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***The Role of Some Preventive and Reactive Teaching Strategies in
Reducing EFL Learners' Discipline Problems***

The case of Third Year Pupils at Misbahi Mustafa Middle School in El-oued

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Dedications

*In the name of "ALLAH", the Most Gracious the Most Merciful and the most
compassionate.*

I dedicate this modest work to my wonderful Mother

Thank you for your support, patience and your endless love.

To my dear father.

To my beloved brothers, Mouslim and Abd Almoumen

To my adorable sister Meriam, and her children Mayar, Maher, Maysoun and Malik,

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take the chance to say thank you to my loving friends Amina Djabri, Hanan Tahri and Amel
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Abstract

Literature and research studies have extensively documented the necessity for teachers to use classroom management strategies in order to handle classroom discipline problems. This descriptive study deals with analysis of the disciplinary problems in the classroom and to investigate the effective preventive and reactive strategies that can be used by the teachers to curb such problems. The main aims of this study is to find out the common discipline problems of third year middle school pupils, to investigate the factors that lead to this problem, and to provide some effective preventive and reactive teaching strategies. In order to confirm this study, we have hypothesized that if teachers use some effective preventive and reactive strategies, pupils' discipline problems will be minimized. To verify the validity of this hypothesis, we designed checklist and questionnaires which are submitted to both the teachers and the pupils. They were given to 3 teachers and 30 pupils of third year at Misbahi Mustafa Middle school in El-oued. After analyzing the data obtained from both research tools, our research hypothesis is confirmed and some solutions and pedagogical recommendations are suggested.

List of Abbreviations

EFL: English as Foreign Language

N: Number

Q: Question

S/he: She or He

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الملخص

*General
Introduction*

General Introduction

One of the major problems that the today's educational systems face all over the world is discipline problems or what is called pupils' misbehavior. Recently, discipline problems have alarmingly spread in Algerian schools and occur more in middle and high schools. According to Algerian newspaper (Djazairress), in 2011 Algeria was classified on the top of the list of North Africa countries which witness school discipline problems, and the most of pupils' discipline problems occur in the middle stage. Classroom discipline problems are real challenge for teacher, administration, and school. Consequently, classroom behavior problems are disruptive setbacks of teaching discourse and also they increase the stress levels for both teacher and pupils. In order to deal with this problem, teachers need to adapt some effective classroom strategies and techniques to curb these behaviors, as well as the parents also should be part in this solution by sharing the responsibility for their children's discipline.

1. Statement of the Problem

Discipline problems in classrooms are one of the serious issue that the teachers frequently deal with, behaviors of these pupils hinder with learning and consume teacher's time and effort. Also, the teachers find it impossible to present their lesson smoothly as well as effectively.

2. Research Questions

The research questions of this study are as followed:

1. What are the most common pupils' discipline problems in middle schools?
2. What are the factors that cause such the discipline problems in middle schools?

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3. What are the preventive and reactive strategies and the techniques used by the teachers in order to curb discipline problems in middle schools?

3. Hypothesis

In this study we hypothesize that if the teachers use some effective classroom strategies (preventive and reactive), the discipline problems will be minimized.

4. Aims and Objectives of the Study

The aims of this study are set in the following:

- To find out the most common discipline problems in the Middle schools.
- To find out the factors that leads to discipline problems in Middle school.
- To find out the effective strategies and techniques that teachers might use before the discipline problems occur (prevent), or after the discipline problems take place (react).

5. Significance of the Study

This research study hopes to help the teachers gain more knowledge about the disciplinary problems in the middle schools and investigate the factors that are considered as the source of the problems. This study also hopes to provide the teacher with the classroom strategies that are recommended in this study. In essence , to help the teachers to identify the effective classroom strategies and procedures and use them to minimize the discipline problems in classrooms.

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6. Research Methodology

In this study, the major purpose of this study is to investigate the common discipline problems that may middle schools teachers face, as well as their causes to help teachers manage successfully pupils' misbehaviors, by suggesting some effective teaching strategies to avoid also to reduce these behaviors. To achieve this purpose, the descriptive method is used, and data were collected from multiple sources including teachers' questionnaires, pupils' questionnaires in addition classroom observation.

Population

This research is designed for third-year of Misbahi Mustafa Middle school in El-oued. We purposely decide to select the middle school level, because it is the critical stage where pupils are in the period of puberty and tend to show their personality, and usually the discipline problems tend to appear more in this stage.

Sample

To follow up this study, we have chosen our respondents among teachers and pupils from the same Middle school. Our sample is made up of 3 teachers of English and 30 pupils from the whole population 147 pupils.

Research Instruments

In relation to the nature of our research, we have used two different tools, questionnaire for teachers and one for pupils; in order to have their consideration of the topic. Because we are dealing with "the behavior" we added the classroom observation (checklist) as procedure to collect data from where the discipline problems take place.

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7. The structure of the Study

This thesis has two parts, the theoretical and practical part. The first part contains two chapters. Chapter one has discussed classroom discipline problems that may affect the teaching- learning process and provoke negative consequences. While in the second chapter, we have investigated some of preventive and reactive strategies that may the teachers use to deal with the classroom discipline problems effectively.

The second part of our research is devoted to practical study. To confirm our hypothesis and to get the desired results we have designed two questionnaires as research instruments; pupils' questionnaire and teachers' questionnaire. Besides the questionnaire we decided to use classroom observation in form of checklist.

8. Limitations of the study

For this study, we have two main limitations :

- The first limitation is related to the population of the study. The population of this study is limited to the third middle school level. So the results of the study cannot be generalized for all the schools levels of Algeria.
- The second limitation is related to sample, random simple random is used because the pupils are nearly in the same age.

9. Literature Review

Teachers face many challenges during their carrier, one of these challenges is to find out the effective strategies to curb the discipline problems. Research studies show. However, that classroom discipline problems are still cause for concern for most teachers, particularly

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novice teachers. Teachers perceive these problems as factors that impede productive teaching and learning in school classrooms.

According to Kyriacou (1997) discipline problems is “any behavior that undermines the teacher’s ability to establish and maintain learning experiences in the classroom” (p.121). In addition, an important factor when analyzing discipline problems in classroom is attempting to understand the types of pupils who misbehave. Kyriacou (2007) in his book *Essential Teaching Skills*, mentions some most frequent types of discipline problems that happen in the classroom including: excessive talk or talking out of turn, being noisy, not paying attention to the teacher..etc.

Andy Miller (2003) in his book *Teachers, Parents and Classroom Behavior*, explains the reasons behind discipline problems and he lists three major factors including the parent, teacher and the student, this book provide an in-depth psychological understanding of pupils’ discipline problems. Besides to these factors, Carbone (2003) states that discipline problems occur more in overcrowded classrooms and it gives the pupils more opportunity to misbehave. In other word, Scott (1982) states that one of the reasons of pupils involvement in the problem is due to the parental divorce or death of the parent(s). In addition, Wisconsin & Foate (1978) claim that the parents are the main cause of discipline problems is due to the parental factors such as: lack of discipline at home and lack of parent interest and control and so on.

Jermy MacKay (2006) in his book *Coat of Many Pockets* claims that the pupils misbehave because of many goals such as looking for attention, control, power, peer acceptance and so on. Similarly, Ramon Lewis (2008) in his famous book *Understanding Pupil Behavior*, he outlines the difficulties that the teachers struggle when trying to manage the pupils’ misbehaviors and he describe four major causes of pupils’ misbehaviors including the desire of attention, power, revenge or withdrawal. Although, Kearney, Plax, Hays, and

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Lvey (1991), they argue that the teacher's behavior can be also the main factor of leading pupils to misbehave. Furthermore, they identify twenty-eight categories of teacher misbehavior within three factors: incompetence, indolence, and offensiveness. Likewise, some decades later, Allan Goodboy and Scott Myers (2015) report the five most frequently teacher instruction misbehavior, including: having boring lessons, information overload, deviating from the syllabus, unfair grading and lack of technology.

Many studies and books have been written on the subject of classroom management. It is a complex concept and it has multiple functions. However, one of its functions is to provide techniques and procedures in order to prevent or reduce the discipline problems. Moreover, Tomic and Van der Sijde (1993) define classroom management as "provisions and procedures necessary to create and maintain a situation in which learning and teaching can take place." Consequently, the current trends: interventionist, interactionalist, and noninterventionist are the approaches to classroom management. Skinner (1974) defines interventionists as reactions (consequences) for pupil behavior, and Kounin (1970) states that noninterventionists are generally proactive in providing learning environments that bypass negative student behaviors, and interactionalists is the combination of interventionist and noninterventionist approaches.

Chapter One

Chapter One: Classroom Discipline Problems and Classroom Management Approaches

Introduction

Discipline problems in classrooms are today becoming a major concern for teachers and educators, these pupils behaviors are setbacks of the teaching and learning process. Many EFL teachers consider dealing with discipline problems in classrooms expend a great amount of time as well as effort. Especially, the novice teachers find it a hard to present their lessons or the activities smoothly in the classroom at the same time to maintain order and make the learners well behaved. Consequently, discipline problems ruin the classroom atmosphere and they prevent both teachers and pupils from achieving their aims.

Our focus in this chapter is to demonstrate the nature of discipline problems. Firstly; we started with an overview of discipline. Then we attempted to provide a clear image about discipline problems in the classroom by presenting different definitions of the problematic behavior (misbehavior, disruptive behaviors etc). In order to solve the problem, we classified the causes of discipline problems into four main factors: parents, student, teacher and the overcrowded classes. Later, we will attempt to investigate the classroom management starting with general definitions of classroom managements and the importance of classroom management, and lastly, provide the main comprehensive approaches which investigate on pupils' misbehaviors.

1. Classroom Discipline: an overview

Classroom discipline is mainly connected with clear rights and rules and developing classroom routines in order to decrease classroom discipline problems and to build a suitable atmosphere for better teaching and learning. However, Butchart and McEwan (1998, p.4) indicate that “classroom discipline is not a simple matter of one technique or technology versus another. Through classroom discipline, teachers enact social and moral”. Therefore,

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classroom discipline is so crucial; Charles (1981, p. 13) claims that discipline “is the one thing that makes or breaks teachers”. In addition, discipline is needed in protecting the pupils in the classroom. and it is necessary for the running smooth of the teaching and learning process. Moreover, Rodgers (2011) claims discipline also affects children’s development, in terms of personal, social, moral and emotional development (p.6).

2. Classroom Discipline Problems: definitions

Classroom discipline problem has been described in differ terms. For instance, Stewart et al (1988, p.60) refer to the problematic behavior of pupils as “misbehavior or misconduct or discipline problem”, when the pupil does not follow the classroom rules and regulations such as stealing and fighting. However, they also refer to the inappropriate behaviors that do not relate to breaking the rules as “disruptive behaviors” or “behavior problems” which include “an activity that causes distress for teachers interrupts the learning process and that leads teachers to make continual comments to the student” (p.60). For instance: bullying, lesson disruption or rudeness to the teacher.

On the other hand, Deitz and Hummel (1978, p.8) describe misbehavior as “an action of the child which interferes with his or her learning of their academic material or appropriate social behavior”. Furthermore, Kyriacou (1997) defines discipline problems as “any behavior that undermines the teacher’s ability to establish and maintain learning experiences in the classroom” (p.121).

3. Types of Pupils’ Discipline Problems (Misbehaviors)

According to many scholars there are different types and categories of pupils ‘misbehavior. Kyriacou (2007, p.83- 84) states the most frequent types that the teachers face are:

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- ***Excusive talk or talking out of turn*** (by marking remarks, calling out, distracting others by chattering).
- ***Being noisy*** (both verbal, such as shouting to another pupil across the room, and non-verbal, such as dropping bags onto the floor).
- ***Not paying attention to the teacher.***
- ***Not getting on with the work required.***
- ***Being out of their seat without good cause*** (moving out of seat without permission).
- ***Hindering other pupils*** (for example by distracting them from work, interfering with equipment pr materials).
- ***Arriving late for lessons.***

Moreover, Williams (2005, p.27) shares with Kyriacou (2007) the same classification of discipline problems. He suggests the following six types of discipline problems. These includes; talking out of turn, discussion with neighbors, blurting out, rudeness, chewing gum, fighting in a seat. In more details McManus (1995, p. 68) lists another group of troublesome behavior; arriving late, asking to go to toilet repeatedly, missing lessons, smoking in toilets, refusing to do set work, cheeky remarks to teacher, talking when meant to be writing, open abuse to teacher, fighting others in class, throwing pencil across room, talking when teacher talking, failing to bring homework, bizarre clothing, makeup, rocking on chair defiantly, threatening teacher, leaving class early, comments on exercise.

Deitz and Hummel (1978) classify the discipline problems of pupils in the classroom starting from the behavior that usually happens in classroom, for instance, talking, littering (throwing things on the floor) passing gradually to the serious one as an example using drug, vandalism (damaging others' things or school property), and arson (setting fire to the school). These bad behaviors are listed in the table below:

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Usual			Serious
Talking	Teasing	Fighting	Murder
Out of seat	Poor sportsmanship	Lying	Rape
Littering	Crying	Stealing	Vandalism
Showing-off	Screaming	Chronic failure	Arson
Time to start	Not doing work	Rebelliousness	Drug use
Ignoring rules	Sleeping	Swearing	Assault

Table01: A continuum of misbehavior (Deitz, Hummel 1978, p. 10)

4. Causes of Discipline Problems

Children distract and disrupt in the classroom because of a number of causes, Andy Miller (2003) categorizes these causes into three main factors that lead the pupils to misbehave are: parents, student, and teacher. In addition, Carbone (2003) argues the overcrowded class is the main reason for discipline problems.

4.1 Parents

The lifestyle and the home environment play a crucial role in creating pupils' discipline problems, Scott (1982) claims that there are no perfect parents and they may not provide the life of their children's expectations because of illness, poverty or other reasons. In addition, he believes that divorce or death of the parent or both of them may affect negatively on children's behaviors, especially when the other parent cannot replace the other's absence.

The other hand, Bandura (1969) says that observation has a huge influence on the children behavior, the children see and observe their parents behaviors which powerfully

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influence on their behaviors. He adds that the parents play as models and examples for their children in which direct their children development.

Furthermore, Shaw (2005) adds that in the homes where violence occurs repeatedly between spouses, or where the parents discipline their children through harsh punishment, or all the times the parents are out of the home. These will build a sense of insecurity and lack of self-esteem in the children and constantly reflects on their behaviors in classes.

Moreover Wisconsin and Foat (1978, p .6) mention some parental factors that help to create pupil's discipline problems:

- ***Lack of discipline at home:*** parents who fail to discipline their children properly are creating angry children who act out in the classroom.
- ***Lack of parent interest and control:*** lack of proper parental guidance and involvement is a major cause of indiscipline among children.
- ***Lack of parental support for school disciplinary matters:*** the parents do not care or involve in the discipline in school.
- ***Working parents and /or broken homes:*** working parents and/ or broken families are likely to lead children to suffer damaging psychological troubles and act out in the classroom.

4.2 Student (The Pupil itself)

The pupils are the main source of disruption in the classroom, this may relate to many reasons. According to Walters and Frei (2007), there are five primary causes of pupils' discipline problems, which are: boredom, attention, power, revenge, and low of self-

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confidence. Similarly, Lewis (2008) proposed four main reasons of pupils' discipline problems; seeking for attention /power /revenge, and withdrawal.

4.2.1 Boredom

Boredom generally comes from the lack of interest; pupils usually feel bored in class when the lesson or the activity does not engage with their interest. It is a common excuse that pupils give for acting out in the classroom. Kyriacou (2007,p.84), argues that “if the activities are presented in a manner that fails to elicit and sustain their interest, or if the activity lasts for too long and fails to be stimulating, or if the activity is too easy or is felt to lack relevance, then pupils are likely to become bored”.

