

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
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Domain: Foreign Languages

Stream: English Language

Option: Linguistics

The Role of Discipline and its Impact on EFL Learners Learning

Process. The Case of the First Year Students at University of M'sila

A dissertation submitted in partial fulfillment of the requirements for the degree of Master in Linguistics

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June 2021/2022

Dedications

To our Mothers

To our Fathers

To our families

And to all our friends

Acknowledgments

This dissertation is not the results of solitary efforts, but the collaboration of numerous people to whom we would like to express our gratitude.

We would like to express our appreciation to our supervisor Dr. Bouazid Tayeb for his insightful advice and academic guidance. It has been a great pleasure to complete this research with him.

We extend special thanks to Dr Farrah Sabah and, Mr Saber Med El Djemoui who accepted to read and evaluate this research.

Sincere thanks go to the teachers and all the students who participated in this study. Without their help and participation this study could not been done.

Abstract

The present study is concerned with the exploration the role of discipline and its impact on English as a foreign language (EFL) learners learning process. The aim behind this study is to explore teachers' and students' attitudes towards the role of discipline and its effects on the learning process; as well as to investigate the positive and negative impacts of discipline case of first year English language students at Mohamed Boudiaf University of M'sila. This study conducted a quantitative approach; the data were collected through two research tools including a teachers' questionnaire and students' questionnaire. The main results of this study shows that both teachers and first year English language students at Mohamed Boudiaf University of M'sila have positive attitudes towards implementing classroom discipline. Moreover, the findings also reveal that teachers strongly agree that classroom discipline has positive impacts on students' learning process. On the basis of the findings, a list of implications for curriculum designers, teachers, and students are suggested to consider and encourage classroom discipline. Finally, the research suggests some recommendations.

Key Terms: Classroom Discipline, EFL Learners, Positive Impact.

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List of Abbreviations

MCT	Media and Communication Technology
EFL	English as a Foreign Language

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GENERAL INTRODUCTION

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General Introduction

Introduction

Teachers around the world face many obstacles when attempting to teach in large classrooms such as instructional, management, assessment, and discipline problems (Benbow et al, 2007). The latter has created a scenario in which teachers face many challenges with undisciplined students. Oliver (2006) claims that educators express frustration and difficulty in catering to students' needs; hence, frustration can be a result of discipline problems, heavy workloads, and a shortage of resources. Therefore, discipline issues increase stress levels for both the teacher and the students, interrupt the flow of teachings, and interfere with both learning objectives and learning processes.

Undisciplined students influence the classroom environment by diverting attention away from the academic work at hand and toward the distractions supplied by inappropriate behaviour. Generally, one or two students are identified as undisciplined and they can act in ways that worsen the management issues by motivating each other and possibly others in the class to engage in disruptive behaviour (Parsonson, 2012). Therefore, this chapter explores the role of discipline and its impact on EFL learners' learning process: the case of the first-year students at University of M'sila.

1. Statement of the Problem

Nowadays students have a wide range of personal beliefs and expectations, therefore teachers are regularly confronted with disruptive students. Furthermore, students appear to be more open to various beliefs and knowledge obtained from classmates, as well as media and communication technology (MCT) such as the internet, television, and mobile phones,

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which have become multiple sources of disciplinary problems in classrooms (Azlin, et al. 2017).

Because discipline has positive effects on the learning process and education in general, it is important to think about factors that affect learning when teaching. Since the role of discipline has not been explored extensively in Algeria, research into its use of it caught the research attention to explore the role of discipline and its impact on EFL learners' learning process. It will also help in filling the gap in the scarcity of research in this area and enrich the research in areas of pedagogy and technology integration into teaching.

2. Research Questions

This research paper explores the role of discipline and its impact on EFL learners' learning process: the case of first-year students, university of M'sila; it is specifically designed to provide answers to the following questions:

- a. What are teachers' and students' attitudes towards the role of discipline and its effects on the learning process?
- b. What are the negative impacts of classroom discipline on students' educational achievements?
- c. What are the positive impacts of classroom discipline on students' educational achievements?

3. Aims of the Study

The aims of the present research are three-fold: First to explore teachers' and students' attitudes towards the role of discipline and its effects on the learning process, and to investigate the positive and negative impacts of discipline. Furthermore, the study also aims to explore the

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current state of achieving classroom discipline in the department of English at M'sila University.

4. Hypotheses

The present research sets forth to test the following hypotheses:

First-year EFL students at Mohamed Boudiaf University of M'sila face learning difficulties because of the lack of classroom discipline.

4.1 Null Hypotheses

First-year EFL students at Mohamed Boudiaf University of M'sila do not face learning difficulties because teachers impose classroom discipline.

5. Literature Review

Classroom discipline appears to become increasingly problematic, for educators must constantly correct inadequate student behaviour, which is only going to get worse. As a result, discipline management occupies a significant amount of time. Furthermore, teachers may feel impatient in front of their students, which may demotivate them and lead to a professional crisis if no remedy is offered. Therefore, the teaching process is diverse and includes a variety of roles; the two most important roles are educating and instructing. As a result, class management is a critical component that helps in creating a good learning environment for students.

Classroom management is defined as "the manner in which one treats students and structures, directs, and monitors school activities" (Charles, 2004, p.257). It is common knowledge that classroom discipline is becoming increasingly difficult to manage these days (Richo, 2009, p. 29). Many teachers are faced with classes or students who are problematic; as a result, teaching cannot take place in optimal conditions. One of the responsibilities of the

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teacher is to find ways to improve the classroom climate, or even to create conducive conditions for knowledge transmission.

6. The Scope of the Study

The current research explores the role of discipline and its impact on EFL learners' learning process: the case of first-year University of M'sila. The scope of the study is limited to 100 EFL first English language students between the ages of 18 and 24 who will be contacted online in order to answer a students' questionnaire. The period will last for a maximum of one month and will end when 100 students complete answering the questionnaire items.

7. Research Methodology

Investigation and reflection on the role of discipline and its impact on EFL learners' learning process and in order to obtain a more complete picture, two questionnaires were administered to 100 first-year university students and to 08 teachers. In this study, explanatory research was adopted in order to achieve the aim of the study and get a better understanding of the research problem by determining the role of discipline as the independent variable to develop EFL learners' learning process as the dependent variable.

This study followed the explanatory and descriptive research and made use of both qualitative and quantitative methods. The main aim behind of this choice of approach is triangulation, in order to answer the research questions as well as understand the problem of the investigation. The target population of this study is first-year English students at Mohamed Boudiaf University of M'sila. The study dealt with a population of (100) students who were selected to answer the questionnaire. In addition, 15 teachers of different qualifications have been selected to answer the questionnaire to make this study more reliable.

8. Chapter Division

This dissertation is divided into three main chapters. It starts by a general introduction as a general framework for the research being studied. The next chapters are descriptive. The first chapter is presented as a review of literature which contains the theoretical issues about discipline and its impacts. Whereas the second one describes the research methodology which contains a detailed discussion of research design, research approach, research setting, population and sampling, data collection procedure, research tools, ethical considerations as well as a brief description of data analysis. The last chapter is divided into two parts; the first part presents data collection descriptive analysis, and the second one includes interpretations of the findings and some implications and suggestions for further studies. The research is completed with a general conclusion of the whole representative research.

9. Significance of the study

The present study is of important significance to the ongoing efforts to improve the quality of higher education in Algeria. The findings of this study will contribute to the fields of teacher-student training and the scope of discipline research. This study would be significant since it tries to identify the real problems faced by EFL teachers and students in classrooms that contain undisciplined students. Hence, this study may raise awareness concerning this developing phenomenon, which would be fruitful in the best interest of students and teachers to think over the problem, and even administrators to suggest the possible solutions. In addition, the findings would be useful for other teachers and researchers to overcome challenges in the language learning discipline field.

10. Limitations

General Introduction

As with all the previously conducted studies, there are unavoidable limitations and difficulties when conducting the current study. Since any research is limited to a specific period of time, the researchers are obliged to handle both processes of data collection and data analysis within a precise period of time. Moreover, this study focused on the role of discipline and its impact on EFL learners' learning process; thus, it was carried out with a larger sample to get more reliable information. Furthermore, only fifteen teachers are chosen to answer the teachers' questionnaire because there are teachers who are unable to take part in the study because they do not have time.

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Chapter One

Literature Review

Chapter Division

Drawing on related research and theory underpinning, this study is fundamental to having a comprehensive understanding of the research topic. This chapter is divided into two main parts. The first part is entitled “An Overview about Classroom Discipline” and it deals with the definition of discipline, clarification of expectations, types of classroom discipline, how to deal with awkward discipline in the classroom, and other related topics. The second part is entitled “The role of Discipline and its Impact on EFL Learner’s Learning Process” and it deals with the EFL learner’s nature and identity, the role of discipline in learners’ educational life, the negative impact of discipline on learners, and finally it tackles the positive impact of discipline on the learner.

Introduction

Discipline increases the school's and administrators' ability to run efficiently, and discipline in the classroom aids in the development of well-behaved male and female students who respect the school's authorities and regulations. Thus, discipline is critical for fostering a pleasant school climate that supports the learning process and high academic achievement. This chapter examines the role of discipline and its impact on EFL learners learning process.

1.1 Part One: An Overview about Classroom Discipline

This part presents an overview about classroom discipline, it deals with definition of discipline and its types, it explains clarification of expectation, and it shows how to deal with awkward discipline in the classroom.

1.1.1 Definition of Discipline

Discipline is a Latin word *disciplina* that means “instruction given, teaching, learning, knowledge” and from the Latin *discipulus* meaning “pupil” (Online Etymology Dictionary, 2020, p. 1); thus, classroom discipline can be defined as “the strategies teachers employ after misbehaviour occurs in their classes (Khodarahmi and Motallebi Nia, 2014, p. 977). Therefore, discipline is the methods and strategies used by the teacher in the classroom in order to behave his/her students and to make them respect the learning environment rules. According to Lewis (2001), classroom discipline has two styles; first, the coercive discipline in which the teacher tend to use punishment and aggression; nevertheless, Lewis et al. (2008, p. 716) state that “the application of punishment, which increases in severity when resisted or ignored, appear to be of limited usefulness in promoting responsible student behaviour”.

Thus, because the severe punishment and students’ humiliation lead to more misbehaviour, the second style was proposed as an alternative. Therefore, the second style is when the teacher tends to discuss with misbehaved student, try to give him hints, and try to involve him/her without punishment, and this style is more effective when compared to the first one as Lewis et al. (2008, p. 716) argue that the second style includes strategies that are:

[...] More productive, resulting in less misbehaviour and more responsibility. These include recognition of responsible behaviour, discussions with misbehaving students about the impact their behaviour has on others, and hints that identify the existence of unacceptable behaviour but do not demand improvement.

Moreover, discipline can be defined also as the approaches and techniques used by the teacher in the classroom in response to students’ misbehaviour. Therefore, some scholars such

as Swinson and Melling (1995), and Swinson and Cording (2002) agree that in order for teachers to instil discipline in the classroom, they must establish clear expectations for student behaviour and use a variety of rewards and recognitions for good behaviour, as well as punishments for bad behaviour, to motivate students.

Whereas, other scholars such as Freiberg (1996); Pearl and Knight (1998); Schneider (1996); Vitto (2003) and Wade (2000) suggest that teachers should focus more on discussing, negotiating, and students' self-regulating. While other scholars such as Edwards and Mullis (2003); Glasser (1984); Johnson and Johnson (2006); and Schneider (1996) suggest that discipline is when the teacher makes groups of students and make them take the responsibility for their own behaviour.

Furthermore, Kayıkçı (2009) claims that students' disciplinary behaviour refers to a student's undesirable behaviour, or the student's undesirable disciplinary behaviour in the classroom. Charles (2005) suggests that when it comes to behaviour, discipline has two meanings. The first is about unfavourable behaviour. For example, we might say, "This classroom's discipline is inadequate". The second meaning includes a procedure that involves the teacher attempting to determine what constitutes appropriate student behaviour.

1.1.2 Clarification of Expectations

Expectation can be defined as “words and guidelines that define the kind of people you want your students to be (e.g., respectful, responsible, etc.)” and behaviour is defined as “specific tasks students are to do to achieve the schoolwide expectations” (PBIS Missouri Tier 1 Workbook, 2018, p. 99). These rules and guidelines provide teachers with a framework for guiding management disciplinary decisions, creating the conditions for united staffs, allowing teachers to educate actively, sending a positive message about discipline to students and

parents, and validating teachers' processes and expectations (U.S. Department of Education, 2014).

Furthermore, universities must develop a collection of clear objectives that will serve as a broad foundation for student behaviour expectations. School value statements are a collection of desired traits for students' behaviour that all instructors and students can agree on. To improve student conduct in learning environments, a variety of methods have been implemented. One of these is to discover ways to better express the expectations for behaviour in the school environment to both staff and students. Once these expectations are clearly stated, the staff can use them to teach, model, and mould the intended student behaviour (Peterson, Strawhun, and Hoff, 2015).

In order to control students and make a suitable learning environment, teachers need to work with their students to develop rules that seek to satisfy learners' needs, styles, and differences, to ensure the learning environment stability and safety, including using guidelines to clarify expectations and help students prepare for the future. In addition, teachers need to assist learners in putting special methods, strategies, and techniques into practice that will help them succeed (responsiveclassroom.org, 2021).

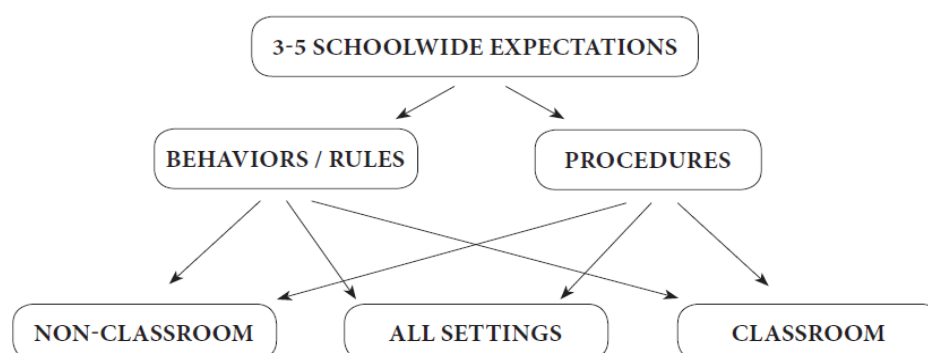


Figure 1.1: School Expectations and Behaviours/Rules for all Settings, Non-Classroom Areas and Perhaps Your Classroom Behaviours/Rules. (Source: (PBIS Missouri Tier one Workbook, 2018, p. 99).

In the classroom, the syllabus consists of choosing and identifying the appropriate behaviours that the teacher wants all his/her students to learn and follow, for following these rules will lead the teacher to clarify to students the desired classroom behaviours. Some of the rules that teachers should impose on their students in order to get preferred classroom behaviours are:

- a) Teacher must be firm.
- b) They should not use empty threats that could lead the learners to disrespect them.
- c) They must take immediate action in response to the problem.
- d) They must deal with it quietly to give a low profile to the deviant behaviour.
- e) They should not take the problem personally, for it is the problem that must be dealt with and not the student (PBIS Missouri Tier 1 Workbook, 2018).

1.1.3 Types of Classroom Discipline

As mentioned before, discipline is a set of strategies used by the teacher to maintain the classroom discipline and to keep the learning environment safe and respectable. Teachers may use different strategies when trying to control the behaviour of their students depending on what is needed. Thus, the most three used types of classroom discipline are presented as follow:

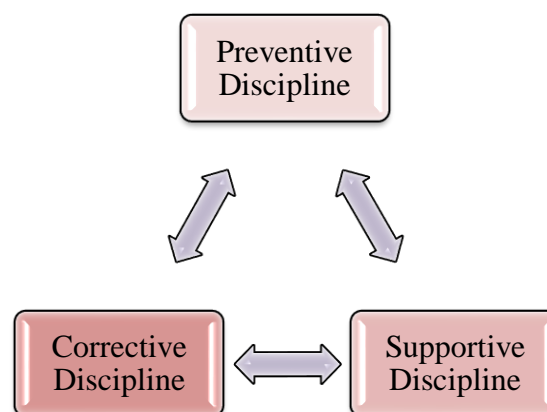


Figure 2.2: Classroom Discipline Types

1.1.3.1 Preventive Discipline

In preventive discipline, teachers use variety of strategies that lead to establishing expectations, imposing rules, and providing guidelines that all contribute to getting desired behaviours from students during the first days of the learning. The aim behind this type of discipline is to explain expectations, clarify the appropriate and non-appropriate behaviours, and make the learning setting suitable and respectable. Therefore, preventive discipline will include an outline about the classroom expectations for both teachers and students, it will include the rules that must be followed in the classroom (e.g. when talking to teachers or when talking to peers), and it will include warning about what will happen if these rules are not respected (Wahlig, 2020).

Anggraeni (2020) argue that during the first few days of class, teachers must use effective classroom management strategies set expectations, guidelines, and rules to control students' behaviours; thus, preventive discipline requires a clear explanation of expectations. Therefore, in order to prevent the undesired behaviour in the classroom, teachers should provide a curriculum that engages students and involves them. To apply preventive classroom discipline in an effective way, teachers should ensure that the curriculum is engaging and enjoyable for all students, and they should provide fun lessons and activities that make students focus more on learning rather on misbehaving. In addition, teachers should make sure that the expectations are clear, the guidelines are appropriate, and the rule is understandable.

1.1.3.2 Supportive Discipline

When preventive classroom discipline fails, the teacher uses another alternative that is supportive discipline. The latter is variety of verbal warnings and spoken corrective behaviour used by the teacher to behave a disobedient student. This type is distinctive from punishment, for it gives the student a chance to correct his/her behaviour by following the rules or by excusing. An example of supportive discipline is when the teacher asks the students to keep

silent but they keep talking so he says: “whether you keep silent or you leave”; thus, students were given the option to keep silent and follow the lesson or simply live. Through a teacher's supportive disciplining technique, the behaviour was corrected. Supportive discipline includes things like reminders, redirection, and nonverbal communication (Wahlig, 2020).

