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THE IMPACT OF DISCIPLINE PROBLEMS ON CLASSROOM MANAGEMENT.

CASE STUDY: FIRST YEAR AT MAHMOUD BEN
MAHMOUD MIDDLE SCHOOL IN EL KALA

A research paper submitted in partial fulfillment of the requirements for
the degree of *Master en Anglais (Master of Arts)*

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DECLARATION

WE hereby declare that this dissertation is entirely the result of our investigation and that due reference and acknowledgements are made. We assert that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. We also assert that, as required by these rules and conduct, we have fully cited and referenced all material and results that are not original to this work.

First and foremost, we thank Allah for letting us live to see this thesis through. There are a number of people without whom this thesis might not have been written, and whom we are greatly indebted.

June 2018

Miss Imen RAMDANI

Miss Selma ZERIBI

DEDICATION

I dedicate this modest work which has finally seen light to the most loving people surrounding me who have meant and mean so much to me.

First and foremost, to my lovely parents Hacini Djamila and Zeribi Hacene for their tireless effort and hard working to make me what I am now, who have always love me unconditionally.

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ABSTRACT

Most of the researches are used to carry a suitable problem that teachers are suffering from according to their need to create an effective environment for study and the most common acquired one is classroom management, and how to deal with the discipline problems. The teacher here plays an important role in classroom to lift the discipline problems. This descriptive study used to discover the effect of discipline problems on classroom management. Thus the teacher is the essential element in class so his job depends on using several rules, strategies and techniques to manage his classroom and facilitate the learning process. We hypothesize that if students are aware of these discipline problems, the classroom will be well managed and if teachers use suitable techniques to manage their classes, they will be able to handle the discipline problems easily. To verify the validity of this hypothesis, we used a questionnaire for pupils at Mahmoud Ben Mahmoud Middle School and an interview for teachers of first year in the region of Elkala. The results from this study findings suggest a variety of techniques to value a target key in order to provide a suitable learning environment and encourage them more to rely more on these strategies. This study has been accepted by the Faculty of Letters and Languages at Chadli Bendjedid University.

ملخص

تستخدم معظم الأبحاث لحمل مشكلة مناسبة يعاني منها المدرسون حسب حاجتهم لخلق بيئة فعالة للدراسة وأكثرها شيوعاً هي إدارة الصفوف وكيفية التعامل مع مشكلات الانضباط. يلعب المدرس هنا دوراً مهماً في القسم لرفع مشاكل الانضباط. استخدمت هذه الدراسة الوصفية لاكتشاف تأثير مشكلات الانضباط على إدارة القسم وبالتالي فإن المعلم هو العنصر الأساسي في القسم لذا فإن مهمته هي استخدام عدة قواعد واستراتيجيات وتقنيات لإدارة قسمه وتيسير عملية التعلم. نفترض أنه إذا كان الطلاب على دراية بمشاكل الانضباط هذه فسيتم إدارة الفصل جيداً وإذا استخدم المعلمون تقنيات مناسبة لإدارة فصولهم فسيكون بإمكانهم التعامل مع مشكلات الانضباط بسهولة. للتحقق من صحة هذه الفرضية استخدمنا استباناً للتلاميذ بمتوسطة محمود بن محمود ومقابلة مع معلمي الصف الأول بمنطقة القالة. كما تشير نتائج هذه الدراسة إلى مجموعة متنوعة من التقنيات لتقدير مفتاح الهدف من أجل توفير بيئة تعليمية مناسبة وتشجيعهم على الاعتماد بشكل أكبر على هذه الاستراتيجيات. تم قبول هذه الدراسة من قبل كلية الآداب واللغات في جامعة الشاذلي بن جديد بالطارف.

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Introduction

It is noticeable that discipline problems become an obstacle for teachers and challenge most new teachers and even veteran teachers, which it disrupts the act of teaching and other pupils can be affected. It involves noise, misbehaviour and violence. Those discipline problems may occur because of the poorly management of teachers such as boredom, low academic self-esteem, and lack of experience. Teachers should be aware of all techniques in order to handle the situation. The teaching and learning cannot work in a weak managed classroom.

Lamentably, student's discipline can often prevent with this procedure. Teachers overpowered and unable in dealing with discipline problems in their classrooms, that influence the learning/teaching process negatively. That is the reason teachers should battle and make creative systems to anticipate discipline problems and keep up training inside their classrooms.

Statement of the problem

Discipline problem may be one of the most challenging aspects of teaching in which it needs a talented and creative way from the teachers to manage their classrooms. Much efforts and time will be consumed while doing so.

In this study, according to what we had experienced in Middle School in the region of Elkala, we figure out that many teachers face the same problems because of these behaviours which affect negatively the learning/teaching process. These behaviours may lead to other circumstances that most of the teachers suffer from for sure, they try to look for an effective way to prevent these behaviours and maintain discipline inside classrooms.

Aims of the study

Throughout this paper, we are aiming to find an effective solution for teachers to manage their classes and create a clear atmosphere for learning inspite of the discipline problems.

This study design to investigate:

1. Discipline problems and their effect on the learning process
2. The effective rules, techniques and strategies to manage classroom
3. Differences between male and female teachers beliefs toward classroom management.

Research questions

Studies show that the teachers play the principal role in managing their classrooms in spite of the discipline problems and affecting the students' achievement as well.

On this basis, the following questions would be addressed:

1. Do discipline problems have an impact on the classroom?
2. What are the strategies and techniques used by teachers to prevent discipline problems?

Research hypotheses

To answer the previous questions we hypothesize that teachers use suitable techniques to manage their classes to be able to handle the discipline problems easily and basically each one of them uses specific strategies while treating students. And by an effective management they will decrease the discipline problems.

Methodology

In our study we use the descriptive method that emphasis on the qualitative and quantitative method. We have decide to use a questionnaire for pupils and interview with teachers as research tools that can be useful in collecting data since we are aiming at resourcing some information from our participants who are the objectives of such study.

Structure of the study

The present study is composed of five chapters. In chapter one, we have presented the general introduction with all its components. In the second chapter, we cast the light on the review of classroom management and classroom discipline and the connection between them. The third chapter deals with the methodology, the data gathering tools and the method used. Chapter four is about the data analyses and interpretation, it contains a detailed analysis of pupils' questionnaire, teachers' interview. Chapter five is the core of this study. It covers the discussion of the results, recommendation and the suggestions for the research descriptive study.

Section One

CLASSROOM MANANGEMENT

Introduction

People coming together to learn a frequent subject or topic under the guidance of a teacher is called class. The people taking the guidance are called students or pupil and the place where the instruction takes place is called the classroom. Ensuring positive learning environment in a classroom so that teaching takes place fluently and strongly is called classroom management. A good formed classroom can subsidize a potent and a flashy learning experience for everyone with no discipline problems.

Our worry in this section is to analyze the procedures and aptitudes required for classroom management and discipline problems. It additionally clarified the idea of Classroom management as control in upgrading teaching/learning process. This part features the theoretical definitions, purposes and process. Attempts at declaring the requirement for successful classroom management.

Classroom Management: An overview

Classroom management is defined as a various process that contains three broad dimensions: person, instruction, and discipline. In addition, it is the methods and strategies a teacher uses to sustain a classroom environment that is conducive to student success and learning.

For Evertson and Weinstein (2006), the definition of classroom management is about to the teacher's actions obtain to constitute an effective environment for the smooth motional learning of students in which they describe five types of actions to gain a high quality of

classroom management. So they must establish caring, supporting relationships with students and organize instructions in ways that advance students' connection to learning. In the same meaning, they add that teachers have to encourage their students about the academic assignment, by using for example group management methods (e.g., by constituting rules and classroom strategies, see Marzano et al., 2003)

Brophy (2006) presents a similar definition:

“Classroom management relates to the actions used to create and maintain a conducive learning environment to successful instruction (by arranging the physical environment, setting up rules and procedures, maintaining students' attention to the session and involvement in activities)” (p. 17).

From a general point of view depending on these definitions, classroom management is about the actions taken by the teacher to hinder the discipline problem and facilitate the teaching/learning process.

In addition to that, Butt, Ahmad & Ghazala (2010), argue that classroom management is the measure of working with students efficiently and effectively to attain educational goal.

Whereas according to Doyle, 1986 (as cited in Krause, Bouchner & Duchesne, 2003):

“Classroom management has a relation with behaviour, however it can be defined more widely as implicating the planning, control of learners and deliberation, the creation of a comfortable classroom atmosphere and establish an effective learning experience while the learning/teaching process.” (Krause, Bouchner & Duchesne, 2003)

Based on this saying, classroom management is about maintaining a suitable environment for learning based on planning and organization of learners' behaviour also it is an ongoing interaction between the learner and the teacher.

Goals of Classroom Management

An efficient classroom is a classroom in which pupils know how to make use the resources of the classroom. All the teaching objectives centre on academic behaviours, the proper utilization of materials and learning centres, and cooperation with peers. In this way, teacher must assume a part to make a group of students where understudies have a dynamic influence in shaping their condition, comprehend their part understudies, and figure out how to work successfully as an individual and with peers.

According to Dr. Debbie Silver (2005), classroom management is much more than just as set of rules, punishment, and/or consequences it is about how teachers deliberate thoughtfully about every aspect of their classrooms from how to arrange the seatings to build class community to how to minimize discipline problems. Hence, each decision teachers make about their classrooms is a meditation of what they see and live should arise in their classrooms. The plan should be designed to meet the objective of serving self-disciplined, responsible, committing the society's members. It means that the goal is not to display authority over the pupils. All that, it is basic on the teachers who ensure that they control the pupil to impact the chance to know the rational behind their individual qualities, confortations, feelings, and dreams. Every teacher has his own style of building positive associations with understudies.

Moreover, Tan, Parsons, Hinson, & Sardo-Brown (2003) claimed that to help the students to manage themselves, it is to assist them to take responsibility for their own actions as they impact their work within the classroom. Likewise, Berliner (1988) said that to assist students to keep task focus. Research demonstrates a significant relationship between the amount of content covered and student learning. And this is what we mean by the classroom management goals.

Classroom Management Styles

Classroom management is a legislative function in which assignments are performed in a variety of settings. It results in the inculcation of knowledge, application of it, in addition to certain social values, such as: integrity, honesty, confidence, direction, decision making and cohesion (Johnson and Brooks, 1979).

Moreover, there are some management styles that teachers' show by characterizing in two measures (Baumrind, 1971): Type of control exercised up beyond students and degree of engagement of teachers with students.

In which, Baumrind (1971) has described the four possible combinations of classroom management styles as follows:

The Authoritative Style or parenting style which is an approach that emphasized on behavioural standards, high belief of suitable behaviour, evident statements about why certain behaviours are acceptable and others are not, and make student-teacher relationships.

The Authoritarian Style or leadership style that serves to be characterized by various behavioural regulations, by providing fair expectations for what needs to be done, where, when and how it should be done.

The Permissive Style is characterized by a lack of engagement, the environment is non-punitive, there are low demands on students with high responsiveness, and there is a lot of freedom, we mean that they do not expect mature behaviour from the student.

The Indulgent Style exhibits an environment where the teachers tend to be very lenient with their students and there are no demands on them, and students are actively supported in their efforts to enquire their own ends using any tolerant means. In which it can have a long-term impact on the emotional side of the student.

Classroom Management Strategies and Techniques

Effective classroom management is about dispense curative dimensions when a student misbehaves, it's about creating efficient techniques and strategies to hinder problems from happening in the first place while developing a positive learning/teaching atmosphere. Indeed, not just novice teachers, even experienced ones may sometimes feel dissatisfied by classroom management problems especially disciplinary ones. According to Kounin (1970): “Efficient teachers differ from a teacher to another not in the way they react to students’ misbehaviour, but rather in how they manage the group activities skilfully”.

