

Democratic and Popular Republic of Algeria  
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Faculty of Letters and Languages  
The Department of Foreign Languages  
English Section



***Investigating Teachers' Strategies in Dealing with the  
Learners' Disruptive Behaviours  
A Case Study: First year LMD Students of English at  
Ibn Khaldoun University of Tiaret***

**Presented by:**

**AHMED Abdeslam**

**BOUMAAZA Nesreddine**

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**Under the Supervision of**

**Mrs. LAKHDAR TOUMI Asma**

**Board of Examiners:**

Mr. Belarbi Khaled, MCB

Committee Chair University of Tiaret

Mrs. LAKHDAR TOUMI Asma, MAA

Supervisor University of Tiaret

Mrs. HOUARI Rayhane, MAA

Examiner University of Tiaret

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## Dedications

*We dedicate this work.*

*To our parents, a deep appreciation to our mothers and fathers for their constant support, care, and patience. They are the source of happiness in our lives.*

*To our brothers and sisters the ones who were always the source of guidance and help.  
To all our families members for their love and encouragement.*

*To our friends and teachers. They provided us with assistance and guidance. Thank you for being always present when we feel lost and face obstacles to complete this work.*

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**Abstract**

This study aims at identifying the main types, causes and effects of classroom disruptive behaviour, and the possible solutions that can be used to deal with it effectively. Throughout this work, we will highlight the students' attitude toward their teachers; as if they take their needs and interest into consideration when setting classroom rules, and encourage them to reflect on their own behaviours, which help them not to engage in disruptive actions. This research work, also, investigates whether the teachers agree that understanding the reasons behind misbehaviour is very helpful to successfully and effectively develop ways and methods to intervene appropriately and reduce its occurrence.

**Keywords:** Disruptive behaviour, classroom, teacher, management, student, misconduct.

**List of Abbreviations**

EFL: English as a Foreign Language

L1: Mother Tongue Language

N: Number of Teachers/Students

%: Percentage of Teachers/Students

PBS: The use of Positive Behaviour Support (PBS) Program

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## **Introduction**

Disruptive behaviour in Algerian classes is a very serious problem that hampers the process of teaching and learning. It is reported that many EFL teachers, especially in Algerian universities, face disruptive actions such as: Prolonged Chattering, Excessive Lateness and Inappropriate lap top and mobile use. According to some students, some teachers either ignore the behaviours; react by shouting, or punishing. Disruptive behaviour can be sometimes related to teacher's lack of knowledge to respond to it appropriately and peacefully. Teachers need to be aware of the main reasons of misbehaviour, its effects, and the possible solutions that can be used to respond to it effectively. An understanding of the causes of such behaviour could possibly help teachers to successfully and effectively develop ways and methods to reduce its occurrence. So, it is important to investigate classroom misconduct that exerts negative impacts on teachers, peers, and even the disruptive students since it acts as an obstacle to the classroom instruction.

This study aims at identifying both teachers' and students' perceptions towards disruptive behaviour in EFL classes by looking for its main causes and effects. In addition, it attempts to present the possible solutions, including techniques and procedures that can be used to deal with misbehaviour in EFL classes in appropriate ways. It also to help teachers manage classrooms and treat disruptive behaviours by using the most appropriate strategies both physical and psychological sides.

To have an effective teaching-learning process, and gain successful students which are highly motivated and know how to avoid disruptive behaviours in class and be aware of their studies by following teachers' strategies and orders. Effective teachers still expect students' behaviours would be better from day to day for the sake of a bright future and future critical minds.

Therefore, the present research attempts to answer the following main questions:



\* What are the effective strategies/treatments that can be used by teachers to deal with learners' disruptive behaviours?

In order to provide in-depth answers to the main question, we ask the following targeting sub-questions:

- What are the main disruptive behaviours that teachers complain about in EFL classes?
- What are the major reasons/causes behind students' disruptive behaviours in EFL classes?
- What are the mains effects of misbehaviours in EFL classes?
- What are the effective strategies that can teachers follow to tackle, correct, treat and deal with students' misbehaviours in EFL classes?

In light of the foregoing questions, we formulated the following hypotheses:

- Students do such disruptive behaviours either unconsciously as a result of a lack of motivation, interest and awareness for importance of lessons.
- A better understanding of classroom misconduct will enable both teachers and students to change their behaviours for positive classroom atmosphere. Hence, Teachers should find psychological methods and solutions, like, choosing motivational interesting topics with special methods served by effective materials.

To fulfil the purpose of the study, a descriptive design is followed. Two questionnaires are designed and delivered to teachers and students at Ibn Khaldoun English Department in Tiaret. The first questionnaire is directed to a sample of one hundred and fifty (150) students of fist year. The second questionnaire is directed to a sample of ten (10) teachers of English from the English Department.

The present research consists of three chapters. The first chapter provides a theoretical support to the concept of disruptive behaviours in EFL classrooms. It starts by the definition of disruptive behaviour, its types, and its forms. It also identifies its reasons, its effects, and

the possible solutions. The second chapter contains a review about dealing with student's misbehaviour in EFL classrooms, starts by effective classroom management activities, strategies, and disciplines .It also includes strategies for preventing, reacting, and handling the disruption in EFL classrooms. The third chapters revolves around the presentation of the collected data obtained from the students' and the teachers' questionnaires and the analysis of the results with some suggestions to strengthen teachers' and students' understanding of the issue of disruptive behaviour in EFL classes. This work is according to APA methodological style.

### **Limitations of the Study:**

The present research has the following limitations:

\* Some students did not answer the questions seriously and they did not justify their answers, because it was online administer questionnaires.

\* In addition to that some teachers were not helpful; some of them refuse to answer the questionnaire may be because they do not have time, and this obliged us to look for other teachers and it was a time consuming for the reason that there is just q limited number of teachers of English in the department.

### **Suggestion for Further Research**

We hope this research has helped in highlighting one of the major frequent problems that almost all teachers of English face in their classroom, which is disruptive behaviour.

- Further researchers may investigate the impact of misbehaviours' problems on students' academic achievement using the experimental design.
- The use of technology to reduce disruptive behaviour
- Investigating modern teaching methods to handle misbehaviour at university.

## Chapter One

### Disruptive behaviours in EFL classrooms

Disruptive behaviour of students is also known as students' misbehaviour or negative class participation. This kind of behaviours often disrupts classroom teaching and learning process since it affects teachers and other students as well. Sometimes, some of the behaviours can be tolerated if they only irritate the class but they do not escalate and disturb the whole class. This issue is closely related to disciplinary matter that warrants careful treatment from teachers.

Learners' misbehaviour can be defined as the behaviour that is problematic or inappropriate in a given activity or for certain teacher. In most classrooms, students' behaviour is generally appropriate. However, there are sometimes a few students whose behaviour is inappropriate.

The following chapter will describe the definition of the main disruptive behaviours that teachers complain about in the classroom, the common types of disruptive behaviours in the classroom, and states the reasons and causes behind learners' misbehaviours. It also includes the effects of misbehaviour on the teaching-learning process.

#### **1-Definitions:**

Disruptive behaviours can be defined as:

##### **1-1-Definition of Disruptive Behaviour:**

Genuinely, the term 'disruptive behaviour' has a wide range to be defined shortly. Because it contains various types of disrupting action, doer categories, causes, excuses and the most important, who are being disrupted? It is also depending on the values hold by the society. But, it becomes more complicated when it occurs in plural society which school

values can be different with family values. In his thesis, Stavnes (2014) cited that behaviour in school can be generally categorized into; externalized and internalized behaviour.

Externalized refers to aggressiveness and overactive. Student with externalized behaviour may intrude other students, teachers and the ongoing learning activity. In the other side, internalized refers to a profile of showing difficulties or introvert which usually can be manifested in fear, worry or complaint. Commonly, the impact of this internalized behaviour is society withdrawal.

Merriam-Webster's online dictionary ("Disruptive and Behaviour", 2017) defines the word disruption within three contexts: "to break apart, to throw into disorder and to interrupt the normal course or unity of" whilst it gives three ideas of the word behaviour: "the manner of conducting oneself, the way in which someone behaves and the way in which something functions or operates".

Additionally, the University of Houston Student Handbook (2017, p. 68) defines disruption as obstructing or interfering with university functions or any university activity. Disturbing good orders at the university by other things like fighting, quarrelling, disruptive behaviour or excessive noise. A disruption by using pagers, cell phones, and communication devices.

College of San Mateo (2013, appendix .O) states that disruptive and inappropriate behaviours are "actions that interfere with the instructional, administrative or service functions of the College. Assessing disruptive behaviour can be a highly subjective process. For example, some behaviour patterns, such as students talking in class, can be experienced as disruptive in some situations or simply irritating and frustrating in others.

Charles (2004, p. 2) defines misbehaviour as "behaviour that is considered inappropriate for the setting or situation in which it occurs". In context of classroom climate,

students' misbehaviour can be defined as any action or activities that are perceived by teachers as disruptive to learning environment (Cruickshank, Jenkins, & Metcalf, 2009).

Levin & Nolan (1996) chosen to define the concept of disruptive behaviour through four rubrics; interfering activity of teaching and learning; intruding rights of other students; psychologically and physically unsafe and; causing destruction of property.

Stadler (2017) elaborated a range of children disruptive behaviour, and divided it into: disruptive behaviour in the classroom (small scope); disruptive behaviour categorized as disorders; and disruptive behaviour turning in to criminality.

Another point of view comes from the concept of expected behaviour. So that the definition of disruptive behaviour is simply the reverse of what is expected by teachers or students in the class. In other popular term, disruptive behaviour is also knows as incivility.

Feldman (2001) described it as every single action intrudes harmonies and positive learning atmosphere in the classroom. However, in specific case, what is considered as disruptive can't be merely condemned. It refers to the dealing with student with special needs. Since the latest policy of Indonesian minister of Education give allocation for student with special needs to join regular class.

Ideally students would come to school with certain skills in the classroom such as control and cooperation (Lane, Givner, and Pierson, 2004), as well as an ability to follow directions, interact pro-socially, control anger, and respect physical boundaries (Lane, Givner, Pierson, 2004). Stacks (2005) states that behavioural issues in the elementary school setting are usually divided into groups, externalizing or internalizing. Disruptive behaviour that fail to comply with the educators expectations and those that educators find challenging are the externalizing behaviours that can be defined as "destructive and aggressive behaviour, defiance, temper tantrums, impulsive and hyperactive behaviours" (Henricsson, & Rydell,

2004, p.112). These students have higher levels of negative relationships with teachers and other students, including negative interactions despite receiving more attention from the teacher.

Externalizing behaviours receive more attention than other behaviours due to the fact that they interrupt classroom time and put the teacher/student relationships in more stress. There are internalizing behaviours that can also be disruptive. Henricsson&Rydell (2004) define internalizing behaviours as, “unhappiness, anxiety, somatic complaints, and loneliness” (p.112). Stacks (2005) give another definition adding, “Are reflective of internal states like anxiety, depression, and withdrawal” (p.269). It is noted that internalizing behaviours are important but externalizing behaviours are more disruptive in a classroom setting according to teachers.

There is no simple way to distinguish and define disruptive behaviour. It encompasses a wide register of expressions, terms and concepts. It can express itself in different forms and can be caused by several reasons (Befring&Duesund, 2012; Zionts, Zionts, & Simpson, 2002). The variations in terminology can reflect concepts that are unique to history, culture and to particular professions and theoretical positions (Befring, Duesund, &Popovici, 2013;Webber &Plotts, 2008). The terminology used to label children that display problematic behaviour can serve as a reminder that this is a multidisciplinary field, and that there are different perspectives existing in this field of study. These labels are vague and can indicate a wide range of behaviours. A label used does not give a description of the behaviour displayed. A way to conceptualize behaviour exhibited in school is as internalized and externalized behaviour.

Displayed behaviour is dynamic and can be of different scope and severity, from relatively mild and moderate transient problems, to more complexes, persistent and severe behaviours (Damsgaard, 2010; Kauffmann &Kneedler, 1981; Nordahl, Sørлие, Manger,

&Tveit, 2005). Students that are perceived as disruptive do not have a monopoly on problematic behaviour; all children can display inappropriate or challenging behaviour at one time or another. Albeit, it is inherently the behaviour's frequency, intensity, duration, consistency and scope that may cause some children to be perceived as having a behaviour problem. Their behaviour often lasts longer, and is more extensive and often more intense (Cullinan, 2004; Kaiser & Rasminsky, 2009; Kirk & Gallagher, 1983; Webber & Plotts, 2008; Aasen et al., 2002).

The behaviours that frequently occur in school, and can be seen as disruptive, are behaviours that interfere with learning and teaching. These behaviours are typically school related, and may inhibit the student's own learning, other students' learning and the school as an educator. The behaviour displayed might also violate the norms and rules of the social environment (for example classroom) and therefore be perceived as disruptive (Befring et al., 2013; Charles, 2011; Colvin, 2010; Damsgaard, 2010; Keogh, 2003; Nordahl et al., 2005; Ogden 2009; Zionts et al., 2002; Aasen et al., 2002)

### **1-2- Categories of Disruptive Behaviours:**

Students that display disruptive behaviour are not a homogeneous group. Also, students tend to demonstrate characteristics across these categories; thus the categories are not mutually exclusive. The internalized profile of behaviour represents difficulties of an introvert nature. It can include problems in one's self such as worries, fears and somatic complaints, which can result in social withdrawal. Unlike the children that display more externalized behaviour, these children are frequently forgotten in school, since they may cause fewer problems for teachers and the class as a whole. As this behaviour may not be seen as disruptive to others as the student him/her self, this category will not be the focus of this thesis. Children who exhibit externalized behaviour may intrude on the rights of others (e.g.

to learn in school or teach a lesson) and can often break the norms of their environment.

Displayed externalizing behaviour can prevent the student and other students from learning, and the teacher from educating (Zionts et al., 2002).

The students that display externalized behaviour may be perceived as overactive, aggressive or disruptive. They can be often out-of-seat, talk to others and self, not pay attention to the task at hand, ignore class rules, refuse to work, be perceived as disobedient to teachers or physically bother other students.

They can also be characterized as impulsive, struggling with low attention span, and get easily disturbed by their surroundings (Befring&Duesund, 2012; Kauffmann et al., 2004; Webber &Plotts, 2008; Zionts et al.,2002; Aasen, Nordtug, Ertesvåg, &Leirvik, 2002).

In their study Wheldall and Merrett (1988) found that teachers regarded 'talking out of turn' as the most frequent and troublesome behaviour when it occurs. 'Disturbing others' or 'hindering other children' was regarded as the next most troublesome behaviour in the classroom. One other type of behaviour that has been identified as a concern to teachers is that of children needlessly wandering about in the classroom (Book & Skeen, 1987; Wheldall &Merrett, 1988; Zionts et al., 2002).Wheldall and Merrett (1988) call this behaviour 'out-of seat' behaviour. Seen isolated, these behaviours are not all severe disruptions, but in a classroom setting when these behaviours often occur, or occurs simultaneously, the class environment may suffer, the students' learning process and the teacher's educational tasks might be made more difficult (Corrie, 2002; Nordahl et al., 2005; Wheldall&Merrett, 1988; Aasen et al., 2002).



### **1-3-Disruptive Behaviour in Classrooms:**

Classrooms and labs are spaces of rich exploration, rigorous debate and rewarding academic pursuits. However, on occasion, students may display behaviours that are disruptive to the teaching and learning environment. The purpose of this resource is to provide faculty with an understanding of their rights, responsibilities and available support for creating and maintaining productive learning spaces.

Several reports show that both teachers and students are affected by disruptiveness in the classroom. In a student survey (Elevundersøkelsen 2007) conducted in Norway, it is evident that much time is used on other activities than learning. 30 percent of the student that answered this survey report that other students often or always disturb them in class. Ten percent of the students asked, reported that they disturb other students that are working. One of three students also reported that the teacher has to wait, while the students 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).

According to the Teaching and Learning International Survey (TALIS), up to 25 percent of teachers in most of the 23 countries surveyed report losing at least 30 percent of their lesson time to disruptions and administrative tasks, with an international average of 13 percent of teacher time spent on maintaining order in the classroom (OECD, 2009). As this can indicate, disruptiveness in the classroom affects learning and can emphasize the importance of researching the disruptive behaviour displayed in school.

Behaviour displayed in classes rarely occurs in isolation, and cannot be separated from the context where it occurs. The behaviour can rarely be attributed to a singular particular cause, and might reflect both the characteristics of the student 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).

Corrie (2002) views disruptive behaviour as the end product of complex interactions that occurs in the classroom. Students are continuously in interaction with their environment, and are in turn affected by their surroundings. It is a mutual dynamic interaction.

Classrooms are complex dynamic and social environments in which students face several demands; what to do, what not do, when to talk, when to be quiet, when to be active and when to be still. The disruptive behaviour may occur when a student is in a particular situation in the classroom, when seated with certain students, during long instructional periods, when expected to work on certain tasks and subjects, or when faced with particular difficult tasks (Keogh, 2003).

## **2-Types of Disruptive Behaviours:**

There are so many types of disruptive behaviours

### **2-1-Common Disruptive Classroom Behaviour:**

The common disruptive behaviours are:

#### **2-1-1. Grandstanding:**

Students who use a classroom discussion as a chance to speak about their favourite subjects despite the irrelevancy their comments may have in regard to the discussion of the class as a whole. Other students use the classroom as a place to communicate to their peers, tales of their personal lives, which is also not appropriate to the setting. Some students attempt to soak up the attention that they receive from their peers even though it may be annoying to other students in the class.

### **2-1-2. Sleeping in Class:**

This may not seem to be disruptive to a class, but in fact, is disruptive in two ways: the student who is snoozing is not interested and not participating in the classroom discussion. If a professor does nothing about it, it sends a message to the other students that involvement in the class is not of much importance to the professor. This may make the students feel like they shouldn't have to participate either. Secondly, sleeping in class is considered to be disrespectful to the teacher and the other students.

### **2-1-3. Prolonged Chattering:**

Students who carry on private conversations among themselves in the classroom are disruptive to other students because their frivolous chatter does not pertain to the classroom discussion what so ever. This is rude and inappropriate and should not be tolerated. When a student talks to other students out of turn, this becomes disruptive in a classroom .It makes it difficult then for both the teacher and the class to concentrate on their tasks. An uncooperative student can ask endless unimportant questions even argue with a teacher. If this student dominates the class it is disruptive.

### **2-1-4. Excessive Lateness:**

Tardiness is tolerated by many professors, because students have legitimate reasons for being late. However, professors don't like it when students are late because it disrupts the classroom and other students are focused on the late student instead of on the professors' lecture (the importance of time management). When a student arrives late or leaves early it is disruptive for both the students and the class. A student strolling in late will cause the teacher to halt the lesson to acknowledge the student's presence. A lesson may then have to be altered or repeated to include this student. Obviously there are emergencies and special occasions, but a student who consistently arrives late disrupts the class as a whole.

**2-1-5. Overt Inattentiveness:**

Some students find it difficult to mentally pay attention for the full length a class. They read a book, newspaper, or doodle on paper. This is also considered disrespectful to the professor and other students in the class.

**2-1-6. Eating, Drinking:**

Gum Chewing, Smoking, Carrying Pagers & Cell Phones, and Passing Notes- all of these are considered disruptive in a class room setting and should not be tolerated.

**2-1-7. Unexcused Exits from Class:**

These exits from class are disruptive and should be discouraged unless the student has a legitimate reason and/or has spoke to the professor before hand.

**2-1-8. Verbal or Physical Threats, to Students or Faculty:**

Cases of threat to students and faculty have risen dramatically in recent years. These are definitely considered unacceptable.

**2-1-9. Disputing the Instructor's Authority or Expertise:**

Students who have received substandard grades or evaluations from their instructors sometimes try to devalue the professor's authority, judgment, and expertise.

### **2-1-10. Inappropriate lap Top and Mobile Use:**

Student use their computers to text message, e-mailing and “surfing the net” instead of paying attention during class time. A very annoying but common noise disruption is the ringing of mobile phones and texting even if these are on vibration. Most schools have restrictive media policies but often these will be ignored by students. Teachers have many personal methods for dealing with students who use mobile phones in their classes. Research has shown that the test results of schools in which mobile phones have been banned show considerable improvement after such banning. However many schools do allow phones for safety reasons. It is part of a middle and high school student's life. Most teachers do not allow students to use these in class.

### **2-1-11. Cheating:**

When a student is found cheating in a classroom environment it becomes very disruptive. Teachers normally have to take time away from other students to address this behaviour and even leave the classroom to involve senior teaching personnel.

**2-2- Examples of Disruptive Behaviour:** examples of disruptive behaviour are taken from the Web sites of James Madison University, the University of Delaware and Virginia Tech.

Table 1 :Examples of disruptive behaviour:	
-Aggression toward other students or faculty teacher	-Talking or texting on mobile telephone
-Threats of violence	-Talking without permission
-Unyielding argument or debate	-Eating and drinking or smoking in class
-Yelling inside or outside of the classroom	-Out of seat Brushing hair Makeup Passing notes Shouting Throwing objects (paper airplanes)Chewing gum Playing with equipment Attention seeking Swearing Fire alarm Singing Crawling on floor
-Untimely talking/laughing/crying	-Ignoring the teacher's directions and losing temper on slight penalty given by teacher
-Engaging in content on a laptop that others find disruptive	-Discussing religious
-Trying to gain influence among his/her fellows	-Chatting with one another during teaching
-To gain power in classroom threaten teacher	-Coming to classroom habitually late
-Entering in the classroom with screaming sounds	-Unnecessarily arguing with teachers
-Sleeping during teaching	-Bringing noisy electric devices in the classroom
-Initiating quarrel among the students	-Using rough language with other students
-Shouting loudly to create thrill in classroom	-Reporting others for his or her mistakes or misbehaviour
-Wandering in Veranda to diverge students' attention	-Deliberately destroying things/materials
-Start answering before the question finishes.	-Challenging the teacher on certain concepts

### **3-Causes and Reasons of Disruptive Behaviours in Classroom:**

#### **3-1-Reasons for Learners' Misbehaviours in Classrooms:**

Students who exhibit troublesome behaviour have, throughout history and in diverse literature, been referred to by a variety of labels such as behaviour disordered, emotionally disturbed, disruptive, maladjusted, deviant, misbehaving, or students with social and emotional problems, or emotional and behavioural disorders (Befring&Duesund, 2012; Elliot & Place, 2004; Kauffmann, Brigham, & Mock, 2004; Kauffmann &Kneedler, 1981; Rhodes, 1969).

Befring and Duesund (2012) indicate that students that display disruptive behaviour in school often have developed the behaviour 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 students that display the behaviour might have entered a negative circle where the behaviour can induce negative attention, and the negative attention might release an even more disruptive behaviour. Redl (1975) emphasizes that the source of disruption varies and that it is important to see behind the behaviour displayed. He asks the question, "What does it mean?" (p. 572). A student's perception and reason for displaying the behaviour may differ from the teachers' perception of the behaviour displayed. Whereas a teacher may see the behaviour displayed as a disruption, the reason behind the behaviour may be that the student is, as an example, bored or find the task too hard, and automatically try to ward off that feeling by engaging in some substitute action. What this action may be varies; some students find it hard to stay in their seats and other students look out of the window, etc. It may therefore be important to study not only the student that displays the behaviour, 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 disruptive behaviour in the classroom. He relates it to factors concerning the student, the class-peer group, the instructional environment and the teacher. According to Charles (2011) a student 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 students or contagious group behaviour. In the instructional environment the conditions are implied to be tedium. A student 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 student 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 student to disrupt. The teacher's behaviour may for example be seen as unclear or unfair, and thus create reactions from the students in return (Charles, 2011).

Greene (2009) challenges the assumptions that students just want attention or are not motivated or have a bad attitude. He sees the challenging behaviour as a reaction to demands being placed on the student that exceed his/her capacity to respond adaptively to the situation, and view the behaviour displayed as a reaction to the skills students may be lagging. Greene (2009) emphasizes that if the teacher identifies the skills a learner is lacking, one can understand why the student is challenging in the classroom.

Corrie (2002) writes that disruptive behaviour 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 behaviour in the classroom

According to Harmer (1991) disruptive behaviours of students can be caused by several reasons. Teachers themselves can be a major factor affecting the behaviour of students together with the students and institutions (Harmer, 1991). For example, unprepared teachers



can easily be detected by students, which soon lead to cause problems in classroom. Even if teachers are well prepared, teachers may still get trouble because of the students and institutions. Khajloo (2013) claims that if students become motivated by their love for their English teachers, they will be more interested in learning English; although this fact may scientifically be unacceptable. Moreover, based on the finding of their research, Ghazi, Shahzada, Tariq, & Khan (2013) list a number of factors that can cause inappropriate behaviours such as inconsistent parenting, uncaring parents, over-protective parents, poverty, poor quality teaching, teachers' negative attitude, lack of motivation from teacher, load shedding and lack of alternative, bad influences of a local community, students' psycho-problems, and classroom poor conditions. Similar to Harmer (1991), they note that teachers and students are the factors causing misbehaviour. However, they add other factors such as parents, learning facilities, and environment as supportive factors due to the occurrence of the problems.