Moreover, to apply preventive classroom discipline in an effective way, teachers should show interest in their students' works and give them positive corrective feedback, and they should use eye contact and head shaking when trying to correct the students' misbehaviours. In addition, teachers should help their students in difficult tasks by explaining well the task (Anggraeni, 2020).

1.1.3.3 Corrective Discipline

When supportive classroom discipline fails, the teacher uses another alternative that is corrective discipline. In this type of discipline, students are subjected to a set of punishments when a violation is committed. For example, starting a verbal argument with a student is a form of corrective discipline that can increase a tense situation while also strengthening the teacher's authority. Nevertheless, teachers should avoid verbal confrontations with adult learners because it they may lead to dire consequences that will affect the learning environment. Therefore, corrective punishment procedures should indeed be tailored to the age or grade level of the learners, for while putting students in time out may be helpful in kindergarten, it is less likely to work with high school students (Wahlig, 2020). An example of corrective action scenario is as follow:

When the entering the classroom, Cleo starts bothering other students rather than going to her desk and starting to work. The teacher walks up to her and corrects the behaviour.

Teacher: “*Cleo, the direction was to go to your seat and get to work. That is your warning*”.

Cleo: (getting upset) *“I didn’t do anything wrong. Josh got in my way so I couldn’t get to my seat”*.

Teacher: (calmly) *“Cleo, I understand, but I want to go to your seat and get to work”*.

Cleo: (still upset) *“But it’s not fair that you always are on time”*.

Teacher: (calmly) *“I understand but I want you to go to your seat and get to work or you will choose to go to time out”*.

Realizing the teacher will not engage or argue with her, the student goes to her seat and gets to work (Lee, 1976).

1.1.4 How to Deal with Awkward Discipline in the Classroom

There are certain steps teachers should follow to deal with awkward discipline in the classroom and among these steps; the following steps are the most important ones.

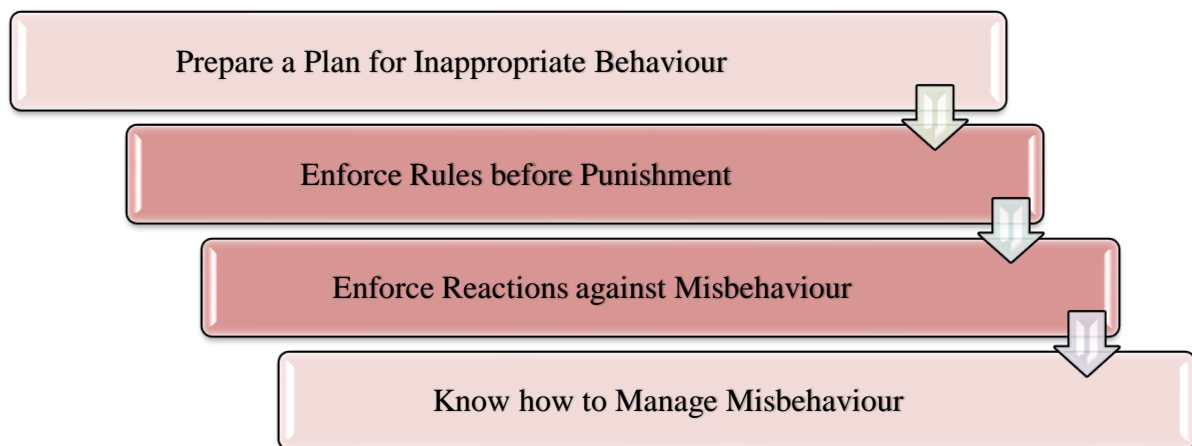


Figure 1.3: Steps of Dealing with Awkward Discipline in the Classroom

1.1.4.1 Prepare a Plan for Inappropriate Behaviour

For teachers to create safe and respectable learning environments, they should prepare a plan for inappropriate behaviours. This plan must clearly define behavioural expectations and

consequences in order to minimize the inappropriate behaviours in the classroom. For a good plan to control inappropriate behaviour, Kern and Clemens (2007) suggest that teachers:

- ✚ Must fairly apply clear rules and expectations.
- ✚ Should create a lesson plan for teaching classroom rules in the same way that they would create a lesson plan for teaching any other material.
- ✚ Should describe the behaviour, demonstrate it, and have students exercise it.
- ✚ Plan and organise lessons carefully: time used by the teacher in looking for what to do will be filled with disruptive behaviour by the learners.
- ✚ Create a code of conduct at the beginning of the year which has to be respected by the teacher himself to give the example to the learners.
- ✚ Use both verbal and nonverbal encouragement because it has an impact on both individuals receiving it and others around them. Verbal compliments should be specific and descriptive.
- ✚ Should monitor the task complexity, and all students must have the necessary entry skills and ability to successfully engage in given tasks.
- ✚ Should provide all students in the class the opportunity to reply to and engage in classroom activities, to use the materials, and to answer to questions.

1.1.4.2 Enforce Rules before Punishment

Before taking any decision to punish the students, teachers should enforce rules. Thus, classroom rules that are carefully developed are very beneficial in assisting students who struggle with behavioural problems, who do not always understand what their teachers expect of them, and who are not gifted mind readers. Enforcing a classroom rule as part of a well-planned punishment plan will result in changed conduct far faster than a lecture, yelling, mocking, or other furious reaction. Teachers must not lecture, debate, stress, or pay way too

much attention to rule-breakers; instead, they must simply implement the rule. This is especially important when working with students that need to become a part of the class. When a student violates a rule, follow this simple five-step protocol:

Step 1: Insist that the student explain the rule. "What rule have you broken?"

Step 2: Explain the rule so that the student understands how it applies to this scenario.

Step 3: Ask the student to explain why the rule exists.

Step 4: Ask the student to explain the effects.

Step 5: Put the repercussions into action (Thompson, 2019).

1.1.4.3 Enforce Reactions against Misbehaviour

Extinction is a strategy that can be used to deal with some undesired student behaviour. This strategy consists ignoring little undesirable conduct so that it does not receive the greater attention. This strategy frequently results in the cessation of the bad behaviour. Nevertheless, if the inappropriate behaviour continues, the teacher will need to use more direct and strong disciplinary intervention tactics, and she/he will need to enforce reactions against misbehaviour (responsiveclassroom.org 2011).

Once teachers have demonstrated anticipated behaviours and provided students with opportunity for practice, a visual or verbal warning will frequently interrupt misbehaviour and assist a student in getting back in shape. Simply looking a student in the eyes for a few seconds can send a powerful message: "I guess you know how to do this; now let's watch you do it." In addition, calling the student's name is an example of a verbal cue. Language that serves as a reminder can also be quite effective: Harry, what should you really be doing right now? Dante, what are our policies for exchanging supplies?

Moreover, logical consequences are another method that teachers can employ to prevent misbehaviour while also assisting students in seeing and taking full responsibility for the possible consequences. Logical consequences are distinct from punishment for they are relevant and realistic; they can be realistically expected to accomplish and the teacher can manage with a reasonable amount of work (responsiveclassroom.org 2011).

1.1.4.4 Know how to Manage Misbehaviour

Teachers are frequently confronted with misbehaving students, for students today have a wide range of personal perceptions and expectations. Moreover, they seem to be more accessible to different values and information learned from classmates, as well as means of Media and Communication Technology (MCT) such as the internet, television, and cell phones, which became several sources of disciplinary problems in the classrooms (Azlin, et al. 2017).

Therefore, when dealing with diverse situations, a teacher's way of punishing students may choose different ways; nonetheless, the teacher tends to utilize one approach more commonly than others do (Witcher, et al., 2008). According to Anne (2008), “it becomes increasingly apparent that there is no one size fits all model for discipline. What works for some does not always work for all the problems” (as cited in Elhosary & Ahmed, 2011, p. 3).

Recent studies have revealed that successful teaching techniques that promote an effective atmosphere can influence students' academic achievement. Thus, teachers' ability to manage students' behaviours and classroom efficiently has a great influence on students' learning success. In addition, in the classroom, there are three types of students; the first type, 80 percent of them rarely violates the rules. The second type, 15% of them break the rules on some more regular basis, and in the third type, 5% of them are frequent rule breakers who are

difficult to control. As a result, teachers must handle the 15% of students who consistently violate the rules while not overlooking the other two groups (Rosilawati, et al. 2020).

Conclusion

According to the reviewed literature, which includes previous research studies, classroom discipline seems to be essential and important in enhancing the learners learning quality with the entire complex learning needs; for it helps to attain personal, educational, vocational, and social goals; the matter that needs a further research in a different context. Therefore, the present study tries to do so in the following chapters, in which this reviewed literature helps in designing the instrumentations of collecting and analysing the data to answer the research's questions.

1.2 Part Two: The role of Discipline and its Impact on EFL Learners Learning Process

This part deals with the role of discipline and its impact on EFL learners learning process, it deals with The EFL Learner Nature and Identity, it shows how discipline improves education, and it presents both the negative and the positives sides of classroom discipline.

1.2.1 The EFL Learner Nature and Identity

Learners' nature and identity have become a widely known research topic in the field of teaching and learning English as a foreign language, and they are formed through participation in professional learning communities that are defined as a set of long-term relationships between people, activities, and the world. In EFL learning, identity has attracted much interest in the last decade because of the various positions from which EFL learners participate in various social interactions (Freng, 2018).

Moreover, learners' nature and identity studies gained popularity, with this concept prominently featured in this and related fields such as applied linguistics. Furthermore, because learning is the means by which students to participate in different communities of practice and create various identities as community members, learner identity is becoming a key concept to grasp in order to understand other identities (García-Pastor, 2018).

Classrooms are seen as spaces of struggle in EFL teaching and learning, where the difficulties of language acquisition greatly affect the creation of learners' identities (Kim, 2003; Lee, 2014; Teng and Bui, 2018). Thus, because of the gap between imagined and actual communities, researchers such as Block (2013); Gu (2010); and Teng and Bui (2018) suggest that individual and social identities are frequently flexible, interactive, dialectical, paradoxical, and culturally oriented.

Therefore, identity, according to Norton (2013), is a students' understanding of their relationship to the world, students' understanding of how that relationship is structured over time and space, and students' understanding of the future possibilities. Thus, identity can be defined as how an individual or a learner perceives himself or herself; thus, learners' identity negotiation and reproduction can take place while learners interact with other learners in the target language without any fear.

Additionally, learners who construct a positive identity are more willing to put forth more effort in their EFL learning, whereas those who construct a negative identity may put forth less effort in their EFL learning. According to Murray and Kojima (2007), a learner's positive experience and personal fulfilment help them establish their identity. Thus, differently saying, Norton (2000) defines identity as "how a person understands his or her relationship to the world, how that relationship is constructed across time and space, and how the person understands possibilities for the future" (p. 5).

1.2.2 The role of Discipline in Learners' Educational Life

The role of discipline in educational life can be summarised in the following four points:

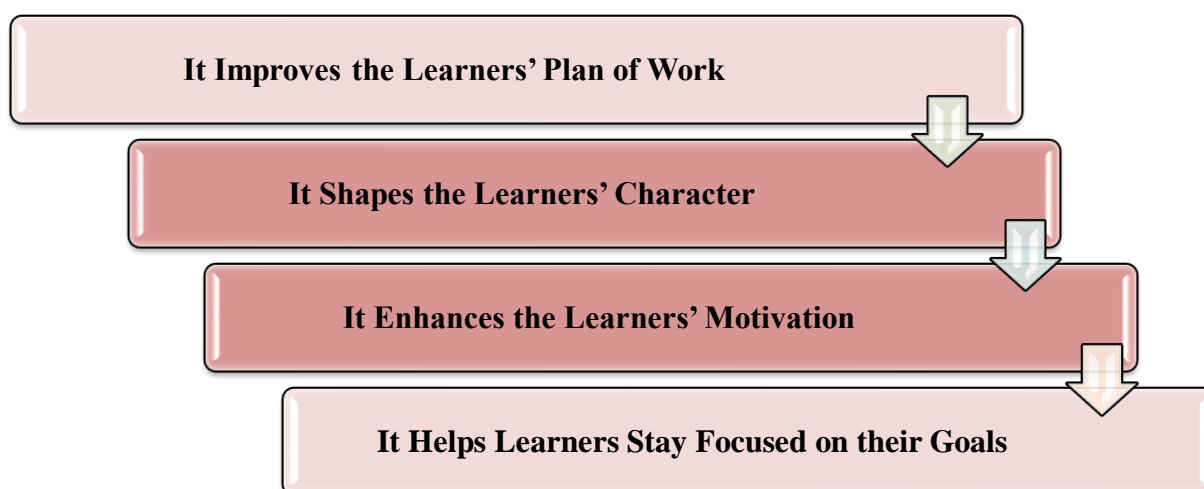


Figure 1.4: The role of Discipline in Learners' Educational Life

1.2.2.1 It Improves Learners' Plan of Work

Work plans define what students are expected to do in several academic areas over the course of a specified timeframe, and teachers frequently create a list of assignments and activities for students to do. The tasks are usually categorized into three difficulty levels: low, moderate, and high based on the number of tasks assigned rather than on the variety and difficulty of the academic assignments (Dalland 2007). Therefore, disciplined classrooms provide well work plans that offer students more control over the learning process by requiring them to plan and organize their own work. In addition, when it comes to completing their work plans, disciplined students utilise a variety of strategies. Thus, in a disciplined classroom, when implementing work plans, students are typically given the option to work independently, allowing teachers to devote more time to supporting students who require academic support (Cecilie and Klette, 2016).

1.2.2.2 It Shapes Learner's Character

Discipline shapes the learners' characters and willingness is considered as the most emphasized characteristic of disciplined EFL language learners, for it develops and enhances learners' autonomy and it develops their capacity to learn. Therefore, learners will not be able to enhance their autonomy if they are not willing to take the responsibility of their own learning. In addition, willingness consists of two important elements; the first one is beliefs about teachers' role, and the second one is motivation (Nguyen and Hab, 2020).

Therefore, learners' awareness about their teachers' role is another characteristic of a disciplined language learner, for disciplined learners are aware not only about their own roles when it comes to language leaning but also they are aware about their teachers' roles in helping them to learn the language effectively. Thus, students who consider their teacher to be

facilitators are more expected to be successful learners, and they are willing to embrace LA easily; while those students who believe that is the responsibility of the teacher to offer and explain everything are not considered successful learners (Nguyen and Hab, 2020).

1.2.2.3 It Enhances Learners' Motivation

Improving motivation is one of the concerns of teachers in general and language teacher in particular. Williams and Bruden (1997) defined motivation as “a state of cognitive and emotional stimulation that leads to a conscious decision to act and ultimately leads to a period of high cognitive and physical effort throughout to achieve desired goals”. Many researchers believe that discipline and motivation are closely linked, and that serves to reinforce autonomy.

Disciplined language learners are always motivated to use metacognitive skills and strategies to effectively reflect and learn by their own. Motivated learners are independent and are willing to learn beyond the traditional methods of learning. Thus, the key for students to successful disciplined language learners, they have to be motivated. Motivation is a tool that plays also a great role in enhancing autonomous language learning, and in equipping the students to enter the learning situation (Nguyen and Hab, 2020).

1.2.2.4 It Helps Learners Stay Focused on their Goals

Table 1.1: *Nunan's Model, Levels of Implementation (Nunan, 1997, p. 195; cited in Dang, 2012, p.53)*

	Learner' action	Content	Process
1	Awareness	Learners are made aware of the pedagogical goals and content of the materials they are using.	Learners identify the strategic implications of pedagogical

			tasks and identify their own preferred.
2	Involvement	Learners are involved in selecting their own goals and content of the learning programme.	Learners make choices among a range of options.
3	Intervention	Learners are involved in modifying and adapting the goals and content of the learning programme.	Learners modify and adapt tasks.
4	Creation	Learners create their own goals and objectives. Learners create their learning tasks.	Learners create their learning tasks
5	Transcendence	Learners go beyond the classroom and make links between the content of the classroom learning and the world beyond the classroom.	Learners become teachers and researchers.

Discipline helps learners stay focused on their goals. Nunan (1997) includes a model of five levels of “learners’ action” (see table 1.1 above) that could be used to help in developing learner activities and staying focused on their goals. Dimensions of content and process were also included in these levels for instance at the level of awareness, learners will be aware of the pedagogical objectives, identify the strategy used in pedagogical tasks, and recognize their learning styles. At the two levels of involvement and intervention, learners are interested in the selection, adjustment, and adaptation of the learning program's goals and content; whereas at the levels of creation and transcendence learners will create connections between classroom content and the outside world.

1.2.3 The Negative Impact of Discipline on Learners

There are certain problems and negative impacts that affect the learners which are related to discipline; they are summarized as follow:

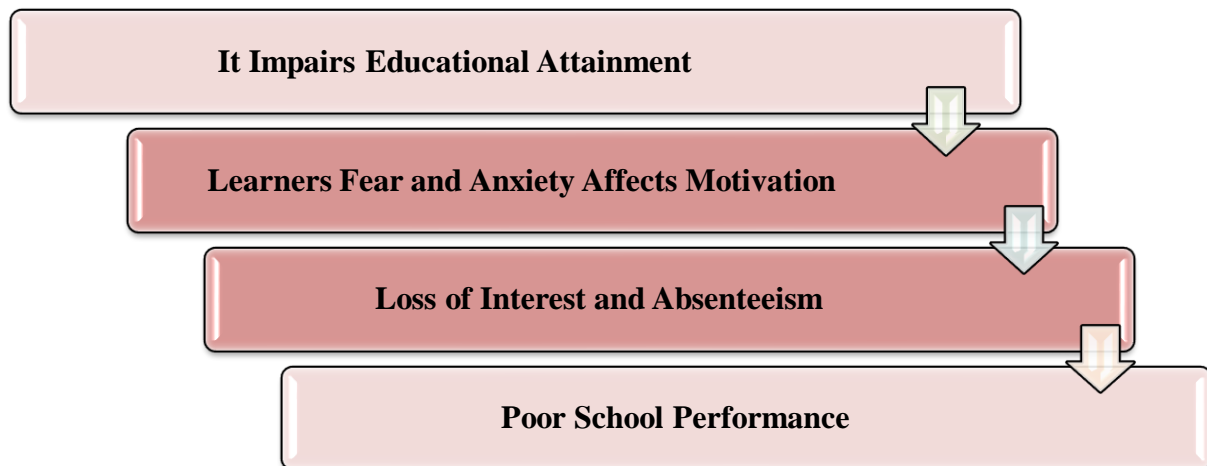


Figure 1.5: The Negative Impact of Discipline on Learners

1.2.3.1 It Impairs Educational Attainment

All the countries around the world give a big importance to education, and try to fit in the most appropriate and satisfactory education quality. In the same area, Brimer (1997) suggests that a country which fails to provide education for its total population is failing in its duty. Thus, a massive increase in the number of learners is a necessary response to the strong individual and social demands of education. However, the question is whether a decrease in the quality of education offered in overcrowded classrooms where students discipline cannot really be controlled or where teachers will apply classroom discipline rules strictly.