Hence, nowadays strategies and techniques become ineffective in front of the challenges that the new generation of students bring with them to the classroom. Besides that, he suggested specific approaches to keep students focused on learning and increase the likelihood of classroom disruptiveness in the following figure:

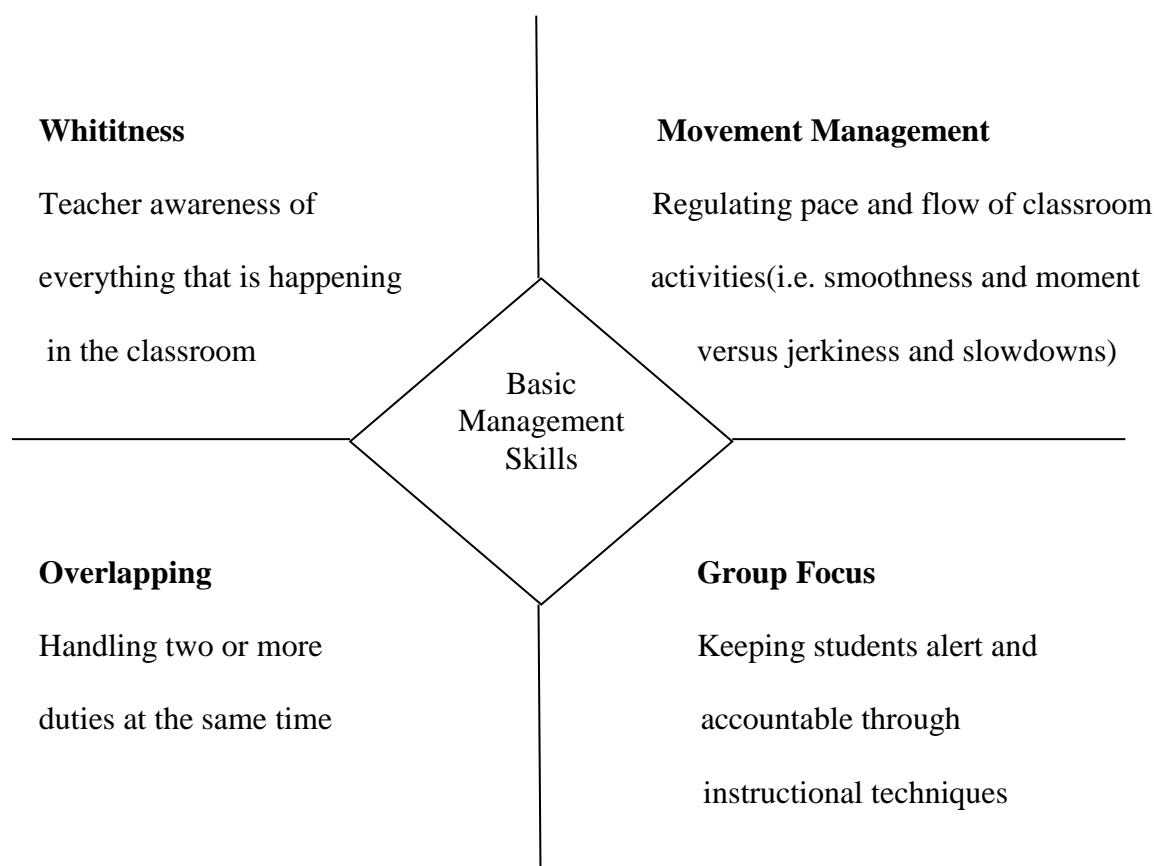


Figure1: Basic Classroom Management Skills (Based on Discipline and Group Management in Classrooms. (J. Kounin, 1977), and The Uses of Nonverbal Behaviors: Toward an Ecological Model of Classrooms. (W. Doyle, 1977))

In addition, there are other important strategies too, like, implementing feedback, planning arrangement of seating and encouraging the interaction among students. (Butt et al,2010).

Moreover, Carol Tomlinson (2000) pointed out some practical ways to create favourable conditions for learning, including how to:

- Handle students who participate during the session
- Hinder cheating and make relationships with students
- Include classroom management principles at the beginning of the year
- Put into action a contract to help exuberant students to accept responsibility

- Manipulate humour from time to time to create a suitable conditions for learning

Techniques for Better Classroom Management

By beginning to use good low-profile punitive strategies, you can begin to ensure that you do not accidentally become what Rinne (1982) has described as an entertain influence in your own classroom. You should make elementary management skills by learning and practicing them (e.g. Emmer et al., 1997; Doyle, 1977; Kounin, 1977; Kounin and Doyle, 1975). By implementing so, you can greatly decrease the severity and various classroom management problems that you may face. Whereas these are the main techniques:

- Prepare yourself and over plan your lessons before you come to class and focus on the entire class
- Silence is effective so don't talk with chatter students
- Talk with a pliable voice so students have to listen to what you're talking about
- Direct your instruction so that students know what is going to happen and learn their names
- Admonish groups of students to check advancement
- You have to move around every to make them pay attention more readily
- Give students non-verbal hints and exhibit confidence while teaching
- Engage in low profile intervention of disruptions
- Create a comfortable and safe environment and fill the period with activities

Moreover, from the beginning you have to establish a suitable climate for learning by making sure that you are able to make the best of your classroom management and how your classroom will work. Usually, it works well at the beginning of the school year to decrease disturbance and permit monitoring while you become familiar with the students in your class (Wong & Wong, 1998).

Thereafter, he provided this figure that shows the classroom arrangement plan which is the best technique that the teacher follow in order to manage his/her class successfully:

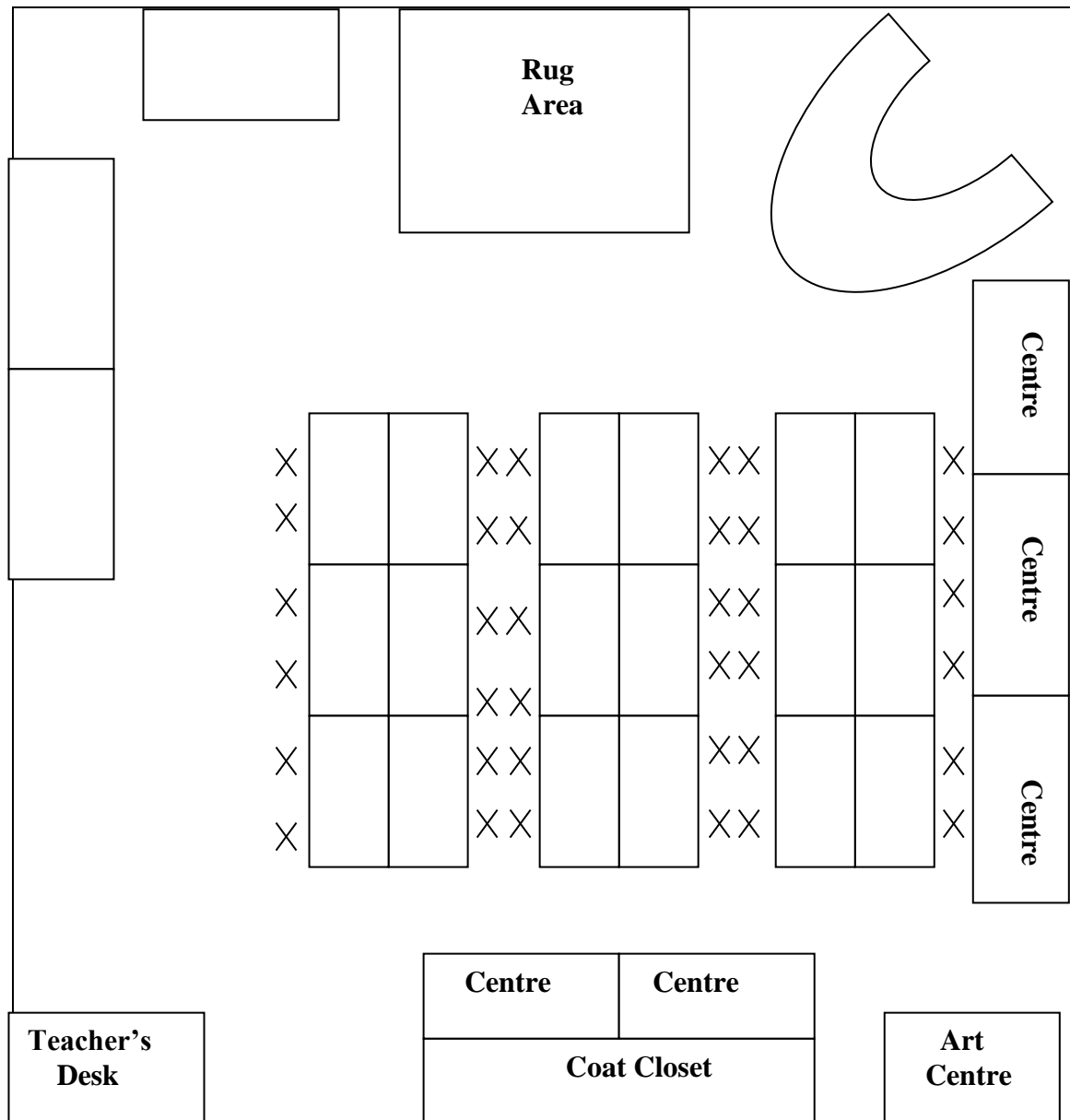


Figure2: Classroom Arrangement. (Wong & Wong, 1998)

The Role of the Teacher in the Classroom Management

The quality of teachers is the prime importance thing that every country take into consideration and all the national laws have been influenced by the expanding accomplishment that the teachers have an essential role to play in directing the quality of educational institutions output because the secret lies behind the quality of teachers (Govt. of Pakistan, 2004). Chochran (2006) artistically described the same idea, “It is a prevalent fact that quality of students relies upon the quality of teachers either highly experienced or have high expert achievement”. Teacher guarantees that teaching development is running effectively.

The class period begins while the teacher enters the classroom; teachers play the role of a manager while he controls the events of the students because effective management is especially important in the early sessions. Ramsey (1999) said that “creating a climate that welcomes, guides, and awards problem solving is the role of an effective manager”. So the teacher plays multiple roles in the classroom and in the entire school.

The role of teacher is assessed in terms of his/her presence in the classroom, fulfil the course and make relations in the school. The crucial managerial functions of a teacher in elementary education are similar to those in other sectors

Position Purpose: the teacher is the one who is responsible for creating a positive and disciplined learning/teaching environment in the classroom and in co-curricular activities.

Areas of Responsibility: The Classroom Teacher is responsible for maintaining a positive and efficient learning environment . Stevick (1996, p.180) uses the metaphor of a chessboard on which the teacher is “the most powerful single piece” . Depending on this metaphor, the teacher is the essential element in classroom dynamics and determines the class structure.

Subsequently, Lewis (1998) proposed a table that shows how the teacher manage large and multilevel classes

Organisation	Activity	Purpose
Whole class	Theme based building on individual interest	Social, language input, fluency
Class in two halves, one with self-access materials, the other with the teacher	1-independent tasks 2-direct questions	Language practice, self-assessment Preparing for independent work
As above, reversed	1-communicative tasks 2-independent work	Focus on meaning Follow-up to direct teaching
Individual, pairs, or small groups	Choice of tasks	One-to-one interaction with teacher and other students

Table1: Managing large, multilevel class. (Lewis, 1998)

Principles for Successful Classroom Management

Classroom management essence to meaningful learning creates the impression to be made evident enough. The conditions of the classroom play their part in the efficiency of the teaching/learning situation (Encyclopedia Britannica, 1998); each teacher must realize that the classroom environment will control the kind of learning that transpires in that room (Wiles and Bondi, 2007).

According to that, Kratochwill (2008: 5) quoted that Brophy (2006) as saying that effective classroom management principles when correctly utilized, can work across all subject areas and all developmental grade levels; they can promote students' self-regulation, decrease incidence of misbehaviour, and increase vitality (learning).

For that purpose here, Jolly D Kukuru (2011) summarized the classroom management principles in which he said that the teacher is the planner and implementer of classroom management principles, she/he should:

- 1) Keep your classroom tidy
- 2) Make sure that all the classroom's furniture are well arranged
- 3) Place the desk of the teacher at a strategic point in the classroom.
- 4) Assure that educational media used for a classroom are well set ahead and not exposed.
- 5) Ensure that order to use each material is specified and displayed.
- 6) Present available major classroom strategies and procedures agreed upon by staff and learners.
- 7) Display the major classroom rules and procedures in an appropriate section of the classroom.
- 8) Exhibit skills such as multi-tasking (overlapping), pacing, orchestration, self - presentation.
- 9) Demonstrate competence in handling disruptions.

Marzano (2007) concluded strongly that all classrooms, no matter how well behaved, need rules and procedures. To provide for a good classroom management system, teachers should express, observe, follow, and comply with the principles identified.

Section Two

CLASSROOM DISCIPLINE

Discipline: an overview

The term discipline refers to the application of making people tag along and stick to some rules And it is a standards of behaviour a lot of researches give distinct meaning to this expression, Walton (1963) said that discipline is a group of subject matter made up of notions , reality , and theories, so ordered that it can be independently and systematically taught.

Discipline regulations are directed to children in order to enhance their behaviour and to educate them in this case Sheaffer (2006, p. 21-22) point out that ‘‘ discipline is meant to improve child’s behaviour, especially in matters of conduct, means that to make child know self-control and emphasis on what is we expect from the child to learn and if the child able to learn’ .Besides, Disciplinary fields like providing the structure of knowledge in which faculty members are qualified and socialized ; carry out tasks of teaching (Beyer & Lodahl ,1976, p. 104-129)

Moreover, all teachers should put rules to create an appropriate environment of learning and to manage their classroom in a good way Discipline is important for teachers to attain their education goals .(Piennar,2003, p. 261-247). According to Stichweh (2001) ‘‘The nineteenth century established real disciplinary communication systems. Forasmuch as then discipline has operated as units of structure formation in the social system of science, in systems of higher education, as a subject field for teaching and learning in schools, and as the indication of technical and professional roles’’

This figure below shows the evolutionary history of discipline through time.

