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Dealing with Learners' Misbehaviour in the EFL Classroom:

The Case Study of First Year Pupils at Rahou Mohammed Middle School in Saida.

Dissertation Submitted to the Department of English Language and Literature in Partial Fulfillment for the Requirements of the Master Degree in Didactics

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Declaration of Originality

I hereby declare that this submission is my work and that, it contains no material previously published or written by another person nor material which has been accepted for the qualification of any other degree or diploma of a university or other institution.

Date: ………….

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Dedications

This dissertation is dedicated to my beloved parents, this work would not have seen the

light without their love, support and sacrifices throughout my academic experience. I also

dedicate this work to my hero and my beloved brother Toufik who has never left my side.

Abstract

Discipline is one of the major concerns that teachers have to deal with in the classroom. The challenge does not lay only in planning strategies in advance to prevent disruptive behaviours, but also dealing with learners' misbehaviour constructively and effectively. The approach that teachers follow to handle misbehaviour has a considerable impact on learners' overall attitude, future decisions and personal growth. The current research paper investigates how teachers deal with learners' misbehaviour in the EFL classroom. Before all, it determines perspectives on classroom discipline and the causes of classroom misbehaviour. Farther, it covers classroom rules and procedures implemented by EFL teachers. Besides, it tackles teachers' and learners' preferences to resolve conflicts. Both quantitative and qualitative research tools have been used to survey this study. Two questionnaires have been destined to teachers and pupils, in addition to classroom observation. The population of the study consists of 25 first-year middle school pupils and four teachers of the English language at Rahou Mohammed Middle School at Rebahia, Saida. The respondents have been chosen randomly. The findings indicate that teachers implement rules and procedures to prevent classroom misbehaviour. Furthermore, teachers opt to different strategies depending on the type of misbehaviour and its overall influence. The paper also demonstrates some of the suggestions to help teachers improve the quality of the learning environment and deal with misbehaviour pedagogically.

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List of Abbreviations

Abbreviation	Explanation
EFL	English as a Foreign Language
Q	Question

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General

Introduction

General Introduction

The academic and personal success of learners is conditioned by the quality of the classroom that teachers create. For the sake of maintaining a positive environment where learners learn effectively and safely, teachers implement strategies related to classroom management. However, in the untidy and unpredictable classroom, misbehaviour are inevitable. With this in mind, teachers use particular interventionist strategies to address the misbehaviour of learners and focus on the teaching/learning process.

Even the most experienced teachers find it challenging to deal with disruptive behaviours, EFL teachers in particular. EFL classrooms require order and structure so learners can learn the target language effectively, be more engaged in the content, and communicate using the foreign language. Most importantly, having a positive attitude towards the language and the classroom in general. With all these concerns, EFL teachers strive to provide a constructive atmosphere by planning lessons, establishing classroom rules and expectations, and arranging the physical space. Nevertheless, when disruptive behaviours take place, EFL teachers implement intervention strategies which are effectual and pedagogical.

For the sake of investigating how teachers deal with learners' misbehaviour in the EFL classroom, this research paper has been conducted.

The objectives of this research paper are as follows:

1. Investigating the current disciplinary strategies implemented by EFL teachers.
2. Determining classroom misbehaviour preventative strategies.
3. Defining the relationship between disciplinary strategies and learners' attitude.

In this respect, the following research questions are formulated:

1. How do teachers deal with learners' misbehaviour in the EFL classroom?
2. What are the procedures undertaken by teachers to prevent classroom issues?
3. Do the discipline strategies affect learner's language learning attitude?

To pursue that, it is hypothesised that:

1. Teachers would implement discipline strategies which are determined by the misbehaviour and its influence on the learning environment as well.
2. Teachers could establish classroom rules and daily procedures to prevent classroom misbehaviour from occurring.

3.   Discipline strategies may have a direct effect on learners' learning attitude whether positively or negatively conducted.

The present research work has been divided into three chapters. The first chapter deals with the literature related to the topic. First, the chapter discusses the discrepancy between classroom management and classroom discipline. After defining classroom management and its main components, the objectives of classroom management are tackled. Then, it explores the definition and significance of classroom discipline. Further, the chapter highlights discipline problems preventative strategies. Second, the chapter explores dealing with learners' misbehaviour. Before all, it defines the concept of classroom misbehaviour. Moreover, it tackles frequent misbehaviour in the EFL classroom and the causes of misbehaviour. After that, it examines the major disciplinary techniques practised by teachers. Finally, it provides an overview about behaviour management models and effective intervention strategies. Third, the chapter discusses the relationship between discipline strategies and social skills. First, social skills definition and some of the examples are provided. Then, the keen relationship between discipline strategies and social skills is highlighted.

The second chapter is concerned with the fieldwork. First, it describes the sample and the design of teachers' questionnaire. Then, the results are presented, analysed and interpreted. The same sequence is followed with pupils' questionnaire. Also, classroom observation setting and results are discussed. Eventually, a general conclusion sums the findings.

The third chapter is devoted for suggestions and recommendations based on the findings obtained in the previous chapter to help teachers create a positive learning environment, and deal with learners' misbehaviour effectively.

Learners are introduced for the first time to the English in their first year at middle school. That is why factors like the teachers' conduct, the teaching methods, and the overall atmosphere in the classroom have a direct impact on the learners' attitude and social growth. When examining the previous studies related to classroom discipline in the Algerian classrooms, they all go around the significance of classroom discipline on the success of the outcomes of learners. However, no one can deny the fact that learners are not influenced only on the academic level, but also classroom events have a heavy impact on their personal and social growth. In other words, teachers focus on delivering the knowledge related to the subject matter, but they miss that their practices in the classroom, especially the ways they deal with everyday problems will be imparted by their learners

too. With this in mind, this research paper is conducted to shed light on the most effective pedagogical approaches to discipline learners and reveal the limits of the traditional approaches.

In this investigation, the researcher has faced various limitations: the first limitation is that some respondents did not collaborate and refused to fill the teachers' questionnaire. Thus, the researcher was left with only one choice that is contacting teachers via e-mail. This process took a lot of time. The second limitation is that the researcher could not cover a great number of population of study due to the pandemic that have taken place. In fact, the researcher had to visit the pupils in their residency locations and deliver the questionnaires to them.

Chapter One

Literature Review

1.1   Introduction

Teachers are accountable for not only for transmitting knowledge but also for creating an appropriate environment that cultivates it. With this in mind, dealing with learners' disruptive behaviours effectively is one of the great cares of teachers. Any intervention technique the teacher undertakes exhibits his/her philosophy about teaching. Equally important, those techniques also display his/her classroom management style.

Directing the learners' behaviours is conditioned by responding to misbehaviour. By tackling those behaviours which hinder the flow of the class and disrupt the members of the classroom, teachers can focus on teaching the students the social skills required inside and outside the classroom. For the sake of representing the literature related to this study, the chapter is divided into three headlines. The first title describes the discrepancy between classroom management and discipline. It highlights the two concepts concerning some key components and objectives of each. And it closes with practical preventative strategies set by scholars and educators.

The second title deals with classroom misbehaviour. Before discussing the effective intervention strategies, it first displays an overview regarding the concept of classroom misbehaviour, behaviours in the EFL classroom, and causes of misbehaviour as well. Farther, it presents a short overview of the behaviour management models. The third and last headline stresses the relationship between discipline management and learner's social skills. This link is discussed after reviewing the notion of social skills and some of the examples.

1.2   Classroom Management VS. Classroom Discipline

The terms classroom management and classroom discipline are different topics, yet, they are used interchangeably very often. Classroom management covers all that is going in the classroom, whereas classroom discipline refers to the specific management of pupils' behaviours.

1.2.1 Classroom Management

Effective classroom management is traditionally distinguished as implementing strategies to arrange pupils' seats, make them follow the directions and listen attentively.

Wong and Wong (1998) define classroom management as allowing pupils to learn effectively through the organisation of pupils, space, and materials.

Consequently, classroom management goes around gaining control over pupils' behaviour to promote compliance. An updated interpretation of classroom management assigns it to all what teachers do to facilitate and improve pupils' learning. Lemlech (1988,p.3) explains that *"Classroom management is the orchestration of classroom life: planning curriculum, organizing procedures and resources, arranging the environment to maximize efficiency, monitoring student progress, and anticipating potential problems "*

In that sense, the main objective of good classroom management is creating a positive learning environment (Jones and Jones,2007). The same view is emphasised by Duck (1979), procedures are required not only to establish a successful environment where instruction and learning are to occur, but also maintain it. The procedures cover planning, preparation and organisation of materials, classroom decoration, expectations creation and rules establishment (Tan, Parsons, Hinson & Sardo-Brown, 2003). Additionally, *"Classroom management is also about orchestrating or coordinating entire sets or sequences of learning activities so that everyone, misbehaving or not, learns as easily and productively as possible"* Seifert & Sutton (2009,p.139).

Jim Walters and Shelly Frein (2007) claim that in the pursue of establishing dynamic strategies in the area of classroom management, the teacher has to be in charge of the pupils, the space around them, the time allotted for the content areas and how he/she uses it, and the materials needed so that everyone in the class is effectively learning

Generally speaking, classroom management *"…is a broader umbrella term describing teacher efforts to watch over a multitude of activities in the classroom including learning, social interaction, students, and behaviour"* (Martin & Baldwin,1998,p.25). By all means, classroom management revolves around applying a range of strategies to create an orderly and healthy learning environment resulting in academic and social-emotional empowerment.

1.2.2 Management Key Components:

How pupils respond in the classroom is influenced by the teacher's attitude, educational pedagogy, planning, preparation, and conduct. For that sake, the teacher needs to set

him/herself as an authority figure and role model, so as the pupils perceive him/her as fair, in charge, and confident.

1.2.2.1   Respecting Pupils

Respect for pupils is fundamental. In fact, it is a powerful attribute the teacher can attain. Tomlinson (2011) asserts that when the teacher respects the pupils, it means that he/she regards them with special attention, is concerned about them, honours them, shows consideration toward them, cares for them, and admires their strengths. Further, Tomlinson argues that respect strengthens and dignifies the pupils.

Equally important is "*…to accept the pupils you have not the pupils you wish you had*" Walters & Frei (2007,p. 22). For this to happen, the teacher first has to view his pupils as individuals who deserve to be treated with dignity, regardless of their intellectual abilities, social status, and background. Provided that the pupils are treated fairly, they will respect each other. On the contrary, the pupils who are treated unfairly are at the risk of falling victims to violence by peers. In other cases, those pupils may act aggressively (Walters & Frei,2007).

1.2.2.2   Keeping Control of Emotions:

In many situations, the pupils challenge the teacher's authority. Under such circumstances, the teacher may have an exaggerated, emotional response which may deem him as an incompetent. That is why the teacher needs to control his/her emotions and not lose temper. Such immediate responses are interpreted as a lack of confidence when dealing with similar situations (Fischer, 2004).

Even under stressful situations, the teacher should establish himself/herself as a model for appropriate behaviour (Walters & Frei,2007). If the teacher loses his/her temper, not only proper decisions making under such circumstances becomes difficult, but also retaining the respect of the pupils (Fischer, 2004). The teacher needs to carefully plan lessons, know the pupils, have a discipline action plan, and learn from past mistakes (Walters & Frei,2007). With all this in mind, exaggerated emotional responses to misbehaviour can be avoided, as well as, subsequent defiant outbursts from the pupils (Fischer, 2004).

1.2.2.3 Maintaining a Calm Voice:

The teacher's tone of voice in the classroom matters not only because of the communicative content, but also the nonverbal and emotional messages the teacher communicates.

If the teacher is upset, due to classroom events or unrelated matters, then those negative emotions can be transmitted to the pupils,as a result, they may get distracted and uncomfortable.

Only for legitimate, educational purposes, different vocal inflexions can be used in the classroom. The teacher's tone of voice should not be interpreted as a sing of belittling the pupils, and resulting in yelling which is in turn not effective and, in fact, abusive (Fischer, 2004).

As an illustration, the case study of the authors Nelson, Lott, and Glenn (2000) (as cited in Walters & Frei,2007) describe a hostile teacher who constantly yells at pupils whenever they misbehave, criticises them and humiliates them in front of peers. Gaining control through hostile tactics does not prove to be conducive to learning. That is because pupils, in general, shut down to such negative responses and act aggressively back in such situations (Fischer, 2004).

1.2.2.4 Eye Contact:

Eye contact in the classroom is a significant non-verbal teaching technique. It can be used to enhance the pupils learning in many ways. In the event that it does not become intimidating or inappropriate, eye contact is used as a preventative measure (Walters & Frei,2007).

Ledbury, White and Darn (2004) set some points related to eye contact and how it influences the classroom as a whole:

1. Facial expressions and eye –contact save time and effort when delivering specific massages.

2. Many pupils find gazing and staring uncomfortable, this will cause them to lose concentration.

4. Watching learners and listening to them as they perform in the classroom help to detect any signs of boredom or cluelessness.

5. Research shows that the amount of eye contact people receive is directly linked to the degree to which they participate in group communication.

1.2.2.5   Praise and Correction:

Praise is effective to change pupils' behaviours , indicates the approval of the teacher, and informs the pupil that praised act lives up to the teacher's expectations (Burnett, 2001). Additionally, public praise can be powerful to direct the pupils' behaviour (Walters & Frei,2007). By all means, praise reinforcement can improve pupil academic or behavioural performance (Akin-Little et al., 2004).

Brophy (1981) and Burnett(2001) suggest some recommendations concerning praise in the classroom:

-      A praise statement should emphasize a behavioural description and qualitative feedback as well (Hawkins & Heflin, 2011).
-      Burnett (2001) claims that praising the pupils' ability can reduce their desire for risk-taking. Instead, praise should focus on specific examples related to the pupil's effort and accomplishment.
-      Praise can be delivered in various ways and contexts. Some pupils do not like to be under the spotlight. Although, most of the elementary pupils accept to be praised in public as opposed to older pupils (Burnett, 2001).

1.2.2.6   Encouragement

Unlike praise which teaches depending on external feedback, encouragement teaches internal validation. That is when praising, the pupil is going to continue doing specific behaviour as long as the teacher is pleased. On the other hand, when the pupil is encouraged, he/she is likely to learn self-evaluation. More compelling evidence is that encouragement influences students to become more responsible, involved, and academically successful Evans (1996).

Another key point recommended by Hitz and Driscoll (1989), when teachers encourage the pupils, they are providing honest and private feedback, rather than offering evaluative

statements publicly to manage and manipulate the young people in the classroom. Furthermore, it teaches children acceptance, they learn to see mistakes as learning opportunities. Additionally, the teacher becomes viewed as inspiring and stimulating without being considered as judgemental or manipulating (Walters & Frei,2007).

1.2.2.7   Listening before Disciplining

Listening carefully to pupils and considering their points of view before disciplining them is necessary. In many situations, the teacher is not aware of all the details related to an incident in the classroom. As a result, any action taken upon that limited knowledge will be unfair to the pupils. With that in mind, the teacher is not only going to be just and fair but also, he will demonstrate sincere respect for the pupil's self-worth (Walters & Frei, 2007). Gathercoal (2001) argues that listening and hearing from the pupils as they build arguments is necessary to judge the quality of the justifications and explanations that pupils give.

1.2.2.8   Avoiding Confrontations with Pupils

Arguments in the classroom are interpreted as a power struggle. Since the teacher is already the model of authority in the classroom, there is no sense of arguing in the first place. Such confrontations with the pupils are pointless, futile, and make the teacher look unprofessional (Walters & Frein2007).

In case such incidents take place, there are steps the teacher can follow to disengage from such struggles:

1.   Before responding to problem behaviour, teachers should use stress-reduction techniques (Braithwaite, 2001).

2.   Responding in a neutral calm voice (Mayer, 2000). As stated earlier, the tone of voice is a non-verbal cue whichindicates the teacher's emotional state.