Hence, students will be negatively affected by this fact. It is evident that teachers with large classes will not be able impose discipline, will not be able to provide learners with the attention they need to master the subject content which is a major concern, or they will impose and apply discipline rules that are very strict. Besides that, many learners have in fact indicated

that their teacher stands in front of the class during most of the lessons and few learners receive individual attention. Furthermore, it is imperative for learners and teachers to interact with each other and for a comfortable transfer of the learning material to take place during a lesson. As to say, this is unavoidably limited in large classes, which is not conducive for establishing a culture of learning, teaching and achieving the learners' outcomes. Consequently, both of learners and teachers become frustrated (Gibbs and Jenkins, 1992).

1.2.3.2 Learners Fear and Anxiety Affects Motivation

There are certain strict types of discipline that can affect the learning process and can cause learners fear and anxiety. Horwitz et al. (2010) claim language anxiety causes students to avoid communicating in English. Foreign language anxiety can function cognitively as an emotion filter that prevents information from reaching a learner's cognitive processing system. Moreover, anxiety, as one of the emotional elements in language acquisition, may have a negative impact on other emotional components like motivation and attitude (MacIntyre et al., 1989, pp. 251-275).

Motivation plays an essential role in FLL. In contrast, the lack of motivation can have a negative effect on it. According to Harmer (2007, p.51), "motivation is some kind of internal drive wish pushes someone to do things in order to achieve something". According to Liu and Huang (2011), anxiety has a negative impact on students' motivation to learn English. Thus, students who are anxious about learning a foreign language may become unhappy, worried, forgetful, hot, or exhibit other symptoms.

1.2.3.3 Loss of Interest and Absenteeism

Foreign language enjoyment is one of the most important positive emotions in predicting FL learners' success, as well as a vital aspect in fostering a healthy classroom

environment. Thus, when it comes to absenteeism, attendance is strongly linked to academic achievement, since a lack of exposure to teachers and teaching would most likely limit learning opportunities (Yunxian, 2021). Previous research has demonstrated a strong link between attendance and success (Roby, 2004). Therefore, students who are subjected to a set of punishments when a violation is committed will mostly skip their lessons, or they will not be engaged and this is an indicator of student disengagement such as classroom boredom and absenteeism, as well as a demotivate for academic success (Sinatra et al., 2015).

1.2.3.4 Poor School Performance

Foreign language learners' performance is impaired by the most significant variable in the learning process that is classroom discipline because it can be a major cognitive and physical impediment to a learner's abilities in terms of its detrimental impact on a students' educational attainment. Thus, classroom discipline, especially the strict types of it, causes students the fear when they try to utilize a foreign language. It makes it difficult for them to be engaged in a setting where they are unfamiliar with the language (Spielberger, et.al.1995).

Moreover, classroom discipline makes students anxious and makes them afraid to communicate with their teachers which may affect their academic and oral performance. According to Horwitz, Horwitz, and Cope (1991), communicative apprehension is “a type of shyness characterized by fear or anxiety about communicating with people..., the particular communication apprehension derived from the personal knowledge that one will almost certainly have difficulty understanding others and making oneself understood.”

1.2.4 The Positive Impact of Discipline on Learners

Although there are certain problems and negative effects that affect the learners that are related to discipline, there are some positive effects which are summarized as follow:

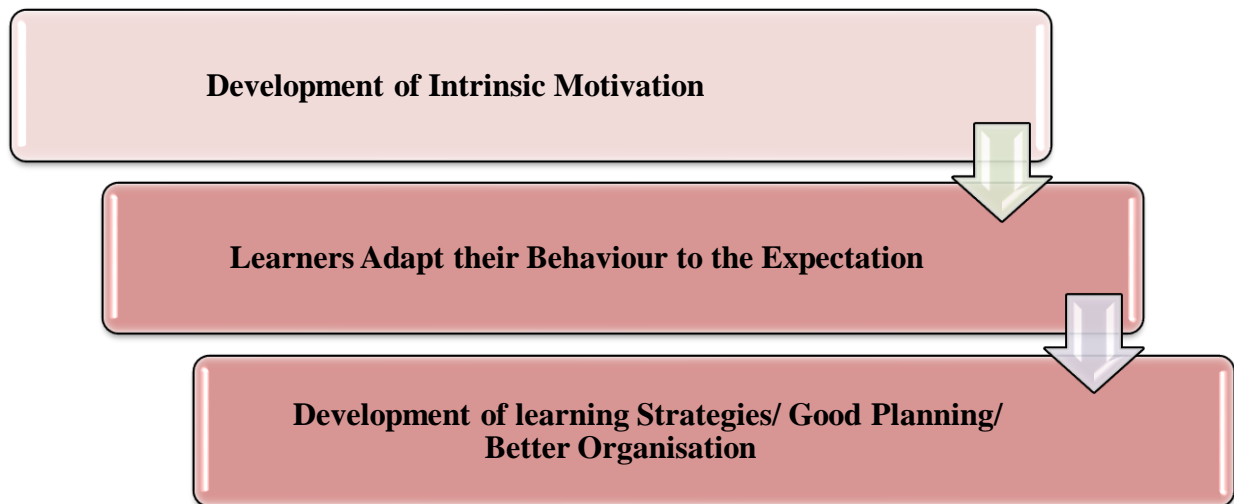


Figure 1.6: The Positive Impact of Discipline on Learners.

1.2.4.1 Development of Intrinsic Motivation

Intrinsic motivation is when a person engages in a behavior because it is personally satisfying to her/him. It appeals to students' own interests and values, implying that they complete these tasks for the purpose of completing them and are interested in the process rather than the outcome. In this situation, students regard their actions as a reward in and of themselves. Therefore, people who are genuinely motivated, as opposed to those who are merely extrinsically motivated, are more likely to maintain their healthy changes over time (Willner and Moncrieff 2021).

Extrinsic motivation does not last for a long time and eventually fades. It is impractical to expect to attain goals solely based on motivation, which is where discipline interferes. To attain their goals, the most successful students combine discipline and intrinsic motivation. As a result, students should train themselves to act and operate in a controlled and consistent manner, or, in other words, develop healthy habits. Students who have high self-discipline also have good habits. These students organize their life in such a way that they never have to decide based on willpower (Willner and Moncrieff 2021).

1.2.4.2 Learners Adapt their Behaviour to the Expectation

Teachers' expectations for their students' learning may have a greater impact on their success. Students will learn faster and attain higher levels of accomplishment, according to 'high expectation teachers' and they also have more favourable attitudes toward students and better teaching methods. Teacher expectations in New Zealand classrooms were explored by Christine Rubie-Davies of the University of Auckland. Her findings reveal that varying degrees of instructor expectations result in varied teaching approaches. Teachers who have low expectations for their students' accomplishment, for example, may provide less cognitively demanding situations, spend more time reinforcing and repeating information, accept a lesser standard of work, and place a greater focus on rules and procedures. Low expectations set in motion a cascade of low-level tasks and, as a result, fewer opportunities for learning. Teachers' attitudes, beliefs, and instructional practices alter as their expectations rise. Teachers with high expectations use more effective teaching methods in general. Students can make more progress if they are offered more advanced learning options (theeducationhub.org.nz. 2018).

1.2.4.3 Development of learning Strategies/ Good Planning/ Better Organisation

The field of English as a foreign language is enormous, it contains various areas, for example lexical components, phonetics, morphology, writing, speaking and listening. In addition, all the fields have been extensively researched to focus on different strategies that can suit the learners. Folse (2004) claimed that 'Learning a language involves learning numerous aspects about that language, these include its pronunciation, pragmatics, writing system, syntax, rhetorical modes for reading and composition, culture and spelling, however; the top most aspect is vocabulary'. Therefore, the more disciplined students are more expected to use

various learning strategies that allow them to become more self-directed and to learn a foreign language effectively.

Conclusion

The primary purpose of this chapter is to present an overview about classroom discipline in relation to its types and it dealt with how to deal with awkward discipline in the classroom. In addition, this chapter tackled to the role of discipline in learners' educational life, the negative impact of discipline on learners, and the positive impact of discipline on learners. Moreover, the review provided a thorough explanation of the classroom discipline, and the role of discipline and its impact on EFL learners learning process, as they were key features to the current study. In the following chapter, the methodology used in the study will be profoundly discussed along with a description of the blueprint of conducting the current research.

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RESEARCH METHODOLOGY

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Chapter Two

Research Methodology

Introduction

The present chapter deals with the methodology of research. It includes different elements comprising, the research design, the research setting, the population and sampling, data collection methods, research instruments, issues of trustworthiness and ethical considerations, limitations, delimitations, and finally the conclusion.

2.1 Research Design

The research design was introduced mainly in the 1960s, firstly adopted by John Christopher Jones as a reliable scientific method (Dawson, 2002). According to Ram (2010), the concept of research design refers to the basis of the research work that provides a plan of data collection procedures. Its aim is to determine the appropriate approach and the relevance of the study's information in accordance with it (Aeker, Kumar, and George, 2000). In this case, an exploratory research design is selected in order to meet the first criterion of the exploratory study design, which is satisfying the curiosity of the researcher about to which extent discipline impacts EFL learners' learning process.

2.2 Research Setting

The data of the current study are gathered at Mohamed Boudiaf University M'sila, in which the teachers' questionnaire is distributed in the English department in the classrooms and in the staff room while the students' questionnaire is conducted online for the academic year 2022/2023. The questionnaire was sent to first-year English language students' emails and sometimes it was sent to them on Facebook, Viber, or WhatsApp.

2.3 Sample and Sampling Procedures

Sampling is the strategy used in research design in which a small portion of people is selected from a whole population to represent the latter in a valid way (Creswell, W, and Creswell, J. (2019). Hence a random selection is an appropriate method for this research to avoid any dispensable results. According to Agwor and Adesina (2017), random sampling is considered the basis of the scientific sampling process in which members are randomly assigned to a particular study purposely to reduce subjective and external findings that are out of the survey. The target sample of the current study is the 64 first-year English language students of the English Department at Mohammed Boudiaf University of M'sila, Algeria; they are selected on a random strategy to prevent bias.

2.4 Data Collection Procedure

This current study adopted a quantitative approach to collect the necessary data in order to bring adequate results for the research. Quantitative research is a scientific method in which a specific phenomenon is studied through numerical data to obtain the necessary information with the use of statistical and mathematical methods (Aliaga and Gunderson, 2002). This statistical technique aims at answering questions starting with how, how often, how many, when, and to what extent. Furthermore, quantitative methods use strategies of investigation such as surveys and experiments and gather data through predetermined instruments such questionnaires (Creswell, and Creswell, (2019).

2. 5 Research Instruments

This study adopted two questionnaires; the first questionnaire is addressed to the students, which was created online using Google forms. The other questionnaire is designed

for the teachers in order to explore the role of discipline and its impact on EFL learners' learning process. Teachers' questionnaire was printed and taken to the teachers.

2.5.1 Questionnaire

Questionnaires are certainly the best-known of the research instruments employed for gathering information from people; moreover, they can be connected with other research strategies. Brown (2001) defines questionnaires as a set of written questions or statements addressed to certain people to be answered whether by writing a response or choosing from a given option. Questionnaires are commonly used by researchers because they are easy to conduct.

Questionnaires have many advantages; according to Gillham (2000), questionnaires are popular due to the fact that they are easy to construct, and multi-functional, besides their ability to collect a large amount of data in a considerable period of time. Nevertheless, despite the fact that they are widely used in the domain of L2, questionnaires have also some disadvantages; for example, they are still insufficient to some degrees, and they could lead to superficial and biased results due to the attitude and the low level of the respondents (Hopskin, Stanly and Hopskins, 1990; Low, 1999).

2.5.1.1 Students' Questionnaire Description and aim (see Appendix A)

The first data collection tool that is used in the current study is a questionnaire addressed to 64 first-year English Language students to validate the research findings and check them. It is a self-made questionnaire that seeks students' opinions about the role of discipline and its impact on EFL learners' learning process. It consists of eighteen Likert scale questions presented in three sections. The first section is entitled "Classroom Discipline", the second one

is entitled “Negative Impacts of Discipline”, and the last one is entitled “Positive Impacts of Discipline”.

Section One: Classroom Discipline (Q1 – Q8)

The first section consists of eight questions to be answered. The aim behind the first question is to see if students use the appropriate voice level in the classroom, and the aim behind the second question is to check if students arrive late in the class when the lessons take place or not. The aim behind the third question is to see if students work quietly without disturbing their classmates while the aim behind the fourth question is to see if students listen when the teacher is talking. Moreover, the aim behind the fifth question is to see if students raise their hands and wait to be called on before speaking, and the aim behind the sixth question is to see if students avoid verbal arguments with classmates and teachers. The aim behind the seventh question is to see if students respect the applied clear rules and expectations by teachers or not, and the aim behind the eighth question is to see if students avoid using any kind of violence inside the classroom.

Section Two: Negative Impacts of Discipline (Q9 – Q13)

The first section consists of five questions to be answered. The aim behind the ninth question is to see if strict classroom discipline rules impair students’ educational attainments, and the aim behind the tenth question is to see if students feel anxious when the teacher enforces classroom discipline rules. The aim behind the eleventh question is to see if students feel demotivated when the teacher uses strict corrective discipline, and the aim behind the twelfth question is to see if students do not attend the lesson just to avoid certain types of discipline rules. The aim behind the thirteenth question is to see if students cannot perform well in an educational setting full of discipline rules.

Section Three: Positive Impacts of Discipline (Q14 - Q18)

The first section consists of five questions to be answered. The aim behind the fourteenth question is to see if students combine discipline and intrinsic motivation to attain their goals, and the aim behind the fifteenth question is to see if students learn effectively when the teacher imposes discipline rules on students. The aim behind the sixteenth question is to see if students use more learning strategies when discipline rules are applied in class, and the aim behind the seventeenth question is to see if classroom discipline helps students stay focused on achieving their goals. The last question is asked to see if classroom discipline shapes students' character to be good learners.

2.5.1.1.1 Students' Questionnaire Pilot Testing

The goal of pilot testing is to identify items that are unclear to respondents. Consequently, in order to check that all the questions are clear, the students' questionnaire was administered to (64) students at Mohamed Boudiaf University of M'sila. After completing the questionnaire, it was given to the supervisor to see if there were any ambiguous questions, unclear statements, or instructions. The supervisor suggested that it is clear and can be handled to the students to answer its items.

2.5.1.2 Teachers' Questionnaire Description and aim (see Appendix B)

The second data collection tool that is used in this study consists of a questionnaire addressed to 08 English language teachers to validate the research findings and to cross-check them. It is a self-made questionnaire that seeks teachers' opinions on the role of discipline and its impact on EFL learners' learning process. It consists of eleven close-ended and Likert scale questions presented in three sections. The first section is entitled "Background Information",

the second one is entitled “Positive Impacts of Discipline”, and the last section is entitled “Teachers Methods to maintain Classroom Discipline”.

Section One: Background Information (Q1 – Q3)

The first section consists of three questions to be answered. The aim behind the first question is to see if teachers understand the different types of students they have and they take this into consideration when planning a lesson, an activity, or a field trip. The aim behind the second question is to see if teachers lose instructional time due to discipline problems or not. The aim behind the third question is to see if teachers have a fair ability to calmly address classroom issues or not.

Section Two: Positive Impacts of Discipline (Q4 – Q7)

The second section consists of four questions to be answered. The aim behind the first question is to seek teachers’ opinions about the role of enforcing rules in improving students’ plan of work. The aim of the second question is to seek teachers’ opinions about the role of maintaining classroom discipline in shaping students’ character. The aim behind the third question is to see if students are motivated when they study in a calm and respectable education environment. The aim of the last question is to seek teachers’ opinions about the role of maintaining classroom discipline in helping students stay focused on their goals.

Section Three: Teacher’s Methods to maintain Classroom Discipline (Q8 - Q11)

The second section consists of four questions to be answered. The aim behind the first question is to see if teachers prepare a plan for inappropriate behaviour and hand it to their students; the aim behind the second question is to see if teachers enforce reactions against misbehaviour when a student misbehaves. The aim behind the third question is to see if teachers

always enforce rules to warn the undisciplined students before punishment. The aim behind the last question is to see if teachers know how to manage and control misbehaviour when it occurs.

2.5.1.2.1 Teachers' Questionnaire Pilot Testing

The goal of pilot testing is to identify items that are unclear to respondents. Consequently, in order to check that all the questions are clear, the teachers' questionnaire was given to the supervisor after completing it to see if there were any ambiguous questions, unclear statements, or instructions, and to check the content, and purposes of each question. Therefore, the supervisor suggested that the questionnaire items are clear and can be handled by the teachers to answer items.

2.6 Data Analysis Procedures

The collected data from the two research tools are analyzed in a quantitative description method using a statistical package for the social scientists known as SPSS version 20 and Excel programs.

