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**Investigating Disruptive Behaviours within EFL
Secondary School
A Case Study of First Year Learner's. Tiaret**

**A Dissertation Submitted in Partial Fulfillment for the Requirement for
Master's Degree in Didactics**

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DEDICATION

To You My dear and beloved parents

My biggest inspiration and my first teachers, for your great support and help

*Without forgetting my best friends and i mention them by names, Khalafi Ouassama,
Benchrif Assma and Bouziani Faiza for standing with me and supporting, encouraging me the
whole journey.*

*I dedicate this work to the soul of my
grandmother, whom i just lost, i want to thank her for continuous support and her prayers for
me.*

Sabrina.

DEDICATION

I dedicate this work.

To my parents, a deep appreciation to my mother and father for their constant love, support, care, and patience. You are the corner-stone of my life.

Mum you are the ruby stone in my life necklace.

To my brother Abidou my role model; there are no words to describe you, you are simply irreplaceable and no why I will ever forget your sacrifice.

To my wonderful sister: Siham, my best friend. I would like to tell you that our little fights all the time are a big symbol of love for me to you

To the closest family members and friends thank you

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Abstract

This study intended to identify the major causes and impacts of disruptive behaviours in classrooms, and potential solutions which can be used to effectively deal with it. We had hypothesized that a better understanding of disruptive behaviours in classrooms would enable teachers as well as learners to adjust their behaviours for a positive atmosphere in the classroom. To examine the accuracy of the Hypothesis, one questionnaire for the learners was conducted and it took place in Belhoueri Mohamed secondary school, Tiaret, and one interview for the teachers was designed. The first one was addressed to first year secondary EFL learners. The second one was administered to six English teachers in Tabouch Mohamed secondary school in Mellakou in the wilaya of Tiaret and Mohamed Ben Abdelkarim in Tiaret during the academic year 2019/2020. The results of the learners' questionnaire reveal that the learners think that the reason for disruptive behaviours is due to teacher factors; however, teachers think that learners are the major causes of classroom disruption, they also believe that the relationship between them is the primary impact of misconduct in classrooms, They agree on the negative consequences of disruptive behaviours including motivation, participation, and behaviours. Both teachers and learners confirm that it is very helpful to understand the reasons behind this behaviour and build ways and methods more effectively and to intervene properly to prevent it from happening.

Key words: disruptive behaviours, learner, teacher, EFL classroom.

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LIST OF ABBREVIATIONS

EFL: English as a Foreign Language

N°: Number

Pct: Percentage of learners

General Introduction

1. General Introduction

1.2 Statement of Problem

Disruptive Behaviours in Algerian EFL classes is a quite serious issue that interferes with the teaching and learning process. It is said that many EFL teachers, especially in secondary schools in Algeria, faced disruptive acts such as: speaking out of turns, offensive responses, and using electrical gadgets. Some teachers just disregard these behaviours; respond with a yell or punishment to some of the learners.

Disruptive behaviours can also be attributed to teachers as the lack of experience of acting properly and in calm; teachers must be aware of the main causes of disruptive behaviours, its effects, and potential techniques that can be used to respond effectively to it. Awareness of the causes of these behaviours would potentially allow teachers to develop techniques and means to efficiently and effectively reduce their occurrence. Therefore, it is important to investigate disruptive behaviours in classrooms that have negative effects on teachers, peers, and even disruptive learners as it acts as an obstacle to classroom teaching.

The current study will define disruptive behaviours as well as mentioning the different types and causes and the main reasons that would make any learner in EFL classrooms display disruptive behaviours. The study also presents some strategies and classroom management guidelines, and some tips from expert teachers on how to manage and tackle misbehaviours in secondary EFL classrooms.

2. Aims of the Study

The research project *Investigating Disruptive Behaviours within EFL Secondary Schools is a case study in EFL secondary schools of Algeria, State of Tiaret*. The aim of the research project is to broaden the understanding of the sources and contexts of disruptive behaviours, and to generate knowledge that can be valuable for institutions educating teachers, and thereby improve education and services for learners.

Disruptive behaviours in school is not a new phenomenon but are still brought to people's attention worldwide as a major concern (Elliot & Place, 2004). Several reports show that both teachers and students are affected by disruptiveness in the classrooms.

A teacher survey was conducted in Algeria, showed that much time about 20 to 25 minutes out of 60 minutes is used on other activities than learning. Another survey was conducted where learners were asked whether they were disturbed by their classmates. 36 percent of the learners answered this survey reported that other learners always disturb them in class. 16 percent of the learners asked, reported that they disturb other learners that are working. One of four learners also reported that the teacher has to wait, while the learners are settling down and the class can begin. Much learning time is lost due to disruptions, waiting for instructions, and help (Danielsen, Skaar, & Skaalvik, 2007).

We first heard about the project “Disruptive Behaviours in EFL Secondary Schools” during the first year of our Master degree from one of our teachers, he was complaining about some displayed bad behaviours and we found it interesting and wanted to know more about the subject, and how can disruptive behaviours be a challenge in the classrooms. Our interest in disruptive behaviours continued to develop through the second year of our Master degree, where we found the opportunity to focus on this neglected topic in Algerian secondary EFL schools.

3. Research Questions and Hypothesis

The most effective teacher knows that in order to help a student to change disruptive behaviours he has to get to the core causes and consider the root of the problem (Waller.2008).

when confronted with an inappropriate learner behaviour the most effective manager asks himself one question how can i help to prevent this from happening again teachers should take account not only the most effective consequences but also what strategies should be utilized to prevent future occurrences .what is meant by disruptive behaviours, it causes and consequences, and how it can be prevented from happening.

3.1. Research Questions:

The present research attempts to answer the following questions:

- a)-What is meant by disruptive behaviours?
- b)-What are the causes behind learner's disruptive behaviours in secondary EFL classrooms?
- c)-How do the displayed disruptive behaviours affect the teaching and learning process?
- d)-What are the possible strategies that can be headed out to prevent disruptive behaviours in secondary EFL classroom

3.2. Research Hypothesis:

This research is to test the following hypothesis:

A better understanding of classroom disruptive behaviours will enable both teachers and pupils to change their behaviours for a positive classroom environment.

4. Research Methodology

A descriptive design is followed to accomplish the purpose of the study. One questionnaire and one interview were designed and delivered to teachers and pupils of secondary schools.

The first one was addressed to secondary EFL learners. The second one was administered to six English teachers in Tabouch Mohamed secondary school in Mellakou in the wilaya of Tiaret and Mohamed Ben Abedelkarim in Tiaret. Secondary school pupils are selected because they are teenagers and teachers may have difficulties handling them and maintaining a positive atmosphere t in the classroom.

5. Relevance of the Study:

This study is important in several aspects as follows:

- The research will shed light on disruptive behaviours problem in EFL classes.
- The study will reveal the learners and teachers attitude and opinion towards disruptive behaviours problem, which can be beneficial to have a clear understanding of the reason behind its occurrence.
- The findings of the study can be beneficial for English teachers to enrich their knowledge of disruptive behaviour tacking into account the suggestions and recommendations provided in the study.

6. Structure of the Research:

The present research consists of three chapters. The first chapter provides theoretical support to the concept of disruptive behaviours. It starts with the definition of both disruptive behaviours and disruptive behaviour in the classroom, its dimensions, its types, and its goals. It also identifies its causes, its impacts, and the possible solutions. The second and the third chapters revolve around the presentation of the collected data obtained from the learner's questionnaire and the teachers' interview and the analysis of the results with some suggestions to strengthen teachers and learners' understanding of the problem of *disruptive behaviours in EFL classrooms*.

Chapter One

Chapter one

Disruptive behaviours in Secondary EFL classrooms

1. Introduction:

Disruptive behaviours or behaviour problems in the Algerian secondary EFL classrooms increase the stress levels for both the teacher and the learner, it disrupts the flow of lessons and conflict with learning objectives and the processes of teaching and learning, Some teachers might have a high tolerance limit in what they perceive as disruptive behaviours, and some a lower tolerance limit. It is "in the eye of the beholder" (Book & Skeen, 1987, p. 399).

They also change the classroom dynamic as the teachers and the learner focus of attention shifts from the academic tasks at hand to the distractions provided by disruptive behaviours. Typically, one or two learners are identifiable disruptive; sometimes they act in ways that compound management difficulties by inciting each other and, possibly others in the class into disruptive activities. The usual response to problematic behaviours is to identify the learner involvement as 'the disruption', to focus on them as a source of 'trouble' and to devise strategies specifically to deal with their inappropriate behaviours.

1.1. Definition of Disruptive Behaviours

Different writers define disruptive behaviours differently and see them in secondary EF classrooms from multiple viewpoints from both teachers and learners. As a consequence, the terminology used in this dissertation is labelled.

Learners who exhibit disruptive behaviours should serve as a reminder that this is a multidisciplinary field, and that there are different viewpoints in this study area. The term disruptive behaviours in this dissertation is the one that will be used while other words can also define the same (or similar) words phenomenon, such as disorder of disruptive behaviours or misbehaviour, problems regarding behaviour, among other terms.

It will be seen from the psycho-pedagogical and sociological points of view and how it is related to the displayed behaviours inside secondary EFL classrooms.

Behaviour disorders are among the most challenging disorders in EFL secondary schools, they can be seen as both verbal and physical movements.

The term disruptive behaviours have been defined broadly as any action a learner makes to create an undesirable environment in a school, Amongst these are “problem behaviour”, “misbehaviour”, “off-task behaviour”, and “disruptive behaviours” (Bear, 1998; Charles, 2011; Deitz & Hummel, 1978; Ogden, 2009, p. 10; Ruttledge & Petrides, 2012). Common for all these is that the behaviours do not follow the teachers’ instructions and are not connected with the completion of required tasks (Colvin, 2010).

Behaviours are considered disruptive if they are inappropriate in the setting in which they occur (Charles, 2011). In a school setting, such behaviours go against expectations, rules, and norms, damage learning, and teaching activities while also hindering learner’s social development (Duesund, 2014; Ogden, 2009).

Behaviour disorders can be characterized by problems in self-control of emotions and behaviours that create adjustment difficulties in personal and interpersonal domains. These disruptions are manifested in behavioural forms or types that violate the rights of others (e.g., aggression, property damage, relational aggression and/or bring individuals into significant conflict with societal norms and authority figures. The underlying causes of these problems in self-control of emotions and behaviours vary greatly among individuals, and no single intervention will be universally successful for all individuals.

As mentioned above disruptive behaviours can be both verbal and physical movements when defining disruptive physical movements, in this case, the following will be included: physical movements that disrupt the learners own learning, physical movements the learner conduct that could disturb other learner’s, and/or the teacher (e.g. walking around, being out of the seat, disturbing others, and touching or fidgeting with objects).

The physical movements will be characterized as linked to disruptive behaviour if the learner's movements interfere with his/her own learning, interfere with other learners' learning, or movements that interfere with the teacher's ability to operate efficiently in the classroom context.

If the learner is out-of-seat, but on-task, the movement will not be characterized as disruptive if it does not disturb other learners or receive a reaction from peers or teachers
learner is out-of-seat, but on-task, the movement will not be characterized as disruptive if it does not disturb other learners or receive a reaction from peers or teachers.

1.2. Learner's Disruptive Behaviours in the Classroom

Behaviours displayed in school rarely occur in isolation, and cannot be separated from the context where it occurs. The behaviours can rarely be attributed to a singular particular cause, and might reflect both the characteristics of the learner and the teacher, as well as the way the classroom and instructional programs are organized and implemented (Befring & Duesund, 2012; Charles, 2011; Corrie, 2002; Keogh, 2003; Smith & Taylor, 2010).

Classrooms are complex dynamic and social environments in which learners face several demands; what to do, and what not to do, when to talk, and when to be quiet, when to be active and when to be still. The disruptive behaviours may occur when a learner is in a particular situation in the classroom, when seated with certain learners who may share similar behaviour disorders, during long instructional periods, when expected to work on certain tasks and subjects, or when faced with particular difficult tasks (Keogh, 2003). Corrie (2002) views disruptive behaviours as the end product of complex interactions that occurs in the classroom.

Learners are continuously in interaction with their environment, and are in turn affected by their surroundings. It is a mutual dynamic interaction. Befring and Duesund (2012) indicate that children who display disruptive behaviours in school often have developed the behaviours as a result of negative attention from their environment and constant academic defeats, which could result in low self-esteem and low coping skills.

The learners that display the behaviours might have entered a negative circle where these behaviours can induce negative attention, and the negative attention might release even more behaviour disorders.

Redl (1975) emphasizes that the source of disruption varies and that it is important to see behind the behaviours displayed. He asks the question, "What does it mean?" (p. 572)

A learner's perception and reason for displaying the behaviours may differ from the teachers' perception of the behaviours displayed. Whereas a teacher may see the behaviours displayed as a disruption, the reason behind the behaviours may be that the learner is, as an example, bored or find the task too hard, and automatically try to ward off that feeling by engaging in some substitute actions. What these actions may be varies; some learners find it hard to stay in their seats and some others look out of the window, etc.

It may therefore be important to study not only the learner who displays the behaviours, but also the disruptive prone situations where the behaviours occur, e.g. the classroom context (Redl, 1975). Charles (2011) mentions several factors that may promote misbehaviours in the classroom.

He relates it to factors concerning the learner, the class-peer group, the instructional environment and the teacher. According to Charles (2011) a learner may disrupt the class to avoid failure or because they want attention from the teacher or peers. Conditions in the class-peer group are suggested to be provocation from other learners or contagious group behaviours. In the instructional environment the conditions are implied to be tedium.

A learner may begin to fidget or move around after a time when an instructional activity requires continued close attention, especially if the topic is perceived as hard, not appealing, and/or lack meaning. A learner might grow restless when required to work on topics they do not comprehend or see as without purpose or lack of stimulation. The teacher might also be a factor that influences the learner to disrupt. The teacher's behaviours may for example be seen as unclear or unfair, and thus create reactions from the learners in return (Charles, 2011). Green (2009) challenges the assumptions that learners just want attention or are not motivated or have a bad attitude.

He sees the challenging behaviours as a reaction to demands being placed on the learner that exceed his/her capacity to respond adaptively to the situation, and view the behaviours displayed as a reaction to the skills learners may be lagging.

Greene (2009) emphasizes that if the teacher identifies the skills a learner is lacking, one can understand why the child is challenging in the classroom.

Corrie (2002) writes that misbehaviours may be a result of struggling with academic work in school. In other words, there are suggested several reasons and meanings behind the displayed disruptive behaviours in the classroom. (Charles, 2011, edition 10)

1.3. Dimensions of Disruptive Behaviours

Evertson, Emmer, and Worshan (2006) divided disruptive behaviours in the classroom into three dimensions:

- First dimension is no issue: those behaviours were no issues at all since they took a short length of time and did not interfere with learning.
- Second dimension, minor issue: those behaviours are practices that go against the class principles or methods. If these behaviours do not occur always; they do not really interfere with learning. Examples Include getting outside, eating something, or exchanging notes.
- Third dimension, a raising or spreading issue: this is where a minor issue gets to be typical, bringing about a risk to arrange the learning environment.

1.4. Types of Disruptive Behaviours

There are different ratings to the categories of learner's disruptive behaviours; these different types include both physical movements and moral disruptive behaviours. First, Seidman (2005) ranked behaviours into one in every of five different types: aggression, Immorality, defiance of authority, class disruptions, and behaving mischievously, these behaviours happen either unintended (E.g. coughing or sneezing) or on purpose (talking to other classmates, etc.).Second, Charles (2005) identified about thirteen defined varieties of types of Disruptive behaviours:

- Inattention**: daydreaming, doodling, looking at the window, and thinking over things unrelated to the lesson.
- Apathy**: a general reluctance to participate, as incontestable by sulking, not caring, being frightened of failure, not desirous to strive or move.
- Needless talk**: chatting throughout class time concerning things irrelevant to the lesson.
- Moving about the room**: Stand up and walk without even permission, grouping together in sections of the room.

- Annoying others:** provoking, harassing, and calling names.
- Disruption:** yelling during instruction, talking and laughing indecently, having confrontations with others, causing accidents.
- Lying:** falsifying to avoid being responsible or admitting misconducts or to get others in a dilemma.
- Stealing:** taking things that are not theirs.
- Cheating:** Create misleading claims or wrongly take advantage of others for Personal interests.
- Harassments:** making others discomforted via touching or using inappropriate words.
- Aggression and fighting:** display hostility against others, threatening them, shoving, wrestling, beating, and bullying.
- Malicious mischief:** Caused damage to school property or to other personal items like breaking windows or boards or even tables and chairs.
- Defiance of authority:** Speak back with the teacher and refuse to do what the teacher asks.

Harmer (2009) stated that there are different forms of disruptive behaviours, these covers:

- Constant chattering in class.
- Not listening to the teacher-learner.
- Refusal to do any homework.
- No involvement in the classroom activities.
- Frequent lateness.
- Constant rudeness.
- Permanent complaint.

