes misbehaviour?

a. Feeling inferior

b. Lack of self-pride

c. difficulty to cope with circumstances

5. What are the Pupils' social Factors leading to classroom disruption?

a. Poverty

b. Family problems

c. peers' neglect

6. Do pupils misbehave in class mainly because of?

a. Teacher's gentleness and leniency.

b. teacher's lack of mastery to his subject

c. Teacher's classroom mismanagement

### **Section Three: On the Types of Misbehaviour**

1. Can you List three types of misbehaviours that disturb students in the class?

1.....  
.....  
2.....  
.....  
3.....  
.....

2. What is an immature behaviour for you? *Tick the correct answer*

A behaviour done by a conscious mature enough person.

A childish responsible behaviour act

An unethical act of discipline

3. What is an inattentive behavior for you? *Tick an answer you*

1. an unconscious act peevishly done as being unprepared

2. an act done on purpose as sleeping in the class

3. knowing the act as unethical but students do it

**Section Four: On the merits of misbehaving acts**

1. Do you like it when someone talks during the lectures?

a. Yes

b. No

2. Is it ethical for learners to always run after grades and neglect their studies.

a. Yes

b. No

3. Is it normal when some students ask the teachers if such and such points will be on the test or exam?

a. Yes

b. No

4. Is cheating a kind of misbehaviour?

a. Yes

b. No

If yes, please

justify.....  
.....

5. Does misbehavior affect your motivation to learn English?

a. Yes

b. No

If yes, how?

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

**Section Five: On the impact of Students' Behaviours on the learning Process- select an answer**

Disruptive talking annoys classmates

Agree

disagree

neutral

Misbehaviours incite the avoidance of work

Agree

disagree

neutral

Talking without permission affects the teaching/ learning process

Agree	<input type="checkbox"/>	disagree	<input type="checkbox"/>	neutral	<input type="checkbox"/>
Standing up or moving out without teacher's permission disrupts learning					
Agree	<input type="checkbox"/>	disagree	<input type="checkbox"/>	neutral	<input type="checkbox"/>
Harassing classmates causes severe internal injury					
Agree	<input type="checkbox"/>	disagree	<input type="checkbox"/>	neutral	<input type="checkbox"/>
The over use of chewing gum in class disturbs classmates					
Agree	<input type="checkbox"/>	disagree	<input type="checkbox"/>	neutral	<input type="checkbox"/>
What is your reaction against people who eat or drink and make noise?					
Agree	<input type="checkbox"/>	disagree	<input type="checkbox"/>	neutral	<input type="checkbox"/>
Sleeping in the class is an act of uncivility					
Agree	<input type="checkbox"/>	disagree	<input type="checkbox"/>	neutral	<input type="checkbox"/>
Students packing their books and material before the session ends is a foolish act					
Agree	<input type="checkbox"/>	disagree	<input type="checkbox"/>	neutral	<input type="checkbox"/>
10. Students coming late to class always causes disturbance to others					
Agree	<input type="checkbox"/>	disagree	<input type="checkbox"/>	neutral	<input type="checkbox"/>

11. Do you have any suggestions on how to deal with misbehavior in EFL classrooms?

1.....  
.....  
.....

2.....  
.....  
.....

3.....  
.....  
.....

Thank You for Your Cooperation

## Appendix B

### Teachers' Questionnaire

Dear Teachers,

For the purpose of completing a master dissertation and examining the situation of learners' misconduct in EFL classes, we kindly invite you to fill in the questionnaire below.

#### Section One: On teacher's Personal information:

Gender:                      Male                            Female     

Teaching Experience: .....      Age: .....

#### Section two: Teacher' views about the main causes and effects of misbehavior in EFL classrooms

1. What                      is                      misbehavior                      in class?.....  
.....  
.....

#### 2. How often does misconduct occur in classroom?

a. Always            b. Sometimes            c. Rarely            Never     

#### 3. Which type of misbehavior annoys you in the class? Why?

- 1.the noise that distracts other students from learning or doing their work.
- 2.talking loudly when the teacher is busy concentrating on the lesson
- 3.Verbal abuse towards other pupils or teacher (e.g. insulting remarks).
- 4.Arriving late for the lesson and scraping chairs
- 5.texting through the mobile phone during the lesson.
- 6.Frequently asking questions in the middle of your explanation.

Others, please specify.....

#### 4. What is your reactions when students start to misbehave?

a. you feel annoyed  b. Not interested  c. Calm

. Others, please specify.....

**5. According to you ,what causes misbehavior in the class?**

- a. tidy, and unhealthy classroom conditions
- b. crowded classes and bad seating arrangement of students
- c. lots of talking during the lesson
- d. trivialities between boys and girls

**6. Can you attribute misbehavior in class to social factors namely poverty?**

a. Yes  b. No

**2. Please tick the appropriate value on the scale against each item in the list below.**

1	2	3	4	5				
Strongly Agree	Agree	Neutral	disagree	Strongly disagree				
				SA	A	N	D	SD
				1	2	3	4	5
1. Misbehavior mainly occurs with unsuccessful repetitive students								
2. females tend to be more violent than males so they misbehave in class								
3. The main cause of students’ misconduct is their linguistic low level								
4. students misbehave because they feel inferior or humiliated in class								
5. when students feel demotivated they turn to misfits and turbulent in class								
6. Some students like bullying their friends to show superiority								
7. Some students feel spoiled so they show off before their classmates								

**Section Three: Teachers’ Perceptions to solutions of misconduct in EFL classes**

**1. Do you think that punishing pupils is the best way to minimize misbehavior**

a. Yes  b. No  please, Justify your answer

**2.. Do you think considering students’ views, interest, and needs important?**

a. Yes  b. No  please, Justify your answer

**3. Is understanding the reasons behind misbehavior helps you minimize misbehavior?**

a. Yes       b. No

**4. What remedies can you suggest to solve misbehaving in class?**

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

**Thanks for Your Cooperation**

## نبذة مختصرة

الهدف من هذه الدراسة كان من البداية إثبات التأثير السلبي لسلوك طلبة اللغة الإنجليزية . كلغة أجنبية . غير اللائق على عمليتي التعليم والتعلم على حد سواء. هذه دراسة كمية كيفية حيث قام طلبة اللغة الإنجليزية سنة ثالثة ليسانس وأساتذة اللغة الإنجليزية بجامعة محمد بوضياف/ المسيلة بملء الاستبيان المخصص لكل منهما و الإجابة عن أسئلته، و تم تحليل البيانات المجموعة.وأوضحت النتائج أن للتصرفات غير اللائقة تأثيرا سلبيا على عمليتي التعلم والتعليم، ويتضمن تأثير سوء السلوك السلبي: فقدان التركيز وفقدان الثقة بالنفس و حدوث اضرار نفسية و جروح. كما أن سوء السلوك له تأثير سلبي على الأساتذة بما فيه التفكير في تغيير المهنة والشعور بعدم القدرة على التدريس جيدا. كما تضمنت الدراسة توصيات للأساتذة عن كيفية تحسين الأوضاع.