2.7 Ethical Issues and Trustworthiness Considerations

Conducting good and reliable research is not only limited to the method of the study therefore but ethics and moral clearance are also required. Ethics are a set of moral principles and values that determine the wrongness or the rightness of individuals' behavior towards each other (Shawa, 2017). The core of social science research is to collect information from people and about the people. Thus, according to Creswell (2019) participants and respondents' identities should be kept confidential and secret; moreover, the researcher should consider and revise any misconduct or deception in the research. In the current study, the secrecy of participants' identities is ensured. The process of gathering data is carried out online. Therefore, participants were most confident and comfortable when responding to the research

questionnaires. Concerning the aspect of trustworthiness, first-year participants were selected randomly, in order to avoid subjectivity. Furthermore, a quantitative approach was used for both teachers' questionnaires and students' questionnaires to ensure the validity and reliability of the results of the study.

2. 8 Limitations and Delimitations

2.8.1 Limitations

Limitations are the points of weakness that appear during the research, and that the researcher could not control (Montori et.al, 2004).

- ✚ Some teachers did not answer the questionnaires because they were busy; some others have not seen the email notification.
- ✚ It was difficult to get an adequate response from students because some were indifferent; some others took a long time to answer the questionnaire.
- ✚ The Covid-19 situation was an obstacle for the researchers when conducting the study since it was difficult to get in touch with the teachers.
- ✚ Since the whole population of 1st-year students consisted (200), the appropriate sample should be half (100) students however, only 64 students answered the questionnaire items.
- ✚ The selected sample in the study was limited; therefore, over-generalizing the findings cannot be applied to the whole population.

2.8.2 Delimitations

Delimitations are basic limitations that the researcher purposely set to his study in order to avoid any deviations that would make his study to be difficult to be realized (Leedy and Ormrod, 2016). This study's delimitations are as follows:

- ✚ This study aimed at exploring the role of discipline and its impact on EFL learners' learning process.
- ✚ Only 1st LMD students were subjected to this study.
- ✚ This study was bounded to (65) English 1st LMD students and (08) teachers of different qualifications at Mohamed Boudiaf University of M'sila during the first semester of academic year 2022/2023.
- ✚ The tools of the current study are two questionnaires that were addressed to both teachers and students.

Conclusion

This chapter represents the theoretical phase of the research methodology. It gives a clear idea about the nature of research, population and sample, research tools, and procedure used by the researcher to collect data from both EFL learners and teachers. This chapter shows that the current study adopted a quantitative method in order to explore the role of discipline and its impact on EFL learners' learning process; case of 1st year English language students university of M'sila. The current study used two questionnaires as research tools. The sample was selected from M'sila University population, particularly in the English Department. Furthermore, quantitative data are unfolded through the SPSS system.

CHAPTER THREE
DATA ANALYSIS AND DISCUSSION

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Chapter Three

Data Analysis and Discussion

Introduction

This chapter is devoted to the practical side of the study which is the analysis and interpretation of the questionnaires of the first year English language students at the department of literature at Mohamed Boudiaf University of M'sila, and teachers. The objective is to provide answers for the already raised questions. In addition, this chapter undertakes the task of presenting the findings, results, and analysis and interpretations of the obtained data through the two tools used; students' questionnaire and teachers' questionnaire.

3.1 Students' Questionnaire Analysis

The first data collection tool that is used in the current study is a questionnaire addressed to 64 first-year English Language students to validate the research findings and check them. Divided into three sections, students' questionnaire consists of eighteen (18) questions to be answered. The aim behind this questionnaire is to gather information about the role of discipline and its impact on EFL learners learning process. Each sequence would be analysed and interpreted alone then all together to make sense. The first section entitled "Classroom Discipline" consists of eight questions, the second section entitled "Negative Impacts of Discipline" consists of five questions, and the last section entitled "Positive Impacts of Discipline" consists also of five questions.

Section One: Classroom Discipline

This section consists of eight questions to be answered; all of them are about classroom discipline.

Q1. I use the appropriate voice level in the classroom.

Table 3.1: *The Use of Appropriate Voice Level in the Classroom*

Option	Number of Students	Percent
Agree	43	67,2%
Strongly Agree	15	23,4%
Disagree	5	7,8%
Strongly Disagree	1	1,6%
Total	64	100%

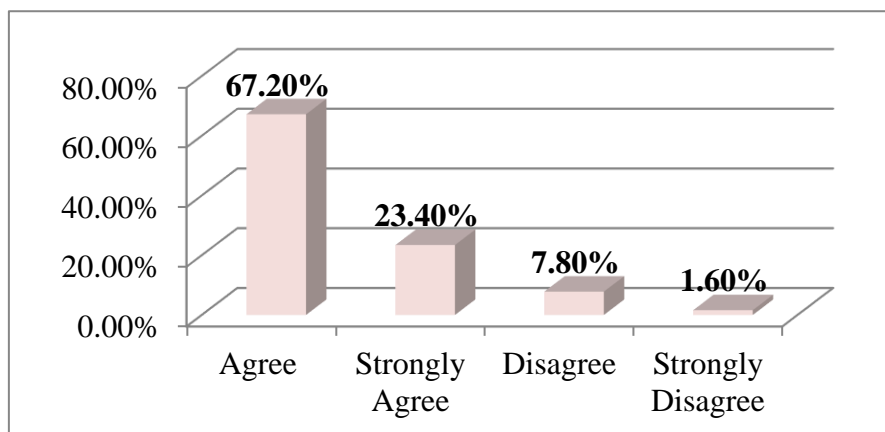


Figure 3.1: *The Use of Appropriate Voice Level in the Classroom*

According to table 3.1 and figure 3.1 above (67, 20%) of the participants agree they use the appropriate voice level in the classroom, and (32, 40%) of them strongly agree they use the appropriate voice level in the classroom. While (7, 80%) of the participants disagree that they use the appropriate voice level in the classroom, and (1, 60%) of them strongly disagree that they use the appropriate voice level in the classroom. Therefore, it is clear from the obtained data that first year English language students at Mohamed Boudiaf University of M'sila respect the teachers' -imposed rules and the provided guidelines that all contribute to getting desired behaviours from students.

Q2. I never arrive late in the class when the lessons take place.

Table 3.2: *Arriving Late in the Class when the Lessons Take Place*

Option	Number of Students	Percent
Agree	27	42,2%
Strongly Agree	17	26,6%
Disagree	17	26,6%
Strongly Disagree	3	4,7%
Total	64	100%

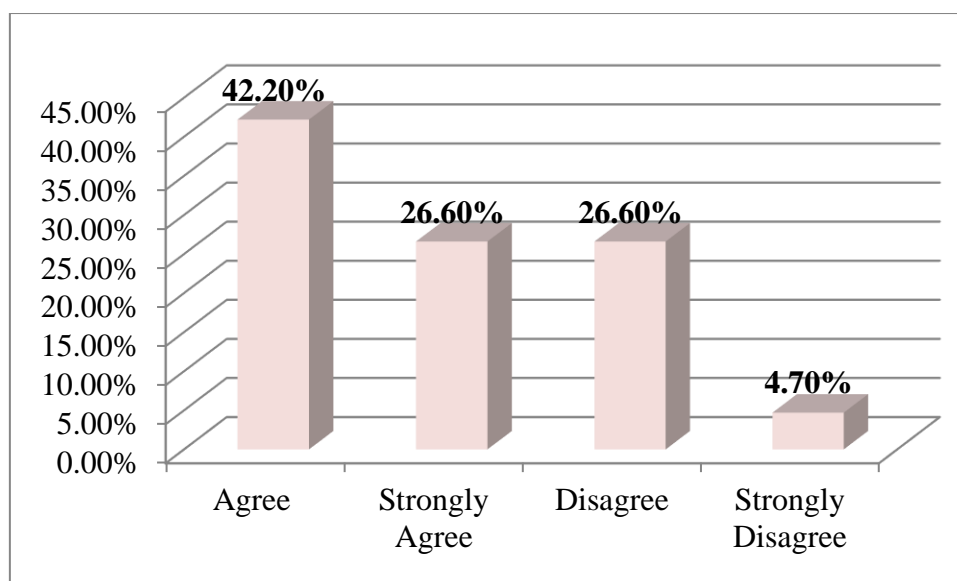


Figure 3.2: Arriving Late in the Class when the Lessons Take Place

According to table 3.2 and Figure 3.2 above, (42, 20%) of the participants agree they never arrive late in the classroom when the lessons take place, and (26, 60%) of them strongly agree they never arrive late in the classroom when the lessons take place. Whereas (26, 60%) of them disagree and suggest that they arrive late in the classroom when the lessons take place, and (4, 70%) of them strongly disagree and suggest that they arrive late in the classroom when the lessons take place. Thus, the results which showed the majority of students coming at time when the lessons take place imply that teachers of Mohamed Boudiaf University of M'sila use effective classroom management strategies, set expectations, guidelines, and rules to control students' behaviours.

Q3. I work quietly without disturbing others.

Table 3.3: Working Quietly Without Disturbing Others.

Option	Number of Students	Percent
Agree	35	54,7%
Strongly Agree	25	39,1%
Disagree	3	4,7%
Strongly Disagree	1	1,6%
Total	64	100%

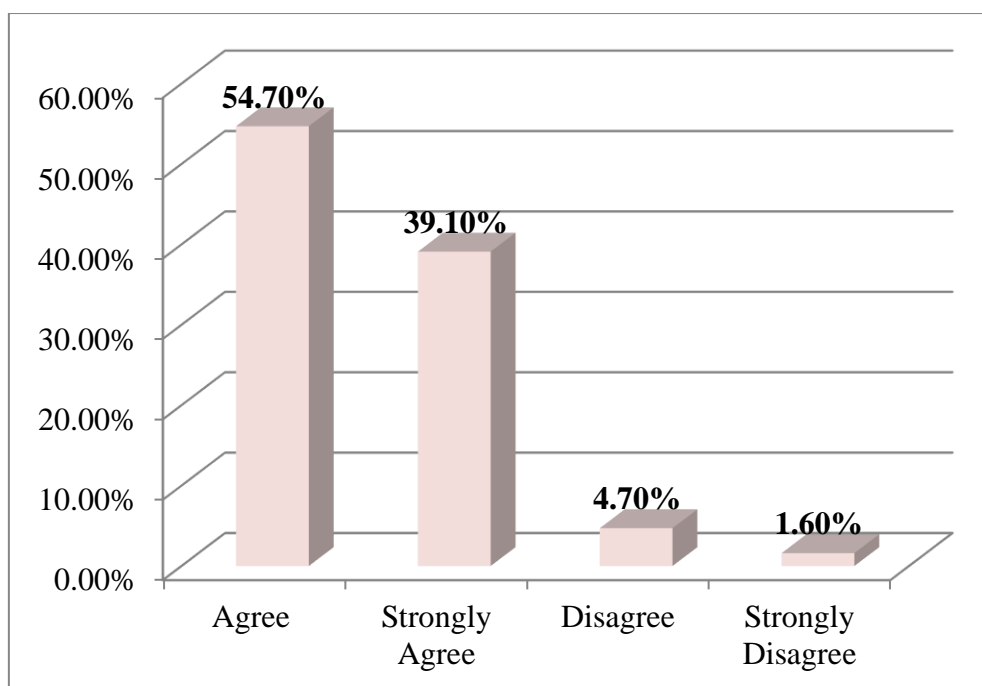


Figure 3.3: Working Quietly Without Disturbing Others.

The obtained data from table 3.3 and figure 3.3 above show that (54, 70%) of the participants agree they work quietly without disturbing their classmates, and (39, 10%) of them strongly agree they work quietly without disturbing their classmates. Nevertheless, (4, 70%) of them disagree that they work quietly without disturbing their classmates; in addition, (1, 6%) of them strongly disagree that they work quietly without disturbing their classmates.

Q4. I listen when the teacher is talking.

Table 3.4: Listening While the Teacher is Talking

Option	Number of Students	Percent
Agree	32	50,0%
Strongly Agree	29	45,3%
Disagree	2	3,1%
Strongly Disagree	1	1,6%
Total	64	100%

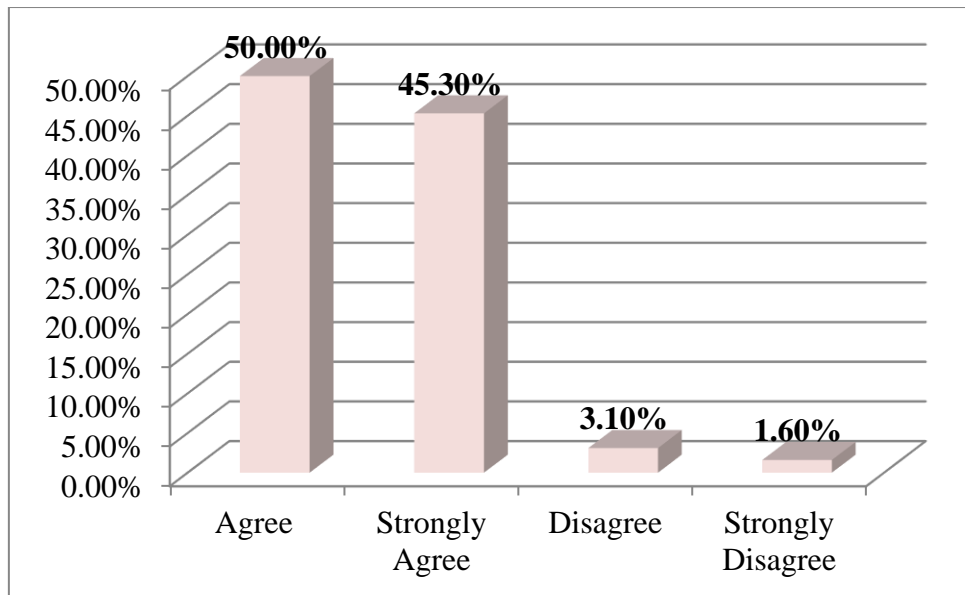


Figure 3.4: *Listening While the Teacher is talking*

Having a quick look at table 3.4 and figure 3.4 shows that half of the participants (50%) agree they listen to their teacher when he/she is talking, and (40, 30%) of them strongly agree they listen to their when teacher he/she is talking. But (3, 10%) of them disagree that they listen to their teacher when he/she is talking, and (1, 6%) of them strongly disagree that they listen to their teacher when he/she is talking. Listening to the teachers while she/he is talking implies that students respect their teachers. For discipline in the classroom aids in the development of well-behaved male and female students who respect the school's authorities and regulations. Thus, discipline is critical for fostering a pleasant school climate that supports the learning process and high academic achievement.

Q5. I raise my hand and wait to be called on before speaking.

Table 3.5: *Raising Hand and Waiting to Be Called On Before Speaking*

Option	Number of Students	Percent
Agree	31	48,4%
Strongly Agree	23	35,9%
Disagree	8	12,5%
Strongly Disagree	2	3,1%
Total	64	100%

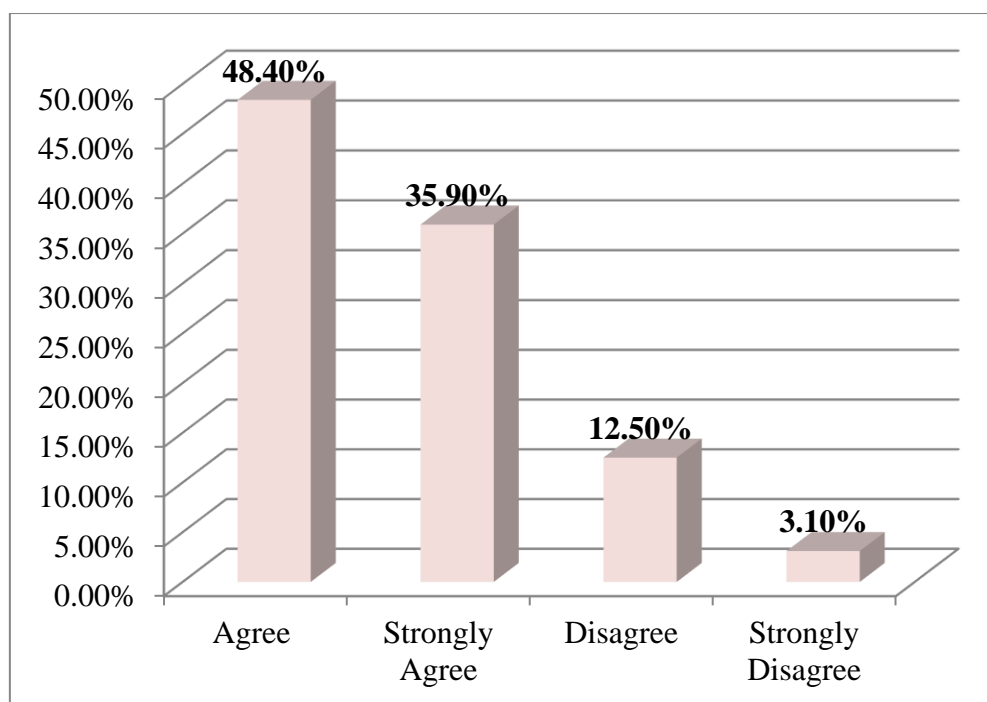


Figure 3.5: Raising Hand and Waiting to Be Called On Before Speaking

The obtained data from table 3.5 and figure 3.5 show that (48, 40%) of the students agree they raise their hand to answer before speaking in the classroom, and (35, 90%) of them strongly agree they raise their hand to answer before speaking in the classroom. On the other hand, (12, 50%) of them disagree that they raise their hand to answer before speaking in the classroom, and (3, 10%) of them strongly disagree that they raise their hand to answer before speaking in the classroom.

Q6. I avoid verbal argument with my classmates and teachers.