### **3-2-Common Causes of Disruptive Problems in Classroom:**

According to Porter (2009), some reasons for student discipline problems are boredom, powerlessness, unclear limits, lack of acceptable outlets for feelings and attacks on dignity. The cause with a high value also shows the importance of the problem in hand. In short, all the following causes of the students' disruptive behaviour were reported significant by the respondents. Inconsistent parenting/Uncaring parents/ Over-protective parents/Bad influences of a local community /Poverty/Poor quality teaching/Teachers' negative attitude/Repeating change in subject teacher/Repeating the same class/Lack of motivation from teacher/Load shedding and lack of alternative/Classroom poor conditions/Students' psych-problems.

### **3-3-Motives and factors of Misbehaviour in the Classroom:**

Misbehaviour causes disturbances in the classroom and makes it difficult for students to enjoy the educational process. Below is a list of four possible motives for misbehaviour.

#### **3-3-1-1-Seeking Attention:**

Being the centred of attention is a common desire for students, some more than others. Acting out by making fun of others, swearing, talking out of turn or simply being uncooperative are a few ways students looking for more of the spotlight may misbehave.

#### **3-3-1-2-Desire for Power:**

Some students who misbehave are expressing a desire for more control in the classroom, and acting inappropriately makes them feel powerful. These students are not content to go along with the general plan and make it known they want things their way. Signs of a power-seeking student include constant arguing and a refusal to follow basic rules intended for everyone. Signs of a power-seeking student include constant arguing and a refusal to follow basic rules intended for everyone.

#### **3-3-1-3-Looking for Revenge:**

Some children lash out in the classroom as a response to hurt feelings they experience. By misbehaving, they feel they are getting back at those responsible, whether it involves the students, the teacher or both. Students who misbehave as a motive for revenge may enjoy acting cruelly or even violently towards others. Revenge seekers are likely to perform bullying acts, such as shoving and excessive teasing.

#### **3-3-1-4-Lack of Self-Confidence:**

A general fear of failure occurs when a student feels he cannot possibly live up to any expectations. These students misbehave as a way to avoid participating in anything that may lead to failure. Although the child may seem completely confident with school-related activities outside of the classroom, he acts incapable of functioning in a learning environment.

### **3-3-2.Factors of Misbehaviour:**

In addition to these causes, there are other factors to consider that may result in a student who refuses to act appropriately.

#### **3-3-2-1.Physiological Factors:**

Students who are misbehaving may have some kind of temporary malady contributing to their attitude. For instance, a child who is overly tired, sick, and hungry or simply the victim of a sudden change in routine may demonstrate troubling classroom behaviour. Students who are misbehaving may have some kind of temporary malady contributing to their attitude.

#### **3-3-2-2-Classroom Environment:**

A classroom not designed for optimal learning may contribute to a student who refuses to behave. Poor seating arrangements, extreme temperatures or a high noise level are all distracting elements in a classroom that ultimately hinder the learning experience. The atmosphere in classrooms like these will result in behaviour issues. Poor seating arrangements may result in behaviour issues.

#### **3-3-2-3-Problems with Curriculum:**

Some students may not feel challenged enough to behave properly. If the information taught is not appropriate for the learning abilities of an individual, she may mentally withdraw out of boredom or frustration, resulting in behaviour problems. Additionally, a particular teacher's instruction style may cause conflicts with a student, disrupting the learning process.

### **3-4-Three Main Sources/Levels of Student Misbehaviour in the Classroom:**

In order to solve the student behavioural problems in the classroom, it is essential to discuss the causes first just where does it come from? Some social scientists argue that student misbehaviour has less to do with the characteristics of students and more to do with the behaviour of teachers (Stephens and Crawley, 1994). It is true that students' behaviour can

be provoked by teachers' actions, but it is not the whole reason. Most of the causes of student misbehaviour in the classroom can be traced back to three main sources: the learners, the teachers and society.

### **3-4.1 Causes of Misbehaviour I: the Learners**

#### **3-4.1.1 Attention Seeking:**

As pointed out by Erik Erikson (1963, cited in Fontana, 1993), the need to gain and hold the attention of others appears to be a general human characteristic. Some students try to gain the attention of others, such as parents or teachers, by being natural and friendly when they grow up in positive environments; on the other hand, some of them find they can gain the attention of others by anti-social behaviour (e.g., being impatient or angry) rather than by social behaviour. Fontana (1993) states that as a student grows older and starts school, the situation is made worse by the fact that he or she may have anti-social behaviour patterns further reinforced rather than discouraged. This is because the teacher may have little time to watch carefully and respond with attention and praise for the student who produces correct behaviour. Instead of praising the "good behaviour", the teacher will spend most of time "catching the student behaving badly", and attempt to instruct him or her against unacceptable behaviour. The reactions of the teacher will probably encourage a large amount of misbehaviour in the classroom that is only because of students' attention-seeking. McManus (1993) suggests that the teacher must try to give the student attention when he or she is engaged in acceptable behaviour; and, so far as possible, unacceptable behaviour must be ignored or given minimal attention.

#### **3-4.1.2 Learning Difficulties:**

It cannot be denied that there is a strong association between learning difficulties and behaviour problems. Kyriacou argues that "the most common trigger for students' misbehaviour seems to be encountering learning difficulties which threaten the student's self-

esteem" (1997:124). It is not difficult to find that students who have some behaviour problems often have low levels of basic academic skills.

A typical study by Wilgosh and Paitich (1982, cited in Long, 2000) found that more than 60 percent of a sample of 99 girls and boys who were delinquents at about 18 years of age were underachieving by two or more years in at least one area of academic skills. It is easy to understand that people tend to do their best at the things in which they are successful, and normally lose their interest in those things where even though they make their efforts, thus fail constantly. When learners find themselves performing well in the classroom and get praise and rewards from the teacher frequently, they will have a positive feeling about school and themselves and will be willing to work hard and cooperate with teachers. On the other hand, the students who have difficulties with their work will be probably unsatisfied with themselves and will have a negative feeling about school and the classroom work. Constant failures of attainment will definitely threaten their self-esteem; they easily doubt their ability to master the new work. Being unable to manage any formal work in the classroom, they might easily turn their efforts to other activities, such as talking with others, which would be called disruptive behaviour in the classroom.

The association of learning difficulties and misbehaviour might make the learners' long-term development of literacy get worse. On one hand, learning difficulties, which might originally be from learner finding lessons boring and losing interest in them, is one of the main causes of student behaviour problems in the classroom. On the other hand, early behaviour problems that prevent them from being involved with schoolwork will limit their progress with literacy skills (Adams et al, 1999; Long, 2000). This has been demonstrated by the study by McGee et al. (1986, cited in Long, 2000) with 925 boys from 18 to 25 years of age. The main finding was that those students who had early behaviour problems at age 5, particularly poor concentration and attention, subsequently had low levels of learning

progress. As they became older, the types of their behaviour difficulties changed and they became more antisocial.

### **3.4.2 Causes of Misbehaviour II: the Teachers**

There is some truth in the assertion that learner's misbehaviour in the classroom is a reaction to the teachers' behaviour towards them, which is "unacceptable" to the students; in another words, teachers' actions can provoke students' misbehaviour. Marsh et al. (1978, cited in Kyriacou, 1997) highlighted four types of teacher behaviour which student's particularly felt "provoked" them into misbehaviour.

These are:

- Teachers who are boring
- Teachers who could not teach
- Teachers whose discipline was weak
- Teachers who made unfair comparisons

These suggested some of the common reasons for student misbehaviour that are linked to the teachers' actions, which can be simply classified into three reasons that can lead to students' bad behaviour in the classroom.

These are: the teacher's authority, the teacher's ability to exercise the necessary classroom control and the teacher's personality. "An essential aspect of effective teaching is the need for a teacher to establish and maintain authority over the organisation and management of students' learning" (Kyriacou, 1997: 101). In order to control discipline of the classroom, a teacher must try to make his authority be accepted by the students. A positive friendship must be built upon the respect of the students. At the beginning, when introducing oneself to students, friendliness can be seen as a sign of weakness, and a teacher can easily lose the respect of his/her students. In this situation, misbehaviour in the classroom seems unavoidable. The right way is trying to build a positive relationship after a teacher's authority

has been accepted by his students. Fontana (1994) gives six issues which influence the degree to which a teacher is able to exercise the necessary class control.

These are:

- Physical appearance
- Voice
- The way in which the teacher presents the lesson
- Lesson preparing and organization
- The way in which teacher talk to children
- The way in which threats, rewards and punishments

In addition to these factors, a teacher's authority and the ability to exercise the necessary classroom control, a teacher's personality characteristics also play an important role in the classroom control that definitely influence the student behaviour in the classroom. A teacher who is kind, warm and judges the students' behaviour fairly can easily earn the respect from the students, and build a positive relationship with the learners. Otherwise, a teacher's unfair or inappropriate action can provoke student misbehaviour because as Kyriacou (1997) points out, student misbehaviour is in large measure an attempt to maintain their sense of self-dignity in the circumstance that confront them. Many studies have shown that students are sensitive to how teachers behave to them, and it is easy to see how some students may see their own misbehaviour simply as a fair and legitimate reaction to the teacher's teaching (Kyriacou, 1997:124). Kyriacou (1997) suggests that "all teachers need to be aware of how their behaviour conserve to hinder rather than facilitate good discipline in the classroom".

### **3-4.3 Causes of Misbehaviour III: the Society**

It is impossible, of course, to entirely separate out personal problems from social ones. Student's problem behaviour in the classroom cannot be isolated from the factors that originate from society. Students who have not formed a proper judgment about right

behaviour because of their age and social experience normally tend to imitate the behaviour around them, which can be explained as social learning theory. Social learning theory proposes that much behaviour develop as a result of our observing what other people do, which is a key concept in understanding how students develop their knowledge of social role and their sense of identity in school (Long, 2000). From social learning theory, it is not difficult to assume that learners' viewing of violence on television can be causally linked with subsequent aggressive behaviour. Another point is family influence, which has been established beyond reasonable doubt that the family can play crucial role aetiology of bad behaviour (Loeber and Stouthamer, 1986; West, 1982, cited in Hollin, 1993). A study from Fergusson and Lynskey (1997, cited in Long, 2000) with 1,265 students in New Zealand from the point of school entry to the age of 20 shows that students with behaviour problems generally had poor home backgrounds, including a high chance of belonging to a low social class, a high chance of coming from a single-parent family, and a high chance of coming from a poorly managed home. A study with 113 at risk students in 25 universities in Malaysia indicates that most of the misbehaviours of at risk students are related to family problems, such as lack of parental monitoring, poor interactions in the family and problems associated with low income families (Elias et al. 2009). The family environment along with the parents' educational style and attitude to the learner may affect student bad behaviour. For example, as Hollin argues (1993), erratic rewards and punishments delivered by parents make it unlikely that the student will be strongly motivated towards academic achievement, which might be the root of some bad behaviour as argued before. In addition, he includes that learner's misbehaviour can be seen to have its origins in the quality of parenting as evinced by erratic discipline, parental disharmony, and the modelling and approval of bad behaviour.



## 4. Effects of Misbehaviour

### 4.1. The Effect of Misbehaviour on Classroom Management and Discipline

Marzano and Pickering (2003) argue that:

*Effective teaching and learning cannot take place in a poorly managed classroom if students are disorderly and disrespectful, and no apparent rules and procedure guide behaviour, chaos becomes the norm. In these situations, both teachers and students suffer. Teachers struggle to teach, and students most likely learn much less than they should. In contrast, well-managed classrooms provide an environment in which teaching and learning can flourish. (p.01)*

Furthermore, Burden (1995) defines discipline as the act of responding to the misbehaviour of students for the purpose of restoring order. If teachers are distracted from presenting the lessons and students from doing their activities then effective classroom order is prevented from taking place and in this way rules are broken and ignored and reflected by problem behaviours.

Classroom management consists of skills and strategies that teachers may use in order to provide a safe classroom environment and manage disciplinary issues since it is the most challenging side to classroom management. The occurrence of disruptive actions requires a lot of time to be dealt with and this leaves no room for effective classroom management to take place; and also the teacher efforts will be directed to these negative actions instead of managing the classroom appropriately. Since classroom management aims at providing a positive atmosphere, maintaining problem behaviour, and organizing materials for effective learning and teaching to take place, misbehaviour is a big challenge for classroom management (Kerry and Wilding, 2004).

#### **4.2 The Effect of Misbehaviour on Academic Achievement and Performance**

One of the major impacts of misbehaviour is the students' academic achievement and performance, since it has an effect on the students learning experience and the amount of instructions 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 percentage of obtained marks of students in exams (Kohli, 1999). In addition, it interferes with teaching quality, leaning abilities, and the types of activities. Classroom misconduct reduces students' participation, interaction, motivation, and performance. In addition, teachers in classroom with high levels of misbehaviour 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 misbehaviour 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).

#### **4.3. The Effect of Misbehaviour on Classroom Environment**

Student' misbehaviour can be seeing as a threat for a positive and supportive classroom climate. When students misbehave, the cohesion, cooperation, and production of classroom environment is going to be distracted and disrupted, and this will cause students to feel tension and stressed (MacAulay, 1990). In addition, 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, misbehaviour 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 misconduct is considered as a source of stress, fatigue, and discomfort since it has a negative effect on the learning environment.

#### **4.4. The Effect of Misbehaviour on Teachers and Peers**

Classroom misbehaviour has a big effect on new teachers as well as experience done, it affects negatively the teacher concentration to teaching, and this raise the teachers' feeling of dissatisfaction. 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 the teacher burnout is facing difficulties in managing disruptive students (Byrne, 1994). In addition, student' misbehaviour interferes with the teacher ability to teach and contributes to their heightened stress levels (Nilson, 1998). It is considered as one of the main reason for abandonment of 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-student interactions as well as student-student interactions. Students' misconduct need to be intervened immediately when it happen since it causes tension and disrupt other students and the teacher (Turanlı, 1995).

We can mention that misbehaviour is a problem that frequently takes place in EFL classrooms that has negative consequences for those involved in classroom. These negative behaviours can result from different factors that can be: teachers, students and classroom environment.

The chapter suggests the positive contribution of mentoring to student success. This study investigates English teachers' and their misbehaving students' perceptions of classroom

misbehaviours and their definitions, types, causes and effects in EFL classrooms. A better understanding of these concepts will help teachers to develop the appropriate methods and interventions to keep a positive classroom atmosphere which helps teachers dealing with learners' misbehaviours and by the end enjoy their profession and students enjoy their learning experience.

## Chapter Two

### Dealing with Student's misbehaviour in EFL Classrooms

Educational systems today are facing one of the major problems that interfere with the process of learning and teaching, which is misbehaviour inside classrooms. Misbehaviour is a significant concern in schools. Misbehaviour occurs due to different causes and has many effects on teachers, peers, classrooms and goes against the smoothness of the process of teaching and learning. The most effective teacher knows that in order to help a student to change a disruptive behaviour, he has to get to the core causes and consider the root of the problem (Waller, 2008). When confronted with an inappropriate student behaviour, then most effective manager asks himself one question, How can I help to prevent this from happening again?. Teachers should take into account not only the most effective consequence but also what strategies should be utilized to prevent future occurrences.

This chapter deals with some effective and appropriate suggestions in order to control the problem effectively from preventing to punishment, to classroom management, and build good student- teacher relationship and assure the effective teaching and learning process. Then, it discusses the classrooms disciplines, and the possible solutions and strategies that can be used to reduce disruption in EFL classrooms.

#### 1. Classroom Management as a Dynamic Process

For a student, the classroom is the second important relations system that comes after the family. The classroom is a social environment which helps learners to feel that they are part of it. The teachers are responsible for directing education and teaching facilities in classroom environment. The classroom is like an orchestra, and the teachers are like conductors directing it (Taş, 2002). That's why teachers' approach to classroom management,

classroom atmosphere, students' role in this atmosphere are very important for the effective language learning environment.

There are many different definitions of classroom management in the literature, of them emphasize the same components of classroom life. In its broadest sense, classroom management is defined as a general term describing teacher efforts to oversee variety of activities in the classroom including learning, social interaction, and student behaviour (Martin and Baldwin, 1996). In this definition, three broad dimensions of classroom management are emphasized: the person dimension, the instructional dimension, and the discipline component.

Similarly, Stensmo (1995) defines classroom management as the organization of the classroom as a learning environment; the management of student discipline, order and care; the grouping of students for different tasks and patterns of interaction; and the individualization of student learning.

## **1.2. Misbehaviour**

Burden (1995) describes misbehaviour as any student behaviour that is perceived by the teacher to compete with or threaten the academic actions at a particular moment and creates disruptions in the flow of classroom activities. He estimates that in order to develop effective and sufficient classroom management strategies, teachers should first of all determine the misbehaviours encountered in the classroom. Doyle (1986) suggests that most of the misbehaviours that teachers encounter are far more mundane-talking to neighbours, not having homework done, calling out, daydreaming, forgetting to bring supplies and books, teasing, name calling and poking.

A good teacher is deeply interested in the students themselves and in the material being taught, which means that a teacher has two dimensions in teaching as student oriented

and task oriented (Glasser, 1992). Zabel and Zabel (1996) state that effective teaching is sometimes mis-interpreted as applying some techniques automatically. However, it is much more than isolated teaching techniques. Effective teaching is an art in which teaching techniques are put together in creative ways. Teachers need to create conditions where learning can occur. They add that teaching is also a continuous interactive process between students and teachers within complex systems of classrooms, schools, communities, and cultures. Therefore, in this context, how students interpret the meaning of what teachers say and do is critical to their learning.

When teachers are to handle certain classroom incidents, their views of child development, their own educational philosophies, and some other factors affect teachers' decisions about how to approach classroom management. Teachers need to examine their management system from time to time, which is an essential step to see whether there are factors in the classroom contributing to misbehaviour (Turanlı, 1999).

### **1.3. Discipline**

Doyle (1986) states that the main role of teachers is establish orders for learning in the classroom. Thus, we can say that establishing and maintaining discipline is an important responsibility of teachers. Baron (1992) claims that classroom management and effective discipline are interrelated skills that all beginning teachers must learn, and by distinguishing these two terms, he describes classroom management as procedures or routines a teacher uses to maintain a smoothly running classroom, and discipline as techniques or strategies a teacher uses to respond to specific acts of student misbehaviour. On the other hand, Chemlynski (1996) says that parents, teachers and other authorities regard discipline as punishment.

In fact, discipline teaches one how to behave properly. Moreover, classroom discipline is related to developing an effective classroom management style which maximizes students'

academic performance and keeps them on task. In doing so, an effective style of classroom discipline minimizes problems and disruptions in the classroom (Daloğlu, 2002).

According to Whelldall and Merrett (1992), effective classroom behaviour management is an essential prerequisite for effective classroom learning. If the teacher is prevented from teaching, or students are prevented from getting on with their academic work as a result of their own inappropriate or disruptive classroom behaviour, or that of others, then clearly little learning of value can take place.

Similarly, Burden (1995) defines discipline as the act of responding to misbehaving students in an effort to restore order. According to Charles (1999), discipline means what teachers do to help students behave acceptably in school. Buck (1992) describes discipline as a system made up of preventive and intervention strategies designed to manage rather than control student behaviour. Thus, we can say that discipline is tied directly to misbehaviour where there is no misbehaviour, no discipline is required (Burden, 1995).

### **1.3.1. Models of Discipline**

Models of discipline are a set of approaches which deal with misbehaviour and the degree of control a teacher uses. Burden (1995) states that the extent to which teachers want to exercise control in their classrooms is the fundamental question. When deciding on their approaches to management and discipline. To answer that question teachers need to consider a number of factors, such as their views of educational philosophy, psychology and child development. The examination of these issues will probably reveal whether the teacher is inclined to use low, medium or high control approaches. However; even if a teacher chooses a certain model, he may need to shift from that model and use elements of other approaches according to the classroom control and events. Models of discipline are consisted of three



approaches; Low Teacher Control Approaches, Medium Teacher Control Approaches, High Control Approaches according to Burden (1995).

### **1.3.1.1. Low Teacher Control Approaches**

According to Low Teacher Control Approaches students have primary responsibility for controlling their own behaviour. Students' ideas, feelings are taken into consideration when dealing with management, instruction and discipline. When misbehaviour occurs, the teacher helps students see the problem and guides them to resolve the problem. Thus students have a high degree of autonomy. The Ginott model (Ginott, 1972), group management (Redl & Wattenberg, 1959; Redl, 1972), and transactional analysis (Berne, 1964; Harris, 1967) can be named as low control approaches to classroom control.

The central focus of the Ginott model is on the use of congruent communication that addresses the situation rather than the character of the student. Berne and Harris have written about the way teachers speak to children named transactional analysis that is the analysis of verbal interactions in classroom. Redl and Watterberg deal with group behaviour, group dynamics in the classroom and how it differs from individual behaviour (Burden, 1995; Wolfgang & Glickman, 1995; Charles 1996).

### **1.3.1.2. Medium Teacher Control Approaches**

Medium Teacher Control Approaches are based on the belief that the control of student behaviour is a joint responsibility of student and teacher. They accept student centred psychology (as in low control philosophy) but they also recognize that learning takes place in a group context. Students are given opportunities to control their behaviour. The Dreikurs' model (Dreikurs et al., 1982), the Glasser model (Glasser, 1969), and the Kounin model (Kounin, 1977) are listed as medium control approaches to classroom management (Burden, 1995). Dreikurs shows teachers how to function democratically, offers techniques for giving

positive redirection to students' mistaken goal behaviour. Kounin demonstrates the positive affects of classroom management on student behaviour. He shows that technique, not teacher personality, is most crucial to classroom control. Kounins' Effective Classroom Control Factors include with it which means that teacher is more aware of what is going on in class.

Overlapping is related to how teachers handle two or more simultaneous events. Smoothness is steady progression of lessons, without abrupt changes. Group alerting is getting student attention. Accountability is involving every student. Momentum is teachers' getting activities started promptly, keeping them move ahead, bringing them to a satisfactory close and making transitions effectively. Challenge is keeping students alert and eager (Burden,1995; Wolfgang & Glickman, 1995; Charles 1996 ).

### **1.3.1.3. High Control Approaches**

According to High Control Approaches students' growth and development are the result of external conditions. Students' behaviour must be controlled since students are not able to monitor effectively and control their own behaviour.

The Jones model (Jones, 1987), the Skinner model (Skinner, 1971), and the Canter model (Canter, 1992) are listed as high control approaches to classroom management (Burden, 1995). Jones develops positive classroom discipline in other words using effective body language, providing efficient help, teaching students' responsibility. Skinner deals with behaviour modification. Canter develops Assertive Discipline to teach students responsible behaviour and in doing so raise their self-esteem and enhance academic success (Charles, 1996).

## **2. Classroom Management Strategies**

### **2.1. Classroom Organization and Management:**

Managing students' behaviour is considered as one of the most complex tasks that teachers face. That is why they must be talented enough and able to deal effectively with range of behaviours. There are five suggested planning for teachers to manage a classroom, it includes: managing the classroom activities, creating a physical atmosphere and a positive learning environment, in addition to maintaining rules and procedures, getting students to cooperate inside the class and classroom management style.

#### **2.1.1. Creating a Learning Environment:**

The classroom environment not only provides a place for learning, but also the class atmosphere, participants (students, teachers) attitudes, emotions. Therefore, according to Kenyon (2008) states that learning environment must include both the physical space and the cognitive space (P: 237)

#### **2.1.2. Creating a Physical Environment:**

It is very important for the teacher to place the furniture in the way that goes with the style of teaching with regard to those with disabilities such as those with poor vision, hearing impairment...etc

According to Moreno (2010); arrangement student seating will directly affect their behaviour that is why teachers has to choose the most appropriate seating according to the activity in a logical and appropriate way.

However in their planning they should consider the following factors:

- **Visibility:** the room must be arranged in such a way that all students can see the chalkboard, over head projector or other displays.

- **Accessibility:** the room should be designed in a way that access to high-traffic area, such as the pencil sharpener and places students put papers, are kept clear and separated from each other.

- **Distractibility:** desks should be arranged in such way that potential distractions, such as movements in the classroom that are visible through doors and windows, are minimized.

### **2.1.3. Creating, Teaching and Maintaining Rules and Procedures:**

During the school year, teachers may face many disciplinary problems in their classrooms, which are why they must begin their first day of school by establishing the classroom rules and procedures with regard to the students' characteristics and the physical environment.

#### **2.1.3.1. Procedures:**

They are considered to be steps for the routines students follow in their daily learning activities such as how they turn in papers, sharpen pencils and make transitions from one activity to another.