4.2.2 Seeking for Attention

Need for attention is a human desire. Some pupils love to be the spotlight and to have the teacher's attention. According to Mackey (2006), if they could not catch the teacher's attention through “a positive behavior”, unfortunately, they will have it via “misbehaviors”.

4.2.3 Seeking for Power

The feeling of being controller or leader pleases some pupils. According to Lewis (2008, p.95) this kind of pupils sees that they are “worthwhile” only if they are “in charge” or “boss”. These pupils usually refuse the teacher's instruction and they try in some way to get the teacher into the fight. Although, the common type of this category is “the classical power-seekers” who are “the arguers”, “the provocateurs” and “the resisters” (ibid).

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4.2.4 Seeking for Revenge

In general, revenge is the satisfying emotion to hurt someone who has hurt you. According to Lewis (2008, p.95) “children can only feel important when they can hurt other people as much as they feel others have and will hurt them”. In addition, Lewis names some hurtful ways that students use to show their revenge such as stealing, destroying property, or using violence.

4.2.5 Withdrawal

Withdrawal, “self-confidence” (Walters & Frei 2007), or “display inadequacy” (Mackay 2006). It indicates that the pupils have almost given up. They are encouraged and usually feel low self-esteem. Pupils with the lack of self-confidence feel that they are failures and have the impression that they cannot do anything correctly. According to Kyriacou (2007), such pupils have the sense that they are failures to do the work, this may relate to their bad past experiences. Lewis (2008, p.95) states that such pupils appear “so stupid” or “unavailable” in order to be left alone.

Mackay (2006, p.39- 47), illustrates the previous causes and added more causes or unconscious goals that lead to pupils’ misbehavior. He follows them with the flags or signals that pupils attend to convey and their impact on the teacher’s feelings. They are summarized in the table below:

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Unconscious Intention	The Flag	Teacher's Feelings
Attention	"NOTICE ME!"	Irritation, annoyance and frustration.
Control (power)	"TRY AND MAKE ME!"	Provoked , challenged , angered.
Revenge	"I CAN HURT YOU!"	Put down , humiliated and hurt "Teacher's or Student's feelings".
Display Inadequacy	"I CAN'T DO IT!"	Frustration, despair, wanting to give up on the student.
Excitement	"IT'S REALLY DANGEROUS!"	Concern and anxiety for health and safety.
Peer acceptance, popularity	"I'LL DO ANYTHING TO JOIN YOU"	Concern, unease and disquiet when peer relationships have a negative impact on students' work and behavior.
Superiority	"I'M BETTER THAN YOU"	Inadequacy, put down, made to feel inferior.

Table02: The flags of discipline problems (Mackay, 2006, p 39- 47)

4.2.6 Excitement

Some pupils feel only significant when they are excitement. According to Mackay (2006, p.45), excitement can be achieved into two ways, positive ways like participating in sports events, school production, or school campus and so on. However, the other ways are unfortunately achieved by "risk-taking behavior" such as avoiding classes or missing school, smoking, or breaking the law.

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4.2.7 Peer acceptance/ peer pressure

Peer acceptance or peer pressure is another cause of misbehavior. According to Feller (1993), peer pressure is the cause that makes people do things that are popular in order to fit in with others. However, peer pressure in schools is more commonly negative, for example, doing things such as cheating on test and smoking in order to be popular or acceptable among their peers (Lee 2005).

4.2.8 Superiority

This resort of pupils thinks that they are better than others by putting down others. MacKay (2006) said that this kind of pupils are actually attempting to appear strong as a way of “self-protection”, however; they are hiding their inadequacies and lack of self-esteem because they have a lack of feeling valued for themselves (p.47).

4.3 Teacher

The assumption that the student is the only factor in causing disciplinary problems is not anymore correct. The teacher could be also the main factor of pupil misbehaviors. Teacher misbehaviors in the classroom play a huge factor for pupils to behave inappropriately. Kearney, Plax, Hays, and Lvey (1991) define teachers misbehaviors as “those behaviors that interfere with instruction, and thus, learning” (p.310). Based on their analysis, they identify twenty-eight categories of teacher misbehavior within three factors: incompetence, indolence, and offensiveness.

4.3.1 Incompetence

Incompetence which refers to the lack of basic teaching skills (Miller and Groccia 2011, p. 73), it includes nine categories of teacher misbehavior. Some of them:

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- **Confusing /boring lessons:** (e.g., having unclear classroom expectations, poor preparation, and presentation of the lesson)
- **Unfair testing:** (e.g., using ambiguous exam questions)
- **Lack of knowledge on subject matter:** (e.g., not being able to answer pupil questions)

4.3.2 Indolence

Indolence which refers to the teacher's disregard for pupils (Miller & Groccia, 2011, p.73), it includes:

- **Being absent:** (e.g., canceling class without notifying pupils)
- **Being tardy :**(e.g., showing up late without a good reason)
- **Information overload:** (e.g., making the course too easy, on challenging to the pupils)

4.3.3 Offensiveness

Offensiveness relates to the kind of the teacher interactions with pupils (Miller & Groccia 2011). Some of this offensiveness is presented as followed:

- **Using sarcasm and put downs :** (e.g., embarrassing or insulting pupils)
- **Favoritism and Prejudice:** Showing favoritism to one pupil or another, other pupils may see this Favoritism as an offense against them which leads to misbehaviors by the pupils.
- **Displaying a negative personality:** (e.g., acting selfish, showing to class moody, looking down to pupils)

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Similarly, some decades later, Allan Goodboy and Scott Myers (2015) report the five most frequently teacher instruction misbehavior, including:

- ***Having boring lessons:*** no enthusiasm in presenting the lesson.
- ***Deviating from the syllabus:*** (e.g., getting behind schedule, requiring unnecessary expenses).
- ***Unfair grading:*** (e.g., giving the unfair marks to the pupils).
- ***Lack of technology:*** (e.g., using outdated delivery methods).

Moreover, studies based on interviewing pupils about ‘when’ and ‘how’ they misbehave in school, the studies highlight four situations that provoke them to behave badly (Kyriacou 2009, p.124). These are:

- Teachers being boring.
- Teachers who could not teach.
- Teachers whose discipline is weak.
- Teachers who made unfair comparisons.

Overall, Kyriacou (2009, p.124) argues that the most common triggers for pupils’ misbehavior are linked to “the low educational attainment”. For instance, pupils are asked to undertake academic work that seems to them difficult and having little success with it. The other trigger that provokes the pupil misbehavior is “boredom”. Including boring lessons in which the content is less interesting, or the activities are too passive. Eventually, the discipline problems are happened because of these both triggers.

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4.4 Overcrowded Classes

Overcrowded classes are the great concern for the teacher to keep order in the classroom and to minimize the disciplinary problems. According to Bentham (2002) “Teachers felt that overcrowded classrooms had negative effects on student behavior and learning” (p.158). Thus, teachers feel unable to keep and give the attention to all pupils in class. Moreover, Carbone (2003) states that pupils behave badly in large classes such have poor attendance, more cheating on exams, and more off-task behavior during discussions and group activities, and talking on cell phones.

Large classes	Smaller classes
<ul style="list-style-type: none">• Pupils receive less individual attention• A more restricted range of teaching learning activities on offer.• Whole class teaching is sometimes used to control and to keep students on task.	<ul style="list-style-type: none">• Pupils receive more individual attention.• More varied learning and teaching styles possible.• Whole class teaching methods only used when appropriate for the activity.

Table03: A summary of teachers’ view on class size (Bentham, 2002, p158)

This table shows the teacher’s perception about classroom size which shows that the teacher can only teach effectively in small classes where the capability to produce is more and the ability to keep order in the learning environment.

5. Classroom Management: Definitions and its Significance

Many writers present different and various conceptual frameworks for the understanding of classroom management. However, the concept ‘classroom management’ remains difficult to describe because of its complexity. Smith and Laslett (1993, p.vii) define

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classroom management as “the skill in the organization and presentation of the lesson in such a way that all learners are actively engaged in learning”. This requires from the teacher to be organized in presenting the appropriate classroom materials as well as a good planner in presenting the different elements of a lesson.

Moreover, Tomic and Van der Sijde (1993) define classroom management as “provisions and procedures necessary to create and maintain a situation in which learning and teaching can take place”. This definition reflects management principles and rules in order to ensure order in the classroom.

Furthermore, Martin and Sugarman (1993) state “classroom management refers to those activities of classroom teachers that create a positive classroom climate within which effective teaching and learning can occur” (p.9). Classroom management requires some strategies and techniques from teachers in order to create an appropriate and comfortable atmosphere for an efficient and effective teaching and learning. In addition, Jerry Brophy (1999) defines classroom management as “creating and maintaining a learning environment that supports instruction and increased student achievement” (p.43). Brophy (1999) claims that the first step is to establish a positive climate for better and easy learning.

Although the purpose of classroom management is to maintain the order in classroom and to build a comfortable learning environment, Evertson and Weinstein (2006) claim that classroom management is not only for that purpose but it also aims to pupil “social” and “moral” growth (p.4). In addition, Hue Ming-tak and Li Wai-shing highlight two specific purposes of classroom management (2008, p.5):

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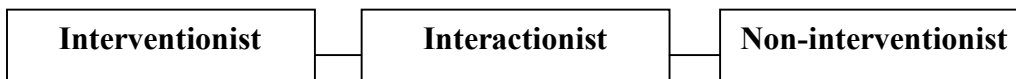
- Classroom management is necessary for creating a positive and supportive and respectful learning environment. Consequently, efficient and effective teaching and learning take place.
- Classroom management is a proactive and developmental way to promote student personal, social and emotional growth.

6. Classroom Management Approaches (Pupils' Behavior Models)

There is a wide range of theoretically based models and conceptual frameworks for teachers to choose from for a good discipline in the classroom. Researchers categorize different classroom management basing on different aspects of classroom management. For example, Wolfgang and Glickman's (1986) classification of power relationships between teachers and students. Lewis' models (1997), the teacher- oriented approach, the student-oriented approach, and the group-oriented approach.

A. A School of Thought Framework: Wolfgang and Glickman

Wolfgang and Glickman (1986) classified three main approaches in order to deal with misbehavior, these approaches are: interventionist, interactionist, and non-interventionist approach.



a. Interventionist Approach

This approach includes behavior modification, assertive discipline, positive discipline, and behaviorism and punishment. Tauber (2007) claims the teacher's job in this approach is to control the classroom environment and to modify and shape the pupils' behavior. Rewards

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and punishments are the tools that the teacher uses for directing his pupils' actions. Kyriacou (2009) states that interventionist approach is based on "rules and consequences", pupils understand clearly the classroom rules and the consequences (rewards/ punishments).

b. Interactionist Approach

It is a medium-control approach consists: logical consequences, cooperative discipline, and positive classroom discipline. Hue & Li (2008 ,p.6) state that the "Interactionist approach is taken for understanding how classroom participants interact with each other as individuals and groups, as well as the relationships between individual and group behaviors". Moreover, Kyriacou (2007) argues that this approach views the pupils' misbehavior as a result of 'the pressures of classroom life' and the teacher's job is to build relationships with his pupils by interacting with them and sharing goals.

c. Non-interventionist Approach

Non-interventionist approach or can also be called as 'The Guiding Approach', it includes: congruent communication, group management, discipline as self-control, teaching with love and logic, inner discipline and from discipline to community. According to Hue and Li (2008, p.94), non-interventionist approach believes that "Individual students are capable of understanding and solving their own problems". Furthermore, Kyriacou (2009) claims that this approach views the pupils as "Inherently good", who needs "Compassionate" and "Empathetic support" in order to behave in a good manner when they transgress (p.125).

Wolfgang (2004) believes that most teachers will make use of all approaches. However, the one model will be predominated in beliefs and actions. Thus, a disciplinary strategy may be effective with one pupil in a particular situation may not be effective with another pupil.

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Interventionist	Interctionalist	Non-interventionist
<ul style="list-style-type: none"> ▪ Teacher has primary responsibility for control ▪ Teachers develop the rules ▪ Primary focus in on behavior ▪ Minor emphasis on individual differences in students ▪ Teachers move quickly to control behavior ▪ Types of interventions are rewards, punishments, token economy 	<ul style="list-style-type: none"> ▪ Students and teachers share responsibility for control ▪ Teachers develop the rules with some student input ▪ Initial focus in on behavior, followed by thoughts and feelings ▪ Moderate emphasis on individual differences in students ▪ Teacher allows some times for students to control behavior, but teacher protects right of the group ▪ Types of interventions are consequences and class meeting 	<ul style="list-style-type: none"> ▪ Students have primary responsibility for control ▪ Students develop the rule with teacher guidance ▪ Primary focus is on thoughts and feelings ▪ Major emphasis on individual differences in students ▪ Teacher allows the time for students to control behavior ▪ Types of interventions is non-verbal cues and individual conferences

Table04: Classroom Management Models .Source: Wolfgang and Glickman (1986)

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In summary, interventionist, interactionalist, and noninterventionist are the classroom management approaches. Interventionist (reactive) is doing “this” because some kid did “that!” (Churchward, 2009, p.1). Noninterventionist (proactive) is “being prepared and in control” (ibid). Interactionalists are seen as believing students learn from interacting with peers in their environments, which is a shared classroom management strategy (Ritter & Hancock, 2007).

B. Lewis’ Model

According to Ramon Lewis (1997), there are three models for dealing with pupil misbehavior. A teacher can: take the charge of how pupils should behave (model of control); join with the pupils in deciding how they should behave (model of management); or let the pupils decide how they should behave (model of influence). All the three models have the same objective of attempting to help the teacher to deal with pupils’ misbehavior effectively. However, they differ in the way that who is the responsible for taking the charge of pupil behavior and how it should be done (Hue & Li, 2008).

Similarly, Lewis’s classification (1997) can be also viewed as the continuum of discipline style containing two extremes same as Wolfgang and Glickman’s classification (1986). From the model of control, the teacher adopts interventionist strategies to the model of influence where pupils have the power to decide on their own behavior, with teachers adopting non-interventionist strategies. In the middle of continuum lies the model of management in which all members of the class, including the teacher, are responsible for regulating their own behavior through integrationist strategies, and set rules and design consequences for misbehavior (Hue & Li, 2008).

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	Control ←	Manage	→ Influence
Tc	←—————→		Ct
	Teacher-oriented	Group-oriented	Student-oriented
Model	model of control	model of management	model of influence
Description	Teachers decide how students should behave. They use rewards and punishments to control student behavior.	Teachers and students decide how they should behave. Together they set pleasant and unpleasant consequences for inappropriate behavior.	Students decide on their own behavior: they modify their behavior after observing its impact on others.
	c: child low in control	T: teacher high in control	
	C: child high in control	t: teacher low in control	

Table05: Lewis' models (1997)

Conclusion

In the first chapter, we started with problematic issue discipline problems. Discipline problems are considered as the nightmares for many teachers, and in order to help teachers to handle these problems. First, we attempted to categorize the pupils' discipline problems in the class, starting from the behavior that usually happens in the classroom, for instance, talking, whispering ..etc, to the serious one such as: smoking. Next, we analyzed the reasons behind such behaviors, the home, the pupil, the teacher, or the classroom itself. Thus, pupils'

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discipline problems cannot be seen as an isolated factor. It has to be analyzed according to the whole environment of the children's life.

Chapter Two

Introduction

EFL teachers need to develop strategies that will maintain order and progress in their lessons. In other words, teachers need a good plan to deal with discipline problems. Strategies for managing classroom behavior in schools can be in, classroom or individual student-focused interventions. However, our focus is on the classroom interventions derived from Applied Behavior Analysis (ABA), which involves the application of Skinner's theory (1953) of operant conditioning to socially relevant human behaviors (Baer, Wolf & Risley, 1968). Over the past 44 years, the application of ABA to classroom behavior management has achieved the efficacy of a wide variety of procedures, these procedures involve the use of both preventive and reactive management strategies in order to create positive and functional learning environments in which minimize disruptive behaviors and reward pupils' engagement and achievement.