Table 3.6: Avoiding verbal argument with classmates and teachers

Option	Number of Students	Percent
Agree	33	51,1%
Strongly Agree	18	28,1%
Disagree	13	20,3%
Strongly Disagree	0	0%
Total	64	100%

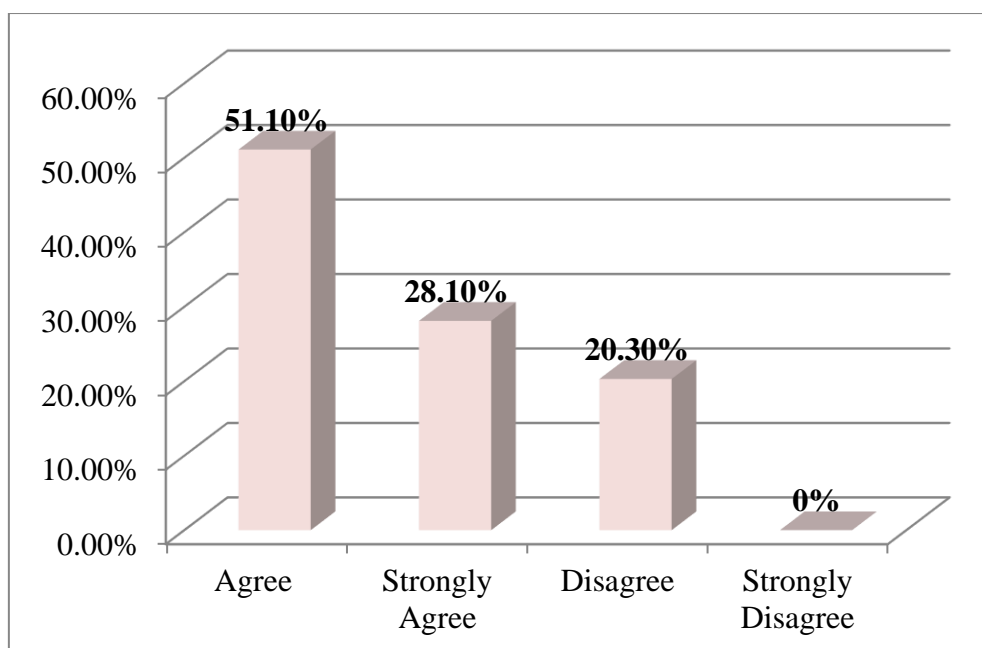


Figure 3.6: Avoiding verbal argument with classmates and teachers

According to (Wahlig, 2020), teachers should avoid verbal confrontations with adult learners because it they may lead to dire consequences that will affect the learning environment. Thus, according to table 3.6 and figure 3.6 above, (51, 10%) of the informants agree they avoid verbal arguments with classmates and teachers, and (28, 10%) of them strongly agree they avoid verbal arguments with classmates and teachers; nevertheless, (20, 30%) of them disagree that they avoid verbal arguments with classmates and teachers.

Q7. I respect the applied clear rules and expectations by my teachers.

Table 3.7: Respecting the Applied Clear Rules and Expectations by Teachers

Option	Number of Students	Percent
Agree	43	57,2%
Strongly Agree	17	26,6%
Disagree	3	4,7%
Strongly Disagree	1	1,6%
Total	64	100%

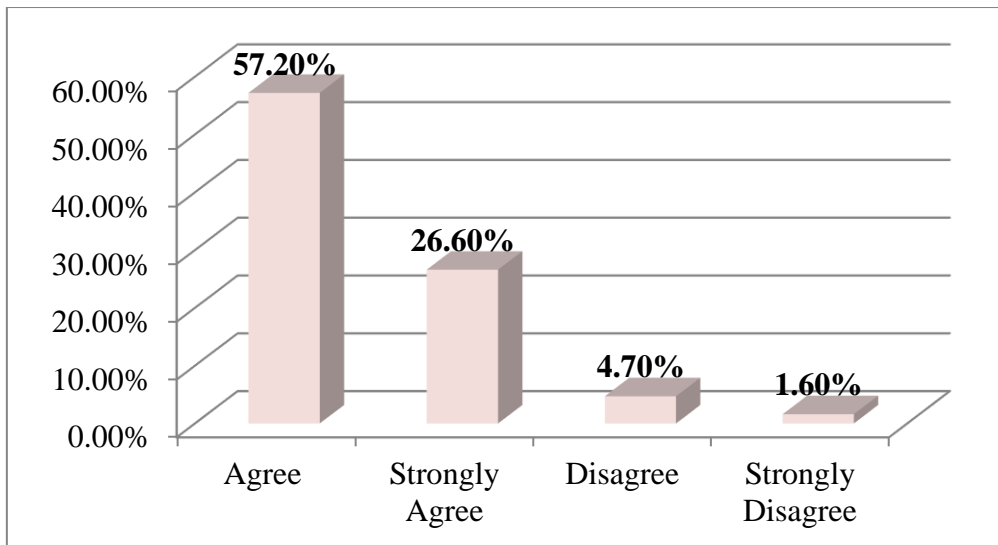


Figure 3.7: Respecting the Applied Clear Rules and Expectations by Teachers

Respecting the rules and guidelines provide teachers with a framework for guiding management disciplinary decisions, creating the conditions for united staffs, allowing teachers to educate actively, sending a positive message, and validating teachers' processes and expectations (U.S. Department of Education, 2014). Therefore, according to table 3.7 and figure 3.7, (57, 20%) of the respondents agree they respect applied clear rules and expectations by teachers, and (26, 60%) of them strongly agree they respect applied clear rules and expectations by teachers. Yet (4, 70%) of them disagree that they respect applied clear rules and expectations by teachers, and (1, 60%) of them strongly disagree they respect applied clear rules and expectations by teachers.

Q8. I avoid using any kind of violence inside the classroom.

Table 3.8: Avoiding the Use of any Kind of Violence inside the Classroom.

Option	Number of Students	Percent
Agree	21	32,8%
Strongly Agree	39	60,9%
Disagree	2	3,1%
Strongly Disagree	2	3,1%
Total	64	100%

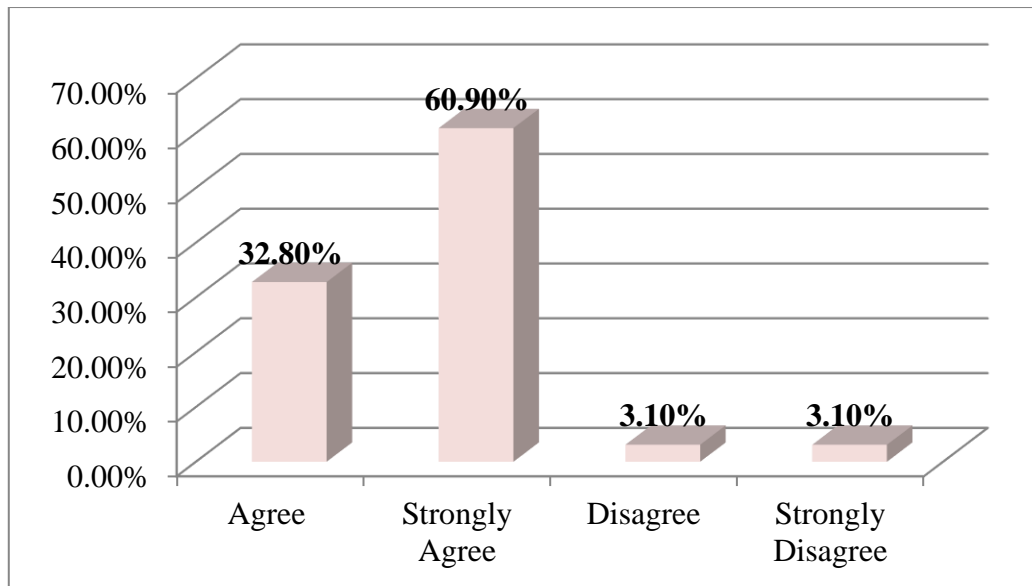


Figure 3.8: *Avoiding the Use of any Kind of Violence inside the Classroom.*

Violence inside the classroom implies that students do not respect their teachers and do not fear the rules provided by them. Thus, according to table 3.8 and figure 3.8, (32, 80%) of the students agree that they avoid the use of any kind of violence inside the classroom, and the majority of them (60, 90%) of them strongly agree they avoid the use of any kind of violence inside the classroom. Whereas, (3, 10%) of them disagree that they avoid the use of any kind of violence inside the classroom, and (3, 10%) of them strongly disagree that they avoid the use of any kind of violence inside the classroom.

Section Two: Negative Impacts of Discipline

Q9. Strict classroom discipline rules impair my educational attainments

Table 3.9: *Strict Classroom Discipline Rules Impair Students' Educational Attainments*

Option	Number of Students	Percent
Agree	31	48,4%
Strongly Agree	6	9,4%
Disagree	25	39,1%
Strongly Disagree	2	3,1%
Total	64	100%

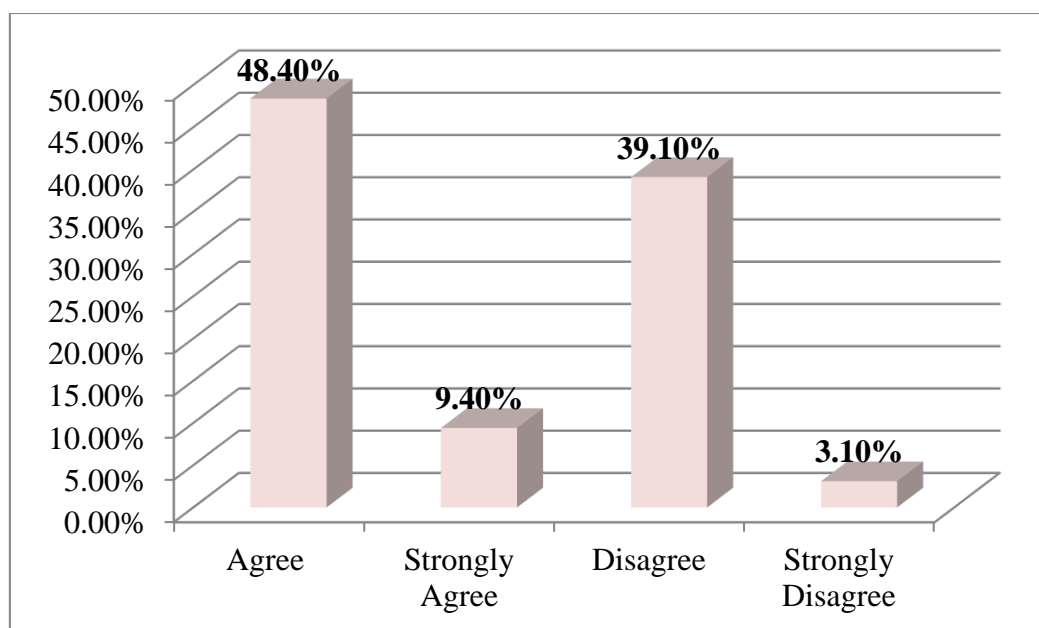


Figure 3.9: Strict Classroom Discipline Rules Impair Students' Educational Attainments

Teachers' ability to manage students' behaviours and the classroom efficiently has a great influence on students' learning success. Therefore, the obtained data from table 3.9 and figure 3.9 above show that (48, 40%) of the students agree that strict classroom discipline rules impair students' educational attainments, and (9, 40%) of them strongly agree that that strict classroom discipline rules impair students' educational attainments. Furthermore, (39, 10%) of them disagree that strict classroom discipline rules impair students' educational attainments, and (3, 10%) of them strongly disagree that strict classroom discipline rules impair students' educational attainments.

Q10. *I feel anxious when the teachers enforce classroom discipline rules.*

Table 3.10: *Feeling Anxious when the Teachers Enforce Classroom Discipline Rules*

Option	Number of Students	Percent
Agree	29	45,3%
Strongly Agree	7	10,7%
Disagree	26	40,6%
Strongly Disagree	2	3,1%
Total	64	100%

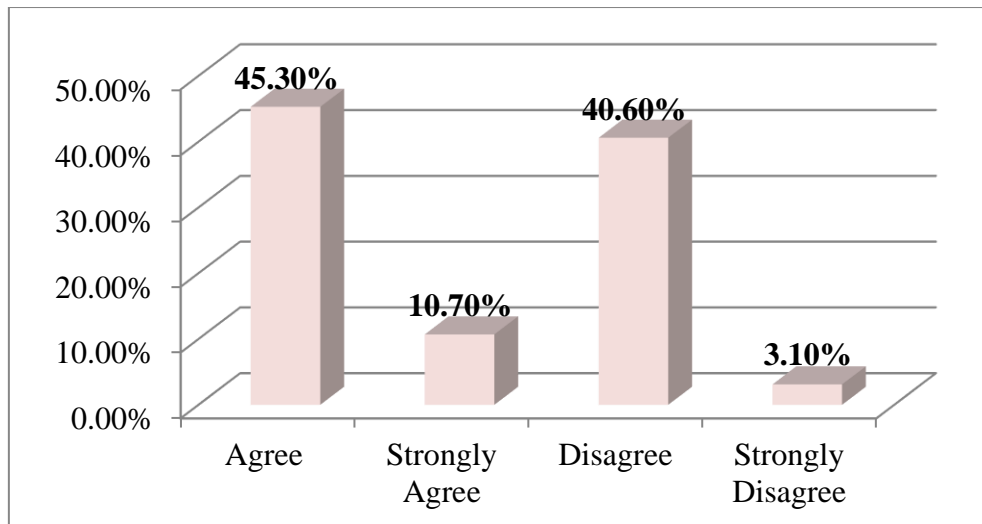


Figure 3.10: Feeling Anxious when the Teachers Enforce Classroom Discipline Rules

(45, 30%) of the participants agree they feel anxious when the teachers enforce classroom discipline rules, and (10, 70%) of them strongly agree they feel anxious when the teachers enforce classroom discipline rules. While (40, 60%) of them disagree that they feel anxious when the teachers enforce classroom discipline rules, and (3, 10%) of them strongly disagree that they feel anxious when the teachers enforce classroom discipline rules. Consequently, Spielberg, et.al (1995) suggest that classroom discipline, especially the strict types of it, causes students the fear when they try to utilize a foreign language, and makes students anxious and makes them afraid to communicate with their teachers which may affect their academic and oral performance. In addition, it makes it difficult for students to be engaged in a setting where they are unfamiliar with the language.

Q11. I feel demotivated when the teachers use strict corrective discipline.

Table 3.11: Feeling Demotivated When the Teachers Use Strict Corrective Discipline

Option	Number of Students	Percent
Agree	30	46,9%
Strongly Agree	12	18,8%
Disagree	21	32,8%
Strongly Disagree	1	1,6%
Total	64	100%

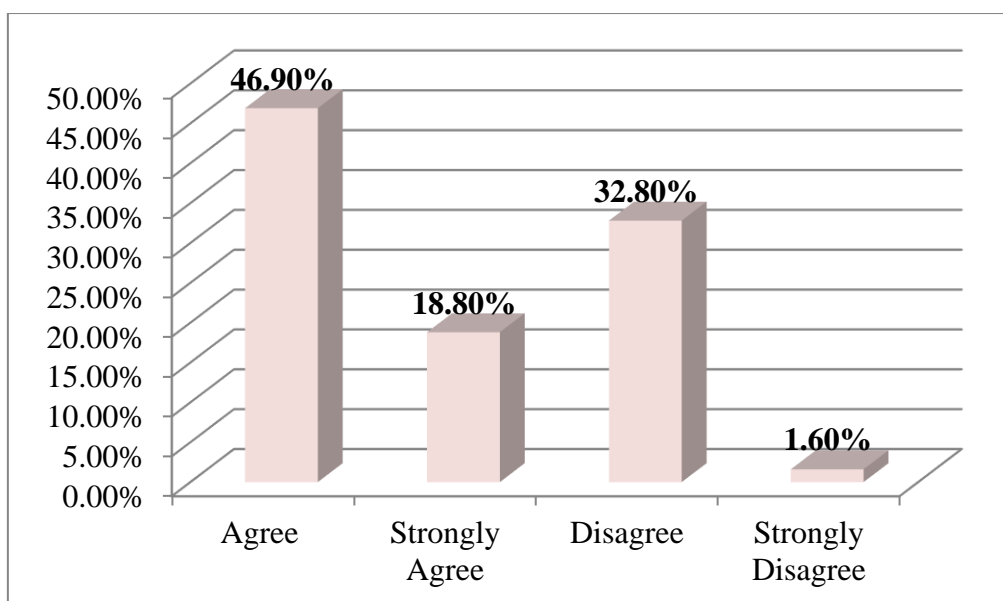


Figure 3.11: Feeling Demotivated When the Teachers Use Strict Corrective Discipline

The above table and figure show that (46, 90%) of the participants agree that they feel demotivated when the teacher uses strict corrective discipline, and (18, 80%) of them strongly agree they feel demotivated when the teacher uses strict corrective discipline. On the other hand, (32, 80%) of them disagree that they feel demotivated when the teacher uses strict corrective discipline, and (1, 6%) of them strongly disagree that they feel demotivated when the teacher uses strict corrective discipline. It seems that strict discipline leads to anxiety which has a negative impact on other emotional components like motivation and attitude.