These are some aspects of procedures:

- They govern instructional activities
- They are many in numbers (30-60)
- They are presented as the need arises
- They are stated specifically

According to Bovenzi (1980), procedures create a regularity and equilibrium for both students and the teacher.

### **2.1.3.2. Rules:**

Rules are descriptions of principles for acceptable classroom behaviour, such as listen when someone else is talking.

A research confirms that: the value of rules is creating productive learning environments and many evidences exist indicating that clear, reasonable rules, fairly and consistently enforced, not only can reduce behaviour problems that interfere with learning, but also can provide a feeling of pride and responsibility in the school. (Purkey& Smith, 1983) as cited in (Eggen&Kauchack, 2004).

### **3. Effectively Managing Classroom Activities:**

Kounin (1970) claims that effective teachers differ from ineffective ones not in the way they respond to students' misbehaviours, but instead in how competently they manage the group activities. In other words, those teachers can deal effectively with overlapping situations for example when moving around the room and checking each student's work, they kept a roving eye on the rest of the class. Another method is by maintaining smoothness and continuity in lessons, which means that effective managers keep the flow of lessons moving smoothly and maintaining students' interest and not giving them opportunities to be easily distracted. By showing how they are with it, it is the technique used by teachers in order to monitor students' behaviours in the classroom on a regular basis and showing that they are aware of what is happening inside the class. This allows them to detect inappropriate behaviour early before it gets out of hand.

Engaging students in a range of challenging activities making them engaged for the whole session is another strategy used by effective managers. When teachers engage their students in a variety of challenging but not overly hard activities, the students often work independently rather than being directly supervised by a teacher who hovered over them simply." Idleness invites trouble “.

### **3.1. Getting Students to Cooperate:**

Kenyon (2008, P: 245) suggests three main strategies to get students to cooperate in the classroom. These strategies are:

#### **3.1.1. Develop a Positive Relationship with Students:**

##### **3.1.1.1. The Importance of Teacher Student Relationship**

Research has found that there is a link between student-teacher relationship and student learning outcomes, as it represents an integral section of classroom organization and learning environment cultivating a genuine and trustworthy teacher-student relationship is vital to students' leaning(Raider-Roth,2005).Muller (2001) found that “teachers' attitudes and actions are key in students' academic progress”, in fact these behaviours from teachers' part are the ones who set the type of teacher-student relationship to take place. For this reason the teacher is the responsible for creating a healthy teacher-student relationship.

Cazden (2001) states that:

*What counts are relationships between the teacher and each single student, as an individual, both in the whole class lessons and in individual seat work assignments, now each student becomes a significant and important part of the official teaching-learning environment. (p. 131).*

Once again this comes to confirm the importance of having an ideal environment which most depends on creating a solid and positive relationship with each student as an

individual. Many students equate being able to learn in classroom to effective communication of the instructor. That is, the appropriate use of the instructional language by the teacher. Being able to communicate with his/her teacher really matters to students, was it in or outside the classroom. A good communication increases the degree of the psychological closeness between the teacher and the student, to achieve this collaboration between students and teachers is needed ;in this regard Downey (2002) reported that “students need teachers to build strong interpersonal relationships with them, focusing on strengths of the students while maintaining high and realistic expectations for success” (p. 57) When teachers have less close relationships with misbehaving students, one outcome may be poorer academic achievement (McInerney and McInerney, 2010). At this level comes the teacher role of creating a link with his students and using his communication skills to understand the disruptive behaviour and trying to find solutions far away from any aggressive reaction that will do nothing but irritating even more the student behaviour.

Moreover research showed that “academic achievement and student behaviour are influenced by the quality of the teacher and student relationship” (Jones, 1995). The more the teacher connects and interacts with his /her students, the more likely he will be able to help students learn at a high level and accomplish quickly, hence research comes to show once again that learning is enhanced when teacher-student relationship is strong. Even though teacher-student relationship is a-two parts collaboration still it is up to teachers to initiate the creation of this relationship otherwise students will be confused or simply act in ways that are not necessarily rights or suitable for a learning situation, they may choose to be attentive, careless, disruptive etc. Some may try to have this positive relationship with a teacher some others may not depending on each individual's personality and psychological nature for this particular reason it is teachers that should take the first step towards a good teacher-student

relation taking in consideration the need of all students of having a close bond with their tutor enabling them to better learn and guaranty a healthy learning environment.

Indeed teachers are responsible in making students engaging in learning, share the ability for the learning interactions that exist between them (Hare, 2005). The relationship is more significant than the interaction between the two distinct individuals. Leitão& Waugh (2007) summarize Teacher-student Relationship: Positive teacher-student relationships are characterized by mutual acceptance, understanding, warmth, closeness, trust, respect, care and cooperation. Teacher student relationships greatly influence a student's ability to adjust to school, to do well at school, and to relate to peers.

As a matter of fact positive Teacher Student Relationship can be initiated by teachers having specific characteristics as explained below.

If teachers show their care about their students as individuals apart from their academic work, it would foster their cooperation so that creating a classroom environment where students feel safe and secure. Teachers would become sensitive to students' needs and anxiety and have good communication skills as well as making the classroom atmosphere more relaxed, pleasant and conducive to learning.

### **3.1.1.2. Teacher Sensitivity**

According to Marzano(2003) The psychological behaviour of the teacher in the classroom is considered as the most important aspect that affect the relationship between teachers and students, and it is perhaps the essential foundation for the learning process. Students behave differently. Thus sensitive teachers are aware of students' emotional abilities and needs. Without a doubt students would view the teacher as a source of support. Sensitive teachers respond to their students and address their questions, interests and needs in an effective way.



Teaching sensitively includes an awareness of individual students' academic and social emotional needs which allows teachers to expect students' difficulties and supply proper and efficient learning chances and fields of support for all students in the classroom. With a sensitive teacher, students comprehend and consider their teachers as exporter of support, instruction, and reassurance. Teaching sensitively allows students to work at ease on their own and in groups because they know they can be close to the teacher and s/he will be helpful. Teacher must understand that each word or behaviour he uses and each of the action he shows in the classroom has an effect on his students' psyche and behaviours. (Stronge, 2002).

### **3.1.2.1. Get Students to Share and Assume Responsibility:**

Sharing responsibility with students for making classroom decisions increases the students' commitment to the decisions. Muller (2001) states some of the guidelines for students to share and assume responsibility in the classroom are:

- Involving students in the planning and implementation of school and classroom initiatives.
- Encouraging the students to judge their own behaviour.
- Not accepting excuse because it can just pass on or avoid responsibilities.
- Giving the self-responsibility strategy time to work
- Letting students participate in decision making by holding class meeting.

### **3.1.2.2. Student Motivation**

Students react positively and are motivated by teachers who like and respect them. Lin Tuan (2003) defines motivation as the term used to describe the instruments that motivate and

direct behaviour. Accordingly, students who are motivated to learn will naturally appreciate improved academic success (Marzano, 2003; Shalaway, 1989). Stronge and Danielson (2002) assert that teachers, by making both classroom and students engaged in stimulating educational chances and experiencing success, the learning would be increased and the misbehaviour would vanish.

Motivation has been termed as the intensity of behaviour, the direction of behaviour, and the duration of behaviour. Motivating students involves making students interested in and excited about learning and aware of the importance of learning itself (Stronge, 2002).

Motivation in a way or another helps creating a positive relationship between teacher and student because whenever the student is motivated s/he is more engaged in learning, so that the teacher would try to help student participate in the learning process. Stronge (2002) also asserts that “teachers can effectively motivate most students by encouraging them to be responsible for their own learning, maintaining an organized classroom environment, setting high standards, assigning appropriate challenges, and providing reinforcement and encouragement during tasks” (p. 18).

### **3.2. Teacher Behaviour Continuum:**

Teachers' reaction should be according to the seriousness and the reasons for the children's misbehaviour in the classroom.

Silently looking on can be used just for observation in the information in the classroom without any attempt at changing the behaviour, but when the student misbehaviour become more serious than non-verbal misbehaviour 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 students to explain the reason why they misbehave in the classroom can lead them to be aware of their mistakes which results to the avoidance of misbehaviour so that better achievement.

### **3.3. Rewards and Punishments:**

This process can be done following these guidelines:

- Choose effective reinforcement. Find out which reinforces work best with which students and individualized reinforcement.
- Use prompts and shaping students' behaviour by rewarding improvement because if the teacher wants to wait for students to perform perfectly, they might never do so.
- Use rewards to provide information about mastery, not to control students' behaviour because it can increase intrinsic motivation and sense of responsibility.

(Long, 2000) claims that:

*punishment can be seen as a kind of negative control and is frequently used in the classroom by teachers because it is considered to be a "quick fix" and can work well but for the sake of its short comings as the confrontation that lead to and threaten towards the student-teacher relationship, teachers are advised to use it carefully with regard to the students' misbehaviour which can be dealt with by other actions. (p.61)*

Since punishment is with negative control where the teacher responds only to the misbehaviour, reward is with positive control where the teacher has to go out of his way to look for and praise the good behaviour.

The appropriate reward can deal with students' misbehaviour which is caused by low self-esteem and which can help them in building their self-confidence and avoid misbehaviours in the classroom. As a conclusion to this, both punishment and reward play a large part in directing the student misbehaviour so that they should be used appropriately in order to maintain a positive learning environment.

These strategies are relevant to be applied due to the fact that they could be useful to solve the problem of misbehaviour during the pre-service teacher's practicum in the educational setting. These strategies are a good option to correct the distracting behaviours, which are common in all educational settings in the most of the cases. With these range of classroom management strategies, this study will obtain all the data necessary to check the impact of those strategies on the students' behaviours and to know their functionality to make comfortable classrooms decreasing the disruptions.

The previous classroom management strategies will give English teachers some techniques to cope with disruptive behaviour in the classroom. College (1995) states that "disruptive behaviour is any behaviour that significantly and/or persistently interferes with the learning process and/or the rights, safety and security of those in the teaching-learning environment" (p. 11). In other words, disruptive behaviour affects the quality of the students' achievements having negative effects not only on the classroom environment, but also on the educational experience as a whole.

#### **4. Strategies in Dealing with the Learners' Disruptive Behaviours:**

##### **4.1. Preventing Disruptive Behaviour in Classroom:**

Preventing disruptive behaviour in the classroom can be done by establishing or creating a positive classroom climate. Brown (2001) suggests teachers to build up rapport, to balance praise and criticism, and to generate energy. Rapport is relationship or connection

between teachers and students that produces a positive energy in the language classroom. Rapport is developed by showing interest in each student as a person, openly soliciting their ideas and feelings, valuing and respecting what they think and say, and developing genuine sense of vicarious joy when they learn something or when they succeed. Additionally, teachers should give feedback on students' progress in English, work with them as a team and not against them and to relax, and teachers laugh with them and not at them. Alternatively, teachers should balance in praising and criticizing students to make them become effective. Meanwhile, the students are energized by the praise and then openly welcome the criticism. Moreover, the experience during learning process drives teachers and students to take the energy with them when the class ends and bring it back to class the next meeting. To create a conducive and good learning atmosphere is necessary, but Charles (2004) and Marsh (2008) stress that teachers emphasize good human relations skills to gain good relationship and interaction in their classroom. First, general relation skills that include friendliness, keep smiling and speaking gently even with trouble-makers, positive attitude, trying to solve the problem not to dwell on them, ability to listen, respecting other opinions, and ability to compliment genuinely. Second, relation skills with students including giving regular attention, talking to students frequently but briefly, giving reinforcement, motivating and encouraging students, showing willingness to help, and being a model for desired behaviours and manners. Third, relationship with parents that covers regular communication using notes, phone calls, and letters, setting a clear verbal and written communication, explaining a clear expectation, and focusing on students succeed not on their failure. From these skills, it seems that he emphasizes that communication, warmth, and supports can facilitate productive and joyful classroom activities which can, further, lead to a positive classroom climate in which no disruptive behaviour may occur.

Another way to hinder students' misbehaviour is by making an agreement or a code of conduct. It is a kind of learning contract created on the first day of English class that can be a written form that, if needed, is spelled out, or just unspoken rearrangement.

Harmer (1991) promotes that a code of conduct involves teachers and students to design what behaviours are allowed and which are not permitted in classroom. This prevent students to behave badly such as arriving late, interrupting classmates when they are speaking, leaving homework at home, eating or drinking, and paying less attention to their teachers or less class participation.

Another argument is proposed by Ur (1996). She notes that these kinds of problems should be handled even before they arise and she suggests three main preventive ways. First, create careful planning. Teachers with well-prepared lesson plans can earn students' attention and win their trust. Likewise, teachers can avoid vacuum moment in which students fill with distracting activities. Second, create clear instructions. Instruction is very important in teaching and learning process especially in learning English as ESL or EFL. Teachers, sometimes, fail to give clear instructions in teaching. As a result, students become uncertain of what they have to do and then start asking and even making noises using L1. It is a necessity to communicate important information dealing with the tasks and activities that the students should do. Third, keep in touch: Teachers should be alert since the beginning of the class towards what is going to happen in the classroom and make sure that students are aware that their teachers are keeping in touch by using their "six sense" to control their students. Meanwhile, the teachers themselves can easily detect disruption which may arise in their classroom.

#### 4.2. Reacting to Classroom Misbehaviour

Harmer (2001) argues that teachers should not ignore the occurrence disruptive behaviours whatever their motives, how teacher react depend on the types of behaviour and the person exhibits this behaviour (p. 129). He suggests some of the guidelines that teachers should bear in mind to deal with misbehaviour effectively:

- Acting immediately: It is important to act directly where a problem occurs because the more the behaviour left unexamined the more difficult will be to deal with.

- Focusing on the behaviour not on the student: What important is the behaviour and not the students character. Teachers should take care and avoiding humiliation, comparing them to other students, or damaging their self-esteem, because the way teachers deal with misbehaviour affect both the disruptive students and the whole classroom.

- Taking thing forwards: Teachers should be positive and careful about his/her responses, for example; by saying let's do this, rather don't do that. It is better to go further, take thing forward and move to the next activity.

- Reprimanding in private: It is recommended that discussing students' behaviour in private is very helpful for the reason of improving it. Writing letters to students can be helpful to change the students' behaviour, hence it requires much time.

- Keep calming: Teachers can resort order by silence or speaking quietly so students will automatically stop talking in order to know what is going on, better that to shout to attack the students' attention or make them stop talking.

- Using colleagues and institution: Classroom disruption occurs all the time with old or experienced teacher, so there no shame to ask colleague how for guidance and deal with a particular behaviours in order to offer the benefit of their experiences.

### 4.3. Handling Disruptive Behaviour in Classroom

As mention previously, disruptive behaviours can disrupt teaching and learning process. Therefore, teachers have to react positively to establish a safe and comfortable classroom.

According to Bellon, Blank (1996), responding or reacting to students' inappropriate behaviours are, indeed, a process of helping students control themselves in order to enable them to work and learn productively in their classroom. Teachers need to focus and concentrate in doing so, since, as claimed by Cruickshank, Jenkins, and Metcalf (2009), there is no foolproof strategies in correcting misbehaviour and no single discipline technique is considered able to solve various types of disruptive behaviours. Consequently, teachers should be professionally, carefully, and effectively select and consider the context of problems and also the personality and motivation of their students before, as problems solvers, taking actions. As managers of classroom, teachers should undertake quick and positive actions (Albert, 2003; Marzano, Marzano& Pickering, 2003).

Some experts believe that the problems caused by students' misbehaviours can be prevented and solved by planning lesson thoroughly, developing positive interaction with students, and conducting lesson effectively (Barry & King, 1998, Hansen & Childs, 1998, Hendrick, 2001).

The Federal Government included in its Goals 2000: Educate America Act, that by the year 2000, every school will offer a disciplined environment conducive to learning (Marzano, 2003). Teachers have been receiving additional training on how to handle classroom misbehaviour (Tuleya, 2002). Having a solid tool (behaviour plan) and continuous staff training will be the key in averting negative behaviours. Providing these students with the



tools to monitor their own feelings may assist in halting some of the explosions before they occur (Smallwood, 2003).

UH Hilo student conduct code (2017) promotes procedures that teachers can take whenever they encounter disruptive students. Some of them relate to the way to communicate the disruption to the misbehavers gently and respectfully. Tell them that the behaviour benefits no one. Remind them of the agreement assigned in the first day of class. If this comes to failure, talk to them personally and politely outside of classroom to stop the disruption. Ask for their reasons for misbehaviour and then decide how to assist them. If the problem is serious, teachers had better send them to counselling centred. Additionally, if the disruption escalates, share the problem with the authority.

#### **4.4. Dealing with Students' Misbehaviours**

In other case, Cruickshank, Jenkins, and Metcalf (2009) propose an answer for the question on how teachers decide to manage misbehaved concerns. First, deciding to what extent the intervention will interfere or disrupt the class activities. Second, basing how to intervene on the nature and severity of the disruption, the doers, and the time it occurred. Third, discussing with students that "fair is not always equal" can sometimes cure the problems.

Cruickshank, Jenkins, and Metcalf (2009) highlight several types of intervention strategies that can be followed by teachers, based on disruptions they encounter. First, extinction: teachers ignore minor distraction such as attention-seeking misbehaviour since the behaviour will disappear when it is withheld. Second, mild desists: it can be a kind of nonverbal intervention strategies such as establishing eye contact, facial expression, body language, gesture, and reinforcement. It can also be verbal intervention such as slowing down the voice, pronouncing things more distinctly, and pausing briefly. Third, reprimands

(verbally) help teachers remind students of what they have done and show them that teacher do not tolerate the misbehaviour. Fourth, time-out: it is a soft punishment such as excluding students from class activities, asking students to put their heads on the table, or sending them to time-out room. Fifth, giving severe punishment is the last choice in intervening misbehaviour. Though the use of radical verbal and corporal punishment is sometimes effective, teachers should be very careful since this strategy can be against the school policy and also state laws.

The ability of teachers in managing class disruptions can be varied. That is why the following measurement can be taken including first, acting immediately: the actions will be more difficult if the problems are unsolved soon after the occurrence. Second, stopping the class by handling things those get out of hand before restart teaching. Third, reseating: changing the position of the students' seats .Forth, changing the activities: replacing lockstep activity into tasks that fully involve all students. Fifth, after class talk; and, sixth, using institutions if the disruption cannot be held and if teachers have to give up.

In managing a certain type of misbehaviours, teachers should move through stages as follow: first, the back-row distracter. Dealing with this type of disruption, teachers should keep eye contact while speaking; use no mid-sentence, and invite the students to a private talk to find out the cause. Next, the non-participants to overcome this behaviour, teachers can ignore the behaviour if others are not disturbed, move through their desk and offer help, check whether they behave the same way another classes. Third, the over-exuberant students: Thank them and immediately ask others to speak, tell them that they can talk more in groups, and later, talk to them personally (Richards and Renandya, 2002).

According to Hedge (2008), this kind of issue is very sensitive. Take, for example, when an English teacher assigns students to work in pair or group in a speaking class. If one

of them is a dominant student, she or he will domineer all speaking time. Consequently, this will disappoint or irritate others for having less proficiency in speaking English. Therefore, the teacher should manage this situation to avoid the over exuberant student from monopolizing the team and make her or him share the equal time for all members.

Besides, Brown (2001) highlights another issue in EFL speaking class of when several students who share the same L1 sit together in the same group. They will speak or whisper in L1 that frustrate the other members of the team. Accordingly, it needs teachers' intervention such as moving the students to another group or telling them the value of group work in the speaking class.

As a matter of fact, Richards and Renandya (2002) and Harmer (1991) state that it is difficult for an English teacher to force students to use full English in class. In some cases, they agree if teachers let students use L1 purposively to, for instance, when explaining a difficult thing to the class.

Ur (1996), as partly mentioned above, advises teachers to respond immediately when the problems are in the beginning, through several strategies. First, dealing with it quietly, quiet but clear-cut actions can directly solve the problems. Second, don't take things personally. Avoid personal conflict with the students and forget the bad behaviour soon after they are withheld. And, third, do not use threats but be consistent to put sanction into practice.

Further, Ur (1996) adds that teachers should act quickly when the problems has exploded. She suggests three ways to respond to the problems. First, teachers explode themselves. Show them that you are angry, but do not lose control. Second, giving in. And, third, making offers they cannot refuse. Similar to the idea of Ur, Harmer (1991) lists several actions teachers should not do since the attitude of teachers as models greatly affects classroom. To avoid students' misbehaviour, then the following statements such as going to

class well prepared, being consistent, issuing motivation not threats, managing the voice, giving interesting classes, having positive attitude to learning, and keeping the code, can be very useful for teachers to adopt.

#### **4.5. Pastoral Care**

One of the teacher pastoral responsibilities is dealing with student misbehaviour.

Kyriacou (2009) stated that:

*the teacher's pastoral care responsibility places an emphasis on the need for the teacher to ascertain the reasons for a student's misbehaviour, and to come to some mutual understanding with the student regarding its unacceptability in terms of the teacher's, the student's and the class's best interests. (p. 135)*

He suggest a various qualities and strategies that can be used to increase the effectiveness of talking to a student (this can be done at the end of the session, or at some other time) about the disruptive behaviour that occurred. The following qualities are very significant for effective counselling: establishing trust, privacy, care, encouraging reflection, and achieving a positive resolution.

-Establishing trust: The conversation should take place in a context of trust, rapport and mutual respect.

- Privacy: The conversation must occur in private.

- Care: The teacher should show caring attitude towards the student, and avoid the threatening and frightening attitudes.

-Encouraging reflection: By encouraging students to evaluate their misbehaviour and the undesirable consequences that may happen if such misbehaviour continues, including a lack of educational progress and punishments. What student needs is to do most of the talking and not the teacher.

-Achieving a positive resolution: Having an agreement to behave appropriately in the future, and accept that doing so is in their benefits.

All the strategies discussed can be considered by English teachers in managing language classroom disruptions. Teachers only need to identify and select which action is appropriate as a solution for a particular case to make it works effectively.

#### **4.6. The Use of Positive Behaviour Support (PBS) Program in Dealing with Learners' Misbehaviours**

The capacity to identify, adopts, and sustains systems that are effective and efficient in meeting the needs of students is what many schools lack. The research showed that, without a successful plan to handle these disruptive behaviours of learners, the learning of all students within the environment can be negatively affected. Others affected by these significant disruptive behaviours are school personnel, families and community (Sugai et al., 2000). That's why it's important to have a school-wide, positive, behaviour support program. Six thousand schools in 37 states use Positive Behaviour Support (PBS) (Danielson, Cobb, Sanchez, & Horner, 2007). In Using Staff and Student Time Engaged in Disciplinary Procedures to Evaluate the Impact of School-Wide PBS, Scott & Barrett (2004) describe positive behaviour support as the application of positive behavioural interventions and systems to achieve social change.

Walker, Cheney, Stage and Blum (2005) describe PBS as a 3-tiered model for early intervention with students to prevent school failure due to behavioural difficulties.

According to George, et al. (2003), the focal point of PBS is problem behaviour prevention using a 3-tiered approach that includes primary, secondary and tertiary prevention. Tier 1 aims at school-wide prevention by setting behavioural expectations, teaching students and reinforcing expectation. Tier 2 is for those students who did not respond favourably to Tier 1 and are at risk of social and behavioural problems. Tier 3 is for extreme non responders

who continue to struggle. These students require individual interventions (Gagnon, Rockwell, & Scott, 2008).

The Office of Special Education Programs (2004) recommends that the PBS team include an administrator, teachers from each grade level, support staff and parents. They are responsible for developing school-wide behavioural expectations and plans for teaching and reinforcing appropriate behaviour. The PBS team is also instrumental in problem solving and data-based decision making. The team's critical role is to ensure that the program is being implemented and any new information is being delivered to the staff (Netzel&Eber, 2003). PBS professional development will help the staff understand the program; therefore, commitment and support will arise. This professional development should take place before staffs begins planning (Luiselli et al., 2005; Metzler et al., 2001; Netzel&Eber, 2003; Oswald et al., 2005; Scott, 2001). Brainstorming activities such as setting behavioural expectations and planning teaching and reinforcement activities is an approach that helps engage the staff (Oswald et al., 2005; Scott, 2001; Turnball et al., 2002). To increase the likelihood of the plan being followed, ensure that the PBS action plan is one that's agreeable to the staff. Program implementation can be promoted by reinforcement of staff for helping to implement the action plan (Netzel&Eber, 2003).

According to Scott (2001), in order to be effective, all school personnel must be committed to the program. The effectiveness of PBS has been the focus of research. Evidence shows that PBS is an effective approach to student behaviour in regular public schools (Sugai& Horner, 2005). Cohn (2001) believed that PBS is an empirically validated, function-based approach to eliminate challenging behaviours and replace them with prosaically skills. The use of PBS decreases the need for more intrusive or aversive intervention (i.e., punishment or suspension) and can lead to both systematic as well as individualized change. According to Hendley and Lock (2007), when schools properly and

effectively implement PBS, students benefit by improved academic achievement and increased appropriate behaviours. Horner, Sugai, and Todd (2001) indicated that office referrals for discipline decrease on average 40-60% when schools implement PBS effectively. Students with behavioural concerns receive increased positive support through behaviour interventions that focus on the teaching and reinforcement of appropriate behaviours and social skills development and result in the prevention of behaviours of concern. Numerous studies of office discipline referrals, and suspension data indicate that PBS is effective in reducing behaviour problems (Kartub et al., 2000; Metzler, Biglan, Rusby, & Sprague, 2001; Oswald et al., 2005; Scott, 2001; Turnbull et al., 2002).