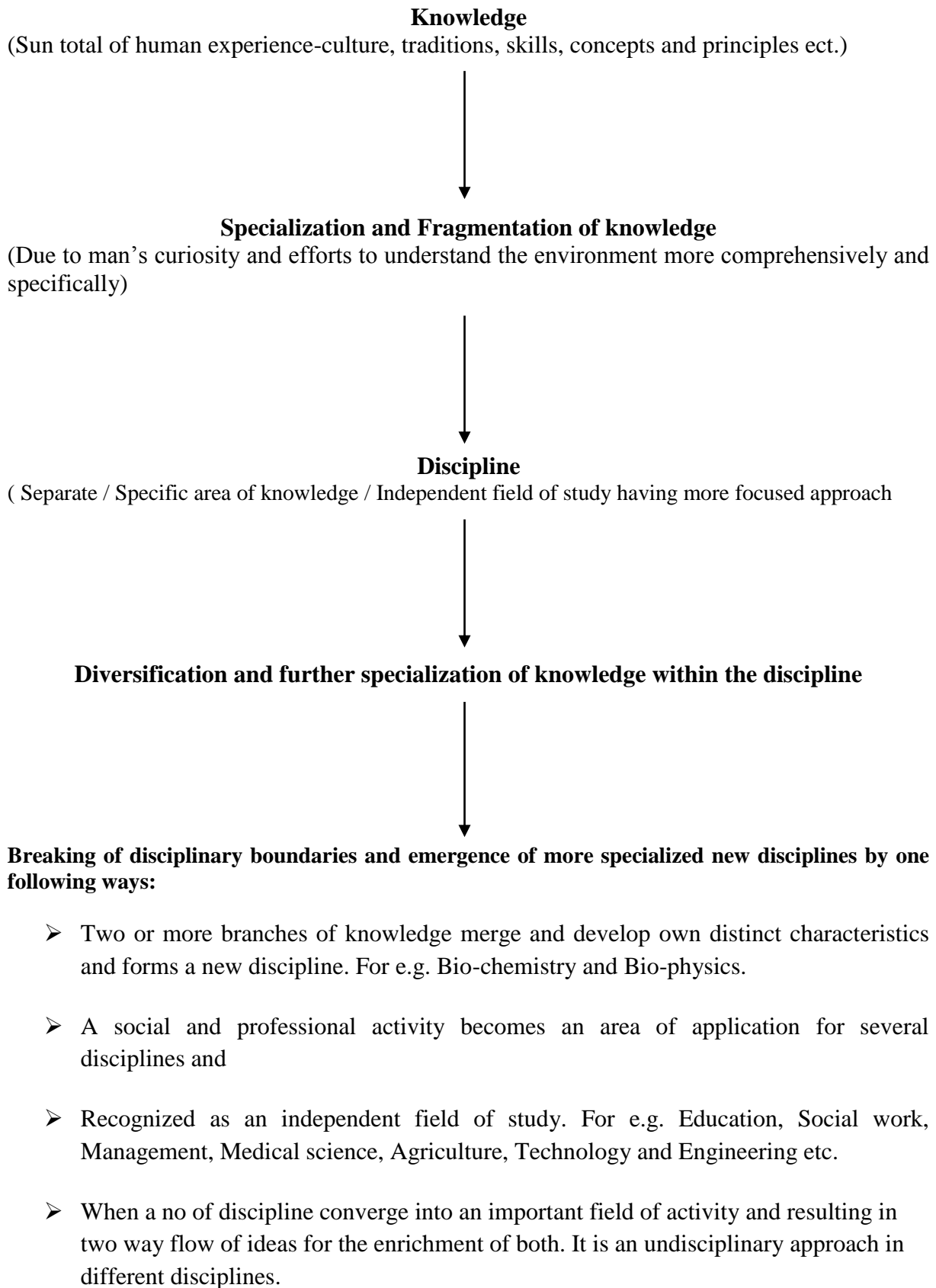


Figure3: The evolutionary history of disciplines. (Yadav and Lakshmi, 1995)

Classroom Discipline

There are three supports basis concept for this kind of discipline: a set of results, figures must be appreciated, and a system of prize and punishment (Weinstein & Mignano, 1993).

Many procedures are given by new researchers to keep discipline. These procedures are punishing, degrading, bawling, and the hostility of teachers, which is believed to augment aggressiveness (Lewis, 2001). From that basis, Walters & Frei (2007) argued that “classroom discipline is indisputably necessary for instilling a sense of responsibility and perfection in the students.

A good teacher makes efforts with children to redefine their behaviour, both parties have to be able to perceive and better understand what is being expected from them.”(p.14). The teacher may help to make a good classroom discipline. So, for that purpose Butchart and Mcewan (1998, p.4) said that “ classroom discipline is not a simple matter of one technique or technology versus another. By dint of classroom discipline, teachers perform social and moral”. The discipline is valuable which helps the teachers to organize their classrooms and to ease the process of teaching and learning.

Moreover, Doyle (1986) stated that “The regulation in a classroom simply means that the students are following the program of indispensable actions for a specific classroom event to be realized in the situation within acceptable boundaries” (p. 396).

Preventive Discipline

Preventive discipline is the application of positive discipline with pupils as a substitute for using punishment. Duke (1989) pointed that the organization of well structured schools is identified by attentiveness to adequate student behaviour and clear behaviour assumptions for students. Sanctions, rules, and methods are argued, contradicted, and frequently systematized

into schools' discipline and classroom management plans. To antithesis this focus on formal approach, the environment in these organizations conveys concern for students as individuals. This subject demonstrates itself in multiple ways, including efforts in order to implicate students in school decision making, school goals that recognize various forms of student accomplishment, and emphasis on unvaried grouping. (p. 47).

Another view in a good disciplined school: "To achieve self-discipline, instead of depend on ability and use punitive models of behaviour control, divide decision making ability widely and keep a school environment in which everyone needs ." (Wayson & Lasley, 1984, p. 3). Teachers must take care of their pupils and follow them and also try to bound their behaviours that's why Brophy (1983) claimed that " interviewing students and observing them from time to time to restrict their consciousness of their troublesome behaviour and the meanings that it grasps for them, direct and give them information when necessary, setting needed limits, and insisting that students take for granted personal responsibility for their behaviour and its effects " (p. 192)

Discipline as Punishment

Punishment is an effective method that most of the teachers adopt. For that purpose, Cotton and Savard (1982) stated that punishment must be an efficient method of remediating individual misbehaviour of each pupil and therefore ameliorating school regulation if the punishment is:

- Corresponding with the assault committed. Draconian punishments are unproductive, as what is discussed beyond.
- Deposited with support. Students often need support to emend their behaviour
- Sometimes punishments can be too light or even unpurposely reinforcing to students. Effective, regularly used punishments include striping students friends' company, privileges or mutability.

The table below shows the distinction between discipline and punishment which are totally different. They can be summarized as follows:

Discipline	Punishment
Gives children positive alternatives	Tells them what not to do without explaining why
A regular, continuous, consistent and determined process. It should be instruction-oriented	Happens only when a child is caught making mistake or having a problem. It is a premeditated action that aims at making children ashamed or humiliated
Acknowledges and rewards effort and good behaviour	Only reacts harshly to misbehaviour
Takes the child's view into account; children follow rules because they are discussed and agreed upon	Never or rarely listen to children; children follow rules because they are threatened or bribed
Consistent, firm guidance	Controlling, shaming, ridiculing
Positive, respects the child	Negative and disrespectful of the child
Physically and verbally non-violent	Physically and verbally violent and aggressive
Logical consequences that are directly related to and in proportion to the misbehaviour	Consequences that are unrelated
Teaches children to understand the reason for rules and discipline so that they internalise them and follows them subconsciously	Teaches the child to passively follow the rules for fear of being punished; there is no real understanding of why one behaviour is permitted and another is not
Understands children's capacity, needs and developmental stages	Inappropriate to the child's developmental stage of life; does not take into account children's capacity and needs.

Teaches children self-discipline	Requires adults to enforce discipline. Teaches children to behave well only when they risk getting caught doing otherwise
Emphasises listening and modelling	Involves constantly reprimanding children for minor infractions causing them to tune us out (ignore us; not listen to us)
Accepts mistakes as normal and uses them as learning opportunities	Mistakes viewed as unacceptable. Forces the child to be obedient because adults say so, rather than through understanding the right and wrong of the situation.
Focuses on the behaviour of the child rather than the child's personality	Criticise the child's personality rather than comment their behaviour

Table2: The key differences between discipline-focused and punishment-focused.
 (Durrant, 2010; Plan Vietnam 2009)

The Appropriate Classroom Discipline

Positive Discipline

This type has the power to modify and counter misbehaviour. Felix (2011) point out: "In order students obtain confidence in their abilities to make good choices and ameliorate trust towards one another and teacher, they use the positive process which is an attempt to create a better climate for doing so." Schaeffer (2006, p.86-87) proposed positive discipline advices:

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

Assertive Discipline

It is a method to classroom management. Teachers should put rules, strategies and procedures. Edwards (2000) states that assertive discipline involves authenticating rules, punishing learners who violate rules and rewarding learners for good behaviour. Mlgmen, Trezeck, and Paul (2005) suggested four important elements of assertive discipline:

- A set of consistent, firm and fair rules
- A predetermined set of positive consequences for adhering to the rules
- A pear arranged set of negative consequences to be applied when rules are not followed
- A plan to implement the model with learners. (p. 36)

Discipline Problems

Classroom discipline problems is a dilemma which teachers, administrations and schools suffer from in schools, it is an obstacle especially for teachers who prevent them to manage their classroom in a good way. According to Deitz and Humme (1978) the misbehaviour is an activity of children which inhibits with their learning of their academic material or appropriate social attitude. Moreover, discipline problems pose serious threats to their stress (Gatten, 2008) which means that the misbehaviour problems creates a big problem for teaching/learning process and the process of controlling the disruptive behaviour takes a lot of time from teachers.

Types of Discipline Problems

Disciplinary problems disturb teachers in which they can sometimes lose the management of their classes definitely. Many types of pupil's misbehaviour are suggested by researchers. Thompson (2011) proposed some discipline problems: violence, disrespect for

authority, failure to complete work, bullying, dishonesty, tardiness, truancy. (p. 16). Also according to Rosen (1997) there is other types of disciplinary problems which may lead to a learner's suspension:

- Defiance of school authority
- Not reporting to after-school detention or Saturday school
- Class disruption
- Truancy
- Fighting
- The use of profanity
- Damaging school property
- Dress code violations
- Theft
- Leaving campus without permission. (p. 51- 52).

Actually MCManus (1995) gives other types of disciplinary problems which bother the teachers. These include Repeatedly Asking to go to the toilet; Missing lesson, absconding smoking in the toilets; pushing past the educator; fighting in class; making rude remarks to the educator.

Causes of Classroom Discipline Problems

Teachers may face problems with discipline especially when they do not understand students' reasons for misbehaving (Sulich, 2004).

These are the main causes of discipline problems:

The Family

The situation of the family has a great impact on child's behaviour if the child has problem in his family it may affect negatively his behaviour such as the divorce of his parents, poverty, his parents do not listen to him at home. MCManus(1995) said that: "Responsibility for the student's problematic behaviour lays in the situation at home "(p. 12-13)

The Student

Undisciplined students can disturb their classmates and encourage them to misbehave this latter lead to the spread of discipline problems in the classroom. Arends (1991) said that "student rebelliousness and attention seeking are part of growing up process."

The Teachers

Teachers sometimes are the first cause of discipline problems in classroom because of their bad plans, unclear objectives and the lack of experience. Thompson (2011) point out that discipline can arise when teachers are unprepared to share classroom with colleagues (p.76). Sometimes teachers do not respect their pupils or have tendency to a specific pupils automatically they will lose the respect from their pupils. Therefore, Harmer (1991) said that losing the respect is the first step to cause problems misbehaviour (p. 250).