Q12. *I do not attend the lesson just to avoid certain types of discipline rules.*

Table 3.12: *Not Attending the Lesson just to Avoid Certain Types of Discipline Rules*

Option	Number of Students	Percent
Agree	20	31,3%
Strongly Agree	2	3,1%
Disagree	31	48,4%
Strongly Disagree	11	17,2%
Total	64	100%

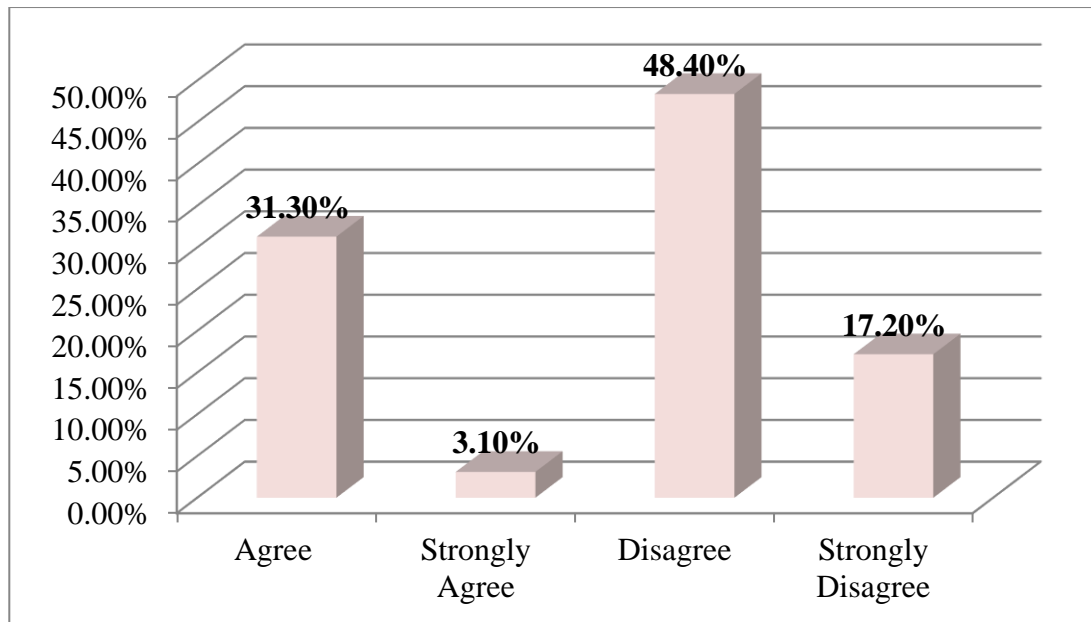


Figure 3.12: Not Attending the Lesson just to Avoid Certain Types of Discipline Rules

Students who are subjected to a set of punishments when a violation is committed will mostly skip their lessons, or they will not be engaged and this is an indicator of student disengagement such as classroom boredom and absenteeism (Sinatra et al., 2015). Therefore, the data obtained from table 3.12 and figure 3.12 above show that (31, 30%) of the respondents agree they do not attend the lesson just to avoid certain types of discipline rules, and (3, 10%) of them strongly agree they do not attend the lesson just to avoid certain types of discipline rules. Whereas, the majority of the respondents (48, 40%) disagree that they do not attend the lesson just to avoid certain types of discipline rules, and (17, 20%) of them strongly disagree that they do not attend the lesson just to avoid certain types of discipline rules. Thus, discipline rules at Mohamed Boudiaf University of M'sila are not very strict to the point that affects students' presence in the classroom.

Q13. I cannot perform well in an educational setting full of discipline rules.

Table 3.13: Not Being Able to Perform Well in an Educational Setting Full of Discipline Rules.

Option	Number of Students	Percent
Agree	30	46,9%
Strongly Agree	5	7,8%

Disagree	23	35,9%
Strongly Disagree	6	9,4%
Total	64	100%

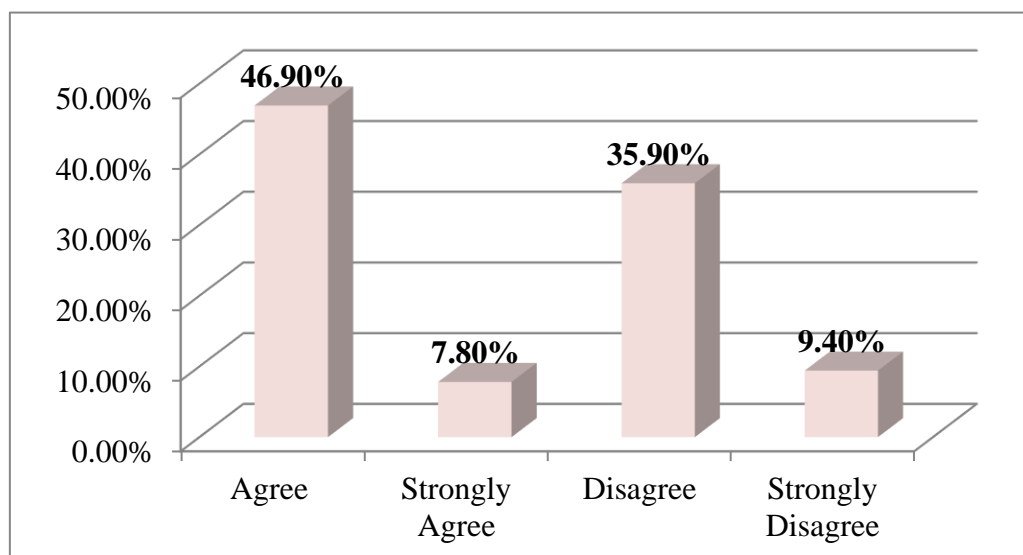


Figure 3.13: Not Being Able to Perform Well in an Educational Setting Full of Discipline Rules.

According to Spielberger, et.al (1995), foreign language learners' performance is impaired by classroom discipline because it can be a major cognitive and physical impediment to a learner's abilities in terms of its detrimental impact on a students' educational attainment. In addition, the strict types of classroom discipline cause students the fear when they try to utilize a foreign language, and it makes it difficult for them to be engaged in a setting where they are unfamiliar with the language. Therefore, the obtained data from table 3.13 and figure 1.13 makes it clear that (46, 9%) of the participants agree they cannot perform well in an educational setting full of discipline rules, and (7, 8%) of them strongly agree they cannot perform well in an educational setting full of discipline rules. Whereas, (35, 9%) of them disagree that they cannot perform well in an educational setting full of discipline rules, and (9, 4%) of them strongly disagree that they cannot perform well in an educational setting full of discipline rules.

Section Three: Positive Impacts of Discipline

Q14. I combine discipline and intrinsic motivation to attain my goals.

Table 3.14: Combining Discipline and Intrinsic Motivation to Attain Goals

Option	Number of Students	Percent
Agree	50	78,1%
Strongly Agree	12	18,8%
Disagree	2	3,1%
Strongly Disagree	0	0%
Total	64	100%

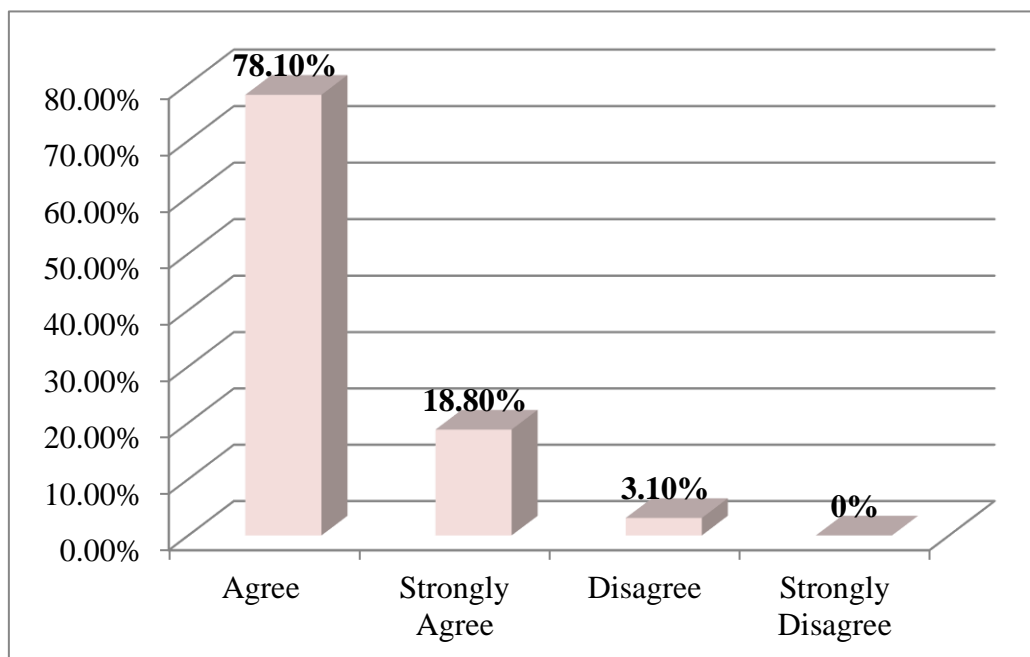


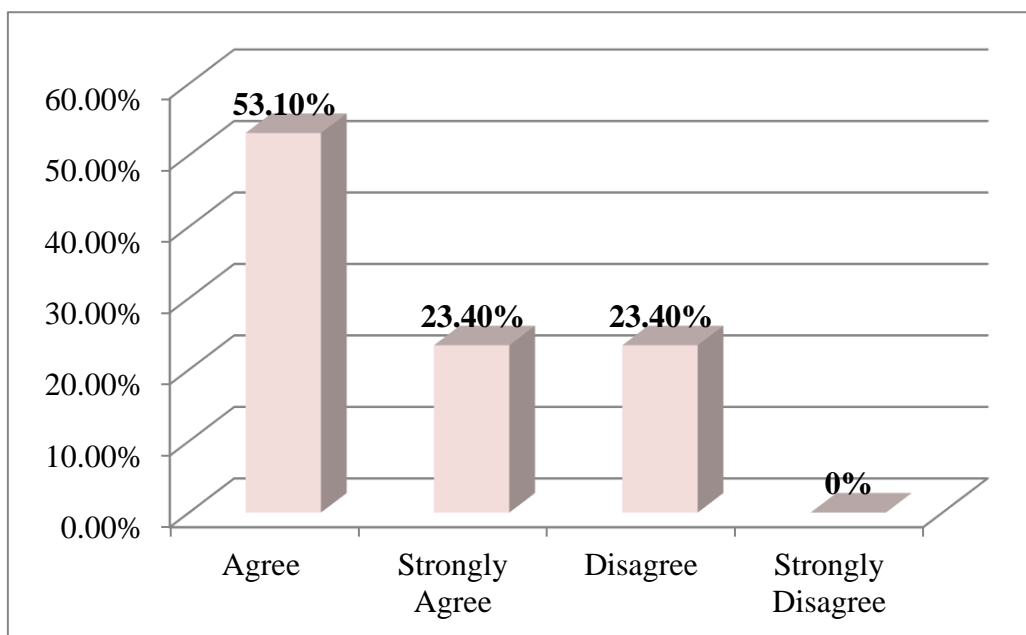
Figure 3.14: Combining Discipline and Intrinsic Motivation to Attain Goals

Willner and Moncrieff (2021) suggest that to attain their goals, the most successful students combine discipline and intrinsic motivation. As a result, students should train themselves to act and operate in a controlled and consistent manner. Thus according to table 3.14 and figure 3.14, the majority of the respondents (78, 10%) agree they combine discipline and intrinsic motivation to attain their goals, and (18, 80%) of them strongly agree they combine discipline and intrinsic motivation to attain their goals. Nevertheless, (3, 10%) of them, which makes them the minority of the respondents, disagree that they combine discipline and intrinsic motivation to attain their goals.

Q15. *I learn effectively when the teachers impose discipline rules on students.*

Table 3.15: *Learning Effectively When the Teachers Impose Discipline Rules*

Option	Number of Students	Percent
Agree	34	53,1%
Strongly Agree	15	23,4%
Disagree	15	23,4%
Strongly Disagree	0	0%
Total	64	100%

**Figure 3.15:** Learning Effectively When the Teachers Impose Discipline Rules

Recent studies have revealed that successful teaching techniques that promote an effective atmosphere can influence students' academic achievement. Thus, teachers' ability to manage students' behaviours and the classroom efficiently has a great influence on students' learning success (Rosilawati, et al. 2020). According to the obtained data from table 3.15 and figure 3.15, (53, 1%) of the participants agree they learn effectively when the teachers impose discipline rules on students, and (23, 4%) of them strongly agree they learn effectively when the teachers impose discipline rules on students. While (23, 4%) of them disagree that they learn effectively when the teachers impose discipline rules on students. Therefore, teachers need to know how to manage their classrooms without making students feel demotivated.

Q16. I use more learning strategies when discipline rules are applied in class.

Table 3.16: *Using More Learning Strategies When Discipline Rules Are Applied in Class.*

Option	Number of Students	Percent
Agree	38	59,4%
Strongly Agree	12	18,8%
Disagree	11	17,2%
Strongly Disagree	3	4,7%
Total	64	100%

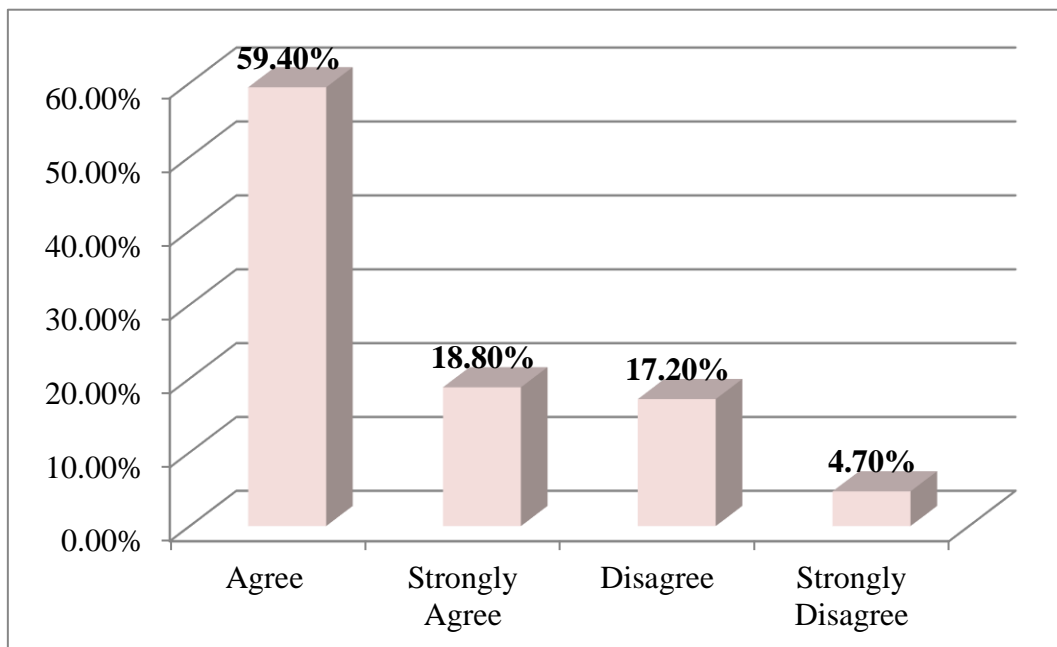


Figure 3.16: Using More Learning Strategies When Discipline Rules Are Applied in Class.

In a study done by Folse (2004), it was concluded that the more disciplined students are more expected to use various learning strategies that allow them to become more self-directed and to learn a foreign language effectively. Thus, according to the table and figure above, it is clear that (59, 40%) of the participants agree they use more learning strategies when discipline rules are applied in class, and (18, 80%) of them strongly agree that they use more learning strategies when discipline rules are applied in class. On the other hand, (17, 20%) of them disagree that they use more learning strategies when discipline rules are applied in class, and (4, 70%) of them strongly disagree that they use more learning strategies when discipline rules are applied in class.

Q17. Classroom discipline helps me stay focused on achieving my goals.

Table 3.17: *Classroom Discipline Helps Stay Focused on Achieving Goals*

Option	Number of Students	Percent
Agree	46	71,9%
Strongly Agree	9	14,1%
Disagree	9	14,1%
Strongly Disagree	0	0%
Total	64	100%

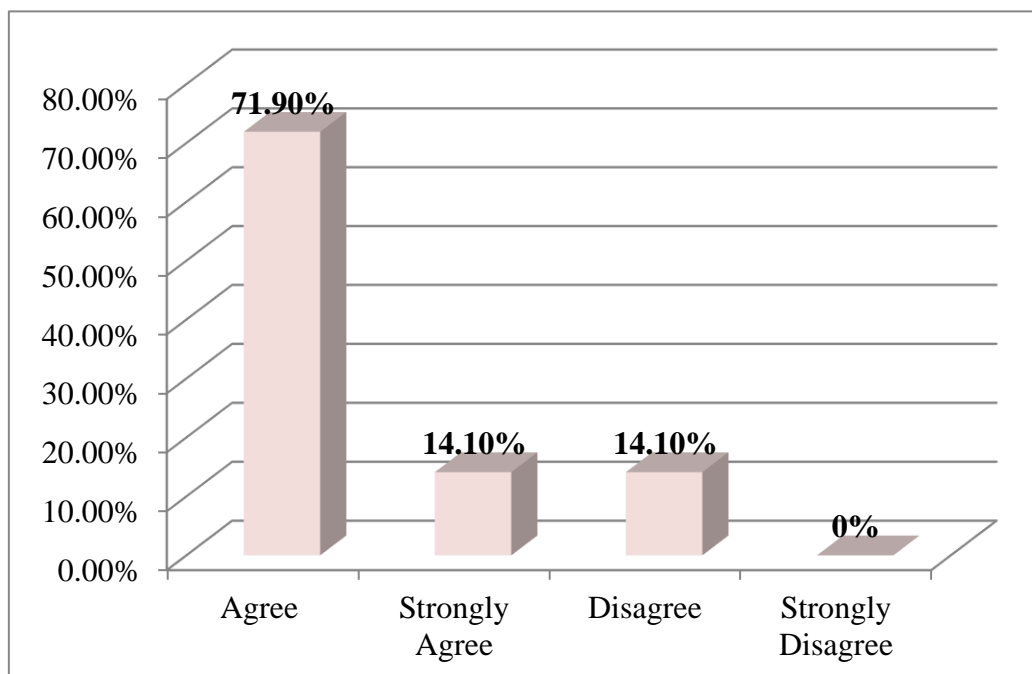


Figure 3.17: Classroom Discipline Helps Stay Focused on Achieving Goals

Nunan (1997) includes a model of five levels of “learners’ action” (see table 1.1; chapter one) that could be used to help in developing learner activities and staying focused on their goals. Thus, the majority of the respondents (71, 90%) agree that classroom discipline helps me stay focused on achieving their goals, and (14, 10%) of them strongly agree that classroom discipline helps me stay focused on achieving their goals. While (14, 10%) of them disagree that classroom discipline helps me stay focused on achieving their goals

Q18. Classroom discipline shapes my character to be a good student.