The chapter two presents different types of behavior management strategies which are grouped into two categories: preventive and reactive strategies. Preventive strategies were defined as the teacher behaviors to prevent and avoid any future discipline problems. Reactive strategies were defined as consequences and reactions to the behavior where the teacher uses restrictive strategies in order to cut the discipline problems. Preventive strategies in this paper include: positive reinforcement, proactive strategies, the teacher's skills..etc. Among reactive strategies they are classified into three categories: non-verbal strategies, verbal strategies and logical consequences.

1. Preventive Strategies

Preventive strategies are procedures used by the teachers to prevent any ongoing problems. They are proactive strategies used to build and maintain a positive atmosphere and

to save time in the classroom (Tannehill, Van der Mars & MacPhail 2015). According to Kounin (1970), the key to classroom management resist in the teacher's ability to prevent problems from occurring rather than on his intervention after occurrence. Thus, prevention is better than cure. Similarly, Tuber (2007) indicates "preventing discipline problems from occurring in the first place is the best way for students and teachers alike to handle classroom discipline" (p.126).

1.1 Positive Reinforcement

Reinforcement is a concept developed by the famous behaviorist, B. F. Skinner (1974), and fundamental in his theories of human behavior. Skinner states that the behavior is conditioned and strengthened based on the consequences that follow it, which means that if the behavior is followed by positive reinforcement, the appropriate behavior will frequently occur (Morgan, 2009, p.23). In other hand, if that behavior is not reinforced and it is rejected, the inappropriate behavior will take place in the classroom (Walters & Frei, 2007, p. 207).

Positive reinforcement is a type of reinforcement; it is one of the essential tools for encouraging change in a pupil's behavior. Morgan (2009) claims that the inappropriate behavior cannot be stopped if the appropriate and good behavior is not reinforced, such as praising the good behavior, then the pupil will remember that praise and be ashamed to misbehave. In addition, Brophy (1988, p.12) states that "the goal of reinforcement is to develop desirable behavior rather that to control misbehavior".

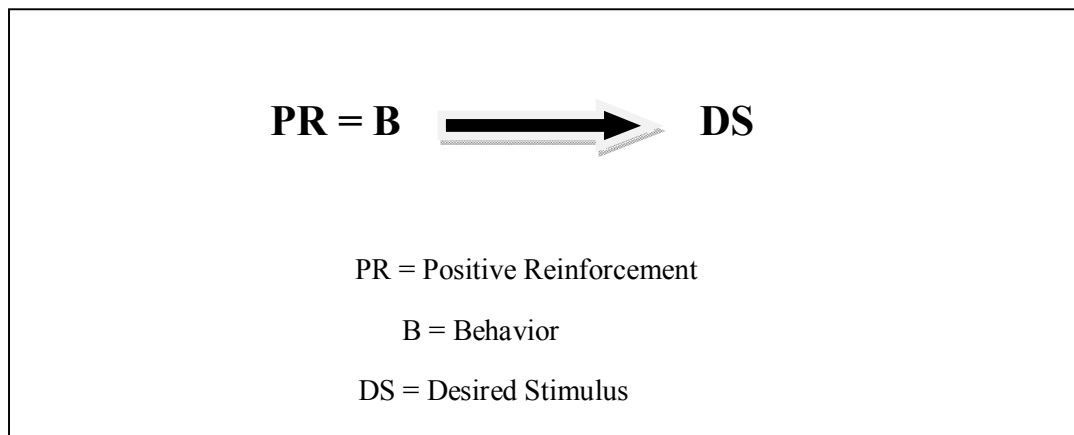


Figure 01:Positive reinforcement (McLeod et al 2003, p.96)

1.1.1 Types of Positive Reinforcers

There are four categories of positive reinforcers (rewards), and they are falling into a hierarchy: self, social, activities, and tangibles rewards. The lowest level is tangibles, which are the things that can be touched, seen and tasted by the recipient. These would include stickers, posters, or food (Partin, 2009) .The next rewards are activities, which are privileges that the pupil values. These would include free time or no home work (McLeod et al 2003). The other rewards are social; they have very powerful effect on pupils' behavior. These include the verbal and non verbal praise, e.g. smiling, pat on the back (Morgan, 2009). The last one is internal or 'self' rewards; they are autonomous, arising from within (Partin, 2009).



Figure02: The hierarchy rewards (Partin, 2009, p.37)

1.1.2 Tips on Using Positive Reinforcement in the Classroom

Partin (2009, p.38) mentions some tips for teacher to use positive reinforcement in the classroom and they are as followed:

- ***Using praise effectively:*** praise should be specific rather than general. Instead of saying ‘good job’, the teacher should be more specific on what he/she liked about the pupil’s work by saying ‘excellent paragraph transitions’.
- ***Vary the rewards in order to be more effective:*** using the same reward over and over again may lose its value.
- ***Using group contracting to reward good performance:*** both behavioral and academic. It allows the pupils to earn a group reward, and it might be free time for pupils to play an educational game, no homework for a night, other special treat.

1.2 Proactive Strategies

Proactive strategies are interventions which are used on an ongoing basis for dealing with challenging behaviors, focusing on preventing disruptions before they happen rather than after the problems take place in classroom (Champlin, 1991). In addition, Partin (2009)

pointes that it is good for teachers to be proactive from the first day, for saving time and energy in order to build positive relationships with pupils. Furthermore, McLeod et al (2003, p.61) claim that the purpose of using proactive strategies is to teach the pupils “responsibility, self-management, problem solving, and decision-making”. Moreover, Shindler (2010) states “being proactive promotes internal locus of control. When we know what to expect, we have power; when the climate of class is accidental, the need for power is unmet” (p.170).

Kounin (1970) offers four proactive categories that minimize discipline problems from occurring, they are: with-it-ness, group focus, overlapping and movement management. (As cited in Pagliaro, 2011, p.71).

1.2.1 With-it-ness

With-it-ness is being aware of what is going on in all parts of classroom at all the time; it is commonly referred to “eyes in the back of their head” (Shindler 2010, p.205). Withit teachers know the real troublemakers and they act quickly and accurately in curbing classroom disturbances (Pagliaro 2011).

1.2.2 Overlapping

Overlapping is the teacher’s ability to handle two or more activities at the same time, s/he may check one pupil’s spelling and, at the same time, giving feedback for another pupil (Pagliaro, 2011). Essentially, it is the ability to monitor the whole class at all times.

1.2.3 Group Focus

Group focus or “ripple effect” occurs when one pupil misbehaves and the teacher corrects that behavior which positively influence on the other pupils (Pagliaro, 2011). Thus, correcting one behavior to correct others misbehaviors.

1.2.4 Movement Management

Managing movement is the ability to make smooth lesson transitions, Shindler (2010, p. 205) states that “managing movement is the skill of creating effective transitions and procedures”. Essentially, it involves keeping an appropriate pace, and all pupils are involved in the lesson. Moreover, the teacher who can manage movement has a sense of time, knowing when to speed up, or change the activity (Pagliaro, 2011).

1.3 Teacher’s Skills

1.3.1 Planning

Effective planning for the curriculum and lesson minimizes the disruptive behaviors and learning time maximizes. Planning is the key to a smooth-running classroom. Jacobsen, Eggen and Kauchak (1993, p.273) emphatically state that careful and systematic planning is the most significant aspect in the classroom management in that it causes an orderly classroom. For that, it is important for the teacher to enter the classroom well prepared for lessons that are designed to involve all pupils (Moore, 1992, p275). A lesson that has been systematically and logically planned ensures that your learners remain attentive and occupied to the extent that the desire to learn is optimized, thus minimizing disruptive behavior.

1.3.2 Organization

The classroom organization is to create a set of physical conditions that help teachers to present their lesson smoothly and without any problems. Organization of classroom is the way the teacher arranges pupils’ desk, instructional materials and equipment will likely affect pupils’ behavior and learning. Marzano et al (2005) clarify that the teacher needs to arrange the pupils’ desks in the way that allow him/ her to access to all the pupils.

Many elementary teachers who select the pupils seating on the first day of the school; for that, Marzano et al (2005, p.135) suggest to let the pupils themselves to assign their seating in order to make them feel “sense of belonging” and to reduce their “anxiety” as they enter the classroom every day, also it gives the pupils some sense of the responsibility for the learning environment. Generally, pupils who sit closer to the teacher are more likely to pay attention and engage in classroom activities for that Doyle (1986) suggests that it is better to place misbehaving or uninvolved pupils closer to the teacher.

1.3.3 Leadership

The relationship between the teacher and the pupils is the keystone for all other aspects of classroom management. In order to build this relationship, the teacher shares the leadership with the pupils through ‘shared leadership’. McLeod et al (2003) state that the function of leadership is learning as one community, where the pupils cooperate, and not compete and the teacher is as a coach, teacher, guide and persuade, rather than being insisted and demanded. As they claim “the teachers can only control their own behavior, but they have tremendous power to influence their students” (p.401).

Furthermore, Shindler (2010) gives some samples of giving the pupil’s leadership roles such: using pupil leaders for lines, transitions, using pupil leaders for attendance, and paper collection. Marzano et al (2005, p.20) add that the pupil leadership roles can be “rotated” and changed from time to time to give more pupils an opportunity to share responsibility for the management of the classroom.

1.3.4 Adapting

LARRA refers to (**L**ease/ **A**dapt/ **R**emove or **A**dd). Studies show that most effective classroom managers adapt instructions to particular pupils’ needs and effective classroom

managers appear sensitive to diverse needs of their pupils (Brophy 1996). Pupils are less frustrated and engaged in off-task activities when classroom activities are adapted to their knowledge and skill levels (Robinson, 2006).

1.4 Establishing Standards, Rules and Procedures

According to Evertson, Emmer, & Worsham (2000, p.18) “standards, rules, and procedures vary in different classrooms, but we don’t find effectively managed classes operating without them”. They are necessary to maintain the pupils’ safe and caring environment. The teacher needs to establish routines and procedures for daily work. Harry Wong (2012) claims that “the major problem in our schools is not discipline. It is the lack of procedures and routines” (p.02). In fact, standards, rules, and procedures are different, but each of these is needed.

1.4.1 Standards

Academic standards are expected norms for all pupils. They tell us what all pupils should know and be able to do with the area of behavioral management; they clarify the responsibilities among the pupils. Furthermore, standards should be few in the number, carefully taught, modeled, and practiced. For example, “be polite and helpful”, or “do only those things that help you and others to learn”. These kinds of standards cover every imaginable situation (McLeod et al, 2003, p.75-76).

1.4.2 Rules

Classroom rules are the guidelines for required student behavior (Levin and Nolan, 2004). Rules for pupils are those simple things that make a classroom manageable. Therefore, classroom rules should be aimed at pupils’ positive and on-task behavior and not punishing them. However, they should not be as a tool for controlling the pupils (Brophy, 1988a).

Marzano et al (2003) suggest that the effective classroom rules take time on the first day of the school to help pupils understand expectations and their purpose. The same might be said for the end of the day or the end of school in order to leave an impression that pupils hold over the next time.

Furthermore, Docking (1992, p.27) notes that rules often cover the following issues:

- Entering, leaving and moving around the room;
- Handling materials and equipment;
- Talking and listening;
- Treating others as you would like them to treat you;
- Making the room a pleasanter place to be in. (As cited in Dean, 2000, p.39.44).

1.4.3 Procedures

Procedures are the routines for accomplishing and recurring classroom task, they are different from standards and rules and they are difficult for teachers to operate. Procedures are difficult because they are many and every lesson has its own procedures (McLeod et al, 2003). Furthermore, Hue and Li (2008) define classroom procedures as “classroom routines which call for specific behavior at particular times and on particular tasks” (p.53). In addition, Powells (2016) state that the time spent clarifying classroom procedures to pupils will maximize the occurrence of discipline problems.

- **Examples of Classroom Procedures**

Hue and Li (2008, p.53) name some examples for classroom procedures and they are as followed:

- Student arrival at and departure from the classroom

- Early completion of class work
- Proper arrangements for a fire drill
- Handing in homework and class work
- Lunch-time arrangements
- Going for and returning from recess

1.5 Behavioral Contracts

Behavioral contracts (also called a contingency contract or a performance contract) are strategies used by the school in order to change pupil behavior or to support for an appropriate behavior. Miltenberger (2012, p.465) defines behavioral contracts as “written agreements used by people who want to increase or decrease the level of desirable or undesirable target behavior”. In other words, Simonsen and Myers (2015) describe a behavioral contracting as the agreement that prompts pupil’s behavior in a better way. Behavioral contracts have been widely used in many areas of education and therapy.

1.5.1 Components of Behavioral Contracts

According to Miltenberger (2012, p.454), there are four main components of behavioral contracts:

- ***Identifying the target behaviors.*** The first step in writing a behavioral contract is to define clearly the target behaviors involved in the contract. The target behaviors may include (desirable / undesirable) behaviors (Miltenberger, 2012). In order to increase or decrease behaviors (e.g., homework completion, being respectful to people and materials, arriving at school on time, asking permission to leave desk) (Stormont et al, 2012, p.55).

- ***Stating how the target behaviors will be measured.*** The teacher should state the goal of the occurrence of the target behaviors, by proving the desirable and undesirable behaviors did or did not occur so that the contingencies can be done correctly (Miltenberger, 2012).
- ***Stating when the behavior must be performed.*** Each contract must have a time frame that states when the behavior must or must not occur for the contingencies to be applied (ibid).
- ***Identifying the reinforcement or punishment contingency.*** The reinforcement or punishment contingency is stated clearly in the contract (Miltenberger, 2012).

1.3.2 Advantages of Behavioral Contracts

Here are some advantages of behavioral contracts:

- The behavioral contracts permitted the pupil to negotiate and engage in the target behaviors and contingencies with the teacher (White-blackburn et al, 1977).
- Using of behavioral contracts provides the responsibilities for both student and adults (Strahun et al, 2013).
- The behavioral contracts emphasize the improvement of positive social behaviors. (Smith, 1995).

1.3.3 Tips for Using Behavioral Contracts

Simonsen and Myers (2015) suggest few tips to help the teacher to write a behavioral contract with one pupil or with all class.

- Fairness; the contracts must be fair.
- The reward must be delivered after the occurrence of behavior.

- Positivity; the contracts should be positively stated. (e.g., “Arabella will raise her hand to participate” rather than “Arabella will not call out during class” (ibid)).
- Specific, the contracts should address the specific behaviors.

2. Reactive Strategies

Reactive Strategies are interventions strategies which are used by the teacher after the misbehavior action occurs; reactive strategies are consequences (or reactions) to the inappropriate behavior in order to stop the behavior and to minimize the damage (Champlin, 1991).

2.1 Nonverbal Strategies

Nonverbal strategies or "body language" is a kind of private communication between the teacher and the pupil in order to stop pupil behaving inappropriately. This strategy includes planned ignoring, signal interference, proximity control and touch interference (Hue & Li 2008, p.68).

2.1.1 Planned Ignoring

Planned ignoring or “Tactical ignoring” is an intervention strategy designed to decrease a pupil’s off-task behavior by withholding attention (Hue and Li, 2008). It is based on the behaviorist theory Zirpoli & Melloy (1997), according to which the misbehavior often occurs for the sake of attention seeking from the teacher or the peers, and ignoring it reduces its occurrence. Moreover, Goldstein & Brooks (2007) suggest that “when the teachers ignore off-task, non disruptive behavior and then pay attention when the student returns to something appropriate, behavior improves” (p.275). Behaviors that can be ignored by the teacher include: whispering to another pupil during the lesson, brief periods of off-task behavior, brief periods of out-of-seat behavior, and so on (Goldstein & Brooks, 2007, p.276). However,

Planned ignoring behavior can be successfully used with certain misbehaviors; it may be unaffected with some classroom behavior problems or even worse when ignored (Grossman, 2004).