Furthermore, Morse and Wingo (1969) suggested some of the leadership's methods made by teachers that can help pupils to be more disruptive and increase the tension among pupils:

Rigid leadership	<ul style="list-style-type: none"> -Removal of privilege as a means of punishment -Inappropriate requirements for same students -An attempt to make all pupils in the classroom -Demanding each learner to work quickly and at the same rate
Too little adult leadership	<ul style="list-style-type: none"> -The teacher is anxious, defensive, afraid Employs very limited number of techniques in order to control the students -In unable to cope with situation that differs from the ordinary -Students very easy take advantage of such kind of teachers
Vacillating leadership	<ul style="list-style-type: none"> -Teachers is not able to control the class and enlist set of rules that are considered and understood by all He or she is unable to determine what kind of organization is most of particular group of students -Teacher is not consistent differs behaviour from day to day and situation to situation

Table3: Leadership methods. (Morse and Wingo 1969:396-7)

To make pupils active and to create the good interaction in classroom teachers should encourage them during the session. However, none can deny that some teacher cannot make a good relationship with their pupils because of the way they fulfil their leadership.

Dealing with Discipline Problems

It is not an easy task to deal with discipline problems, it needs strategies and it is not only the responsibility of teachers, misbehaviour makes teachers stressed out that it would be recommended to look for methods and techniques which find solution (Mongon, 1989). Besides, Mattheoudaki (2001) said that: ‘teacher’s reaction to student’s disruptive behaviour can not be prescribed but it must always be seen in relation to particular incidents and students ‘ (p. 47). Teachers should deal with discipline problems and do not ignore them whatever their causes are by using a beneficial guideline. To handle any kind of discipline

problems, researchers argued that it is advisable to remember some general guidelines that can be helpful (Kaplan, 1990; Arends, 1991; Harmer, 2001).

The teacher can write every misbehaviour and opposite write the answer to each problematic behaviour as bellow:

Behaviour	Teacher's response
Child comes in class noisily at start of lesson	Teacher says "I've told you before not to make that row"
Child does not get out books when class told to do so	Teacher says " why can't you do as you are asked like everyone else?"
Child yawns loudly and shows obvious boredom	Teacher comments sarcastically that of course child can't be expected to be interested
Child makes facetious remarks	Teachers stops lessons and casts doubts on what child has between ears
Child calls out silly answers to a general class answer	Teachers tells child to put hand up first

Table4: Problems behaviour and teacher's response. (Fontana, 1988, p. 319)

Classroom Management and Classroom Discipline

Many teachers can't make a clear distinction between the terms classroom management and classroom discipline but these terms are very commonly interchanged. So what they do is to go into the classroom and put all their emphasis and attention on discipline. They think classroom management is about multitude control or teaching pupils to be disciplined. But, in words of Dr. Marvin Marshall explains, "Classroom management deals with how things are done; discipline deals with how people behave. Classroom management has to do with strategies, techniques, routines, construction and also with the role of the teacher; discipline is about stroke management and self-control. Classroom management is the responsibility of the teacher, whereas discipline is the responsibility of the student" (Marshall, 2003, para. 7).

Conclusion

From what we discussed in this chapter, in section one we concluded that classroom management is an effective and adequate use of time, space and materials to teach some educational objectives. Which is important for establishing clear classroom rules and pacing a class effectively of course by the teacher which is the essential element in managing classroom during the learning/teaching process by using suitable techniques and strategies toward their pupils to act at ease and comfortably. In section two, we reviewed the literature on classroom discipline and the impact of discipline problems. We attended to present an image about pupils' misbehaviour, its type and the causes of discipline problems and which strategies may use to hinder those behaviours in order to manage the classroom in a safe way.

Introduction

This chapter is concerned with the research methodology of this research paper. First, it states the sample population chosen to undertake the research. Then, it identifies the research instruments used to gather data with their description. After that, it presents the method used. Furthermore, it seeks to give detailed procedure which followed while tackling this study. To reach the end, a case study research was conducted with first year pupils and teachers in the region of El Kala.

Participants

The sample population who were addressed to answer the research tools administrated to them, were first year pupils at ``Mahmoud Ben Mahmoud Middle School`` in El Kala and English teachers. Though, from this population, we have elected thirty pupils seventeen females and thirteen males for the questionnaire and four teachers a male and 3 females, 2 veterans and 2 novices for the interview. The objective of our choice of middle school teachers is that the most difficult stage in Algerian educational system since they are teenagers, came from primary school they still childish. This study aims to choose a random sampling in order to achieve more authentic and accurate data.

Research instruments

To investigate what is the effect of discipline problems on classroom management especially in Algerian Middle Schools, we carried out two different tools. We designed questionnaire for pupils in the selected school which was administered to the pupils whose views were obtained, opinions and attitudes on how effective classroom management influences academic performance (Appendix A). Also, we prepared to assist

the research collect data through personal interview; face to face interview that was conducted with the teachers in the region of Elkala (Appendix B).

Description of the questionnaire

The questionnaire is carried out over the last semester of the academic year 2017/2018 for a single day (19-04-2018). It consists of 18 questions, mixture of “closed” and “open-ended” questions. Closed questions by using multiple choices questions where respondents are restricted to choose among any of the given multiple choice answers, where as open-ended questions give them the opportunity to express their opinions in free-flowing manner. The questionnaire is divided into three sections about these subjects:

-Section one: this section includes four questions for getting data about personal information: Gender, age, and their level in English.

-Section two: this section consists of seven multiple questions about pupil’s attitude towards classroom discipline like: kind of discipline problems, how they evaluate discipline in classroom, if these problems have effects on classroom, if they like the strategies and whether they support such misbehaviours and what are the behaviours that the teacher hates mostly in class.

-Section three: includes seven questions as well. It is based on getting data about their attitude towards classroom management as: if the teacher controls the classroom, if the strategies used by the teacher to teach are useful, also if classmates’ misbehaviour prevent them to learn, and if the classroom environment suitable for learning or not. As well as, about the relationship with the teacher, and if he listens to his opinion and if he helps him, in which they are supposed to choose the appropriate box.

Description of the interview

The qualitative interview performed over the last semester of the academic year (2017/2018) for many days (from 08/05 to 15/05). The audio visual interview is personal and unstructured; we asked the permission from the teachers to record videos in which all rights are reserved. The interview is recorded at different middle schools in the region of El Kala and the videos are taken in many places amphie theatre, classroom, library and professors hall. The interview is qualitative consists of seven pre-determined questions which are open-ended questions that all interviewees answer in the same order.

Procedure

It is time to talk about the procedure and the step-by-step process that this research paper passed through. First of all, before it all started, previous findings of the same theme was gathered; but before collecting these findings, the goal and aim of the research was targeted and on that basis research questions appeared and research hypotheses was suggested. Then, this research demands a qualitative descriptive method to collect and gather data via using a questionnaire and an interview to do that. On the one hand, the questionnaire has been given to a randomly chosen 1st year class of 17 female and 13 male at Mahmoud Ben Mahmoud Middle School in Elkala.

After attending a session with this young sample of pupils waiting for the class to end, to give them the questionnaire and explain the unclear things. In addition to this explanation, each question has been translated into Arabic to facilitate the process since they are newly exposed to the English language and it is hard for them to understand the questionnaire's content and this was obvious in their answers that were in Arabic. After collecting back those questionnaire, an analysis was made on each question separately based on that descriptive

method, tables and figures was drawn to represent the amount of those answers since a graphic form describe them better.

A week after, an interview was made with four teachers of English from different middle schools where the sample was chosen and the questionnaire was given. The duration of the interview took four days, i.e. a teacher per day. The teachers were asked questions about if they face any type of students' misbehaviour, the causes of discipline problems, the best ways to for students to become disciplined and the best procedures that should the teacher come through, their perception about classroom problems in middle schools, if they feel that their students feel at ease during the session and how, if they use strategies to enhance the learning/teaching process and what are they and how they could manage undisciplined classrooms. They were 1 male and 3 females. The male and one of the females are experienced teachers and the other two remaining ones were novice teachers but they were competent and well formed ones and that was the basis of choosing them for the reliability of data.

Conclusion

By the end of this chapter, we are done with the theoretical part section starting from the introductory chapter, passing by the reviewing literature, ending with the research design/methodology chapter with its above mentioned elements. The next chapter will be the opening of the practical part and it begins with data or results analyses.

Introduction

The aim of our research is to explore the impact of discipline problems on classroom management. This chapter contains the aim of both gathering tools and data analysis. It is also divided into two parts, which tackle the analyses of our case study; the first part includes results of the questionnaire in three sections and the second one covers the results of the interview. In which the data collected were analysed both qualitatively and quantitatively.

Part One: Pupils' Questionnaire

Aim of the questionnaire

The questionnaire is carried out to 30 pupils of Middle School. The principal purpose of this questionnaire is to figure out the main discipline problems that the teacher face during the learning/teaching process and the adequate strategies and techniques that the teacher use to create a suitable environment for learning.

Analysis of the questionnaire

Section one: Background information

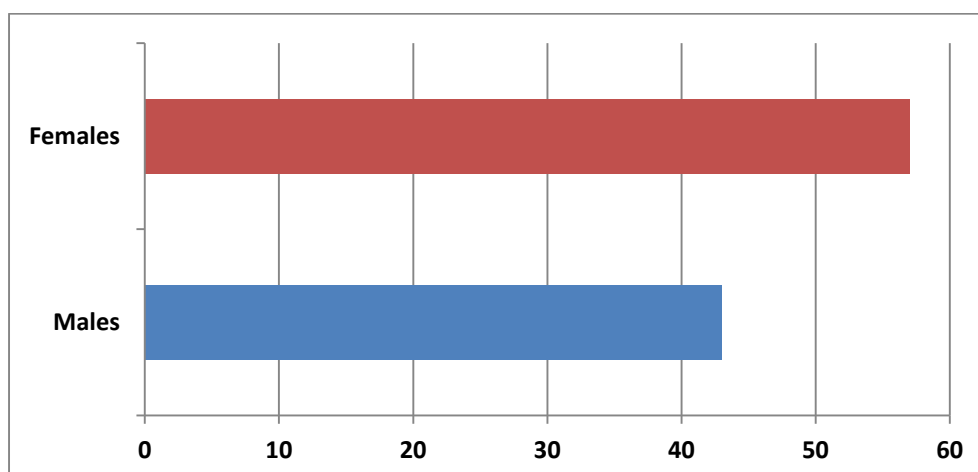


Figure 4: Showing pupils' gender

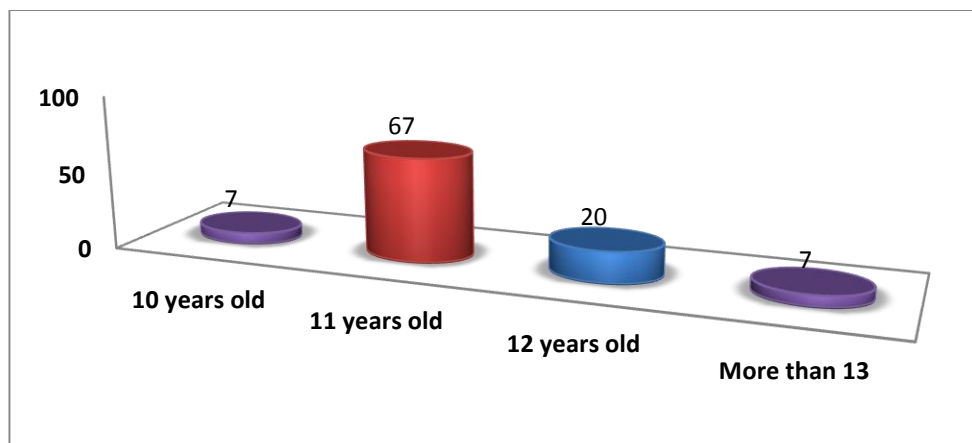


Figure 5: Showing pupils' age

Out of the 30 respondents as shown from figure (4), 13(43%) were males while 17(57%) were females. This was an indication that female students dominated relatively in the study. As well as, pupils of 11 years old dominated the study with 20(66%), and of 12 years with six (20%) in which there is a balance with the ones of 10 years and the ones of more than 13 years with two (7%) as shown in figure(5) above.

Q3: What is your level in English?

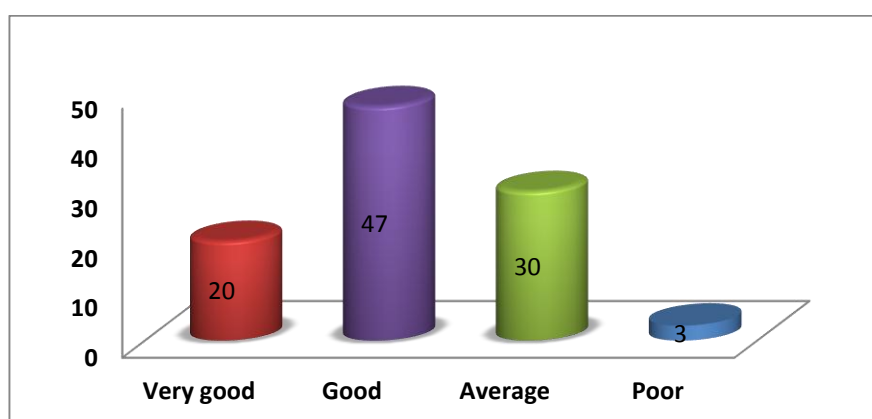


Figure 6: Pupils' level in English

Pupils are seeing that their level in English as good are 14(47%) in which it is a new language for them to study so, they are motivated enough to study it. Six (20%) see themselves very good because they may understand it well in class. Whereas, nine (30%) said that they are average because they may face some problems while learn it but, only one (3%) consider as poor as shown in figure (6).