1.5. Goals of Disruptive Behaviours

Ming-tak and Li Wai-shing (2008) states that "When learners are unable to gain recognition and a sense of belonging in the classroom; they turn to the mistaken goals noted above"(p.100) which are:

•**Attention-seeking:** Learners try to attract attention and recognition from others, sometimes by behaving in a destructive manner instead of doing valuable work, and this requires intervention or critique from the teacher.

•**Power-seeking:** Ming-tak and Li Wai-shing (2008) stated that "there are two different kinds of power-seekers" those who feel inferior because of their perceived ability and those who have serious difficulties in gaining recognition within their social groups." (p.100)

•**Revenge:** Failure to attract the attention of the classroom will make learners feel excluded and these learners will seek to clog this lack of social acceptance by taking revenge by physically or verbally harming others.

•**Helplessness or Inadequacy:** Feeling useless can lead to a feeling of despair; learners lose the hope of doing anything to recover the sense of belonging in the classroom because they believe nobody cares about them. Teachers often fail to notice these types of learners in their class, or simply show sympathy, and this has hardly any beneficial effect.

If learners cannot gain respect and a sense of belonging in the classroom, they turn to the wrong goals listed above. Table 1 summarizes the goals of disruptive behaviours, its indications, and the teacher's reactions.

Goals	Signs and indications of disruptive Behaviours	Teacher's' feelings and reactions
Attention-seeking	failure to attract the social recognition and belonging, learners may behave by being annoying such as clowning, acting foolishly, showing off, always asking questions, and always clinging.	Teachers feel irritated or see the behaviour as a source of annoying and do not spend much time
Power- seeking	By feeling inferior, learners may behave by being stubborn, argumentative, and challenging	Teachers may feel provoked, furious, and sometimes feel threatened
Revenge	Failure to gain attention from others pupils may react by bullying and being physically and verbally abusive	Teachers may feel insulted, and also sorry for those who are being hurt, insulted, humiliated
Helplessness or Inadequacy	learners have a feeling that they are losers, and hopeless of gaining recognition from others, they may act dumb or refuse to try.	Teachers may face a difficulty to talking to them and show care on those pupils and they are unable to support them

Table 1: The Goals of Disruptive Behaviours. Ming-tak and Li Wai-shing (2008. p. 101)

1.6. Causes of Disruptive Behaviours

Every teacher in the EFL secondary classrooms should ask him/herself why would learners behave in a certain way and display disruptive behaviours, what are the main causes, asking this particular question will open a gate of the world of a vast number of learners who misbehave in their classrooms, it will help both learners and teacher to clear everything out.

1.6.1. School and Classroom Environment causes

School and classroom environments can affect the behaviours of learners and can increase disruption in the setting of the classroom. A lot of factors raise this problem and hinder the learning and teaching process. Nearly all disruptive activities occur more in classrooms than in other school parts (Algozzine et al., 2008). A poor atmosphere in the classroom will lead to disruptive learners and that will create an unsafe learning environment.

Overcrowded classes can increase disruptive behaviours, increase tiredness, and stress on teachers. Regulation of large classes is a difficult job for teachers, and classrooms do not have a large number of learners. Large classes are stated to be among the leading aspects of disruption (Seidman, 2005 & Schneider, 1998). In addition, teachers should be aware of the importance of the tasks as well as equipment availability. Another factor that leads to the disruption of the classroom is time as the learners spend more hours at school; this would lead directly to a lack of focus and attention during the lessons and thus interrupt the school system (Saricoban and Sakizli, 2006).

Additionally, learners' seating arrangements are a crucial issue. False seating arrangements can improve disruptive behaviours amongst learners. Furthermore, whether the classroom is too hot or too cold, physical discomfort occurs, and disruption and noise from outside the classroom contribute to mental discomfort.

A stable environment will be established by creating the correct class and school standards, and this will lead to effective teaching, learning, and decreased problem behaviours. (Hollin.1993)

1.6.2. The learner causes

A lot of factors that pave the way for the disruptive behaviours issue to arise will impact the classroom. The learner's differences and characteristics are among the key factors which cause learners to behave incorrectly in the classroom.

•**Age:** Harmer (2009) stated that "the age of our student is a major factor in our decision about how and what to teach. People of different ages have different needs, competences, and cognitive skills" (p. 37). Classroom, full of learners of various ages, can cause difficulties inside the classroom.

•**Gender:** Studies have shown that higher rates of school disruptive behaviours are found in male learners than in female learners.

Kaplan et al. (2002) stated that "Boys tend to be more disruptive than girls, and also tend to manifest more aggressive modes of disruption" (p. 195). On masculinity as a risk factor for disruptive behaviours, Lyons and O'Connor (2006) say, "Explanations for the link between gender and challenging behaviour can be interpreted as evidence of internal causal factors, relating to biological and physiological influences or as contextual, relating to gender roles and the interpretation of girls' and boys' behaviour" (p. 226).

•**Motivation:** Ryan and Deci (2000) emphasized the importance of motivation in the learning process due to motivated learners learning better than an unmotivated one

Chambers (1999) states that "the learner, who does not participate in the process and the activities within it do not learn..." (p.8). Extrinsic motivation can be influenced by outside reasons and intrinsic motivation can be influenced by inside reasons. Motivation towards learning is certainly one of the key aspects of pupil learning, and it is also a source of important differences between pupils (Alderman, 2008, as cited in Kyriacou 2009, p.61). Lukes & Tara (2011) state that if learners are not motivated to learn this will make classroom disruption an attractive option, and they will choose to disrupt rather learning.

•**Learning styles and strategies:** Learning styles are methods of receiving and understanding information. There are various learning styles that learners use through the process of learning such as: visual, aural, verbal, and physical

Harmer (2001) presents the main learners' styles which are:

•**Converges:** Learners tend to work alone because they can enforce their learning structure and are confident in their abilities.

•**Conformists:** Learners prefer to concentrate on learning a language that uses it so much, they want to do as they are told.

•**Concrete:** Learners favor learning from direct experience, working on groups and involved in the use of language as communication.

•**Communicative:** Learners like to learn from contact, are interested in social contact with other language speakers and enjoy working with the teacher's guidance.

Seifert and Sutton stated that:

“There are various types of learning styles some learners may like behaviours to hear new material rather than see it; they may favor explaining something orally to their teacher rather than watching it in a video, or they may learn by combining various learning styles. If the materials used or the ways the lessons are presented do not fit the learner's learning styles, they will engage in problems”. (2009)

•**Intelligence:** Kyriacou (2009) points to it as "a child's ability to learn and to meet cognitive and intellectual demands through the application of current knowledge, understanding, and intellectual skills" (p. 57).

Maxom (2009) reveals familiar disruptive behaviours that are caused by intelligent learners, such as: asking teachers different and hard questions for showing off or putting teachers in awful cases, asking questions in the middle of an explanation that is not related to lessons, and mocking other learners since they feel they are better than the others

•**Language levels:** Figure 1 presents the different levels of learners. As stated by Harmer (2001):

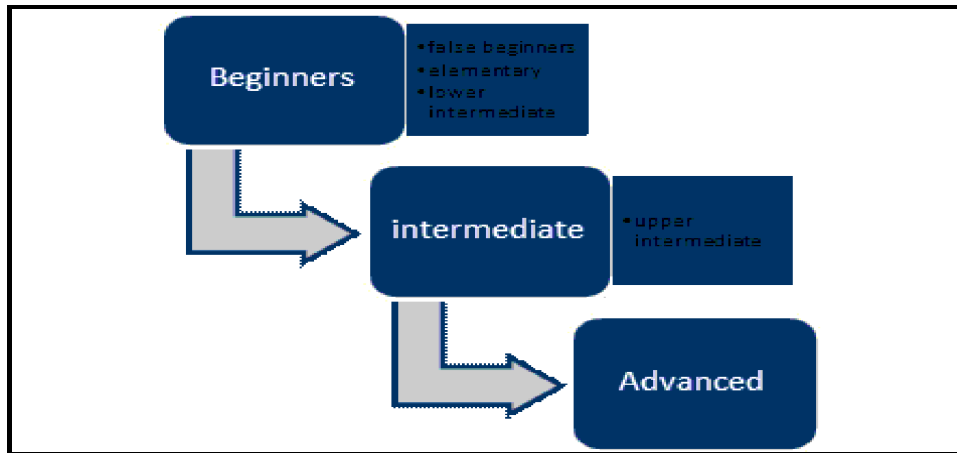


Figure 1: Language Levels. How to Teach English 2nd Edition Jeremy Harmer (p. 44)

The diagram above demonstrates that there are three different learner's levels in learning any Language: beginners, intermediate, and advanced, so teachers should know that each level demands certain handling and instructions.

Beginners require a simple language, easy activities, and very understandable explanations and instructions. On the other hand, advances require complex language and higher levels of tasks to match their levels. (p. 14). Generally speaking, grade level may tend to raise the rates of disruptive behaviours (Putnam et al., 2003, Arcia, 2007).

•**Learners needs:** learner's needs differ from one learner to another and this is because the variety of the origin of each need. Table 3 presents the three types of learners' needs as proposed by Masuhara (1998):

Kinds of needs	Where the needs come from
Personal needs	Age gender culture background interests educational background motivation
Learning needs	Learning styles Past language learning experience Learning gap (i.e. gap between the present level and the target level of language proficiency and knowledge of target culture) learning goals and expectations for the course learner autonomy availability of time
Professional needs	Language requirements for employment, training or education

Table 2: learners Needs cited in Sparrt, Pulverness and Williams (2005, p. 57)

In daily classroom situations, teachers may face learners who have special and different needs; failure to interpret their needs will lead to disruptive behaviours inside the classroom, misunderstanding and distracted-mind for that learner that's why it is important to understand these needs.

There are different components of learners' physiological needs that may cause varying degrees of the learner's problem behaviours in the classroom, such as: food, light sound, temperature, design, intake, time, mobility, and pacing of learning activities (Mohamed Osman, 2012).

1.6.3. Learners Psycho-pedagogical causes

The main psycho-pedagogical reasons are; learner's low self-esteem and boredom psycho-pedagogical that raise disruptive behaviours inside classrooms. According to Talib (2003), self-esteem plays an important role in building a strong base for the development of learners. It can be expressed as:

- How do learners see themselves
- How learners feel towards themselves.
- How learners value themselves.
- How learners assert themselves.
- How learners adjust themselves.

Learners need acknowledgement to build a positive self-esteem, self-confidence attitude towards them, and self-esteem plays an essential role in the learning process. Brown (2000) states that, "... no successful cognitive or affective activity can be carried out without some degree of self-esteem, self-confidence, knowledge of yourself, and belief in your capabilities for that activity". (p.145) Learning confidence is quite important because, if they are confident in their skills and capacities, they will be more engaged in the learning process and the accomplishment of their goals.

On the other hand, the low level of self-confidence of the learner leads to the disengagement in the classroom. Learners who lose their self-esteem will directly lead to disciplinary problems. Besides, the learner's self-esteem may be influenced by the absence of respect on the part of teachers and learners (Kyriacou, 2007). Another psycho-pedagogical factor in the classrooms is learners' boredom. Boredom is defined as an "affective state composed of unpleasant feelings, lack of stimulation, and low physiological arousal" (Pekrun et al., 2010, p. 532).

For some learner's classrooms seem troublesome, bothering, and does not fit their needs and interests, this will create boredom inside the classroom and this latter will lead up to negative behaviours and this will be an attractive choice to add some fun to classroom setting (Nilson, 1998).

It was also noted that a close relationship occurs between the boredom of the learner and the subject matter being presented.

The interest of learners in the subject varies from learner to learner. The lack of interest and boredom in the topic can be due to the lack of importance for their needs, skills and negative view of other elements in the topic.

It is also important to know the interest of the learner and what makes him enthusiastic about effective behaviours in the classroom. The lesson can be boring because it includes a lot of hard activities. By adding some fun and entertainment to the lessons as well as the classroom climate, boredom will be decreased and disruption will be prevented from occurring (Seidam, 2005).

1.6.4. Teacher causes

Learner's disruptive behaviours within the classroom can be conceived as an outcome of teacher's behaviours that is exasperating to learners. Kyriacou (2009) states that, "all teachers need to be aware of how their behaviour can serve to hinder rather than facilitate good discipline in the classroom". (p.124)

A study was done by Miller Ferguson, and Byrne (2000), exposing that teacher's behaviours and shouting the whole time can be a reason for classroom disruptive behaviours (such as wrongfully blaming learners, and being rude), these behaviours can stimulate the learner to behave disruptively. Also, Hyman and Snook (2000) insisted that unnecessarily harsh, punitive management techniques and disciplinary practices against learners create an atmosphere that leads to school violence. When teachers are excessively harsh and punitive discipline strategies, learners will be more likely to behave in a disruptive way, and this will pave the way to a reciprocal cycle of continuous disruption inside the classroom (Lewis, Romi, Qui, & Katz, 2005; Walker and O'Neill, 1991)

Wright et al., (1999) point out four types of teacher behaviour which evoked learners to behave disruptively. These are boring teachers, teachers who could not teach, the teacher whose discipline is weak and teachers who made unfair comparisons (Cited in Kyriacou, 2009). Learner's disruptive behaviours can be associated with different aspects related to the teacher. Like authority, control, ability, and behaviours.

1-Teacher' Authority: "An essential aspect of effective teaching is the need for a teacher to establish and maintain authority over the organization and management of student's learning" (Kyriacou, 2009, p.101). Teachers must be aware about the amount of their authority; that is to say, teacher' authority should be accepted by learners.

2-Teacher' Control: Fontana (1994) presents the following six-issue that influence the level to which a teacher can do the necessary class control. These are: physical appearance, the voice, how the teacher presents the lesson, lesson preparing, and organization, how the teacher talks to the learners, and how threats, rewards, and punishments.

These factors are very significant. By applying them correctly the teacher will be able to control his classroom in an effective way. The absence of these factors will affect the level of teacher control and this will lead to classroom disruptive behaviours. Teachers' over control will raise the level of learner's disruptive behaviours inside the classroom (Ansari, 1983).

3-Teacher' Ability: The learners are quite delicate to the ability of the teacher to create such rules and will often evaluate how the teacher will cope with the violation in order to clarify the rules and how they will operate. Generally speaking, pupils respect teachers who know what they are doing, how they manage the classroom effectively, their actions, and responses inside the classroom (Cangelosi, 2008). Furthermore, learner's perceptions of the classroom environment can be affected by the teacher's inability to manage behaviours effectively and this will result in decreasing students learning and increasing disruptive behaviours (MacAulay, 1990).

4-Teacher's Behaviours: Several studies show that learners can be affected by the way teachers behave with them, and they might see their disruptive behaviours simply as a fair reaction to the teacher.

Stronge (2007) stated that "Most teachers direct their attention and instruction more frequently to some students and ignore others. In the same sense, they provide more positive feedback to some while ignoring others" p.45); this type of teacher's behaviours raises the possibility of learner disruptive behaviours.

1.6.5. Social and cultural Backgrounds Causes

Mohamed Osman (2012) says that "research has proved that student behavior in the classroom is greatly influenced by factors outside the classroom" (p.23). These are the major social causes that hurt a learner's behaviours. Examples such as family structure and stability, poverty, child abuse and neglect, and parent work.

Other causes are stated by Docking (1989); These include: temperamental and other constitutional factors in the child, inconsistent or inappropriate standards set by parents and punitive or permissive child-rearing practices,

the stress generated by such factors as poverty, substandard living conditions and homelessness, long term unemployment, family discord, elements of violence and other antisocial behaviours in society and its portrayal in the media, and dietary deficiencies

Hayden (2007) summaries the following psychological factors:

“At the level of the individual pupil ... [disruptive behaviours] may relate to several issues, including child abuse and poor parenting, disrupted and stressful living circumstances...being in care, relative poverty, special educational needs, or learning needs not met...academic pressure and fear of failure, being bullied, being a young career, and being part of a traveling family (p. 85).

Teachers are shown to link the disruptive behaviours of learners to external causes rather than to teachers and school factors. The difficult circumstances in the home will influence learner’s attitudes and financial problems can raise the student's stress and tension in the classroom setting (Christenson, Ysseldyke, Wang, & Algozzine, 1983; Poulou & Norwich, 2002).

When teachers believe that learner disruption is related to parent factors, this belief will affect teachers by blaming or rejecting the misbehaving learners and those learners will respond with additional troublesome behaviour (Karasawa, 1995). Peer pressure and reinforcement play an essential role in encouraging other learners in a negative way they will be motivated to break classroom rules and lead to classroom disruption. (Guttman, 1982)

1.7. Earlier literature about Impacts of Disruptive Behaviours

The impact of disruptive behaviours on the classroom management has been concerning both teachers and learners throughout the process of teaching and learning, here is an earlier literature about the impact of disruptive behaviours on the classroom management

1.7.1. The Impact of disruptive behaviours on Classroom Management and Discipline

Marzano and Pickering (2003) argue that:

” Effective teaching and learning cannot take place in a poorly managed classroom if learners are disorderly and disrespectful, and no apparent rules and procedure guide behaviours, chaos becomes the norm. In these situations, both teachers and learners suffer. Teachers struggle to teach, and learners most likely learn much less than they should. In contrast, well-managed classrooms provide an environment in which teaching and learning can flourish” (p.1)

Furthermore, Burden (1995) defines discipline as the act of responding to the disruptive behaviours of learners for the purpose of restoring order.