2.1.2 Signal Interference

Once the ignoring strategy does not work effectively with the behavior, the teacher can use signal interference. Signal interference refers to non-verbal cues to the pupil that his / her behavior is inappropriate (Powells, 2016). Similarly, Hue and Li (2008, p.70) define signal interference as “any kind of body language which communicates to the student not to misbehave”.

Redl and Wineman (1952) were among the first to note that appropriate use of body language and they give examples of signals like pointing, a wink, a frown, head movement or staring. Furthermore, Hoover and Collier (1986) suggest using non-verbal signals and cues that do not draw attention to individual pupils, such as facial expression, gestures, eye contact, ringing a bell, and clapping hands. Therefore, Long et al (1976) argue that such techniques seem most effective at the beginning stages of discipline problems.

2.1.3 Proximity Control

If a signal has failed, the teacher can move to another strategy which is proximity control, which is being close to the disruptive pupil, s/he will immediately stop the irrelevant activity (Smith and Laslett, 1993). Similarly, Hue and Li (2008) define it as when the teacher takes a move toward or standing closer to the pupil who is interrupting the lesson; this action should alert the pupil without disrupting the whole class, and the teaching and learning processes continue. Consequently, Powells (2016, p.194) argue that the teachers who used to walk around the class or checking in on their pupils are practicing proximity control.

2.1.4 Touch Interference

Another nonverbal strategy that the teacher uses to tackle the off-task is touch interference. This strategy is described as “physical contacts” with the pupil that is nonaggressive, such as take the hand to guide the pupil back to his / her seat or slight touch on the shoulder to redirect the pupil’s attention (Powells, 2016). However, touching pupils may have a negative impact as Hue and Li state “touch interference may sometimes arouse strong feeling in pupils and must be employed with caution” (p.71).

2.2 Verbal-Intervention Strategies

When nonverbal interventions strategies fail to redirect the pupils to appropriate tasks, verbal-intervention strategies are needed. Hue and Li (2008, p.70) propose some forms of verbal intervention including praising peers, boosting interest, calling on students, using humor, and making requests and demands.

2.2.1 Hints or Praising Peers

This strategy is best used with young students when the teacher is highly regarded by most students. A hint is giving an indirect message to the disruptive pupil by praising the other pupil. For example, Mellissa is shouting out the answer and not raising her hand, here the teacher can command another pupil with appropriate behavior: “Mark, I really appreciate you remembering the rule to raise your hand” (Powells, 2016, p.194).

2.2.2 Boosting Interest

Boosting pupils’ interest is a useful way to motivate the pupils to do the work. Showing affection for pupils indirectly strengthens the teacher-student relationships and creates a positive classroom atmosphere (Hue and Li, 2008).

2.2.3 Calling on Students

The teacher can call pupils by name to get the attention of those who are off-task. This strategy sends the message that the teacher has noticed the problem and the pupil should now engage again in the lesson. For example, the teacher can insert the pupil's name when discussing a topic, "I want to know if Wing Chit knows the answer to ..." (Hue & Li, 2008, p.73).

2.2.4 Using Humor as a Tension-breaker

When the classroom atmosphere contains anger and tensions, the joke can defuse a tense situation. "Humor differs from place to place and time to time" and it happens spontaneously without any previous plans (Smith and Laslett, 1993, p.38). However, in using humor, the teacher should be careful. Saphier and Grower (1982) argue that humor should not be sarcastic; it should be enjoyable, and should not distract the pupil's attention from the major task.

2.2.5 Asking Questions

Asking questions are used to determine whether the pupils are aware of their disruptive behavior in the classroom and its effect on others. For example, a pupil called "Samuel" is loudly humming a tune, the teacher may ask him "Samuel, that's a great tune but some students are complaining that they cannot concentrate on their works. Could you keep it down?", however; it is better to do it privately at the pupil's desk, to avoid embarrassing him/her (Powells 2016, p.195).

2.2.7 Request and Demands

Hue and Li (2008, p.74) state that “requests and demands are polite statements and orders made by the teacher explicitly and publicly in class”. For example, a pupil who calls out answers instead of raising a hand may be responded to by the following request: “Roberto, what is the rule about raising your hand?” another example for demand is “Roberto, I will call on you as soon as you raise your hand” (Powells 2016, p.195).

2.3 Logical Consequences

Logical consequences are unpleasant results which are administered by the teacher in response to the inappropriate behavior. These consequences are set up to logically follow when a pupil breaks the classroom rules (Hue & Li, 2008, p.77). Nelson (1996) points that logical consequences are effective only with the pupil who goals to get attention and they should not be not used if the goal is display of inadequacy. Furthermore, Brigman (2005, p.113) states some guidelines for using logical consequences and they are summarized as bellow:

- Give the pupil a choice, and speak to him or her privately.
- The consequence should be related to misbehavior.
- The logical consequence should be reasonable and respectful in terms of the development level of the pupil.

2.3.1 Logical Consequences versus Punishment

Logical consequences are different from punishment, logical consequences are related to the pupils’ misbehaviors and how the teacher helps them to fix their mistakes, logical consequences should be related to "three R's: related, respectful and reasonable." In addition, the teacher should not make his or her decision personally. Whereas, punishment is related to "undesirable consequences" the teacher uses when he or she is angry frustrated and so on

(Otten & Tuttle 2011, p.171). Table illustrates the difference between a punishment and a logical consequence (As cited in Hue & Li 2008, p.78).

Logical consequences	Punishment
<ul style="list-style-type: none"> • are logically related to the behavior in question; • are logically related to the behavior in question; • are emotionally neutral; • are rational and depersonalized; • minimize confrontation. 	<ul style="list-style-type: none"> • is arbitrary and unrelated to the behavior focused on; • is retributive and reactionary; • is retributive and reactionary; • is possibly emotionally charged; • is experienced as personal; • often provokes confrontation.

Table06: Comparison of punishment and logical consequences (Larrivee, 1999, 170)

3.2.2 Three Types of Logical Consequences

Ruth Charney (2015) categorizes three types of logical consequences: reparation, loss of privilege and time-out.

a. **Reparation : "You break it, you fix it"**

This type of logical consequence is used in situations when something has been damaged or mess has been made, "you break it, you fix it" strategy gives the pupils a chance to face and repair their mistakes. Thus, the goal of this strategy is teach the pupils the "social skills" such as: honesty, responsibility, cooperation and so on, in order to integrate them in the solution rather than being only the cause of the problem (Charny 2015, p.135).

Charny (2015, p.154) offers some situations in which "you break it, you fix it" might be useful:

- *A student spill glue, paint, collage pieces...etc.*

The teacher may say "I will help you to find a sponge so you can clean it up."

- *Using a mean voice, commanding instead of requesting.*

The teacher may say to the pupil to use the appropriate form of requesting and to repeat it.

- *Using a negative tone when speaking to someone.*

The teacher may say to the pupil to use the appropriate tone of voice when he or she is speaking.

b. Loss of Privilege

This type of logical consequences is used when the pupil misbehaves or does not follow the established rules. Loss of privilege is often the appropriate consequence to make sure that the pupils understand why they are losing privilege (Anderson 2015, p.246).

Ruth Charney (2015, p.158-159) gives some examples of pupils losing privilege and how the teacher deals with them:

- *A student says her work is done when it's not, in order to play or avoid a task*
"I won't be able to believe what you say, or trust you to follow routines for finished your work. You have to show me your finished work every day this week".
- *A child goes to the bathroom and does not back in a reasonable period of time*
"You will need to get a bathroom pass with a set of time on it for the next week".
- *A lesson becomes very noisy*
"You are still not remembering to use quiet voices. Now there is no talking."
Or "There are a lot of people talking to each other instead of listening. I will wait. I won't talk when you are talking. I do not plan to continue until people show they are ready to listen."
- *A group playing four-square applies the rules of the game unfairly to exclude or intimidate certain classmates*

"The game is over. If you want to play tomorrow, you have to let me know how you plan to use the rules in ways that are fair for everyone. I want a written plan signed by the following players..."

c. Time-out

Time-out is a behavior change strategy used to decrease the frequency of a target behavior. Rodgers (2003) defines time-out as sending the disruptive pupil away from his/ her classmates, hopefully, to rethink of his or her behavior, and he describes time-out strategy as a "serious" but it is sometimes "necessary" in the discipline (p.89). In addition, Partin (2009, p.46) states that "time-out is not painful. It doesn't hurt. Nor should it humiliate the child. It may be a bit boring". However, Gartell (2001) believes that time-out is undesirable practice by giving some reasons: the time-out makes the pupil feels ineffectual, diminishes the pupil's developing self-worth and self-confidence, and it may cause the other pupils to see him/her as the trouble maker.

- **Types of Time-outs**

Harris (1985) outlines three major types of time-out: exclusionary, non- exclusionary, and isolation time-out. The first two types are used effectively in classroom and do not need to remove him outside or in other room.

- **Exclusionary:** exclusionary time-out involves sending the pupil away from his / her peers, but not removing him outside of class. For example, sending the pupil to a corner of the room or a chair positioned away from the ongoing activity (Wolf et al, 2006).
- **Non- exclusionary:** non- exclusionary time-out is the same to the first type but with observing the ongoing activity. The aim of this type is to make the pupil observes the appropriate peer behavior and see those behaviors reinforced (ibid).

- **Isolation:** isolation involves sending the pupil out from the classroom; typically, it refers placing the pupil in the different room for specified amount of time (Wolf et al 2006).

Partin (2009, p.46-47) proposes when the teacher uses time-out strategy effectively “Dos of using time-outs”, and when this strategy sounds ineffective if it is used in inappropriate way. For that, Partin gives some pitfalls to avoid “Don’ts in using time-outs”.

- **Dos of Using Time-outs**

- It is better before using time-out to give a signal warning.
- Instruct the pupil in calm and with non hostile tone.
- Clearly specify the amount of time the pupil will be in time-out.
- It is a good idea to document in writing any use of time-out, the transgression, the time, and the location of time-out, and any observed consequences.
- In the beginning of the school try to notify the pupils about time-out procedures.

- **Don’ts in Using Time-outs**

- Never just send the pupil out into the hall. S/he will talks to everyone steps by the hallway, or makes funny faces in the door window.
- Avoid sending pupils to the principal’s office if at all possible, it sends that you could not handle your class.
- Time-outs do not work with all pupils. For some pupils time-out is actually as a reward for them.

Conclusion

In chapter two, we attempted to provide the behavior management strategies that the teacher could use to prevent and curb the disciplinary problems. The behavior management strategies that are mentioned in this chapter include preventive and reactive strategies. The preventive strategies are the procedures that the teacher uses to prevent any kind of misbehavior and it includes positive reinforcement, proactive strategies such as (with-it-ness and overlapping), teacher's skills, also establishing the standards, rules and procedures to avoid any an unnecessary behaviors...etc. However, the reactive strategies are the actions and the responses, and they are more restrictive than preventive strategies. The reactive strategies are grouped into three: non-verbal (ignoring, signal interference, proximity control and touch interference) and verbal strategies (praising peers asking question, calling on students...etc), and logical of consequences (reparation, loss of privilege and time-out).

Fieldwork

Introduction

The purpose of this research is to investigate the role of behavior management strategies (preventive and reactive strategies) to reduce discipline problems. This chapter is going to be accomplished depending on the analysis of questionnaires for both teachers and pupils and classroom observation. We have been distributed two questionnaires for both teachers and pupils as major participants and whose opinion are significant for the research hypothesis to be tested, and using classroom observation as a tool to observe how teachers handle the classroom discipline problems as they naturally occur. This chapter focuses on analyzing and discussing the data collected during fieldwork. Finally, it is concluded by some pedagogical recommendations EFL teachers and learners.

1. Teachers' Questionnaire

1.1 Teacher's Sample

To carry out our research, a sample of three 3 EFL teachers from the four teachers of Misbahi Mustafa middle school in El-oued, we have chosen the teachers who actually teach the third year level or they have experienced it in their educational experiences

1.2. Aim of the Questionnaire

This questionnaire is administered to three middle school teachers of English. The main goal of this questionnaire is to find the different strategies, procedures that teacher use to create a well managed and organized classroom in order to facilitate the learning process.

1.3. Description of Teachers' Questionnaire

Teachers' questionnaire consists of sixteen (16) questions. It is divided into three main parts. It involves different types of questions: 'closed' and 'open-ended questions'. Closed

questions require the teacher to tick up the right answers from a set of options. Open-ended questions require them to give their personal opinions or background information about these subjects.

- **Section One : General Information**

In this section, we attempt to gather information about the teachers' background information. It consists of three questions gender, age, and years of teaching experience.

- **Section Two : Teacher's Perception Towards Discipline Problems**

This section consists of series of multiple questions. Closed ended questions and closed questions. In closed-ended questions, the teacher is expected to tick the appropriate answer according to yes-no responses or one of the suggested options. In this section teacher tends to give his/her perception towards classroom discipline problems and classroom management, and if he/ she faced any type of pupils' discipline problems during his/ her class. Therefore, the mains types discipline problems; then, the causes of discipline problems.

- **Section Three : Teaching Strategies to reduce Discipline Problems**

This section consists of series of multiple questions. Closed ended questions and closed questions. Which seeks to determine teachers' perception towards teaching strategies, procedures in order to manage his/her class effectively. These strategies include both prevention and reactive (intervention) strategies that teacher uses to curb the discipline problems.

1.4. Piloting Study

Piloting stage is undertaken to confirm that the questions included in our questionnaire are understandable for teachers, so that the data needed can be collected. The questionnaire was piloted during two days before distributing it to the three teachers and no change in the formulation occurred.

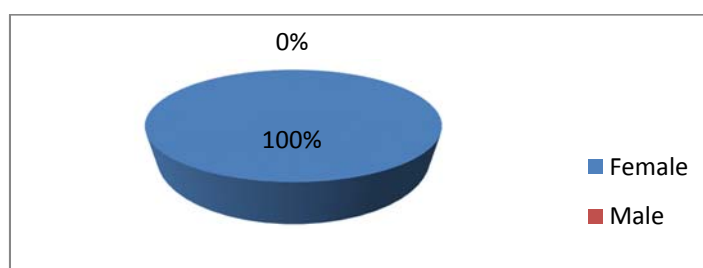
1.5. Analysis of Teacher' Questionnaire

Section One: General Information (Q1-Q3)

Q1: Teachers' gender:

Options	Female	Male	Total
Numbers	3%	0	3
Percentages	100%	0	100%

Table07: Teachers' gender



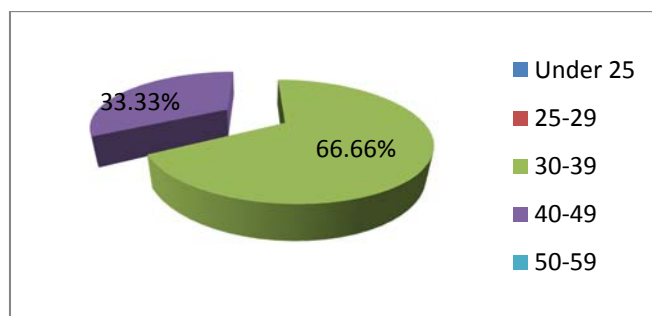
Graph 01: Teachers' gender

From the table above, it is clear that all the teachers are females. We have listed three female teachers (100%) and no male teachers (0%).

Q2: Teachers' age:

Age	Under 25	25-29	30-39	40-49	50-59	Total
Numbers	0	0	2	1	0	3
Percentages	0%	0%	66.66%	33.33%	0%	100%

Table08: Teachers' age



Graph 02: Teachers' age

Through this table we can deduce that the majority of our teachers '2' or about (66.66%) are aged (30-39), and one '1' (33.33%) is aged (40-49).