Q4: Learning English is:

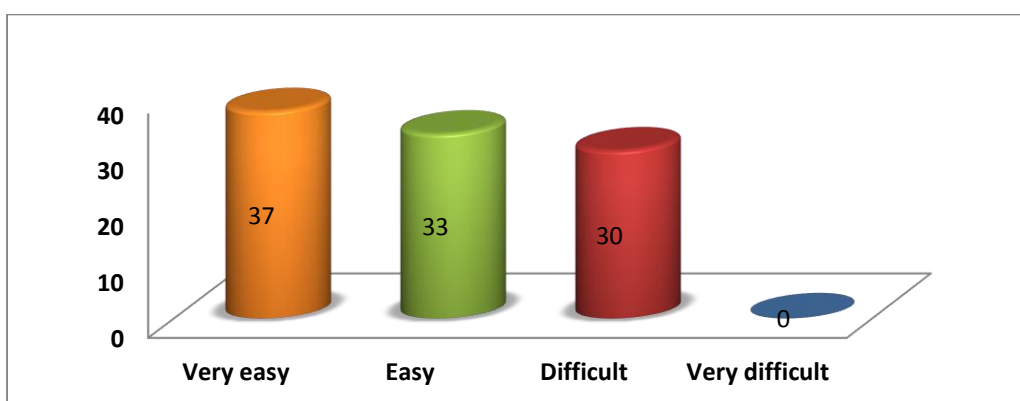


Figure 7: Pupils' views about learning English

Pupils are asked to give their views about learning English, in which 11((37%) agreed that English is very easy and 10(33%) said that it is easy may be they lack something while learn it. As well as, nine (30%) saw that English is difficult and none said that it is very difficult as shown in figure (7).According to that, we may say that pupils are going hand-in-hand with English.

Section two: Pupil's attitude towards classroom discipline

Q1: What kind of discipline problems do you face in the classroom?

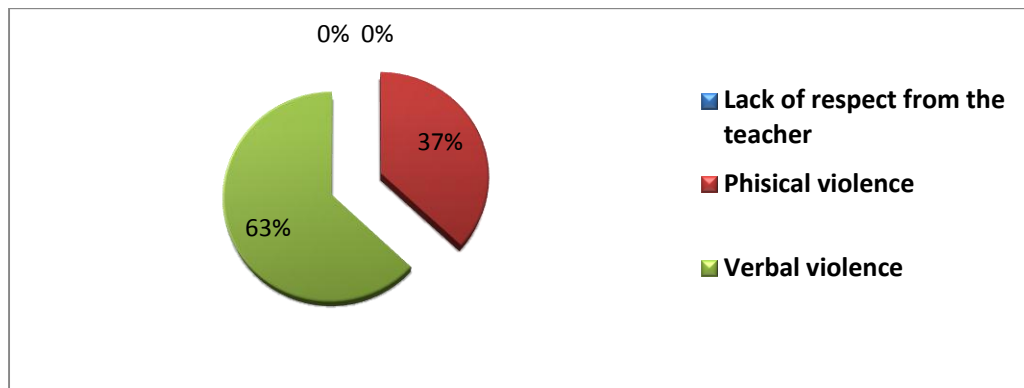


Figure 8: Pupils' perception about kinds of discipline problem

Through this question, we figure out other answers by adding an opened answer. In which 11(37%) said physical violence may be due to the misunderstanding among the pupils from time to time and around 19(63%) said verbal violence as shown in figure (8) because as we all know that our society is full of violence nowadays and also even the teacher may say inappropriate words when s/he gets angry. Whereas none answered by the lack of respect from the teacher. Moreover, about the other discipline problems that the pupils added are: crushing chairs, chaos, brawl between girls, negative interference from the older pupils, lack of respect of the teacher and stealing. All these ones may affect negatively the flow of the lesson and the teaching/learning process.

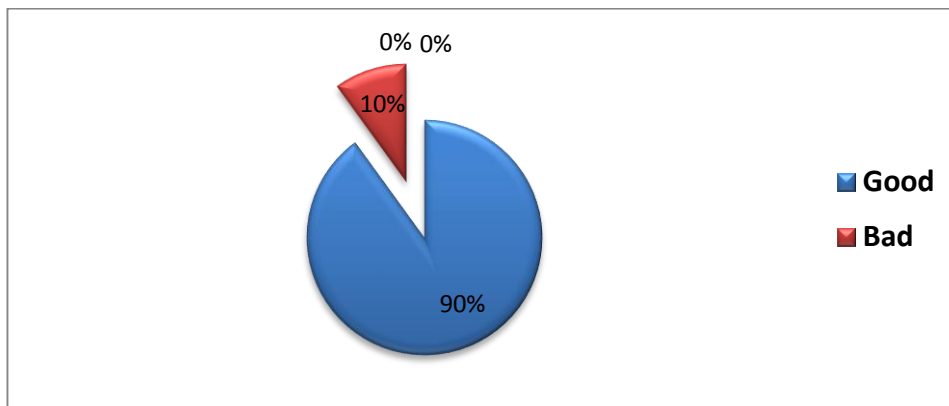
Q2: How can you evaluate your own discipline in the classroom?

Figure 9: Pupils' views about their evaluation of discipline

Out of the 30 respondents as shown from figure (9) above, 27(90%) argue that the discipline in their classroom is good. This means that the teacher is using effective techniques to reduce discipline in classroom. And only three (10%) said that it is bad because of the some undisciplined elements that influence the classroom environment negatively.

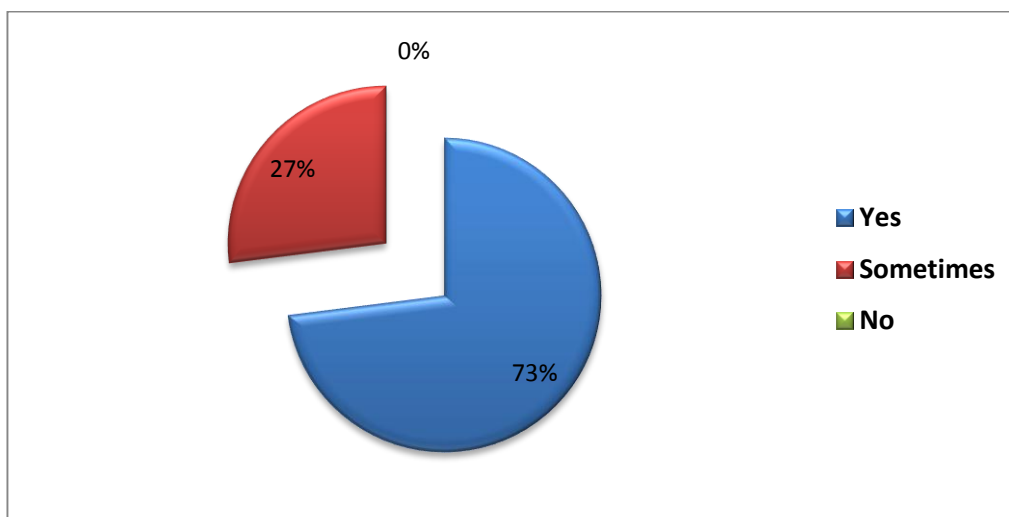
Q3: Do you think that discipline problems have an impact on the classroom?

Figure 10: Pupils' perception about the impact of discipline on classroom

From what is shown in figure (10), 22(73%) said that discipline problems have an impact on classroom because an undisciplined environment break the learning/teaching process. Eight (27%) answered by sometimes because they may ignore these behaviours and focus only on their learning. Whereas none of them answered with No.

Q4: Do you like the strategies and techniques that your teacher uses to reduce the discipline problems?

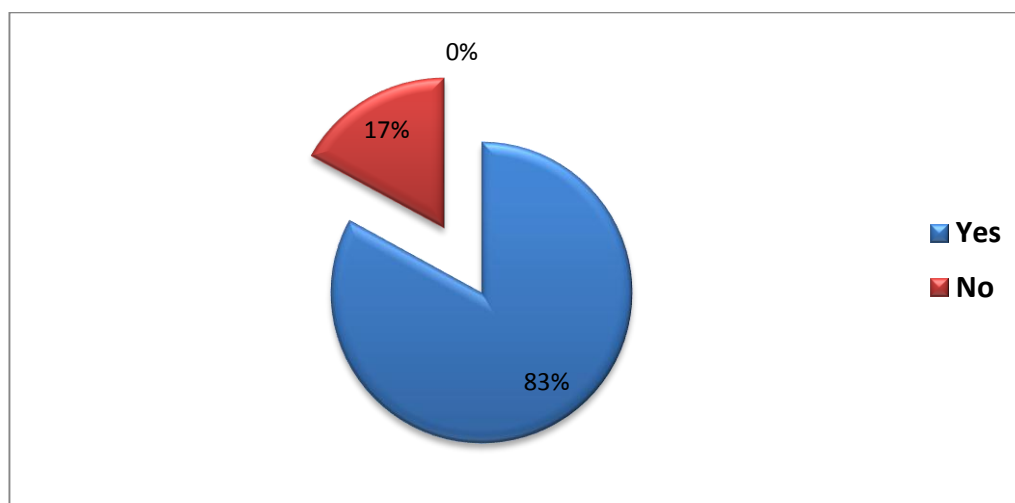


Figure 11: Pupils' views about the strategies used by the teacher

The aim behind this question is to check the effectiveness of the techniques used by the teacher. According to what is shown in figure (11), 25(83%) answered by yes, we can say that the teacher is the essential element in classroom that uses an adequate techniques to play this role very well and create a good environment for them to learn. However, five (17%) said No maybe they are not knowledgeable enough to maintain these technique.

Q5: Do you support your classmate' misbehaviour within the classroom?

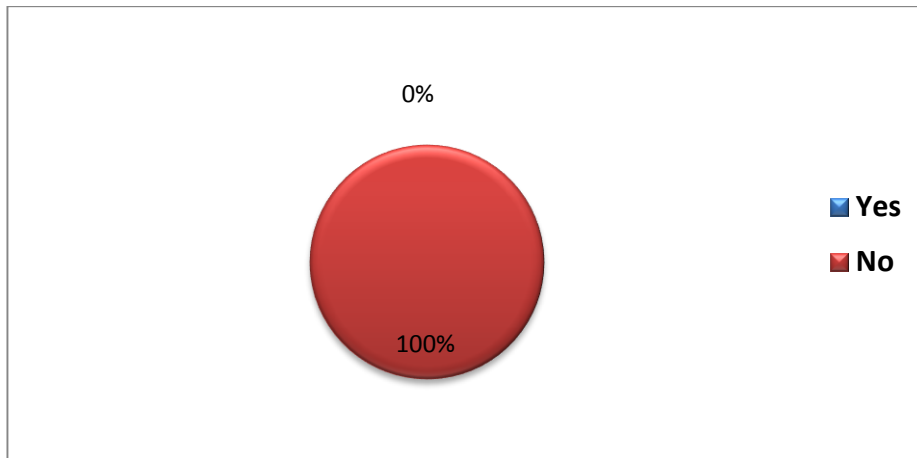


Figure 12: Pupils' attitudes about their classmates' misbehaviours

Through this table we have noticed that all the pupils have been answered by No because everyone wants to learn in a disciplined environment that helps them to go through the learning process effectively.

Q6: Do you stick to the discipline rules of your teacher?

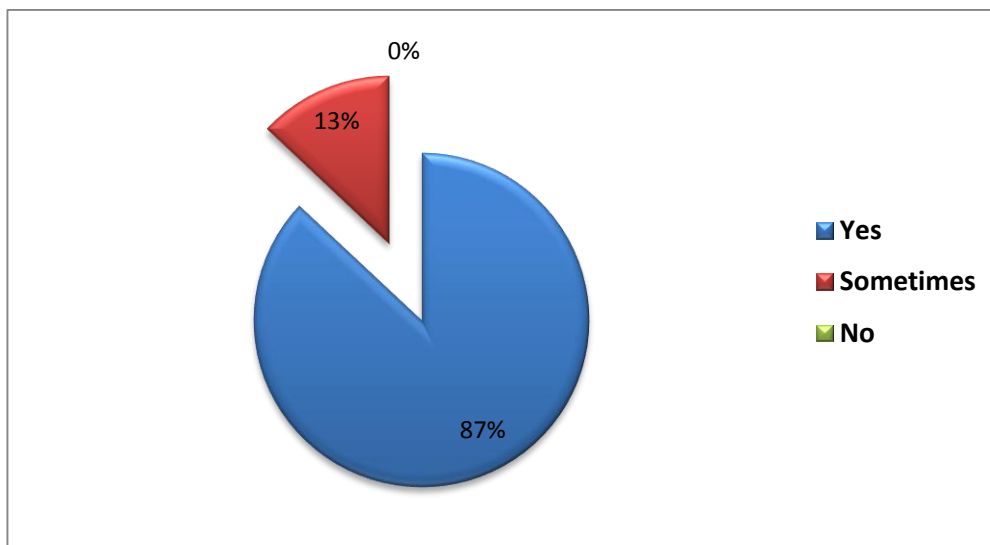


Figure 13: Pupils' perception about discipline rules

We noticed that the majority of pupils which are 26(87%) said that they stalk to the discipline rules of their teachers due to their commitment with their studies whereas, only few pupils four (13%) said sometimes and no one said No.