These studies also show that PBS reduces the number of students with repeated behavioural incidences not just those with behavioural problems.

Scott and Barrett (2004) studied the impact of reduced disciplinary problems on instructional time and found that following PBS implementation, students experienced many hours of instruction. This is a result of less student time spent in exclusionary punishment and less instructional time was spent on behavioural concerns.

Horner et al. (2001) stated that the framework of PBS as a progress has been made in understanding and developing solutions for disruptive behaviours. Teaching experience has been found to be helpful, but not always necessary, when relating to teachers and fostering positive school environments (Smith, Crutchfield, & Culbreth, 2001). Recognizing the seriousness of behaviour in a classroom is an essential part of teaching. Teacher preparation programs should understand the problems confronting teachers with regard (Burns, 2002).

Dealing with disruptive students in the classroom is a hard and unavoidable task for teachers, because on the one hand, it is originated from a large range of causes that comes from the environment around students: the individual, classroom, school and the community. It makes teachers have to understand the sources before dealing with the unacceptable

behaviour. On the other hand, there is no specific solution or attitude for solving the problem, because students are different from each other, which make the teacher give different responses to each individual one. An inappropriate reaction to students' misbehaviour will make the problem get worse and affect the teaching and learning progress more.

Furthermore, the teacher can provoke the students' misbehaviours by being boring, incompetent, undisciplined and unfair. The other solution that may be the key to prevent these behaviours was the teacher, where we tried to prove the strong relationship between the teacher and his students with the effective classroom management. Furthermore, we wanted to highlight how the teacher can deal with the disruptive behaviours in a way that creates an atmosphere conducive to learning. It is imperative that schools support prevention and intervention efforts that include training for parents and teachers, the use of Positive Behaviour Support (PBS) Program, the use of positive reinforcement, social-cognitive problem-solving skills training for students, and mentoring.

Generally speaking, the golden rule of dealing with disruptive behaviour is never to do anything that will make the situation worse.



## Chapter Three

### Field Investigation

We have presented the literature review of the learner's disruptive behaviours and dealing with student's disruptive behaviour in EFL Classrooms. This chapter which is the practical part (the field work) our aim from this study is to see and describe the effective solutions of classrooms' disruption management in learning the English subject. This chapter is devoted to the analysis questionnaires because of the aim of the study and the limitation of time. We have made two questionnaires delivered for each of students which aimed to invite them to describe their learning circumstances and try to fit their answers with the one collected from teachers and the findings will prove our hypothesis.

#### **1-The Research Population:**

The subjects of this study are 150 first year university students representing three classes at Ibn khaldoun English department. There are 10 teachers; 8 among them are full-time teachers, whereas 2 of them are part-time teachers. All the 10 teachers are from the same University. So, the sample is 150 students and 10 teachers.

#### **2- Tools of research:**

The questionnaire seems to be a helpful tool for this study. A questionnaire was designed and delivered to student and teachers of university. It aimed to gain different information and views of Algerian university teachers and students about types, causes, effect, and solutions of disruptive behaviour in the EFL classrooms. The questionnaires were done on line because of Covid-19, and because of that, the classroom observation was not done in this research.

### **3- Data Analysis and Discussion:**

#### **3.1- Students' Questionnaire:**

In this part, we try to investigate the students' views about disruptive behaviours in EFL classrooms. More specifically, it identifies the main causes, effects of classroom disruption, and also the possible solutions that can be used to deal with disruptive behaviours in EFL classroom. There are many types of data gathering; however a descriptive method is used for its suitability to the nature of the present study.

##### **3.1.1-Description of the Questionnaire**

The questionnaire consists of twenty four questions (see Appendix A. p...).It is divided into four sections.

###### **a- Section One: Background information**

The purpose of this section is to get general information of the participants. It includes questions about the students' gender (Q1), the age (Q2), the mark of English (Q3), and how they found the session of English (Q4).

###### **b- Section Two: Students' views about the main causes and effects of disruptive behaviours in EFL classes**

This section tackles the participants' views about the main causes and effects of disruptive behaviours in EFL classes. It includes questions about how often misconduct occurs (Q5), students' feeling when disruptive behaviours occurred (Q6), behaviours that frequently occur in classroom (Q7). From Q9 to Q15 are about the causes of classroom disruption, and from Q15 to Q18 are about the main effects of disruptive behaviours.

**c- Section Three: Students' views about the teacher' solutions of misconduct and ways of understanding disruptive behaviours in EFL classrooms**

This section is devoted for identifying the students' views about the possible solutions of dealing of disruptive behaviours. From Q19 to Q21 are about the different solutions that teachers may use to respond to disruptive behaviours; Q22 is related to classification of the most to least effective methods used in reducing disruptive behaviours. Q23 and Q24 tackle the ways for understanding classroom behaviour.

**d- Section Four: Further Suggestions**

The last section is devoted for further suggestions and solutions. The participants are asked to give extra information about other causes, effect, and solutions of classroom disruption.

**3.1.2 Analysis Data Analysis and Results**

**Section One: Students' Background Information**

**Q1- Gender**

A. Male

B. Female

**Table 2: Students' Gender**

Gender	Students	Percentage
Male	60	40%
Female	90	60%
Total	150	100%

From table 2 we notice that the majority of the students are females (60%), whereas only (40%) are males.

## Q2- Age

**Table 3: Students' Age**

Age	Students	Percentage
18-20	105	70%
20-22	35	23.33%
More than 22	10	6.66%
Total	150	100%

From table 3 we notice that students' age is between 18 and 22. There are 105 students (70%) aged in between 18-20 , 35 students (23.33%) aged from 20 to 22, and only 10students aged more than 22 (6.66%) .

## Q3 – What is your mark of English?

**Table 4: Students' Marks of English**

Marks	Students	Total ( Percentage )
[0-5]	23	15.33%
]5-10]	30	20%
]10-15]	82	54.66%
]15-20]	15	10%

Table 4 show the students' mark in English, we notice that 23 students (15.33%) have a mark between [0-5], 30students (20%) have a mark between] 5-10], 82students (54.66%) have a mark between] 10-15], and 15students (10%) have a mark between] 15-20]. It is noticed that the majority of students are (54.66%) have marks between] 5-10].

**Q4-How do you find the session of English?**

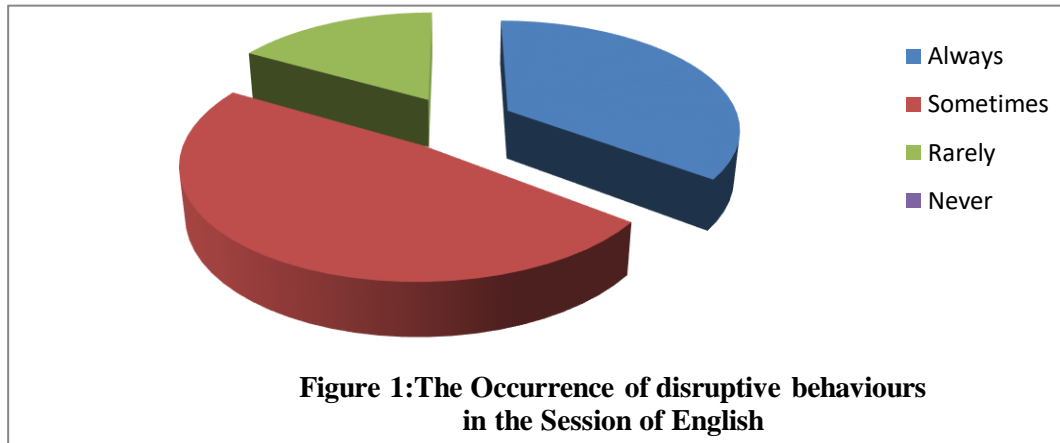
**Table 5: Students' interest in the Session of English**

Choices	Students	Total ( Percentage )
Very interesting	78	52%
Fairly	27	18%
Of little interest	20	13.33%
Not interesting at all	25	16.66%
Total	150	100%

This question aimed to know how students feel towards the session of English. From table 5 we notice that 78students (52%) found it very interesting, This may indicate that it is of major importance. 27students (18%) found fairly interesting; They may find it of main consideration, 20students (13.33%) argued that it is of little interest; This may denote that these students find English of secondary regard, 25students (16.66%) indicate that the session of English is not interesting at all; This may point to the idea that is English is of secondary concern

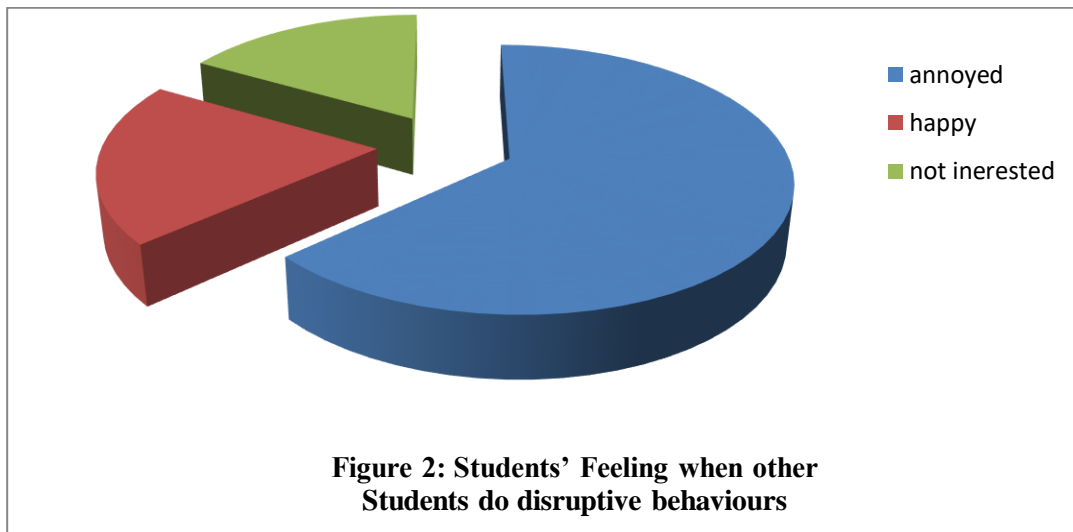
**Section Two: Students' views about the main causes and effects of disruptive behaviours in EFL classes**

**Q5- How often does misconduct occur in your classroom?**



From figure 1 we notice that 53 students (35.33%) Indicated that misconduct occurs always in the session of English, whereas 72 of students (48.75%) argued that it occurs sometimes with, and 25 students (16.66%) said that disruptive behaviours occur rarely. No one of the students declared that it never happens. This means that disruptive behaviours are a problem in these university classrooms.

**Q6. How do you feel when other students do disruptive behaviours?**



From table 7 we notice that the majority of participant .i.e. 95 students (63.33%) felt annoyed when other students do disruptive behaviours, 30 students (20%) felt happy when misconduct occur in classroom, and 25students (16.66%) were not interested.132 students (88%) do not specify other choices; only 18 students (12%) said that they pretend that there is no disruption so that their modes will not be affected.

**Q7- Please ticks the behaviours that frequently occur inside in the session of English.**

**You can tick more than one.**

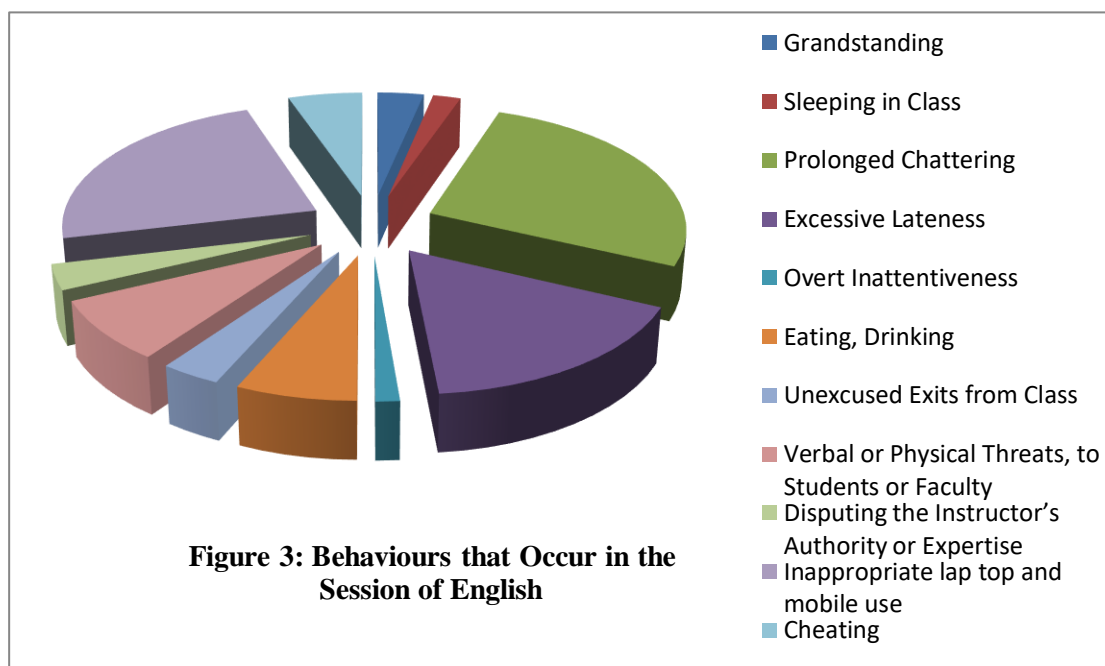


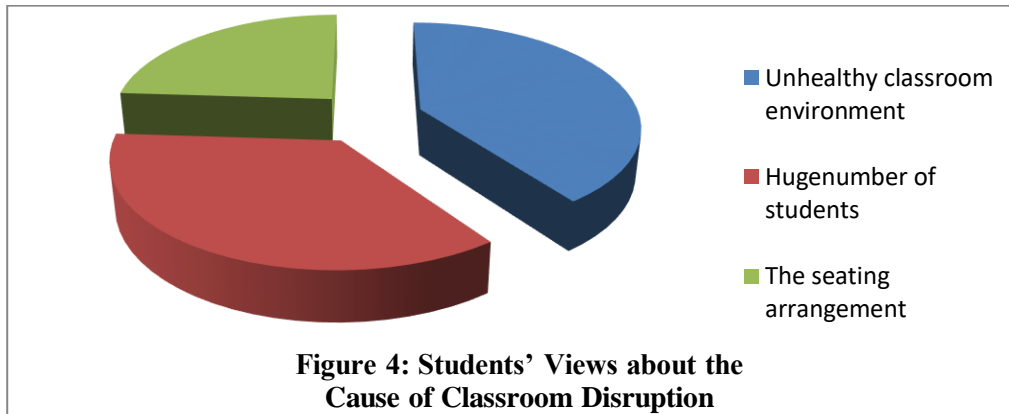
Figure 3 show the behaviours that mainly occur in the session of English; we notice that 40 participants (26.66%) selected Prolonged Chattering as the most frequent disruptive behaviours, 35 students (23.33%) chose Inappropriate lap top and mobile use, the disruptive behaviours that frequently occur in classes, 25 students (16.66%) chose Excessive Lateness, 12 students (8%) picked Verbal or Physical Threats, 10 students (6.66%) selected Eating, Drinking during the lesson, 8 students (5.33%) chose cheating, 5 students (3.33%) selected Disputing the Instructor's Authority or Expertise, and 5 students (3.33%) chose Grandstanding, and 5 students (3.33%) chose Unexcused Exits from Class, and 3 students (2%) choose Sleeping in Class, and 3 students (1.33%) chose Overt Inattentiveness a frequent form of disruptive behaviours.

It is noticed that Prolonged Chattering represents the highest percentage (26.66%) 45 students (30%) did not specify any other behaviour that frequently occurs in their classroom. Whereas 105 students (70%) mention different behaviours such as: participating loudly, eat at class, and verbal abuse of teachers towards students. it denotes that may be the



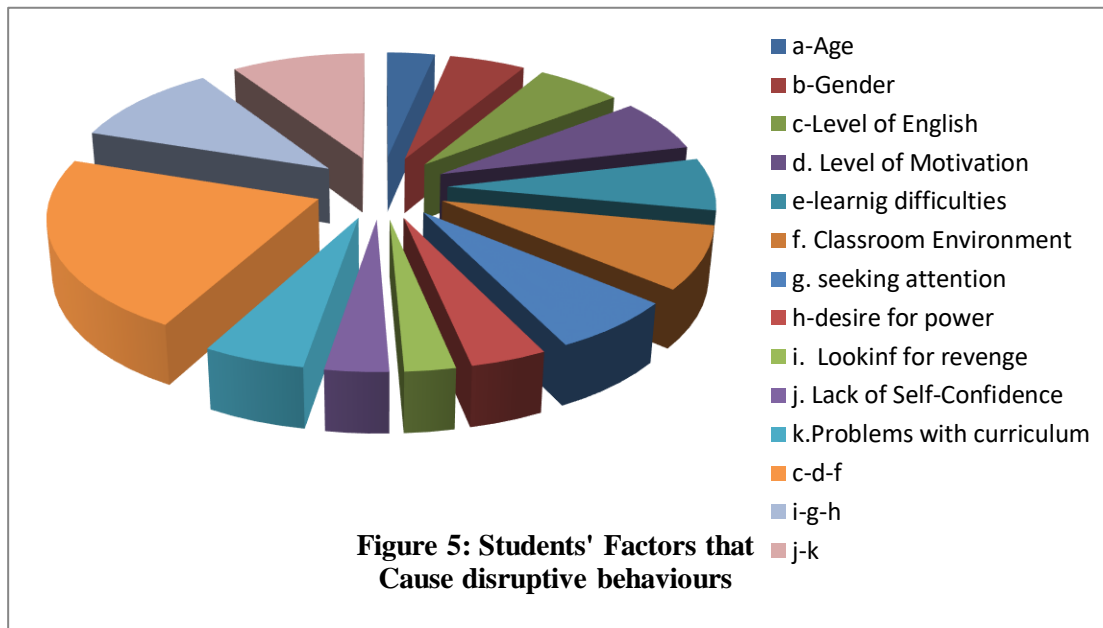
session is boring, students are not interested in learning English, or teachers may not aware of their students.

**Q8-Do you think that disruptive behaviours mainly occur because of:**



According to figure 4, 60 students (40%) believed that disruptive behaviours exists because of the unhealthy classroom, whereas 54 students (36%) thought that the huge number of students was the reason for classroom disruption. 36 students (24%) said that seating arrangement is the cause of disruptive behaviours. Unhealthy and crowded classroom lead to disruptive behaviours this means that students feel uncomfortable and annoyed and this because of bad classroom atmosphere.

**Q9-What is the Students' factor that leads to disruptive behaviours?**



From figure 5 we notice that 5 students (3.33%) selected age to be a reason for classroom concerning students' factors, 8 students (5.33%) chose gender, 9 students (6%) picked level of English as the reason of disruptive behaviours. 10students (6.66%) and other 10 students said that level of English and the learning difficulties cause classroom disruption, 12students (8%) selected Classroom environment. It is noticed that Classroom environment and the level of English with the level of motivation was chosen as a common causes. It also represents the highest percentage (22%). indicates that the level of English can be a serious 16 students (10.66%) add the attention seeking and the desire for power with the looking for revenge indicates the main causes for disruptive behaviours.; other14students (9%) add the lack of self-confidence and the problem with curriculum .others mentioned the age of adolescence, and others stated that some students misbehave to attract the teacher and peer' attention.

**Q10-What is the psychological factor that causes disruptive behaviours?**

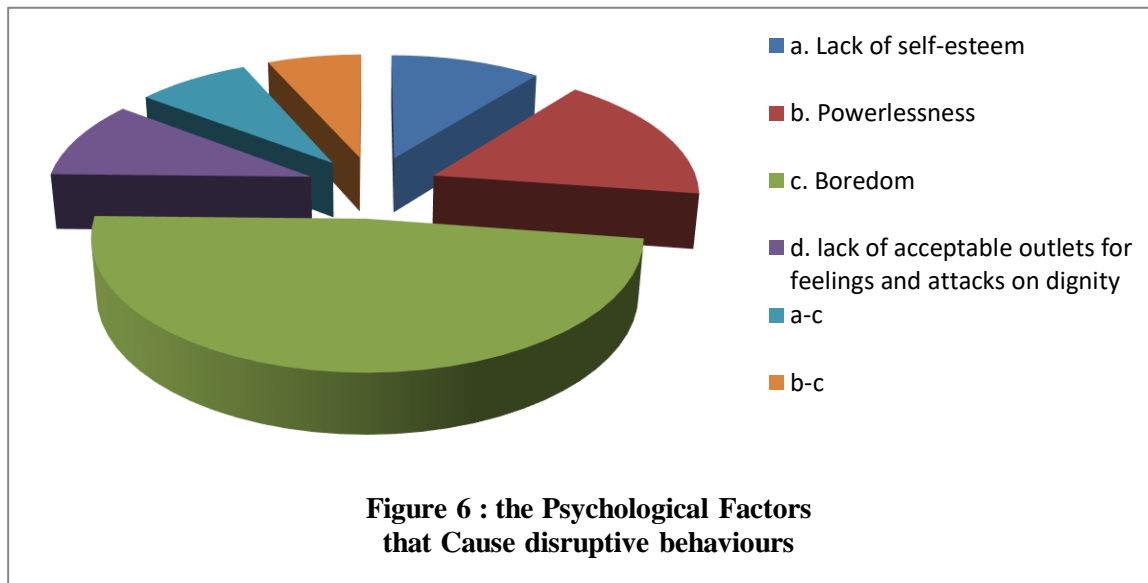


Figure 6 show that the majority of students, i.e. 72 of them (65%) believe that boredom is the major cause of disruptive behaviours concerning the psychological factor, 16 students (10.66%) selected lack of self-esteem, 25students (8.75%) chose Powerlessness, 15 students (10%) chose lack of acceptable outlets for feelings and attacks on dignity. 12 students (8%) both lack of self-esteem and boredom as a psychological cause for disruptive behaviours, and 10 students (6.66%) chose Powerlessness and boredom. It is pointed that boredom was the major and the common factor that leads to problem behaviour. These psychological factors cannot be observed easily that's why teachers need to be aware of its negative effects.

**Q11- What are the social factors of students that could be a reason for classroom disruption?**

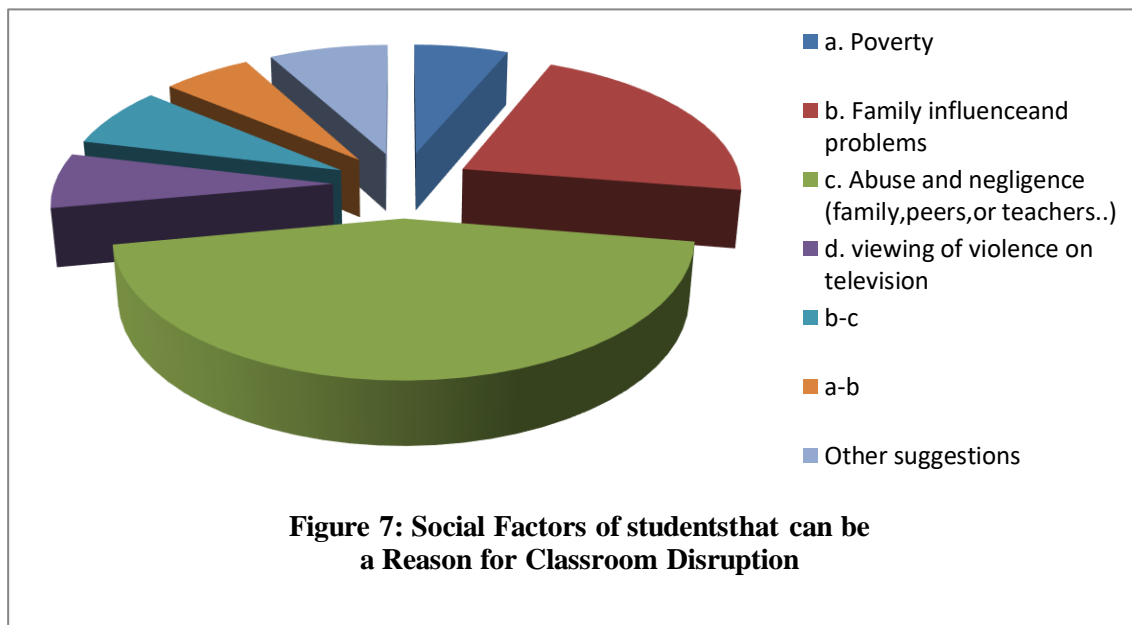
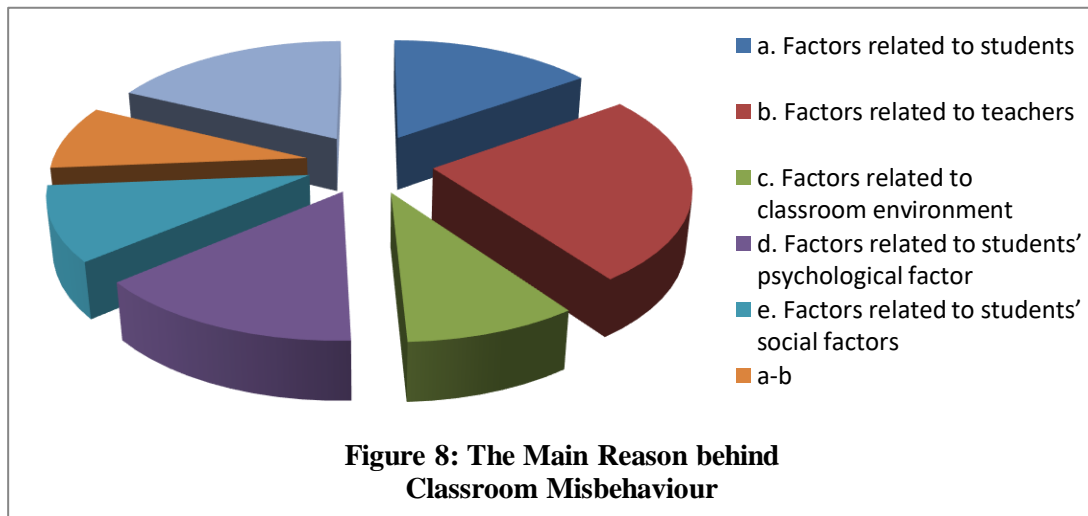


Figure 7 show that a great proportion of students, namely 67 students (44.66%) believed that negligence and abuse is the major reason for problem behaviour. 32 students (21.33%) considered family problem as a cause of disruptive behaviours; 10 students (6.66%) chose poverty as a social factor, 10 students (6.66%) selected viewing of violence on television.