Q3: Teachers' teaching experience:

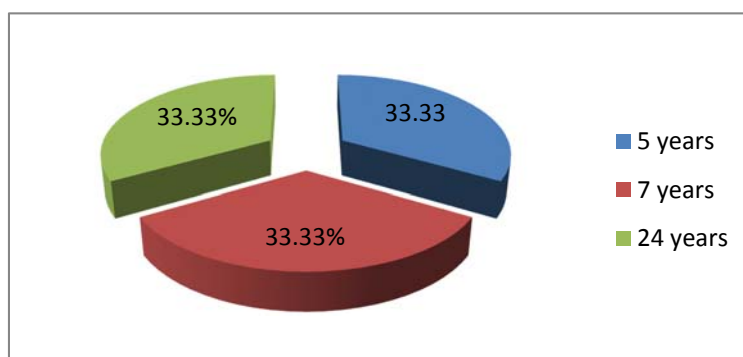
Teacher 01: 24 years.

Teacher 02: 7 years.

Teacher 03: 5 years.

Options	5 years	7 years	24 years	Total
Numbers	1	1	1	5
Percentages	33.33%	33.33%	33.33%	100%

Table09: Teacher's teaching experience



Graph 03: Teachers' teaching experience

The data obtained show that all the teachers have teaching experience for different time periods between five (05) years and twenty four (24). These responses demonstrate that all our informants are experienced teachers. Thus, we are able to obtain different, reliable opinions and views that can help us to reach our goals.

Section two: Teacher's Perception towards Discipline Problems

(Q4-Q10)

Q4: What do you understand by classroom management?

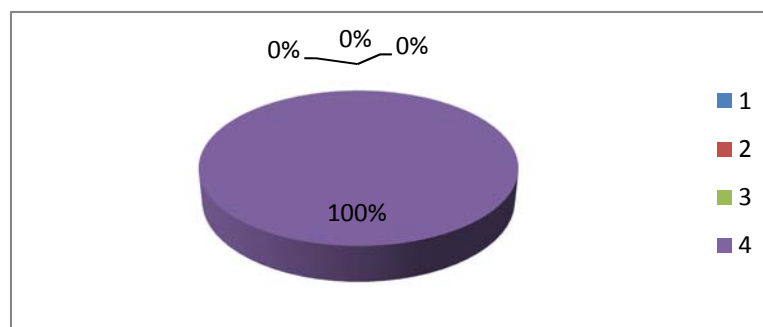
This question reveals different perspectives from teachers. For example, teacher (1) thinks that the classroom management is all work that the teacher does in the class including: “organizing, presenting, and involving all the pupils in the activities. In order to make all the pupils participate and pay attention to the lesson”. Then, teacher (2) argues that “besides that classroom management is about the organization and presentation in the class, classroom management is also the teacher's consideration to the learner's needs and interest in order to make them more engaged”. While the last teacher (3) supposes that classroom management is “the way that the teacher organized his/ her class very well by giving the pupils rules in order to avoid any ongoing problems and at the same time to achieve the teaching goal”.

Q5: The primary goal of classroom management is?

1. To have an orderly classroom.
2. To reduce discipline problems.
3. To prevent discipline problems.
4. To promote learning.
5. Others.

Options	1	2	3	4	Total
Numbers	0	0	0	3	3
Percentages	0%	0%	0%	100%	100%

Table10: Primary goal of classroom management



Graph 04: Primary goal of classroom management

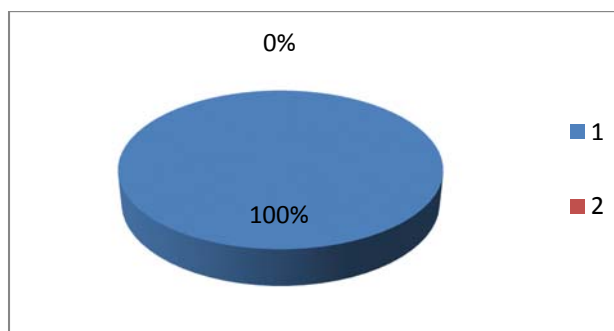
From the table, we remark that all teachers (100%) have chosen that the primary goal of classroom management is to promote learning. Classroom is well- managed and organized; it may improve the learning process and reinforce the student's ability to learn.

Q6: In your opinion, what's the relationship between teaching process and classroom management?

1. They are interrelated.
2. There is no relationship.
3. Others.

Opinions	1	2	Total
Numbers	3	0	3
Percentages	100%	0%	100%

Table11: The relationship between teaching process and classroom management



Graph 05: The relationship between teaching process and classroom management

Through this question, it reveals that all three teachers are aware that the teaching process and classroom management are interrelated. That is classroom management and the teaching process cannot be separated, there would be no effective teaching and learning without proper classroom management.

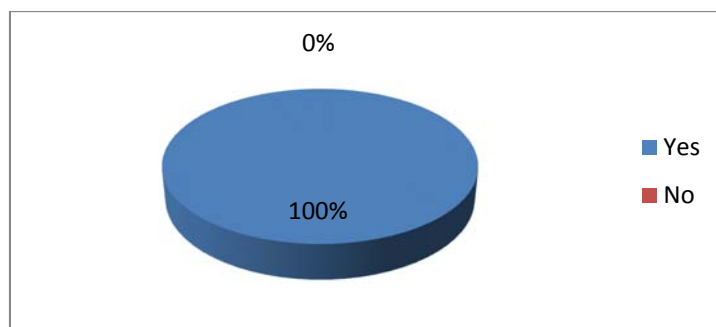
Q7: According to Kyriacou (1997), discipline problems is “any behavior that undermines the teacher’s ability to establish and maintain learning experiences in the classroom”, do you agree with him?

Through this question, all the three teachers agree with Kyriacou’ definition; one of them said that discipline problems affect negatively on the teacher’s ability which can lead to unsuccessful lesson. Moreover, the other teacher thinks that discipline problems are a real challenge that threatens the educational process.

Q8: As a teacher, did you face any type of pupils’ misbehavior?

Options	Yes	No	Total
Numbers	3	0	3
Percentages	100%	0%	100%

Table12: Teachers’ perception about pupils’ misbehavior



Graph 06: Teachers' perception about pupils' misbehavior

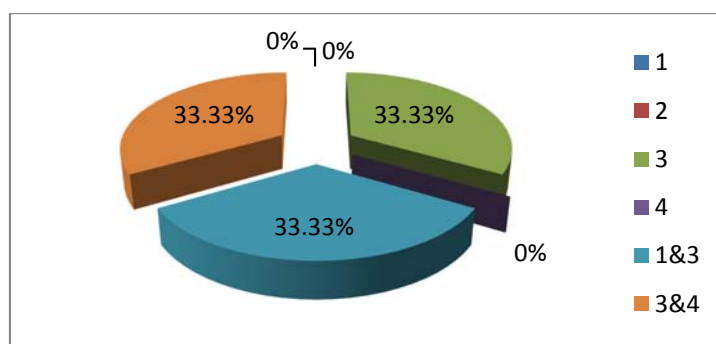
Through the table above, all the three teachers (100%) declare that they have faced discipline problems inside their classes.

Q9: What are the common types of discipline problems you have ever faced?

1. Behaving disrespectfully to teachers.
2. Verbal aggression.
3. Disturbing the flow of the lesson.
4. Constant talking with friends.
5. Others

Options	1	2	3	4	1&3	3&4	Total
Numbers	0	0	1	0	1	1	3
Percentages	0%	0%	33.33%	0%	33.33%	33.33%	100%

Table13: Pupils' type of discipline problems



Graph 07: Pupils' type of discipline problems

This question seeks to show the major types of pupil' discipline problems, we have noticed that all three teachers (100%) have chosen disturbing the flow of the lesson as a type of discipline problems that they have faced. While the other percentage (33.33%) views that behaving disrespectfully to teachers. While the other teacher (33.33%) thinks that constant talking with friends, this may disturb teachers and classmates.

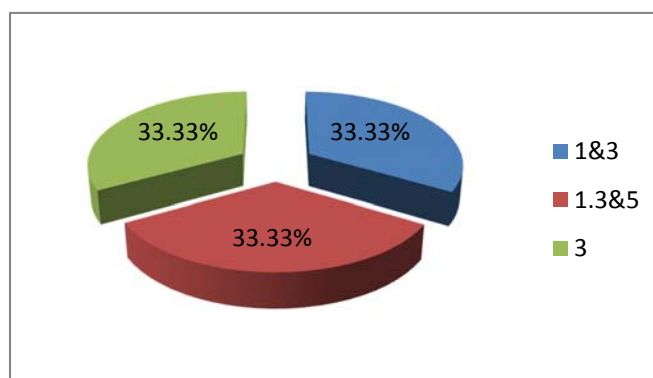
For other answers, teacher number 3 names some discipline problems that are observed in her class which are: "not having homework done, talking without permission and out of seat".

Q10: According to you, what are the major causes of discipline problems?

1. Lack of interest from parents to teach their children.
2. Underprivileged socio-economic conditions of parents.
3. Large numbers of pupils in the class.
4. Teachers' favoritism of a certain group of pupil.
5. Pupil feels boredom.
6. Others.

Options	1&3	1.3&5	3	Total
Numbers	1	1	1	3
Percentages	33.33 %	33.33%	33.33%	100%

Table14: Major causes of discipline problems



Graph 08: Major causes of discipline problems

From the table above, it is clear that every teacher has her own view of the causes of discipline problems. However, the all three teachers think that the big number of pupils in one class might affect the management negatively. While two teachers think that the lack of interest from parents to teach their children. However, the only teacher believes that the teachers also can be the cause of such behaviors like favoritism of certain group of pupil.

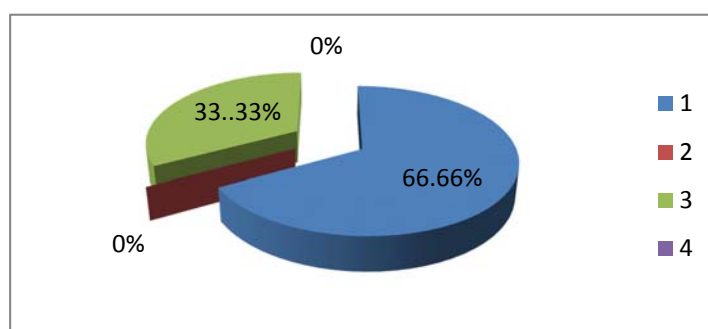
Section three: Strategies for Managing Classroom Discipline Problems

Q11. The prevention of discipline problems is most effectively managed by?

1. With-it-ness (Being aware of what is going on in all parts of classroom at all time).
2. Overlapping (the teacher's ability to handle two or more activities at the same time).
3. Lesson planning.
4. Organization of materials.

5. Others.

Options	1	2	3	4	Total
Numbers	2	0	1	0	3
Percentages	66.66%	0%	33.33%	0%	100%

Table15: Teachers' type of prevention discipline problems**Graph 09:** Teachers' type of prevention discipline problems

The table below shows that (66.66%) of teachers attempt to use the with-it-ness strategy, in order to be aware of what is happening in the classroom and stop the problem before it happens. While one teacher (33.33%) sees that lesson planning strategy is immediately to prevent any kind of discipline problems.

Q12. According to you, is it necessary to apply preventive measures in you class? If yes, please explain why?

In this question, all three teachers answered 'yes', they all agree that preventive measures prevent of any future discipline problems and at the same time help the teachers to save time and effort in presenting the lesson. We may deduce that most of teachers attempt to apply effective methods and strategies in order to prevent pupils' discipline problems.

Q13. Do you think positive behaviors need to be rewarded by positive results? If yes, explain why?

In this question, all the three teachers answered ‘yes’, and they all agree that positive behaviors should be rewarded by positive results in order to encourage the rewarded pupil and all the pupils to behave positively. The teachers felt that learners were motivated to repeat good behavior. Some teachers said that rewarding learners with incentives or stars or by praising them reinforced good behaviors.

Q14. Do you think establishing rules and procedures is helpful in managing the classroom? Please explain your answer?

In this question, all the teachers answered ‘yes’, They have stressed that they present some effective rules and procedures because it is considered to be an effective strategy to maintain order and control pupils’ behavior during class, for example, working seriously, and respecting the instruction about their behavior inside the classroom. Also to help the teachers to avoid pointing these rules in each lesson because the pupils already know all their rights and they will attempt to follow these rules. Through the rules one was able to know what to do, as well as when and how.

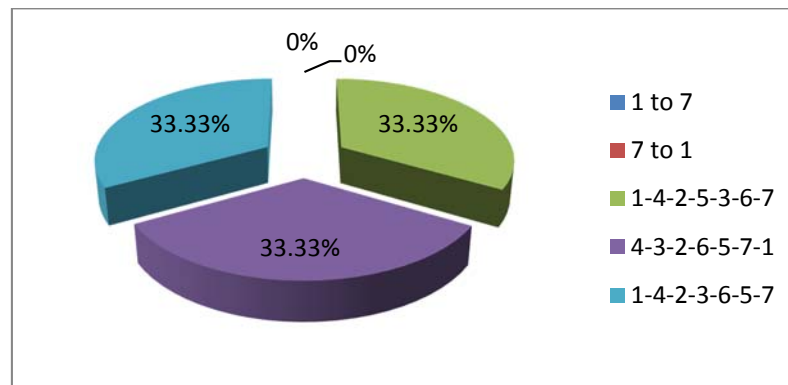
Q15. According to you, rearrange the teachers’ reactive (intervention) strategies of discipline problems from 1 to 7.

N	Reactive strategies	
1	Ignorance the misbehavior	
2	Calling on Students	
3	Proximity control	
4	Eye contact	

5	Advise misbehaving pupils privately or outside the classroom	
6	Using humor as a tension-breaker	
7	Time-out (Dismiss the misbehaving pupils outside the classroom)	

Options	1 to 7	7 to 1	1-4-2-5-3-6-7	4-3-2-6-5-7-1	1-4-2-3-6-5-7	Total
Numbers	0	0	1	1	1	3
Percentage	0%	0%	33.33%	33.33%	33.33%	100%

Table16: Teachers' reactive strategies of discipline problems



Graph 10: Teachers' reactive strategies of discipline problems

From the above table, it is obvious that all three teachers are completely different in the way of applying the intervention strategies. Therefore, when we compare between the first and the last teachers 'yes' answers, we notice that they have merely the same order; according to them "ignorance of the misbehavior" should be done at the first; then, "eye contact" and "calling on the students" strategies. Whereas, the second teacher thinks that "eye contact" strategy should be done at the beginning of arising the discipline problems, and when the problem gets to the next level "the ignorance of misbehavior" should be applied at the last. Nevertheless, non of all three teachers put "time-out" strategy at the first.

1.5 Discussion of Teachers' Questionnaire Results

The analysis of teachers' questionnaire provides data about some of preventive and reactive strategies, and their assumption towards classroom discipline problems. The first section is concerned with personal information. First, we have noticed that the three teachers of English in that middle school are females, and their ages vary from one '30-39' and '40-49', as well as their teaching experiences, which is about '24 years' for the first teacher, '7 years' for second teacher, '5 years' for the last teacher. We notice that two teachers are approximately novice teachers, but none of them taught English less than five years. However, one teacher taught for '24 years'.

Concerning second section; which it is concerned with teachers' perception towards classroom discipline problems and classroom management. According to the fourth question, which was about the teachers' understanding of the classroom management. These teacher's views were different and each one described the term from its particular perspective, but they all agree about being facilitators in the classroom process; which help them strengthen their relationship with their learners, who will behave in return as expected. For the fifth question, all three teachers also agree that promoting learning is the primary goal of classroom management. Thus, the aim of this question is to check whether the teachers do really understand the goal of classroom management, which mainly is creating an appropriate atmosphere in order to motivate pupils to learn and reinforce their good behaviors.