If teachers are hindered from delivering lessons and learners from performing their tasks, then an efficient order in the classroom is prevented from taking place and rules are broken and neglected and reflected in behavioural problems.

Classroom management consists of techniques and methods that teachers may use to create a healthy atmosphere in the classroom and to handle behavioural problems as it is the most difficult component of classroom management.

The incidence of disruptive acts takes a lot of time to be dealt with and this leaves little space for successful management of the classroom; and also, the efforts of the teachers Instead of properly handling the classroom, efforts would be redirected at these negative acts. Since classroom management aims at providing a positive atmosphere, maintaining problem behaviours, and organizing materials for effective learning and teaching to take place, disruptive behaviours is a big challenge for classroom management (Kerry and Wilding, 2004).

Since classroom management aims at providing a positive atmosphere, maintaining problem behaviours, and organizing materials for effective learning and teaching to take place, disruptive behaviours is a big challenge for classroom management (Kerry and Wilding, 2004).

1.7.2. The Impact of Disruptive Behaviours on Academic Achievement and Performance

One of the main effects of disruptive behaviours is the academic achievement and accomplishment of the learner because it influences the learning environment of the learners and the quantity of guidance they receive. Academic achievement can be defined differently such as the level of proficiency attained in academic work or as formally acquired knowledge in school subjects, which is represented by the percentage of obtained marks of students in exams (Kohli, 1999).

In addition, it interferes with quality teaching, learning capabilities, and types of activities. Classroom disruptive behaviours decrease learner engagement, participation, motivation, and performance. Besides, teachers in the classroom with high levels of disruptive behaviours devote a greater amount of time to non-instructional tasks and so reducing the total minutes of instruction over the course and by this learning may be compromised (Lazear, 2001). Moreover, high levels of disruptive behaviours also compromise perceptions of safety and support, children can become

less engaged in school, less eager to learn, and less able to focus attention on learning (Brand, 2003).

Furthermore, Walker and O'Neill (1987) state that "disruptive actions can be associated with less academic engagement time, lower grades, and poor performance on standardized tests" (p. 21).

1.7.3. The Impact of Disruptive Behaviours on Classroom Environment

Learner's disruptive behaviours might be seen as an obstacle to a healthy and productive environment in the classroom. When learners behave disruptively, the cohesion, cooperation, and production of the classroom environment is going to be distracted and disrupted, and this will cause students to feel the tension and stress (MacAulay, 1990). Besides, McKinney (2005) argues that "the overall learning environment is negatively impacted even for those who are not involved in the disruption, leading to a hostile learning environment".

Furthermore, disruptive behaviours creates an insecure and uncomfortable atmosphere and fear at school for both students and teachers, and school administrators are forced to spend a great amount of time dealing with it (Hollin, 1993). Classroom misbehaviour is regarded as a source of stress, fatigue, and disturbance because it damages the learning environment.

1.7.4. The Impact of Disruptive Behaviours on Teachers and Peers

Disruptive behaviours in the classroom has a significant influence on new and experienced teachers, has a negative impact on teacher focus on teaching, and this raises the feeling of discontent among teachers. Problems of Classroom disruptive behaviours consume the time of the teacher and detract it from the teaching and learning time (Little et al., 2002). It is reported that one of the causes leading to teacher burnout is facing difficulties in managing disruptive students (Byrne, 1994). Besides, a learner's disruptive behaviours interfere with the teacher's ability to teach and contribute to their heightened stress levels (Nilson, 1998).

It is considered one of the main reasons for the abandonment of the teaching profession (Macdonald, 1999). Classmates may stimulate different behaviours inside classrooms; some are considered as desirable that leads to positive reinforcement and others are seen as undesirable that promote negative reinforcement. Moreover, it affects teacher-learners interactions as well as learner-learner interactions. Learner's misconduct needs to be intervened immediately when it happens since it causes tension and disrupts other learners and the teacher (Turanlı, 1995).

1.8. Classroom management and Disruptive Behaviours

Teachers play various roles in a typical classroom, but surely one of the most important is that of classroom manager. And a teacher with strong classroom management skills creates consistency for his learners.

1.8.1. Earlier Literature on how to manage classrooms

An earlier literature will be presented to define classroom management, its types and some tips on how a teacher can manage his/her classroom.

1.8.1.1. Effective Classroom Management

Doyle (1986, p.397), defined classroom management as "the actions and strategies teachers use to solve the problem of order in classrooms". Amy B. Tsui also assumed that Classroom Management "...is frequently used to refer to aspects of classroom organization, such as conducting individuals, pairs, or group work, maintaining order; dealing with disruptive behaviours; and handling daily business, such as collecting assignments and taking roll calls" (2003,p.138)

According to Eggen and Kauchak (1992) "two major goals of classroom management are: (a) to create a learning environment which is conducive to learning; and (b) to develop in learners a sense of responsibility and self-regulation in maintaining it" (As cited in Hue Ming-tak and Li Wai-shing 1997,p.52) Hue Ming-tak and Li Wai-shing (2008,p.47) stated four major components of classroom management: Management of the physical environment, management of learning, classroom procedures and rules, and managing discipline.

1.8.1.2. Management of the Physical Environment

Hue Ming-tak and Li Wai-shing (2008) Claim that Teachers need to build the best available physical environment to ensure that learners have a comfortable and pleasant atmosphere for learning. Ridwan Mohamed Osman (2012, p. 44) states that: "Teacher skills and knowledge in classroom management cannot have much effect if the environment in which learning is to take place does not support the process. Students need an environment that caters to their needs".

This is quite important for the teacher to position the furniture in the way that goes with the teaching style in relation to people with disabilities such as those with impaired vision, hearing loss, etc. According to Moreno (2010); the arrangement of pupil seating can directly influence their behaviours, which is why teachers must logically and correctly select the most suitable seating according to the operation.

The following figure illustrates how tables or chairs should be placed in the course of a given task.

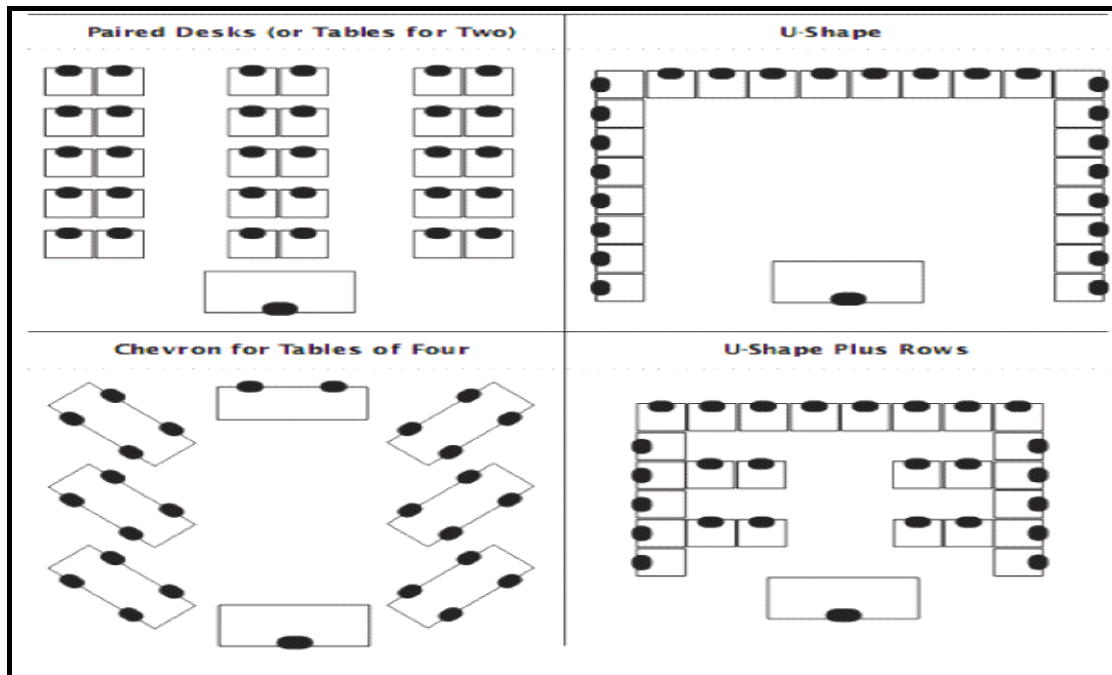


Figure 2: Sample of seating arrangement for the classroom (Cummings 2009, P.41)

1.8.1.3. Management of Learning

According to Hue Ming-tak and Li Wai-Shing (2008, p. 47) "Teachers must prepare learning objectives, select content, prepare teaching and learning materials and design activities with the goal of devising a curriculum that meets their students diverse needs". According to Ridwan Osman (2012, p. 54) "Activities are selected in part based on their potential for involving learners in the lesson".

The class environment not only offers a platform for learning but also the learners' class climate, attitudes and emotions (learners, teachers). Therefore, according to Kenyon (2008) "Learning environment must include both the physical space and the cognitive space" (P: 237)

Both the physical and the cognitive space are shown in figure 3

Both the physical and the cognitive space are shown in figure 3

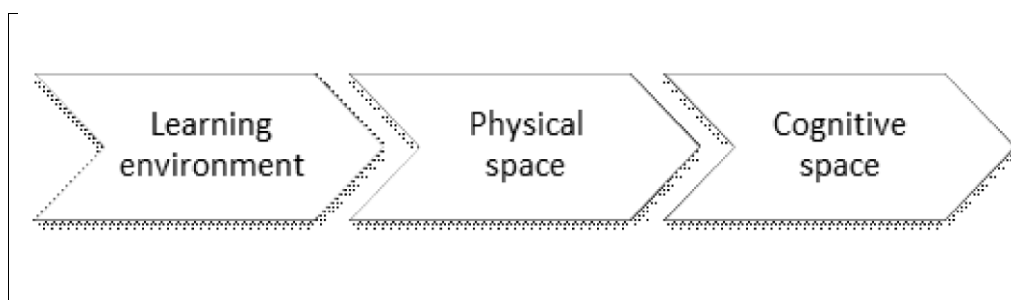


Figure 3: two spaces in learning Kenyon (2008, P.237)

1.8.1.4. Classroom Procedures and Rules

During the school year, teachers may experience many disciplinary issues in their classrooms, which is why they must begin their first school day by setting the rules and procedures relating to the characteristics of the learner and the physical environment.

Hue Ming-tak and Li Wai-Shing (2008: 47) stated that: "Teachers have to set guidelines for the smooth and efficient running of classrooms as these are important for conveying their expectations, for establishing classroom norms". Harry K. Wong (2012, p. 02) stated that "The major problem in our schools is not discipline. It is the lack of procedures and routines". Stronge (2007, p. 44) believes that "one of the most important organizational skills an effective teacher possesses is the ability to prevent negative behaviours. Studies indicate that the majority of behaviours problems occur because learners do not know or do not follow routines and procedures".

Maxom (2009) adjust the following procedures and rules that teachers may use for effective classroom management

- Students should not come late, but late comers must not make disruption.
- Each student must have his/her own material
- Students must not misbehave in the classroom.
- Students are not allowed to smoke, to eat, nor to use mobiles.
- Students should not speak in the class unless they get permission from the teacher.

Table 3: Procedures and rules adopted from Teaching English as a foreign language for dummies (Maxom2009, p. 131)

1.8.1.5. Managing Discipline

According to Hue Ming-tak and Li Wai-shing (2008) "Apart from such guidelines, teachers need to set up a discipline system to deal with difficult and bad behaviour" (p.47) Discipline is quite significant to maintain order within the classroom and to keep a healthy atmosphere in the classroom, and to prevent disruptive behaviours.

1.8.2. Principle of Effective Teaching

Some classrooms are often more interesting than others and appealing to the learners. Though seating arrangements and decoration can make a major difference, how the subject matter, activities and teaching methods can be stimulated in the classroom is more relevant. (Hue Ming-tak and Li Wai-shing, 2008)

Some important aspects in effective teaching are noted below:

A. Effective Planning: A major factor is good preparation for the dynamic quality of classroom directions. Several basic principles for effective directions and curriculum are highlighted by Rosenshine and Stevens (1986, p. 49): (i) well-organized lessons; (ii) systematic delivery; (iii) activities that can be applied in authentic situations; (IV) clear criteria for assessing the learner performance; and (v) constructive feedback. Such guidelines help teachers develop the lessons design and provide the learners with the suitable activities.

B. Meeting the needs of the learners: When learners find lessons attractive, they are less likely to feel bored and misbehave to be stimulating, lessons should be enjoyable and be seen by learners to be useful for fulfilling their competence needs (Charles, 2002). It would increase their interest, increase their attention period and allow them to ask questions by discussing the subject matter being discussed with the learners. Also, the teacher can increase the likelihood of being attentive and involved by including topics that learners show strong desires towards it (Glasser, 1998).

C. Motivation: learners are more likely to behave properly in the classroom when they have the motivation to learn, and this will make involvement in the learning process more attentive and efficient. Brophy (1987) underlines many suggestions and strategies for teachers. First, interest in which there are many ways for interesting lesson presentations such as the use of multimedia teaching materials, games, and simulations.

Second, needs in which the lessons should offer a variety of opportunities for providing the intellectual and psychological needs of learners, Third, novelty and diversity by doing new and creative tasks, learners are more likely to improve their engagement. Fourth, it may enhance interest to differ the design of the activities. Fifth success in which teachers must offer learners the opportunity to experience success in their learning by preparing tasks appropriate and relevant to their level of competence (Rosenthal & Jacobson 1968)

1.8.3. Relationships inside Classroom

Positive relationships are very important for an atmosphere of comfortable and safe learning within the classroom. Classroom comprises two forms of relationships: teacher-learner relationships, and learner-learner relationships. When teacher-teacher relationship learners are heading to have even more constructive attitudes in the classroom, some approaches are helping to improve connections between teacher-

learners. Including socially acceptable competences, verbal quality and Non-verbal behaviour, which gives a favorable impression, responds positively to others and does not respond negatively (Connolly et al. 1995).

1.8.3.1. Teacher-learner Relationship

Stronge (2007) thinks that the relationship between the teacher and his learner is the key to preventing negative behaviours. Relationships that are built on trust, care and respect enhance learners' self-esteem and also their personal and psychological needs (Jones and Jones, 2001). Trust is an significant factor in establishing a strong relationship with learners by being a fair and firm teacher in applying the rules of the classroom improves the confidence of learners as stated by Tschannen-Moran that: "Without trust, learners energy is diverted toward self-protection and away from learning" (As cited in Stronge, p. 45). Also, the teacher can meet learner's needs through good communication; by interacting with them he or she motivates guides and encourages learner learning (Charles and Senter, 2002)

Other significant elements are mutual respect and the good rapport between teachers and learners. Ofsted (2007) stated that:

“The importance of mutual respect and rapport between teacher and learners cannot be Overestimated...the importance of teachers commanding the respect of their pupils, not Only by their ability to teach well, but also by the respect they show for learners, and their Genuine interest and curiosity about what pupils say, leading to a two-way passage of liking And respect in which pupils can flourish” (p. 23).

1.8.3.2. learners-learners Relationship

The relationship between learners and learners plays a key role in their personal and learning experiences and it is the teacher's obligation to familiarize them and encourage them to consider differences and views of other learners when engaged in a specific activity.

“The importance of teachers being proactive in creating positive peer relationships in the classroom is restated and some strategies are suggested for doing so in the following areas: teaching social-emotional, conflict-resolution and problem- solving skills; getting learners to learn in groups; and creating a classroom climate of positive peer relationships".(Hue Ming-tak & Li Wai-shing 2008, p. 145).

1.8.4. Preventing learner's Disruptive Behaviours

According to Kyriacou (1997): "Preventing" rather than "Curing" the bad behaviour in the classroom by the skill of "vigilance plus action" vigilance refers to the teacher's monitoring the learners "behaviour and appropriateness of the learning activities, while actions involve what the teacher does to maintain learners academic engagement in the learning process whenever there is a problem.

According to him, teachers should be very clear about classroom rules when they first meet their new class which can be easily made if the teacher's authority can be established and accepted (Kyriacou, 1997). Pre-empting disruptive behaviours can make the teaching and learning smooth, progress, and help in establishing the appropriate relationship between the teacher and his learners.