Table 3.18: Classroom Discipline Shapes Students' Characters to Be Good Students.

Option	Number of Students	Percent
Agree	31	48,4%
Strongly Agree	15	23,4%
Disagree	16	25%
Strongly Disagree	2	3,1%
Total	64	100%

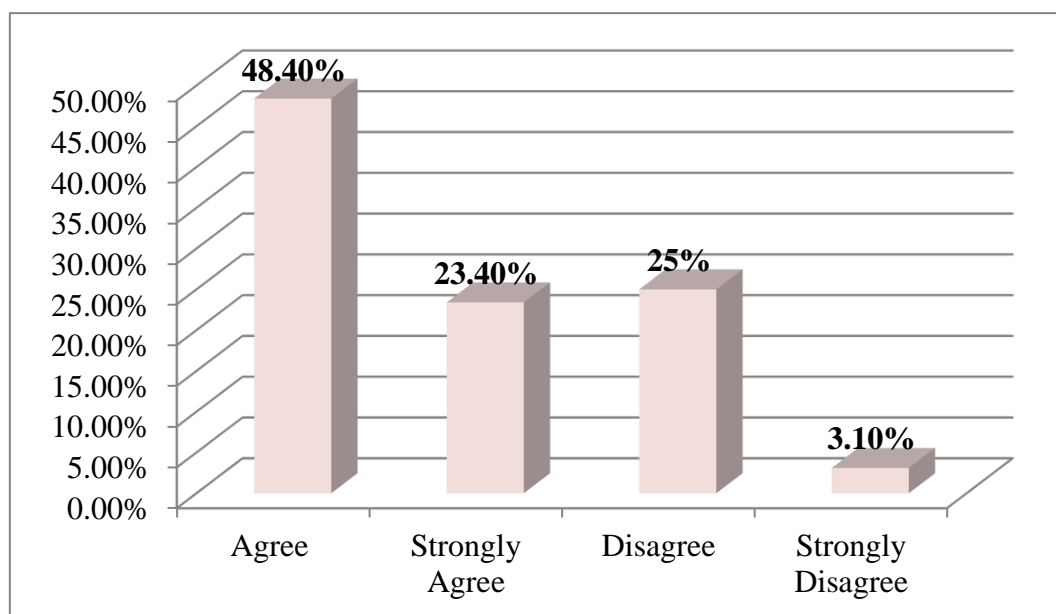


Table 3.18: Classroom Discipline Shapes Students' Characters to Be Good Students.

Nguyen and Hab (2020) agree that discipline shapes the learners' characters and willingness is considered as the most emphasized characteristic of disciplined EFL language learners, for it develops and enhances learners' autonomy and it develops their capacity to learn. Therefore, (48, 4%) of the informants agree that classroom discipline shapes their characters to be good students, and (23, 4%) of them strongly agree that classroom discipline shapes their characters to be good students. On the other hand, (25%) of them disagree that classroom discipline shapes their characters to be good students, and (3, 1%) of them strongly disagree that classroom discipline shapes their characters to be good students.

3.2 Teachers' Questionnaire Analysis

Divided into four sections, teachers' questionnaire consists of twelve (12) questions to be answered. The aim behind this questionnaire is to gather information about the role of discipline and its impact on EFL learners learning process. Each sequence would be analysed and interpreted alone then all together to make sense. The first section entitled "Background Information" consists of three questions, the second section entitled "Positive Impacts of Discipline" consists of four questions, and the last section entitled "Teachers' Methods to Maintain Classroom Discipline" consists also of four questions. The last section entitled "Teachers' Opinions on how to treat Misbehaviour" consists of one question.

Section One: Background information

Q1. I understand the different types of students I have and I take this into consideration when planning a lesson, an activity, or a field trip.

Table 3.19: Teachers' Understanding of their Students' Types

Option	Number of Students	Percent
Yes	12	100%
Total	12	100%

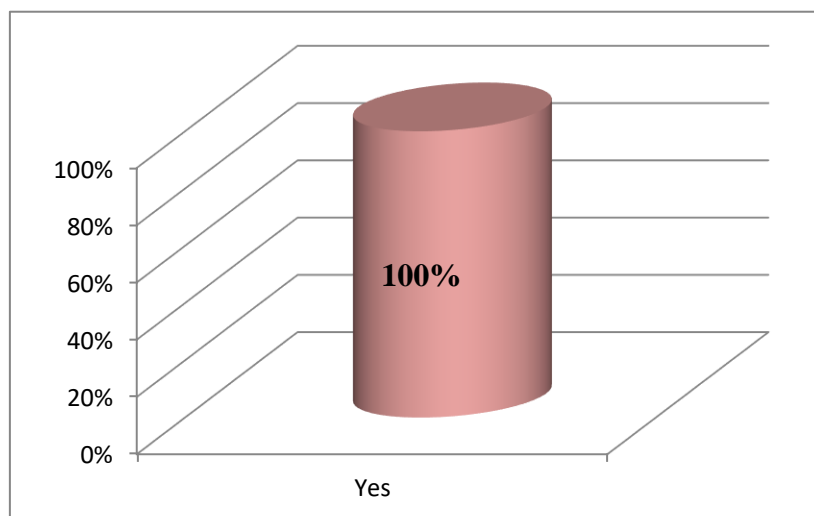


Figure 3.19: Teachers' Understanding of their Students' Types

According to table 3.19 and figure 3.19 above, all the participants agree they understand the different types of students they have and they take this into consideration when planning a lesson, an activity, or a field trip. Rosilawati, et al. (2020) claim that there are three types of students; the first type, 80% of students rarely violate the rules, the second type, 15% of them break the rules on some more regular basis, and in the third type, 5% of them are frequent rule breakers who are difficult to manage and control.

Q2. When teaching, I don't typically lose instructional time due to discipline problems.

Table 3.20: Teachers Loose Time due to Discipline Problems

Option	Number of Students	Percent
Yes	12	100%
Total	12	100%

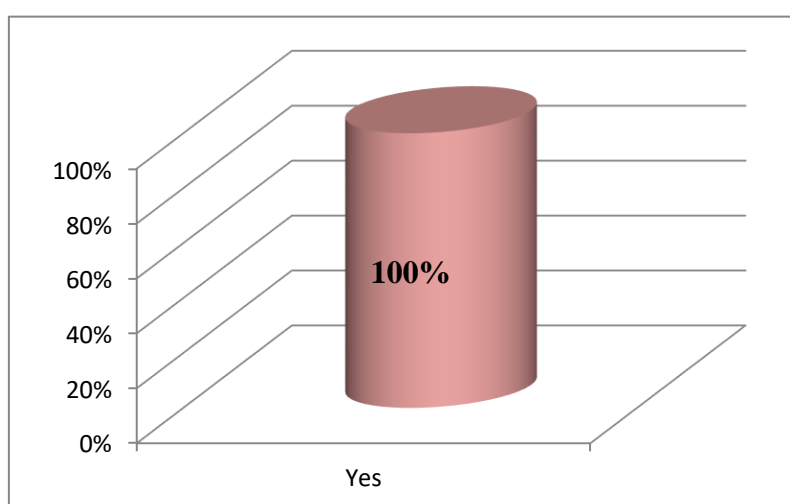


Figure 3.20: Teachers Loose Time due to Discipline Problems

All teachers agree they lose time when teaching due to discipline problems.

Q3. Do you have a fair ability to calmly address classroom issues?

Table 3.21: Teachers Ability to Calmly Address Classroom Issues

Option	Number of Students	Percent
Yes	11	91,7%
No	1	8,3%
Total	12	100%

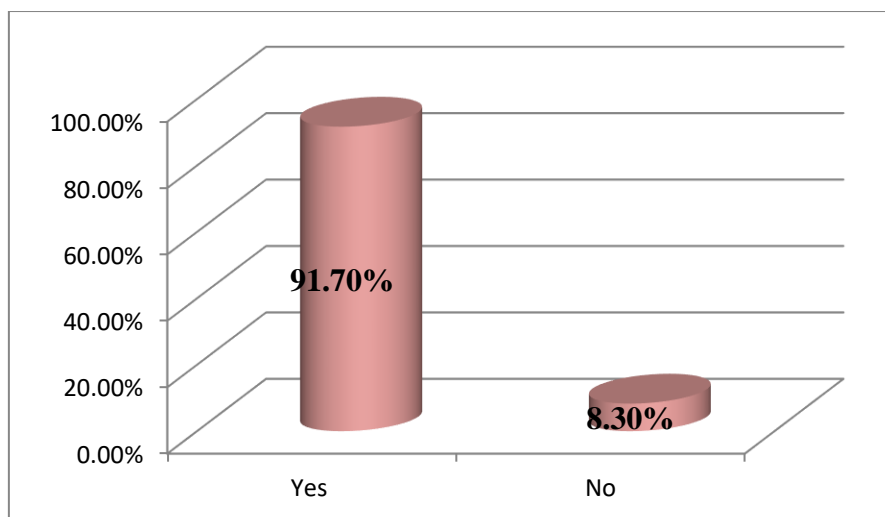


Figure 3.21: Teachers Ability to Calmly Address Classroom Issues

Teachers were asked if they can calmly address classroom issues or not; thus, most of them (91, 70%) said yes and (1, 30%) of them said no.

Section Two: Positive Impacts of Discipline

Q1. Enforcing rules improves my students' plan of work.

Table 3.22: Enforcing Rules Improves Students' Plan of Work

Option	Number of Students	Percent
Agree	10	83,3%
Strongly Agree	2	16,7%
Total	12	100%

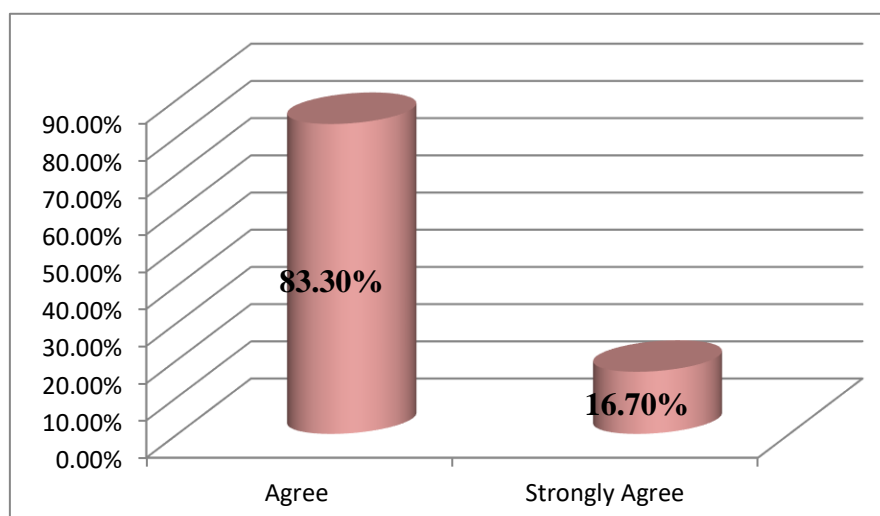


Figure 3.22: Enforcing Rules Improves Students' Plan of Work

The obtained data from table 3.22 and figure 3.22 show that the majority of the teachers (83, 30%) agree that enforcing rules improve their students' plan of work. Moreover, (16, 70%) of them strongly agree that Enforcing rules improves my students' plan of work.

Q2. Maintaining classroom discipline shapes my students' character.

Table 3.23: *Maintaining Classroom Discipline Shapes Students' Character*

Option	Number of Students	Percent
Agree	4	58,3%
Strongly Agree	7	33,3%
Disagree	1	8,3%
Total	12	100%

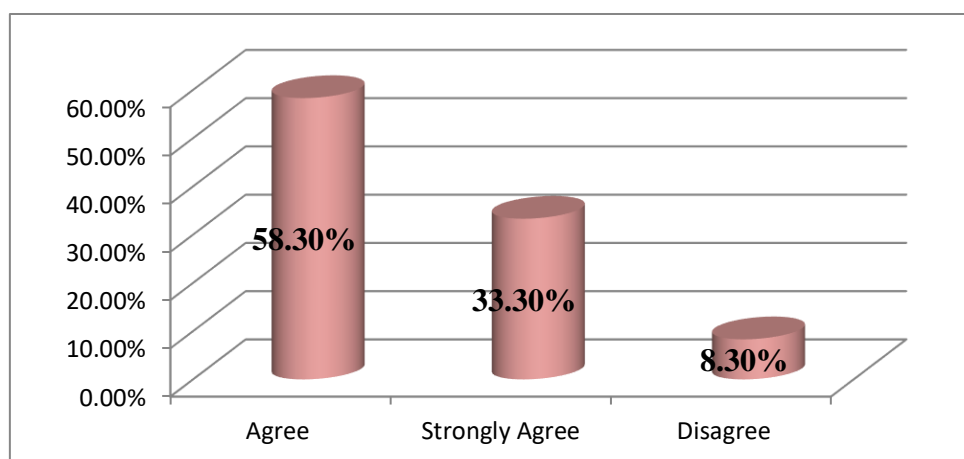


Figure 3.23: *Maintaining Classroom Discipline Shapes Students' Character*

The majority of the teachers (58, 30%) agree that maintaining classroom discipline shapes their students' character, and (33, 30%) of them strongly agree that maintaining classroom discipline shapes their students' character. Nevertheless, (8, 30%) of them disagree.

Q3. My students are motivated when they study in a clam and respectable education environment.

Table 3.24: *Students are Motivated when they Study in a Clam and Respectable Education Environment.*

Option	Number of Students	Percent
Agree	11	91,7%
Strongly Agree	1	8,3%
Total	12	100%

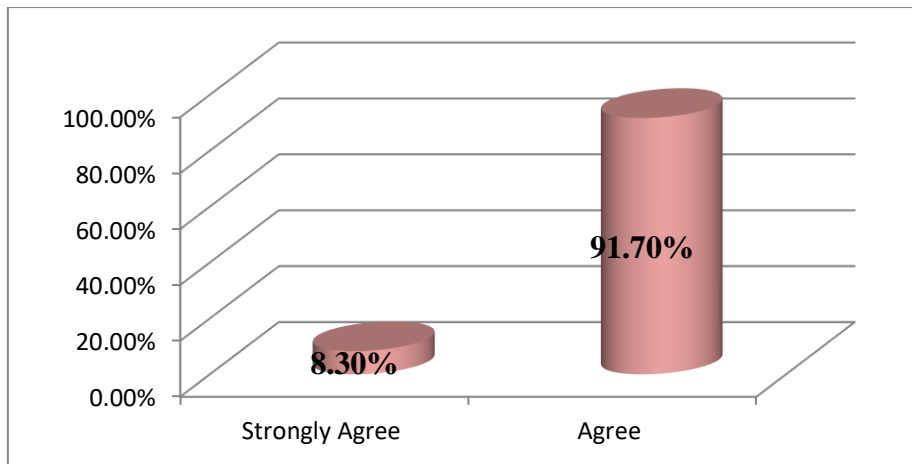


Figure 3.24: Students are Motivated when they Study in a Clam and Respectable Education Environment.

(91, 70%) of the participants agree that their students are motivated when they study in a clam and respectable education environment, and (8, 30%) strongly agree their students are motivated when they study in a clam and respectable education environment.

Q4. Maintaining classroom discipline helps my students stay focused on their goals.

Table 3.25: Classroom Discipline Helps Students Stay Focused on their Goals

Option	Number of Students	Percent
Agree	10	83,3%
Strongly Agree	2	16,7%
Total	12	100%

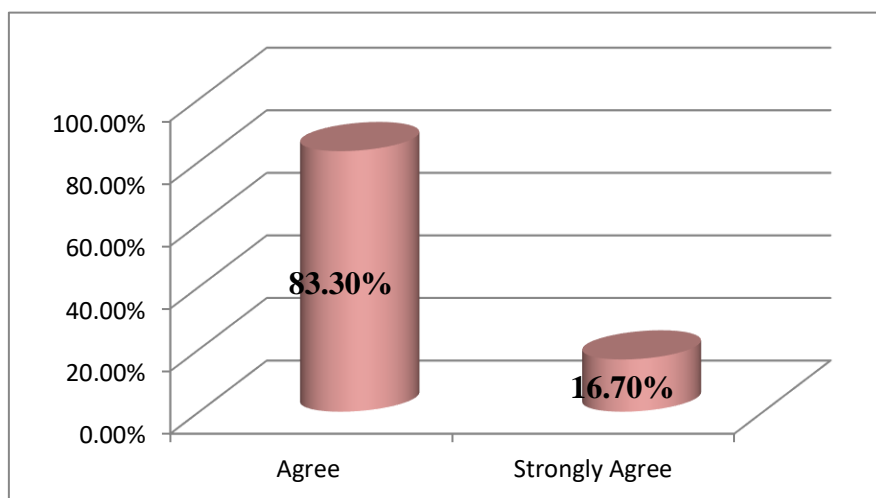


Figure 3.25: Classroom Discipline Helps Students Stay Focused on their Goals

According to table 3.25 and figure 3.25, most of the participants (83, 30%) agree that maintaining classroom discipline helps their students stay focused on their goals, and (16, 70%) of them strongly agree that maintaining classroom discipline helps their students stay focused on their goals.

Section Three: Teachers Methods to maintain Classroom Discipline

Q1. I prepare a plan for inappropriate behaviour and hand it to my students.