Through the question 6, all teachers see that the relationship between the teaching process and the classroom management is interrelated, their perceptions show that the teachers are aware to the fact there are no chance of successful teaching and learning in an inappropriately classroom. In question 7, all teachers agree with Kyriacou's definition of discipline problems, they all consider discipline problem as a negative attitude which threads

the teaching- learning process. Also, they all agree that disrupting the flow of the lesson is the major type of discipline problems that happen in the classroom, then the behaving disrespectfully to the teachers and constant talking with friends. While teacher 3 adds that “not having homework done, talking without permission and out of seat” are the most observed discipline problems. In question number 10, we explicit that all teachers consider large number of pupils is the major cause of discipline problems, two teachers think that the parents can be the cause when they show less interest of their children’ teaching progress. While only one teacher chooses the teacher favoritism of certain group of pupil.

Section three is about teachers’ strategies for managing classroom discipline problems. According to the questions 11 and 12 reveal that teachers are using preventive strategies in a way of avoiding problems, and two teachers prefer to use “with-it-ness” strategy in order to be aware of what is happening in the class before the problem arises. While one teacher chooses the planning of the lesson as the effective preventive strategy. In the question 13, all teachers agree that positive behaviors should be rewarded. Thus, the teachers’ principle indicates that if pupils already know that the behaviors they do would be rewarded, the pupils would display and repeat appropriate behaviors.

Through the question 14, the teachers’ answers to the question show that establishing rules and procedures inside the classroom is the appropriate route to follow, because they will help the pupils to be aware enough about the consequences of not confining to these rules. In the last question, in handling classroom discipline problems, most of the teachers ignore the behaviors and focus on teaching to give another chance to the pupil to reconsider and revise his misbehaviors, particularly for some learners whose aim is to attract the teacher and his peer’ attention. However; one teacher thinks that this strategy should be applied at the last as a result of failure to stop the behavior; so, they just ignore it. Nevertheless, all teachers agree of the effectiveness of "the time-out strategy" (getting the pupil outside the class) should be

applied in the last strategy. We agree that there are much agreement between participants' answers regarding what we have discussed in the second chapter.

2 Pupils' Questionnaires

2.1 Pupils' Sample

To carry out our research, a sample of 30 third-year middle school are chosen randomly from a whole population of 147 pupils (four classes) at Misbahi Mustafa Middle school in El-oued during the academic year 2016/2017. The representative sample constitutes 20% of the whole population. Participants are chosen randomly from four classes from both genders male and female.

The choice of working with third year pupils is due to many reasons. Firstly, pupils are in the period of puberty; usually it is the phase where the pupils start the discipline problems. Secondly, they are beginners FL learners and are likely to find difficulties and hence misbehavior.

2.2 Aim of the Questionnaire

This questionnaire was given to 30 third year pupils of Misbahi Mustafa middle school in El-oued from the total of 147 pupils. This questionnaire was designed in English and Arabic in order to help pupils understand it and get my desired results. The majority of pupils answered the open- ended questions in Arabic. Whereas the rest of questions, pupils are supposed to tick up the appropriate answer.

2.3 Description of the Pupils' Questionnaire

Pupils' questionnaire consists of sixteen (11) questions. It is divided into three main parts. It involves different types of questions: 'closed' and 'open-ended questions'. Closed

questions require the pupil to tick up the right answers from a set of options. Open-ended questions require them to give their personal opinions or background information about these subjects.

- **Section one : General Information**

In this section, we attempt to gather information about the pupils' background information. It consists of three questions gender, age, if they like English class or not.

- **Section two : Pupil's Perception towards Discipline Problems**

In this section, there are four (4) multiple questions about the pupils' perception towards discipline problems such as: checking their understanding of discipline problems by choosing the boxes that describe discipline problems in the classroom, and if they behave negatively in the class, also ticking on the appropriate box in both questions about the types of discipline problems, and the causes of discipline problems.

- **Section three : Teaching Strategies to reduce Discipline Problems**

This section consists of four (4) multiple questions. Closed ended questions and closed questions; which seek to determine pupils' perception towards teachers' strategies such as: the kind of the relationship with their teachers, if their teachers give the classroom rules, whether they integrate with their teacher to manage the classroom, and the last question about the teacher's use of intervention strategies.

2.4 Pilot Study

The pupils' preliminary questionnaire was not piloted, because it was directly administered to them and the instructions were clearly explained. Pupils were informed that their answers will be treated with confidence and they were also ensured that the information contained in the questionnaire will remain anonymous.

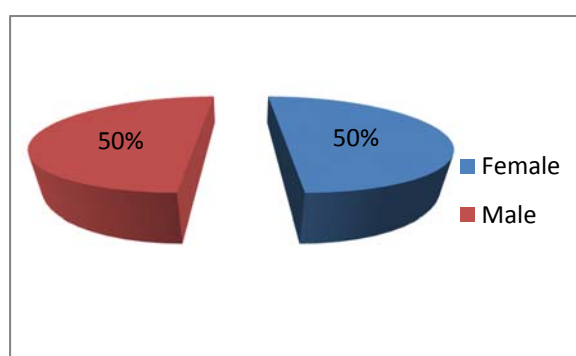
2.5 Analysis of Pupils' Questionnaire

Section One: General Information (Q1-Q3)

Q1: Pupils' gender:

Options	Male	Female	Total
Numbers	15	15	30
Percentages	50%	50%	100%

Table17: Pupils' gender



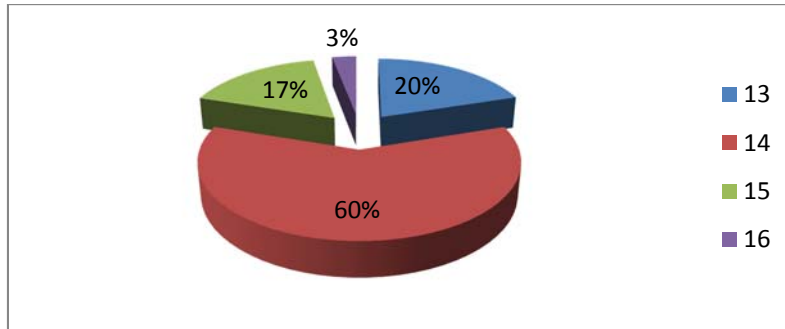
Graph11: Pupils' gender

As it is seen in the table (3.10), the participants of the both genders are equal (50%), we purposely choose the sample equally in order to have different perspectives from both genders.

Q2: Pupils' age:

Options	13	14	15	16	Total
Numbers	6	18	5	1	30
Percentages	20%	60%	17 %	3%	100%

Table18: Pupils' age



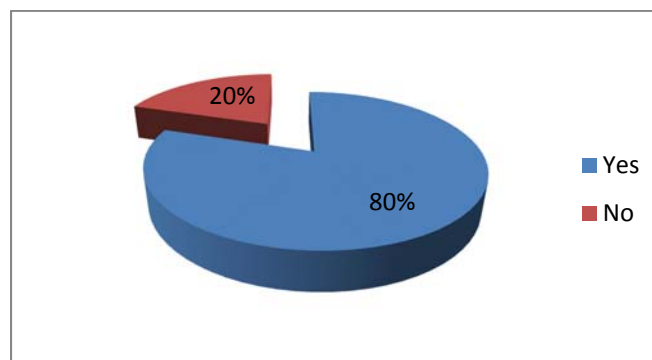
Graph 12: Pupils' age

As it is clearly shown in the table above, the majority of the participants (60%) are aged 14, (20%) are aged 13, (17%) are aged 15 and (3%) are aged 16. the variation of pupils ages gives us the opportunity to obtain different views about our topic.

Q3: Do you like English class?

Options	Yes	No	Total
Numbers	24	6	30
Percentages	80%	20	100%

Table19: Pupils' perception about English class



Graph 13: Pupils' perception about English class

It is clear from the table above, (80%) of pupils like English class, which seems that they are highly motivated to study English. However, (20%) of pupils do not like English class.

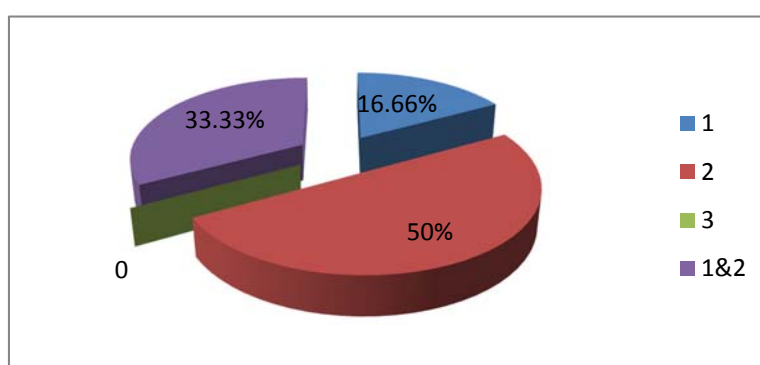
Section two: Pupils' Perception towards Discipline Problems

Q4: According to you, which of these options describe classroom discipline problems?

1. Chewing gum in the classroom
2. Arriving late for lessons
3. Following the teacher's instruction

Options	1	2	3	1&2	Total
Numbers	5	15	0	10	30
Percentages	16.66%	50%	0%	33.33%	100%

Table20: Pupils' description of discipline problems



Graph 14: Pupils' description of discipline problems

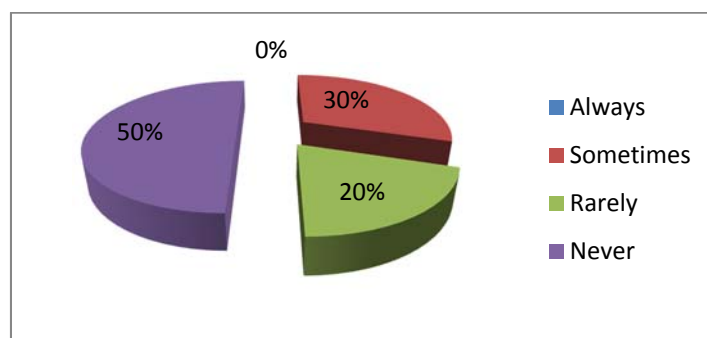
According to the table (3.13), all the participants (100%) have chosen the appropriate boxes that describe classroom discipline problems, however, only (33.33%) of participants who choose the first and second options together, meaning only few pupils who think that eating chewing gum in the class is considered as discipline problems. Nevertheless, none of

them choose the last option; which gives us an idea that the most of pupils do recognize the meaning of classroom discipline problems.

Q5: Do you often misbehave in classroom?

Options	Always	Sometimes	Rarely	Never	Total
Numbers	0	9	6	15	30
Percentages	0%	30%	20%	50%	100%

Table21: Pupils' misbehavior



Graph 15: Pupils' misbehavior

According to the table above (3.14), (30%) of pupils confess that they sometimes misbehave inside the classroom, and the same percentages (20%) say that they rarely misbehave; however, (50%) of pupils claim that they never misbehave in the class.

Q6: Put X in the appropriate box (Types of discipline problems)

N	Types of discipline problems	Always	Usually	Seldom	Never
01	Damaging school staffs				
02	Behaving disrespectfully to teachers				
03	Asking irrelevant questions				
04	Dealing with other things (mobile phone, works of other subjects.....)				
05	Making noise				
06	Not having homework done				
07	Disturbing the flow of lesson				

Options	Always		Usually		Seldom		Never		Total	
	N	%	N	%	N	%	N	%	N	%
01	3	10%	15	50%	3	10%	9	30%	3	100
02	2	6.66%	1	3.33%	21	70%	6	20%	0	%
03	1	3.33%	6	20%	21	70%	2	6.66%		
04	3	10%	15	50%	6	20%	6	20%		
05	6	20%	12	40%	12	40%	0	0%		
06	24	80%	0	0%	2	6.66%	4	13.33%		
07	2	6.66%	3	10%	21	70%	4	13.33%		

Table22: Pupils opinion about types of discipline problems

Through this table, we have identified different types of pupils discipline problems. First type which is damaging school staffs reveals various statistics usually (50%), and never (30%). We observe that pupils usually damage school staffs such as: damaging the pupil's desks, chairs, blackboards and windows. Second type indicates that pupils seldom (70%)

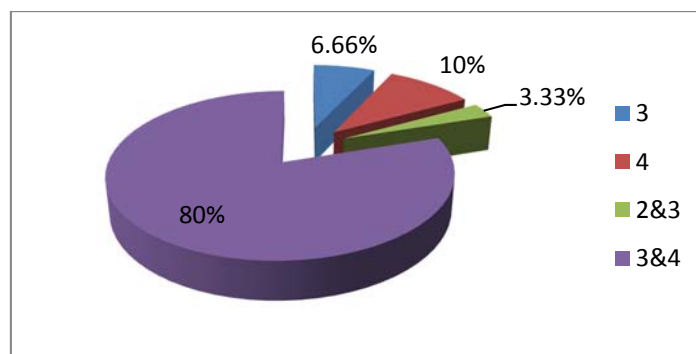
behave disrespectfully to teachers, some of them said never (20%). The third type, (70%) have chosen seldom, and (20%) said usually. The fourth type, (50%) of pupils usually deal with other staffs that have no relation with the lesson such as mobile or other things, while seldom and never share the same percentage (20%), whereas (10%) of pupil said always. The fifth type, usually and seldom share the same percentage (40%), then (20%) said always. The sixth type, (80%) have answered always . The last type, (70%) of pupils said that disrupting the flow of the lesson is seldom, and (10%) said usually. These statistics may indicate that each pupil has his/ her own way of misbehaving.

Q7: According to you, what are the causes of discipline problems?

1. Underprivileged socio-economic conditions of parents.
2. Students not accepting the classroom rules.
3. Pupils' boredom and frustration.
4. Teachers' favoritism of a certain group of pupil.
5. Others.

Options	3	4	2&3	3&4	Total
Numbers	2	3	1	24	30
Percentages	6.66%	10%	3.33%	80%	100%

Table23: Causes of discipline problems



Graph 17: Causes of discipline problems

According to pupils' answers about the causes of discipline problems, we have noticed that (80%) of pupils think that pupils' boredom and frustration and teachers' favoritism of a certain group of pupil are the main causes that lead to the pupils to misbehave in the classroom. A percentage (3.33%) of pupils claim that both students not accepting the classroom rules and pupils' boredom and frustration are considered as the main causes of discipline problems.

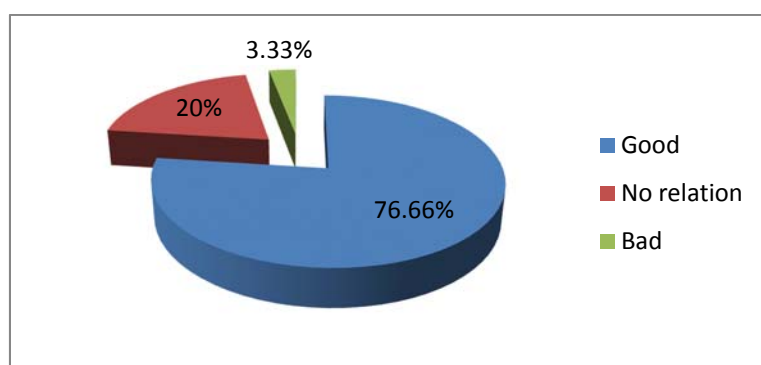
For other causes, some pupils think that the teacher's way of explaining can be the reason for pupils to misbehave. For example, one pupil claims that when the teacher has a boring way of presenting the lesson or does not present the lesson in a good way, the pupil feels bored and feels that it is not important to follow the teacher. Other pupil argues that when there are no enthusiasm in the class or the lesson is not interesting are the main causes that provokes the pupils to misbehave in the classroom. However, the other pupils think that some pupils influence by their peers which they negatively imitate their behaviors.

Section Three: Pupils' Perception towards Teachers' Strategies

Q8: How is the relationship between you and your teacher?