3.   Responding briefly when addressing the pupil who misbehaves (Sprick, et al., 2002). Short responses keep the teacher controlling the interaction and preventing getting disrespectful answers from the misbehaving pupil.

4.   Confrontational responses should be avoided when the teacher is deliberately challenged by a pupil - challenging teacher's authority- (Walker, 1997). When such

behaviours arise, the teacher should state that they are not acceptable and inappropriate; then impose the pre-selected consequences. After that, move on (Walters & Frei,2007).

1.2.2.9   Eliminating the Use of Threats

Having difficulty in conducting oneself respectfully, is one of the reasons pupils behave uncontrollably. The key is not using threats, but instead, the teacher should use their authority and confidence to gain compliance.

Threatening results in temporary compliance and will not help the pupils make future ethical, wise decisions about behaviour (Kohn, 1994). Also, "…*allowing yourself to get carried away with such strong emotional reactions will always be counterproductive, and you will probably regret it later*" Fischer (2004,p.49).

1.2.3   Objectives of Classroom Management

Teaching is a service, helping and caring profession where teachers work hard to help young people improve their lives quality (Wong & Wong,1998). Equally important, those teachers believe in their capacity to impact pupils learning and influence their lives positively as well. Moreover, research shows compelling evidence that learners tend to produce what the teachers expect of them (Wong & Wong, 1998). Also, coupled with engagement in scholarly learning, Everston and Weinstein (2006) associate classroom management with the enhancement of social and moral growth as well.

 Concerning effective learning, Doyle (2011) asserts that in the event of classroom order, pupil engagement is reinforced and therefore learning is encouraged. According to Marzano, Marzano and Pickering (2003), there is a link between how well-managed a classroom is and how much pupils achieve. In the deficiency of order, it is hard to keep pupils centred and involved in what the teacher presents in the classroom. Doyle (2011) further claims that order in the classroom allows pupils to act within acceptable limits to specific learning events can take place. Hence, pupil involvement is conditioned by classroom order. Coupled with, classroom management is destined to minimize behaviours that impede learning and maximise behaviours that facilitate learning (Echevarria, Vogt, and Short, 2004). When the class is interrupted, the teacher must try to overcome such behaviours, so that the class condition can be conducive and the teaching and learning process can run smoothly (Walters & Frei, 2007). Sideman (2010) argues that

the broader objective of classroom management is providing facilities for a series of learning activities in the social, intellectual and emotional classroom.

1.2.4   Classroom Discipline:

The term 'discipline' is derived from the Latin word 'discipulus' which means "*to teach someone to obey rules and control their behaviour, or to punish someone in order to keep order and control*" (Longman Dictionary of Contemporary English, 2005, p. 443). However, Harmer (1983) declares that discipline is associated with teaching pupil self-control based on an accord between the teacher and pupils to make learning more efficient. In fact, classroom discipline is of a high priority and continuous concern for teachers during their professional days (Langdon, 1996).

In addition, Classroom management and classroom discipline are used synonymously very often (Bellon, Bellon, & Blank, 1992), yet in fact, they are different topics. Marvin Marshall (2003) explains the discrepancy between the two terms; he argues that classroom management deals with how things are carried and done, while discipline deals with pupil's behaviour.

Besides, classroom management revolves around procedures, routines, and structure; whereas discipline is about managing behaviours and self-control. Thus, Marshall (2003) claims that classroom management is the responsibility of the teacher, and discipline is the responsibility of the pupil. According to Walters and Frein (2007), the reason the two terms are used interchangeably is that the way the classroom functions should be set in the first place through procedures and routines; so as to expect positive behaviours on the part of pupils. Consequently, when teachers notice that the pupils need to be disciplined it is often due to the inadequacy of procedures and routines (Wong& Wong, 1998).

Moreover, Phelan and Schonour (2004, p. 4) put some points to create effective classroom discipline:

- Controlling undesirable behaviour.

- Encouraging good behaviour.

- Maintaining healthy relationships with pupils.

1.2.5　Significance of Classroom Discipline

According to Lewis (2001), appropriate discipline strategies guarantee that pupils learn better as they are protected from disruption. As a matter of fact, the learning and teaching process is conditioned by to what extent a positive atmosphere is created through classroom discipline. Moreover, even the effectiveness of the most carefully planned lessons is at the risk of failing due to pupils' distracting misbehaviour (Barton, Coley & Wenglinsky, 1998).

In the event of classroom order, classroom learning takes place though it may be difficult, yet it is what all educators aim for. Furthermore, a sense of responsibility and maturity is instilled in the pupils if classroom discipline is well managed (Walters & Frein, 2007). Besides, classroom discipline also contributes to helping the pupils manage themselves by assisting them taking responsibility for their behaviours (Tan, Parsons, Hinson, & Sardo-Brown, 2003).

1.2.6　Discipline Problems Preventative Strategies

As beforehand emphasised, effective teaching and learning cannot take place in a poorly managed environment. For that sake and to realise classroom order, a set of strategies are opted to construct a classroom management plan.

1.2.6.1　Establishing Initial Expectations in Planning Standards of Conduct

Ron Clark (2003) asserts that the most important thing teachers can do at the start of the school year is setting up expectations for appropriate behaviour. According to Jim Walters and Shelly Frei (2007, p.52) "...*the best way to increase the odds of success is to plan and prepare*". Furthermore, they recommend some points that every teacher should regard before creating a classroom management plan:

1.　Teachers need to keep themselves learning and to be flexible.

2.　Teachers need to foresee any problem that may appear and plan for how to manage it.

3.　Teachers should set reasonable consequences and limits, along with consistent implementation to maintain an arranged and safe learning setting.

4.   Teachers should set rules that are very specific to behaviours, starting by thinking through their priorities.

1.2.6.2   Rules

Rules are part of every aspect of our lives. And the classroom is a micro-community that complies with the same structure as any other society. According to Walters and Frei (2007), rules are the simple things that make the classroom manageable. Furthermore, they argue that teachers should introduce classroom rules on the first day of class, besides, teachers should continue teaching and reinforcing the rules throughout the year. On the other hand, Davies (2007) states that pupils have to be aware of the acceptable and unacceptable acts in the classroom.

A successful way to encourage pupils to be involved is to engage them in establishing classroom rules and procedures (Marzano, Marzano, & Pickering, 2003). However, in order to avoid confusion, the rules list should be short, limited to six maximum, and very specific to the behaviours, and related to how things are done, and not linked to penalties or rewards (Wong & Wong, 1998).

> *By setting rules, a teacher communicates his or her awareness of what can happen in a classroom and demonstrates a degree of commitment to work. Pupils are thus able to acquire valuable information early in the year about a teacher's approach and expectations for behaviour. The more explicit the rules and the more clearly they are communicated, the more likely the teacher will care about maintaining order and not tolerate inappropriate and disruptive behaviour. But simply stating the rules is not enough. A teacher must also demonstrate a willingness and an ability to act when rules are broken.* Doyle (1986,p. 413).

1.2.6.3   Procedures

Procedures are all about how to do the common and repeated classroom activities (Seifert & Sutton, 2009). The purpose behind establishing procedures is to allow activities to be operated smoothly in the classroom. As a result, maximising the instructional time and minimising disruptive behaviours. Furthermore, procedures are required in the classroom, so pupils act in an organized and acceptable manner (Wong &Wong, 1998).

Because indirectly, procedures are about what is ethically acceptable and desirable to do (Turiel, 2006).

Accordingly, teachers need to set procedures, teach them to pupils, and practise them from day one, so that those procedures work efficiently in the classroom (Wong & Wong, 1998).

According to Moram, Stoble, Baron, Miller, Moir (2009, p. 46): "*creating procedures helps to think through your behavioural expectations for any given activity. That way, you are able to communicate those expectations clearly to the pupils and thus prevent disruptions*".

1.2.6.4   Logical and Natural Consequences for Pupil Behaviours

No doubt, people's behaviours are affected by the consequences of their present or past behaviours. Further, those behaviours impact the people around them. By the same token, pupils in the classroom need to be taught about consequences to ensure that they gain awareness concerning their actions impact on them, and others around them.

1.2.6.4.1   Natural Consequences

According to Tauber: "*natural consequences are those that "naturally" flow from someone's behaviours. They are not imposed by anyone else*" (1999, p.155). Another definition given by Walters and Frei (2007) state that natural consequences are the direct results of a pupil's behaviour or action. As an illustration, if a pupil does not study for his/her exam, then naturally he/she is likely to not get good grades or even fail. In this example, there is a natural link between studying and performance, which was unpleasant due to the choice of the pupil's behaviour.

1.2.6.4.2   Logical Consequences

Tauber (1999) clarifies that logical consequences are imposed by someone else and not by nature. Besides, the behaviour and the consequences are linked with a recognizable and reasonable connection supplied by teachers. To illustrate, the same example mentioned earlier, with regard to natural consequences, can have some logical consequences as well. The pupil who did poorly in the exam may have to take a makeup exam or do a research paper instead, or whatever the teacher deems appropriate.

On the other hand, a Dreikurs-type logical consequence includes three R's which are: related, respectful and reasonable (Nelsen, 1987). That is, first, there should be a direct link between the behaviour and the consequence imposed. Second, the pupil should not be ashamed or humiliated by the decision of the teacher. Third, the consequences should be reasonable, so that the pupil will not try to avoid them and learn how to make it up for his/her actions in the future. Pupils will be able to choose appropriate behaviours if they make a connection between the act and the consequences (Wong & Wong, 1998).

1.2.6.5   Effective Room Arrangement

The spatial arrangement of the learning environment is as significant as the elements mentioned earlier. In order to create an appropriate climate for learning, teachers should consider desk arrangements, floor space, work area for pupils, access to materials, wall space, and teacher space (Wong & Wong, 1998). On the other hand, any arrangement the teacher chooses should help pupils concentrating on their learning and minimising the chances of distraction (Seifert & Sutton, 2009).

Also, the physical arrangement has an effect on the desirable classroom environment the teacher wants. For example, rows of desks refer to order and discipline but not to the sense of community. However, arranging desks in semi-circles or small groups facilitates communication and cooperation among pupils (Walters & Frei,2007).

1.3   Dealing with Learners' Misbehaviour

Misbehaviour are inevitable even in the most organised and managed classrooms. Provided that teachers established standards of conduct and discipline plan, classroom events remain unpredictable. In order to deal with the young people's disruptive behaviours, teachers knowledge should cover what can be considered as classroom misbehaviour, its drives and educators' models to deal with it. In addition to reflecting upon the common disciplinary strategies and consider their shortcomings.

1.3.1   Classroom Misbehaviour

Classroom misbehaviour is generally associated with disruptive and improper behaviour which negatively affects order, teaching, and learning in the classroom.

According to researchers in the United Kingdom and Australia, Classroom misbehaviour are behaviours which disrupt classroom order and cause trouble to teachers, such as making nonverbal noise, disobedience, talking out of turn, idleness/ slowness, hindering others, physical aggression, untidiness, out of seat, and verbal abuse. In the United States, James (2004) conceives classroom misbehaviour as all that pupils either do and not supposed to do or do not do what they are supposed to do.

Altinel (2006) conducted an investigation on Turkish EFL teachers and their pupils' perceptions of misbehaviour, causes of misbehaviour, and types of misbehaviour among high-school pupils as well as the strategies the teachers used to discipline the class. The findings were that teachers and pupils have different views about misbehaviour. "*Teachers and pupils might have a different degree of tolerance in judging whether a particular action is a misbehaviour or not or in rating the intensity of disruptiveness on the same misbehaviour*" (Beaman, Wheldall & Kemp,2007. pp. 45–60).

1.3.2   Frequent Misbehaviour in EFL Classroom

In a study conducted by Daniel Shek and Rachel Sun (2015), the research findings revealed that the frequent disruptive behaviours were "talking out of turn", "disrespecting teachers", "doing something in private", "verbal aggression", "out of seat", "sleeping", "playing", "clowning/making fun", "(habitual) failure in submitting assignments", "non-attentiveness/looking out of the window", and "non-verbal communication". Among those behaviours, pupils viewed "talking out of turn" and "out of seat" as the most common in the classroom whereas "Talking out of turn" and "disrespecting teachers" were rated as the most disruptive and unacceptable problem behaviours. On the other hand, perceived lateness to class, eating/drinking and passive engagement in the class were perceived as disruptive behaviours by teachers.

Regarding the conception of classroom misbehaviour between teachers and pupils, the discrepancies are justified by two explanations. First, pupils easily identify some behaviours as disruptive more than teachers do. This because teachers may not be aware that such behaviours take place in the classroom when they were concentrating on teaching. Second, the extent to which both teachers and pupils tolerate misbehaviour. For instance, not brining the textbook was perceived as "forgetfulness" by pupils and

"unprepared for learning" by teachers. Though they both refer to lack of responsibility on the part of the pupil, "unprepared for learning" is a more serious accusation.

On the positive side, opportunities in EFL class to talk, to read aloud and to argue with each other, are more than in any other subject class (Yi, 2006). Furthermore, genuine communication is prompted to take place by the teacher being kind and loving caregiver (Williams & Burden, 1997).

On the negative side, noise, initiative, and disorder are encouraged by those activities (Tomlinson, 1988). In the same context, negative class participation includes talking, inaudible response, sleeping in class, failure to deliver a homework, and discouragement to speak in the target language are inventible to occur in EFL classes (Wadden & McGovern, 1991).

On the other hand, classroom management effectiveness is associated with teachers' ability to appropriately set a tone and gain learners' respect and cooperation (Williams & Burden, 1997). Yet, many pupils link the noise produced by the activities referred to earlier with a lack of classroom management on the part of the teacher. More importantly, doubts related to the value of language learning and teacher's skills as a manager and a director are raised. With all this in mind, some pupils may find it difficult to take part in class activities (Butler, 2011).

1.3.3   Causes of Misbehaviour

Rudolf Dreikurs (1897-1972)an educator and psychiatrist who based on Alder's(1914-1963) system of individual psychology developed pragmatic methods for understanding the impulses of disruptive behaviour and for stimulating cooperative behaviour without punishment or reward. He suggests that the feeling of a lack of belonging to one's social group is what drives human misbehaviour. In the case of children as a result of that drive, they act from one of four "mistaken goals": undue attention, power, revenge or avoidance.

Kids when misbehaving they are mistakenly attempting to get attention and feel significant, and mostly they make trouble as a result of being discouraged (Dreikurs, 1968). He further argues that children should never be given attention when they are seeking it. (Dreikurs and Cassel, 1972).

Dreikurs adds that another reason for inappropriate behaviour is the drive for power or superiority. Pupils who are late or fail to "*heed instructions or to carry out assignments are doing this to get attention or want to show their power to do anything they want without anyone stopping them*" Dreikurs and Cassel (1972, p.193). Pupils who rely on power rather than reason and exhibit aggression rather than compassion may have learned it from adults or perhaps have been done to them (Kohn, 1996).

While Dreikurs (2004) states that pupil misbehaviour is a purposeful endeavour to gain social recognition. Glasser (1998) explains that pupil misbehaviour is a response to the classroom context or instruction that cannot satisfy their basic needs of love, belongingness, self-worth, freedom, fun, and survival. Thus, misbehaviour occur when pupils' needs are not met (Maag, 2004). With this in mind, it is suggested that one of the helpful means to deal with pupil misbehaviour is being a caring teacher who takes pupils' needs into account (Yeung,1999). Part of Dreikur's causes of misbehaviour are reinforced by the authors Walters and Frei (2007), they point out five primary causes of misbehaviour:

1. Boredom
2. Need for attention
3. Power
4. Revenge
5. Self-confidence

Another reason for misbehaviour is about the quality of classroom tasks, "*Ahuge proportion of unwelcome behaviours can be traced to a problem with what pupils are being asked to learn*" (Kohn, 1996,p. 18). That is, the pupil may find the task so simple as to be boring and not worth doing, or on the contrary so difficult. In the two cases, the pupil will tend to get distracted by behaviours off task so as to make the time pass faster.