11 students (7.33%) family problems and abuse and negligence, 9 students (6%) picked poverty and family problems. 12 students (8%) added other suggestions. They stated that their teacher of English prefers to work with a specific group of students and ignore the others; they are always preoccupied with the hardworking students and leave the rest, and insulting remarks from other students. One students said that teachers are not qualified academically and psychologically to take care of their students.

**Q12-What is the main reason behind misbehaviour in the session of English?**



According to figure 8 , 23 students (15.33%) selected students factors, 38 students (25.33%) considered about teacher's factor. 14students (9.33%) believed on classroom environment.22 students (14.66%) thought of factors related to students' psychological side, whereas 15 students (10%) estimate on the social factors of students as a main cause attributed to misbehaviour.13 students (8.66%) picked both students' and teacher' factors, and 27 students (18%) chose factors related to teacher and classroom environment.

**Q13-Do students misbehave mainly because of?**

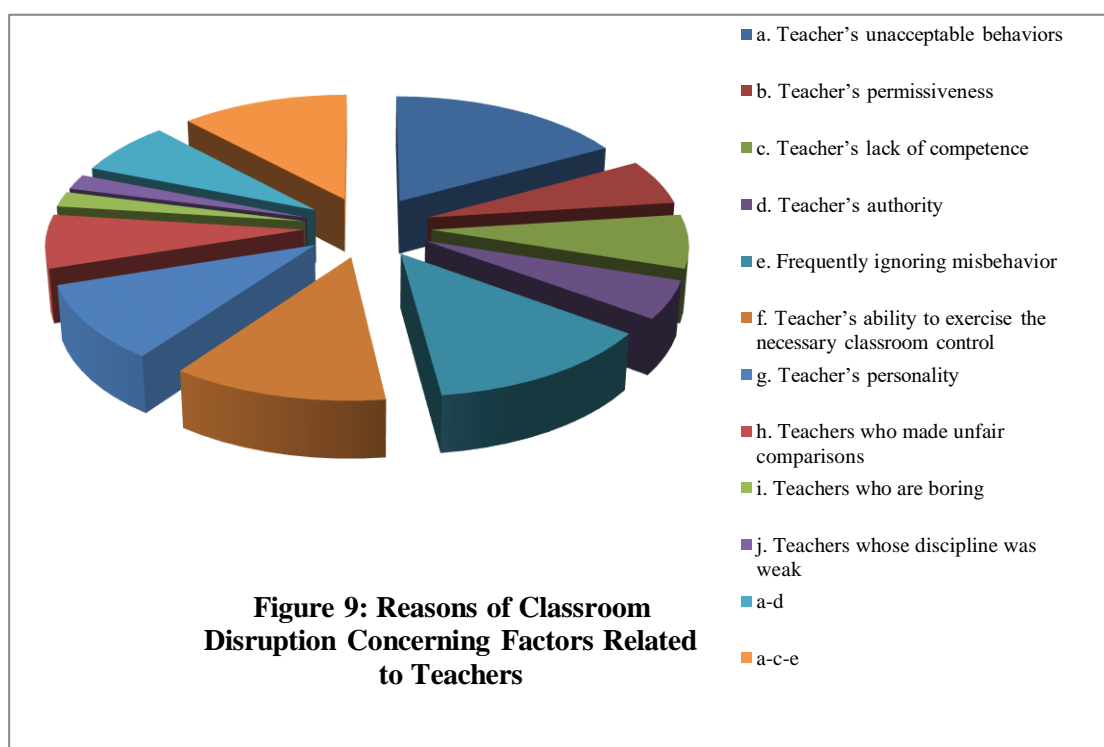


Figure 9 present that (17%) believed that the teacher' unacceptable behaviours is the motive for students to be disruptive, (6%) thought of teacher' permissiveness, (7%) selected teacher' lack of competence as one of important leading factor to misbehaviour, (5%) responded by choosing the situation when the teacher is very strict, (13%) chose frequently ignoring misbehaviour as the main cause for classroom disruption, and (12%) picked teacher's ability to exercise the necessary classroom control.(12%) selected teacher' unacceptable behaviours, and frequently ignoring misbehaviour, teacher' lack of competence.

45students (30%) added other reasons, and said that their teacher is very strict and this provoke them to be disruptive, do not taking into consideration the level of their students, the amount of control exercised by their teachers, and others said that some teachers fear from the disruptive and this leads to the persistence of misbehaviour in EFL classrooms. Others, state that their teacher comes to the class for the purpose of teaching without paying attention to the students' needs.

**Q14- Do your previous learning experiences of English affect your behaviours inside classroom?**

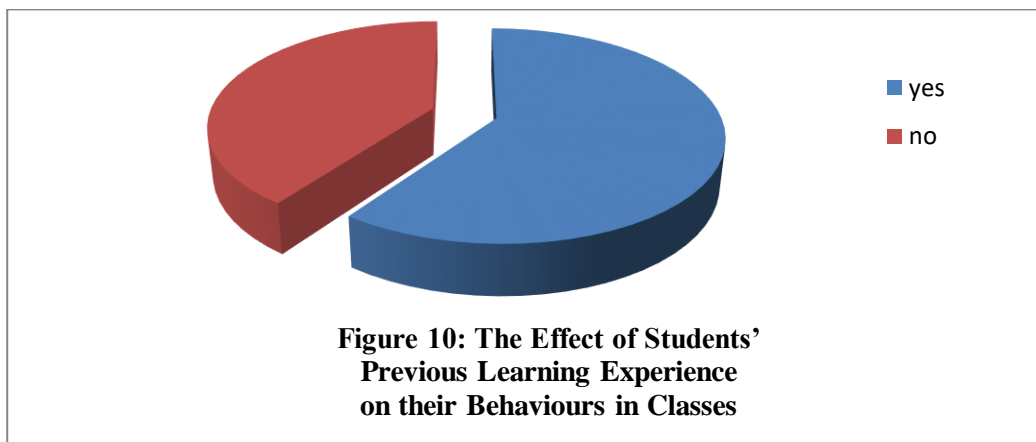


Figure 10 show that the majority of students (60%) argued that their previous learning experiences affect the way they behave in classroom. Only 60students (40%) believe the opposite.

**Q15- Do your classmates have an effect on how you behave in class?**

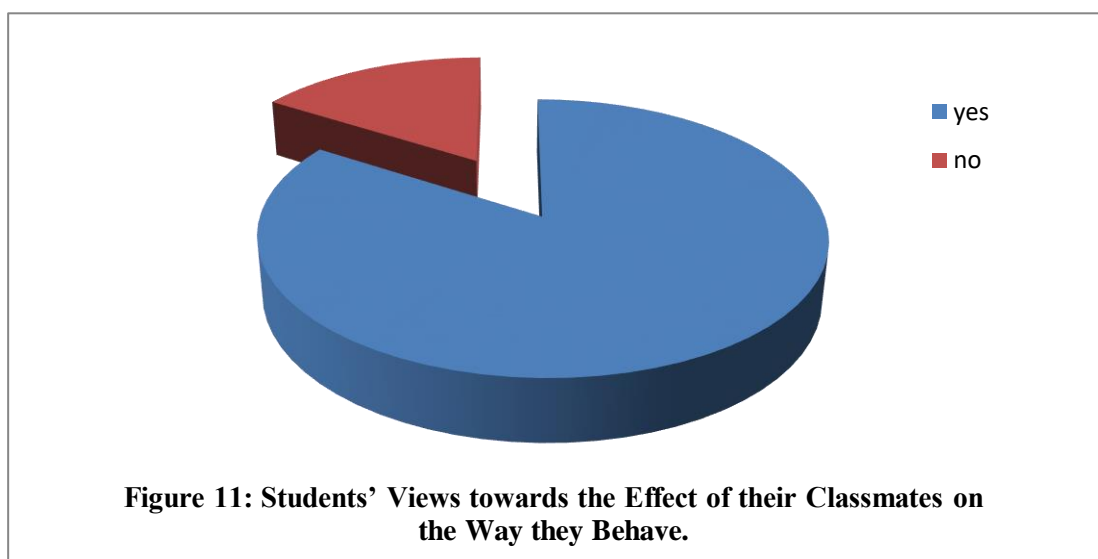


Figure11 show that the majority of students (84%) argued that their classmates have an affect the way they behave in classroom. 24students (16%) thought that their classmates have no effect on their behaviours.

-If yes, please specify how.....

The explanation of how do classmates have an effect on students' behaviours in class: 126students (84%) answered by yes and justified by saying that their peers raise the chaos, confusion, bad behaviours, and manners. They distract the lesson and this makes students unable to understand lessons and concentrate effectively.

**Q16- Does misbehaviour affects your participation in the English session?**

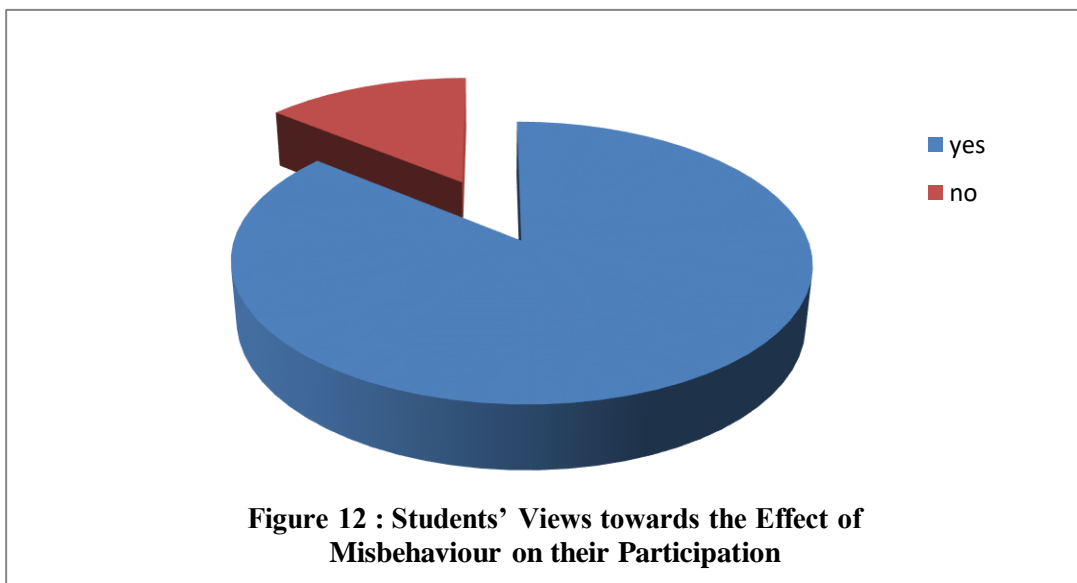
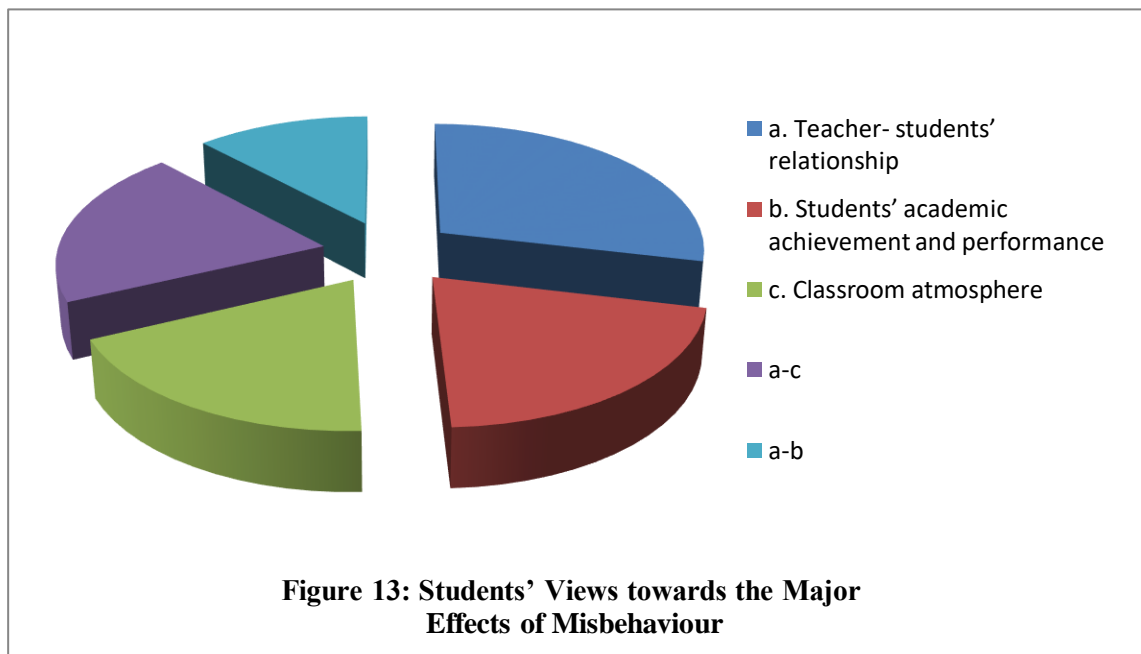


Figure12 shows that the majority of students (86%) argued that their participation is affected by misbehaving students. On the contrary, 21students (14%) think that their participation is not affected.



**Q17- What is greatly affected by misbehaviour? Please tick the answer that shows your opinion.**



This question seeks to find out the main effect of misbehaviour. As presented by the figure 13, 43 students (28.66%) selected students-teacher relationship as the main effect of problem behaviour. 31 students (20.66%) chose academic achievement and performance, 28 students (18.66%) believed that classroom environment is greatly affected. 30 students(20%) picked both students-teacher relationship and classroom atmosphere, and 18students (15%) believed that students-teacher relationship and academic achievement and performance. Teachers should be more aware about significance of good teacher-students relationship and misbehaviour has a great effect on this relationship.

**Q18- Does misbehaviour affects your motivation to learn English?**

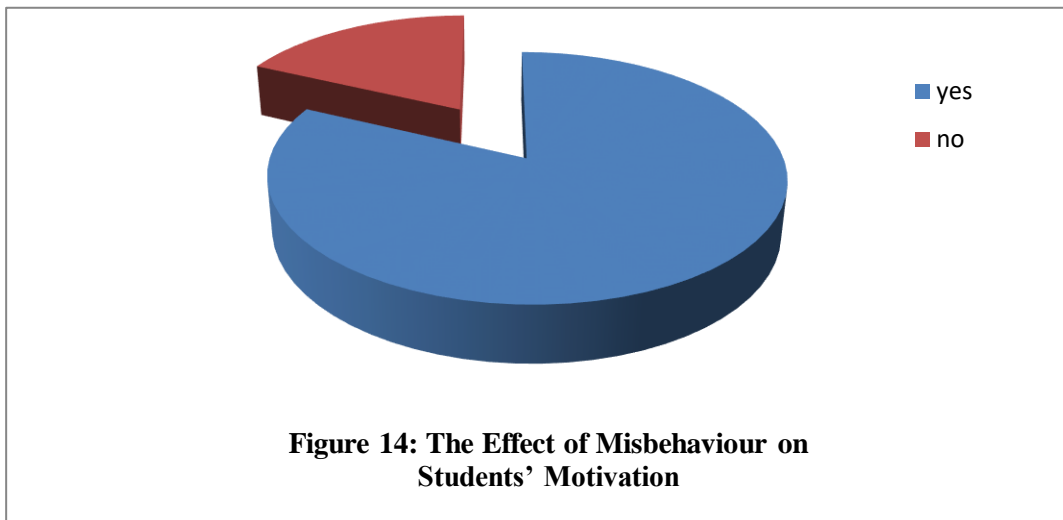
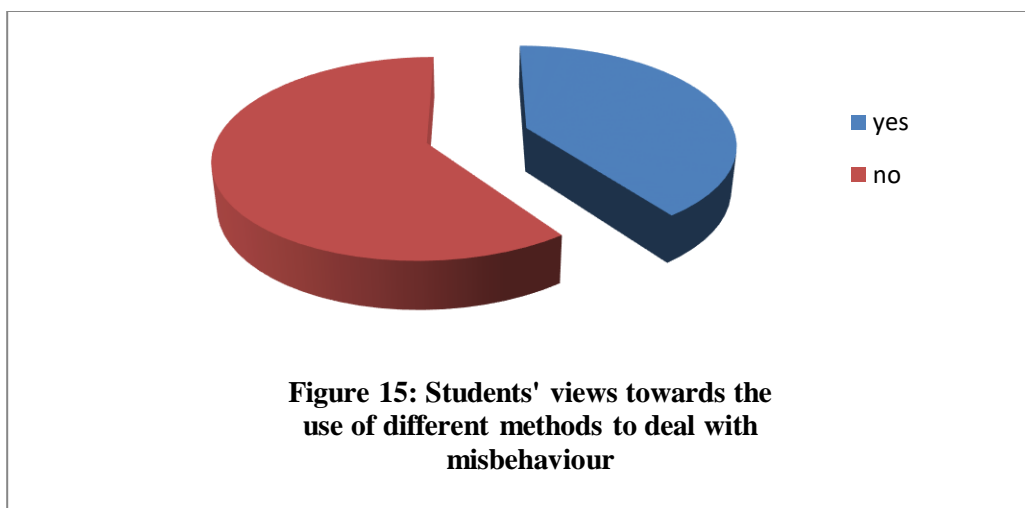


Figure 14 shows that the majority of students (82%) argued that their motivation is affected by problem behaviour. 15 students (18%) thought that their motivation is not affected.

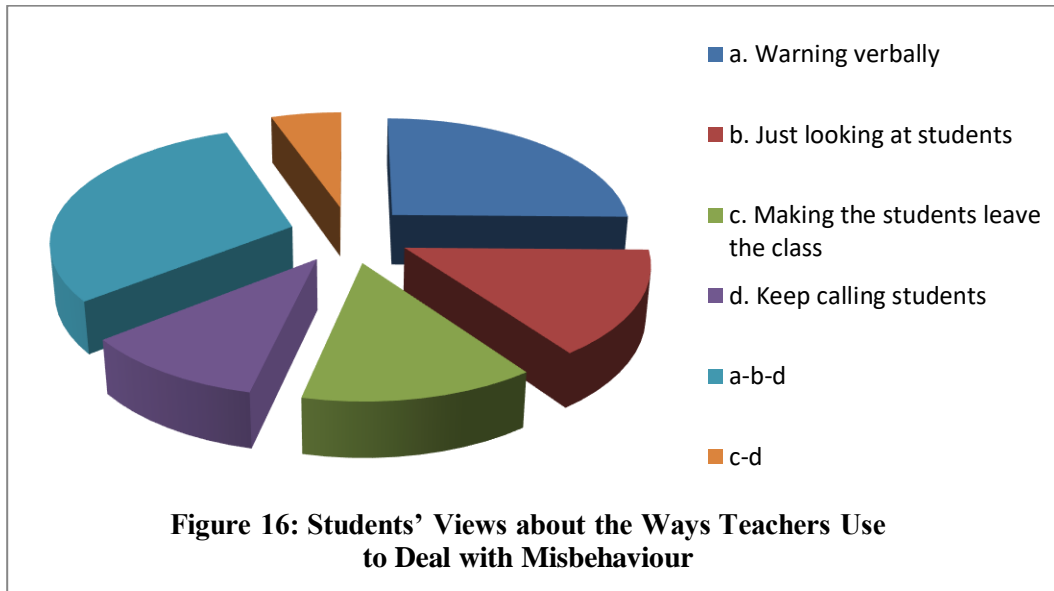
**Section Three: Students' views about the possible solutions of misconduct and ways of understanding misbehaviour in EFL classrooms**

**Q19- Does your teacher of English use different methods and techniques to deal with misbehaviour?**



From figure 15 we observe that 90 students (60%) declared that their teachers do not use different techniques and methods to deal with misbehaviour. However, 60 students (40%) believed the opposite

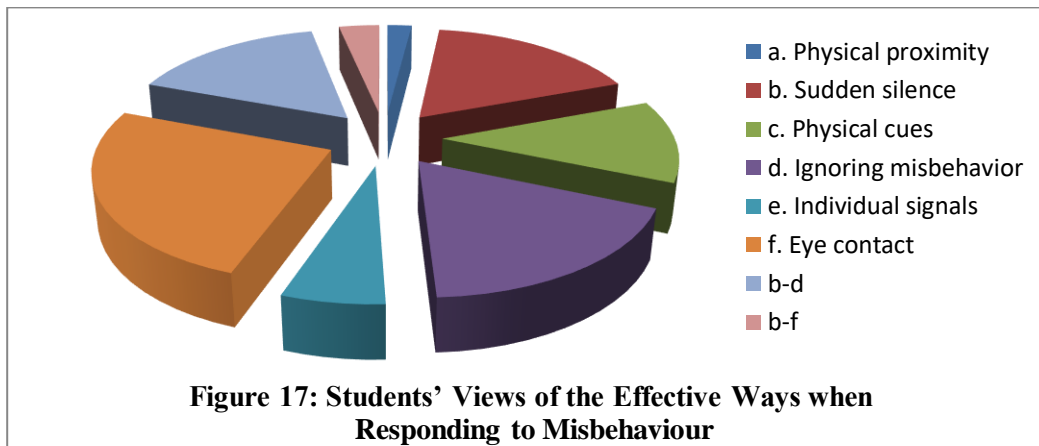
**Q20- How does the teacher of English deal with misbehaviour?**



From figure 16 we notice that 39 students (25%) agreed on warning verbally to be the most used way that teacher of English use to deal with problem behaviour. 16students (10.66%) chose keep shouting on the students as another technique. 22students (14.66%) said that teachers respond to misbehaviour by just looking at the misbehaving students. 20 students (13.33%)picked making the students leave the room. 45students (30%) believed on warning verbally, just looking on the students, and keep calling students, and 8students (5.33%) selected making the students leave the room and keep calling students.

117 students (78%) mentioned other strategies like sudden exams, knocking on the desk, writing reports and calling parents, mark reduction.

**Q21-Which of the following methods is effective when responding to misbehaving students?**



From figure 17 we notice that the majority of participants (25.33%) responded by saying that eye contact is the effective method that can be used to respond to disruptive students. 27 students (18%) said that ignoring is the best way, 26 students (17.33%) believed that sudden silence is effective, 18 students (12%) selected physical cues, and 9 students (6 %) selected individual signals. 3 students (2%) chose physical proximity, 24 students (16. %) picked both sudden silence and ignorance, and 5 students (3.33%) selected sudden silence and eye contact. 60 students (40%) suggested other strategies like respectful treatment, advising students, and speaking to them in private.