Options	Good	No relation	Bad	Total
Numbers	23	6	1	30
Percentages	76.66%	20%	3.33%	100%

Table24: Pupils' perception about the relationship with their teachers



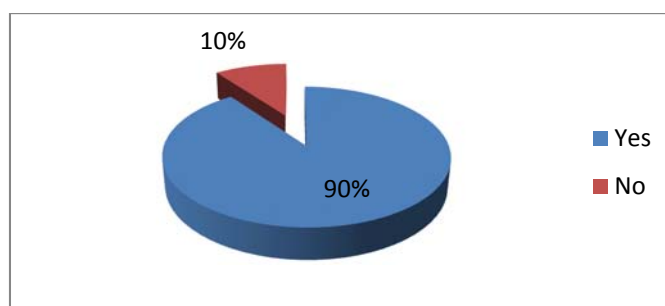
Graph 18: Pupils' perception about the relationship with their teachers

From the table we notice that (76.66%) of pupils claim that they have a good relationship with their teachers which clearly indicates the strong interaction with each other. (20%) of them has no kind of relationship which indicates those pupils neither interact nor communicate with their teachers. However, (3.33%) of pupils have a bad relationship with the teachers, which may be caused because they misbehave to their teachers or create other problems in the classroom.

Q9: Does your teacher give you classroom rules to reduce discipline problems? If yes please give some examples.

Options	Yes	No	Total
Numbers	27	3	30
Percentages	90%	10%	100%

Table25: Pupils' perception about the classroom rules



Graph 19: Pupils' perception about the classroom rules

According to the pupils' answers, (90%) of pupils said "yes", their teachers give them classroom rules. Where only (10%) answered "no".

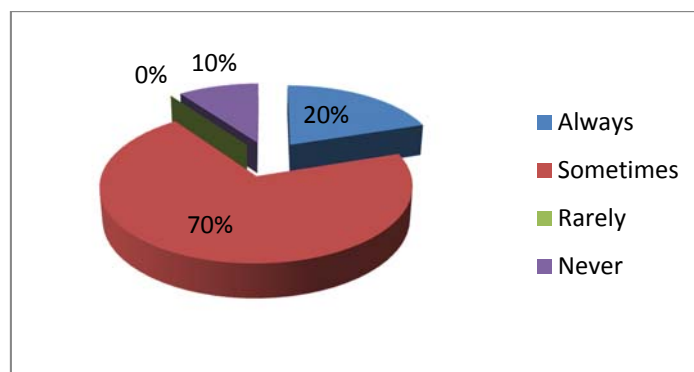
The pupils who answered "yes" named some classroom rules that the teacher gives to them, and they are as followed:

- To respect the teacher.
- To not ask irrelevant questions during the lesson.
- To do the homeworks.
- To not make noises.
- Threatening the pupils with their marks.
- Threatening the pupils to get them out if they misbehave.
- To not speak at the writing time.

Q10: Do you integrate with your teacher to manage the classroom?

Options	Always	Sometimes	Rarely	Never	Total
Numbers	6	21	0	3	30
Percentages	20%	70%	0%	10%	100%

Table26: Pupils' integration in managing classroom



Graph 20: Pupils' integration in managing classroom

From the table (3.19), we notice that (70%) of pupils say that they sometimes help their teacher to manage the classroom. Only (20%) said they always integrate. In other hand, (10%) of pupils affirm that they do not integrate; they claim that it is the teacher's responsibility.

Q 11: How often does your teacher use the following strategies?

N	Reactive strategies	Never	Seldom	Sometimes	Always
01	Ignorance				
02	Using gestures (eye contact...)				
03	Separate the misbehaving pupils from each other				
04	Warning misbehaving pupils				
05	Calling misbehaving pupils parents				
06	Threatening misbehaving pupils with their marks				
07	Fire the misbehaving pupils outside the classroom				
08					

Options	Never		Seldom		Sometimes		Always		Total	
	N	%	N	%	N	%	N	%	N	%
01	12	40%	2	6.66%	15	50%	1	3.33%	30	100%
02	0	0%	0	0%	24	80%	6	20%		
03	0	0%	3	10%	0	0%	27	90%		
04	0	0%	1	3.33%	2	6.66%	27	90%		
05	0	0%	6	20%	18	60%	6	20%		
06	0	0%	0	0%	3	10%	27	90%		
07	2	6.66%	22	73.33%	3	10%	3	10%		
08	3	10%	6	20%	9	30%	12	40%		

Table27: Pupils' perceptions towards their teachers' strategies

According to pupils' answers about the main strategies that their teachers apply, we revealed a great number of statistics. Concerning the first strategy "ignorance"; ignoring the misbehaving pupil, (50%) of pupils say sometimes, (40%) say never. The second strategy "using gestures" which it considered as a common strategy among teachers, (80%) say sometimes and (20%) say always. while no one of the pupil has chosen rarely or never. As well as, the third one most of pupils (90%) argued that they teacher always separate the misbehaving pupils from each other, and (10%) of pupils said sometimes. Strategy number four identified that (90%) find that their teachers always warn the misbehaving pupils. Then, strategy five pupils' answers were so different from each other, (20%) stated that administration always call for their pupils' parents, while (60%) said sometimes, (20%) said rarely.

The other common strategy is threatening the misbehaving pupils by reducing their marks, (90%) say always and (10%) say sometimes, and no one say neither never nor rarely.

The next strategy is firing the pupil out of the class, the results were varied, (73.33%) say rarely happen; (6.66%) say never; while always and sometimes share the same percentage (10%). Finally, the last strategy is done by many teachers; yelling on the misbehaving pupils, (40%) say always, (30%) say sometimes and (20%) say rarely, (10%) say never. As result, we have noticed that most of teachers try to suit the effective strategies to create a well- designed classroom.

2.6 Discussion of Pupils' Questionnaire Results

The analysis of pupils' questionnaire provides data about the classroom management strategies and their assumption towards classroom discipline problems. Through background information questions we find that female and males are equal. We purposely choose the sample equally in order to have different perspectives from both genders. The most of pupils are aged 14, the supposed age in the third year. In the question 3, we asked them if they like English class or not, the majority said "Yes". This reveals that they are really interested and motivated to learn English.

Section two: it seeks to get an idea about pupils' perception towards classroom discipline problems. In fourth question, the most pupils chose the boxes that describe classroom discipline problems, which convey that the most of pupils do differentiate between the appropriate behavior and the inappropriate behavior. In question 5, the most of pupils said that they never misbehave in the classroom, while few confessed that they sometimes misbehave. In question 6, we have suggested some types of pupils' discipline problems in order to get the common discipline problems; according to their answers we noticed that the most of pupils always do not do their homeworks; usually damaging school staffs, they usually make noise in the classroom, they usually deal with other stuffs in the classroom, usually ask irrelevant questions, they usually disturb the flow of the lesson, and they always behave disrespectfully to teachers.

Through question 7, we asked the pupils to tick on the causes of discipline problems; we concluded that the most of pupils think that the boredom and frustration, and the teachers' style or favoritism to certain pupils are the major causes that provoke them to misbehave. Also we also asked them to write other causes, the most of them they saw the teachers' way in explaining the lesson such as: boring lessons, bad presenting the lesson and no enthusiasm in the classroom. However, others they related the discipline problems to the negative peers influence.

Section three: It is used to seek the pupils' perception towards teachers' strategies. Firstly, we asked the pupils about their relationship between their teachers, the most of them said that have a good relationship with their teacher, few said that they have no relationship, and one said bad relationship. In addition, a good relationship with the teachers and their pupils will make easier for the teachers to present and explain their lesson smoothly as well as pupils will be more motivated and open to understand it. However, Pupils who have not a good relationship with their teachers is maybe caused by their bad behaviors inside the classroom. Next, we asked pupils if their teachers give them the classroom rules, the majority said "yes". and they named some classroom rules and they are as followed: to respect the teacher, to not ask irrelevant questions during the lesson, to do the homeworks, to not make noises, threatening the pupils with their marks, threatening the pupils to get them out if they misbehave, and to not speak at the writing time. This reveals that their teachers do recognize the importance of classroom rules and routines to maintain order in the classroom.

Through question 10, we asked the pupils if they help their teacher to manage the classroom, most of pupils claimed that they sometimes integrate with their teachers to manage the classroom, and few said they always help their teachers to manage the classroom especially the intelligence pupils. In other hand, three pupils said that they do not integrate; they think it is not their responsibility to manage the class. According to the last question,

pupils chose the frequency of the reactive strategies that their teachers do, we concluded that teachers use all the reactive strategies such as: the ignorance strategy, using gestures, separating the misbehaving pupils from each other, warning misbehaving pupils, and sometimes their teachers call the misbehaving pupils parents, threatening misbehaving pupils with their marks, yelling on the misbehaving pupils, However, only three pupils said that their teachers always use the time out strategy.

3. Classroom Observation

3.1 Aim of Classroom Observation

Classroom observation is used from the fact that is to draw a clear picture of the occurrences or events in the classrooms. It provides the researcher opportunities to observe and note the behaviors of both teachers and pupils as they occur. This enables the researcher to show his understanding of the events and how these events influenced the classroom teaching process.

Through such data collection method the required information are valid to discuss. Classroom observation is selected as a means enables us to collect data about the pupils' discipline problems and how the teachers handle such problems by the prevention strategies or reactive ones (interventions).

3.2 Description of Classroom Observation

For our research, our classroom observation checklist contains items under three parts: the first one consists of 36 items, which mainly focus on the types of discipline problems that occur in the classroom. The second part consists of items which are the prevention teaching strategies, and the last part consists of items which are related to the teachers' reactive strategies (intervention).

For the sessions, four classes of third year middle school were observed for eight (08) hours during three (3) weeks, one week before the spring holiday and one week later. We have attended two sessions for every class in different periods of time (morning / afternoon). The classroom observation took place from March 12th, 2017 to April 06th. We have attended eight (08) sessions.

3.3 Analysis of the Classroom Observation

Session (1-2-3)

(12/03/2017; 08:00am, 02/04/2017; 13:30pm, 06/04/2017; 11:00am)

(In all three sessions, we found quietly the same remarks; however, there would be some differences which are mentioned in the following sections).

Section One: Classroom Discipline Problems

Before the pupils entered the class, they made two lines, line for girls and other for boys. The teacher instructed the girls to enter to the classroom than the boys did. Both of them entered in the order way and the pupils went directly to their desks. Pupils started making some noise, but the noise was reduced when the teacher started speaking. The most observed discipline problems in the classroom were: chewing gum, talking when they meant to be writing or the teacher is talking, also some pupils did not bring their homeworks. Some pupils were not paying attention to the teacher, they were whispering with mates, playing with pencils, or drawing on the papers or tables. Furthermore, in the second session when the teacher was writing on the board, some pupils were throwing their pens or copybooks to their mates silently without the teacher noticed them.

When the pupils were meant to do the exercise, some pupils were cheating, or not get the interest to do the exercise and start shaking the chairs or making some noise with pens.

However, all the pupils were respecting the teacher instruction, some pupils were responding rudely to the teacher's instruction.

Section Two: Teacher's Prevention Strategies

The lesson plan was clearly observed, the time organization was evidently observed through the organized transitions between the lesson explanation, activities...etc. she attempted to engage all the pupils in the activities. Also she attempted to control the pupils' behavior, but sometimes she ignored some behaviors, in order to give some spare time for pupils to relief.

The classroom rules and routines were adopted in three sessions, some of these rules were: when the teacher explains or writes the activities on the board, the pupils should not write, and raising hands while participating. Moreover, the teacher attempted to warn the pupils with the rules, such as: threading the pupils with marks; or to make them participate and do the activities in order to have extra marks. However, the pupils are aware of these rules; some of them break the rules. For example, in session two the teacher noticed a pupil throwing a pen to his mate, she only did a signal with her finger to the outside, and the pupils immediately got it and went to the outside and throw his pencil outside.

Section Three: Teacher' Reactive Strategies

The teacher reacted to the pupils' discipline problems, but the most noticeable strategy was 'eye contact' to stop pupils talking, or 'signal thread' to him/her outside the class. When the pupils do some noise, she only knocks once on the desk, but if they did not respond she says 'STOP' and they immediately obey.

In third session, when two pupils seemed not doing the activity, she called their names saying that she would first correct their activities. The other observed strategy was using some

humor by giving hints, for example, she smiles and says: “Misbahi is a good pupil in the class” in order to send him an indirect message that she noticed what he is doing and to stop it.

Session (4-5-6)

(12/03/2017; 11:00am, 13/03/2017; 08:00am, 04/04/2017; 13:30pm)

(In all three sessions, we found quietly the same remarks; however, there would be some differences which are mentioned the following sections).

Section One: Classroom Discipline Problems

Before the pupils entered the class, they made two lines, line for girls and other of boys. A signal from the teacher, and all pupils entered the class orderly. The teacher greeted the pupils and they responded. There was some noise, but when she spoke, the noise was reduced. She began the lesson. The class was well-organized, well- disciplined, and the most of pupils showed their interest to the lesson. However, there were some discipline problems: few pupils were whispering when they meant to write, drawing on the copybooks when the teacher was explaining the lesson. Also, in session four; there were some pupils were shooting the answers.

Section Two: Teacher’s Prevention Strategies

In these sessions, there were some observable remarks, such as, the organization of the lesson, smooth transitions between the activities, time organization was clearly respected. In addition, the teacher showed her authority in her class, but the teacher and pupils’ relationships was built on respect. Moreover, she was clearly using with-it-ness strategy, using reinforcement strategy to the pupils who answered correctly such as: ‘excellent’ and

'good'. Also, she treated all pupils with fairness; when they participated, every time she attempted to choose different pupils, and also she looked familiar with all her pupils' names.

The pupils showed their respect to the classroom rules such as: enter to the class in an ordered organized way, to not speak while the teacher is speaking, to not write until the teacher asks them to write, and to raise their hands while participating.

Section Three: Teacher' Reactive Strategies

The discipline problems in this class were merely occurred. Thus, the teacher did not much used reactive strategies. Nevertheless, there was some noticeable teacher' reactive strategies to some pupils such as in session four: a pupils was whispering, she stared on her. When the pupils were shooting the answer, she did the gesture with her hands to show them to raise their hands.

Session (7-8)

(13/03/2017; 13:30pm, 02/04/2017; 08:00am)

(In both sessions, we found quietly the same remarks; however, there would be some differences which are mentioned the following sections).

Section One: Classroom Discipline Problems

Before the pupils entered the class, they made two lines, the boys were unorganized and the teacher had to yell on them to stand appropriately. When they entered the class, they started making noise. Some pupils were talking to each other and others were standing. Some learners responded and others continued to talk, not paying attention to the teacher. She yelled on them to stop talking, at first they ignored her but after that they obeyed. When she was through talking to the pupils in front, she began with her lesson.

Pupils were still whispering as she continued to teach. She picked up only those few pupils who were standing at the first and were following her and, she commended them to read loudly. However, the most of pupils were not following and paying attention to her, some of them playing with the chairs, pens, and chewing gum. Also, some of pupils were hiding their uniforms under their cloths.

Section Two: Teacher's Prevention Strategies

The lesson was not clearly planned or organized. She attempted to explain the lesson and describe the ambiguous words on the text (in the session seven). However, she looked confused between controlling the pupils' behaviors and explaining the lesson. She moved between the desks as an attempt to control to pupils' behaviors. But she wasted the time in moving to all pupils who misbehaves and warned them. In addition, pupils just shouted answers in a chorus.

Section Three: Teacher' Reactive Strategies

What was observable in the sessions seven and eight was that it was a noisy and disorderly classroom. She wasted time on reducing the noise rather than on the lesson itself. She yelled on the misbehaving pupils, and used too much 'thread gestures', 'touching the pupils shoulders', and 'calling on the pupils' names'.

It is worthy to mention that the administration of that school fired three pupils from this class once for all, because of their unacceptable behaviors which were negatively influenced on their peers.