1.3.4 Major Disciplinary Techniques:

Most of teachers apply some disciplinary strategies that have been inherited from old educational systems without considering the shortcomings of those strategies. The major disciplinary which have been relied on excessively are coercion, punishment and rewards.

1.3.4.1 Coercion

Coercion as defined by Kohn (1996), it is forcing the student to act or stop acting in a certain way, without any consideration of the drive, the context, past events or future consequences. He also argues that coercion is the most followed way by people with power to make others do what they want. In this sense, people with power are referred to the teachers.

To put it in another way, one approach to handle academic and non-academic matters is either doing things to pupils or work with them. That is the response may resemble "doing to" or "working them". With this in mind, coercion purely resembles "doing to". The teacher decides independently when there is a problem and what is to be done about it (Kohn,1996).

To demonstrate, two pupils are talking together and making noise. As a solution, the teacher points to one of the pupils and a distant chair.

In this case, when the pupils are separated, does either of them come to understand how his or her actions affect the people in the same room? Have they learned to negotiate a solution or attend to social cues? Yet, the only thing they have learnt from the teacher's intervention is that "*lesson is power: when you have it (as the teacher does, at the moment), you can compel other people to do whatever you want* "(Kohn,1996, p.24).

1.3.4.2 Punishment

Punishment is deliberately forcing someone to do something unpleasant (something he/shewould rather not do or preventing him from doing what he wants to do), and the main aim of it is changing pupil's future behaviour. It is also defined as making somebody suffer in order to be taught a lesson (Kohn, 1996). Arnal (2007) argues that punishment is

hurting someone by causing them physical, emotional, or social pain. The same idea that punishment is about to hurt the punished person is reinforced by Hankins and Hankins (2000). As a result, (Straus &Hyman) (1994, 1990) claim that using force on children not only has psychological effects, but it teaches pupils that aggression is acceptable. On the other hand, Rush (2006) states that discipline and punishment are perceived as related to each other. In the same way, Montgomery (2009) views that punishment may also be seen as inherently necessary for children in order for them to learn about pain and learn to control their reactions to it. Another point is that punishment often suppresses inappropriate behaviours (Harrington & Holub, 2006).

1.3.4.3   Why do teachers punish students?

  punitive strategies such as detention are used on the basis of"the premise that isolation gives the perpetrator time to reflect on what happened, realize the error of his or her ways, and return to the same situation but with a change of behaviour and attitude" (Pane, 2010, p. 88).

  Kohn stated in his book some answers to why do teachers continue to rely on punishment; those answers are as follow:

>   1.   Quick and easy. As mentioned earlier, *working with* students to find out a solution to a problem together requires the teacher to be thoughtful and skilful. Whereas there is no trick needed to make the student who cannot express himself to do what the teachers asks him to.
>
>   2.   Short term compliance is achieved, but its relation to long-term issues it causes are hard to see.
>
>   3.   It is expected especially when a conflict between two students occur. Punishment is seen as a compensation to the "victim". Be that as it may, the question remains whether the goal is to get revenge or solve the problem.
>
>   4.   Regardless of its long term effects, satisfaction for primitive sort of justice is accomplished, a rooted belief bad things should happen to those who do bad things.
>
>   5.   Teachers are driven by a fear that if students are not punished, they may think that they are not guilty or escaped punishment. As a result, they will tend to do the same behaviour again.

1.3.4.3.1 Limits of Punishment

Regarding its limits, punishment works whenever the punisher is around. Correspondingly, pupils focus only on avoiding the punishments itself (Kohn, 2005). Then again, they are likely to repeat the same banned behaviour, yet trying hard this time not to be exposed.

Furthermore, punishment does not affect the pupil's behaviour. Another way to put this, is that it does not have a positive effect on pupil's motives, values, and the person underneath the behaviour in general. In fact, punishment "*provokes hostility and antagonism*" (Mathur 1989, p.79) and proved to be ineffective for the long run change (Curwin and Mendler,1988). Continuing to punish the same pupils over and over indicates that the roots of the problem extend deeper than this strategy can "work" for.

With regard to learning, adopting punitive discipline practices has a negative impact (Banfield, Richmond, & McCroskey, 2006). For instance, punishing pupils by giving them additional assignments is an interpretation that "*learning is aversive, something one would never want to do*" (Kohn, 2004,p.25).

According to Kohn punishment leads to another set of problems:

1.   It teaches pupils a disturbing lesson that is the use of power as opposed to reason and cooperation; consequently, affects their developing value structure.

2.   It warps the relationship between the punisher and the punished. On the contrary, we have to gain insight into why a pupil is acting in that disturbing way to help him to become more responsible. That, in turn, is possible when the pupil feels safe and secure enough to explain how he views things. Then again, as long as the pupil views the teacher as a punisher, the less likely he can create an environment that encourages change.

3.   It impedes the process of ethical development. A pupil who is always threatened with severe consequences for failing to meet the teacher's rules will always think about what will happen to him if he does not do what he is asked to do. In other words, punishment and imposing consequences lead the pupil to think only how the misbehaviour can have a direct effect on him rather than considering how it can affect others. According to McCord (1991) punishment undermines good values by preoccupying the pupil with

self-interest instead of promoting principles and caring of how appropriately one can act and how to be concerned with others.

All things considered, the teacher is only controlling the behaviour temporarily at the cost of making the pupil feel hostile; and consequently causing problems in the long run. On the part of the pupil, the focus is driven toward avoiding the punishment rather than the action or how others, but the pupil, are affected, or what is the appropriate thing to do. Moreover, researches have revealed that punitive strategies have limited usefulness in promoting responsibility (Lewis, 2001).

1.3.4.4   Rewards:

As defined in the Oxford dictionary, a reward is a thing that you are given because you have done something good, worked hard, etc. In other words, the pupil is led to ask *"what can I get if I do what I am asked to do?"* instead of asking *"What will happen to me if I do not do what I am asked to do?"* Furthermore, *"the very things [the pupil] needs or desires [are] used to manipulate his behaviour"* (Kohn 1993 as cited in Kohn,1996,p. 33).

In the same fashion with punishment, rewards are effective to get only temporary compliance (Kohn, 1996).   Another key point, studies on the effect of promised rewards on the quality of tasks have revealed that people who are promised a reward for a challenging task do the least effort when compared to the people who are asked to do the same task, yet without being promised a reward.

Other research proved that the promise of a reward is not only ineffective but also counterproductive. By the same token, rewarded pupils tend to be less cooperative than those who are not rewarded (Fabes, Fultz, Eisenberg, May-Plumlee, and Christopher 1989; Grusec 1991).

Given these points, punishment and rewards may seem to deal with the behaviours very differently, yet they are two sides of the same coin- and the coin does not buy very much as stated by Kohn (1993). As a matter of fact, similarly to punishment, rewards can manipulate the pupil's actions only. They do not help to make him a kind and caring person.

1.3.5   Behaviour Management Models:

Before starting to establish a discipline plan, teachers should first consider their objectives, available options and relate them to the different models set by scholars**.**

1.3.5.1   The Ginott Model—Addressing Misbehaviour with Modelling

Haim Ginott (1922 - 1973), a well-known author of works about effectively addressing children's needs and feelings. Ginott (1965) believes that discipline should be taught in small steps and before all, with teacher's self-discipline. Further, he emphasises the fact that teachers are models of behaviour desired to implement in pupils. Equally important, he invites teachers to address the behaviour, not the pupil. Besides, he believes that the best teachers are those who help pupils develop their self-esteem and put trust in their experiences (Allen, 1996).

1.3.5.2   The Glasser Model—The Class Meeting

William Glasser (1925 – 2013) explains that class meetings are efficient to develop discipline in the classroom. He believes that rather than imposing discipline, pupils are rational and able of controlling their behaviour provided that the teacher helps them learn how to make healthy choices (Allen, 1996).

1.3.5.3   The Canter Model and the Jones Model—Assertive Discipline

The assertive discipline by Lee and Marlene Canter and Fred Jonesstates that teachers should post discipline plans early so that pupils are aware of what is expected of them (Allen, 1996). Moreover, they stress on the fact that the behaviours of passive and hostile teachers can only lead the pupil to be confused or suffer psychological trauma (Allen, 1996). Thus, such behaviours are replaced with firm, limit setting, positive insistence and clear expectations as well.

1.3.5.4   The Skinner Model—Reinforcement of Behaviour

B.F. Skinner, the father of the behavioural school of psychology. On the positive side, his model suggests that behaviour is conditioned by consequences and strengthened by reinforcement. On the negative side, the behaviour also can be weakened if not reinforced or if punished. He further asserts that irregular reinforcement by verbal approval, good grades and smile, can maintain the behaviour (Allen, 1996).

1.3.6   Effective Intervention Strategies

After examining behaviour management models, teachers also should consider the various strategies to deal with disruptive behaviours. Not all behaviours can be treated in the same fashion. The type of strategy implemented depends on the type of behaviour and the extent of its influence.

1.3.6.1   Ignoring Misbehaviour

Not all pupils' behaviours demand intervention on the part of the teacher. Several behaviours are not of great importance to be responded to. Moreover, they are likely to extinguish when left alone. Even if the behaviours are frequent, yet, not disrupting either the teacher or the other pupils, then it is not worth responding to (Seifert & Sutton, 2009).

On the other hand, some pupils seek attention by even acting in a disruptive and annoying manner. In such cases, ignoring the misbehaviour appears to be logical (Minahan, 2016).

1.3.6.2   Gesturing Nonverbally

In many situations, non-verbal cues are adequate to mark misbehaviour. It is held that eye contact and facial expressions have a disciplinary function (Zeki,2009). Communicative gestures such as eye contact, or body language are appropriate if the behaviour cannot be ignored, yet, not serious enough to pause instruction and address it (Seifert & Sutton, 2009). According to Gower and Walters (1983), one of the main uses of eye contact is to hold the pupil's attention.

1.3.6.3   Natural and Logical Consequences

As pointed to earlier in the first part of this chapter, consequences are the outcomes of an action, and they are divided into two kinds: Natural consequences and Logical consequences. The first refers to the natural results of behaviour, while the second refers to those which are imposed by others, in the event that the consequence is logical and related to the behaviour (Seifert & Sutton, 2009).

Provided that natural and logical consequences are implemented in appropriate situations, they can be effective for minimising undesirable behaviours (Weinstein,

Tomlinson-Clarke, & Curran, 2004). Additionally, "*the key features that make consequences work are (a) that they are appropriate to the misbehaviour and (b) that the student understands the connection between the consequences and the original behaviour*" (Seifert & Sutton,2009. p. 152).

1.3.6.4 Conflict Resolution and Problem Solving

In many cases, misbehaviour are disruptive and persistent which requires more firm strategies than the ones explained earlier.

When disagreements arise in the classroom, teachers tend to use conflict resolution strategies, which have two main parts (Jones, 2004). First, precisely recognising the problem. Second, reminding the pupils of classroom rules and expectations, assertive and simple manner.

In the event that the two strategies are used together, they "*not only reduce conflicts between a teacher and an individual student, but also provide a model for other students to follow when they have disagreements of their own*" (Seifert & Sutton,2009, p. 153).

Step 1: Clarifying and focusing: problem ownership

Interference of emotions in the classroom is inevitable. Especially when those emotions are negative that they interfere with misbehaviour like annoyance, discomfort and anger. Consequently, they make understanding clearly the issue and solving it harder (Seifert & Sutton,2009).

An approach to conflict resolution is deciding who the owner of the problem is (Gordon, 2003). The owner of the problem is the person or several people who are troubled by the behaviour (Seifert & Sutton, 2009).

Step 2: Active, empathetic listening

As stated in the part titled "Listening before disciplining", the teacher should listen to the pupil actively. Active listening is carefully attending to all the aspectof the pupil version of the story and trying to understand as possible the arguments stated by him/her (Cooper & Simonds,2003). It involves asking questions to check understanding and encouraging the pupil to elaborate on his/her remarks. On the other hand, the teacher summarises and paraphrases what is said to check understanding (Seifert & Sutton,2009).

Step 3: Assertive discipline and I-messages

According to Seifert and Sutton (2009), after listening to the pupil's point of view, the teacher should frame responses and comment in relation to the effect of the behaviour on the process in instruction and the other classmates as well.

Further, they point out some features of the comments:

- Assertive-neither passive and apologetic, nor unnecessarily hostile and aggressive (Cantor, 1996).

- Emphasizing I-messages (Gordon, 1981), comments that focus on how the problem behaviour is affecting the teacher's ability to teach.

- Encouraging the pupil to think about the effects of his or her actions.

Step 4: Negotiation

Provided that the above-mentioned steps have been initiated, yet, the conflict remained and yielded in notably complications, then it may be best to discuss the available options and negotiate a solution.

In order to set on a final solution, a few steps are considered along with the ones mentioned earlier:

- Accurately deciding the nature of the problem.

- Brainstorming possible solutions and considering their effectiveness as well.

- Including the pupils in the process, or otherwise, the solution would be imposed rather than negotiated.

- Choosing a solution by dint of an agreement.

- Reflecting on its efficacy, not all things work the way they are expected to, there is a chance to negotiate the solution one more time.

1.4   Discipline Strategies and Social Skills

As mentioned earlier, discipline strategies are meant to correct students' behaviours and make them focus on learning. However, when the right disciplinary strategies are

implemented, not only academic success is achieved, but also the social growth. Teachers can actually help their students improve their social skills by adopting constructive strategies.

1.4.1   Social Skills

Social skills are the skills used to communicate with other members of society. The types of communication used daily include, verbal, nonverbal, written and visual. Colombero (2004) states that social skills are essential to adapt in social situations, to express one's self and understand others as well, also, avoiding conflicts (Brodeski, Hembrought, 2007). They are an assumption of a wholesome social life. Social skills are important to live in harmony within a social group, to act effectively and socialise effectively (Jurevičienė, Kaffemanienė& Ruškus, 2012).

Furthermore, social skills are best observed through interaction, between the individual and the environment, and social activities also (Burgoon & Dunbar, 2000). Research findings confirmed that persons who acquired social skills and learnt to solve problems can accommodate to circumstances and undergo changes easily. Moreover, lack of social skills leads persons to become dependent on surrounding people (Gedvilienė, Baužienė, 2008).

1.4.2   Examples of Social Skills:

In the following part, a number of the most required social skills in the classroom are explained.

1.4.2.1   Effective Communication

The ability to communicate ideas and thoughts effectively, clearly, and express oneself verbally and nonverbally in acceptable ways to the culture and situation (Gailienė et al., 1996).

1.4.2.2   Conflict Resolution

The ability to find workable solutions by getting to the source of the problem. Conflict resolution involves a set of process which aim to eliminate and alleviate sources of conflict by adopting methods and approaches (Wani,2011).

1.4.2.3 Decision-making

The ability to analyse information and experience, analysing solutions and outcomes as well, to make the most optimal and rational decisions (Gailienė et al., 1996). It is making decisions in conflict situations (Gevorgianienė, 1999).

1.4.2.4 Self-control

The ability to control emotions and cope with impulses and stress. It is also about overcoming difficulties by motivating oneself, determining and observing the personal and academic progress of goals (Goleman, 2001). Also,understanding of one's own and others' emotions and knowing how they impact the behaviour and health (Gailienė et al., 1996).