**Q22-Classify the following statements from the most to least effective in reducing misbehaviour: According to your opinion of course ( 1-2-3...)**

**Table 6: The Most Effective Ways in Reducing Misbehaviours**

Choices	Students	Total ( Percentage )
a. Teacher' arrangement of seating inside the classroom	12	8%
b. Setting rules at the beginning of the class	14	9.33%
c. Building a good relationship with your teacher	22	14.66%
d. Teacher's encouragement and rewards	10	6.66%
e. Teacher Sensitivity	8	5.33%
f. Holding discussions about positive classroom behaviour	35	23.33%
g. Effective teaching	11	7.33%
h. Effectively managing classroom activities	9	6%
I. Student Motivation (getting students to cooperate)	13	8.66%
J. Teacher behaviour continuum	7	4.66%
k. Pastoral Care	6	4%
L. The use of Positive Behaviour Support (PBS) Program	3	2%

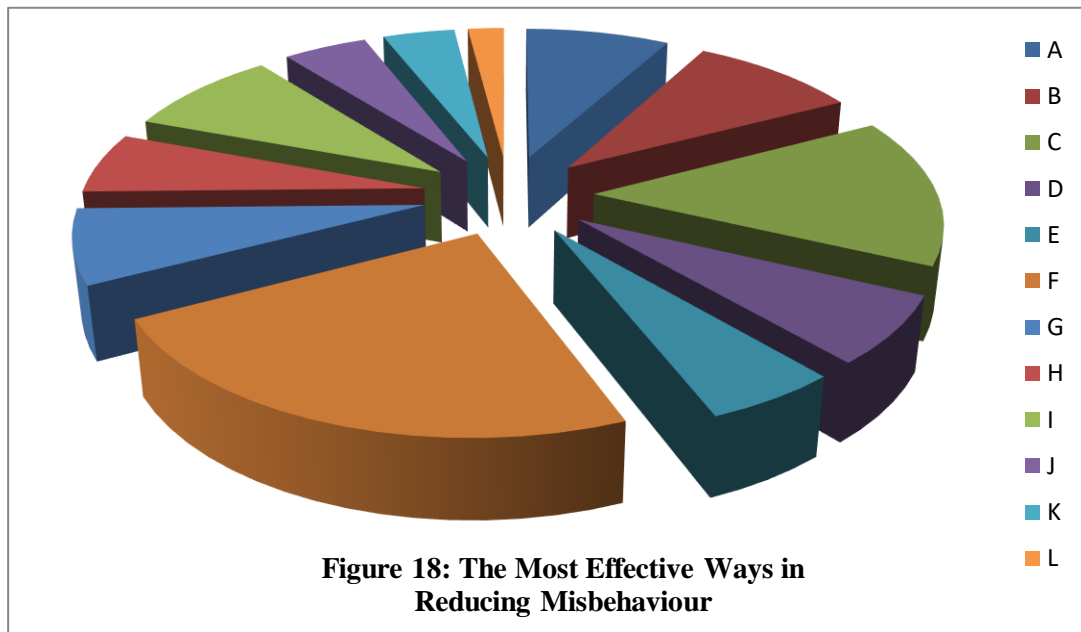
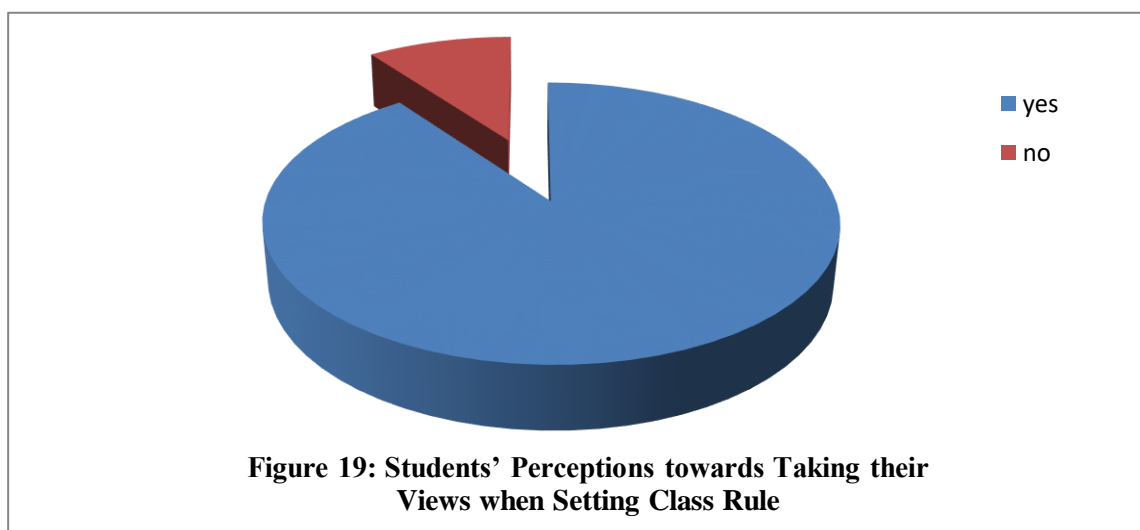


Table 6 and the figure 18 show the students' grading of the most effective ways in reducing problem behaviour in EFL classroom. Holding discussions about positive classroom behaviour is ranked as first with a percentage of 23.33%. Building a good relationship with your teacher is ranked as second with a percentage of 14.66%. Setting rules at the beginning of the class is ranked third 9.33%. Student Motivation (getting students to cooperate) is ranked fourth 8%. Teacher's arrangement of seating inside the classroom is ranked fifth 8%. effective teaching is ranked sixth 7.33%. Teacher's encouragement and rewards is ranked seventh 6.66%. Effectively managing classroom activities is ranked eighth 6%. Teacher Sensitivity is ranked ninth 5.33%. while Teacher behaviour continuum is ranked tenth 4.66%. Pastoral Care is ranked eleventh 4%. Finally, the use of Positive Behaviour Support (PBS) Program is ranked twelfth 2%.

**Q23-Do you think that if the teacher takes into consideration your views, interests,**



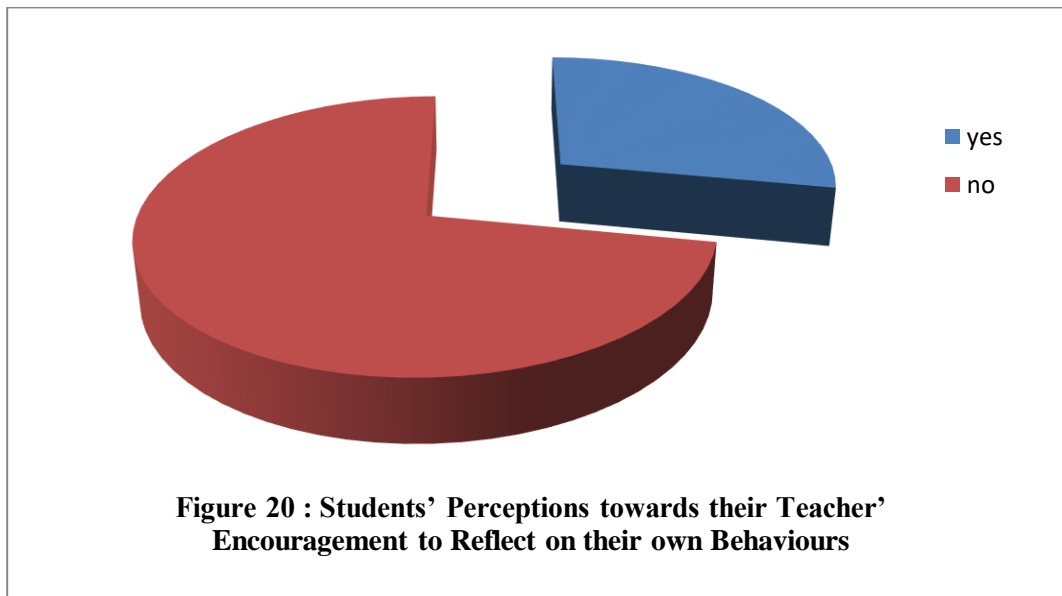
From figure 19 we noticed that 135 students (90%) thought that if their teacher of English takes into consideration their own views, interests, and needs when setting classroom rules would decrease classroom misbehaviour. 15 students (10%) believed the opposite.

-Why?

135 students (90%) who responded by yes justified their choice by saying that this encouraged and motivated students to study, students act and behave positively when their teacher is interested in his or her students and always asks about them and this raise the level of respect between teachers and students. When teacher understand the needs and views of students they will find their full relax and this encourage them to study more. This kind of discussion and conversation generate the desires even though the level of students is weak.

Moreover, students feel that they are the focus of interest from their teachers, teachers will react according to students' personality and needs and this enable him or her to behave the way that help students to learn effectively and make an end to bad behaviour in classrooms. However, those who chose no comment by saying that it is not necessary from their teachers to interfere in setting rules of classroom.

**Q24- Do your teacher encourages you to reflect about your misbehaviour and its undesirable consequences?**



From figure 20 we noticed that 108students (72%) state that their teacher of English does not encourage them to reflect on their own behaviours. (28%) declared that their teachers encourage them to reflect on their behaviour.

-Do you think by doing so misbehaviour is going to be reduced?

108 students (72%) respond by saying that their teacher of English does not encourage them to reflect on their own behaviour, and 42 students (28%) said yes. Both justify their answer by saying it is very effective because when students recognize the consequences and the outcomes of their bad behaviour they will reduce their disruptive actions. Furthermore, it is very helpful to change the students' psychological side and promote them. (All of them said yes even though those who said no they justify their answers by saying it reduce misbehaviour).



#### **Section Four: Further Suggestion**

Do you have any other solutions to deal with misbehaviour in EFL classrooms? 48 students (32%) did not add any further suggestions. 102 students (68%) added some suggestions and solutions. Some of them suggested that the teacher should encourage students to attempt more, advice and guide them, take into account students' level and their feelings and their mental and psychological needs, good treatment between teachers and students, respect should be shared by both teachers and students, understanding students problems, having discussions with parents, avoiding violence, having a good relationship with teachers. Others suggested that teachers should act reasonably and avoid ejection and focusing on the excellent group in the classroom.

The results of this analysis described the issue from the students' perspectives that represent the importance of understanding students' behaviours in EFL classrooms. The majority of students feel annoyed with disruption occurred in the session of English and almost all the students agreed upon the importance of holding discussions with their students about positive classroom behaviour, having good relationships with their teachers, and setting rules at the beginning of the school year by taking their interest and needs into account by teachers. It is significant to identify students' views and beliefs about the causes of classroom misconduct and its effects to understand classroom disruption and teachers will be able to react accordingly.

#### **3.2. The teachers' questionnaire:**

This section is designed to investigate teachers' perceptions towards the concept of misbehaviour in EFL classrooms. It determines its main types, causes, effects, and solutions that can be used to deal with misbehaviour in appropriate and effective ways.

### **3.2.1- Description of the Questionnaire:**

The teachers' questionnaire consists of twenty-six questions, (See Appendix B, p...), In order to gain a better understanding about the topic. The questions are included in four sections.

#### **a- Section One: Background information**

The purpose of this section is to get general information of the participants. The section includes questions about the teachers' gender (Q1), the academic degree (Q2), how long they have been teaching English (Q3), and finally a question if they are full time or part time teacher (Q4).

#### **b- Section Two: Teachers' views about the main causes and effects of disruptive behaviours in EFL classes**

This section tackles the participants' views about the main causes and effects of misbehaviour in EFL classes. It includes questions about (Q5) how often misconduct occurs, (Q6) behaviours those frequently occurs in classroom. (Q7) teachers' feeling when misbehaviour occurred. Q8, Q14 are about the teachers' views about the main causes of classroom disruption, (Q15) ordering from the most to the least factors leading to misbehaviour, (Q16, Q19) are about the main effects of misbehaviour.

#### **c- Section Three: Teacher' views about the teacher' solutions of misconduct and ways of understanding misbehaviour in EFL classrooms**

This section is devoted for identifying the teachers' views about the possible solutions of dealing of misbehaviour. (Q20, Q22) different solutions that teachers may use to respond to misbehaviour, (Q23) classification of the most to least effective methods used in reducing misbehaviour, and (Q24, Q26) ways for understanding classroom behaviour.

**d- Section Four: Further Suggestions**

The last section is devoted for further suggestions and solutions. Teachers are asked to provide extra information that would enrich the topic.

**3.2.2-Results and Discussion**

**Section One: Teachers' Background Information**

**Q1- Gender**

**Table 7: Teachers' Gender**

Gender	Number	Total ( Percentage )
Male	7	70%
Female	3	30%
Total	10	100%

From table 7 we notice that the majority of the teachers are males (70%), whereas only (30%) are females.

**Q2- What is your academic degree?**

**Table 8: Teachers' Academic Degree**

Choices	n	%
License	0	0%
Master	2	20%
Magister	5	50%
Doctorate	3	30%

From table 8 we notice that the majority of participants (70%) have a magister degree, and 3 teachers (30%) have a doctorate degree, 2 teachers (20%) have a master degree.

**Q3- How long you have been teaching English at secondary school?**

**Table 9: Teachers' Teaching Experience**

Options	Number	%
Less than 5 years	2	20%
[5-10 [	3	30%
[10-15[	3	30%
More than 15	2	20%

From table 9 we notice that 2 teachers (20%) have less than 5 years of teaching experience, 3 teachers (30%) have a teaching experience which goes between 5 and 10 years, 3 teachers (30%) have a teaching experience which goes between 10 and 15 years. 2 teachers (20%) have more than 15 years of teaching experience.

**Q3- Are you:**

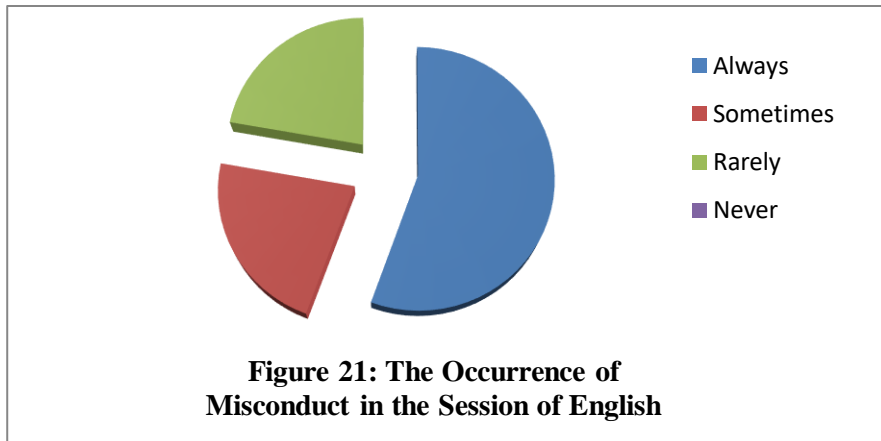
**Table 10: Teachers' Profession Situations**

Options	Number	%
a full-time teacher	8	80%
a part-time teacher	2	20%
Total	10	100%

From table 10 we notice that the majority of participants are a full- time teacher (80%).

**Section two: Teacher' views about the main causes and effects of misbehaviour in EFL classrooms**

**Q5-How often does misconduct occur in classroom?**



The figure 21 show that the majority of teachers (50%) believed that misbehaviour always occur in their sessions, 3 teachers (30%) confirmed that misbehaviour is sometimes happened , and 2 teachers (20%) stated it rarely occur. After checking their questionnaire again we found that these three teachers are experienced teacher, their teaching experience expands 15 years.

**Q6-Please tick the behaviours that frequently occur inside in your classroom.**

**You can tick more than one box.**

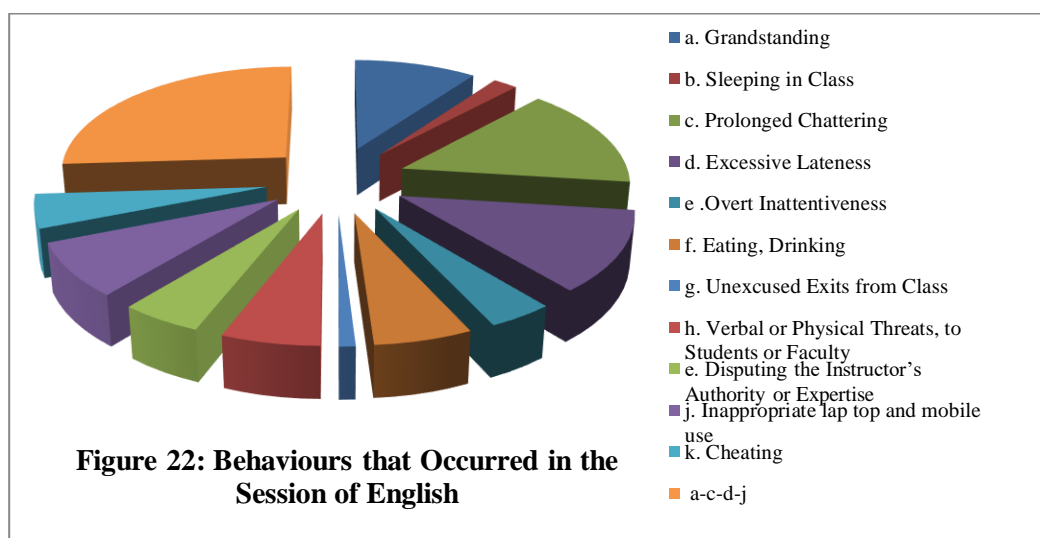
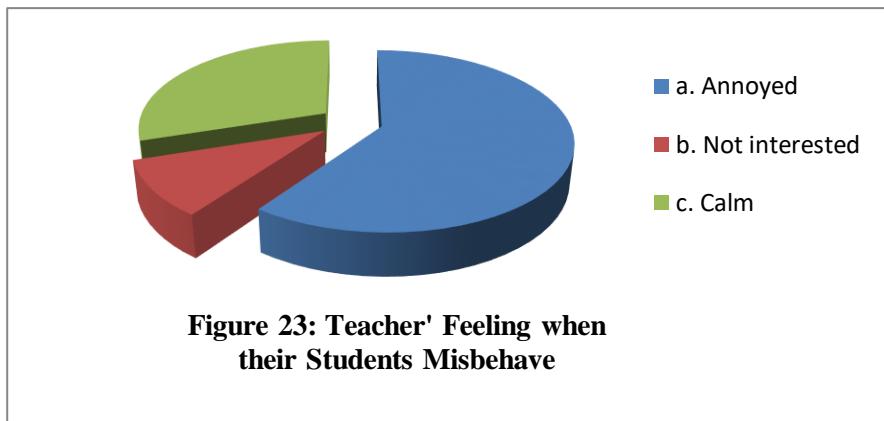


Figure 22 show the behaviours that mainly occur in the session of English. We notice that (10%)of teachers selected Grandstanding, (15%) chose Prolonged Chattering as the most frequent misbehaviour, (12%)chose Excessive Lateness, (8%) picked Inappropriate lap top and mobile use is the frequent misbehaviour, (26%) selected Grandstanding ,Prolonged Chattering, using mobile phone ,and arriving late for the session.

5 teachers (50%) added further suggestions by referring to students making annoying sounds, getting out of seat without permission.

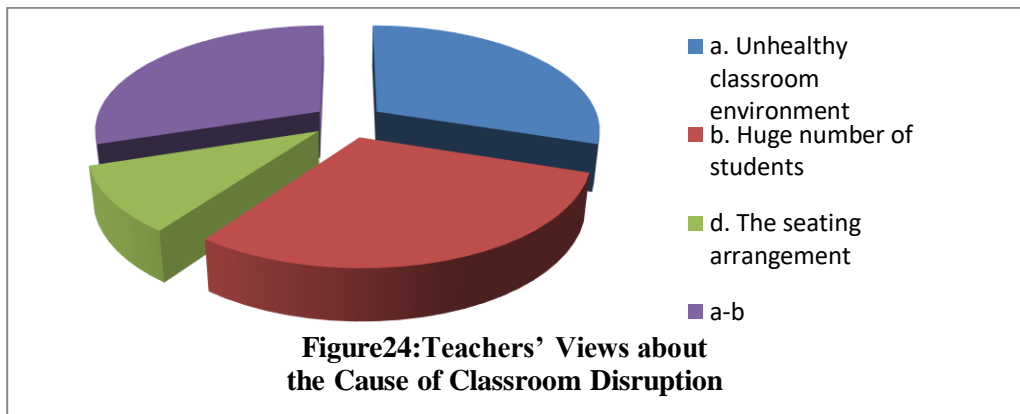
**Q7-How do you feel when your students misbehave?**



From figure 23 we notice that the majority of participant 6 teachers (60%) reported that they felt annoyed when other students misbehave, three teachers (30%) feel calm when misconduct occur in classroom, and one teacher (10%) was not interested. The previous result indicates that misbehaviour is very annoying that require quick interventions from teachers.

It is worth mentioning that 7 teachers mention further suggestion (70%) by adding that the occurrence of problem behaviour had a bad feeling towards themselves because it made them feel insulted, disrespected, and disappointed.

**Q8- Do you think that misbehaviour occur mainly because of:**



From figure 24 we notice that 3 teachers (30%) believed that misbehaviour existed because of the unhealthy classroom, whereas 3 teachers (30%) confirmed that the huge number of students to be the reason for classroom disruption, one teacher said that seating arrangement is the cause of misbehaviour with the percentage of (10%). 3 teachers (30%) selected huge number of students and the unhealthy classroom as a cause of misbehaviour. These results indicate that the over crowdedness is a major cause in EFL classes.

**Q9-Misbehaviour mainly occurs among students who failed many times more than the others?**

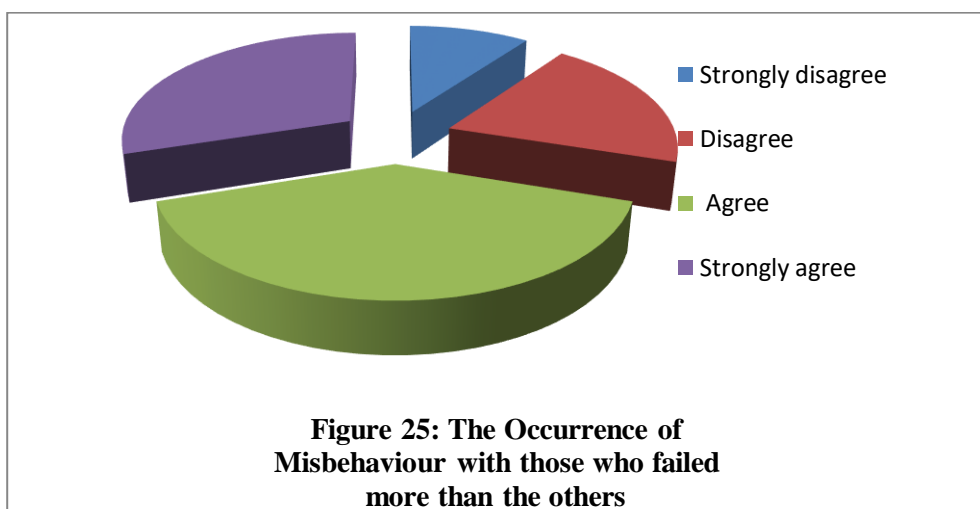
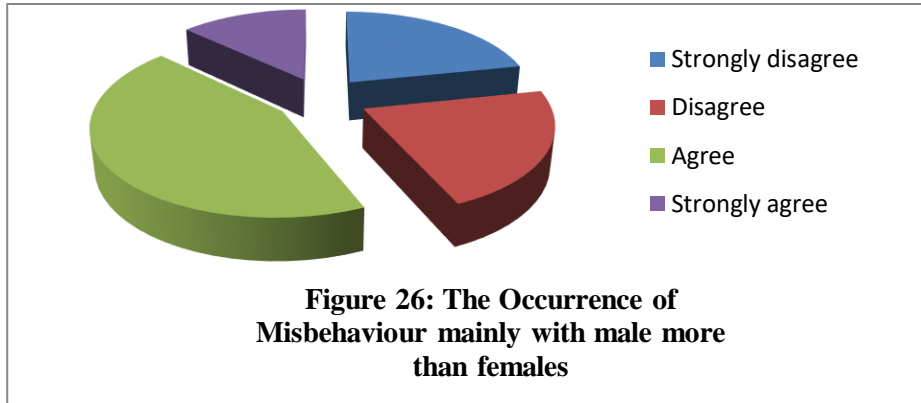


Figure 25 show that the majority of teachers (40%) agreed that misbehaviour takes place mainly among students who failed more than the others, and 3 teachers (30%)strongly agree with this idea , 2 teachers (20%) disagree with this idea, and 1 teacher (10%) strongly

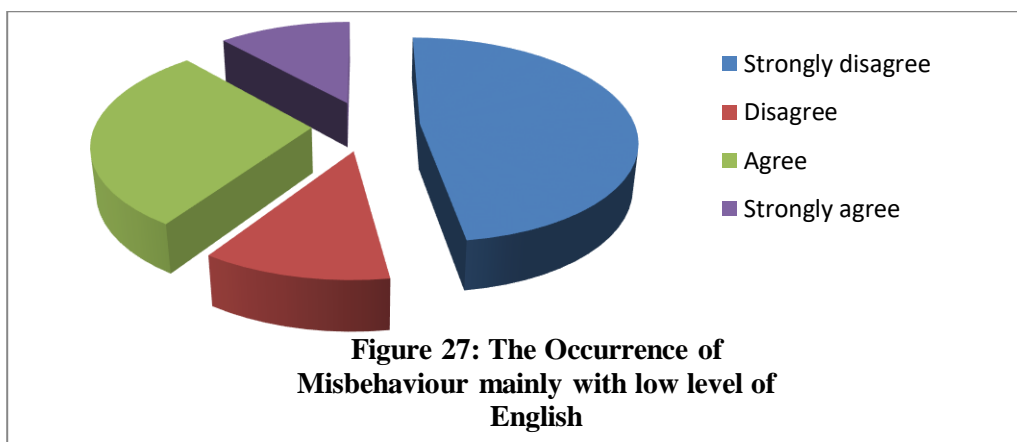
disagree. This implies that students who failed many times can be a major reason for classroom disruption.