3.4 Discussion of the Classroom Observation Results

Through our analysis of classroom observation in attempt to ascertain the extent to which teachers managed classroom discipline problems, the analysis revealed that teachers in their daily classroom routines faced challenges of dealing with discipline problems. Some classroom events proved to be manageable and others prove difficult to manage.

In addition, the most remarkable discipline problems in the all sessions they are: the noise, whispering, chewing gum, playing with the pens and chairs, not paying the attention to the teacher, speaking when meant to write, not doing the homeworks, and cheating in the activities. However, some teachers reacted to the classroom discipline problems and their attempt showed success or completely failure. Furthermore, some of the most used reactive strategies that all three teachers shared are: eye contact, gestures, eye thread, and calling on pupils' names.

Conclusion

In this chapter, we collected data about our topic which is some preventive and reactive strategies to reduce EFL learners' discipline problems by using two tools (classroom observation and questionnaires). We noticed different results. First, both EFL teachers and third year pupils are aware of classroom discipline problems, their effects and their causes. Also, teachers should be aware or at least have enough knowledge of classroom management in general and preventive and reactive strategies in specific, and how to deal with disruptive behaviors in teaching and learning process. In addition, when the teachers are conscious about the causes of such behaviors; it would be easier for them to prevent and cope these problems earlier before they get to more serious level.

General Conclusion

General Conclusion

This study is concerned with some preventive and reactive strategies to reduce EFL learners' discipline problems. The teachers need to use these teaching strategies to prevent all kinds of discipline problems before they occur; or to react and stop the problem immediately even before its occurrence. Our hypothesis is about if the teachers use some effective preventive and reactive strategies, the discipline problems will be minimized is proved to be corrected, relying on the results we got through our research.

The first chapter has discussed classroom discipline problems and classroom management approaches; we have defined related concepts: classroom discipline, classroom discipline problems, and classroom management. In addition, we presented different categories of discipline problems, and we illustrated the main reasons of this problem. We also explained on the classroom management approaches.

The second chapter has been devoted to the preventive and reactive strategies to reduce and minimize the classroom discipline problems. We divided this chapter to two parts: preventive strategies and reactive strategies. Every part includes various effective strategies in order to help teachers to curb such problems.

The last chapter is the field work. In this chapter we used two tools in order to confirm or dismiss our research hypothesis; questionnaires for both teachers and pupils, and classroom observation in the third year middle school classes.

Through our analysis of teachers and pupils' questionnaire and classroom observation. The teachers' responses gave us indication that they generally have an idea about the two our

study variables: discipline problem and its effects on the teaching and learning process, and classroom management and its effectiveness on creating well-discipline atmosphere.

Although EFL teachers are aware of some of classroom management strategies, the discipline problems will take place even in a most disciplined classroom. Moreover, discipline problems happen in various forms, and every teacher has his/ her own way of handling these problems. Therefore, they do all agree that such problems can be minimized by skillful teaching in general, and developing routines and rules for discipline problems in specific. Furthermore, the teachers who are effectively using the preventive strategies, they will not be in need to use the another strategy (reactive), because discipline problems will unlikely to occur.

The effectiveness of the classroom management and preventive and reactive strategies depends on which extent the teachers have well planed, organized, and presented their lessons and activities smoothly; therefore, these will help the teachers to perform their tasks in an successful manner. These strategies would create a conducive classroom atmosphere for pupils.

Pedagogical Recommendations

In an attempt to address the classroom problems that teachers face, we recommend the following:

- **For Teachers:**
 - ❖ Teachers should be well prepared before they come to the class.
 - ❖ Teachers should organize the materials before they go to the classroom.
 - ❖ Teachers should respect the allowed time of the class, because pupils will feel bored and more excited to go out. Consequently, they misbehave.
 - ❖ Teachers should make transitions between activities quick and orderly.

- ❖ Teachers should give rules, routines, and procedures at the beginning of the year or at the beginning of each trimester.
- ❖ Teacher should increase classroom activity engagements.
- ❖ Teachers should be clear and concise in giving the instruction.
- ❖ Teachers should treat pupils equally, to avoid any unnecessary behaviors.
- ❖ Teachers should build a good and healthy relationship with their pupils.
- ❖ Teachers should praise and reward the good behavior.
- ❖ Teachers should keep an eye on pupils, as an attempt to stop the problem before it arises.
- ❖ Teacher should stop misbehavior immediately.
- ❖ Teachers should vary their styles in order to motivate the pupils to learn.
- ❖ Teachers should keep in touch with pupils' parents.
- ❖ Teachers have to be introduced into the approaches, strategies and techniques of dealing with classroom discipline problems.
- ❖ Teachers should be a good example to the pupils in terms of behavior.
- **For Parents:**
 - ❖ Parents should support school discipline and classroom discipline in specific.
 - ❖ Parents should show their interest in their children' learning development and achievement.
 - ❖ Parents should support the teachers' classroom rules.
 - ❖ Parents should keep in touch with teachers and school administrations.
- **For pupils:**
 - ❖ Pupils should respect their teachers and their peers.
 - ❖ Pupils should respect the classroom rules.
 - ❖ Pupils should be aware of the consequences of their bad behaviors.

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Appendices

Appendix 01:
Teachers'
Questionnaire

Teachers' Questionnaire

Dear Teachers,

This questionnaire aims at collecting data for a research dissertation “Some Preventive and Reactive Strategies to reduce EFL learners’ discipline problems” in the Middle school. Your answers are crucial for the accomplishment of this research task. We would be so grateful if you devote some of your invaluable time to fill it out.

Thank you for your cooperation.

Note: please, put (x) in the box that matches your answer, or write in the space provided.

Section One: Background Information

1/ Gender: Female Male

2/ How old are you?

Under 25 25-29 30-39 40-49 50-59

3/ Teaching experience:

Section Two: Teacher’s Perception towards Discipline Problems

4/ According to Smith and Laslett classroom management is “the skill in the organization and presentation of the lesson in such a way that all learners are actively engaged in learning”.

According to you what do you understand by classroom management?

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5/ In your opinion, what's is the primary goal of classroom management is?

- 1. To Have an orderly classroom.
- 2. To reduce discipline problems.
- 3. To prevent discipline problems.
- 4. To promote learning.
- 5. Others

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6/ In your opinion, what's the relationship between the teaching process and classroom management?

- 1. They are interrelated.
- 2. Classroom management has no affect on the teaching process.
- 3. others

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7/According to Kyriacou (1997), discipline problems is “any behavior that undermines the teacher’s ability to establish and maintain learning experiences in the classroom”, do you agree with him ?

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8/As a teacher, did you face any type of pupils' misbehavior?

Yes No

9/ What are the common types of discipline problems you have ever faced?

- 1. Behaving disrespectfully to teachers
- 2. Verbal aggression
- 3. Disturbing the flow of lesson
- 4. Constant talking with friends
- 5. Others

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10 / According to you, what are major the causes of discipline problems?

- 1. Lack of interest from parents to teach their children
- 2. underprivileged socio-economic conditions of parents
- 3. Large numbers of pupils in the class
- 4. Teachers' favoritism of a certain group of pupil
- 5. Pupil feels boredom
- 6. Others

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Section three: Strategies for Managing Classroom Discipline Problems

11/ The prevention of discipline problems is most effectively managed by?

1. With-it-ness (Being aware of what is going on in all parts of classroom at all time)

2. Overlapping (the teacher's ability to handle two or more activities at the same time)

3. Lesson planning

4. Organization of materials

5. Others

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12/ According to you, is it necessary to apply preventive measures in you class? If yes, please explain why?

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13/ Do you think positive behaviors need to be rewarded by positive results? If yes, please explain why?

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14/ Do you think establishing rules and procedures are helpful in managing the classroom? Please explain your answer?

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15/ According to you, rearrange the teachers' reactive (intervention) strategies of discipline problems from 1 to 7.

N	Intervention strategies	
1	Ignorance the misbehavior	
2	Calling on Students	
3	Proximity control	
4	Eye contact	
5	Advise misbehaving pupils privately or outside the classroom	
6	Using humor as a tension-breaker	
7	Time-out (Dismiss the misbehaving pupils outside the classroom)	

16/ If you would like to add further comments or suggestions, please write below?

.....

.....

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Thank You

Appendix 02:
Pupils'
Questionnaire

Pupils' Questionnaire

This questionnaire aims at collecting data for a research dissertation “Some Preventive and Reactive Strategies to reduce EFL’s learners discipline problems” in the Middle school. We would be grateful if you provide us with answers to these questions. Your answers will be treated with all trust.

Note: please, put (x) in the box which expresses your answer, or write in the space provided.

أعزائي التلاميذ

هذا الاستبيان قدم من أجل التحقيق حول السلوك السلبي للتلميذ في القسم في الطور المتوسط و الاستراتيجيات الوقائية و التفاعل لتقليل من السلوك السلبي. إجاباتكم تساهم في انجاز هذا البحث. إجاباتكم ستعامل بكل ثقة و أمانة.

ملاحظة: الرجاء وضع علامة (x) في الخانة التي تراها مناسبة.

شكرا لتعاونكم

Section One: Background Information

1/ Gender:

جنس

Female
أنثى

Male
ذكر

2/ Age:

العمر

3/ Do you like English class?

هل تحب حصة اللغة الانجليزية؟

Yes
نعم

No
لا

Section Two: Pupils' Perception Towards Discipline Problems

Discipline problems is any an acceptable behavior that is done by the pupils which disrupt the teaching and learning process.

السلوك السيء في القسم هو أي تصرف غير مقبول يقوم به التلميذ لعرقلة سيرورة التدريس والتعلم.

4/ According to you, which of these options describe classroom discipline problems?

من وجهة نظرك ، أي من هذه الخيارات تصف السلوك السيئ في القسم؟

1. Chewing gum in the classroom
مضغ العلك
2. Arriving late for lessons
الحضور المتأخر للقسم
3. Following the teacher's instruction
إتباع تعليمات الأستاذ

5/ Do you often misbehave in classroom?

هل تسيء التصرف في القسم؟

- Always Sometimes Rarely Never
دائما عادة أحيانا أبدا

6/ Put X in the appropriate box

ضع علامة X في المكان المناسب

N°	أنواع السلوك السلبي Types of discipline problems	Always دائما	Usually عادة	Seldom نادرا	Never أبدا
01	Damaging school staffs تخريب ممتلكات الدولة				
02	Behaving disrespectfully to teachers عدم احترام الأستاذ				
03	Asking irrelevant questions طرح أسئلة لا صلة لها بالدرس				
04	Dealing with other things (mobile phone, works of other				

	subjects.....) الانشغال باستعمال (الهاتف النقال، أو عمل أشياء أخرى لاجل علاقة بالدرس...)				
05	Making noise تشويش				
06	Not having homework done عدم الانجاز الواجب المدرسي				
07	Disturbing the flow of lesson إعاقة مسار الدرس				

7/ According to you, what are the causes of discipline problems?

من وجهة نظرك ما هي أسباب السلوك السيئ في القسم؟

1. Underprivileged socio-economic conditions of parents

المستوى الاقتصادي المتدني للوالدين (الفقر)

2. Students not accepting the classroom rules

التلميذ لا يتبع قواعد القسم

3. Pupils' boredom and frustration

شعور التلميذ بالملل و الإحباط

4. Teachers' favoritism of a certain group of pupil

انحياز الأستاذ لفئة معينة من التلاميذ

5. Others

خيارات أخرى

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Section Three: Pupils' Perception Towards Teachers' Strategies

8/ How is the relationship between you and your teacher ?

كيف تصف علاقتك بأستاذك؟

Good No relation Bad
جيدة لا يوجد علاقة تربطكما سيئة

9/ Does your teacher gives you classroom rules to reduce discipline problems? if yes please give some examples.

هل يضع أستاذك القواعد لتقليل من السلوك السيئ؟ إذا كانت إجابتك نعم من فضلك أذكر بعض منها.

Yes No
نعم لا

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.....

10/ Do you integrate with your teacher to manage the classroom?

هل تساهم مع أستاذك في تنظيم القسم؟

Always Sometimes Rarely Never
دائما أحيانا غالبا أبدا

11/ How often does your teacher use the following strategies?

كيف يستخدم معلمك الاستراتيجيات التالية؟

N	Reactive strategies استراتيجيات التدخل	Never أبدا	Seldom نادرا	Sometimes أحيانا	Always دائما
01	Ignorance تجاهل التلميذ المشاغب				
02	Using gestures (eye contact...) الإيماءات (النظرة الثاقبة للتلميذ)				
03	Separate the misbehaving pupils from each other فصل التلاميذ المشاغبين عن بعضهم البعض				
04	Warning misbehaving pupils تحذير التلاميذ المشاغبين				
05	Calling misbehaving pupils parents استدعاء أولياء التلاميذ المشاغبين				
06	Threatening misbehaving pupils with their marks تهديد التلاميذ المشاغبين بإنقاص علاماتهم				
07	Fire the misbehaving pupils outside the classroom طرد التلميذ خارج القسم				
08	Yelling at the misbehaving pupils الصراخ على التلاميذ المشاغبين				

Thank you

شكرا

Appendix 03:
Checklist

Classroom Observation

Checklist

Name of Observer:..... Middle School:

Classroom Being Observed: Grade Level:

Date and Time of Observation: Subject:

Number of Pupils in the class:

Section One: Classroom Discipline Problems

N°	Types of misbehavior	Observed	Not observed	Frequency
01	Damaging school materials			
02	Behaving disrespectfully to teachers			
03	Asking irrelevant questions			
04	Not caring about school uniform , cleanness or Appearance			
05	Making noise			
06	Verbal aggression			
07	Constant talking with friends			
08	Chewing gum			
09	Talking when meant to be writing			
10	Talking when teacher talking			
11	Failing to bring homework			
12	Not paying attention to the teacher			
13	Throwing pencil across room			

Other Observed Pupils' Discipline Problems

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Section Two: Teacher's Preventive Strategies

Teacher's Prevention Strategies	Observed	Not Observed	Frequency
1/ Shows evidence of planning for the day's session			
2/ Summarizes or distills main points at the close of the day's session			
3/ Clearly states goals or objectives for the day's content			
4/ Engages students actively			
5/ Explains important ideas simply and clearly			
6/ Times activities appropriately			

المخلص

حددت البحوث و الدراسات السابقة على نطاق واسع ضرورة استخدام الأساتذة لبعض الاستراتيجيات الفعالة لإدارة القسم و ذلك للتعامل مع المشاكل السلوكية للتلاميذ والحد منها. لهذا جاءت هذه الدراسة الوصفية حيث أنها تهدف إلى تحليل المشاكل السلوكية في الفصول الدراسية والتأكد من فعالية هذه الاستراتيجيات(الوقائية والتفاعلية) للتقليص من هذه المشاكل ، و تهدف هذه الدراسة إلى معرفة المشاكل السلوكية المتكررة للتلاميذ السنة الثالثة في الطور المتوسط، ودراسة العوامل الأساسية التي تؤدي إلى المشاكل الانضباط، و أيضا اقتراح بعض الاستراتيجيات الفعالة (الوقائية والتفاعلية) للأساتذة. و من أجل تحقيق هذه الأهداف، فإن هذه الدراسة بنية على الفرضية الآتية، إذا واطب الأساتذة على استعمال بعض الاستراتيجيات الوقائية و التفاعلية الفعالة، فذلك سيؤدي إلى التقليل من المشاكل السلوكية و الانضباطية بشكل ملحوظ. و للتأكد من صحة هذه الفرضية، قمنا باستعمال قائمة مرجعية، كما اعتمدنا على استبيانين؛ الأول موجه للأساتذة (3) و الثاني للتلاميذ (30) السنة الثالثة في متوسطة مصباحي مصطفى-الوادي- . بعد تحليل البيانات التي تم الحصول عليها من الاستبيان والمراقبة الصفية، تم تأكيد صحة فرضية البحث و بناءا على ذلك حاولنا اقتراح بعض التوصيات البيداغوجية للإشكالية المطروحة في هذه الدراسة.