1.4.2.5 Social skills in Relation to Discipline Strategies

What is not intentionally taught in the classroom is sometimes influential just as what it is taught, that is known as the hidden curriculum. It is defined by Jackson (1968) as the system of values which pupils are unaware of at the beginning of the academic year. It also includes the behaviours and messages that may be overlooked by teachers and expected to be leant by students (Özdemir,2018)

With this in mind, it is important to shed light on the impact of intervention strategies on the pupil under the concept of the hidden curriculum. For instance, it has been suggested that teachers' discipline strategies can promote pupil's sense of responsibility in the classroom. Farther, Lewis, Romi, Qui, & Katz (2005) prompt self-initiation and self-confidence (Rogers, 1983) and producing responsible citizens (Lewis, 2001).

Negotiation as the final step in the process of conflict resolution has been discussed earlier in this chapter. In the event of involving pupils in decision making, it is argued that they are likely to act responsibly in the classroom (Lewis, 2001), show more positive affect towards their teachers, and express a greater belief that the intervention was necessary (Lewis, Romi, Katz, & Qui, 2008).

On the other hand, implementing conflict resolution techniques in the classroom help students relate to the concepts of citizenship, democracy, social justice, using critical thinking, and finding alternatives to violence to solve problems (Girard, 1995). On another part, teaching and modelling active listening assists not only the teacher to make fair decisions, but

also it often results in a teachable moment for all the members of the little community. It teaches students to dedicate their mental energies to another person, and demonstrate their understanding and empathy for an idea by paraphrasing it accurately (Costa & Kallick). The teachers' goal is to improve students' learning and thinking. They aim to help the students develop strategic skills for their personal and academic success.

Overall, not only language-related knowledge is learnt in the classroom, but also social and emotional skills. According to Girard (1995), social skills and knowledge are necessary for students to learn as much as content knowledge and skills are needed. Those skills include conflict resolution, communication, and cooperative problem solving.

1.5   Conclusion

The chapter reviewed the components that have a direct link to addressing misbehaviour in the EFL classroom. It also tackled concepts and strategies. The strategies tackled are those interventionists to deal with the misbehaviour in the EFL classroom, which are ignoring misbehaviour, gesturing non-verbally, natural and logical consequences, conflict resolution and problem-solving.

The aim is to emphasis the keen relationship between classroom management and classroom discipline, and this latter is significant not only for the academic success but also for pupils' personal growth, their social skills in particular. Additionally, practical considerations and steps suggested by educators were reviewed in this chapter to create a democratic and peaceful educational environment.

The following chapter displays the practical part related to the study in which research tools have been applied to gather data for the sake of testing research hypothesises and abstract findings and results.

Chapter Two

Analysisand

Interpretation of

Data

2.1   Introduction

In the previous chapter, the literature related to the current study has been presented. In this chapter, the data gathered by dint of qualitative and quantitative tools are presented and analysed. With regard to the structure, this chapter is devoted to the analysis of both questionnaires and classroom observation. The two questionnaires had been delivered to both teachers and pupils. The respondents' opinions are deemed as significant for testing the research hypothesises. Also, the classroom observation was carried out to examine the actual conduct of the respondents.

2.2   Research Methodology and Design

In order to collect data. Two questionnaires addressed to teachers and pupils have been implemented, in addition to classroom observation. The data obtained have been presented, analysed and interpreted in this part of the chapter.

2.2.1   Analysis of the Teachers' Questionnaire

2.2.1.1   The sample

The respondents are four (4) middle school English language teachers, which represent the total number of teachers available at the middle school. All the teachers have taught at least more than two grades at the level of middle school. Thus, they are experts concerning classroom management and discipline in particular. Consequently, such experience is crucial in conducting the present work in terms of prior knowledge and evaluation of implemented strategies years past.

2.2.1.2   Design of the Questionnaire

Teacher's questionnaire consists of two main parts. The first part is a set of different types of questions: 'closed' and 'open-ended'. It consists of eighteen (18) questions and divided into three sections. It includes Closed questions demand the teacher to tick up the

right answers from a set of options. Open-ended questions require them to give their answers, justify them or give background information related to the study.

Besides, the second part is a range of five (5) scenarios[i]that are common to occur in the classroom. Teachers are asked to answer with the response they deem as most effective and appropriate.

2.2.1.2.1 Part one:

Section one: all the questions are related to personal information; teachers are asked to specify their gender and years of teaching experience.

Section two: titled "Teacher's Perspectives on Classroom Discipline", it consists of four (4) questions. In question (3), teachers are asked to define classroom discipline according to their perspective. On the other hand, the question (4) is put to know how often those teachers face issues related to classroom discipline. Moreover, in question (5), teachers are asked to tick up among the common disciplinary strategies the one which they find it most effective, they can also state other procedures which are not included within the options. In the last question, that is number (6), teachers are asked to evaluate the effectiveness of their disciplinary strategies.

Section three: this section encapsulates the preventative strategies implemented by middle school teachers. First of all, in question (7), they are asked if they establish classroom rules and procedures at the beginning of the school year, and in case of answering with yes, then they have to state them. However, in question (8), they are asked to specify what other preventative measures they may undertake besides rules and procedures.

Section four: this section is titled "Responding to Pupils' Misbehaviour in the EFL Classroom". It opens up with question (9) which is devoted to investigating the common reasons due to which pupils misbehave; according to teachers. Whereas, question (10) is

put to know whether teachers consider finding out other unexplained reasons as their responsibility. Question (11) is designed to specify the common misbehaviour which occur in the teachers' classrooms. They can either tick up one option or state others. In question (12), teachers are asked to choose the most relevant response to the misbehaviour in the EFL classroom. They can also add other responses which are not mentioned within the options. Moreover, teachers are asked in question (13) about how would they respond if a misbehaviour kept happening despite the strategies which they have implemented. The section closes with question (14) that is designed to know what are the steps undertaken by teachers to manage conflicts in the EFL classroom.

Section five: the final section is titled "Classroom Discipline Management Concerning Pupils' attitude and Social Skills". The question (15) is devoted to investigating to what extent teachers view their disciplinary strategies as impactful to pupils' attitude. In the following question, teachers are asked to clarify how they would prompt pupils' attitude by effectively addressing their disruptive behaviours. Furthermore, in question (17), teachers are also asked if they include pupils in decision-making concerning conflict resolution, and then they should mention the strategies followed if the answer is yes. Finally, question (18) is put to know whether teaching pupils how to resolve problems without the teachers' intervention is effectual to help them deal with similar situations, if they agree, then they should justify their answers.

2.2.1.2.2 Part two:

In the second part, teachers are asked to answer how they would respond to each scenario of the five (5) suggested as follow:

Scenario 1: having a pupil who constantly interrupts the lesson by speaking out, making noises, or bothering someone around him/her.

Scenario 2: having a pupil who never finishes work on time and the teacher knows that he/she understands how to do it.

Scenario 3: having a pupil who will not follow directions. Either he/she is not paying attention or did not hear the instructions correctly, but the teacher knows he/she will have to repeat every direction just for this pupil.

Scenario 4: having a pupil who seems to refuse to be quiet, to pay attention, or to be cooperative. The teacher has not had this problem before and is not quite sure why it is happening now.

Scenario 5: having two pupils who engaged in a fight in the class, and the teacher does not know why did it happen from the start.

2.2.1.3   Data Analysis

2.2.1.3.1   Part one

SectionOne : Background Knowledge

Q1: Gender

Options	Number	Percentage
Male	2	50%
Female	2	50%
Total	4	100%

Table2. 1.Teachers' Gender.

As shown in the table above, the number of male teachers is equal to the number of female teachers. Two male teachers (2) have been listed (50%) in addition to two female teachers (2) (50%).

Q2: How long have you been teaching English in the Middle School?

Years of experience	Number	Percentage
1-5	1	25%
5-10	0	0
10-15	1	25%
15-20	0	0%
20-25	1	25%
25-30	1	25%
Total	4	100%

Table2. 2.Teachers' Experience.

According to table2.2, all teachers share a remarkable similarity in percentage (25%), that is the four of them have the same percentage since each one chose an option, except (5-10) and (15-20) which their percentage is (0%).

Section Two: Teachers' Perspectives on Classroom Discipline

Q3: How would you define classroom discipline?

Through this question, multiple perspectives and explanations provided by teachers, are revealed. Teacher (1) believes that classroom discipline is challenging, while teacher (2) views it as keeping pupils dutiful and polite. However, teacher (3) defines classroom discipline as "correcting unwanted behaviour to achieve the learning process". Finally, teacher (4) states that it is making pupils obey some rules for a safe learning environment.

Q4: How often do you encounter issues related to classroom discipline?

Options	Number	Percentage
Always	0	0%
Sometimes	4	100%
Rarely	0	0%
Total	4	100%

Table2. 3.The Frequency of Misbehaviour in the EFL Classroom.

As it is shown in Table2.3, all teachers (4) answered that they sometimes (100%) encounter misbehaviour in their classrooms.

Q5: Pupils are best disciplined by?

Options	Number	Percentage
Threats	1	25%
Punishment	2	50%
Low grades	1	25%
Total	4	100%

Table2. 4.Teachers' Opinion about the Best Disciplinary Strategy

Table2.4 indicates that two (2) teachers (50%) view that pupils are best disciplined by punishment, whereas one (1) teacher (25%) views threats as the best disciplinary strategy and other teacher (1) (25%) have chosen low grades. Furthermore, one of the respondents suggested that ignoring the misbehaving pupil is an appropriate strategy.

Q6: How effective are your classroom discipline strategies?

Options	Number	Percentage
Extremely effective	0	0
Very effective	2	50%
Somewhat effective	2	50%
Not so effective	0	0%
Total	4	100%

Table2. 5.Teachers' Opinions about the Effectiveness of their Disciplinary Strategies

The results of table 2.5 indicate that the half of the respondent (50%) view the disciplinary strategies they implement as very effective, whereas the other half (50%) view those strategies as somewhat effective

Section Three: Preventing Classroom Misbehaviour

Q7: Do you establish rules and procedures at the beginning of the academic year?

Options	Number	Percentage
Yes	4	100%
No	0	0%
Total	4	100%

Table2. 6.Teachers' Responses to Establishing Procedures and Rules at the Beginning of the School Year.

The results of table 2.6 show that all the respondents (100 %) establish classroom rules and procedures at the beginning of the academic year. The comments about this question reveal that some teachers make the pupils agree for a convention of work between the teacher and pupils, focusing on discipline as a prime factor for the teaching/learning process as well. Moreover, discussing rules and their significance with pupils is one way some teachers follow, in addition to giving voice to pupils to express their needs. Furthermore, another comment indicates that the rules a teacher emphasises are silence, following the lesson and doing the homework. Finally, pupils are warned that their parents are to be involved in case of misbehaving.

Q8: What are the other measures you undertake to prevent misbehaviour besides rules and procedures?

The majority of the respondents agreed that contacting parents is the most suitable measure to prevent misbehaviour. Others state that they repeatedly advise their pupils in terms of morals and ethics.

Section Four: Responding to Pupils' Misbehaviour in the EFL Classroom

Q9: In your opinion, pupils misbehave due to:

Options	Number	Percentage
Boredom	2	50%
Seeking attention	1	25%

Lack of engagement	0	0%
Low motivation	0	0%
Ineffective classroom management	1	25%
Total	4	100%

Table2. 7.Teachers' Opinions about the Causes of Misbehaviour

According to table 2.7, half of the respondents (50%) believe that pupils misbehave due to boredom while seeking attention and ineffective classroom management share the same percentage which is (25%).

Q10: In case the cause was unclear do you think it is your responsibility to find it out?

Options	Number	Percentage
Yes	4	100%
No	0	0%
Total	4	100%

Table2. 8.Discovering Unknown Causes.

As shown in table 2.8, the four teachers (100%) consider that they hold responsibility for finding out the cause of a given misbehaviour if it was unclear or unknown.

Q 11: What are the common misbehaviour that occur in your classroom?

Options	Number	Percentage
Ignoring teacher's directions	1	25%
Using rough language with other pupils	0	0%
Not doing tasks and home works habitually	1	25%
Being talkative	2	50%
Total	40	100%

Table2. 9.Common Misbehaviour in Teachers' Classrooms

The results of table 2.9 have revealed that being talkative is the most common behaviour in EFL classroom according to two teachers' answers (50%), whereas the other

teachers each one opted for a different option, one went for ignoring teacher's directions (25%) and the other for not doing tasks and home works habitually (25%).

Q12: How would your response be when a misbehaviour occurs in your classroom?

Options	Number	Percentage
Intervene immediately	1	25%
Being assertive and give verbal warnings	0	0%
Try to understand the cause and find a solution	3	75%
Punish the misbehaving pupil to focus on instruction	0	0
Total	4	100%

Table2. 10.Teachers' Responses to Misbehaviour in the EFL Classroom.

Table 2.10 presents that (75%) of the teacher try to understand the cause of misbehaviour and try to find a solution, whereas only one teacher (25%) answered that his/her response would be interfering immediately.

Q13: How would you act if a misbehaviour kept occurring despite the implementation of discipline management strategies?

The answers to this question revealed different perspectives of teachers on discipline management. A teacher suggested that he/she gives the pupil time to control their behaviour. Other teacher answered that contacting the pupil's parent fits for purpose. On the other hand, a teacher stated that asking colleagues for a suitable strategy would be convenient for such situation, and the last teacher answered that he/she would directly send the pupil to the administration to handle it.

Q14: What are the steps you undertake to solve a conflict that occurred in your classroom?

In this question, only two teachers have given answers. The first teacher would coordinate with colleagues to find solutions to the conflict. The second would try to understand the cause of the conflict, then try to find the appropriate strategy to deal with it.

Section Five: Classroom Discipline Management Concerning Pupils' attitude and Social Skills

Q15: How impactful are classroom discipline strategies on pupil's attitude and motivation?

Option	Number	Percentage
Extremely	0	0%
Very	4	100%
Somewhat	0	0%
Not so	0	0%
Not at all	0	0%
Total	4	100%

Table2. 11.Teachers' Opinion about the Impact of Classroom Discipline Strategies on Pupils' Attitude and Motivation.

The results of table 2.11 above show that all teachers (100%) view the disciplinary strategies which they implement in the EFL classroom as very impactful concerning pupils' attitude and motivation.

Q16: How can you prompt pupils' previous affective factors by effectively treating their misbehaviour?

The answers to this question differ. The first teacher recommends establishing a good relationship with the pupils' parents. The second teacher suggests that understanding pupils' and seeking to find suitable solutions would prompt pupils' affective factors. The third teacher recommends that communication between the teacher and pupils would be efficient to prompt pupils' attitude, motivation, and treating their misbehaviour as well.

Q17: Do you include your pupils in decision making when conflicts or serious misbehaviour evolve?

Options	Number	Percentage
Yes	2	50%
No	2	50%
Total	4	100%

Table2. 12. Teachers' Opinion about Including Pupils in Decision Making in the EFL Classroom.

According to the results of table 2.12, two teachers (50%) include their pupils in decision making while the other two teachers (50%) do not include them in decision making when conflicts arise in the classroom.

Q18: Do you think that teaching pupils how to solve their own problems without your intervention will help them overcome similar problems outside the classroom?

Options	Number	Percentage
Yes	1	25%
No	3	75%
Total	4	100%

Table2. 13.Teachers' Opinion about Pupils' Ability to Overcome Problems Outside the Classroom.

The answers to this question have revealed different perspectives as the results of table 2.13 have shown. Three teachers (75%) believe that pupils cannot deal with conflicts outside the classroom once they are taught to solve their problems without the intervention of their teachers. On the other hand, only one teacher (25%) answered with yes.

2.2.1.3.2 Part Two: Responding to Misbehaviour Scenarios

Scenario 1: having a pupil who constantly interrupts the lesson by speaking out, making noises, or bothering someone around him/her.