Q7: Which behaviour does your teacher dislike during the session?

Through this type of question, some of the pupils around 80% give clear explanations and good answers by using their mother tongue Arabic because they are not competent enough in English yet. They answered by revealing multiple perspectives. Therefore, they give in details the behaviours that their teachers hate during the session in which they may hinder the learning/teaching process. These behaviours are: chatting during the session, cheating, chewing gum, forgetting the school things, interrupt the teacher while explaining the lesson, badmouthing, noisy participation, throwing litter in the classroom, destroying the school property, making noise and exit without permission. All these behaviours may bother and offend their classmates and block them to learn.

Section three: Pupil's attitude towards classroom management

This section seeks information about pupil's opinion towards classroom management by asking them to answer some questions.

Q1: Does your teacher control the classroom during the lesson?

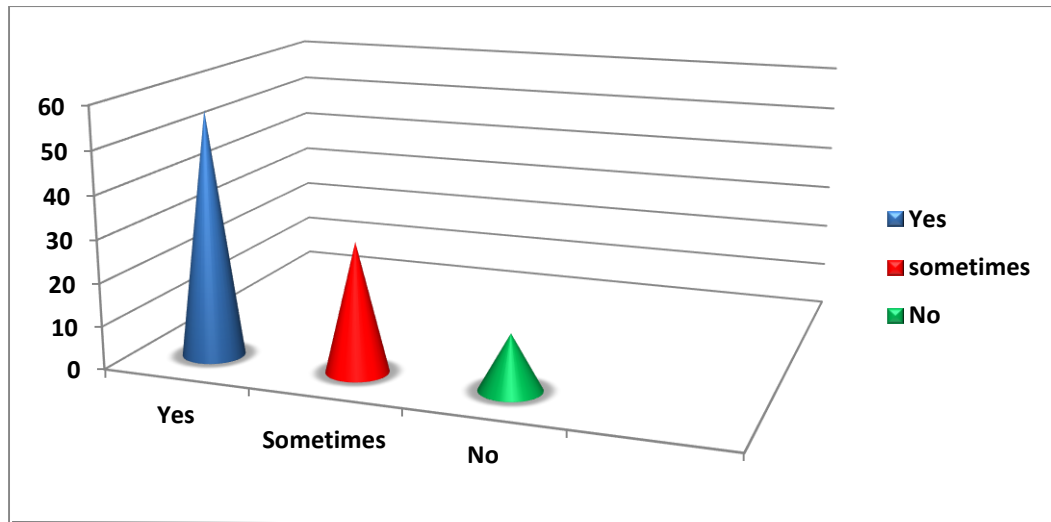


Figure 14: Pupils' views toward the teacher's control of classroom during the session

This figure shows that 17(57%) of pupils approved that their teacher control and manage his classroom during the session and nine (30%) viewed that the teacher sometimes control the classroom, however only four (13%) answered no.

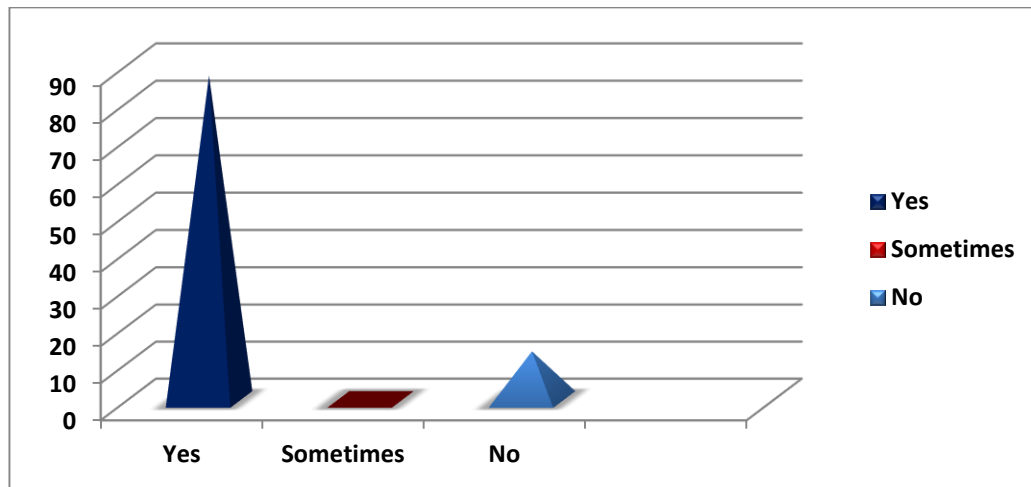
Q2: Do you like your teacher's strategies and method of teaching?


Figure 15: Pupils' opinions about the methods and strategies set by the teacher

We noticed that most of pupils 26(87%) like the methods and strategies of teaching that their teacher use in the classroom and none 0(0%) said sometimes. Whereas, only few number four (13%) are against their teacher's method and strategies of teaching.

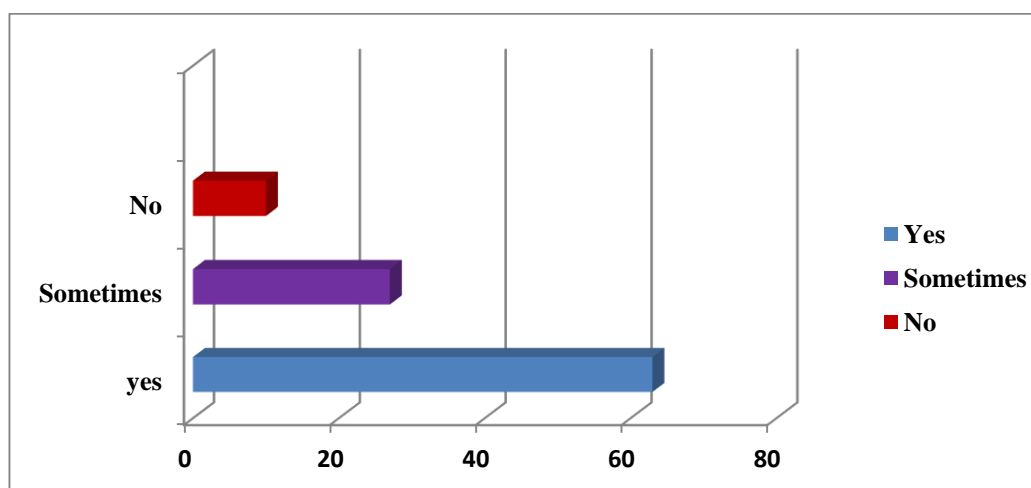
Q3: Does your classmates' misbehaviour prevent you to understand the lesson?


Figure 16: Pupils' views about the impact of their classmates' misbehavior on their learning

This question is concerned with the impact of pupil's misbehaviour on the process of learning in other sense whether the discipline problems disturb pupils those who are following their teachers and who want to understand the lesson. According to the figure overhead 19(63%) agreed that the misbehaviour of their classmates disturb them and do not allow them to understand the lesson. On the other hand eight (27%) said sometimes cannot understand but few pupils three (10%) think that they can understand the lesson even when their classmates misbehave.

Q4: Is the environment of your classroom good for learning?



Figure 17: pupils' opinions about classroom environment

The aim behind this question is to know whether the pupils are satisfied in their classrooms and if they are comfortable while learning. The environment and the bad conditions in the classroom it perhaps affects the level of pupils and can sometimes decrease it. The figure above shows that nine (30%) of participants said yes which means that the environment of their classroom is good for learning. While 10(33%) stated that the environment of their classroom is sometimes good. On the other hand, 11(37%) answered No they find that the environment of their classroom is not appropriate for learning.

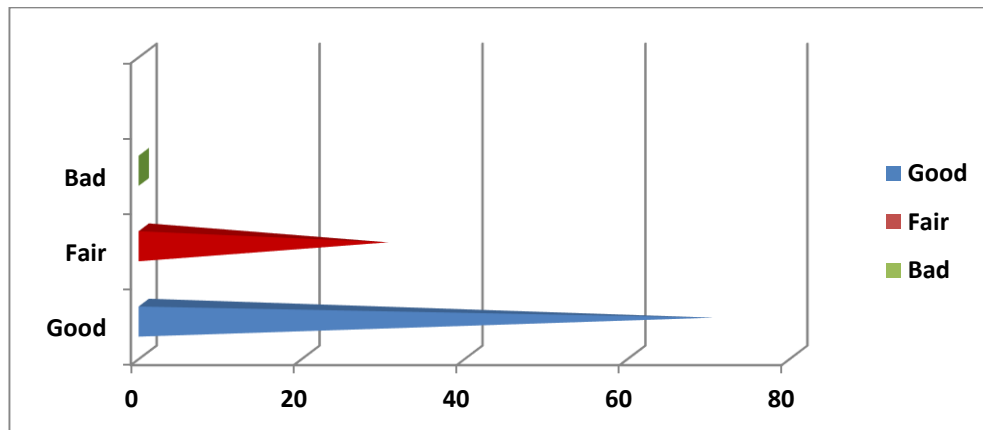
Q5: How is the relationship between you and your teacher?


Figure 18: Pupils' views about their relation with the teacher

The aim of that question is to figure out if the pupils have any problem with their teachers and to know the nature of the relationship whether it is good, fair or bad. The answers to this question reveal that 21(70%) of pupils said that the relationship with their teacher is good. At the same time, nine (30%) participants said that the relationship between them is fair neither good nor bad while, none answered by bad. Well this denotes that the most of pupils love their teacher.

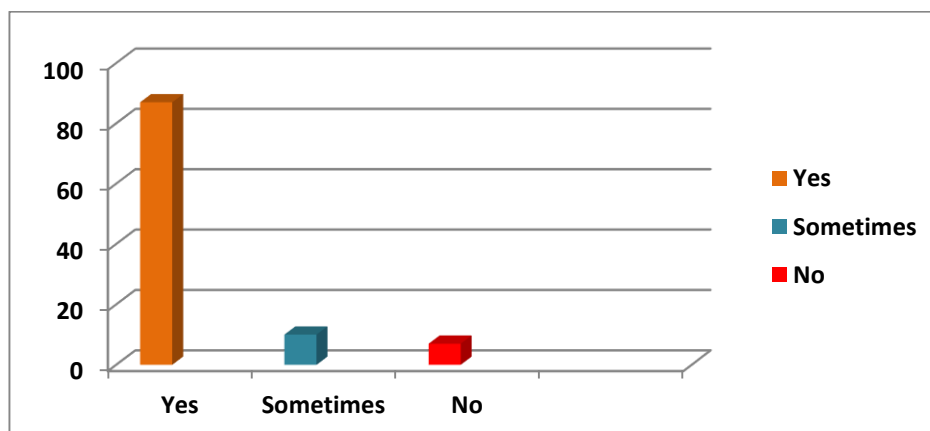
Q6: Does your teacher listen to your opinion?


Figure 19: Pupils' views about the teacher's reaction toward their opinions

The question is about whether the teacher listens to the pupils opinions. Case if the teacher does not listen to his pupils they will be uncomfortable and the relationship between both of them will be negative. The majority of pupils which estimated by 25(87%) agreed that their teacher listens to their opinions. However, three (10%) answered that they sometimes listens to them and two (7%) claimed that their teacher does not listen to their opinions.

Q7: Do you help your teacher to manage the classroom?