**Q10-Misbehaviour mainly occurs among males more than females?**



From figure 26 show that the majority of teachers 4 teachers (40%) agree that misbehaviour occur mainly among male students more than female, and 2 teachers (20%) strongly agree with this idea, 3 teachers (30%) disagree with this statement, and one teacher (10%) strongly disagree. The findings indicate that boys create problem behaviour more than girls.

**Q11-Disruptive behaviour in EFL classrooms occurs because of the students' low level of English?**



From figure 27 show that the majority of teachers (50%) agree that misbehaviour occurs mainly with students who have a low level of English. 2 teachers (20%) also strongly agree with this statement. However, 2 teachers (20%) disagree. 1 teacher (10%) strongly



disagree. It can be deduced that teachers believed that students' poor level in English is a factor of problem behaviour.

**Q12-Do students misbehave mainly because of:**

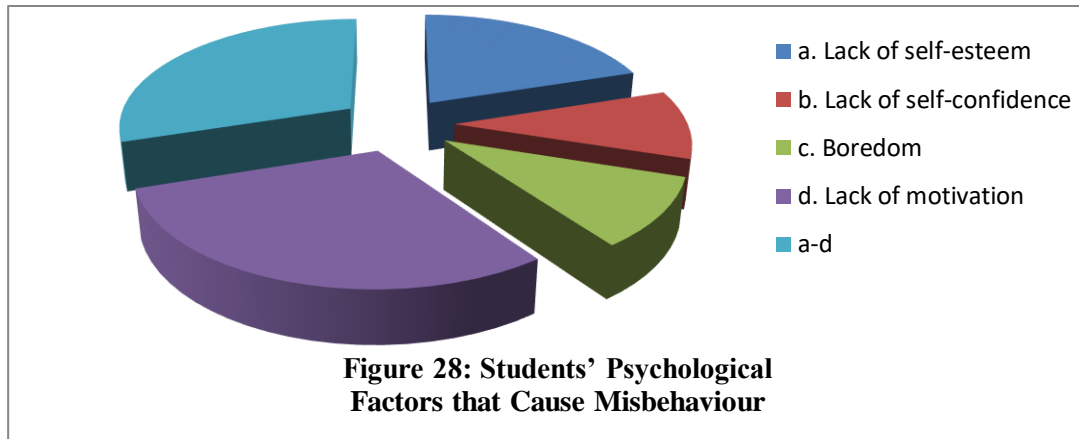


Figure 28 show that the majority of teachers (30%) believed that lack of motivation is the major cause of misbehaviour concerning the psychological factors. 2 teachers (20%) selected lack of self-esteem as a main reason of disruption, 1 teacher chose lack of self-confidence with the percentage of (10%), one teachers (10%) chose boredom. 3 (22.5%) thought that lack of both self-esteem and motivation resulted in misbehaviour. It can be deduced that the absence of motivation leads to problem behaviour in the EFL classes.

**Q13-Do you think that social factors (poverty, family problems, abuse, or negligence...) are a great reason to classroom disruption?**

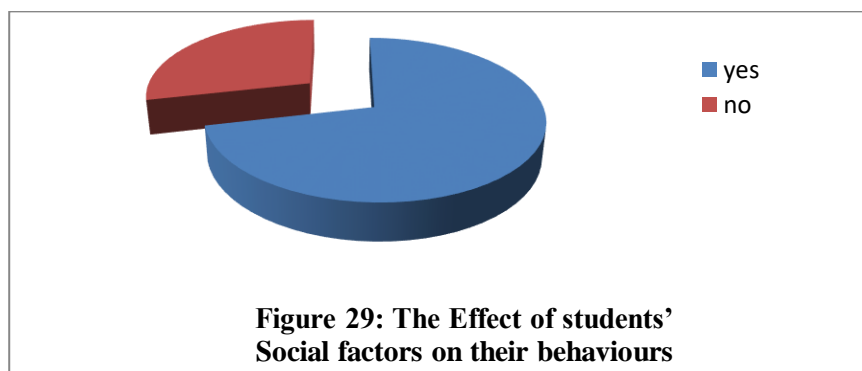


Figure 29 show that a great proportion of teachers (80%) agreed upon the effect of students' social factors on students' behaviour in the session of English.

**Q14. Does misbehaviour occur when the teacher is?**

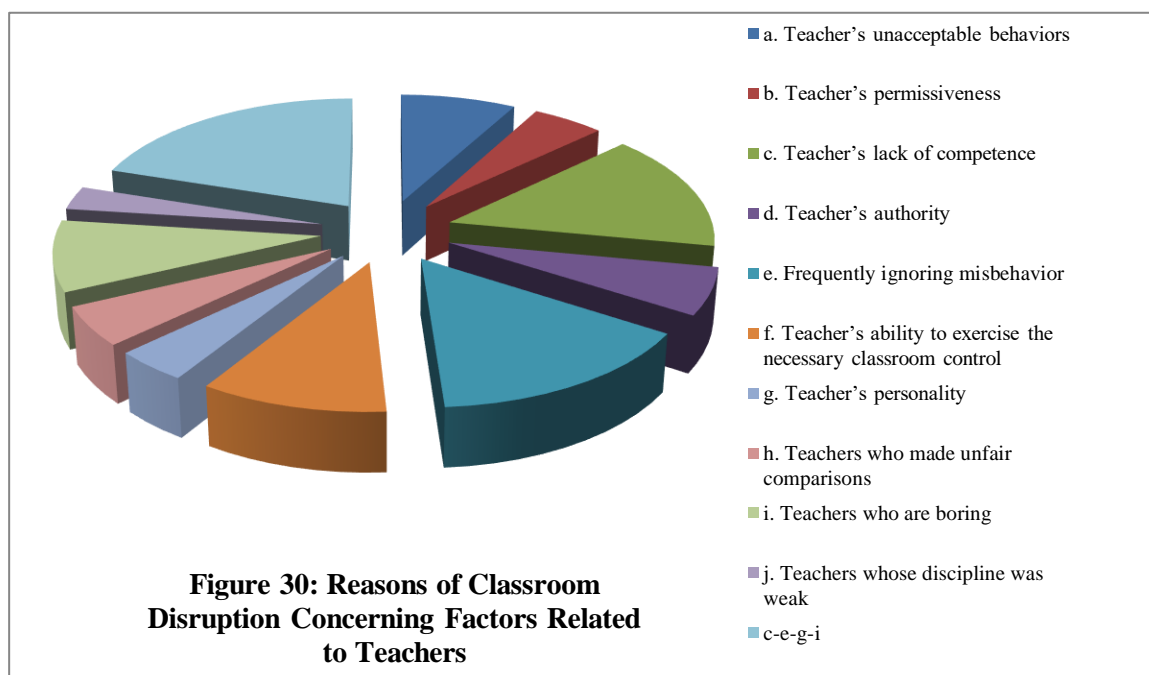


Figure 30 present that (8%) believed that the teacher' unacceptable behaviours is the motive for students to be disruptive, (5%) thought of teacher' permissiveness, (15%) selected teacher' lack of competence as one of important leading factor to misbehaviour, (6%) responded by choosing the situation when the teacher is very strict, (15%) chose frequently ignoring misbehaviour as the main cause for classroom disruption, and (10%) picked teacher's ability to exercise the necessary classroom control.(20%) selected teacher's lack of competence, Frequently ignoring misbehaviour, teacher's personality and teachers who are boring.

Five teachers added further suggestions: speaking about teacher' personality characteristics and its influence on students' behaviour in the classroom, and teacher's unfair or inappropriate action such as teachers who compare students to each other unfairly, or hesitate from the students' level.

**Q15. Order the following statements from the most to the least the leading to misbehaviour: from 1-5:**

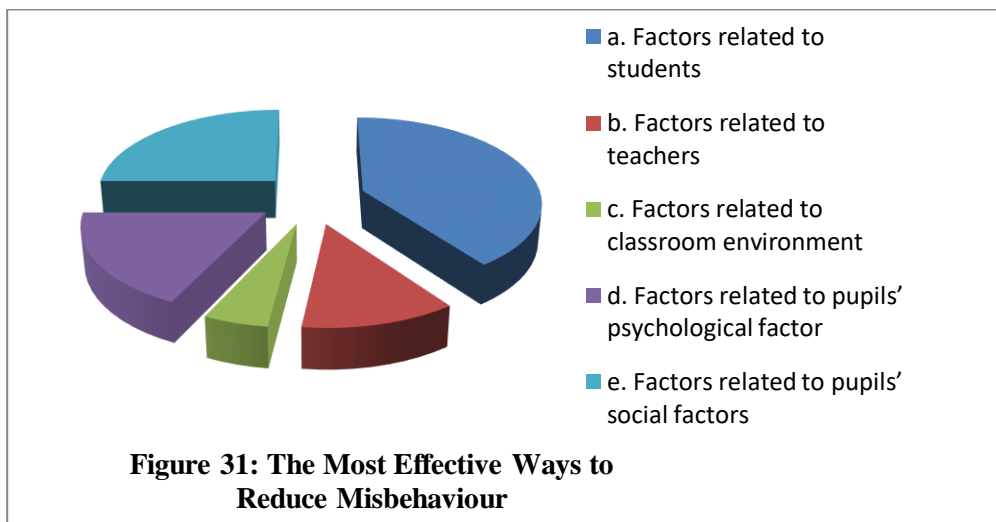


Figure 31 shows that factors related to students (age, gender, and level of English...) are ranked as first with a percentage of (40%). Factors related to students' social factors are ranked a second with a percentage of (25%). Factors related to teachers are classified third with a percentage of (18%). Factors related to students' psychological factors are ranked fourth with a percentage of (12%). Factors related to classroom environment with the percentage of (5%) are ranked fifth.

The results show that teachers believed that factors related to students are the leading causes of misbehaviour.

**Q16. Does misbehaviour affect your performance in class?**

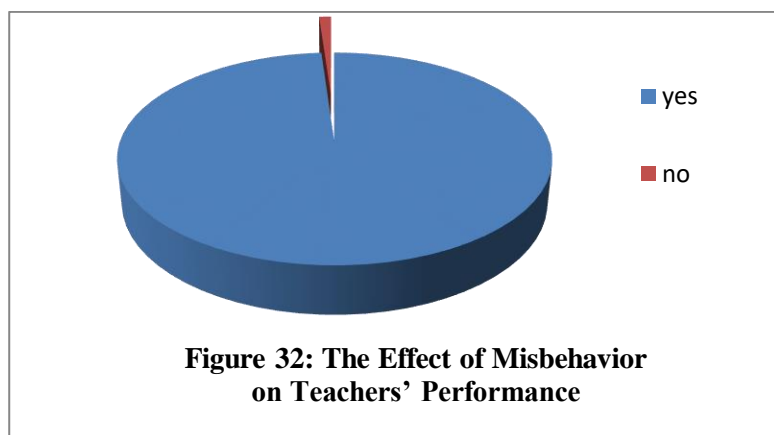
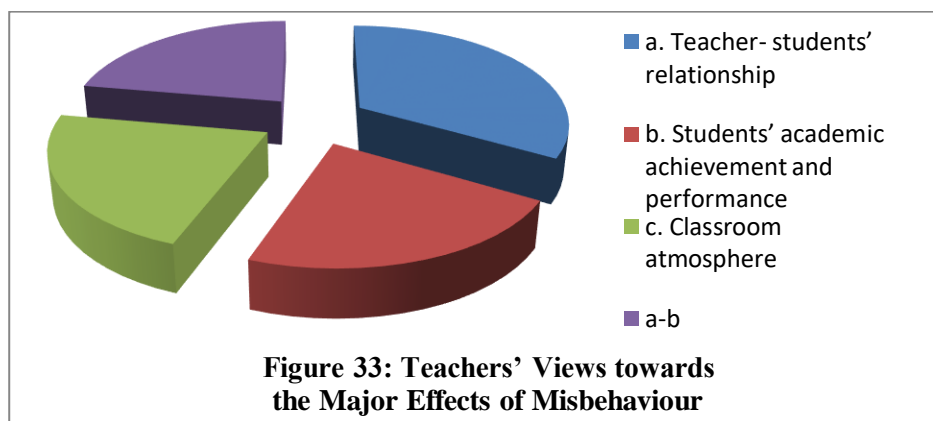


Figure 32 show that 9 teachers (90%) argued that misbehaviour affects teacher's performance. 1 teacher (10%) believed that misbehaviour has no effect on teacher's performance.

- Please say why

Only 7 teachers (70%) specified their choice by saying that they are unable to work appropriately and safely in such situations; the lesson will interrupted many times so there is a waste of time when repeating the explanation each time, misbehaviour distract teacher's concentration, and it raises the feeling of exhaustion and stress. One of them adds that misbehaviour makes her feel annoyed and this causes a lack of concentration, so this leads to negative performance. After reviewing the background information of the only teacher who responded by no, we found that it is an experienced teacher.

**Q17-What is greatly affected by misbehaviour?**



This question seeks to find out the main effect of misbehaviour as presented by the figure 33. 3 teachers insisted (30%) students-teacher relation is greatly affected by problem behaviour. 2 teachers (20%) chose academic achievement and performance, 2 teachers (20%) picked classroom environment, and 3 teachers (30%) picked both teacher-students relationship and students' academic achievement and performance.

**Q18-Does misbehaviour affects the motivation of your students to learn English?**

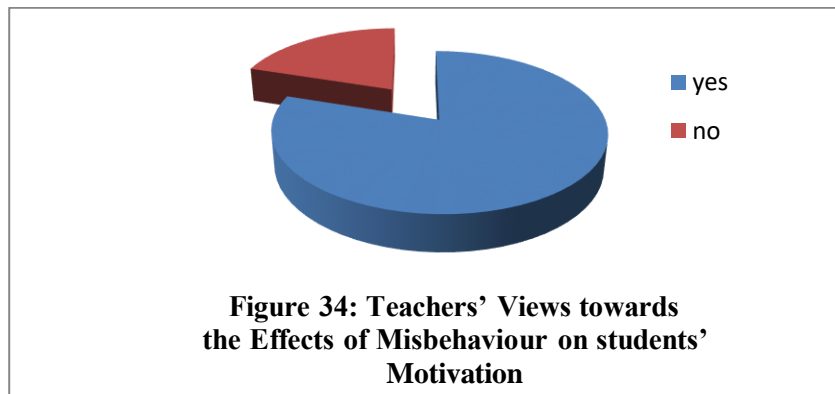
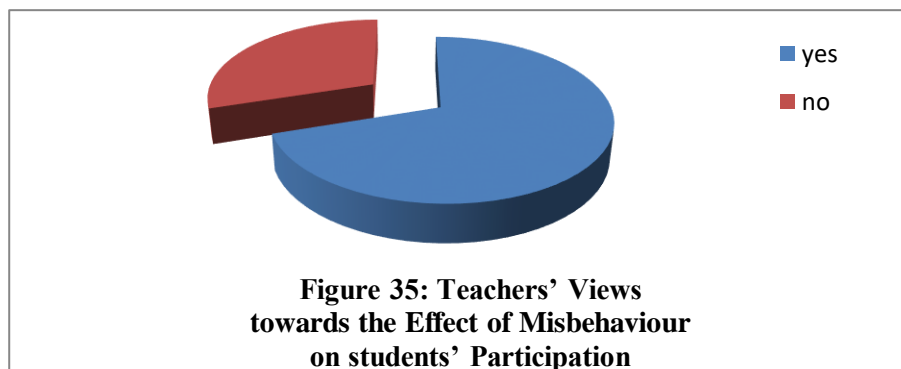


Figure 34 show that the majority of teachers (80%) argued that misbehaviour has a great effect on students' motivation. Only two teachers (20%) thought that their motivation is not affected.

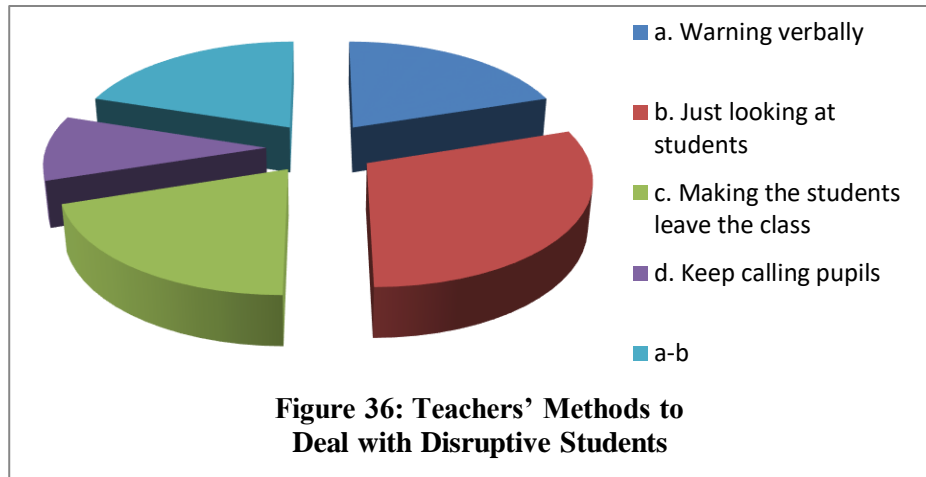
**Q19-Does misbehaviour affects the participation of your students?**



From figure 35 we notice that 7 teachers (70%) stated that misbehaviour has a great effect on students' participation. However 3 teachers argued the opposite with the percentage (30%).

**Section three: Teachers' views about the possible solutions of misconduct and ways of understanding misbehaviour in EFL classrooms**

**Q20-Do you react to misbehaviour by:**



From figure 36 we notice that (20%) agreed on looking at the misbehaving students to be the way that teacher of English use to deal with problem behaviour. (30%) chose warning verbally (20%) picked making the students leave the room, (10%) selected keep calling students, and (20%) picked both warning verbally and calling students.

6 teachers (60%) suggested other points, as reducing marks, acting immediately, and writing reports. Some said that the reaction depends on the kind of misbehaviour itself sometimes it is needed to see students' parents.

**Q21- Do you think that punishing students is the best way to minimize misbehaviour in EFL classrooms?**

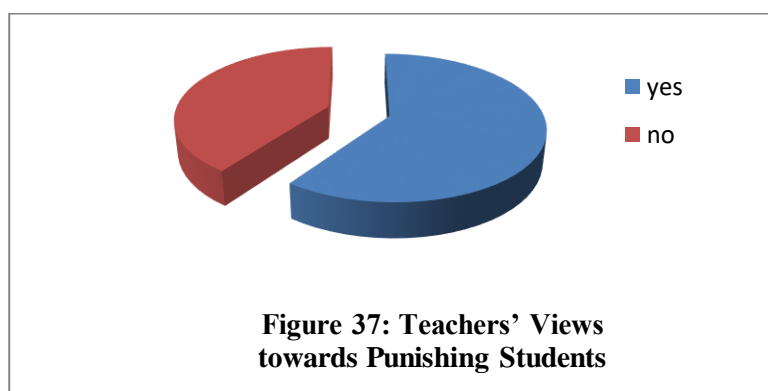
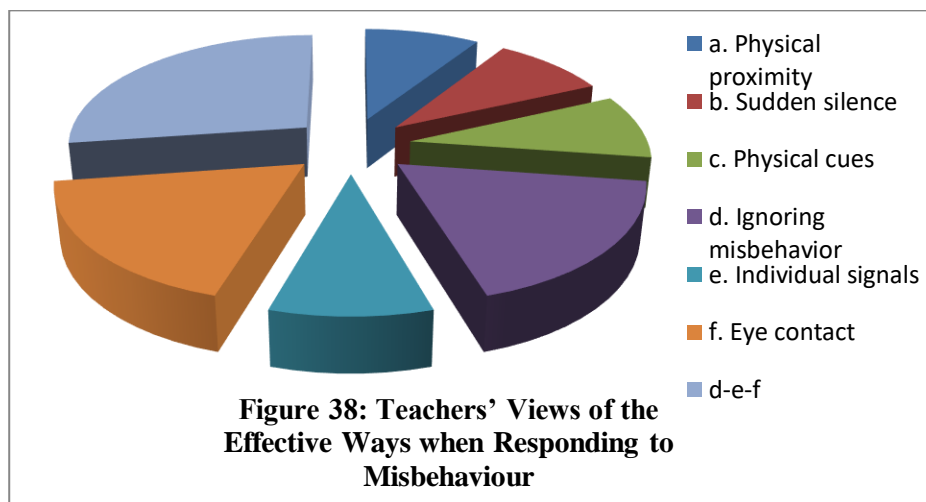


Figure 37 show that more than the half of the participants (60%) believed that punishing students is a good way to minimize misbehaviour.

- Why

When asked to justify their answer, teachers who answered by no argued that punishment should be the last method to be used to deal with disruptive students because it may lead to bad consequences. However, the other teachers who responded by yes believed that punishing students make them think before misbehaving in class and in some cases punishment is the only solution.

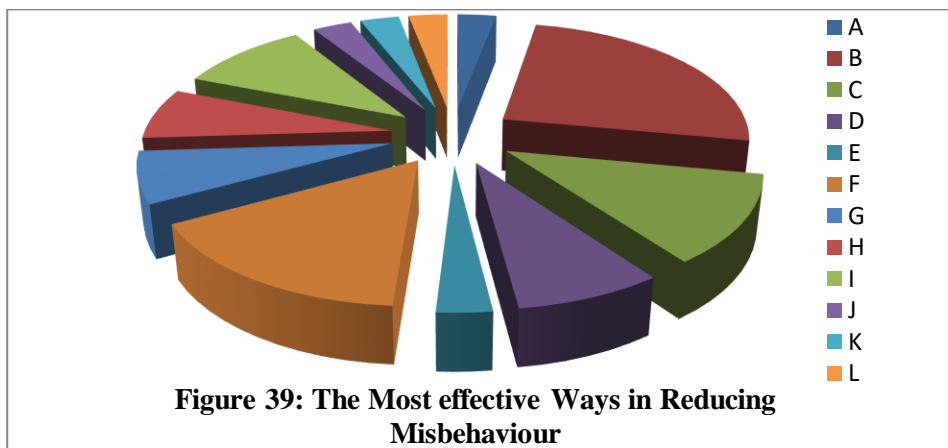
**Q22-Which of the following method(s) is effective when responding to misbehaving students?**



From figure 38 we notice that the majority of participants (25%) respond by saying that individual signals is the effective method that can be used to respond to disruption, (16%) say that ignoring, (10%) believe on sudden silence, (5%) mention physical cues, (10%) eye contact,(4%) chose physical proximity, and (30%) link three choices (e-f-d).

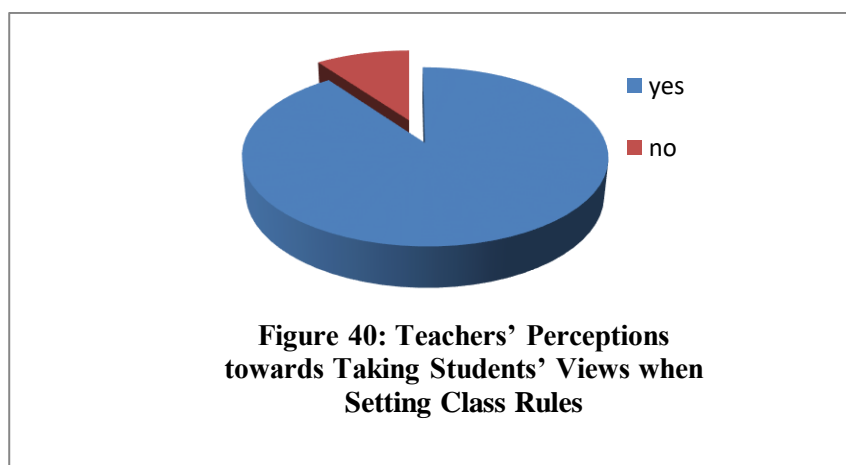
7 teachers (70%) add further ways to deal with disruptive students such as: advising students motivate them for showing positive behaviours, talk to them to know their problem, and rewarding them by make them engage in interesting activities.