The first teacher claims that he/she would respond by giving the pupil an easy task as a way of engaging her/him in the course. The second teacher would change the seating of the pupil. The third teacher would warn the misbehaving pupil. Finally, the fourth teacher would isolate the pupil at the back of the classroom as a response to such disruptive behaviour.

Scenario 2: having a pupil who never finishes work on time and the teacher knows that he/she understands how to do it.

Teacher's answers vary. One teacher claims that he/she would give the misbehaving pupil a homework. Another teacher would directly ignore the pupil's behaviour. A third teacher answered that he/she would give the misbehaving pupil a remark, while the fourth stated that it depends on the personality and the academic level of the pupil.

Scenario 3: having a pupil who will not follow directions. Either he/she is not paying attention or did not hear the directions correctly, but the teacher knows he/she will have to repeat every direction just for this pupil.

The first teacher's answer was changing the seat of the pupil to the front of the class. The second is insisting on recommendations. The third is focusing on what the pupil like and implement it from time to time. The third teacher answered that it depends on the pupil's personality since not all the pupils have the same degree of interest in the subject matter.

Scenario 4: having a pupil who just seems to refuse to be quiet, to pay attention, or to be cooperative. The teacher has not had this problem before and is not quite sure why it is happening now.

The first teacher answered that his/her response would be trying to motivate the pupil. The second teacher would send the pupils out of the class for five minutes to think about their actions, then back to the classroom to resume the lesson. The third teacher suggests that the teacher should be severe to make his/her pupils follow instructions.

Scenario 5: having two pupils who engaged in a fight in the class, and the teacher does not know why did it happen from the start.

One teacher answered that in such situations, he/she would send the two pupils to the administration and write a report. The other teacher's response would try to be fair and understand the drives of the misbehaviour first, then applying the rules. The other two teachers both agree on punishing the pupils and ignoring them.

2.2.1.4   Results Discussion

The analysis of teachers' questionnaire provides data about their assumptions on classroom discipline and their approaches to dealing with misbehaviour in the EFL classroom.

The first section is concerned with background knowledge. question (**2**) thatthe teaching experiences differ from one to another. One teacher's years of experience range between (1-5), the second (10-15), the third (20-25) and the fourth (25-30). These results indicate that each teacher has been in the profession for at least a year. Hence, they are experienced in terms of classroom management in general and discipline in particular.

The second section is concerned with teachers' perspective on classroom discipline. Through question (3), multiple perspectives and explanations provided by teachers are revealed, yet, they all revolve around one common point that is classroom discipline is maintaining order by emphasising rules to create a safe learning environment which can be challenging. Furthermore, according to the answers to question (4), all the respondents (100%) agreed that they sometimes encounter issues related to classroom discipline. These results indicate that teachers' disciplinary strategies fit for purpose to some extent since misbehaviour are inevitable in the EFL classroom. In question (5), two of the respondents agreed that punishment is the best disciplinary strategy while the other two have chosen threats and low grades. According to these results, teachers believe in the effectiveness of punishment in addressing misbehaviour while others associate misbehaviour with academic outcomes since pupils deem grades as significant, and other teachers use threats as their effective strategy or ignoring the pupils as has been suggested. Overall, teachers still opt to old school disciplinary strategies which proved their shortcomings in previous studies.

In question (6), half of the respondents consider their disciplinary strategies as very effective while the other half somehow, which indicates that teachers still encounter hindrances when addressing misbehaviour to a certain extent while others are assertive about the effectiveness of their strategies.

In the third section that is titled "Preventing Classroom Misbehaviour", the answers to question (7) show that all of the teachers establish classroom rules and procedures at the beginning of the school year. Furthermore, teachers say that they make the pupils agree on

a convention of work between the teacher and the pupils, focusing on discipline as the main factor for the teaching/learning process. Other teachers discuss rules and their significance with pupils, in addition to giving voice to them to express their needs. Further emphases include silence, following the lesson and doing the homework. Finally, pupils are warned by teachers that their parents are to be involved in case they misbehave. On the flip side, these answers did not provide a specific set of rules and procedures, either to be examined or even taken as a model. Next, in question (8) the teachers view that contacting the parents is a way of preventing misbehaviour. Also, advising pupils about classroom morals and ethics. However, these answers indicate a misconception, teachers seem not aware of preventative strategies in the first place, henceforth they implement none of them. When asked about the reasons of misbehaviour in question (9), two teachers have chosen boredom, which indicates lack of engagement on the part of pupils, while one teacher has chosen seeking attention and another ineffective classroom management. Except seeking the spotlight, a share of responsibility lay on the teacher to have a classroom management plan and more engaging teaching methods. In the next question, teachers assert that they hold responsibility for investigating the reasons that drive pupils to misbehave. As a result, teachers seek to address not only the misbehaviour but its triggers as well. Answers to question (11) reveal that being talkative is the most common misbehaviour in the EFL classroom. Such behaviour does not disturb the teacher but also other pupils. Therefore, it affects the process of teaching and learning. The other misbehaviour chosen by teachers is ignoring directions of teachers which may back to the fact those directions are incomprehensible or unclear that they confuse the pupils. Also not doing tasks and homework which may be due to the difficulty of those tasks or lack of commitment. In question (12) three teachers claim that they would find the cause of the misbehaviour to deal with it, thus they claim that they devote time and effort to address the roots of the disruptive behaviour while one would intervene right away which is more likely to happen in our middle schools. Different perspectives of teachers on discipline management were revealed through question (13). Suggestions of teachers are; giving pupils time out to control their behaviours, contacting their parents, consulting colleagues, and sending the pupil to the administration. Overall, the first suggestion indicates that the teacher gives the pupil a chance to reflect on his/ her behaviour and correct it. The second expresses that the teacher does not take further actions or try new strategies similarly as the fourth answer. However, the third answer demonstrates that the teacher is persistent in finding solutions by consulting other colleagues who are more experienced. Finally, in question (14), only

two responses related to conflict resolution are revealed; which are coordinating with colleagues to find solutions and finding the cause and dealing with it. The two answers may seem relevant, yet, they show a lack of awareness of conflict resolutions strategies referred to in the literature review.

In section four and starting with question (15), through which the teachers point out the significance of classroom discipline strategies concerning pupils' attitude and motivation, which also indicates that teachers are aware of the impact of their disciplinary actions and that should be devoted attention and care. In the next question (16), teachers have proposed three suggestions to prompt pupils' affective factors. First establishing a good relationship with the pupils' parents; concerning this suggestion, the teacher views parents as partners in tackling the misbehaviour positively and constructively. Yet, it is not the case always for all parents to be well educated and aware of how to treat those misbehaviour as it should be. Second, understanding the pupils and looking for solutions, this suggestion indicates that addressing disruptive behaviours starts with engaging the pupils in the process of creating solutions by taking their voice into account. The final suggestion conveys the communication between the teacher and the pupil. This suggestion has the qualities of a teacher-pupil communication and shared responsibility, which in turn sparks the self-esteem and enthusiasm of pupils. In question (17), two teachers (50%) agreed on including the pupils in decision making as part of the conflict resolution process, which means those teachers deem pupils' views as significant and helpful, which in turn prompts their self-esteem, confidence and sense of responsibility as well. However, two teachers (50%) did not agree, which indicates that those teachers prefer to be the only decision-makers and have control over the events in the EFL classroom. In the final question (18), three teachers (75%) say that pupils cannot deal with conflicts outside the classroom once they have been taught how to solve conflicts without the intervention of the teacher. According to these answers, teaching conflicts resolution strategies (in case they are even aware of and actually apply them) have no significance beyond the classroom walls. Yet, only one teacher says the opposite and that it is possible. As a result, when pupils are equipped with such strategies, by time and through years can help them be more responsible and capable of solving their conflicts outside the classroom.

In the second part, data about teachers' responses to a set of misbehaviour are gathered and analysed. In the first scenario, the first teacher suggests engaging the pupil by giving him/her a task to do, thus giving them time to be occupied may be the best response when

the pupil is acting out of boredom or disengagement. Yet, it may lead to viewing tasks as types of punishment. The second referred to changing the pupil's seating which may give a warning to the pupil to stop the disturbing act. It may be effective at first, but it may lose its effectiveness through time since pupils get familiar with each other. The third would give a warning, yet, without relating the misbehaviour to any consequences (interrupting the course, disturbing the other classmates). Hence, this response does not seem productive when it comes to emphasising the impact of the pupil's actions on others. The last response is isolating the pupil at the back of the classroom, which is a type of punishment as well. Concerning the second scenario, when a pupil refuses to do his/her work in class, the first teacher would give him/her another homework. As mentioned before, home works are used as a type of punishment. The second teacher would ignore the behaviour, which indicates that the teacher either views it as not significant, not worth responding to or not as his/her responsibility. The third teacher would give a remark to the pupil, which is a typical response while the fourth said it depends on the pupil's personality and academic level, this answer is reasonable because he/she considers the difficulty of the task and pupil's comprehension. In the third scenario, the first teacher would change the seating of the pupil, which is a typical response. The second would focus on what the pupil likes as a kind of engagement or encouragement. The third teacher argues that it depends on the pupil since not all of them are interested in the subject matter. According to theses answer, no practical response to be adopted has been provided by teachers.

In the fourth scenario, the first teacher claims that motivating pupils helps in engaging them. Thus, they are likely to be unfocused or distracted. The second teacher would ask the pupils to get out of the class for five minutes and reflect on their behaviour. This response seems appropriate since the pupils are given the chance to be more responsible and involved in correcting their behaviour. The third teacher views being severe as a response to the pupil's misbehaviour, give a warning to the others to stay focused, and make them follow the directions. This response is also typical and relies on enforcing compliance.

The final scenario is concerned with conflict resolution. The first teacher would send the pupils to the administration and write a report. It indicates that the teacher does not deem resolving the conflict as one of his/her concerns or have the knowledge of conflict resolution strategies. The second claims that he/she would try first to understand the drives of the conflict; then apply the rules. According to this answer, the teacher does not take further actions without getting enough knowledge about the whole situation. This response

is more appropriate and has the quality of conflict resolution strategies. Yet, no farther information is provided concerning the rules; if they are the classroom rules or the middle school general rules. The last two teachers agreed on punishment and ignoring the misbehaviour. The two responses have short comes as it has been discussed in the first chapter.

2.2.2 Analysis of Pupils' Questionnaire

2.2.2.1 The Sample

The questionnaire is destined to (25) middle school English language pupils at Rahou Mohammed Middle School in Rebahia 'Saida' from a total of 190 pupils. The questionnaire is designed in Arabic to avoid any miscomprehension of the content since it is their first year learning the English language. Consequently, the answers collected are in Arabic and have been translated into English. The purposes for which the first-year pupils were chosen as participants are stated as follow:

1. First-year pupils are exposed to the English language for the first time. Therefore, any acts taken by the subject matter teachers have an impact on the pupils' motivation and attitude toward the English language.

2. The middle school is a new experience that differs from elementary, at their first -year the pupils should be taught the morals, rules and expectations they carry on along with them to the next levels. Henceforth, the focus is on how them to examine if they are appropriately equipped with such knowledge.

3. First-year pupils are at the right age to recognise rules, expectations and their significance.

2.2.2.2 Design of the questionnaire

Pupils' questionnaire consists of thirteen (13) questions; it is divided into three sections.

Section one: this section includes three multiple questions about pupils' perspectives on the subject matter. They are first asked whether they like the English language (Q1). The following question (Q2) is about the difficulties they face in learning English; a set of options is provided to tick on one of them. The final question in this section (Q3) is put to

know if the pupils have a good relationship with their teacher, then they are asked to justify their answers.

Section two: this section titled "Pupil's Perspectives on Classroom Discipline"; it consists of seven (7) questions. It opens up with question (4) in which the pupils are asked if they have or aware of the classroom rules and procedures. Whereas in question (5) they are asked to state them. In question (6), the pupils are asked whether they follow those rules and procedures. Moreover, in question (7), they are asked about how usually their teacher responds to a set of misbehaviour. On the other hand, they are asked in question (8) to predict how would their teacher respond to a conflict in the EFL classroom; they can opt to one option. They are also asked in question (9) about their opinion concerning what drives a pupil to misbehave by ticking one of the multiple options provided.

Section three: in the third and last section titled "Pupils' Perception on Conflict Resolution", six questions are addressed. Through question (10) pupils' opinions about the best strategy their teacher can implement to deal with conflicts in the EFL classroom are revealed. Then in question (11), they are asked how would they act in case they conflict with a classmate. Further, in question (12), they are asked whether their teacher would listen and understand their point of view. Finally, question (13) is put to know pupils' opinion about whether pupils' are best disciplined if the teacher was strict or cooperative.

2.2.2.3   Data Analysis

Section One: Pupils' Perspectives on the English Language Subject Matter

Q1: Do you like the English language?

Options	Number	Percentage
Yes	16	64%
No	9	36%
Total	25	100%

Table2. 14.Pupils' Attitude towards the English Subject Matter.

The results of table 2.14 above reveal that the majority of the respondents (64%) like the English subject matter. However, (36%) of the respondents do not like the subject matter.

Q2: Which of the following difficulties you face in learning English?

Options	Number	Percentage
The subject matter is difficult	5	20%
The teacher's method is ineffective	4	16%
The teacher's responses are negative	10	40%
The classroom is unpleasant	6	24%
Total	25	100%

Table2. 15.The Difficulties Pupils Encounter in Learning English in the Classroom.

Table 2.15 above indicates that (40%) of the respondents view their teacher's negative responses as a hindrance in learning the English subject matter, while (24%) stated that the classroom is unpleasant. On the other hand, (16) argue that the subject matter is difficult and only (16%) view their teacher's method is ineffective.

Q3: Do you have a good relationship with your teacher?

Options	Number	Percentage
Yes	16	64%
No	9	36%
Total	25	100%

Table2. 16.Pupils – Teachers' Relationship in the Classroom.

As table 2.16 above shows, (64%) of the respondents declared that they have a good relationship with their teacher, while (36%) answered with no. Those whose answers are yes, stated the following reasons:

- The teacher is humble and kind towards the pupils.

- The teacher is caring and competent in teaching.

- The teacher treats pupils kindly.

- The teacher has a very effective teaching method.

- The pupil is hardworking and active in the classroom.

- The teacher pays attention to the pupils.

- The teacher is respectful and just towards the pupil.

On the other hand, those who answered with no stated the reasons as follow:

The teacher is rude towards the pupils.

- The teacher is disrespectful and yells for the smallest mistakes.

- The teacher does not communicate with pupils or listen to their suggestions.

- The teacher is inappropriate for the teaching profession.

- The teacher suffers from psychological issues.

Section two: Pupil's Perspectives on Classroom Discipline

Q4: Do you have classroom rules and procedures?

Options	Number	Percentage
Yes	16	64%
No	9	36%
Total	25	100%

Table2. 17.Pupils' Opinions about Classroom Rules and Procedures.

As the results of table 2.17 show that (64%) of the respondent stated that they have classroom rules and procedures while (36%) of them affirmed the opposite.

Q5: What are those rules and procedures?

Some of the respondents stated the following as rules set by their EFL teacher in the EFL classroom:

-        Being disciplined in the EFL classroom.

-        Being respectful towards the teacher.

-        Being active and participate in the EFL classroom.

-        Not to damage the classroom furniture.

-        Not speaking without the teacher's permission.

-        Not disturbing the teacher while teaching.

-        Being in class on time.

-        Keeping the classroom clean and organised.

-        Listening to the teacher attentively while giving a lecture.

Q6: Do you respect the rules and procedures set by your teacher?

Options	Number	Percentage
Yes	20	80%
No	5	20%
Total	25	100%

Table2. 18.Pupils' Opinions about Respecting Rules and Procedures in the EFL Classroom.

Table 2.18 shows that the majority of pupils (80%) follow the rules established by their teacher while (20%) do not follow those rules.