Table 26: Teachers Prepare a Plan for Inappropriate Behaviour and Hand It to Students

Option	Number of Students	Percent
Agree	5	41,7%
Strongly Agree	1	8,3%
Disagree	5	41,7%
Strongly Disagree	1	8,3%
Total	64	100%

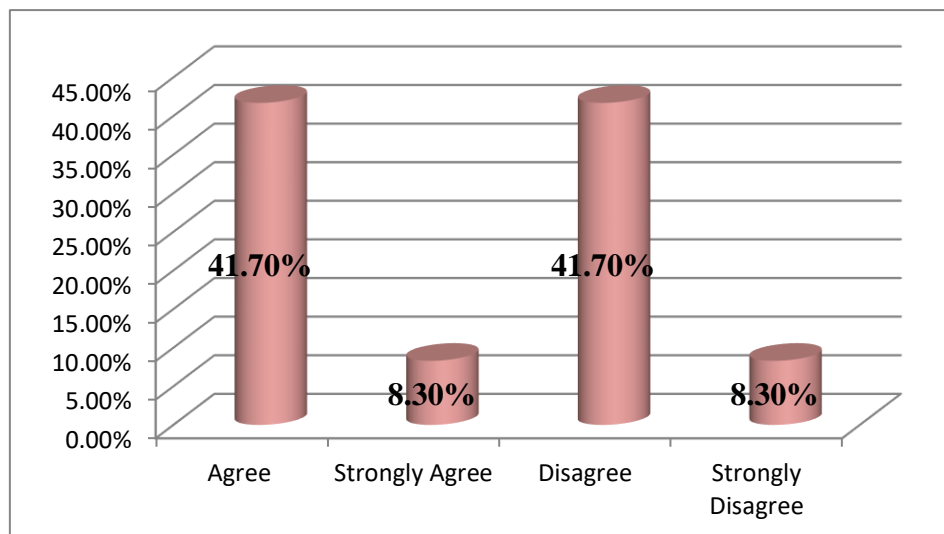


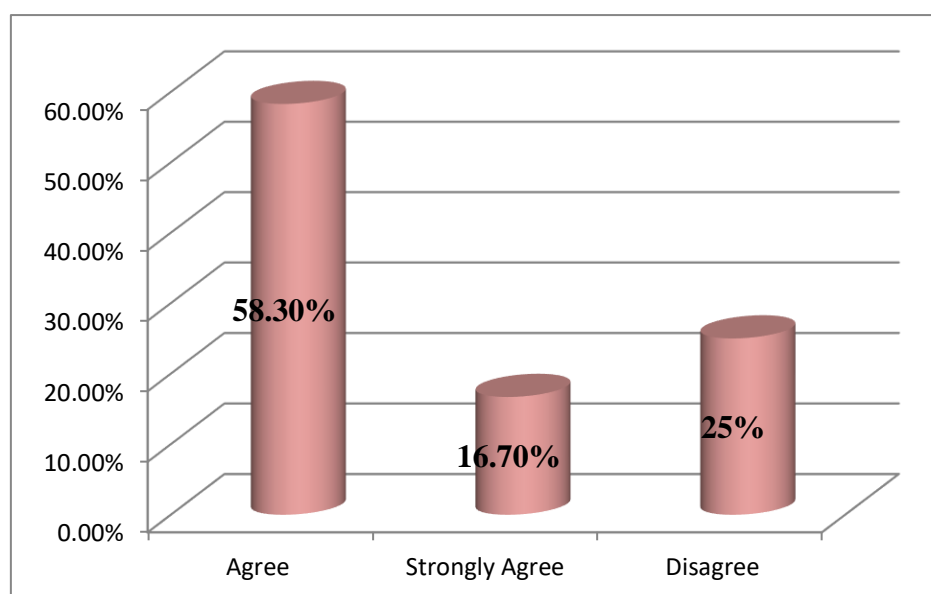
Figure 26: Teachers Prepare a Plan for Inappropriate Behaviour and Hand It to Students

(41, 70%) of the teachers agree that they prepare a plan for inappropriate behaviour and hand it to their students and (8, 30%) of them strongly agree that they prepare a plan for inappropriate behaviour and hand it to their students. Yet, (41, 70%) of the teachers disagree they do not prepare a plan for inappropriate behaviour and hand it to students and (8, 30%) of them strongly disagree.

Q2. When a student misbehaves, I enforce reactions against her/his misbehaviour.

Table 3.27: Teachers Enforce Reactions Against Students' Misbehaviour

Option	Number of Students	Percent
Agree	7	58,3%
Strongly Agree	2	16,7%
Disagree	3	25%
Total	12	100%

**Figure 3.27:** Teachers Enforce Reactions against Students' Misbehaviour

When a student misbehaves, (58, 30%) of the teachers agree they enforce reactions against her/his misbehaviour, (16, 70%) of them strongly agree they enforce reactions against her/his misbehaviour, and (25%) of them disagree that enforce reactions against her/his misbehaviour.

Q3. I always enforce rules to warn the undisciplined students before punishment.

Table 3.28: Teachers Enforce Rules to Warn Undisciplined Students before Punishment

Option	Number of Students	Percent
Agree	11	91,7%
Disagree	1	8,3%
Total	12	100%

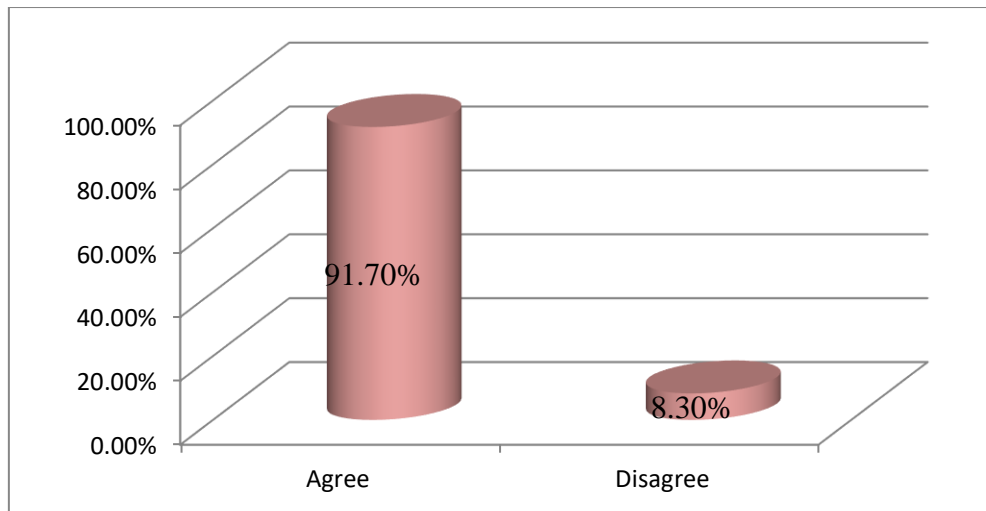


Figure 3.28: Teachers Enforce Rules to Warn Undisciplined Students before Punishment

Table 3.28 and figure 3.28 show that most of the teachers (91, 70%) agree that they always enforce rules to warn the undisciplined students before punishment, and (8, 30%) of them disagree that they always enforce rules to warn the undisciplined students before punishment.

Q4. I know exactly how to manage and control misbehaviour when it occurs.

Table 3.29: Teachers Know Exactly How to Manage and Control Misbehaviour when it Occurs

Option	Number of Students	Percent
Agree	8	66,7%
Strongly Agree	2	16,7%
Disagree	2	16,7%
Total	12	100%

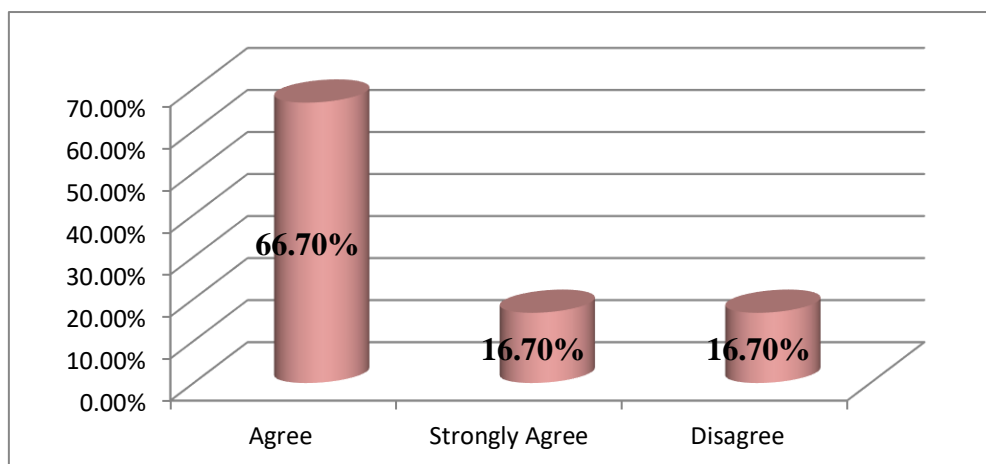


Figure 3.29: Teachers Know Exactly How to Manage and Control Misbehaviour when it Occurs

The majority of the teachers (66, 70%) agree they know exactly how to manage and control misbehaviour when it occurs, (16, 70%) of them strongly agree they know exactly how to manage and control misbehaviour when it occurs, and (16, 70%) of them disagree they know exactly how to manage and control misbehaviour when it occurs

Section Four: Teachers' Opinions on how to Treat Misbehaviour in Class

Q1. How do you treat misbehaviour in the classroom?

Teachers were asked about how they treat misbehaviour; thus, they suggested that they enforce rules at the beginning of the year, isolate the disturbing student alone, and treat the discipline problems before they occur. Some teachers suggest that they warn their students' parents about their behaviours.

3.3 Discussion of the Results

The research instruments are used to provide answers to the research questions. Thus, the researchers will provide answers to the research questions; first, by shedding light on the quantitative data collected from students' questionnaire responses. The latter reveal that the majority of first-year English language students of the English Department at Mohammed Boudiaf University of M'sila, have positive attitudes towards the the role of discipline and its effects on the learning process.

In addition, the majority of the students strongly agree that combining discipline and intrinsic motivation is a helpful strategy to attain their goals. They also agree that they learn effectively when the teachers impose discipline rules on students; in addition, the majority of them agree that classroom discipline helps them stay focused on achieving their goals. These results are similar to what Cecilie and Klette (2016) suggest that in a disciplined classroom, students are typically given the option to work independently, allowing teachers to devote more time to supporting students who require academic support. Nevertheless, students claim that strict classroom discipline rules impair their educational attainments, and they agree that they feel demotivated when the teacher uses strict corrective discipline

Second, after the analyses of the data collected through a questionnaire addressed to 12 teachers at the English Department at Mohammed Boudiaf University of M'sila, the researchers arrived at the following results in relation to the research problem, and research questions developed in this exploratory study. Teachers also expressed positive attitudes toward the the role of discipline and its effects on the learning process. They suggest also that they understand the different types of students they have and they take this into consideration; in addition, the majority of them strongly agree that maintaining classroom discipline shapes their students' characters.

4.5 Pedagogical Recommendations

This study sought at exploring first year students and teachers attitudes regarding the role of discipline and its impact on EFL learners learning process. The study findings gave rise to pedagogical implications related to classroom discipline. Therefore, this study suggests a number of pedagogical implications that are derived from the findings, which are as follow:

- The implications of this study will be to consider and encourage classroom discipline.
- Stakeholders must be a part of the development of the system-wide understanding about the use of classroom discipline to help both teachers and students cope with the new learning methods.
- Teachers are kindly asked to provide their students with interesting topics and avoid the strict types of classroom discipline.
- Future researchers are encouraged to test the effectiveness of classroom discipline on developing other language skills such as the speaking skill.

4.6 Suggestions for Further Research

On the basis of the results, some recommendations can be suggested for further research.

- This study focused on the role of discipline and its impact on EFL learners learning process, yet further research can focus on the role discipline in improving students' speaking skills.
- Although this study was conducted with EFL learners, further research could include ESL learners.
- Though this study was conducted with a small number of participants (64) it provided evidence for the importance of classroom discipline on developing the learning process,

if replicated with a larger number of participants, it could disclose results which can be more representative.

- Teachers' questionnaire and students' questionnaire were used as instruments for the current research; yet future researches could use other research tools such as teachers' interview and classroom checklists for more clarification concerning the topic under research.

Conclusion

In this chapter, the researchers attempted to answer the research questions through analysing the results of both the teachers' and the students' questionnaires. The finding showed that both students and teachers have positive attitudes towards the the role of discipline and its effects on the learning process. Finally, the current study suggested some further suggestions for further research based on the finding of the research tools.

General conclusion

General Conclusion

This study was conducted to shed light on the role of discipline and its impact on EFL learners learning process; case of first year students at Mohamed Boudiaf University of M'sila. This study followed an exploratory research design; the latter aimed to explore teachers' and students' attitudes towards the role of discipline and its impacts on the learning process, and to investigate the positive and negative impacts of discipline on students. The participants of the study are 64 of first year English language students and 12 teachers at the department of English language and Literature at M'sila University. Students' questionnaire and teachers' questionnaire were the research instruments used to collect quantitative data in the current research. To analyse the questionnaires' results, the SPSS and Excel programs were used to generate frequencies and percentages. Therefore, students' questionnaire and teachers' questionnaire items analysis brought about illuminating results which provided answers to the research questions. The results revealed that first year students and teachers at Mohamed Boudiaf University have positive attitudes towards the role of classroom discipline in developing students' learning process; in addition, both teachers and students agree that classroom discipline has positive impacts on students learning process. Finally, review of literature, methodology, and data analysis and interpretations of the results are the main components discussing the theme of the current study.

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Appendices

Appendix I: Students' Questionnaire

Dear EFL students,

This questionnaire is part of a research work whose aim is to gather information about the role of discipline and its impact on EFL learners learning process. It would be highly appreciated if you answer all the questions. Be sure that any information will remain confidential.

Section One: Classroom Discipline

- Please state your level of agreement for the following statements;
- Put (x) to only ONE answer.
- **Strongly Agree (SA) Agree (A) Disagree (D) Strongly Disagree (SD)**

Statements	SA	A	D	SD
1. I use the appropriate voice level in the classroom.				
2. I never arrive late in the class when the lessons take place.				
3. I work quietly without disturbing others.				
4. I listen when the teacher is talking.				
5. I raise my hand and wait to be called on before speaking.				
6. I avoid verbal argument with my classmates and teachers.				
7. I respect the applied clear rules and expectations by my teachers.				

8. I avoid using any kind of violence inside the classroom.				
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Section Two: Negative Impacts of Discipline

Statements	SA	A	D	SD
1. Strict classroom discipline rules impairs my educational attainments				
2. I feel anxious when the teacher enforce classroom discipline rules.				
3. I feel demotivated when the teacher use strict corrective discipline.				
4. I do not attend the lesson just to avoid certain types of discipline rules.				
5. I cannot perform well in an educational setting full of discipline rules.				

Section Three: Positive Impacts of Discipline

Statements	SA	A	D	SD
1. I combine discipline and intrinsic motivation to attain my goals.				
2. I learn effectively when the teacher impose discipline rules on students.				
3. I use more learning strategies when discipline rules are applied in class.				
4. Classroom discipline helps me stay focused on achieving my goals.				
5. Classroom discipline shapes my character to be a good student.				

Thank you for your collaboration!

Appendix II: Teachers' Questionnaire

Dear EFL teachers,

This questionnaire is part of a research work whose aim is to gather information about the role of discipline and its impact on EFL learners' learning process: the case of first year university of M'sila. It would be highly appreciated if you answer all the questions. Be sure that any information will remain stickily confidential.

Section One: Background information

Q1. I understand the different types of students I have and I take this into consideration when planning a lesson, an activity, or a field trip.

a. Yes b. No

Q2. When teaching, I don't typically lose instructional time due to discipline problems.

a. Yes b. No

Q3. Do you have a fair ability to calmly address classroom issues?

a. Yes b. No

Section Two: Positive Impacts of Discipline

Statements	SA	A	D	SD
1. Enforcing rules improves my students' plan of work.				
2. Maintaining classroom discipline shapes my students' character.				
3. My students are motivated when the study in a clam and respectable education environment.				

4. Maintaining classroom discipline helps students stay focused on their goals.				
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Section Three: Teachers Methods to maintain Classroom Discipline

Statements	SA	A	D	SD
1. I prepare a plan for inappropriate behaviour and hand it to my students.				
2. When a student misbehaves, I enforce reactions against her/his misbehaviour.				
3. I always enforce rules to warn the undisciplined students before punishment.				
4. I know exactly how to manage and control misbehaviour when it occurs.				

Section Four: Teachers’ Opinions on how to Treat Misbehaviour in Class

Q1. How do you treat misbehaviour in the classroom?

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Thank you for your collaboration!

المخلص

تهتم الدراسة الحالية باستكشاف دور الانضباط وتأثيره على عملية تعلم متعلمي اللغة الإنجليزية كلغة أجنبية (EFL). الهدف من هذه الدراسة هو استكشاف مواقف المعلمين والطلاب تجاه دور الانضباط وتأثيراته على عملية التعلم وكذلك للتحقيق في الآثار الإيجابية والسلبية لحالة الانضباط لطلاب السنة الأولى في اللغة الإنجليزية بجامعة محمد بوضياف بالمسيلة. أجرت هذه الدراسة منهجا كميا حيث تم جمع البيانات من خلال استبيان للمعلمين واستبيان للطلاب. تظهر النتائج الرئيسية لهذه الدراسة أن كلاً من المعلمين وطلاب السنة الأولى في اللغة الإنجليزية في جامعة محمد بوضياف بالمسيلة لديهم مواقف إيجابية تجاه تطبيق نظام الفصل الدراسي. علاوة على ذلك، تكشف النتائج أيضاً أن المعلمين يتفوقون بشدة على أن الانضباط في الفصل الدراسي له تأثيرات إيجابية على عملية تعلم الطلاب. على أساس النتائج تم اقتراح قائمة بالآثار المترتبة على مصممي المناهج الدراسية والمعلمين والطلاب للنظر في الانضباط في الفصل وتشجيعه. أخيراً، يقترح البحث بعض التوصيات.

الكلمات المفتاحية: الانضباط في الفصل الدراسي، متعلمي اللغة الإنجليزية كلغة أجنبية، التأثير الإيجابي.