1.8.5. Strategies for Preventing Disruptive Behaviours inside the classroom

Harmer (2001) assumed that "There are a number of strategies that teachers can make use of to avoid problems occurring in the first place, because prevention is always better than the disciplinary cure". (p.127). He proposes various measures to prevent disruptive behaviours that teachers must use to prevent such behaviours from occurring. These strategies include:

- **Creating a code of conduct:** A code of conduct is a sort of understanding between the teacher and his learners at the beginning of the school year; it includes norms, rules, and if learners break rules it is a kind of punishment. This also has the goal of increasing the responsibilities of the pupils "an effective way of establishing a code of conduct is to include the students' own opinions in the code, these will frequently be as responsible and forthright as anything a teacher may come up with"(p. 127).
- **Interest and enthusiasm:** In general, interested and enthusiastic pupils will not exhibit disruptive behaviours. Teachers, therefore, need to introduce relevant topics to the experience of their learners and even learners can be involved by the teacher's interest and enthusiasm.
- **Professionalism:** According to Harmer (2001) "students generally respect teachers who show that they know what they are doing" (p. 128). If the teacher is knowledgeable in his subject matter this will give learners a good impression of the teacher.

- **Rapport between teachers and learners:** To avoid disruptive behaviours is to develop relationships with learners, this can be achieved by showing concern while listening to what they're saying and communicating with all the classroom learners.

1.8.6. Reacting to Classroom Disruptive Behaviours

Harmer (2001) said that teachers should not ignore the occurrence of disruptive behaviours whatever their motives, how teachers react depends on the types of behaviours and the person who exhibits these behaviours (p. 129). He suggests some of the principles teachers should take into account to deal effectively with disruptive behaviours:

- **Acting immediately:** It is necessary to act quickly when a problem exists as the more unexamined the behaviours, the harder it will be to deal with it
- **Focusing on the behaviour, not on the pupil:** What are important are the behaviours and not the character of the pupils; teachers should be vigilant to avoid ridicule, compare them with other pupils, or harm their self-esteem because the way teachers deal with misconduct affects both the disruptive pupils and the entire classroom
- **Taking things forward:** For example, teachers should be optimistic and cautious about their responses; saying let's do this, rather don't. It's easier to go on, go ahead, and move on to the next task.
- **Reprimanding in private:** It is preferred that discussing learner's behaviours in private is very beneficial because it will improve it. Besides writing letters to learners can be useful to change their behaviours, hence it takes much time.
- **Keep calming:** Teachers can return to order by silence or softly speaking so pupils might stop talking to know what is going on, better than shouting to attack the learner's attention.
- **Using colleagues and institutions:** Classroom disruption happens with old or seasoned teachers all the time, and there is no shame in telling colleagues how to direct and deal with different behaviours to gain from their experiences.

There are many techniques to use to deal with classroom disruptive behaviours when it happened. These techniques can be effective to react when learners disruptively behave.

1.8.7. Teacher behaviours continuum:

Teacher's response should be according to the level of the behaviours and the causes for the learner's disruptive behaviours inside the classroom

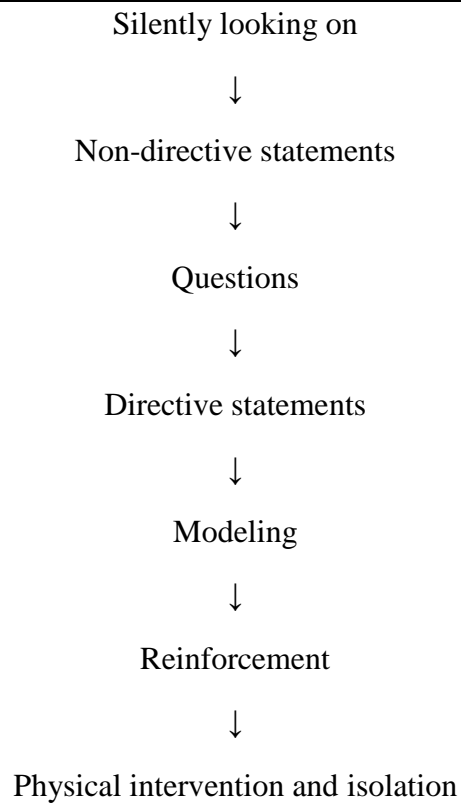


Figure.3. Teacher Behaviour Continuum Wolfgang and Glickman (1986, cited in Cooper et al, 1994)

As the figure above illustrates, silently looking on can be used just for observation in the information in the classroom without any attempt at changing the behaviours, but when the learner behaves disruptively he/she becomes more serious than non-verbal disruptive behaviours like fiddling, doodling or not paying attention, then the non-directive statements come which can be explained throughout the example given by Wolfgang and Glickman (1994) ranging from non-directive statement “I saw you throw the book”

through questioning, «Why are you doing that? “to the directive statement, “Don’t” do that again!” Asking children to explain the reason why they disruptively behave. Asking children to explain the reason why they disruptively behave in the classroom can lead them to be aware of their mistakes which results in the avoidance of disruptive behaviours so that better achievement

1.8.8. Rewards and punishments

(Long, 2000) assumed that punishment can be viewed as a sort of negative control and is used in the classroom by teachers because it is regarded to be a "quick fix" and can work fine but for the sake of its imitations as the confrontation could lead to jeopardizing towards the learner-teacher relationship, teachers should use it carefully regarding the learner's disruptive behaviours which can be fixed by other actions. Because punishment is with negative control where the teacher only reacts to the irruptive behaviours, the reward is with positive control where the teacher has to go out of his way to try and appreciate the good behaviours.

The correct reward will resolve the disruptive behaviours of the learner that is triggered by low self-esteem and can help them develop self-confidence in the classroom and prevent disruptive behaviours. To conclude, both punishment and reward play an important role in guiding the disruptive actions of the learner so that it is appropriate to use them to establish a successful learning environment.

1.8.9. Pastoral Care

One of the teacher's pastoral responsibilities is to handle the learners' disruptive behaviours. Kyriacou (2009, p. 135) stated that:

“The teacher’s pastoral care responsibility places an emphasis on the need for the Teacher to ascertain the reasons for a pupil’s misbehavior, and to come to some Mutual understanding with the pupil regarding its unacceptability in terms of the Teacher’s, the pupil’s and the class’s best interests”.

He proposed many strategies that teachers can use to raise the effectiveness of talking to learners (this can be done at the end of the session) about the disruptive behaviours that happened. These qualities are very important for better counseling; establishing trust, privacy, care, encouraging, reflection, and achieving a positive resolution.

- **Establishing trust:** the discussion should be in a sense of confidence, relationships, and mutual respect.
- **Privacy:** the discussion must happen in private; just between the learner and his teacher.
- **Care:** the teacher must reflect a caring attitude towards his learners, and avoid the frightening attitude.

- **Encouraging reflection:** motivating learners to assess their wrongdoing and the undesirable outcomes can arise if such abuse occurs, including a lack of educational advancement and punishment. What the pupil wants is to do much of the talk rather than the teacher.
- **Achieving a positive resolution:** to have between the teacher and the learner an agreement to behave properly, and accept that doing so is in their interest.

Conclusion

Dealing with disruptive learners in the classroom is a hard and unavoidable task for teachers, because on the one hand, it originates from a large range of causes that comes from the environment around learners: the individual, classroom, school and the community.

It makes teachers have to understand the sources before dealing with the unacceptable behaviours. On the other hand, there is no specific solution or attitude for solving the problem, because teenagers are different from each other, which makes the teacher give different responses to each individual teen. An inappropriate reaction to a learner's disruptive behaviours will make the problem get worse and affect the teaching and learning progress more.

Chapter Two

Learner's questionnaire

Chapter two

a)Introduction

The given study is designed to investigate the learners' understanding and points of view towards the concept of disruptive behaviours in secondary EFL classrooms; it defines according to them its main causes, effects, and the possible solutions. This can be used to successfully tackle disruptive behaviours. This chapter presents the population and sampling, the questionnaire administration, the design and description of the questionnaire, some ethical considerations and details of the findings and the results of the data collected.

1. Methodology

This dissertation is a part of the research project *Misbehaviours in secondary EFL classrooms in Algeria*. Since this dissertation is written related to a research project, there were certain requirements in regards methodology that had to be taken into consideration. We were required to use both qualitative and quantitative methods to gather data, due to the outbreak of novel covid_19 a semi-structured interview was conducted via video calls ,and a questionnaire that has been conducted online via e-mails and other social media such as groups of studies on, Facebook created and administered by secondary EFL Teachers, This chapter includes a short theoretical description of qualitative and quantitative methods, design, observation and interview, and how the data are analyzed. Moreover, the findings of the questionnaire and the semi structured interview will be explained. This chapter concludes with ethical considerations.

2) - Qualitative and Quantitative approach

Since we found both quantitative and qualitative studies that mention everything that needs to be mentioned about misbehaviours in secondary schools in order to make more research concerning the research project of disruptive behaviours in Algerian secondary schools we decided to use both qualitative and quantitative approaches

A)-Qualitative

Qualitative research in education has value in several academic disciplines, including the social sciences, the humanities and interdisciplinary studies. Moreover, qualitative research has been influenced by the postmodern approaches to inquiry (Gall, Gall, & Borg, 2007). According to Kvale and Brinkmann (2009) qualitative methods, ranging from participant observations to interviews to discourse analysis, have become key methods of social research since the 1980s. Qualitative and quantitative research differs in the nature of data that are collected.

Gall et al. (2007) describe qualitative research as an inquiry that is grounded in the assumption that individuals construct social reality in the form of meanings and interpretations, and that these constructions tend to be temporary and circumstantial.

Qualitative research is conducted to discover these meanings and interpretations by studying cases intensively. Qualitative researchers emphasize the value-added nature of research and seek to respond to the way in which social experiences are created and given meaning. The intimate relationship between the researcher and the phenomenon is seen as important (Berg, 1995; Denzin & Lincoln, 1998).

B) – Quantitative

Methods emphasize objective measurements and statistical, mathematical, or numerical analysis of data collected through polls, questionnaires, and surveys, or by using computational techniques to manipulate pre-existing statistical data. Quantitative research focuses on gathering and generalizing numerical data across groups of people or on explaining a specific Quantitative phenomenon.

2. Learners on-line Questionnaire

The learner's on-line questionnaire will be presented in detail.

3.1. Administration of the on-line Questionnaire

3.2. Population and Sampling

The learners being interviewed in this study were selected through purposive sampling. The purpose of using purposive sampling is to comprehend and gain more insight into a specific phenomenon. The selection is often based on certain criteria considered to be important with respect to the purpose of the study (Gall et al., 2007; Merriam, 1998). Accordingly, groups of learners were selected with the help from the teacher's contacts via email who is the contact person at one of the participating schools in the research project.

The learner is considered to be most fitting, given the objectives of our study. The questionnaire is given to a sample of Eighty (80) Secondary EFL first year learners (forty male and forty female).

It is done to investigate their actions and reactions and behaviours inside the classrooms, what are the main causes, what are their thoughts and ideas about how to tackle disruptive behaviours all according to them. A questionnaire is a tool of data collection that will be distributed or sent to the participants who answer the questions in the space meant and then return it to the researcher (C.R. Kothari, 2004). A description of the learners is found in section.

3.3. Ethical Considerations

In every research study with human participants, and especially teenagers, there are ethical considerations that every researcher needs to take it into account, this throughout every stage in the research process Two issues dominate guidelines of ethics in research with human participants. These are informed consent and the protection of subjects from harm (Bogodan & Biklen, 1992). This section will address ethical considerations related to this study, and describe how it was taken into account when conducting the research. The ethical considerations are based on the “Research ethical guidelines for social science and humanities” (NESH, 2006).

A researcher’s right to “seek knowledge” should be balanced against the participant’s right to protect their integrity, privacy and their right to make their own informed decisions (NESH, 2006). The research conducted in this thesis dissertation is a part of the research project *Disruptive Behaviour in secondary EFL classrooms in Algeria*. An application for permission to gather data was sent to both the School administration via e-mails, where my research was to be conducted, and to all the learners’ in the classrooms.

The permission from the School administration is not included in the appendix since it would identify the school administration and the city. It is accessible to those with the authorization to see it. To protect the learners, we have to maintain their privacy, confidentiality and anonymity.

We have in this dissertation, only referred to the learners’ gender and used the word Female and Male, and used numbers, as « 1 » one Male learner, « 2 » Female learners and so on. We do not describe the learner with characteristics that make them recognizable.

We have also minimized the number of people that know the name of our selected learners and the groups of studies on Facebook simply for the reason that the teachers who administered the group wanted to keep the group only for studies and serious cases in a total privacy.

To further protect the learners and the groups of studies there is no mention of the school or the name of the groups on social media where the online-questionnaire took place.

3.4. The Design and Description of the on-line Questionnaire

In the next section we will be presenting how the on-line Questionnaire is designed and describing it with details.

A)-Design

In educational research, case studies are one of the most widely used approaches to qualitative inquiry. Case studies may be used to cover almost any topic and type of phenomena, and the researcher can use the entire range of data collection and analytic methods in use by qualitative researchers (Gall et al., 2007). A case study can be described as an empiric investigation into a contemporary phenomenon, a case, in-depth and within its real-world context. It allows us to focus on a specific case while retaining a holistic and real-world perspective (Yin, 2014). Yin (2014) emphasizes that a case study is especially relevant in situations when the boundaries between phenomenon and context may not be clearly evident or when they are partly overlapping. This makes an approach to a case study design particularly relevant for this dissertation since the behaviours displayed in the classroom are not separable from their context. Furthermore, it may be a relevant approach to this dissertation since the aim of this dissertation is to investigate the main reasons and what makes certain learners act and react or behave in certain ways that can be disruptive inside secondary EFL classrooms. When conducting a case study, one focuses on a defined the phenomenon of interest.

In this study, the phenomenon of interest is disruptive behaviours in secondary EFL classrooms; the focus is the reasons of misbehaviours both verbal and physical movements in the classroom, how can the Learners be involved into finding solutions to tackle these behaviours in the classrooms. In this thesis, we will be studying a phenomenon and a specific case applying an online-questionnaire and a semi-structured interview as methods to collect data. The data will be analyzed and the results discussed in detail.

B)-Description of the online-questionnaire

The Questionnaire is composed of four parts, part one consists of two questions, what is your gender? Different genders have different ideas and thoughts as well as their reactions. Q2) how old are you? These two questions are background questions. In Part two nine (9) questions were asked six (6) of them are yes/no questions and three (3) of them are multiple-choice questions starting with the first question Q1)-Have you ever been referred to as a

troublesome student? Q2)-How often does teachers refer to you as a troublesome student? 3)-Have you ever been punished for displaying a disruptive behaviours? Q4)-How often were you punished for displaying disruptive behaviours? Q5)-Did the punishments put a stop to your disruptive behaviours? Q6)-Do you know or sit next to a troublesome learner? Q7) - Did the teachers' punishments put a stop to the learner's disruptive behaviours? Q8)-Does sitting next to a troublesome learner affect your learning environment? Q9) if you answered by yes what was your reaction towards it? To answer this question the learners are given three choices either to a) Talk to the teacher about the misbehaved learner or b) to do nothing about it, or d) to talk to the troublesome student himself, the answer to this question will help us to see how learners react towards disruptive learners. In Part three of the questionnaire, we asked three Open-ended questions in order to have different opinions and points of view of the Learners on how they can help teachers to find or create solutions in order to deal with disruptive behaviours in EFL classrooms

The First question (1) was to name the most disturbing widespread disruptive behaviours that happen in the classrooms? According to learners what are the most disturbing behaviours that would create problems and affect their studies and disrupt them and disrupt the teachers, in consequence, disrupting the whole teaching and learning process, answering this question will make it clear for teachers to define disruptive behaviours in their classrooms and take decisions.

The second question (2) was, what do you suggest for your teachers to do in order to tackle disruptive behaviours inside classrooms? Sometimes teachers make the wrong decisions when they deal with disruptive learners pushing them to be even more disruptive and aggressive, answering this question and suggesting some ideas from the learners will give more options to help teachers. their answers will help the teachers to see the disordered learners from a different point of view, as learners are friends and colleagues and they know what teachers don't know about their learner's problems and the main reasons that would push anyone to be misbehaved and who is responsible, also this will give the teacher ideas on how and when to act and react with the learners and tackle their disruptive behaviours to create a safe environment for teaching and studying, making the learners themselves the solution of how to tackle and manage learners with behaviour disorders.

The third question (3) was, how can Learners help teachers in creating a safe and good environment for the learning/ teaching process? This question is addressed to the learners to see how they think they must act in order to help their teachers control their classes and how both learners and their colleagues are supposed to act inside classrooms.

In Part Four a number of seven (7) statements and given choices on the Likert scale(strongly agree/ agree/ neutral/ disagree/ strongly disagree), and learners were asked whether they agree or disagree with the statements, Q1) Disruptive behaviours affect negatively the teaching and learning process-Q2) Much time is used on other activities than learning because of disruptive Learners -Q3) Learners who display disruptive behaviours can be a challenge in classroom-Q4) Social and emotional problems can cause Learners to behave badly in classrooms-Q5) Disruptive behaviours in classrooms need to be taken seriously by the government - Q6) Some teacher's reactions are responsible for making learners behaving in a bad way-Q7) As a learner i see that the majority of teachers suffer from these negative behaviours coming from particular learners.