Q7: How usually does your teacher respond to pupils' misbehaviour?

Strategies	Always		Sometimes		Rarely		Never	
	N	%	N	%	N	%	N	%
Ignoring the pupil who misbehave in the classroom.	12	48%	8	32%	2	8%	3	12 %
Eye contact and gestures to alert the pupil who misbehave	13	52%	11	44%	0	0%	1	4%
Giving verbal warnings	9	36%	11	44%	3	12%	1	4%
Separating pupils who misbehave	8	32%	8	32%	1	4%	8	32 %
Send the misbehaving pupils to the administration	9	36%	8	32%	6	24%	2	8%
lower pupils' grades	10	40%	8	32%	5	20%	2	8%
Punishing the misbehaving pupil physically	12	48%	7	28%	3	12%	1	4%

Table2. 19.Teacher's Responses to Pupils' Misbehaviour.

   Through this table, different responses to misbehaviour are identified by teachers. The answers of pupils reveal various statistics. The first strategy which is ignoring the pupil who misbehaves in the classroom, (48%) say always, (32%) say sometimes, (8%)say rarely and (12%) say never. The second strategy which is Eye contact and gestures to alert the pupil who misbehaves, the majority of pupils (52%) say always and (44%) say sometimes, while (4%) say never. Third strategy "giving verbal warnings", the majority of answers (44%) are sometimes and (36%) are always, while (12%) say rarely and (4%) never. The fourth strategy that is separating pupils who misbehave, always, sometimes and never have the same percentage (32%) whereas rarely (4%). The fifth strategy "Send the misbehaving

pupils to the administration", (36%) of pupils say always and (32%) say sometimes, while (24%) say rarely and (8%) never. The sixth strategy that is lowering pupils' grades, (40%) have chosen always, (32%) say sometimes, (20%) say rarely and (8%) say never. The last strategy, concerning corporal punishment (48%) of answers are always, (28%) sometimes, (12%) rarely and (4%) never.

Q8: In case two pupils engaged in a fight, how would your teacher respond to it?

Options	Number	Percentage
Talk to the pupils privately	7	28%
Punish the pupils	5	20%
Send them to the administration	5	20%
lower the pupil's grades	8	32%
Total	25	100%

Table2. 20.Pupils' Opinions about their Teacher's Responses to Conflict in the EFL Classroom.

The results of table 2.20reveal that (32%) of respondents believe lowering the grades of the pupil who engaged in a fight inside the EFL classroom, would be their teacher's response and (28%) have chosen talking to the pupils privately. Punishing the pupils and sending them to the administration share the same percentage (20%).

Q9: In your opinion pupils misbehave due to?

Options	Number	Percentage
Boredom	8	32%
Low motivation	7	28%
Seeking attention	5	20%
Ineffective classroom management	5	20%
Total	25	100%

Table2. 21.Pupils' Opinions about the Causes of Misbehaviour in the EFL Classroom.

According to table 2.21, (32%) of respondents say that pupils misbehave due to boredom, (28%) of them say low motivation. Seeking attention and ineffective classroom management share the same percentage (20%).

Section three: Pupils' Perspectives on Conflict Resolution

Q10:What is the best strategy to deal with pupil's conflicts in the classroom?

Options	Number	Percentage
Punish the pupil	4	16%
Discuss issue with pupil privately	9	36%
Expel the pupil by sending them to the administration	2	8%
Lower their grades	2	8%
Total	25	100%

Table2. 22.Pupils' Opinions about the Best Strategy to Deal with Conflicts in the EFL Classroom.

As the results of table 2.22 indicate, (36%) of pupils have chosen discussing the issue with the pupils as suitable strategy, (32%) opted to involve other pupils to find solutions, (16%) punishing the pupils while the same percentage of pupils (8%) have chosen expelling the pupils and lowering their grades.

Q11: How would you react if a conflict happened between you and your classmate?

Options	Number	Percentage
Inform your teacher	8	32%
Solve the problem by your	17	68%

own with your classmate		
Inform your parents	0	0%
Total	25	100%

Table2. 23.Pupils' Response to Conflict Resolution.

   According to table 2.23 above, the majority of pupils (68%) choose to solve the issue by their own with their classmates while only (32%) would inform their EFL teacher and none would tell their parents.

Q12: In case it was not your fault, do you believe that your teacher would listen to you and understand your point of view?

Options	Number	Percentage	
Yes	15	60%	**Table 2. 24. Pupils'**
No	10	40%	
Total	25	100%	**Opinions**

about Listening to their Views.

   The results of table 2.24 show that (60%) of the respondents believe that their teacher would listen to them and understand their point of view while (40%) think the opposite.

   Q13: According to you, pupils are best disciplined in the classroom if the teacher was

Options	Number	Percentage	
Strict	9	36%	**Table 2.25.**
Cooperative	16	64%	**Pupils'**
Total	25	100%	**Opini**

on about the Preferable Type of Teacher

Table 2.25 show that (64%) of respondents believe that pupils are best disciplines if the teacher was cooperative, while (36%) believe that pupils are best disciplined if the teacher was strict.

2.2.2.4 Results Discussion

The first section deals with pupils' perspectives on the English language subject matter. It is deduced from the first question that the majority (64%) like the subject matter while the other (36%) do not. These results indicate that most of the respondents have a positive attitude towards the subject matter. When asked about the difficulties they encounter in learning the English language (Q2), the majority (40%) pointed out that the responses of their EFL teacher are negative which proves the impact of the teachers' discipline management approach on pupils' attitude. However, (24%) have argued that the classroom is unpleasant. This latter indicates the effect of the physical environment. However, the rest of the pupils claim that either the subject matter is challenging, or the teacher's method is ineffective. In question (3), the majority stated that they have a good relationship with their EFL teacher. They argued that their EFL teacher acts with kindness, respect and humbleness. Also, they deem their teacher as competent in teaching. As a result, the conduct of the teacher in the EFL classroom has a significant influence on pupils. On the flip side, some of the pupils say that they do not have a good relationship with their teacher because their teacher is rude, disrespectful, and unapproachable. Moreover, they claim that their teacher is mentally unstable and does not fit in the profession. As a result, the chances of showing negative attitude and irrational behaviours are high due to feeling uncomfortable in the EFL classroom.

The second section is concerned with pupils' perspectives on classroom discipline. Answers to question (4) indicate that the majority of pupils (64%) have rules and procedures in their classrooms, while the rest (36%) claim the opposite. Thus, the majority

are aware of the acceptable and unacceptable behaviours in the EFL classroom. Through question (5), a set of rules has been listed; they all go around being disciplined, respectful, attentive and taking care of the physical environment. Those rules are held in common and emphasised in all classrooms of all levels. The majority of the pupils (80%) respect those rules which indicate the significance of those rules according to them, while (20%) do not, this may be due to unawareness of rules importance or challenging the teacher's authority (Q6). Through question (7), the most frequent responses of teachers have been identified by their pupils. According to the statistics, teachers always either ignore the misbehaving pupil or use eye contact and gestures to alert him/her. Also, teachers sometimes give verbal warnings while separating the misbehaving pupils is more frequent. Pupils also assert that their teachers would always send the misbehaving pupil to the administration, which is likely to happen when the situation is relentless. Finally, EFL teachers would also always lower the pupils' grades or use corporal punishment. Also, in question (8) the majority argue that lowering the pupils' grades is the response of their teacher to conflicts. This answer shows that the consequences of the pupils' misbehaviour are associated with their grades. The second response chosen is talking to the pupils privately. This response has the quality of conflict resolution strategies. On the flip side, being punished and sent to the administration also have a considerable percentage, and they are typical responses to conflicts. Concerning the causes of misbehaviour (Q9), the majority argue that pupils misbehave due to boredom, this exhibits that lack of engagement or interest in the subject matter has its weight on the pupils' behaviours. Also, the low motivation which may be due to factors related to either the pupils themselves or the learning environment. Besides, seeking attention and ineffective classroom management are considered, in other words, pupils chose misbehaving as a way to be noticed by peers or challenging their teacher's authority when they feel his/her management incompetency.

The last section deals with pupils' perspectives on conflict resolution. The results of question (10) revealed that the pupils' preferable strategy to resolve conflicts is discussing the issue with the pupils, in addition to involving the other classmates. It is also revealed through question (11) when they are involved in conflicts, pupils prefer to handle it with their classmates instead of informing their teacher. On the other hand, in question (12) the majority of pupils (60%) believe that their teacher would listen and understand their point of view if they even been involved in a conflict. Finally, most of the pupils' view that they are best disciplines if their EFL teacher is cooperative rather than strict (Q12).

2.2.3   Classroom Observation

2.2.3.1   Description of classroom observation

The purpose of using classroom observation is to make notes about what is going on in the EFL classroom among first-year pupils at Rahou Mohamed Middle School in Rebahia, Saida. The attention is directed toward how pupils behave during the English session and how well the teacher manages his/her classroom, especially dealing with pupils' misbehaviour. This observation is made to explore teachers' responses to disruptive behaviours, the emphasis on classroom rules and procedures, and teacher-pupil relationship and communication as well.

This observation was done with two classes of first-year. The total number of sessions is four sessions, two sessions for each.

2.2.3.2   Analysis of classroom observation

The first session: Teacher A

1.   A pupil went to the teacher and whispered to him that a boy said a bad word. As a response, the teacher punished that pupil corporally (being beaten on the palm by a board brush three times) then he yelled calling him "stupid ".

2.   When the teacher leaves the classroom for a while, he appoints a pupil to "guard" her classmates. She writes the names of talkative pupils on the board. As a result, most of the pupil stay calm as long as there is a supervisor.

3.   Two pupils whose names have been written on the board get punished by the teacher (the same punishment mentioned before).

4.   The teacher yelled "shut up "when pupils made some noise while participating.

5.   The teacher punished another pupil who attempted to participate because his classmate said that he had cheated (by copying from his copybook). The punishment is being beaten on the head and being called "stupid ", then the pupil was claiming that he didn't cheat, but the teacher warned him that he would be punished again.

6.   Beats a pupil for not sitting correctly on his seat.

The second session: Teacher B

1. Teacher beats a pupil with the plastic pipe for making fun of his classmate.

2. To get the pupils' attention, the teacher hits the pipe on the table.

3. Waving with the pipe seems the teacher's technique to get the attention of the pupils.

The third session: Teacher A

1. Teacher slaps the pupil several times for forgetting his copybook besides to verbal aggression.

2. Another pupil forgets his copybook gets the same punishment.

3. The teacher ordered pupils to throw the chewing gum.

4. The teacher beats a pupil for talking to his classmate.

5. The teacher humiliates a pupil for not writing the correct answer, which gives the others the chance to laugh at him.

The fourth session: Teacher B

1. Despite the noise when the teacher entered the classroom, he did not react to it.

2. The teacher humiliates a pupil for being talkative and slaps the pupil and her classmate.

3. Verbal aggression as a response to a pupil who has been talking.

4. One of the girls mentioned before throws a pen on her classmate in the front. Both are called, by the end, he punishes the one who was misbehaving (physically).

2.2.3.3 ResultsDiscussion

With regard to the first session, the teacher uses corporal punishment and verbal aggression heavily in responding to pupils' disruptive behaviours. Although, some of the acts cannot be considered as misbehaviour that require such aggressive responses. Through the observation, the absence of healthy and constructive communication between the pupils and their EFL teacher is noticed. In the second session, the teachers tend to threaten the pupils as a way of getting their attention instead of opting to a more pedagogical strategy. In the third session, the same responses are conducted; corporal punishment and verbal aggression to cut off misbehaviour and carry on instruction. Finally, in the fourth session,

the teacher uses verbal aggression as a response in addition to acting directly without investigating the reasons for which the pupil misbehaved. Overall, all the teacher did not refer to remind their pupils of classroom rules or consequences. Moreover, the teachers' mere focus was delivering the lesson on time only.

2.3   General Discussion of the Final Results

The discussion highlights the main results extracted by dint of research tools, in addition, drawing the similarities and discrepancies between them.

All the teachers have a common knowledge related to classroom discipline. The results of the questionnaires and classroom observation revealed that punishment is the most disciplinary strategy used in EFL classrooms, besides low grades and threats. Overall, teachers still opt to old school disciplinary strategies which proved their shortcomings in previous studies. Concerning classroom rules and procedures, all the respondents confirmed that there are established rules in their classrooms. This indicates that teachers are aware of the significance of rules to manage their classrooms, and the pupils are also aware of what is acceptable and acceptable in the EFL classroom. The rules informed by the teachers and pupils are common, that emphasis discipline, respect, and maintaining an organised learning environment. On the flip side, it is found that rules and procedures are the only preventative strategies used, and there is no evidence about the notion of natural and logical consequences. Similarly, boredom is seen as the main reason for misbehaviour, that is due to the lack of engagement. With this in mind, a share of responsibility lay on the teacher to have a classroom management plan and more engaging teaching methods.

Concerning the most frequent responses, the pupils' answers indicated ignoring misbehaviour, gesturing nonverbally, using eye contact. Also, sending the misbehaving pupil to the administration or punishing them corporally. Moreover, teachers encourage including parents in tackling misbehaviour while pupils prefer not to. More importantly, two teachers agreed on including pupils in discussion and negotiation of conflicts, which is, in turn, the preferable strategy for pupils to resolve conflicts. Even though the pupils confirmed that they would resolve their conflicts with their classmates rather than including their teacher, the majority of teachers do not support teaching the pupils resolving conflicts on their own. Teachers also claimed that they would try to understand their pupils' point of view to deal with misbehaviour, the same thing is confirmed by

pupils, yet, the results of classroom observation revealed that teachers intervene immediately without trying to listen attentively.

When it comes to the impact of disciplinary strategies on pupils' attitude, teachers confirmed it, while the pupils who have a negative attitude toward the subject matter referred to the negative conduct of teachers as the main reason for not liking the subject matter.

2.4   Conclusion

Through this chapter, a real data about teachers' perspectives on discipline management has been examined, in addition to the strategies and methods adopted to deal with disruptive behaviours in the EFL classroom. In general, EFL teachers choose using punishment as the major disciplinary strategy. Moreover, responses to valid examples of misbehaviour were displayed and analysed. Those responses include gesturing nonverbally, ignoring misbehaviour and eye contact. Furthermore, those responses have been discussed to consider those positive as models, and provide recommendations. On the other hand, data about pupils' attitude towards the subject matter and the learning environment were also gathered to investigate pupils' awareness of rules and procedures. It has been found that pupils' attitude is conditioned by the overall atmosphere of the EFL classroom and the teacher's conduct Also, how pupil view their EFL teacher's conduct in the classroom and their preferable strategies to resolve conflicts. The majority prefer including their teacher rather than their parents, in addition to having the opportunity to resolve conflicts on their own. Finally, through the analysis of classroom observation, data about how actually the EFL teachers deal with disruptive behaviours are collected. Poor communication between the teacher and pupils has been noticed. Also, also relying heavily on verbal aggression and corporal punishment. Pupils are not asked to apologise for misbehaving towards their teacher or classmates.

Chapter Three

Recommendations

and

Suggestions

3.1   Introduction

Based on the results of questionnaires and the observed events displayed in the previous chapter, this chapter offers recommendations and suggestions to help teachers construct a democratic and peaceful learning environment. Such an environment is conditioned by gaining valid and accurate knowledge related to classroom management in general and classroom discipline in particular. Besides, being aware of the possible problems that teachers may encounter and their pedagogical solutions.

Also, this part covers some of the guidelines in establishing classroom rules and procedures that have been emphasised in the previous chapters due to their significance.

Equally important, this part highlights relevant suggestions to deal with learners' misbehaviour in a manner that yields academic and personal growth. Based on previous studies, some of the recommendations are tackled to help teachers prompt their learners' affective factors and improve their social skills.