**Q23-Classify the following statements from the most to least important in reducing misbehaviour: According to your opinion of course ( 1-2-3. . .):**



The results show that teachers believe that " Setting rules at the beginning of the class ", " Holding discussions about positive classroom behaviour ", " Building a good relationship with the teacher ", " Student Motivation (getting students to cooperate)", " Teacher's encouragement and rewards " and " Effective teaching with Effectively managing classroom activities "and "the rest Teacher' arrangement of seating inside the classroom, Teacher Sensitivity, Teacher behaviour continuum, Pastoral Care, The use of Positive Behaviour Support (PBS) Program. " (Ranked: first, second, third, fourth, fifth, sixth, and seventh).

**24. Do you think that considering students' views, interest, and needs when setting classroom rules is important to prevent disruptive behaviours?**





From figure 40 we noticed that 9 teachers (90%) thought that taking into consideration students' views, interests, and needs when setting classroom rules would lessen classroom misbehaviour. One teacher rejected this idea.

-Why?

Teachers declared that taking students' views when setting class rules is very effective because learners will feel that they are important and they will show respect and this will grantee student' positive attitudes towards teachers, peers, and themselves. It is very helpful since it raises students' attention towards their roles and responsibilities towards their classroom and teacher and this will make them responsible for their actions and behaviours.

**Q25-Do you think that trying to understand the reasons behind misbehaviour helps you to choose the appropriate intervention?**

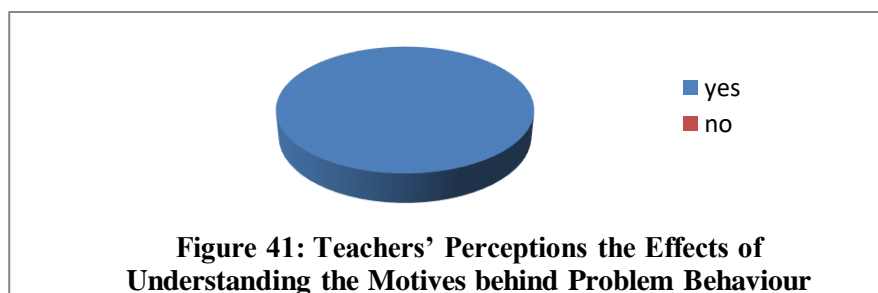
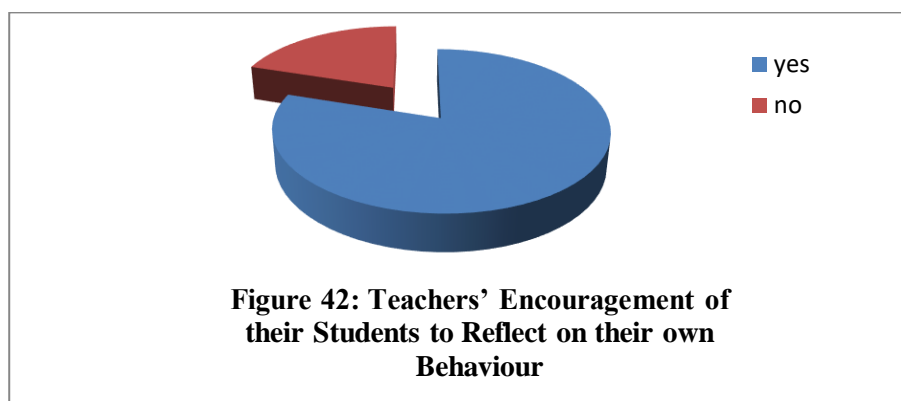


Figure 41 shows that all the teachers believed that understanding the motives behind students' problem behaviour would help them to choose the appropriate intervention to deal with it appropriately. 6 teachers (60%) declared that by trying to understand students' reasons of misbehaviour they will be able to react appropriately and even students will feel safe with their teachers since their teachers are interested in them and this will motivate them positively to behave appropriately and achieve their goals.

**Q26-Do you think that encouraging students to reflect about their own misbehaviour and its undesirable consequences would reduce disruption?**



From figure 42 we notice that 8 teachers (80%) thought that encouraging students to think about their own behaviour is very effective. Just two teachers did not believe so.

-why

The majority of teachers stated that encouraging students to reflect on their own behaviours will certainly reduce misbehaviour. Because discussing any problem openly such as talking to the misbehaving students will have positive results and they will understand what they are doing and thus stop misbehaving. It is very helpful to highlight the problems in order to find the appropriate solution.

#### **Section four: Further Suggestions**

**. Please, add any additions, suggestions or solutions related to the topic?**

6 teachers (60%) added some suggestions and solutions. Some of them suggested that: Students should work more and make efforts towards learning English in order to enhance their levels so they will be more interested and motivated in the session of English.

Teachers raise their awareness that they come to study and not to behave inappropriately and on their responsibilities more than rights. Having open discussions with students at the end of the session or with parents when it is required, encourage students and support them and have a good relationship with students.

All in all, misbehaviour is the consequence of both teachers and students' actions, but since teachers are the elder and the leaders of classroom, they have to do their best to mitigate such behaviour, and the most important element is to be competent, motivating, up to date teacher.

The results of this analysis described the issue from the teachers' perspectives that represents the importance of understanding students' behaviours in EFL classrooms. Almost all the teachers agreed upon the importance of setting rules at the beginning of the school year by taking their students' interest and needs into account, holding discussions with their students about positive classroom behaviour, and having good relationships with students. By the occurrence of misbehaviour teachers cannot teach effectively and learners cannot learn effectively. To understand classroom disruption and the reactions of teachers towards it, it is significant to identify teachers' views and beliefs about the causes of classroom misconduct, its effects and how to reduce it.

#### **4-Discussion of the Main Findings**

On the basis on both questionnaires, we can conclude that both teachers and students have different views about the concept of misbehaviour in Classroom environment and level of English as one of major cause of student's factors, boredom is listed to be the main motive of disruption from student's psychological factors, and for the social factor it is abuse and negligence, and finally the teacher's factor in which students select three choices (teacher's unacceptable behaviour, lack of competence, and ignorance of disruption. Unlike students, teachers believe on factors related to factors related to students to be the major factors that lead to misbehaviour. Huge number of students to be the main reason concerning classroom factors, lack of motivation as the main cause of misbehaviour from the others psychological factors, and finally frequently ignoring misbehaviour as a main teacher's factors that leads to

problem behaviour. Furthermore, they are agree that students who failed many times can be a cause of disruption, boys are disruptive more than girls, and students' poor level of English can be a serious factor of problem behaviour.

Moreover, both teachers and students agreed that teacher-students relationship to be the main effect of misbehaviour and on the other negative effects of including motivation, participation, and behaviour. In addition to that, teachers think that just looking at the misbehaving students is the best way to react to misbehaviour. Unlike, students believe on warning verbally, and looking at students. For the effective ways to respond to misbehaviour, students believe on eye contact but teachers individual signals as the best strategy to react when disruption occur.

Almost all teachers and students agree on the importance taking students' views in setting class rules because this leads to respect and positive attitudes towards between teachers and students. Both teachers and students agree on the significance of the teacher' encouragement to reflect on the behaviours inside classrooms because discussing any problem openly such us talking to the misbehaving students will have positive results, and they will understand what they are doing and thus stop misbehaving. All teachers agree on the belief that understanding the motives behind problem behaviour helps them to react appropriately and highlight the problems to find the appropriate interventions. Teachers further suggest the following: students should make efforts towards learning English in order to enhance their levels, teachers need to raise students' awareness that they come to study and not to behave inappropriately and have open discussions with students.

## **Conclusion**

The present research has been undertaken to investigate teachers' strategies in dealing with the concept of disruptive behaviour 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 misconduct would enable both teachers and students to change their behaviour for positive classroom atmosphere.

To achieve the aims of the study, we reviewed the literature related to the concept of disruptive behaviour; we highlighted the types, causes, effects, and the possible solutions in dealing with the disruptive in classrooms. After that a descriptive method was used; two questionnaires were designed. The first one was delivered to a sample of one hundred and fifty students of first year at Ibn Khaldoun English Department in Tiaret. The second one was administrated to a sample of ten teachers from the same university department.

The third chapter tackles the analysis of the collected data from the questionnaires. We can conclude that students and teachers hold different opinions about the nature of the main causes of disruptive behaviours. Students believe on the factors that are related to teachers to be the cause of misbehaviour, Unhealthy classroom environment, boredom, abuse and negligence to be the major causes of misbehaviour. According to teachers, the main factors related to students to be the major causes of misbehaviour are: huge number of students (very crowded classes), lack of motivation, and frequently ignoring misbehaviours that lead to classroom misconduct.

Both teachers and students agreed on the negative effects of disruptive behaviour including: motivation, participation, and behaviour. They consider students-teachers' relationships as the main effect of disruption.- For the effective ways to respond to disruption; students believe on eye contact but teachers prefer individual signals as the best strategy to deal with disruptive students. Almost all teachers and students agree on the importance of

taking students' views in setting class rules, as this will lead to positive attitudes between teachers and students. Both teachers and students agree on the significance of the teacher's encouragement to reflect on the behaviours inside classrooms because it is very helpful to highlight the problems in order to find the appropriate solution.

All in all, the results obtained by the questionnaires confirm the research hypotheses that both teachers and students agreed on the effectiveness of holding discussions and conversations to tackle different issues of classroom disruptive behaviour, so, this understanding will lead to positive classroom atmosphere.

### **Suggestions and recommendations**

The results of the questionnaires filled by both teachers and students imply the following:

- Teachers should be good models by exhibiting positive behaviour, supporting their students, using the correct amount of humour to avoid boredom, asking students about their feelings and needs, focusing on the behaviour and on the student, and provide a relaxing learning atmosphere.
- Classroom misbehaviour is distraction for the teaching/learning process to take place, since it has undesirable consequences on teachers, peers and the disruptive students themselves. Therefore, deep understanding of the causes of such behaviour could possibly help teachers to successfully and effectively develop ways and methods to reduce its occurrence and this will lead to positive classroom atmosphere.

- It is important to support and reward students for their good attitudes and appropriate actions and focus on the importance of roles in managing the classroom effectively. Establishing clear rules about the behaviours that are acceptable and that are unacceptable is very effective because having this kind of agreement with students will make them think about it before doing any negative behaviour.
- Encouraging students to reflect on their own behaviours is crucial because when they recognize, evaluate, and feel that their behaviours are inappropriate they will less likely to engage in such kind of negative behaviour. In order to change students' behaviour, it is needed to understand students' behaviour and build a good relationship with students.
- When classroom practices are effective this will inspire a healthy atmosphere for students and for effective learning to take place and raise their awareness towards their responsibilities for their own behaviour and their classroom.

## Appendices

### Appendix A

#### Students' Questionnaire

Dear student,

This questionnaire is designed in the frame work of Master degree in Language Sciences to collect data about the concept of misbehaviour in EFL classrooms. Your answers will provide us with better understanding about the types, causes, effects, and solutions of misbehaviour. It is worth mentioning that the term misbehaviour refers to any behaviour takes place in classroom that disrupts the process of teaching and learning in which it exerts negative effects on teachers, peers, and classroom as a whole. You are supposed to answer the questions by ticking the box (x) and make full statements when required. We extremely appreciate your contribution.

Thank you in advance

#### Section One: Background Information

Please tick (x) in the appropriate box in each case:

1. What is your gender?

a. Male

b. Female

2. Age: ..... Years old

3. What is your mark of English?

a. 0 - 5

b. 5 - 10

c. 10 – 15

d. 15 - 20

4. How do you find the session of English?

a. Very interesting

b. Fairly interesting

c. Of little interest

d. Not interesting at all

#### Section two: Students' views about the main causes and effects of misbehaviour in EFL classes

5. How often does misconduct occur in the English session?

a. Always

b. Sometimes



c. Rarely  d. Never

**6.** How do you feel when other students misbehave?

a. Annoyed  b. Happy  c. Not interested

d. Others, please specify.....

**7.** Please tick the behaviours that frequently occur inside in the session of English. You can tick more than one.

- a. Grandstanding
- b. Sleeping in Class
- c. Prolonged Chattering
- d. Excessive Lateness
- e. Overt Inattentiveness
- f. Eating, Drinking
- g. Unexcused Exits from Class
- h. Verbal or Physical Threats, to Students or Faculty
- e. Disputing the Instructor's Authority or Expertise
- g. Inappropriate lap top and mobile use
- k. Cheating

l. Others, please specify.....

**8.** Do you think that misbehaviour mainly occur because of:

- a. Unhealthy classroom environment (when the classroom is hot, cold, or unclean...)
- b. Huge number of students
- d. The seating arrangement

**9.** What is the students' factor and motives that leads to misbehaviour?

- |                          |                          |                             |                          |
|--------------------------|--------------------------|-----------------------------|--------------------------|
| a. Age                   | <input type="checkbox"/> | g. Seeking Attention        | <input type="checkbox"/> |
| b. Gender                | <input type="checkbox"/> | h. Desire for Power         | <input type="checkbox"/> |
| c. Level of English      | <input type="checkbox"/> | I. Looking for Revenge      | <input type="checkbox"/> |
| d. Level of Motivation   | <input type="checkbox"/> | j. Lack of Self-Confidence  | <input type="checkbox"/> |
| e. Learning Difficulties | <input type="checkbox"/> | k. Problems with Curriculum | <input type="checkbox"/> |
| f. Classroom Environment | <input type="checkbox"/> |                             |                          |

Other, please specify.....

**10.** What is the Psychological Factor that causes misbehaviour?

- a. Lack of self-esteem  b. Powerlessness  c. Boredom

d. lack of acceptable outlets for feelings and attacks on dignity

**11. What is the social Factor of students that could be a reason for classroom disruption?**

- a. Poverty
- b. Family influence and problems
- c. Abuse and negligence (family, peers, or teachers...)
- d. viewing of violence on television
- e. Other, please specify.....

**12. What is the main reason behind misbehaviour in the session of English?**

- a. Factors related to students
- b. Factors related to teachers
- c. Factors related to classroom environment
- d. Factors related to students' psychological factor
- e. Factors related to students' social factors

**13. Do students misbehave mainly because of?**

- |  |                          |   |                          |
|--|--------------------------|---|--------------------------|
| a. Teacher's unacceptable behaviours                             | <input type="checkbox"/> | g. Teacher's personality                | <input type="checkbox"/> |
| b. Teacher's permissiveness                                      | <input type="checkbox"/> | h. Teachers who made unfair comparisons | <input type="checkbox"/> |
| c. Teacher's lack of competence                                  | <input type="checkbox"/> | I. Teachers who are boring              | <input type="checkbox"/> |
| d. Teacher's authority   | <input type="checkbox"/> | j. Teachers whose discipline was weak   | <input type="checkbox"/> |
| e. Frequently ignoring misbehaviour                              | <input type="checkbox"/> |   |                          |
| f. Teacher's ability to exercise the necessary classroom control | <input type="checkbox"/> |   |                          |

Others, please specify.....

**14. Do your previous learning experiences of English affect your behaviours inside classroom?**

- a. Yes       b. No

**15. Do your classmates have an effect on how you behave in class?**

- a. Yes       b. No

-If yes, please specify how... ..

**16. Does misbehaviour affect your participation in the English session?**

- a. Yes       b. No

**17. What is greatly affected by misbehaviour? Please tick the answer that shows your opinion.**

- a. Teacher- students' relationship
- b. Students' academic achievement and performance
- c. Classroom atmosphere

18. Does misbehaviour affect your motivation to learn English?

- a. Yes  b. No

**Section three: Students' views about the teacher's solutions of misconduct and ways of understanding misbehaviour in EFL classrooms**

19. Does your teacher of English use different methods and techniques to deal with misbehaviour?

- a. Yes  b. No

20. How does the teacher of English deal with misbehaviour?

- a. Warning verbally   
 b. Just looking at students   
 c. Making the students leave the class   
 d. Keep calling students   
 e. Others, please specify.....

21. Which of the following methods is effective when responding to misbehaving students?

- a. Physical proximity  b. sudden silence   
 c. Physical cues  d. ignoring misbehaviour   
 e. Individual signals  f. Eye contact   
 g. Others, please specify.....

22. Classify the following statements from the most to least effective in reducing misbehaviour: According to your opinion of course ( 1-2-3...)

- a. Teacher' arrangement of seating inside the classroom   
 b. Setting rules at the beginning of the class   
 c. Building a good relationship with your teacher   
 d. Teacher's encouragement and rewards   
 e. Teacher Sensitivity   
 f. Holding discussions about positive classroom behaviour   
 g. Effective teaching.   
 h. Effectively managing classroom activities   
 I. Student Motivation (getting students to cooperate)   
 J. Teacher behaviour continuum   
 k. Pastoral Care   
 L. The use of Positive Behaviour Support (PBS) Program

23. Do think that if the teacher takes into consideration your views, interests, and needs when setting classroom rules would lessen classroom misbehaviour?

a. Yes  b. No

Why...

24. Does your teacher of English encourage you to reflect about your misbehaviour and its undesirable consequences?

a. Yes  b. No

-Do you think that by doing so misbehaviour is going to be reduced? .....

**Section four: Further Suggestions**

Do you have any other solutions to deal with misbehaviour in EFL classrooms?

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

Thank you for your help

**Appendix B**  
**Teachers' Questionnaire**

Dear teacher,

This questionnaire is designed in the frame work of Master degree in Language Sciences to collect data about the concept of misbehaviour in EFL classrooms. Your answers will provide us with better understanding about the types, causes, effects, and solutions of misbehaviour. It is worth mentioning that this questionnaire is anonymous; you are supposed to answer the questions by ticking the box (x) and make full statements when required. We extremely appreciate your contribution.

Thank you in advance

**Section One: Background Information**

Please tick (√) in the appropriate box (x) in each case:

1. What is your gender?

- a. Male
- b. Female

2. What is your academic degree?

- a. License
- b. Master
- c. Magister
- d. Doctorate

3. How long you have been teaching English at university?

- a. Less than 5 years
- b. [5-10 [
- c. [10-15 [
- d. More than 15

4. Are you:

- a. a full-time teacher?
- b. a part-time teacher?

**Section two: Teacher' views about the main causes and effects of misbehaviour in EFL classrooms**

5. How often does misconduct occur in classroom?

- a. Always
- b. Sometimes

- c. Rarely
- d. Never

6. Please tick the behaviours that frequently occur inside in your classroom. You can tick more than one box.

- a. Grandstanding
- b. Sleeping in Class
- c. Prolonged Chattering
- d. Excessive Lateness
- e. Overt Inattentiveness
- f. Eating, Drinking
- g. Unexcused Exits from Class
- h. Verbal or Physical Threats, to Students or Faculty
- e. Disputing the Instructor's Authority or Expertise
- j. Inappropriate lap top and mobile use
- k. Cheating

7. How do you react when your students misbehave?

- a. Annoyed
- b. Not interested
- c. Calm

Others, please specify.....

8. Do you think that misbehaviour mainly occur because of:

- a. Unhealthy classroom environment (when the classroom is hot, cold, or unclean...)
- b. Huge number of students
- d. The seating arrangement

9. Misbehaviour mainly occurs among students who failed many times more than the others?

- a. Strongly disagree
- b. Disagree
- c. Neutral
- d. Agree
- e. Strongly agree

10. Misbehaviour mainly occurs among males more than females?

- a. Strongly disagree
- b. Disagree

- c. Neutral  d. Agree   
 e. Strongly agree

11. Misbehaviour in EFL classrooms occurs because of the students' low level of English?

- a. Strongly disagree   
 b. Disagree   
 c. Neutral   
 d. Agree   
 e. Strongly agree

12. Do students misbehave mainly because of?

- a. Lack of self-esteem  b. Lack of self-confidence   
 c. Boredom  d. Lack of motivation

13. Do you think that social factors (poverty, viewing of violence on television, family problems, abuse, or negligence...) are great reasons to classroom disruption?

- a. Yes  b. No

14. Does misbehaviour occur because of?

- a. Teacher's unacceptable behaviours  g. Teacher's personality   
 b. Teacher's permissiveness  h. Teachers who made unfair comparisons   
 c. Teacher's lack of competence  i. Teachers who are boring   
 d. Teacher's authority  j. Teachers whose discipline was weak   
 e. Frequently ignoring misbehaviour   
 f. Teacher's ability to exercise the necessary classroom control

Others, please specify.....

15. Order the following statements from the most to the least factors leading to misbehaviour: from 1-5:

- a. Factors related to students (age, gender, level...)   
 b. Factors related to teachers   
 c. Factors related to classroom environment   
 d. Factors related to students' psychological factor   
 e. Factors related to students' social factors

16. Does misbehaviour affect your performance in class?

- a. Yes  b. No

-why?

17. What is greatly affected by misbehaviour? Please tick the answer that shows your opinion.

- a. Teacher- students' relationship
- b. Students' academic achievement and performance
- c. Classroom atmosphere

18. Does misbehaviour affect the motivation of your students to learn English?

- a. Yes
- b. No

19. Does misbehaviour affect the participation of your students?

- a. Yes
- b. No

**Section three: Teachers' views about the possible solutions of misconduct and ways of understanding misbehaviour in EFL classrooms**

20. Do you react to misbehaviour by?

- a. Warning verbally
- b. Just looking at students
- c. Making the students leave the class
- d. Keep calling students
- e. Others, please specify.....

21. Do you think that punishing students is the best way to minimize misbehaviour in EFL classrooms?

- a. Yes
- b. No

-why?...

22. Which of the following method(s) is effective when responding to misbehaving students?

You can tick more than one box.

- a. Physical proximity
- b. sudden silence
- c. Physical cues
- d. ignoring misbehaviour
- e. Individual signals
- f. Eye contact
- g. Others, please specify.....

23. Classify the following statements from the most to least important in reducing misbehaviour: According to your opinion of course (1-2-3...):

- a. Teacher' arrangement of seating inside the classroom
- b. Setting rules at the beginning of the class
- c. Building a good relationship with your teacher
- d. Teacher's encouragement and rewards
- e. Teacher Sensitivity



- f. Holding discussions about positive classroom behaviour
- g. Effective teaching.
- h. Effectively managing classroom activities
- I. Student Motivation (getting students to cooperate)
- J. Teacher behaviour continuum
- k. Pastoral Care
- L. The use of Positive Behaviour Support (PBS) Program

**24.** Do you think that considering students' views, interest, and needs when setting classroom rules is important to prevent problem behaviour?

- a. Yes  b. No

-why?...

**25.** Do you think that trying to understand the reasons behind misbehaviour helps you to choose the appropriate intervention?

- a. Yes  b. No

-why?....

.....

**26.** Do you think that encouraging students to reflect about their own misbehaviour and its undesirable consequences would reduce disruption?

- a. Yes b. No

**Section four: Further Suggestions**

. Please, add any additions, suggestions or solutions related to the topic?

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Thank you for your help

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### **Dissertations**

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### Summary

The objective of this study is to identify the main types, causes and effects of classroom disruptive behaviour, and the possible solutions that can be used to deal with it effectively. We hypothesized that a better understanding of classroom misconduct will enable both teachers and students to change their behaviour for a positive classroom atmosphere. In order to test the validity of the hypothesis, two questionnaires were designed. On the basis of these findings, Teachers should understand the reasons behind misbehaviour which is very helpful to successfully and effectively develop ways and methods to intervene appropriately, so students will not engage in disruptive actions.

### Résumé

L'objectif de cette étude vise à identifier les principaux types, causes et les effets de la classe, les débordements et les solutions possibles qui peuvent être utilisés pour traiter efficacement avec elle. Nous émettons l'hypothèse qu'une meilleure compréhension de l'inconduite en classe permettra à la fois les professeurs et les étudiants à changer leur comportement pour l'atmosphère positive en classe. Afin de tester la validité de l'hypothèse, deux questionnaires ont été conçus. Sur la base de ces conclusions, Les professeurs doivent comprendre des raisons de la mauvaise conduite est très utile pour développer avec succès et efficacité des moyens pour intervenir de manière appropriée, donc les étudiants ne seront pas engagés dans des actions perturbatrices.

### الملخص

تهدف هذه الدراسة الى التعرف على الانواع و الاسباب و الاثار الرئيسية لسوء السلوك في الفصول الدراسية و الحلول الممكنة للتعامل معه بشكل فعال . نحن افترضنا ان فهم السلوك في الاقسام سيمكن كل من الاساتذة و التلاميذ على تغيير سلوكهم من اجل سلوك ايجابي في الفصل . من اجل اختبار صحة هذه الفرضية صممنا استبيانين. على اساس ما تحصلنا عليه من النتائج، على الاساتذة معرفة الاسباب الكامنة وراء سوء السلوك وكذلك فهم سلوك بذاته مفيد جدا لتطوير وسائل و اساليب التدخل بشكل مناسب للحد من حدوثها بنجاح و ، و ب التالي فان الطلاب لن يقوموا باعمال تخريبية .