The answers of the learners on these statements will bring both (researchers) and teachers closer to whom, and make it easy to understand them and see how and what they think about their teachers.

3.5. Presenting Findings and Analyzing and Discussion

Part One

Background questions

-Question number one « **Gender?** »

Gender	Number	Percentage
Female	40	50%
Male	40	50%

Table .4. The Gender and Number of The Participants.

Question number two « **Age ?** »

	Age		
Gender	13	14	15
Female	33	5	2
Male	25	11	4
Percentage	58%	16%	6%

Table.5. The Age of The participants

Part Two

Yes /NO and Multiple choices Questions

Question number 1: Have you ever been referred to as a troublesome Learner?

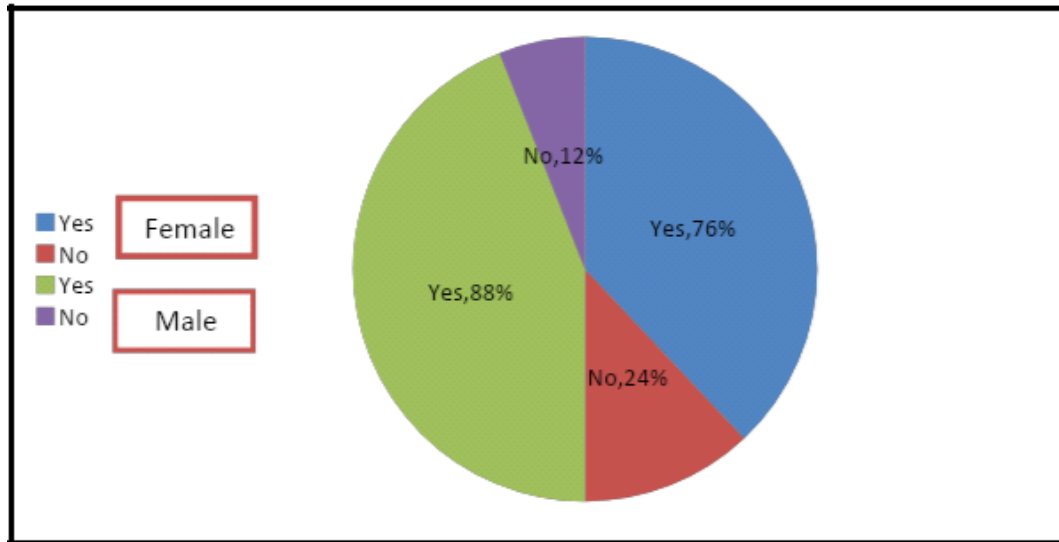


Figure.5. The percentage of referred troublesome Learners

. Analysis and Discussion: the presented results shows us that vast majority of 88% of male learners have been referred to as troublesome or disruptive whilst only 12% of them were not, in the other hand a percentage of 76% of female learners were referred to as troublesome or disruptive learners and 24% were not referred to as disruptive showing that male learners cause disruption inside classrooms more than female learners.

Question number 2: Have you ever been punished for displaying disruptive behaviours?

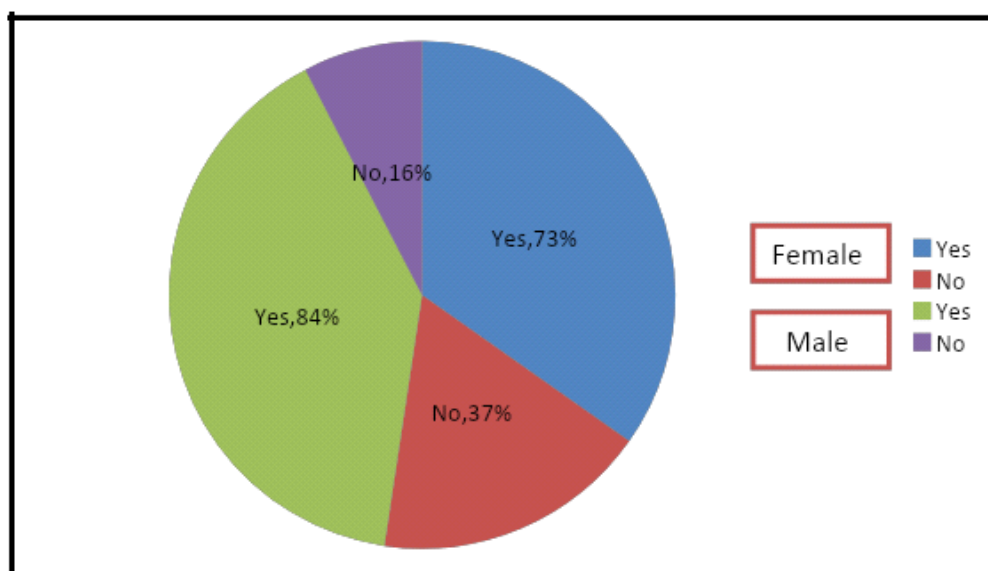


Figure.6. The percentage of Punished Learners

Analysis and Discussion: The given results show that the big majority of both male and female learners were punished after displaying disruptive behaviours, 84% of male learners were punished whilst only 16% were not, and 73% of female learners were punished for misbehaving and 37% were not punished

Question number 3 And 4 (multiple choices):

3)-How often do teachers refer to you as a troublesome learner?

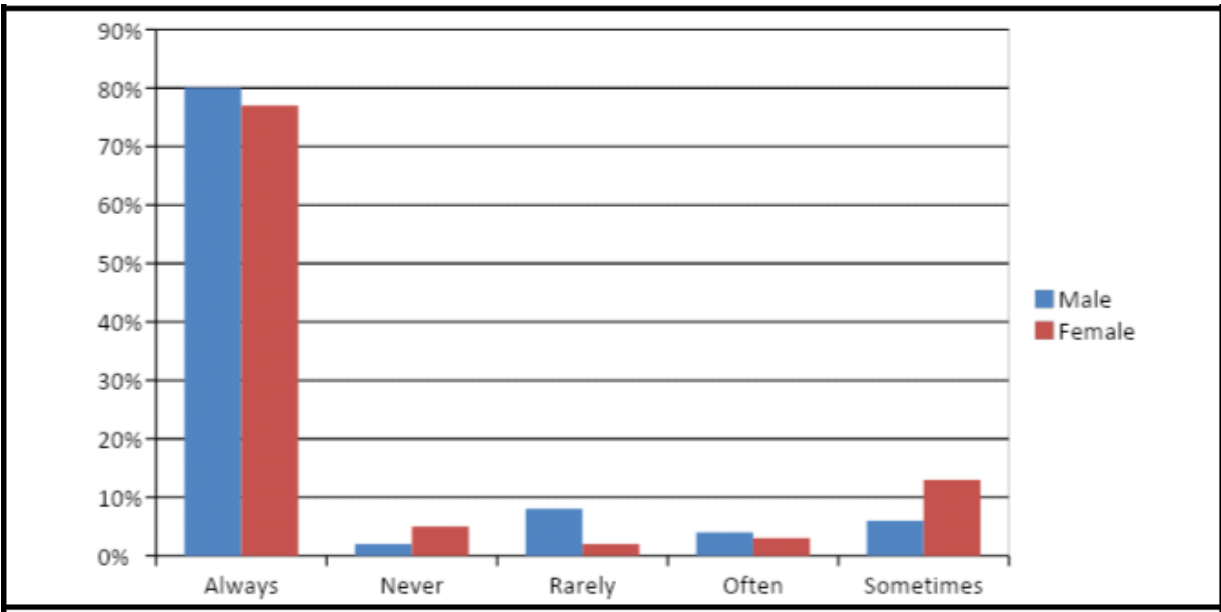


Figure.7. The percentage of how often learners are referred to as troublesome

4)-How often were you punished for displaying disruptive behaviours?

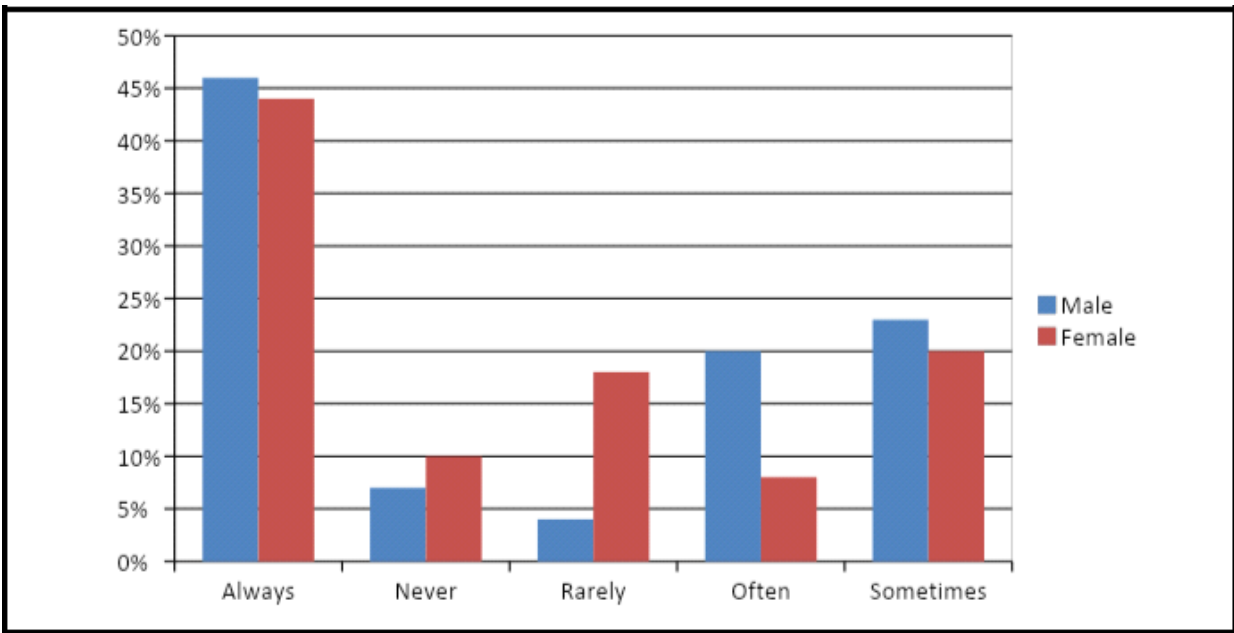


Figure.8. The percentage of how often learners were punished

5)-Did the punishments put a stop to the displayed Disruptive Behaviours in the classroom?

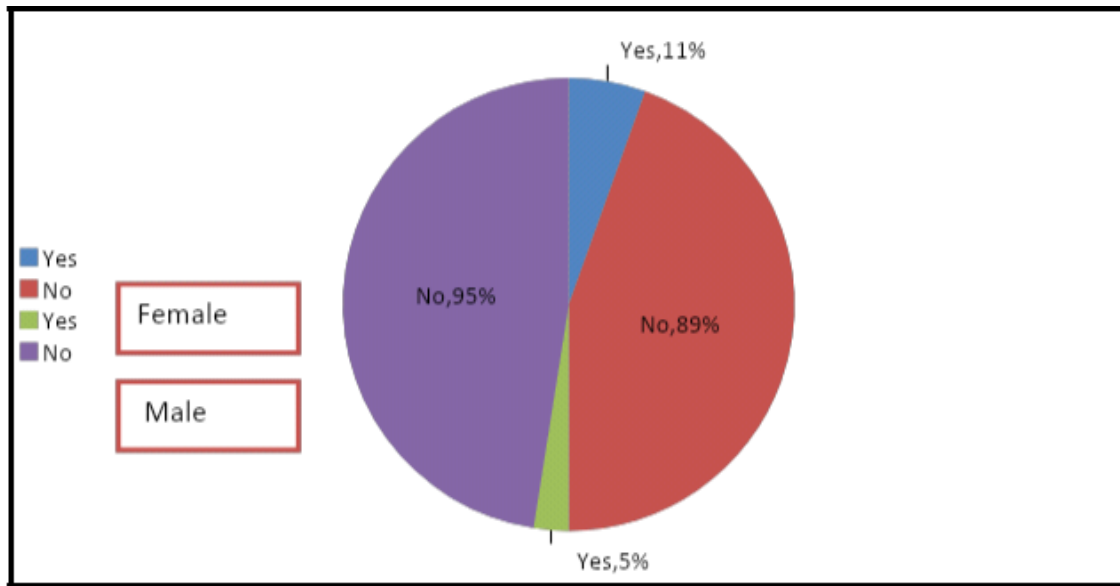


Figure.9. The percentage of the reactions of the learners after the punishments

6) - Do you know or sit next to a troublesome Learner?

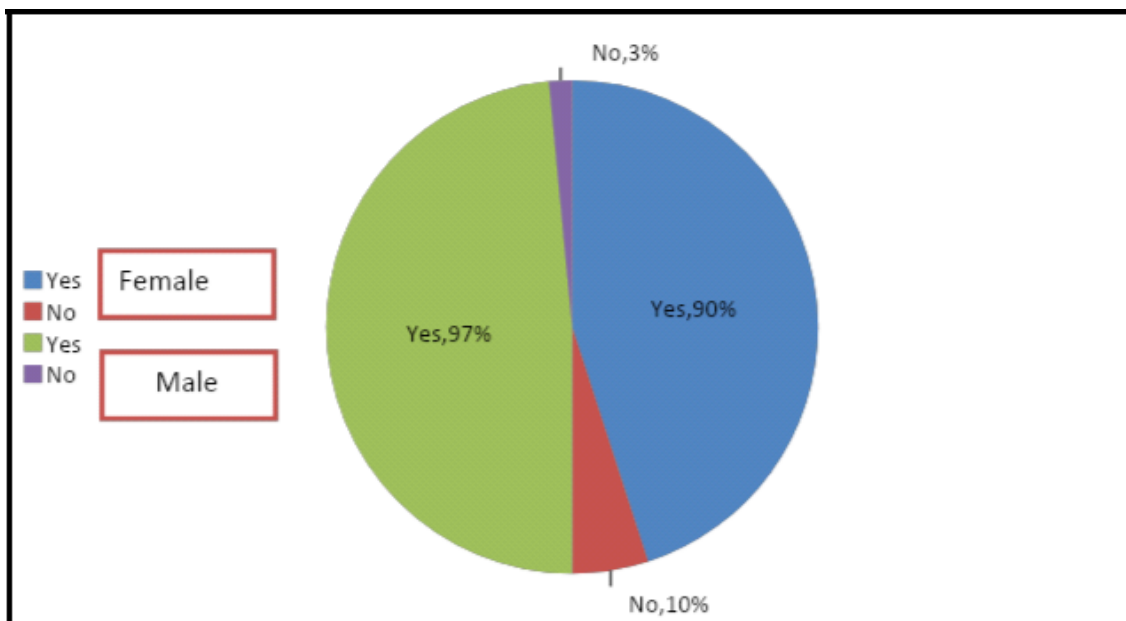


Figure.10. The percentage of troublesome learners in the classroom

7)-Does sitting next to a troublesome student affect your learning environment?

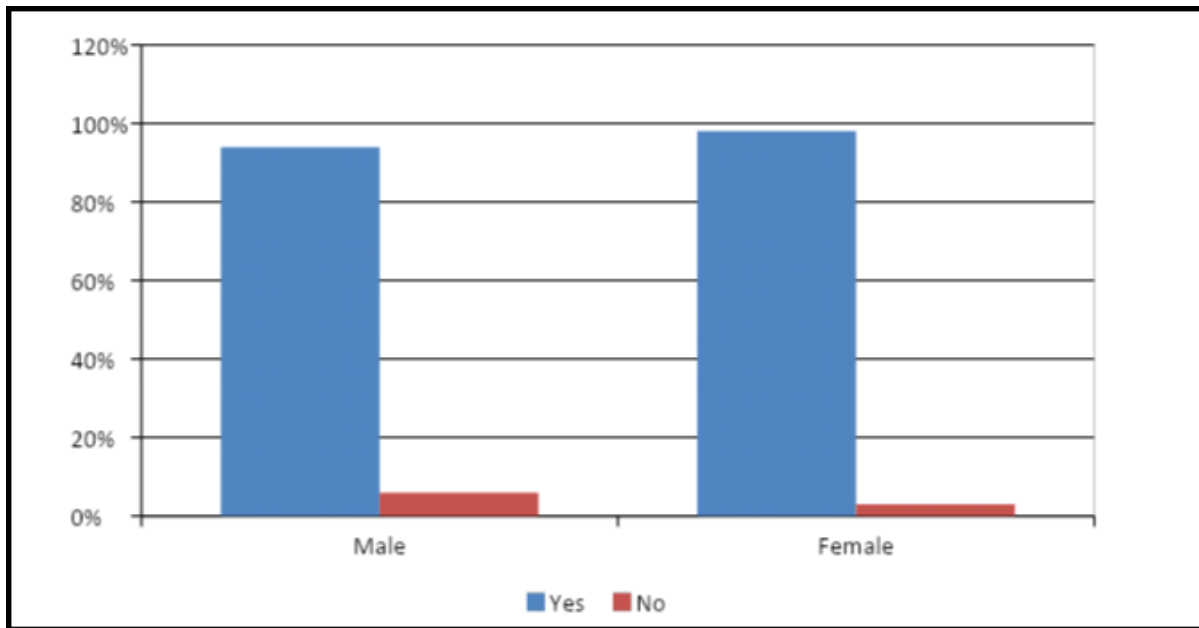


Figure.11. The percentage of the learners affected by sitting next to a troublesome learner

8)-If you answered by yes, what was your reaction towards it?