3.2   Suggestions and Recommendations

Recommendations to address the problem identified in the chapters above are presented below:

3.2.1   Preventing Classroom Misbehaviour

Teachers can minimise irrelevant behaviours by creating an environment that help pupils focus on learning. Some of the methods are suggested below to prevent behaviour problems:

3.2.1.1   Establishing Classroom Discipline Management Plan:

All teachers establish a lesson plan ahead to ensure that they deliver knowledge to learners effectively. The same principle need to be adopted with classroom discipline. In other words, teachers need to have a discipline management plan to deal with everyday discipline problems effectively and rapidly. With planning, the chances of being confused or inconsistent are low.

➢ Before building a discipline management plan, teachers need to consider the disciplinary models mentioned in the first chapter.
The following suggestions are addressed based on the four models:
➢ Teachers need to be self-disciplined in order to be a model who pupils look up to.

➢ Teachers need to develop ways to address the behaviour without influencing negatively the pupil.

➢ Teachers need to build an effective communication channel with pupils to discuss their choices and correct their behaviours.

➢ Teachers can share some of the point related to their discipline plans with learners so that all of them know what is expected of them.

➢ Techers need to be consistent and firm when addressing misbehaviour.

➢ Teachers can reinforce positive behaviours with encouragements.

➢ The following table illustrates some of the alternative ways to create a peaceful classroom which teachers can take into account when building their management plan (Walters & Frei,2007:44)

Instead of . . .	Try . . .
marking –4 to indicate four mistakes on a test	marking +6 to indicate the number of correct answers.
praising an individual student out loud	praising the pupil privately and praising the class publicly.
putting names of misbehaving students on the board	putting names of achievers, good citizens, etc., on the board or special chart.
repeatedly explaining the directions	modeling the response desired with a few practice examples.
nagging the child who is not working	saying "I am so happy with those of you who are working well."
criticizing the class for poor test performance	praising the class for what they did correctly. After reinstruction, ask them to see if they can improve their scores the second time around.
talking at length with a child after his/her misbehavior	simply telling him/her you were disappointed in his/her behavior. Or recall a time when he/she behaved well and remind him/her how good it felt to be praised for positive behavior.
constantly attending to the same child who misbehaves all day	giving him/her lots of attention when he/she is doing the right thing.
calling a student's name and then asking a question, giving no time for processing	asking the question, allowing the student to think and even share answers with another student, and then calling on a student ready to answer.

Table3. 1.Alternative Ways to Help Provide a Positive Learning Environment.

3.2.1.2   Establishing Classroom Rules and Procedures:

As has been mentioned in the first chapter, rules are standards of behaviour. By establishing rules, both teachers and pupils are on the same page of what is acceptable and what is not appropriate in the EFL classroom. Teachers need to establish classroom rules, procedures and expectations at the beginning of the academic year. According to Walters and Frei (2007), procedures and routines tools of effective teachers to manage their classrooms. The process of establishing rules takes care of any further concerns related to classroom discipline. Moreover, it is ineffective to discipline learners through punishments and threats, but through establishing effective procedures (Wong & Wong, 1998).

Choose rules you can enforce.

Choose rules about which you feel strongly.

Choose rules that are age-appropriate.

Choose rules that encompass many actions.

Choose rules that reinforce school rules.
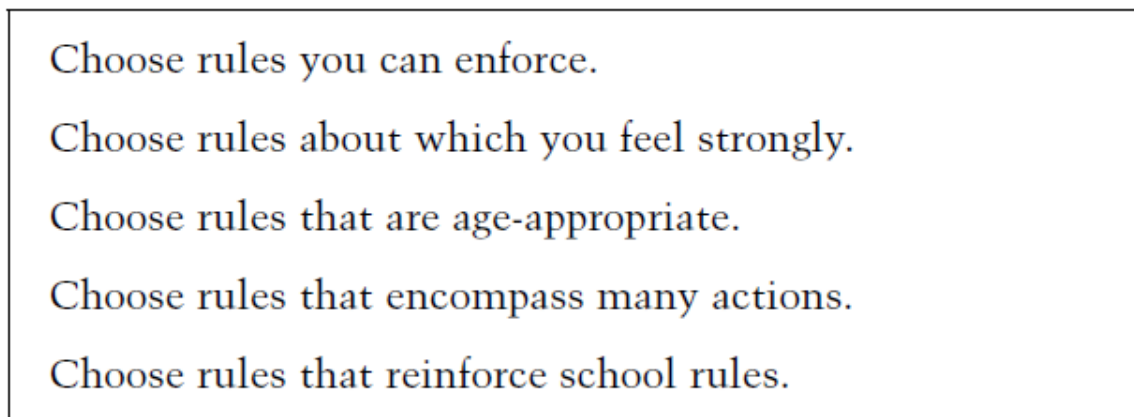
Figure3. 1.Creteria of Choosing Classroom Rules.

The following points are suggested to help teachers establish rules that are effective and convenient:

➢ Teachers need to establish rules at the beginning of the school year.

➢ Teachers can involve their learners in establishing rules to encourage their involvement.

➢ Teachers need to set a list of rules and go with it throughout the year. If teachers are inconsistent regarding rules, they will be considered incompetent.

➢ Teachers should not come up with new rules every now and then otherwise learners will get surprised and confused.

➢ The list of rules need to consist of the minimal number of rules to be remembered and retained by pupils.

➢ Teachers can post rules in one of the walls of the classroom to be visible and easily remembered.

➢ Teachers need to constantly enforce rules when disruptive behaviours occur.

➢ Classroom rules need to reflect the teacher's priorities and instructional philosophy.

➢ Rules need to be clear, behavioural and understood (Walters & Frei, 2007).

3.2.1.3 Classroom Expectations

Expectations in the classroom are synonym to all what is desired and positive concerning behaviours. According to Wong and Wong (1998), learners tend to produce what the teachers expect of them.

➢ Teachers need to demonstrate positive expectations to influence pupils.

➢ Expectations need to convey that teachers expect of their pupils to be responsible, respectful and polite.

➢ Teachers can use kind actions and words to demonstrate the desirable behaviours they want from their learners.

3.2.1.4 Natural and Logical Consequences

The concept of natural and logical consequences has been discussed in the first chapter. Based on the findings that teachers do not implement or emphasis them, the following suggestions are addressed:

➢ Teachers need to introduce natural and logical consequences to their learners to be aware that there is a correlation between their choices and the consequences.

➢ At the start of the school year, teachers can use role-plays to stimulate real situations that are likely to occur in the classroom, in order to teach learners how to distinguish natural consequences from logical consequences.

➢ Teachers need to emphasis already posted consequences when learners violate rules. As a result, learners will become more accountable for their actions and aware of what is appropriate and acceptable.

3.2.2 Teacher's Conduct

Before expecting of pupils to be disciplined and responsible, teachers need first to consider their conduct in the classroom and its impact on their learners.

➢ Teachers need to set themselves as role models in the classroom.

➢ Teachers need to act in a fair, just and confident manner so as to be perceived as figures of authority.

➢ Teachers need to not act friendly at the beginning. Instead, he/she need to be firm and focus on establishing rules and procedures. However, teachers can build friendly rapport gradually (Walters & Frei,2007).

➢ Teachers need to keep control of their emotions and act appropriately under stressful circumstances. Losing control of emotions makes decision making difficult (Fisher, 2004).

➢ Teachers need to maintain a calm voice because yelling is abusive and ineffective.

➢ It is unprofessional to get into arguments with learners. Thus teachers need to avoid confrontations with their learners.

➢ Teachers need to praise and correct their learners to encourage them focus on positive practices and avoid seeking attention through misbehaviour.

➢ Teachers need to encourage their learners by providing valid, detailed feedback to help learners feel responsible for the consequences of their acts. Through encouragement, honest and private feedback on improvement and effort are offered (Hitz&Driscoll (1989).

➢ Teachers need to encourage learners to be accountable, make decisions and correct their mistakes.

➢ Teachers need to always respect their learners despite their background or academic level. Learners are likely to respond to the teacher who shows them respect and demonstrate high expectations related to academic success (Walters& Frei, 2007).

➢ Teachers need to be polite and firm. They need to not intimidate or humiliate their learners.

3.2.3   Communication

Good communication skills are essential for teachers. When using effective communication skills, teachers can build a rapport with learners and their parents as well.

3.2.3.1   Teacher- Pupil Communication

➢ Teachers need to improve communication of all its types in the classroom.

➢ Eye contact is an effective communicative tool that teachers need to implement provided that they do not belittle their learners or intimidate them.

➢ Teachers need to carefully listen to their learners and take into account their point of view before taking any disciplinary action. According to Gathercoal (2001), teachers can judge learners' justifications by listening attentively to them.

➢ Teachers need to take into account their learners' concerns and opinions.

➢ Teachers need to work on building good and professional relationship with learners to ensure cooperation.

➢ Teachers need to teach learners how to communicate with their classmates constructively.

➢ Teachers need to try to help learners express their concerns without opting to inappropriate or aggressive ways.

3.2.3.2 Teacher-Parents Communication

According to Gerard (1995), parents' cooperation is important when it comes to discipline and classroom management. Also, the support of parents is crucial to the success of conflict resolution management plan.

Based on the finding that teachers would involve parents to deal with misbehaviour, the following suggestions highlight the parental involvement in discipline management:

➢ Teachers need to consider the most appropriate communication mode that work for both sides, such as: Phone calls, newsletters, e-mails, conferences, etc.

➢ Teachers can share their discipline management plan and instructional approaches with parents.

➢ Teachers and parents can discuss the disciplinary strategies used by both sides and reflect on their efficiency.

➢ Parents can assist teachers by providing information about learners' interests, learning needs and difficulties.

➢ Teachers and parents can decide mutual priorities and methods so as classroom practices be consistent with home practices by parents.

The figure belowdemonstrates the effective parental involvement (Desforges & Abouchaar,2003:50)
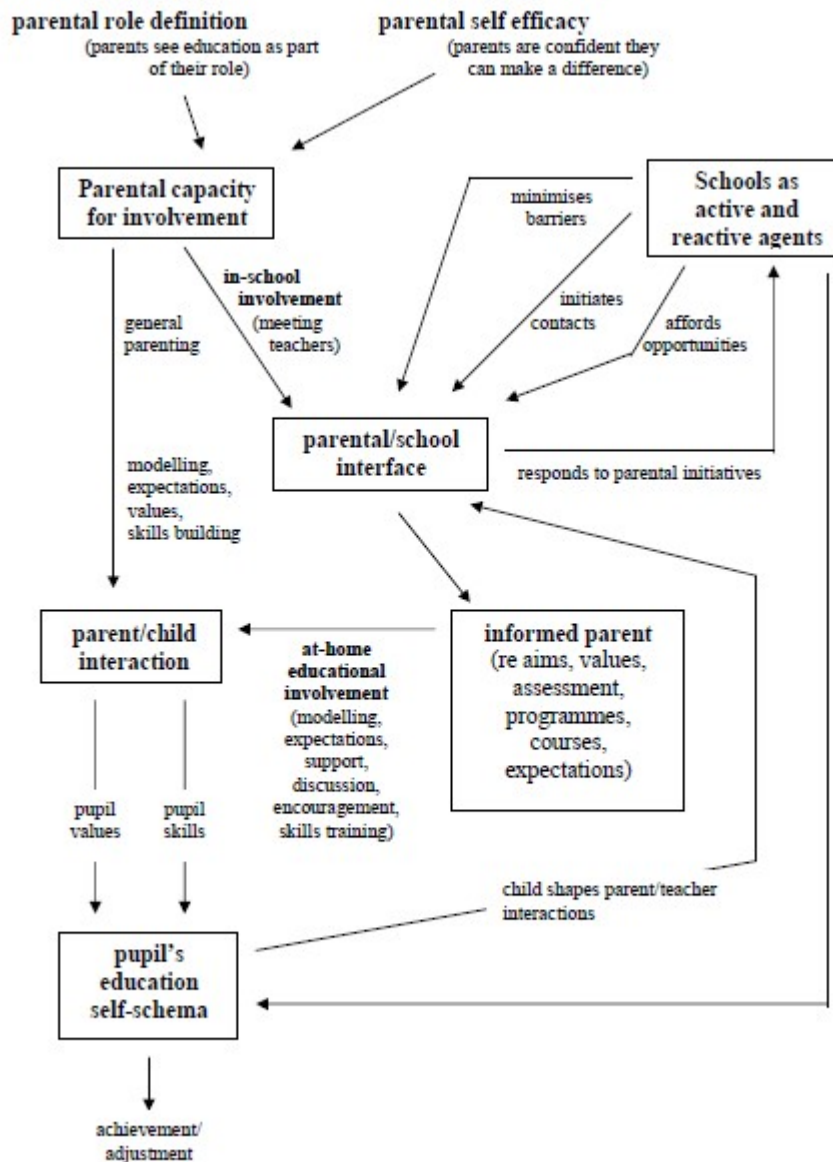
Figure3. 2.A Research Based Model of Effective Parental Involvement .

3.2.4   Suggestions Related to Dealing with Misbehaviour

➤ Teachers need to be objective when reacting to learners' misbehaviour.

➤ They need to understand before they enforce consequences.

➤ Teachers need to teach their learners different ways to remedy their misbehaviour, such as: apologising, compensating and planning to avoid the same mistakes.

3.2.4.1   Addressing Off-Task Behaviours

➢ Teachers need to first evaluate the task destined to learners. If the task is so obvious or easy, then it will be less engaging. As a result, learners will act out due to boredom. On the other hand, if the task is difficult, then learners will feel frustrated and look for others' assistance to accomplish the task. Thus, they may disturb others intentionally.

➢ Teachers need to clearly communicate instructions to avoid such misunderstandings.

➢ Walters & Frei (2007: 95) suggest the following ideas:

Problem	Possible Solutions
The student does not understand what is being taught or expected of him/her.	1. Establish a signal to clue the student regarding the off-task behavior and to determine whether he/she undestands your expectations. 2. Frequently in the lesson, ask the entire class to show a visual signal to demonstrate that they either understand, sort of understand, or don't understand. (For example, a thumbs up, sideways, or down displayed under the chin for privacy.) 3. Give feedback to the student.
The student does not think he/she can do the level of work required.	1. Decide whether the work is too hard. 2. Give some review. 3. Make any accommodations you can. 4. Give feedback to the student.
The student is acting out to get attention.	1. Give no attention to minor offenses. 2. Redirect with minimum of interaction or redirection. 3. Give positive feedback when the student is on task.
The student is acting out for some other reason.	1. Look for some other reasons to explain why the student is acting out. 2. Find time to discuss the reasons with the student. 3. Give positive feedback for correct behavior. 4. In a positive way, redirect the student back to the class rules. 5. Consider a behavior contract (discussed in Chapter 6).

Table3. 2.Ideas for Handling Off-Task Behaviours.

3.2.4.2   Conflict Resolution

➢ Teachers need to gain knowledge related to pedagogically resolving conflicts (conflict resolution procedures mentioned in the first chapter)

➢ Teachers need to teach their learners how to be peacemakers. Walters & Frei (2007: 109) that teachers should teach their learners to express themselves clearly when they are in conflicts. Learners should learn the following sentences:

   • "I didn't like it when you . . . ."

   • "It made me feel . . . ."

   • "Next time I would like you to . . . ."

➢ Teachers can include their learners in the process of decision making. As a result, learners will feel positive and accountable for their classroom.

3.2.4.3   Crisis Intervention

➢ Teachers need to be attentive and not miss the cues that denote potential explosive situations. When such cues are spotted, teachers can prevent the crisis early.

➢ Teachers need to effectively communicate that learner's behaviour is unacceptable and what behaviour is expected of him/her. This process covers the appropriate tone of voice and body language to direct learner's behaviour.