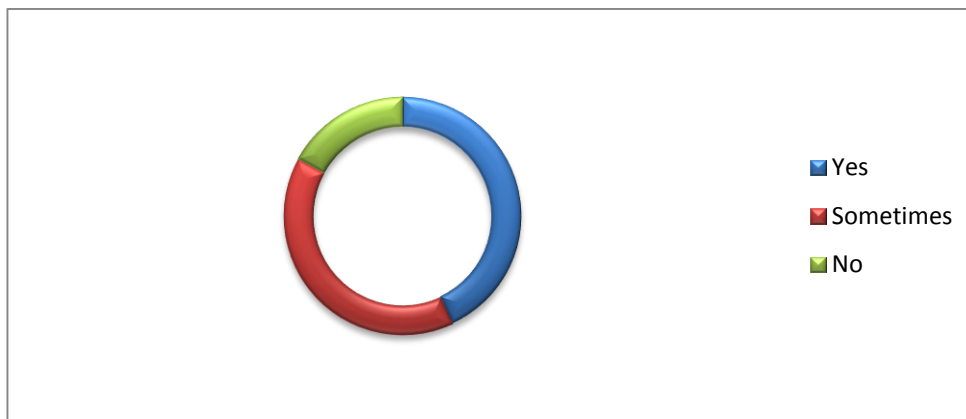


Figure 20: Pupils' reactions about their help in classroom management

The question tests if pupils help their teachers to manage the classroom. Their help is very important because an effective classroom management decreases discipline problems. Respect, arrive on time organize and clean the classroom, ask classmates to stop the bad behaviours may help the teacher to manage the classroom in a good way. It is noticeable from the result that 13(43%) of pupils answered yes while 12(40%) said that they sometimes help their teacher and the rest five (17%) said no.

Part two: Teachers' interview

Aim of the interview

The interview aims at investigating whether pupils of middle school misbehave in classroom. Then the impact of their discipline problems on classroom management and which strategies and procedures the teachers use to reduce discipline problems in order to manage their classroom and to create an appropriate environment to achieve their teaching goals. For this reason the interview was designed for teachers to check if they face problems during their session and how do they deal with their undisciplined pupils.

The questions

The interview consists of Different questions which are about types of misbehaviours, the causes of discipline problems and the opinion of teachers, also if teachers have good ways to make pupils disciplined and what are the best procedures should teachers come through. Also, the perception of teachers about classroom problems and if their pupils feel comfortable during session, if teachers use strategies to enhance the learning/teaching process and how could they manage undisciplined classroom.

Analysis of the interview

Interview1: Ms. Sebtioui Khouloud

Q1: As a teacher, did you face any type of students' misbehaviour?

The answer was yes, the teacher here face many problems like: talking, harassing classmates, verbal insults and rudeness to the teacher. She adds that these behaviours are intolerable and stress provoking and they spend a lot of time and energy to manage such classes.

Q2: According to you, what are the causes of discipline problems?

The teacher here said that the main cause of discipline problems is the issues at home. If students are abused or neglected at home, their anger can lead them to disrupt in classroom. As well as, those who come from divorcing parents. She pointed out that acting out in class is a way for students who feel helpless about their home situation feel like they still have some control.

Q3: In your opinion, what are the best ways for students to become disciplined and the best procedures that should the teacher come through?

To answer this question about the strategies, she said that selecting the best rule is the best way makes learners disciplined. First, the teacher must choose rules that keep the class safe and fun depending on the ages of the pupils. Second, the teacher has to take put the rules from the first day. Third, the teacher has to inform the pupils about the consequences for breaking these rules like written warning or attending extra classes

Q4: What is your perception about classroom problems in middle schools?

According to this question, she said that the main classroom problems in middle schools is the crowded classrooms, because with large classes it is difficult to get a satisfactory knowledge of students' needs. As a consequence, the noise level is inevitably high.

Q5: Do you feel that your students feel at ease during your session? How?

The teacher here said that she feels that her pupils feel at ease during her session, and this appeared when they respect her, active participation, asking her for extra information... etc

Q6: Do teachers use strategies to enhance the learning/teaching process? What are they?

The teacher here uses strategies to enhance the learning/teaching process. For example: she uses cooperative learning strategy especially during tutorial sessions, in which it is an effective way that encourage small groups of pupils to work together. Also, she uses the CBA “Competency Based Approach” by using pictures, videos, gestures, realia...etc

Q7: How could you manage undisciplined classrooms?

The teacher here said that she succeeded in managing the classroom by keeping up them interested in the language, showing them interest, and creating a good learning atmosphere.

Interview2: Mr. Laaribi Rabie

Q1: As a teacher, did you face any type of students’ misbehaviour?

Here the teacher said that he faced pupils’ misbehaviour and he told us an event that he remembered so far in which a pupils wanted to go out but the teacher refused, the pupil didn’t listen to him and he went out without the teacher’s permission.

Q2: According to you, what are the causes of discipline problems?

He said that the causes of discipline problems are several because pupils are educated but they are violent because they are teenagers so they think that they are mature enough to do whatever they want what is called by leadership.

Q3: In your opinion, what are the best ways for students to become disciplined and the best procedures that should the teacher come through?

The best ways for student to become disciplined is by working hard inside the classroom.

Q4: What is your perception about classroom problems in middle schools?

His perception is that he do not let any spire time for the pupils

Q5: Do you feel that your students feel at ease during your session? How?

He said that his pupils feel at ease during his session when he share with them the work in the classroom because it is their business not the teacher's business.

Q6: Do teachers use strategies to enhance the learning/teaching process? What are they?

The strategies are knows by the strategies of learning or teaching

Q7: How could you manage undisciplined classrooms?

Here he said that everything based on preparation, we have to prepare ourselves, our lessons, and even to prepare the pupils themselves.

Interview3: Mrs. Kerbach Samia

Q1: As a teacher, did you face any type of students' misbehaviour?

The teacher answered that most of pupils misbehave, but teacher should have plan and strategy to handle these problems.

Q2: According to you, what are the causes of discipline problems?

According to the teacher the cause of discipline problems starts at home, if pupils are disciplined at home they will be very well disciplined at school , she said that parents are the cause of discipline misbehaviours and they should teach their children how to respect the others if parents do not teach him how to respect they will not respect teachers

Q3: In your opinion, what are the best ways for students to become disciplined and the best procedures that should the teacher come through?

The teacher said again if pupil is not well disciplined from his family teachers find many obstacles to make him good pupils, teachers use punishment, reduce marks, send them to the administration and ask their parents to come

Q4: What is your perception about classroom problems in middle schools?

The teacher claimed that they all face classroom problems especially in middle school they are teenagers also crowded classrooms lead to many problems, she adds that discipline problems inside classroom hinder them to explain their lessons but, there are many things can help to handle that situation.

Q5: Do you feel that your students feel at ease during your session? How?

The veteran teacher answered that she does not find problems and from the first should put everything in its place , pupils know how to deal with that teacher because she has her own strategies , she added that she gives them free time only the last five minutes to relax because if pupils find emptiness they will profit and make noise

Q6: Do teachers use strategies to enhance the learning/teaching process? What are they?

She said that she has her own strategies, she starts explaining lesson , gives them activities then take five minutes to think about activity then ask them to write the activity on the board in order to motivate them, she gives them plus to make them more motivated and interested in the lesson she comments that everything is under her control.

Q7: How could you manage undisciplined classroom?

Not all the classroom are undisciplined according to the teacher there is types of undisciplined pupils such as good undisciplined pupils those are easy to control the other type weak disciplined she does not find any problem to deal with them However, undisciplined pupils who would like to disturb their classmates she said that she uses punishment with them as reducing marks and sending them to the administration.

Interview4: Miss. Khaireddine Imen**Q1: As a teacher, did you face any type of students' misbehaviour?**

She said that pupils do not want to learn they want to play teachers face many problems, those who come from primary school they think that they still children and they do not know how to act front of their teachers such kind of pupils want to disturb their teachers like asking for pen, playing and asking for toilet many times etc...

Q2: According to you, what are the causes of discipline problems?

The reason is unplanned teachers which make their pupils see their weaknesses for example the teacher does not prepare his lesson then searches for those lesson during session here pupils will find emptiness to make noise and misbehave .

Q3: In your opinion, what are the best ways for students to become disciplined and the best procedures that should the teacher come through?

The teacher said that from the first week of school she put rules what should do and what should not do she wrote them on a paper then she put that paper on the wall for instance, should wear pinafore , should be silent and should not say miss while they are participating. Add to this, she answered that she has her own method of sitting she put intelligent pupils with average pupils, and she commented that she uses theory of attachment by making them attached to her and she is friendly like a mother or sister.

Q4: What is your perception about classroom problems in middle schools?

The problems are many at middle school than primary and secondary school because it is difficult stage.

Q5: Do you feel that your students feel at ease during your session? How?

Yes, they are comfortable because she lets them react freely, she does not judge them, they can express themselves even in Arabic, gives them chance to say even wrong things, being friendly.

Q6: Do teachers use strategies to enhance the learning/teaching process? What are they?

Yes, teacher must use strategies but some can succeed and some cannot.

Q7: How could you manage undisciplined classroom?

The teacher said that if pupil misbehaves she changes his sitting front of her, and she used to put extrovert intelligent pupil with undisciplined pupil because the extrovert pupil may stop that undisciplined pupil during the session for example says stop let me follow the lesson ..

Conclusion

This chapter is about gathering data, the types and the causes of discipline problems, and the opinion of both pupils and teachers about misbehaviours problems in middle school. Also, the procedures that teachers use to reduce discipline problems and the appropriate strategies to enhance learning and teaching process, and how teachers can deal with undisciplined classrooms. Add to this, this study shows us that a lot of pupils face different classroom problems that hinder them to learn in an efficient environment but teachers know how to reduce them by: planning, putting rules from the beginning and motivating pupils.

To conclude our research we may say that results of our interview gave us image about the variety of discipline problems in middle school and its impact on classroom management and the effect of good classroom management in reducing misbehaviour problems.

Introduction

This chapter presents the research work undertaken, the conclusions drawn, the discussion and the recommendations made as an outgrowth of this study, which is about the impact of discipline, problems on classroom management and especially the role of the teacher and the strategies used to hinder these problems. The objective of this study is to make a descriptive survey about the discipline problems are faced by the teachers and to find adequate solutions.

Discussion

Part One: Pupils' Questionnaire

After having analysed the information resulted from the questionnaire and achieving the different views about the effect of discipline problems on classroom management, we figure out from the class of first year middle school that we have selected randomly in the Section one (general information) females "17" were more than the males"13" and most of the pupils were 11 years old. The majority of pupils see themselves good in English due to their effectiveness in the classroom and only one see him/herself poor due to his weak level in English as a new language to study for them.

Section two: aims to know about pupils' attitude towards classroom discipline. The answers from question 1 stated that the most of the pupils see that the verbal violence is the most discipline problem that is surrounding among them and few stated that it is the physical violence. Also, they added other discipline problems they face in the classroom. Concerning the question 3, on which we build on our hypothesis, was "Do discipline problems have an impact on the classroom?" In addition, the answers were "YES" from the majority of the pupils. So, it is clearly confirmed that pupils cannot learn in an undisciplined environment and these discipline problems will have great impact on their learning. Responses to question 4, in

which most of the pupils like the strategies and techniques used by the teacher to reduce the discipline problems prove that the teacher makes efforts and uses effective strategies to teach in a disciplined environment. And this was the exact point we aimed at by the second research question we cited before.

Section three: seeks about pupils' attitude toward classroom management. Through the first question, most of the pupils claimed that the teacher controls the classroom during the lesson. So here, it is apparently proved that the teacher plays the essential role in monitoring his/her classroom; the teacher is the principal element in the classroom. The answers gained from the third question rejoin our fourth research question about the importance of effective classroom management.

So, the results obtained from the most of the pupils set that an undisciplined environment hinder the learning/teaching process so, the effective classroom management may handle the situation. Responses to questions 5, 6 and 7 about the pupils' relationship with their teacher substantiate that the teacher has to find an efficient way to be close to the pupil and to effectively manage his/her classroom in which it has a great influence as well on the psychology of the pupil for a better learning.

Part Two: Teachers' Interview

Types of Discipline Problems

Teachers sometimes cannot manage their classroom because of discipline problems the first question seeks to find the types of discipline problems that teachers face in their classrooms. Mr Laaribi,R. talked about his experience with discipline problems said that one of his pupils went out without asking permission so, he viewed that should pupils ask permission before leaving classroom because the teacher is the first responsible and the leader

inside his classroom and pupils do not have the right to do anything in the presence of their teachers, in other sense they cannot take decision without asking permission.

On the other hand, Mrs Kerbach,S. said that most pupils misbehave but teachers should have plan to handle the situation which means that teachers should manage their classroom even if there is any misbehaviour problems. Ms Sebtoui,K. Also she faces many types of discipline problems as it is novice teacher still not yet used to such problems so she talked about many problems and she found them as obstacles which may prevent her to teach such as talking during session and this misbehaviour will certainly make a lot of noise and may prevent the learning process also, harassing classmates like fighting them or stealing their school things.

According to Ms,sebtoui Verbal insults are also type of discipline problems for example pupils who insult their classmates and their teachers this misbehaviour is kind of rudeness. Besides, she claimed that misbehaviour problems are intolerable and stress-provoking teachers spend a lot of time and energy to manage such classes. Therefore, discipline problems have impact on classroom management and on learning achievement.