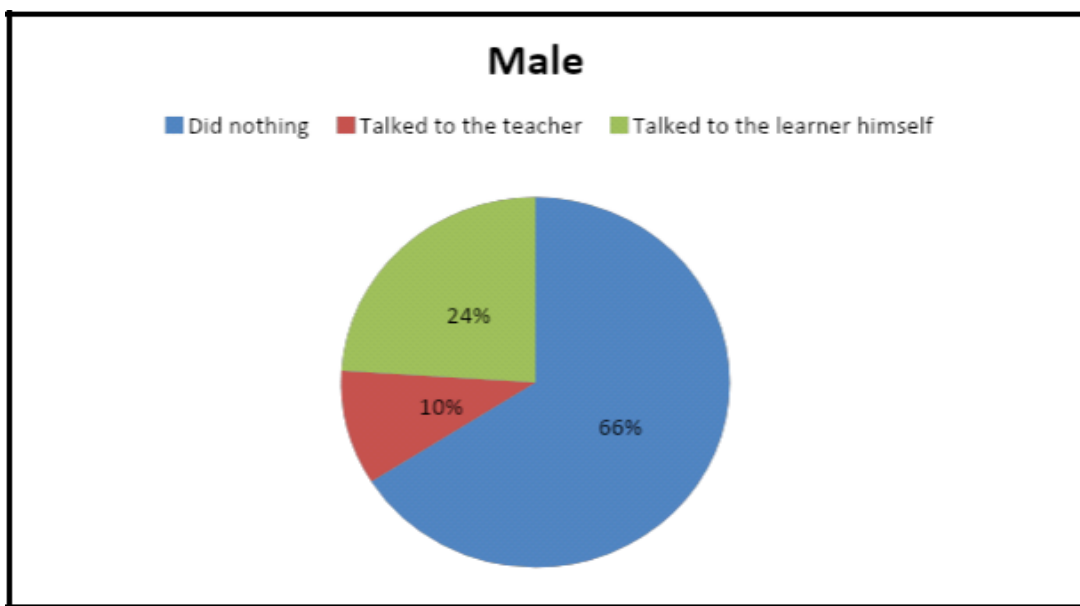


Figure.12. The Percentage of reactions of male learners affected by the troublesome learners

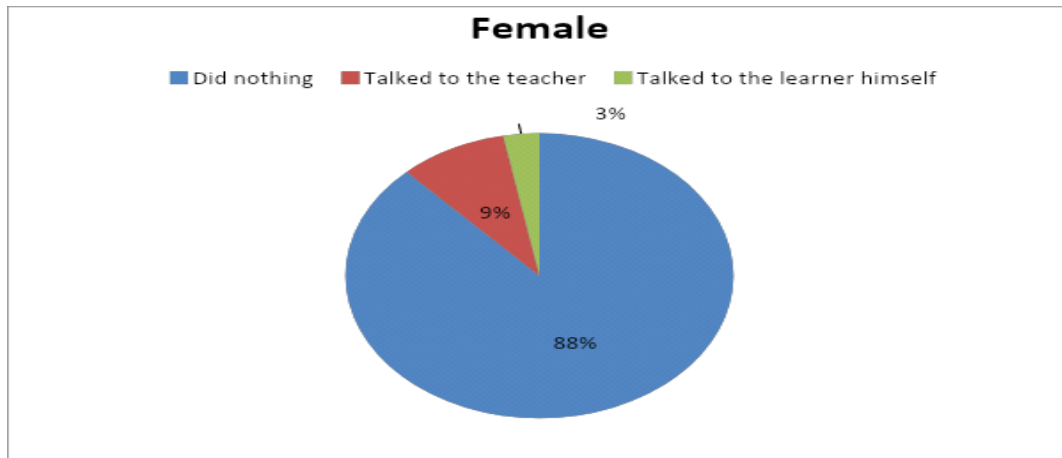


Figure.13. The Percentage of reactions of female learners by the troublesome learners

Analysis and Discussion : The analysis of the presented and collected data from the questions asked are as next, starting from question number(3) how often does teachers refer to you as a troublesome learner, the percentage of 80% of male learners answered by always,2% never, 8% rarely,4% often and 6% answered that they were sometimes seen as troublesome. There is not much difference between male learners percentage and female learners percentage,77% female learners answered by always,5% never, only 2% answered rarely,3% often, and 13% were sometimes called troublesome learners.

In question number (4) how often were punished for being troublesome, the percentage of 46% male learners answered by always, 7% were never punished, 4% were rarely punished, 20% were often punished and 23% claimed that teachers would sometimes punish them for their disruptive behaviours, as for female learners 44% were always punished and only 10% were never punished, 18% said that they were rarely punished, 8% were often punished and 20% were sometimes punished for their misbehaving.

Question number (5) did the punishments put a stop to your troublesome behaviours, the percentage of 95% of male learners answered by « No » and only 5% answered by « Yes », and considering female learners 89% answered « No »

And 11% of them answered by « Yes » meaning that the punishments did not stop the majority of the learners both male and female from misbehaving.

Question number (6) do you know or sit next to a troublesome learner, 97% of male learners answered by « Yes » while only 3% answered by « No », as for female learners 90% answered « Yes » and 10% answered « No »

Question number (7) does sitting next to a troublesome learners affect your studies, 94% of male learners replied "Yes" and 6% said they were not affected, while 98% of female learners

replied "Yes" because they were affected by the behaviours of their colleagues and the disturbing learners they knew or sat next to, and only 2% replied "No."

Question number (8) was about the reaction of the affected learners, and they were given three main choices, talk to the learner himself, talk to the teacher or did nothing, 24 % of male learners talked to the disruptive learner him/herself,10% talked to teacher and 66% did nothing about it, as for female learner a percentage of 3% talked to the learner him/herself,9% talked to the teacher and complained about it, and 88% did nothing and remained silent.

Part Three

In part three we asked three Open-ended questions in order to have different opinions and points of views of the Learners. The First question was to name the most disturbing widespread disruptive behaviours that happen in the classroom.

We received Eight (08) different answers From the Learners in which they responded what according to them are the most widespread misbehaviours in the classrooms and we will be organizing and mentioning them in a table.

Answers	Male		Female	
	Number	percentage	Number	Percentage
Talking out of turn	14	35%	22	55%
Unnecessarily noise	12	30%	13	32.5%
Verbal abuse towards Learners	20	50%	37	92.5%
Verbal abuse towards Teachers	17	42%	17	42%
Physical abuse of Learners	19	47.5%	33	82.5%
Physical abuse of the Teachers	9	22.5%	19	47.5%
Disrespecting the school rules	13	32.5%	18	45%
The use of technology inside classroom	15	37.5%	39	97.5%

Table.6. The most disturbing widespread Disruptive Behaviours.

Analysis and Discussion: making noise and both verbal and physical abuse towards teachers and learners besides disrespecting the school rules were the most widespread disruptive behaviours mentioned by the learners, Physical and verbal abuse were mentioned strongly by female learners as (37) 92.5% mentioned physical abuse and (33) 82% mentioned verbal abuse. The percentage of 97.5% of female learners claimed that using technology inside classrooms by filming teachers or other learners and making noise or taking pictures and listening to music with high volume, or texting messages is highly seen in classroom these days, 37.5% of male learners share the same idea with them.

Note: The Total number of Learners who answered this question are: (20) Male learners and (39) Female learners, the rest of the Learners (21) did not give an answer, without presenting any given reasons.

Question two (2): What do you suggest for your teachers to do in order to tackle disruptive behaviours inside classrooms? For this question only (17) Seventeen learners (21.25%) 7

(41%) males and 10 (59%) females; out of (80) eighty answered this question and the rest left it blank, the answers were as next:

- To threat the learners with marks.
- There must be fewer learners inside classrooms.
- Talk to the parents
- See the administration.
- Teachers must be strict and severe.
- Determine the responsibilities of the teachers, learners and the administration towards the learners.
- Legislate a law to make studies with money.
- Have Regular Class Meetings with the learners to get know them better
- Teachers must stay calm and not get furious

Question three (3): How can learners help teachers in creating a safe and good environment for the learning/ teaching process? This question is for learners to see how they think they must act in the classroom to help teachers create a safe environment for studying and teaching. Only 15 learners answered these question 11 females and 4 males only, their answers were as next:

- Be quiet
- Respect our teachers
- Be cooperative with the teacher
- Before making any decision; the teacher must talk to the learner alone and the learner must tell his/her teacher his problems
- It is up to the teachers

Part Four

In this part the learners were given seven statements and asked on a likert scale if they agree, strongly agree neutral, disagree or strongly disagree

Statement	Disruptive behaviours negatively affect the teaching and learning process.				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Male	40%	30%	22%	8%	0%
Female	65%	27%	3%	5%	0%

Table 7: percentage on statement number 01

Statement	Much time is used on other activities than learning because of disruptive Learners.				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Male	8%	70%	12%	10%	0%
Female	77%	13%	6%	4%	0%

Table 8: percentage on statement number 03

Statement	Learners who display disruptive behaviours can be a challenge in the classroom.				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Male	0%	80%	15%	4%	1%
Female	92%	5%	2%	1%	0%

Table 9 : percentage on statement number 03

Statement	Social and emotional problems can cause learners to behave badly in classrooms				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Male	5%	86%	5%	4%	0%
Female	90%	8%	2%	0%	0%

Table 10 : percentage on statement number 04

Statement	Disruptive behaviours in classrooms need to be taken seriously by the government.				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Male	95%	5%	0%	0%	0%
Female	88%	10%	2%	0%	0%

Table 11 : percentage on statement number 05

Statement	Some teachers' reactions are responsible for making learners behave in a bad way.				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Male	79%	19%	2%	0%	0%
Female	65%	20%	2%	13%	0%

Table 12 : percentage on statement number 06

Statement	As a Learner I see that the majority of teachers suffer from this negative behaviours coming from particular learners.				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Male	53%	33%	10%	4%	0%
Female	84%	10%	5%	1%	0%

Table 13 : percentage on statement number 07

Discussion of the Findings:

This section presents the findings starting with the first question of the second part where the vast majority of 88% of male learners have been referred to as troublesome or disruptive whilst only 12% of them were not, in the other hand a percentage of 76% of female learners were referred to as troublesome or disruptive learners and 24% were not referred to as disruptive showing that male learners cause disruption inside classrooms more than female learners.

The findings of the second question shows that the big majority of both male and female learners were punished after displaying disruptive behaviours, 84% of male learners were punished whilst only 16% were not, and 73% of female learners were punished for misbehaving and 27% were not punished

The analysis of the presented and collected data from the questions asked are as next, starting from question number(3) how often does teachers refer to you as a troublesome learner, the percentage of 80% of male learners answered by always,2% never, 8% rarely,4% often and 6% answered that they were sometimes seen as troublesome. There is not much difference between male learners percentage and female learners percentage,77% female learners answered by always,5% never, only 2% answered rarely,3% often, and 13% were sometimes called troublesome learners.

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Question number (5) did the punishments put a stop to your troublesome behaviours, the percentage of 95% of male learners answered by « No » and only 5% answered by « Yes », and considering female learners 89% answered « No » And 11% of them answered by « Yes » meaning that the punishments did not stop the majority of the learners both male and female from misbehaving.

Question number (6) do you know or sit next to a troublesome learner, 97% of male learners answered by « Yes » while only 3% answered by « No », as for female learners 90% answered « Yes » and 10% answered « No »

Question number (7) does sitting next to a troublesome learners affect your studies, 94% of male learners replied "Yes" and 6% said they were not affected, while 98% of female learners replied "Yes" because they were affected by the behaviours of their colleagues and the disturbing learners they knew or sat next to, and only 2% replied "No."

Question number (8) was about the reaction of the affected learners, and they were given three main choices, talk to the learner himself, talk to the teacher or did nothing, 24 % of male learners talked to the disruptive learner him/herself, 10% talked to teacher and 66% did nothing about it, as for female learner a percentage of 3% talked to the learner him/herself, 9% talked to the teacher and complained about it, and 88% did nothing and remained silent.

Moving to part three of the questionnaire ,we asked the learners to mention the most widespread disruptive behaviours in EFL classrooms, the answers were as next, making noise and both verbal and physical abuse towards teachers and learners besides disrespecting the school rules were the most widespread disruptive behaviours mentioned by the learners, Physical and verbal abuse were mentioned strongly by female learners as (37) 92.5% mentioned physical abuse and (33) 82% mentioned verbal abuse. The percentage of 97.5% of female learners claimed that using technology inside classrooms by filming teachers or other learners and making noise or taking pictures and listening to music with high volume, or texting messages is highly seen in classroom these days, 37.5% of male learners share the same idea with them.

Note: The Total number of Learners who answered this question are: (20) Male learners and (39) Female learners, the rest of the Learners (21) did not give an answer, without presenting any given reasons.

Question two (2): What do you suggest for your teachers to do in order to tackle disruptive behaviours inside classrooms? For this question only (17) Seventeen learners (21.25%) 7 (41%) males and 10 (59%) females; out of (80) eighty answered this question and the rest left it blank, the answers were as next:

- To threat the learners with marks.
- There must be fewer learners inside classrooms.
- Talk to the parents
- See the administration.
- Teachers must be strict and severe.
- Determine the responsibilities of the teachers, learners and the administration towards the learners.
- Legislate a law to make studies with money.
- Have Regular Class Meetings with the learners to get know them better
- Teachers must stay calm and not get furious

Question three (3): How can learners help teachers in creating a safe and good environment for the learning/ teaching process? This question is for learners to see how they think they must act in the classroom to help teachers create a safe environment for studying and teaching. Only 15 learners answered these question 11 females and 4 males only, their answers were as next:

- Be quiet
- Respect our teachers
- Be cooperative with the teacher
- Before making any decision; the teacher must talk to the learner alone and the learner must tell his/her teacher his problems
- It is up to the teachers

Conclusion

The second chapter, which is one of the most important parts of our research, deals with the methodology that aims to use one research tool to collect the data, required for our subject, which is E-mails; in addition, discussion and data analysis were presented.

In this chapter, we focused on investigating not only the reasons behind learners disruptive behaviours, but we also investigated the possible solutions according to them for they are the main component inside the classroom, and they are directly involved, also who should be involved more to help to find solutions and tackle these disruptive behaviours and to investigate their actions and reactions inside the classroom, all from the learner's points of view.

In order to enrich our research, we have interviewed the teachers using a semi-structured interview as a tool to collect data, more information about disruptive behaviours, strategies to tackle these behaviours and different experiences will be presented within the next chapter. In the next chapter, we are going to investigate the teacher's perceptions of learner's disruptive behaviour using an interview as a qualitative research tool.

Chapter Three
Teacher's Interview

Chapter Three

1-Introduction

The present study is designed to investigate teachers' perceptions towards the concept of disruptive behaviours in EFL classrooms; it determines its main causes, impacts, and solutions that can be used to deal with disruptive behaviours in appropriate and effective ways. This chapter presents the sample, the administration of the interview, the description of the interview, and the discussion of the results of the collected data.

2. Interview

We used a structured interview as an additional investigation tool to gather more information about teachers' perceptions of disruptive behaviours and class management among learners. Like the first tool conducted which is the questionnaire, the interview was based on a research analysis of a mixed approach. The interview was conducted for six teachers, three women, and three men. More details about the interview will be highlighted.

2.1. Description of the interview

The interview is composed of 22 questions, 8 open-ended questions, and 14 closed-ended ones.

-The first question (How long have you been a teacher?) is used as an opening question to relate their teaching experience to their classroom methods.

-The second question (What are the biggest challenges that teachers face inside the classroom?) This question is an introductory question to our subject of the interview.

-The third question (Do you think that discipline in your class is generally good?) The fourth one (Do you think that learners recognize the school regulations?) Help us determine the school environment that teachers witness inside the schools which they work in.

-The fifth question (Do you think that discipline nowadays has importance in schools?) The aim is to check the satisfaction of teachers with the measures currently being taken by schools to deal with disruptive behaviours within learners.

-However, the sixth and the seventh questions (How should a teacher respond when classroom disruption happened?) and (What should a teacher do to face persistent disruption?)

The goal is to see the teachers' ability to handle the behaviours of their learners, as well as to evaluate their methods of managing such disturbances that continue to occur in their classrooms.