3.2.5   Workshops and Seminars

➢ Both schools and Education departments need to hold workshops and conferences on regular basis to cover classroom management areas.

➢ Workshops and seminars should be held to exchange experiences among teachers.

➢ Newby teachers can learn from expert teachers who provide practical knowledge.

➢ Regular study days should be set to update teachers' knowledge related to classroom management, strategies and considerations.

➢ District workshops are essential so that schools operate accordingly by adapting similar disciplinary systems.

➢ Through district workshops, schools can discuss and share various practices and develop effective systems.

➤ Internal workshops help in establishing consistency in inviting classroom discipline by teachers of the same school.

➤ Through workshops, the school can decide a united discipline management plan to help new educators follow up with the existing programme.

3.2.6   Trainings

➤ District education departments need to develop programmes to improve teachers' skills and capacity to use pedagogical and constructive discipline strategies.

➤ Newby teachers need to get trainings to develop their skills related to discipline management.

3.2.7   Teaching Learners the Social Skills

The following suggestions are made to direct teachers' attention to how to develop learners' social skills that help them deal with everyday discipline problems.

Teachers can help learners be peacemakers and act properly when they come across minor situations. The activities suggested do not need necessarily a devoted time, teachers can blend them with the subject programme. Thus, teachers can implement some of the activities to teach the English language by focusing on social skills.

3.2.7.1   The Objectives:

➤ Empowering learners' skills to make wise decisions.

➤ Teaching learners how to accept consequences of their decisions.

➤ Teaching learners how to evaluate the available choices, act responsibly and make decisions.

➤ Making learners feel more confident and be in charge of their own behaviours.

3.2.7.2   Decision Making

➤ In order to teach pupils decision making, teachers can divide pupils into groups and assign a spokesperson. Each group can work on solving discipline issue. When finishing, each spokesperson suggests his/her group solution and justify why they believe it fits for purpose. Such activity enhances learners' communication and critical thinking through discussions with the teacher and peers.

3.2.7.3   I-Messages

➢ I messages are important for pupils to learn. Through I messages they say what they feel, tell others what made them upset, describe how they were affected and state ways to make the situations better.

➢ Teachers can set examples so learners understand the concept. After that, the teacher can hand each pair a sheet with imagined situations and ask each one of the pupils state their I messages. Peers are asked to evaluate each other's messages and the teacher can help correcting and improving pupils' statements.

3.2.7.4   Understanding the Impact of One's Acts on Others

➢ Teaching the pupils how their acts impact others emphasis awareness of natural and logical consequences.

➢ Teachers can distribute sheets with imaginary situations and pupils have to state the positive and negative impact of each. Pupils can later on discuss their answers together.

3.2.7.5   Apologising

By teaching pupils apologising, teachers are emphasising that some conflicts require only an apology to be resolved.

➢ Role-plays can be the best way to teach pupils how to make apologies. First, teachers need to explain how to make an apology

➢ Pairs can role-paly scenarios after being instructed by teacher the points they should apply to make a proper apology.

3.2.8   Recommendations for Further Research

Dealing with learners' misbehaviour in the EFL classroom is a major challenge. The current study revealed some new questions that necessitate further research related to classroom discipline. The first question is whether educational programs should include teaching the social skills due to their significance as referred to in the literature review. The second, to what extent learners' can successfully resolve conflicts provided that they are trained to.

3.2.9   Conclusion

The third and last chapter has been purely devoted to suggestions and recommendations. The recommendations are addressed based on the findings obtained in the previous chapter and educators' views highlighted in the literature review. The research attempted to cover all the points that have been tackled in the previous chapter. First, the researcher made suggestions related to preventative strategies to help teachers minimise discipline problems. The preventative strategies encapsulate establishing a discipline management plan. Moreover, establishing classroom rules, procedures, and expectations. In addition, recommendations and suggestions to natural and logical consequences. Second, suggestions related to teachers' conduct in the EFL classroom are addressed. Third, the researcher provides recommendations related to communication which in turn has been divided into two subtitles; teacher-pupils' communication and teacher –parents' communication. Third, suggestions related to dealing with learners' misbehaviour included addressing off-task behaviours, crisis intervention and conflict resolution. Four, the researcher recommended workshops, seminars and pieces of training. Finally, based on the literature review the researcher suggested activities to teach learners the following social skills:

- Decision making.

- I message.

- Understanding the impact of one's acts on others.

- Apologising.

The chapter ends with recommendations for future researchers, those recommendations are based on the new questions revealed through the current study which demand inquiry in the future.

In general, the suggestions and recommendations are addressed on the hope that they will help teachers improve the quality of our classrooms, deal with misbehaviour effectively and create democratic classrooms.

General

Conclusion

General Conclusion

Creating a learning environment that cultivates academic and personal growth is conditioned by creating a democratic and peaceful classroom. For that sake, teachers plan ahead how to carry knowledge, manage the physical space, and implement strategies to prevent undesirable events. Yet, disruptive behaviours are inevitable in the untidy and unpredictable classroom. Managing classroom misbehaviour is one of the great concerns for even experts teachers. When misbehaviour take place in the classroom, teachers implement a set of strategies to deal with such behaviours. By the same token, those strategies should help learners focus on learning and develop social skills.

The main objective of this research paper is to highlight the disciplinary strategies teachers implement to both prevent and deal with misbehaviour. Also, the current study is concerned with the impact of disciplinary strategies on learners' attitude. In particular, the study also investigates teachers' knowledge related to conflict resolution.

With this in mind, this research paper is divided into three main chapters. In the first chapter, the literature related to the study is reviewed. First, the chapter covers the discrepancy between classroom management and discipline. Then, it covers key components and objectives of both. Also, a set of preventative strategies is overviewed in this chapter. Second, the concept of classroom misbehaviour is defined and its causes as well. Then, a set of pedagogical interventionist strategies is explained. In addition, discipline management models are examined. Finally, the chapter tackles the keen relationship between discipline management and social skills after reviewing definitions and examples.

The theoretical part is followed by fieldwork. The second chapter is concerned with the analysis and interpretation of the data gathered. The case study of this work is first-year middle school teachers at Rahou Mohammed middle school in Rebahia, Saida. To carry out this investigation, three tools were used. In addition to classroom observation, two questionnaires were destined to teachers and pupils.

The findings of the questionnaires and classroom observation revealed that teachers share common perspectives on classroom discipline. Also, teachers are aware of the main cause of misbehaviour which pupils also confirmed it that is boredom. Moreover, it is

confirmed that teachers establish classroom rules and procedures as preventative strategies. On the flip side, natural and logical consequences are overlooked. Both teachers and pupils stated common rules and procedures. Those rules cover discipline, respect, and maintaining an organised learning environment. With regard to interventionist strategies, punishment, threats and low grades are the main strategies teachers use. Yet, teachers expressed positive responses that contribute to resolving conflicts. In practice, classroom observation revealed the opposite. In fact, teachers intervene immediately by applying punishments and verbal aggression. Finally, the findings proved that disciplinary strategies affect pupils' attitudes. When it comes to classroom discipline in relation to social skills, teachers do not support the idea that pupils resolve their conflicts on their own, while pupils prefer being able to.

Depending on the findings, a range of suggestions and recommendations are provided in the last chapter. To emphasis their credibility and accuracy, some of the suggestions supported by scholars and educators' views. Some of the significant mentioned points are that teachers should continuously update their knowledge related to classroom discipline, share experiences and concerns with colleagues, and implement engaging teaching methods. Furthermore, teachers need reflect on their practices to improve them. Also, teachers need to consider their conduct such as; respect and communication. Because they highly affect how learners act in the classroom. Equally important, workshops and seminars need to be set to help teachers of different school share and improve their skills. Also, some activities are suggested to help teachers equip their learners with some of the social skills that are deemed as crucial in the classroom.

This research was first conducted to help EFL teachers enhance EFL classroom practices by dealing with learners' misbehaviour effectively. Moreover, the researcher's aim is to shed light on how teachers can address learners' misbehaviour by creating democratic classrooms rather than implementing control-oriented strategies.

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Appendices

Appendix A

Dear teacher,

   A research paper is being conducted about Dealing with Learners' Misbehaviour in EFL Classroom. For the sake of gathering accurate and valid data related to the work in hand, your collaboration by answering the following questions which are solely concerned with the work would be appreciated since your thoughts and experience in the field are highly crucial to investigate the topic. On our part we guarantee the confidentiality of the answers provided by you. Answering the questions will take only 15 min of your precious time.

   Thank you in advance.

Read the following statements carefully and cross where appropriate.

Section One: Background Knowledge

1. **Gender**

   Male ☐   Female ☐

2. **Years of teaching**

   1-5 years ☐   5-10 years ☐   10-15 years ☐   15-20 years ☐

   20-25 years ☐   25-30 years ☐

   Section Two: Teachers' Perspectives on Classroom Discipline

   3. How would you define classroom discipline?

   …………………………………………………………………………………………….

4. **How often do you encounter issues related to classroom discipline?**

a. Always   ☐

b. Often   ☐

c. Sometimes ☐

d. Rarely ☐

5. Students are best disciplined by

a. Threats ☐

b. Punishment ☐

c. Low grades ☐

Other

…………………………………………………………………………………………………

…………………………………………………………………………………………

6. How effective are your classroom discipline strategies?

a. Extremely effective ☐

b. Very effective ☐

c. Somewhat effective ☐

d. Not so effective ☐

Section Three: Preventing Classroom Misbehaviour

7. Do you establish rules and procedures at the beginning of the academic year?

Yes ☐   No ☐

If yes, please state them

……………………………………………………………………………………………

8. What are the other measures you undertake to prevent misbehaviour besides rules and procedures?

……………………………………………………………………………………………...

Section four: Responding to Pupils' Misbehaviour in the EFL Classroom

9. In your opinion, pupils misbehave due to:

a. Boredom   ⬚

b. Seeking attention   ⬚

c. Lack of engagement   ⬚

d. Low motivation   ⬚

e. Ineffective classroom management   ⬚

10. In case the cause was not clear, do you think it is your responsibility to find out

Yes   ⬚   No   ⬚

11. What are the common misbehaviour that occur in your classroom?

a. Ignoring the teachers' direction.   ⬚

   b. Using rough language with other students and teacher.   ⬚

d. Not doing tasks and home works habitually.   ⬚

e. Being talkative   ⬚

Other behaviours

……………………………………………………………………………………………

11. When misbehaviour occur in your classroom you

a. Intervene immediately

b. Being assertive and give verbal warnings

c. Try to understand the causes and find a solution

d. Punish the misbehaving student to save time for instruction

Other responses

………………………………………………………………………………………………..

…………………………………………………………………………………………………

12. How would your response be when a misbehaviour occurs in your classroom?

a. Intervene immediately

b. Being assertive and give verbal warnings

c. Try to understand the cause and find a solution

d. Punish the misbehaving pupil to focus on instruction

13. How would you act if a misbehaviour kept occurring despite the implementation of discipline

   management strategies?

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14. What are the steps you undertake to solve a conflict that occurred in your classroom?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

Section Five: Classroom Discipline Management Concerning Pupils' Attitude and Social Skills

15. How impactful are classroom discipline strategies on pupils' attitude and motivation

a. Extremely impactful   ☐

b. Very impactful   ☐

c. Somewhat impactful   ☐

d. Not so impactful   ☐

e. Not at all impactful   ☐

16. How can you prompt pupils' previous affective factors by effectively treating their misbehaviour.

…………………………………………………………………………………………

…………………………………………………………………………………………

17. Do you include your students in decision making when conflicts or serious misbehaviour evolve?

Yes ☐   **No** ☐

If yes, how

………………………………………………………………………………………....

……………………………………………………………………………………….

18. do you think that teaching students how to solve their own problems without your intervention will help them overcome similar problems outside the classroom?

Yes ☐   No ☐

Justify your answer

…………………………………………………………………………………………

Responding to scenarios

Please read the following scenarios carefully and answer by stating how would you response to each scenario of the five suggested below:

Scenario 1: having a pupil who constantly interrupts the lesson by speaking out, making noises, or bothering someone around him/her.

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Scenario 2: having a pupil who never finishes work on time and the teacher knows that he/she understands how to do it.

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…………………………………………………………………………………………
………………………………………………………………….....................................

Scenario 3: having a pupil who will not follow directions. Either he/she is not paying attention or did not hear the instructions correctly, but the teacher knows he/she will have to repeat every direction just for this pupil.

…………………………………………………………………………………………
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Scenario 4: having a pupil who seems to refuse to be quiet, to pay attention, or to be cooperative. The teacher has not had this problem before and is not quite sure why it is happening now.

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…………………………………………………………………………………………
……………………………………………………………………………………..........

Scenario 5: having two pupils who engaged in a fight in the class, and the teacher does not know why did it happen from the start.

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………………………………………………………………………………………..
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Pupils' Questionnaire

Dear pupils,

A research paper is being conducted about Dealing with Learners' Misbehaviour in EFL Classroom. For the sake of gathering accurate and valid data related to the work in hand, your collaboration by answering the following questions would be appreciated.

All the answers provided will be kept confidential.

Thank you in advance.

Please read each question carefully and tick where appropriate.

Section One: Pupils' Perspectives on the English Language Subject Matter

1. Do you like the English language?

Yes ☐   No ☐

2. Which of the following difficulties you face in learning English?

a. The subject is difficult ☐

b. The teacher's method is ineffective ☐

c. The teacher's responses are negative ☐

d. The classroom is unpleasant ☐

3. Do you have a good relationship with your teacher?

Yes ☐   No ☐

Section Two: Pupil's Perspectives on Classroom Discipline

4. Do you have classroom rules and procedures?

Yes ☐   ☐

No

5. What are those procedures and rules?

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

6. Do you respect the rules and procedures set by your teacher?

Yes ⬜   No ⬜

7. How usually does your teacher respond to pupils' misbehaviour?

Strategies	Always	sometimes	Rarely	Never
Ignoring the pupil who misbehave in the classroom.				
Eye contact and gestures to alert the pupil who misbehave				
Giving verbal warnings				
Separating pupils who misbehave				
Send the misbehaving pupils to the administration				
Reducing pupils' grades				
Punishing the misbehaving pupil physically				

8. In case two pupils engaged in a fight, how would your teacher respond to it?

a. Talk to the pupils privately ☐

b. Punish the pupils ☐

c. Send them to the administration ☐

d. Lower their grades ☐

9. In your opinion pupils misbehave due to

a. Boredom ☐

b. Low motivation ☐

c. Seeking attention ☐

d. Ineffective classroom management ☐

Section Three: Pupils' Perspectives on Conflict Resolution

10. What is the best strategy to deal with pupil's conflicts in the classroom?

a. Punish the pupil ☐

b. Involving other pupils to find solutions ☐

c. Discuss issue with pupil privately ☐

d. Expel the pupil by sending them to the administration ☐

e. Lower their grades ☐

11. How would you react if a conflict happened between you and your classmate?

a. Inform your teacher. ☐

b. Solve the problem by your own with your classmate ☐

c. Inform your parents. ☐

12. In case it was not your fault, do you believe that your teacher would listen to you and understand your point of view?

Yes ☐   No ☐

13. According to you, pupils are best disciplined in the classroom if the teacher was

Strict   ☐

Cooperative ☐

Appendix C

Classroom Observation

Observer   **Timing**

Teacher   **Place**

The observed points:

1. The teacher:

- Teacher's conduct in the classroom
- Teacher-pupils' communication
- Teacher's responses to pupils' misbehaviour

2. The pupils:

- Pupils' intearction with their teacher
- Pupils behaviours in the class
- Pupils' communivation between each other
- Pupils' responses to peers misbehvaiours

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i Adapted from Managing Classroom Behaviour and Discipline by Jim Walters and Shelly Frei (2007, p. 147-155).