Add to this , Ms Kheireddine.I also she is novice teacher she faces many problems in her classrooms especially with first year middle school which is our case study her answer about types of discipline misbehaviour are different which commented that pupils do not want to learn they want to play, especially those who came from primary school they think that they still children which means that they are childish they do not know how to act in front of teacher spend their session disturbing their classmates and their teachers by asking for school things like ‘ give me a pen’ they ask for going to the toilet many times during session, they draw on tables etc.. Finally, each teacher faces different types of misbehaviour problems in his classroom.

The Causes of Discipline Problems

Many causes can lead to the misbehaviour problems in middle school to know those causes the question 2 directed to teachers to get idea about those causes. Mr Laaribi,R. found that the causes are several, pupils are violent teenagers and they think that they are mature and strong can do whatever they want this cause is the most dangerous one because pupils always think that they are right and they are "the boss" none can control their life and their behaviour.

Mrs Kerbach,S. also has another point of view about the causes of discipline problems she assumed that the cause begins at home if the pupil is well disciplined at home will be very disciplined at school Ms Kerbach put all the responsibility on parents because the education of children starts at home not at school and if parents teach their children how to behave in a good manner they will respect others. In the same path Ms Sebtoui,K. almost has the same view she told that the main cause is the issues at home, she meant family problems like divorcing, we know that those problems make pupils feel helpless and their physiological side will be unbalanced. On the other hand, Ms. Kharieddine,I. viewed that unplanned teachers is the cause because if pupils find emptiness and free time they will misbehave .

Best Procedures to Make Pupils Disciplined

There are many procedures that teachers should come through to reduce discipline problems in order to manage their classroom the question 3 is about which procedures those teachers are using in their classrooms, we found that every teacher has his own procedures.

Mr Laaribi,R. works hard inside classroom motivates his pupils, does his best to keep them attentive .

Mrs Kerbach,S. also uses different procedure she punishes them by reducing marks, sends them to the administration then she asks for their parents. Well, her procedure is the use of hard punishment.

The novice teacher Ms Sebtoui,K. uses other procedures, she chooses best rules that make pupils disciplined from the first day, she keeps the class safe and fun by depending on the ages of their pupils. Add to this, she informs her pupils about the consequences of their misbehaviours for example if they break rules she will use written warning and she will ask them to attend extra classes so, this teacher also uses punishment.

The other novice teacher Ms Khaireddine,I. also she put rules from the beginning what they should do and what should not do, she wrote them on paper then she put them on the wall, she shows us that paper after our interview , she wrote: “should wear the pinafore, should not say ‘Miss’ during participation to avoid the noise Add to this , that teacher has her own method of sitting by putting intelligent pupils with average pupils, also she believes in the theory of attachment she makes their pupils get attached to her by being friendly as a sister or mother .The theory of attachment is very successful because it makes pupils comfortable makes them love their teacher which they cannot disturb them because they feel that their teachers are kind, they feel them like their mothers or fathers. And this is true all what children need is love and kindness.

Perception about Classroom Problems in Middle School

Middle school is a stage between the primary school and the secondary school that stage has two shifts the first shift pupils come from primary which means they are childish and the second shift they will be more mindful at secondary school. The question 4 shows what teachers know about that level.

Mr Laaribi, R, as a veteran teacher answered that he does not let any spare time for pupils to misbehave, that teacher control everything so, he does not have any problem in middle school level everything is under his control. The other experienced teacher Mrs Kerbach,S, answered that at middle school pupils are teenagers and this stage is difficult to deal with, also she said that crowded classrooms in Algerian middle school in general is the main cause of discipline problems because neither teachers nor administrations can control that situation. Many discipline problems in schools disturb the teachers but everything has solution.

Then Ms Sebtoui,K. also found that crowded classrooms in middle schools is the first cause of discipline problems, because in large classes none can handle the situation which lead to the high noise and unsatisfactory knowledge .Mr Khaireddine,I. assumed that in primary school discipline problems are more than primary and secondary schools because it is difficult stage.

The Feeling of Pupils during Session

The psychological side of pupils has great role in the teaching process, if pupils feel comfortable they will be active and focus only on lessons, if not they will fed up and get bored. The teacher should make his pupils feel at ease during session, he should take care of his pupils, and how can he make them comfortable, which is the aim of the question 5.

Mr Laaribi,R, shares the work with his pupils makes them feel that they are the responsible in class not him it is a good method, normally all teachers should follow because when pupil feels himself responsible he will feel that he is mature. Whereas, Mrs Kerbach,S, puts everything in its place, pupils know how to behave during that teacher's session, she always gives them only five minutes to relax at the end of the session, she spends all the time explaining lesson and doing activities. Therefore, pupils will be motivated and comfortable.

In addition, Ms Sebtioui.K, feels that her pupils feel at ease during session because they respect her, they are active and they ask for extra information. Besides, Ms Khaireddine's pupils are comfortable because she gives them the freedom to react, she does not comment or judge them, she lets them express themselves even in Arabic, she gives them the chance to answer even wrong things and she is friendly with them. This teacher knows that judgement and bad comments make complex to pupils, which may not develop their learning abilities.

Strategies to Enhance Learning/ Teaching Process

In the teaching process, teachers follow different strategies to improve learning and teaching process. The first thing is to know how to manage classrooms. Mr Laaribi. R, follows strategies known by teaching learning strategies and are written in a list contains of eight tips. Mrs Kerbach.S, starts explaining the lesson, she gives activities with five minutes to think about the solution then she asks them to write the activity on the board to motivate them, the last step is giving them plus marks in the evaluation everything in classroom is under her control.

Ms Sebtioui,K, also has other strategies to enhance the learning/teaching process, she uses cooperative strategy during tutorial sessions to encourage her pupils, the "CBA" "Competency Based Approach" here she uses picture, videos, gestures . Furthermore, Ms Khaireddinen,I, uses many strategies, some succeed and some do not.

The Management of Undisciplined Classrooms

An effective classroom management reduces discipline problems. Successful teachers are those who can manage their classrooms even there are problems in question 7, we wanted to know how teachers could manage undisciplined classrooms. Well, in any classroom we find at least one or two pupils misbehave which can disturb their mates and their teachers.

Mr Laaribi,R, based on the preparation, he prepares himself, his lessons and even his pupils should prepare their lessons at home which he means that planning lessons will reduce free times during session and pupils will not have time to move .

Mrs Kerbach,S, divides undisciplined pupils into two types good undisciplined pupils which are easy to control and weak undisciplined pupils who do not want to study, they try to disturb their classmates, here that teacher uses punishment such as reducing marks, sending them to the administration so as to punish them.

Moreover, Ms Sebtioui,K, manages her classroom by keeping her pupils interested in the language, makes them love the English language, she shows them interest and she creates a good learning process. Ms Khaireddine,I, also manages her undisciplined classroom by making plan for sitting, she puts extrovert intelligent pupils with undisciplined pupils because the extrovert intelligent pupil may stop that undisciplined pupil during the session for example, he will ask him to stop misbehaving while the teacher explaining the lesson.

Recommendations

Based on the findings and conclusions presented, the following recommendations are suggested:

- To reduce the impact of discipline problems on classroom management, teachers should know some points, because this particular step may help them in solving the problem and create solutions with well designed techniques for a better classroom management.
- Teachers should build good relationship with their pupils
- Teachers should give time to their pupils , listen and talk to them
- Teachers deal with pupils as matures not as children

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- Teacher use fun during session such as singing, telling jokes, making competition using pictures and videos out of lesson.
 - Planning lesson at home and creating new methods of teaching to avoid routine such as changing place of learning take them outside in schoolyard or to the library
 - Teachers should not use punishment all the time because it may destroy pupils' future
 - Pupils needs kindness and much love to feel comfortable
 - Teachers has to avoid insulting pupils front of their classmates
 - Teachers can use eye contact with those who misbehave during session without awkwardness
 - Teachers wait till the end of session and talk politely to pupil who misbehaved
 - Teachers should focus on psychological side of pupils to win their trust
 - Learning strategies, method , techniques about how to manage classroom is important in order to reduce problems
 - Administration should help teachers in their work
 - Families should help teachers and control their children at home
 - Continuous Meeting between teachers pupils' families and administration every month to discuss pupils' behaviours and level.

Conclusion

This chapter shows the discussion of data gathering results which talked about teachers and pupils attitude towards the impact of discipline problems on classroom management, also the role of teachers in reducing those misbehaviour problems. Add to this, the second part is about recommendations and suggestions that teachers should do with their pupils to manage their classrooms to improve the level of their pupils. Besides, we suggested some points about what the administration and parents should do to help teachers in their work.

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Appendix A: Pupils' Questionnaire



الجمهورية الجزائرية الديمقراطية الشعبية
 People's Democratic Republic of Algeria
 وزارة التعليم العالي و البحث العلمي
 Ministry of Higher Education and Scientific Research
 جامعة الشاذلي بن جديد ، الطارف
 University of Chadli BENDJEDID-El-Tari
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 Faculty of Letters and Languages
 قسم اللغة الإنجليزية
 Department of English

**Dear pupils**

This questionnaire is an attempt for gathering information needed for the accomplishment of a master dissertation. It aims at finding solution to reduce discipline problems in classroom

Your answers are highly important for the validity of this research being undertaken. You are kindly requested to answer the following questionnaire
 Please tick the appropriate box and add suitable comments in full sentences whenever necessary.

Section One: General Information معلومات عامة

Gender : 1- Male ذكر
 2- Female أنثى

Age: a- 10
 b- 11
 c- 12
 d- More than 13 أكبر من العمر

Level: المستوى :

1- What is your level in English? ما هو مستواك في اللغة الإنجليزية؟
 a- Very good جيد جدا
 b- Good جيد
 c- Average متوسط
 b- Poor ضعيف

2- Learning English is : تعلم الإنجليزية:
 a- Very easy سهل جدا
 b- Easy سهل
 c- Difficult صعب
 d- Very difficult صعب جدا

Section Two: Pupil's Attitude Toward Classroom Discipline رأي التلاميذ تجاه الانضباط في القسم

1- What kind of discipline problems do you face in the classroom?

- a- Lack of respect from the teacher نقص الاحترام من طرف الأستاذ
- b- Physical violence العنف الجسدي
- c- Verbal violence العنف اللفظي
- d- Others عوامل أخرى
-
-
-

2- How can you evaluate your own discipline in the classroom?

كيف تُقيّم سلوكك الشخصي في القسم؟

- Good حسن
- Bad سيء

3- Do you think that discipline problems have an impact on the classroom?

هل تعتقد أن مشاكل السلوك لها تأثير على القسم؟

- Yes نعم Sometimes أحيانا No لا

4- Do you like the strategies and techniques that your teacher uses to reduce the discipline problems?

هل تعجبك الطرق والاستراتيجيات التي يستعملها أستاذك للتقليل من مشاكل السلوك؟

- Yes نعم No لا

5- Do you support your classmates' misbehaviour within the classroom?

هل تشجّع سلوكيات زملائك السيئة في القسم؟

- Yes نعم No لا

6- Do you stick to the discipline rules of your teachers? هل تلتزم بقواعد سلوك معلميك في القسم؟

- Yes نعم Sometimes أحيانا No لا

7- Which behaviour does your teacher dislike during the session? ما هو السلوك الذي يكرهه معلمك أثناء الدرس؟

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Section three: Pupils' Attitude Towards Classroom Management

1- Does your teacher control the classroom during the lesson?

هل يتحكم أستاذك في القسم أثناء الحصة؟

- Yes نعم Sometimes أحيانا No لا

2- Do you like your teacher's strategies and methods of teaching?

هل تحب طرق و استراتيجيات تدريس أستاذك؟

- Yes نعم Sometimes أحيانا No لا

3- Does your classmates' misbehaviour prevent you to understand the lesson?

هل سلوكيات زملائكم السيئة تمنعك من فهم الدرس؟
 Yes نعم Sometimes أحيانا No لا

4- Is the environment of your classroom good for learning ?

هل بيئة قسمك جيدة للتعلم؟
 Yes نعم Sometimes أحيانا No لا

5- How is the relationship between you and your teacher?

كيف هي العلاقة بينك وبين معلمك؟
 A-Good جيدة
 B-Fair مقبولة
 C-Bad سيئة

6- Does your teacher listen to your opinion?

هل معلمك يستمع لرأيك؟
 Yes نعم Sometimes أحيانا No لا

7- Do you help your teachers to manage the classroom?

هل تساعد معلمك في تسيير القسم؟
 Yes نعم Sometimes أحيانا No لا

شكرا لك Thank you

Appendix B: Teachers' Interview

Videos in CD