-The eighth question (Do the disruptive behaviours happen to have your attention when you are focusing more on some learners?) Seek to understand the views of teachers as to whether disturbance occurs among learners who do not feel included in the classroom which makes the teacher sense the differentiation. Besides,

-Question n° 9 (What do you think of learners violence in schools?) attempts to investigate whether teachers agree that schools are actually experiencing abuses by certain learners against their classmates and classroom teachers. On the other hand,

-Question number 10 (Do you think the reason for learners disruptively behaving is due to bad parental education?) The goal behind this question is to know if teachers feel that parents do not take their responsibilities seriously towards the education of their children.

-Relatively question 11, (According to you, how can schools deal with the lack of parental involvement?), its aim is to explore the suggestions of teachers for school administrations to strengthen collaboration with the parents of the learner.

-Question n° 12 (What are the advantages of parents' involvement in school?) The aim of this question is to explore the benefits for both school administrations and learners when parents engage in daily monitoring of their children.

-However, the questions thirteen (Does teaching experience matter in education?), Fourteen (When disruptive behaviour is occurring; Do you think that an experienced teacher would react better than the inexperienced one?) and fifteen (What are the qualities that the experienced teachers have over the inexperienced ones?)

-Have a shared aim of verifying our hypothesis of teaching experience when handling the classroom on the one side and, on the other, of finding out the views of teachers about the attributes old tutors have in teaching on account of their long-term practice.

-Furthermore, (One of the reasons that make the learners behave disruptively in the class is boredom and fatigue. How can a teacher maximize a learner's motivation in the class?) This question seeks to investigate the effective strategies of teachers that

help prevent learners from being frustrated and exhausted and eventually avoid disruption in class.

-The next question, (in your opinion what are the characteristics of an excellent teacher?) targets to check the good qualities of teachers that make them excellent relative to their colleague

-The following questions (What do you use as punishment for your learners? and (Is it effective?) Enable us to know the disciplinary approaches of teachers that they feel are sufficient to help minimize learner disruption.

-The next two questions, (Do you praise your learners when they behave positively?) and (If yes, why?), these questions are intended to claim that motivation and expressions of praise enable teachers to appreciate and cooperate with learners in the classroom.

-The final question (If the learners engage in disruption, do you provide one-to-one talk to bring him back on the right path? Have the aim of checking whether one to one meeting is indeed an effective strategy for dealing with the most difficult learners.

2.2. Interview analysis:

A/Introductory questions

Question one: How long have you been a teacher?

The first interviewee stated that she has been teaching for 3 years, the second for 10 years, and the third for 4 years, the fourth for 8 years, the fifth for 1 year, and the last one for 6 years.

Question two: What are the biggest challenges that teachers face inside the classroom?

Three teachers have said that classroom management, learner's disruption are their main challenges. The remaining teacher said that the absence of motivation, rude learners, and their aggressiveness.

Question three: Do you think that discipline in your class is generally good?

Three teachers stated that discipline in classes is good. The others said it is not the case.

Question four: Do you think that learners recognize the school regulations?

Two teachers affirm that the learners are aware of the rules. The remaining does not see it that way.

Question five: Do you think that discipline nowadays has importance in schools?

Concerning this question, two teachers said that schools do not pay discipline enough attention. While the four ones answered yes, even though they believe that discipline in schools was way much better in the past.

B/Teachers perception toward Disruption behaviours

Question six: How should a teacher respond when classroom disruption happened?

All teachers had similar points of view which are that rather of being violent and over-reactive; teachers recommended that they be compassionate, rational,

and sensible in their reactions, adding that they must have good patience and good control of themselves and their emotions.

Question seven: What should a teacher do to face persistent disruption?

The first two teachers said that they would react differently according to the sort of disruption. The other two proposed to ignore the disruptive behaviours and wait for the learner to stop making it on his own, adding that if they think the learner has no intention of stopping his interruption, then they would throw him out. Moreover, the last two teachers reported that they would report to the learner's school principal.

Question eight: Does the disruptive behaviours happen to have your attention when you are focusing more on some learners?

In this question, four teachers think some learners do that to be noticed by the teacher. The other two, however, do not think it is the case.

Question nine: What do you think of learner's violence in schools?

The answers were similar among the teachers for this question; they said it is still spreading across our schools, and that it is very common. One teacher added that we are witnessing violence in schools as parents do not cooperate with schools to guide their children. While others feels teachers don't know how to handle learners to stop their aggressiveness.

C/Parental involvement

Question ten: Do you think the reason for learners disruptively behaving is due to bad parental education?

Concerning this question, all the teachers respond positively, putting the blame on a lack of parental responsibility. One teacher added that the personality of a learner always determines his behaviours.

Question eleven: According to you, how can schools deal with the lack of parental involvement?

In this question, all the six teachers claim that they value the commitment of parents to schools by recommending that schools organize periodic meetings with parents in order to keep them aware of the education of their children.

Question twelve: What are the advantages of parents' involvement in school?

Two teachers assert that parental engagement creates an atmosphere that enhances learning between learners. Three teachers believe learners will be more self-esteemed, more self-disciplined. The last one expresses that it influences learners to appreciate the school and display more motivation in their learning.

D/Teachers experience

Question thirteen: Does teaching experience matter in education?

Concerning teachers' experience, most of the respondents agree that educational experience is highly important. They said however that getting teaching experience is not everything.

Question fourteen: When disruptive behaviours is occurring; do you think that an experienced teacher would react better than the inexperienced one?

Two teachers responded that the experience is important to control the behaviours of the learner. However, the other four teachers believe that experience is not just about managing class disruption, adding that it also relies on certain variables such as teacher competence, personality characteristics, and social skills.

Question fifteen: What are the qualities that the experienced teachers have over the inexperienced ones?

About this question, the first two teachers presume that teachers with experience are better at planning. The second one said that they are more adaptable. While the remaining teacher responds by saying that experienced teachers are more familiar with the characteristics and behaviours of the learners which are helpful for them to handle the classroom well.

E/Teachers' methods

Question sixteen: One of the reasons that make the learners behave disruptively in the class is boredom and fatigue. How can a teacher maximize a learner's motivation in the class?

Concerning this question, all respondents had similar answers, suggesting that the best way to prevent learner frustration is to inspire them by regularly breaking traditional teaching methods and trying new approaches and sometimes using technology. For example, sometimes using a data-show in the classroom can motivate learners to work hard on the subject.

Question seventeen: In your opinion what are the characteristics of an excellent teacher?

The first two teachers said a tutor must have expertise in the subject. The second one said that a teacher must know his learners by knowing their needs. The last one mentions that a tutor should be committed and respectful towards his students when dealing with them.

Question eighteen: What do you use as punishment for your learners? Is it effective?

Three teachers said they would ask the learner to leave the class, while the other three teachers would opt to send minus to penalize a learner. The six of them added that their methods help to maintain class control.

Question nineteen: Do you praise your learners when they behave positively? If yes, why?

Regarding this question, all the answers confirm that Teachers will always support their learners, and motivate them. Three teachers said praising is a strong motivator for learners. The second teacher believes that the apprentices appreciate the praise because each learner likes to be complimented. The other two respondents also agree that admiring learners encourages them to work hard, love the subject, and appreciate the teacher.

Question twenty: If the learners engage in disruption, do you provide one-to-one talk to bring him back on the right path?

To this question All six participants stressed the importance of this form of approach in coping with difficult learners, pointing out that holding private meetings with difficult learners and respectfully approaching them as adults cause them to behave well.

Conclusion

The third chapter, which is an essential part of our research, deals with the methodology that aims to use two research tools to collect the data required for our subject, in addition to presenting and analyzing these data. In this chapter, we focused on investigating the reasons behind learner's disruptive behaviours, the perceptions of the learning environment in our schools which is characterized by a lack of discipline among learners and escalated disruptively.

Behaviours in classes and schools as well as their expectations for a good classroom condition for the learners to learn effectively and their suggestions for the teachers to handle the classroom well. We also focused on the methodology conducted by teachers in managing the classroom as well as its effect on the behaviours of the learners. However, our focus was on testing whether Algerian schools are successful in achieving the discipline goals amongst learners.

I)-Discussion of the Main Findings

1-Interview Findings:

As stated earlier in the preceding introduction, the interview is another data collection instrument. The main aim behind this tool was to collect data related to the competence of the teachers in managing the classroom, the methodology of the teachers in coping with the everyday challenges and problems they face in their classrooms, their understanding of disruptive behaviour of the learners, The approaches they follow in coping with their learners and the complicated and disruptive ones in particular.

Additionally, addressing the views of the teachers on the absence of parental participation in schools, and also the significance of teachers' expertise in handling the classroom

The tool was addressed to six teachers who teach in secondary schools to achieve those goals. The first interviewee is a woman, she's been teaching in secondary school for three years, the second teacher is a male, he's been teaching in secondary school for ten years. In comparison, the third teacher is a woman, and she has been teaching in secondary school for about four years. The fourth teacher is a man, he has been teaching for eight years, and the fifth one is also a man, he has been teaching for one year. And the last teacher is a woman, she has been teaching for six years.

Secondly, as an introduction to our subject, we asked the six teachers about the major challenges they face in the classroom. The responses were kind of predicted and all related to learner class management and disruption. They were straightforward and said the disruption and handling of the class by the learners are the biggest challenges for any teacher and their greatest concern.

The next question the teachers were asking whether they thought discipline is usually effective in their schools. The three teachers who said discipline is good in their schools taught outside the province of Tiaret, teaching in the city suburbs. The remaining teachers who replied negatively are currently teaching at one of the secondary schools in Tiaret. The aim behind this distinction is to show that teaching is simpler in rural areas and town suburbs than teaching in the city itself. One teacher added that the learners appeared to be more organized and well-managed in the suburban areas. Furthermore, parents in the vicinity tend to be firmer and more interested in the education of their children, which explains the punctuality of their children.

In another question we asked the teachers whether they think learners are aware of the rules and values of education, two teachers agree that learners have an idea about their rules of education, adding that the learners condone their basics of education. The remaining teachers say learners are not completely aware of the school rules and add that school rules should be clear.

We also asked the teachers if they think the discipline is given priority by schools nowadays. Two teachers agree that schools do indeed respect learner discipline. Although four teachers think that the discipline is not given adequate importance by schools today. One important topic stated by one teacher is that the Ministry of Education and the school administration will consider adding another subject to the curriculum focused on ethical and moral education.

Regarding how a teacher will behave when a disruption happens in the classroom, all the teachers claimed that a teacher should never be emotional, impulsive, or over-reactive, they suggested that being rational and sensible in his attitudes and acts is much safer for a teacher. They all agree that a teacher should never display any kind of anger, nervousness, or lose control of him; they see that it is better for him to be calm and wise in dealing with disruptions.

As for what a teacher must do to deal with a persistent kind of disruption, the suggestions outlined by the two respondents are:

- A teacher should react according to the type of disruption made by the learner, it is absolutely okay for the teacher to ignore some disruptions (such as speaking, slight laughter), whereas some severe disruptions (such as constant interruptions, disobeying instructions) should be dealt with seriously by punishing the learner.
- To some level the teacher has to be patient with certain learners, ignoring any mild disruptions and waiting for the learner to cut it off, if the disruptive learner continues his disturbance then it is better to put him off the classroom.
- Teachers will report to the learner's school administrator if he has a desire to be disruptive at each session.

In another question we addressed the six teachers whether they agree that disruptive behaviours happen to get their attention as they concentrate more on other learners, four of them say that some learners actually do it for the teacher to notice.

The teacher should never neglect this point because he is still working with the same learners (with preferred ones) and ignoring the others. It's definitely a mistake every teacher has to prevent

About the violence of learners in schools, all six teachers agreed that violence between learners in schools is becoming very common due to multiple reasons related to the wrong methodology of the teacher in approaching his learners, lack of influence of parents and lack of parental involvement, and, issues linked to the learner himself that can be outlined in the learner's mental issues, behavioural issues, drug use problems, and potentially retaliatory tendencies.

On the other side, we asked the teachers if they think the reason for disruptive behaviours of the learner is mainly due to poor parental education, all the teachers put some blame on the poor parental education. Poor domestic education leads negatively to defining the child's own personality. A child's neglect or inability to meet his or her basic human needs and inability to direct him or her in the right direction may have a dramatic impact on his or her educational achievement, behaviour, relationships with peers and superiors.

In addition, about the lack of parental involvement in our schools, the six teachers convey that support for the learner's parents is very optimistic in fact for the schools. They all proposed that school administration would sometimes invite parents to schedule meetings with them to keep them updated about the educational and pedagogical progress of their children. On the other side, to improve collaboration with parents by making them part of the learning process for their children.

The three teachers had similar responses with regard to the advantages of parent involvement in school. Two teachers said that for learners to learn produces a safe atmosphere.

Learners of parents involved are more likely to have higher grades, improved attendance, and less behavioural issues. It's also useful for both teacher and the school; teachers would feel empowered and less stressed, thus enhancing school credibility. This is also a perfect way for the parents to keep on top of what's going on in the lives of their children

In another part of the questions we asked the teachers if teaching experience matters in education, they all value the teaching experience. One teacher reported that their learners are more likely to do well in class as the teachers gain experience. Whereas another teacher argued that experienced teachers are better at inspiring learners and at handling the classroom, which contributes to having fewer infractions.

We asked relatively. If they think that an experienced teacher will respond better than the novice one when disruptive behaviours occurs in the class. Given the fact they estimate teaching experience, four of the teachers interviewed do not agree that experience is all about handling the class. Another teacher reports that the competence of the teacher is the key to handling the class and communicating with the learners. Another factor contributing to managing the class is that a teacher would improve his social skills to work effectively with children and teenagers.

Furthermore, we asked the teachers about the qualities the experienced teacher has over the novice one, here are their responses further discussed:

- Communication skills are able to teach, advice, and guide the learners entrusted to their care.
- Experienced teachers are better at the planning of the lesson layout and the course design. The preparation of lessons is a teacher's priority. Although lesson plans constitute a major part of becoming a teacher.
- Experienced teachers are well acquainted with the characteristics and attitudes of their learners which are helpful for them in handling the classroom well. They are often adaptable, managing new situations, an experienced teacher is a strong communicator, teachers who refine their well, and taking multiple steps to better manage the situation, and reducing feelings (such as fear or frustration) that might be powerless or distracting is what distinguishes them.

In addition, we asked the teachers how they could prevent their learners from being bored. Learners are known to interrupt class when they feel tired and bored. It is also very difficult for a teacher to keep his learners focused and the whole lesson motivated.

Answers of the respondents were mostly about inspiring the learners by sometimes using different approaches. The teacher has his own teaching style, and because conventional teaching styles consist of static methods, it is necessary for teachers to often adapt their approach to fit the specific learning needs of the learners. Two teachers suggested that teachers include technology in their lesson plan (for example, data-show).

The audiovisual approach is a way of engaging the learners and keeping them inspired to learn. One Teacher proposed that learners should be split into groups so that they can work together, which they consider very appealing and fascinating. And the other three think the teacher should try out of the box when presenting the lesson

Slightly identical to the one above, the interviewees were asked another question: What are the characteristics of the excellent teacher? Good teachers are recognized for certain other qualities than expertise in the subject matter. So; teachers were asked to discuss the ideal teacher's characteristics according to them. Here is a further summary of their answers:

- First of all, the utmost goal of a teacher is to show his expertise in the subject. It seems clear that if anyone is going to teach a subject, then he really needs to learn a lot about it. Especially in secondary schools, where teachers frequently specialize in one or two subject areas, the teacher's awareness of the subject matter is often emphasized. If anyone wants to teach English, then first he should learn a lot about English.
- A teacher must show respect for his learners and interest in the learners. Studies also showed that learners with strong teacher relationships are academically better, and demonstrate positive behaviour. A caring teacher can turn the school experience into success particularly for learners experiencing huge difficulties. The best thing a teacher can do, therefore, is to care about himself and about his learners, and to understand his learners.

- A teacher must show respect and interest for his learners. Studies showed that learners with strong teacher relationships are academically better, and demonstrate positive behaviours. A caring teacher can turn the school experience into success particularly for learners experiencing huge difficulties.

With regard to the disciplinary methods, we asked the teachers what they would use to discipline their learners when they were disrupting in the classroom. Three teachers said they like to send the disruptive learner out of class, sending learners out for time-out is a typical strategy since it is simple. The disruptive behaviour of the learner needs to pick up their stuff and leave the room. Behind this act, there is a sense as it holds the impression that the learner is no longer part of the class unless he behaves.

It can be so uncomfortable, humiliating even to step outside your class when every learner is in theirs. This measure is thus, in principle, helpful in preventing disruption. The other three teachers recommend giving minus to his disruptive learners; this strategy is useful in preventing the disruption from the learners. Bringing minuses to learners can be frightening for them. It causes them to lose important marks they really need to obtain good marks; this will help them to be conducted.

Teachers were asked in another question, whether they ever praise their learners. Each of them said they complement their learners as a sign of approval for their academic success or general behaviour. Praise has the ability to boost academic and behavioural success for learners. Since it is a powerful motivational tool allowing the teacher to selectively encourage different aspects of learner performance or efficiency

Finally, (If the learners engage in disruption, do you provide one-to-one talk to bring him back on the right path?) That was the last question in the six teachers interview. They all confirmed that one-to-one interactions with disruptive learners are effective in handling their behaviours. Essentially, addressing a learner individually after class would be more successful than addressing them in front of their classmates, they'll be more sensitive to what you have to say, and they'd be more open and truthful with you. It's important for teacher to keep all of his learners dignified.

1.2. Pedagogical Implications

The results of the questionnaire and the interview filled by both teachers and pupils imply the following:

1)-Teachers must be good models by showing constructive behaviour, by encouraging their learners, by using the right amount of humor to avoid frustration, by informing learners about their thoughts and needs, by concentrating on behavior, and by creating a pleasant learning atmosphere.

2)-Classroom disruptive behaviours is interference for learning and teaching because it has negative implications for teachers, colleagues, and disruptive pupils themselves. Thus, a deep understanding of the causes of such behaviours might help teachers to develop ways and methods to reduce their occurrence successfully and effectively, and this will lead to a positive atmosphere in the classroom.

3)-Supporting and rewarding pupils for positive attitudes and acceptable behaviours is crucial, and reflecting on the importance of responsibilities in the successful management of the classroom. Establishing clear rules about appropriate and unacceptable activities is very successful because having this agreement with pupils would help them think about it before they do any negative behaviour.

4)-Encouraging pupils to focus on their own behaviour is important as they would be less likely to participate in such negative conduct as they consider, evaluate, and believe that their activities are unacceptable. To improve the behaviours of the pupils it is important to understand the behaviours of the pupils and to develop a good relationship with the pupils.

5)-When practices in the classroom are effective, this will inspire a healthy atmosphere for pupils and effective learning and raise awareness of their needs responsibilities for their own behaviours and the classroom.

General Conclusion

General Conclusion

The present research has been undertaken to investigate both learner' and teachers' views about the concept of disruptive behaviours by looking for its main causes and effects, and the possible solutions that can be used to deal with it effectively. Thus, we hypothesized that a better understanding of classroom disruptive behaviours would enable both teachers and pupils to change their behaviours for a positive classroom atmosphere. To achieve the aims of the study, we reviewed the literature related to the concept of disruptive behaviours; we highlighted the causes, effects, and possible solutions. After that a descriptive method was applied; one questionnaire and one interview were designed.

The second and third chapters deal with the analysis of the data collected from the online questionnaire and the interview, we can conclude that pupils and teachers have different views on what is the main cause of disruptive behaviours, and pupils believe that the factors related to teachers are the cause of this behaviours Unhealthy classroom environment, level of English, boredom, abuse, and negligence to be the main causes of disruptive behaviours, and concerning teacher's factor pupils select three options (teacher's unacceptable behaviours, lack of competence, and ignorance of disruption) to be the major causes of disruptive behaviours.

Teachers think pupil-related factors are the major factors in problem behaviours, a huge number of pupils' lack of motivation, and often ignore disruptive behaviours as the main factors leading to misconduct in the classroom. Both teachers and pupils agreed on the negative effects of misconduct including motivation, participation, and behaviours. They find the relationships between pupils-teachers to be the main influence of disruption. Additionally, teachers think that just looking at pupils who behave disruptively is the best way to respond to disruptive behaviour. Unlike, pupils who believe in verbal warning, just look at pupils and keep calling. Pupils believe in eye contact but teachers prefer sudden silence as the best method for coping with disruptive pupils for effective ways to respond to disruptive behaviour; nearly all teachers and pupils agree on the value of considering the opinions of pupils in the setting of class rules and this would result in positive attitudes between teachers and pupils

Teachers, as well as pupils, agree on the value of encouraging the teacher to focus on behaviours in classrooms as it is very helpful to identify the issues in order to find a suitable solution. Many teachers propose solutions such as inspiring learners to practice harder in order to learn English to develop their level and thereby become involved and inspired in the English lesson, holding open conversations with pupils and raising awareness of pupils and their responsibilities towards the classroom.

Our hypothesis is verified by the findings obtained through the online questionnaire and the interview. First, both teachers and pupils agreed on the usefulness of discussions and meetings to resolve various classroom disruptive behaviours problems, and this awareness would lead to a healthy environment in the classroom and the importance of recognizing the reasons of pupils for disruptive behaviours to minimize it. They highlighted the importance of getting Good teacher-pupil relationships and put rules at the beginning of the school year.

Limitations of the study:

Interviewing teachers is probably easier than seeking learner's feedback when handing them over the online questionnaire; however, considering Time restriction and limited research tools, Wide circularization, the lack of sources and Covid 19 it was a bit difficult to do this research.

Suggestion for Further Research:

We hope that this research has helped to outline one of the main frequent issues faced in their classroom by almost all English teachers, which is Disruptive Behaviours in EFL classroom.

Further researchers investigate the effects of problem behaviour on academic pupils Performance using experimental Design. Use technology to minimize such behaviours.

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Appendices

Appendix A

Learner's Questionnaire

Disruptive behaviours amongst secondary EFL school learners

Dear students, we would like to ask you to answer the following questions concerning Disruptive behaviours amongst secondary EFL school learners. This conducted research by Second year Master Didactics students of the University of Tiaret.

Please give your answers sincerely as only this will guarantee the success of the investigation.

Thank you for your time.

طلبنا الاعزاء نريد ان نطلب منكم الاجابة على بعض أسئلتنا التي سنطرحها عليكم بخصوص اضطراب السلوكيات لدى الطلبة في الثانوية
شعبة اللغات الاجنبية. هذا البحث معمول من طرف طلبة اللغة الانجليزية. ماستر 2 علم التعليم. جامعة تيارت
من فضلكم قدموا اجابات صريحة لأنها تضمن لنا نجاح التحقيق في بحثنا
شكرا لكم

Part one

Select your answer by putting an (X) in one of the boxes:

A-You are: a) Female/انثى b) Male/ذكر

B-Age: a) 13 b) 14 c) 15

Part two

1)-Have you ever been referred to as a troublesome learner?

هل تم الاشارة اليك من قبل بالطالب المضطرب سلوكيا

a) Yes/ نعم b) No/لا

2)-How often do teachers refer to you as a troublesome learner ?

بمعدل الزمن الظرفي كم من مرة كان يشار إليك بالطالب المضطرب

a) Always/دائما b) Often/احيانا c) Sometimes/مرات

d) Rarely/نادرا e) Never/ابدا

3)-Have you ever been punished for displaying disruptive behaviours?

من قبل جراء سلوكياتك المضطربة هل تمت معاقبتك

- a) Yes/ نعم b) No/ لا

4)-How often were you punished for displaying disruptive behaviours ?

بمعدل الزمن الظرفي كم من مرة كان يتم معاقبتك جراء سلوكياتك المضطربة

- a) Always/دائم b) Often/ احيانا c) Sometimes/ مرات

- d) Rarely/ نادرا d) Never/ ايدا

5)-Did the punishments put a stop to your disruptive behaviours?

هل العقوبات أوقفت سلوكياتك المضطربة

- a) Yes/نعم b) No/لا

6)-Do you know or sit next to a troublesome learner?

هل تعرف او تجلس بجانب متعلمس ذو سلوكيات مضطربة

- a) Yes/نعم b) No/لا

7)-Does sitting next to a troublesome learner effects your learning environment?

هل الجلوس بجانب طالب ذو سلوكيات مضطربة يؤثر على مردودك الدراسي

- a) Yes /نعم b) No/لا

8)-If you answered by yes, what was your reaction towards it ?

اذا كانت اجابتك بنعم ماذا كانت ردة فعلك

- a) Talked to the teacher/محادثة الاستاذ b) Did nothing about it/لم أفعل أي شيء

- b) Talked to the troublesome learner him/herself./محادثة الطالب نفسه

Part Three

A)-Please name the most disturbing widespread disruptive behaviors that happen in the classroom?

من فضلك اذكر السلوكيات المضطربة المزعجة و الاكثر انتشارا داخل قاعات الدراسة

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

B)-What do you suggest for your teachers to do in order to tackle disruptive behaviours inside classrooms?

ماذا تقترح للأساتذة كحلول للحد من انتشار السلوكيات المضطربة في قاعات الدراسة

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

C)-How can learners help teachers in creating a safe and good environment for the learning/ teaching process?

خلق أجواء آمنة للمسار التعليمي والدراسي في كيف يمكن للطلبة أنفسهم أن يساعدوا الأساتذة

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

Part Four

Please put a cross (x) in one of the boxes following each statement depending on how much you agree or disagree with the statement

Statements	Strongly Agree اتفق بقوة	Agree اتفق	Neutral محايد	Disagree لا اتفق	Strongly Disagree لا اتفق بقوة
Disruptive behaviours affects negatively the teaching and learning process السلوكيات المضطربة تؤثر سلبا على المسار الدراسي					
Much time is used on other activities than learning because of disruptive learners الكثير من الوقت يضيع بسبب الطلبة المضطربين سلوكيا					
Learners who displays disruptive behaviours can be a challenge in classroom الطلبة المضطربين سلوكيا قد يكونوا تحدي في قاعة الدراسة					
Social and emotional problems can cause learners to behave badly in classrooms المشاكل العاطفية و الاجتماعية قد تكون سبب في اضطراب سلوكيات الطلبة					
Disruptive behaviours in classrooms needs to be taken seriously by the government اضطرابات السلوكيات يجب أن تؤخذ بجدية من طرف الحكومة					
Some teachers reactions are responsible for making learners behaving in a bad way بعض ردود أفعال المعلمين مسؤولة عن جعل الطلبة يتصرفون بشكل سيء					
As a learner i see that the majority of teachers suffer from this negative behaviours coming from particular learners كطالب ارى انه غالبية الأساتذة المضطربة السلبية الناتجة يعانون من السلوكيات عن بعض المتدربين					

Appendix B

Teachers' Interview

The goal of this research is to explore the school environment by testing the strategies of teachers in the management of the classroom and their efficiency in managing the disruptive behaviour of the learner.

A/Introductory questions

- How long have you been a teacher?
- What are the biggest challenges that teachers face inside the classroom?
- Do you think that discipline in your class is generally good?
- Do you think that learners recognize the school regulations?
- Do you think that discipline nowadays has importance in schools?

B/Teachers perception toward Disruption behaviour

- How should a teacher respond when classroom disruption happened?
- What should a teacher do to face persistent disruption?
- Does the disruptive behaviour happen to have your attention when you are focusing more on some learners?
- What do you think of learners' violence in schools?

C/Parental involvement

- Do you think the reason for learners disruptively behaving is due to bad parental education?
- According to you, how can schools deal with the lack of parental involvement?
- What are the advantages of parents' involvement in school?

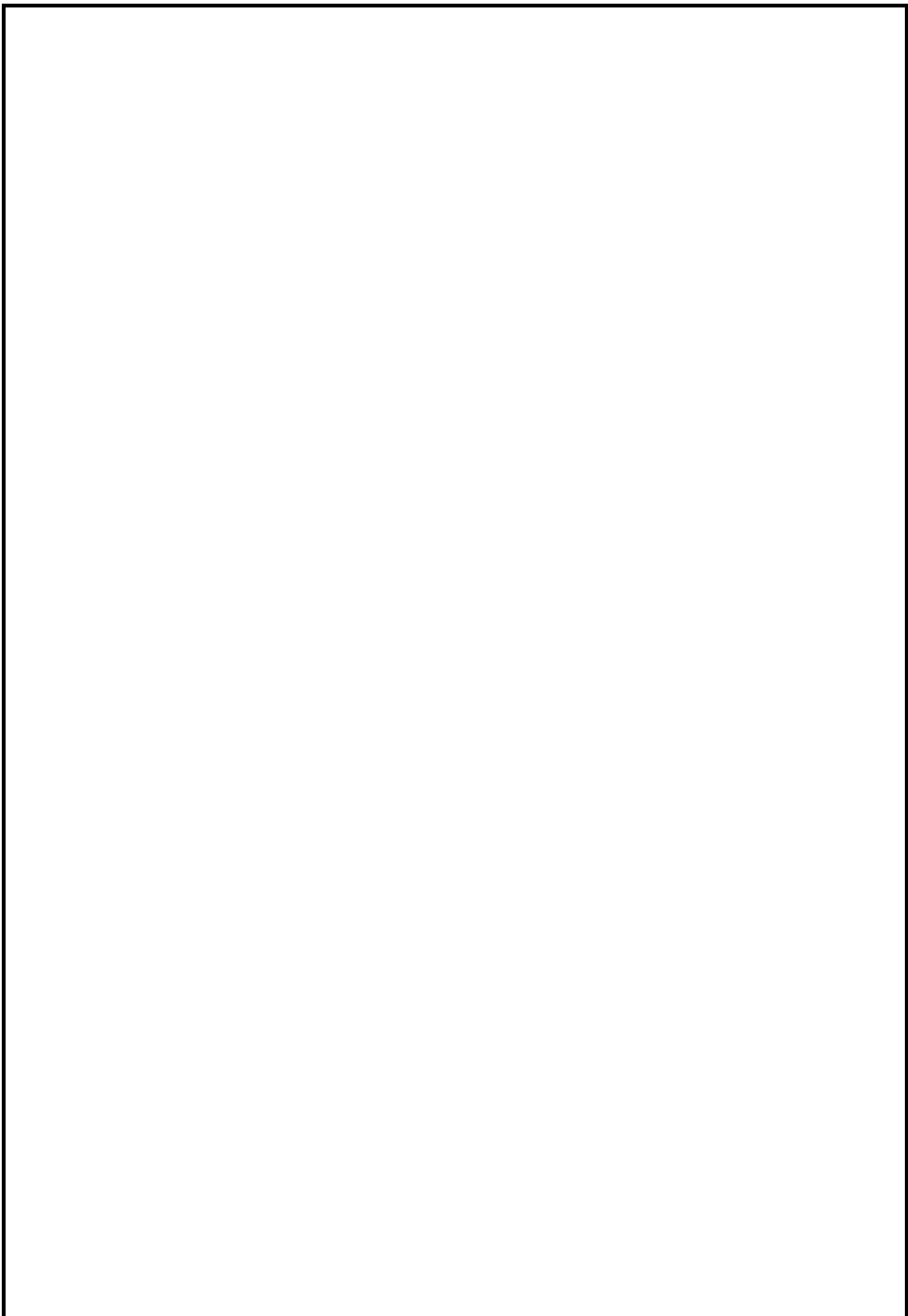
D/Teachers experience

- Does teaching experience matter in education?
- When disruptive behaviour is occurring; do you think that an experienced teacher would react better than the inexperienced one?
- What are the qualities that the experienced teachers have over the inexperienced ones?

E/Teachers' methods

- One of the reasons that make the learners behave disruptively in the class is boredom and fatigue. How can a teacher maximize a learner's motivation in the class?
- What are the characteristics of the excellent teacher?
- What do you use as punishment for your learners? Is it effective?
- Do you praise your learners when they behave positively? If yes. Why?
- If the learners engage in disruption, do you provide one-to-one talk to bring him back on the right path?

Thank you for your time



Résumé

Le but de cette étude est d'identifier les principales causes et effets des mauvais comportements en classe, et les solutions possibles qui peuvent être utilisées pour faire face efficacement à ces comportements perturbateurs.

Nous avons supposé qu'une meilleure compréhension des comportements perturbateurs en classe par les enseignants et les élèves ensemble permettrait aux enseignants et aux élèves de modifier leurs comportements afin de marcher positivement en classe et afin de tester la validité de cette hypothèse, les résultats du questionnaire nous ont révélé que l'élève estime que la principale raison de l'inconduite c'est l'enseignant lui-même. On pense qu'un mauvais comportement a un impact négatif sur la relation entre les apprenants et l'enseignant.

الملخص

الهدف من هذه الدراسة هي تحديد الأسباب والتأثيرات الرئيسية للسلوك السيئ في الفصل، والحلول الممكنة التي يمكن استخدامها للتعامل بفعالية مع هذه السلوكيات المضطربة. افترضنا أن الفهم الأفضل للسلوكيات المضطربة في الفصل الدراسي من قبل المعلمين والطلاب معًا من شأنه أن يسمح للمدرسين والطلاب بتعديل سلوكياتهم من أجل السير بشكل إيجابي في الفصل ومن أجل اختبار صحة هذه الفرضية، قمنا بطرح بعض الاسئلة عبر استبيان و كشفت لنا نتائج الاستبيان أن الطالب يعتقد أن السبب الرئيسي لسوء السلوك هو المعلم نفسه. يُعتقد أن السلوك السيئ له تأثير سلبي على العلاقة بين المتعلمين والمعلم.

Summary

The aim of this study is to identify the main causes and effects of disruptive behaviours in the classroom, and possible solutions that can be used to deal effectively with these disruptive behaviours.

We hypothesized that a better understanding of disruptive behaviours in the classroom by teachers and learners together would allow teachers and learners to modify their behaviours in order to walk positively in class and in order to test the validity of this hypothesis, the questionnaire results revealed to us that the learners believe that the main reason for the misconduct is the teacher himself. Bad behaviours is believed to have a negative impact on the relationship between learners and teachers.